

**THE IMPLEMENTATION OF GENERAL EDUCATION
QUALITY IMPROVEMENT PACKAGE IN HAWASSA
ADMINISTRATIVE CITY: THE CASE STUDY OF
TABOR PRIMARY AND SECONDARY SCHOOLS**

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ACRONYMS

The following are acronyms used in this study.

ESDP	=	Education Sector Development Program
ETP	=	Education and Training Policy
GEQIP	=	General Education Quality Improvement Package
MAP	=	Management and Administration Program
MoE	=	Ministry of Education
MoFED	=	Ministry of Finance and Economic Development
NLA	=	National Learning Assessment
NOE	=	National Organization for Examinations
TDP	=	Teacher Development Program
CPD	=	Continuous Professional Development
REB	=	Regional Education Bureau
TTI	=	Teachers Training Institute

ABSTRACT

The objective of this study was to investigate implementation of Teacher Development Program (TDP) in Hawassa Administrative City by focusing on Continuous Professional Development (CPD) of teachers. The study examined the process of CPD implementation, stakeholders' perception about its implementation, constraints faced, benefits accrued and measures to be taken to promote CPD implementation. The study employed qualitative case study design. Participants of the study were 21 educational officers and teachers in the interview, and 13 teachers and 20 students in focus group discussion. Moreover, pertinent documents were used as a means of data gathering. Then, the results indicated that there are efforts to help teachers acquire various skills through induction, experience sharing, licensing courses, pedagogical and cluster resource centres. As a result, there is change in behaviour of teachers, decrease in drop-out and repetition rates, and increased parent-teacher communication. On the other hand, shortage of budget, resources, and experts, poor management and training programs, lack of commitment and awareness about action research are problems affecting CPD implementation. Thus timely release and proper use of budget, employing/training experts, giving training for the grassroots and improving quality of training programs were suggested as solutions to the problems. The study concluded that though there are good attempts at upgrading teachers, these attempts are affected by the above constraints. Hence, the study implied that there is much to be done to help teachers learn and use what they learn from CPD. Finally, the study suggested that concerned offices/educational officers should give training for the grassroots; work in collaboration to act upon measures suggested by participants; construct additional classrooms/schools, and implement career promotions as stipulated in the policy documents.

CHAPTER ONE INTRODUCTION

1.1. Background of the Study

There is a consensus among many scholars that education is a key for development. Education seen as an instrument for reducing poverty, improving the living conditions of rural people and building a food-secure world. Todaro (1985) also holds the same position in which he emphasizes that it is the human resources of a nation, not its capital or its material resources that ultimately determine the character and place of its economic and social development. This human resource necessarily needs to be trained to be as productive as expected.

Ethiopia is one of the least developed countries of the world, and one of the social factors, education is at the lowest level (MoFED, 2002). Ayalew (2005) further noted that in Ethiopia, the hopes and aspirations to universalize primary education and rural development remain a matter of great concern at the dawn of the 21st century. Millions of children are still unable to gain access to schooling, and large numbers from among those who drop-out before acquiring the basic skills.

Realizing this, the Ethiopian government has designed different strategies to increase access to education. Within the framework of the 1994 Education and Training Policy (ETP), the government launched the first five year Education Sector Development Program (ESDP-I) in 1997 as part of a twenty-year education sector development plan.

Since the launching of ESDP I, there has been a noticeable increase in primary school enrolment. The target set for ESDPI for raising primary enrolment from 3.7 million to 7

million was surpassed with enrolment reaching 8.1 million in 2000/01 (MoE, 2002). This trend continued throughout the duration of the subsequent phases, ESDPII and the start of ESDPIII (launched in 2005) where primary enrolment reaching around 13.5 million in 2005/06.

This indicates that substantial system expansion has occurred in recent years. In the last five years, primary school enrolment (grades 1-8) in Ethiopia has increased from 8,144,337 in 2001/02 to 13,474,674 in 2005/06 (MoE, 2005; MoE, 2007). Over this period, according to the same document, the gross enrolment rate has increased from 61.6% to 91.3% and net enrolment from 52.2% to 77.5%. First cycle secondary enrolment trends also show significant increase (GER from 17.1% in 2001/02 to 33.2 in 2005/06), whilst second cycle secondary GER is low 3.9 in 2005/06) though it has increased over the period (MoE, 2005).

At the same time, it has been difficult to maintain and improve the quality of general education (MoE, 2005). Thus, the Ministry of Education through the National Organization for Examinations conducted National Learning Assessment (NLA) in grades 4 and 8, and found that student achievement is below the required levels. Key factors identified in the NLA relating to students achievement included unsatisfactory school organization and management, teacher training on techniques, lack of sufficient school supplies, availability of curricular and instructional materials, and barriers due to use of non first language of instruction (NOE,2004).

In response to these concerns, ESDP III gives high priority to quality improvement at all levels of the education system (MoE, 2005). Side by side, the Ministry of Education has also developed a General Education Quality Improvement Package (GEQIP) which comprises the following six pillars:

1. Teacher Development;
2. Curriculum, Textbooks and Assessment;
3. Management and Administration;
4. School Improvement Program;
5. Information Communication Technology, and
6. Civic and Ethical Education.

The overall objective of the General Education Quality Improvement Package (GEQIP) is to improve the quality and diversity of instructional services offered to Ethiopian Children in Grades 1-12 to produce higher levels of achievement across diverse segments of the population (MoE, 2007).

The six components of GEQIP are briefly described below as they are stated in the document.

- 1. Teacher Development program (TDP)** - The planned objectives of this component of GEQIP are improving knowledge, expertise, motivation and conduct of teacher educators, enhancing duration and quality of pre-service teacher training, and improving selection procedures, improving the organization and management system for teacher education, improving English Language skills, increasing quality of non-formal education and special needs training; and producing high quality instructional materials for early childhood development. TDP is already well established with the support of government and funding partners. It is also stated in the document that the program has been under implementation for about three years and improvements have been seen.

2. **Curriculum, Textbooks and Assessment**– This component includes curriculum, textbooks and other teaching and learning materials, and student assessment including examinations. The component has objective of developing a curriculum which is responsive to the economic and democratic needs of the country, and improving the teaching and evaluation methods of teachers, and producing high quality teaching aids and learning materials.
3. **Management and Administration Program (MAP)** - The process of decentralizing the education system revealed that skills and experiences at the regional level had to penetrate sufficiently to Woreda and local levels. The MAP component has objective establishing reporting systems with improved use of ICT, and designing and implementing more transparent, low cost and productive management and administrative system.
4. **The School Improvement Program (SIP)** – This program was established in 2006 and it has objective of improving student learning achievement, improving school management and administration, and establishing objective standards and procedures for ensuring accountability and authority Woreda level.
5. **Civic and Ethical Education** - This component has aim of promoting democratic views, truth and scientific thinking in the young generation, and
6. **Information Communications Technology** - This component of GEQIP aims at expanding the existing ICT to improve the teaching learning process, and to make the management system of schools more efficient by making them use ICT.

In a recent discussion with stakeholders, the Ministry of Education has pointed out that the last two pillars will get more attention during the second phase of the implementation (MoE,

2007). General Education Quality Improvement package (GEQIP) is currently under implementation in the country with the objectives which are outlined above, and attention is given for the first four pillars in the first phase. Thus, there is a need to investigate how the implementation of the different pillars of GEQIP is taking place in the country, benefits coming from their implementation, and challenges/problems faced by implementers. Therefore, this study aims to investigate the implementation of TDP in Hawassa Administrative City by focusing on CPD.

1.2. Statement of the Problem

It is to be noted that the expansion of the education sector has incurred a high investment for quality related inputs with the result that fewer children give evidence of having mastered the grade level curriculum (NOE, 2004; MoE, 2005). GEQIP is designed as a solution to improve the quality of general education. As the program is new, in spite of government efforts, there may be various challenges to be faced while implementing it. And I often heard some teachers and education officials complaining certain difficulties they have encountered in their attempt to implement the program.

The discussion I conducted with some teachers and school principals, informally, indicated that there are some challenges and constraints they are facing while implementing the pillars, although there are benefits accrued from implementation of the package. Moreover, the discussions I made with the principals and supervisors, who came from different schools for summer program to Hawassa University, also motivated me to consider issues related to the implementation of this new program. While I was teaching and discussing with them, there were interesting views and arguments coming from them. Since teachers play a crucial role

in improving quality of education, it will be helpful if their views and reflections are considered to make the education system better.

Furthermore, I believe that the effectiveness of any educational program should only be judged on the basis of appropriate critical researches conducted in relation to the various factors related to the issue of its implementation. And hence, it is this intention that initiated me to conduct a critical case study in the area of implementation of general education quality improvement program.

The study aimed at understanding how the process of implementation of teacher development program especially continuous professional development is going on in selected schools, and exploring and addressing the challenges and benefits of the program by sharing experiences with concerned stakeholders. Thus, this study attempted to describe the process of the implementation of teacher development program in schools of Hawassa Administrative City, the challenges encountered while implementing it, and benefits accrued by raising the following research questions:

- i. How is the process of implementation of CPD going on in the selected schools?
- ii. How do stakeholders perceive the current status of CPD implementation?
- iii. What are the constraints faced during implementation of CPD?
- iv. What are the benefits accrued from implementation of CPD in the selected schools?
- v. What measures need to be taken to promote teacher development program particularly CPD in the selected schools?

1.3. Objective of the Study

The general objective of the study was to investigate the practices (the process) related to implementation of teacher development program of GEQIP in selected schools of Hawassa Administrative City. Thus, the study attempted to describe, analyze and interpret the implementation process of teacher development program in the study site.

The study specifically tried to:

- i. Explore the process of CPD implementation in the selected schools;
- ii. Identify perception of different stakeholders regarding implementation of CPD;
- iii. Investigate the major problems or constraints that are affecting implementation of the CPD;
- iv. Identify some of the benefits that are coming from the implementation of CPD, and
- v. Explore measures to be taken to promote implementation of CPD.

1.4. Significance of the Study

There is a scarcity of research on quality of education in Ethiopia. Derebssa (2008) noted that the studies which exist mostly describe the quality of an educational system or part of the system in terms of “input” into the teaching process (teachers, equipment, materials, etc) or look at student achievement in relation to these inputs. However, there is shortage of studies on quality improvement programs. Therefore this study helps to :

- i. Discover how quality improvement programs are being implemented and challenges associated to their implementation.

- ii. Explore implementation of the General Education Quality Improvement Package from the perspective of its Teacher Development Program (TDP) by focusing on continuous professional development aspect, and it helps to identify the benefits, strengths and challenges/ weaknesses encountered while implementing the program.
- iii. Forward implications to retain best practices and to improve the shortcomings for future implementation of TDP in general and CPD in particular. Ultimately, the findings and implications of the study will be helpful for implementers of the package, teachers, researchers and other education experts and stakeholders.

1.5. Delimitation of Study

Only continuous professional development (CPD) aspect of TDP was treated in this study by focusing on experience sharing and induction, English Language Improvement Program, licensing courses, pedagogical and cluster centres and action research. The study was conducted in ten months' time.

1.6. Limitations of the Study

There were some inconveniences at Regional Education Bureau during data collection as the management members and the workers were busy with implementation of Business Process Reengineering and this could limit the findings of the study as there was difficulty to obtain appropriate data from officials at appropriate. In addition, there were three experienced teachers who withdrew from the focus group discussion who might have provided valuable information.

1.7. Organization of the Study

This paper is organized in five chapters. The first chapter deals with background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study and limitations of the study. The second chapter presents a review of related literature and the third chapter is about design, methods and procedures used to conduct the study. The fourth chapter deals with the presentation and analysis of the data. Summary of the findings, conclusions and implications are presented in the fifth chapter.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents four major theoretical frameworks relating to quality of education in general, and with special focus on Ethiopian context in particular. It begins by discussing the role of education for development and it continues to look into the modern education in Ethiopia as it relates to expansion and quality in pre and post 1994 where this landmark represents the situation of education before and after the current policy of education. This is followed by issues related to teacher development and research findings. Finally, the teacher development, program of the general education quality improvement package is presented briefly.

2.1. The Role of Education for Development

Fullan (1991) noted that the centrality of education as a core and principal engine for development and nation building is unquestionable. Many development scholars and development advocates stress that no country has secured socio-economic development without a sound educational system. Hallak (1990) and Todaro (1985), for example, underlined that it is the human resources of a nation, not its capital or its material resources that ultimately determine the character and place of its economic and social development. These human resources need to be trained, educated, and developed for a country to realize its development objectives.

Derebsa (2001) and UNICEF (2000) also noted that education is a basis for developing capacity to cope with readily evolving and changing society in an information age. Its universal availability and quality are central to the development of human resource of any society. Moreover, World Bank (1990) indicated that over the years much effort has been

exerted to quantify the effect of education on social and economic development. The results justified that greater investment in education leads to broad economic and social benefits for the individual and the society. The benefits are also reflected in the form of high productivity, lower infant and child mortality rates, better health and generally improved living conditions. Thus, as Hallak (1990) noted all countries place major emphasis on educational policy and designing educational plans for accelerating development. Similarly, Derebssa (2008) stated that throughout the world, people are looking for education to pave the way for a more just social order, on the grounds that education instills in the young crucial humanitarian values such as equity, tolerance and peace. The writer further added that progress in education is also taken to be essential for sustainable development, environmental protection, and improvement in health and participation in democratic, social and political processes.

The discussion presented above was an attempt to emphasize the importance of education as a key to accelerating economic growth and development. Thus, a developing country like Ethiopia which strongly experiences shortage of educated human resource, financial constraints and poverty needs to give proper attention to educating its citizens at different levels to meet the growing demands for trained and conscious manpower.

The next section presents an overview of modern education in relation to its expansion and quality issues, and this helps to understand the need to develop and implement new programs to improve quality of education in the context of the country.

2.2. Overview of Modern Education in Ethiopia

Ethiopia is one of the countries with the highest population in Africa. For instance, World Bank (2001) report indicated that Ethiopia is one of the most educationally disadvantaged countries of the world, and the Education Sector is characterized at all levels by extremely low participation rates and low quality. Before discussing issues on current participation rates and quality of education, it is important to look at history of Modern Ethiopian Education briefly in relation to its expansion and quality.

2.2.1. Education before 1994

Modern education before 1994 can be seen under two regimes.

A. Education During the Imperial Period

Modern education was introduced in Ethiopia during the reign of Emperor Menelik. According to Tekeste (1990) the focus of the schools opened at the time of Emperors Menelik and Haile Selassie was mainly on language studies for international communication. Though some schools were opened, and more were needed to meet human resources need of the country, the attempt was disrupted by Italian invasion during the years 1936 to 1941 (Pankhurst, 1972). In other words, as Tekeste (1990) stated the Italians invasion disrupted Ethiopian education by persecuting educated Ethiopians. When Italians left, the Ethiopian government was engaged in the expansion of the education system. Studies by Jandy (1948) stated the expansion was in poor school environment, and the teachers and students were unable to ably use English as medium of instruction. The expansion was beyond the country's human, material and financial resources as there was shortage of qualified teachers, the school environment was poor and teachers were imported.

Bjerkan (1972) stated the statement of UNESCO sponsored Conference of African States on the Development of Education in Africa held in 1961(Addis Ababa Conference) as Ethiopia compared to other African countries, lagged behind in educational development. Then, the recommendation of the conference again resulted in drastic expansion which compromised quality. In 1971, a committee of professionals was set up to examine the relevance of the curricula and to suggest strategies with a view to provide basic education for all in the long-run. The Education Sector Review Recommendations were not implemented as there were protests against the proposals by teachers and students, and it all ended with the downfall of the Monarchy.

B. Education During the Dergue Government

The Dergue which ruled the country 1974-1991 (Military Government) adopted a new education policy reflecting its Socialist Philosophy. Tekeste (1990) and Tesfaye (2003) stated that an area that the Dergue regime could be proud of deals with the literacy campaign, and it highly resulted in reduction of illiteracy. Tesfaye (2003) also stated that various efforts were made prior 1994. For example, educational policies and priorities were expressed in terms of plans and guidelines. Medium and long-term plans were developed and implemented. Increasing enrolment of primary education, and maintaining quality by increasing the number of primary and junior secondary school teachers, and strengthening pre-service, and in-service teacher trainings were among the plans of the regime. MoE (1980) explained that the expansion of the education sector and development of various plans were on the assumption that education held the key to the country's development. However, Tesfaye (2003), Tekeste (1990) and MoE (2002) noted that due to internal conflict, the regime was not able to

maintain the quality of education. Studies by the above authors summarized that during the Dergue regime quantitative expansion (performance) was realized at the expense of quality of education.

2.2.2. Education after 1994

Ethiopian Peoples Revolutionary Democratic Front (EPRDF) took power in 1991. Since 1991, several sectoral policies, strategies and development programmes have been introduced in the country. Education is one of the sectors which have been given emphasis by the current government. New Education and Training Policy was formulated in 1994 (TGE, 1994). Some components of the Education and Training Policy are briefly presented below.

2.2.2.1 Educational Policy after 1994

As indicated in the policy document, the main objective of the education sector is to provide good quality education with an ultimate aim of achieving universal primary education over a period of 20 years. The policy also aims to make education more relevant by emphasizing problem-solving skills; providing vocational education and training at different education levels inline with human resource requirements of the economy; providing good quality secondary and higher education in equitable way, and make special and non-formal education available in line with the needs and capability of the country. Moreover, the policy also aims at improving the training and career development of teachers, decentralizing the management and administration of education, increasing resource by encouraging community participation, introducing cost sharing mechanisms and increasing the

involvement of the private sectors, and improving the collaboration of the education sector with other sectors (MoE, 1994).

Thus, as the expansion of the education system resulted in deterioration of quality, the policy document gives due attention to quality issues for different levels of education by recognizing that education plays a key role to bring about economic development of the country.

To sum up, there was deterioration of quality of education as there was expansion in poor school environment during the three regimes.

2.2.2.2 Administration and Management of Education System

The World Bank (1998) indicated that education management in Ethiopia was highly centralized prior to 1994 because the central Ministry of Education was involved in all aspects of public education including planning, budgeting, school construction and the production and distribution of textbooks and other educational materials. The current education and training policy established clear guidelines, stating the rights and duties of all involved in education to ensure participatory and proper professional relations in their activities. Moreover, it is stated that educational management be decentralized to create the necessary condition to expand, enrich and improve the relevance, quality, accessibility and equity of education and training.

In relation to this, MoE (2005) stated that the role of the Ministry is to ensure that national policies and norms are adhered to and standards are maintained. Educational Bureaus at regional levels and their sub-units (Zones, Woreda Offices) prepare plans and programmes inline with the directives of the Ministry of Education. Decentralization of management of

education to regional levels to run primary and secondary education has been preferred because education services at school level are expected to be more effectively managed by authorities located closer to communities.

Even though MoE has certain roles to play, most of the responsibility for implementation of the policies depends on the effective management, planning and implementation capacity of each region. The management of education plays significant role in teachers' professional development.

2.2.2.3 Teachers

The Education and Training Policy also stated that teachers must be equipped with sufficient content knowledge and skill for teaching. In this regard, teachers were required to have the necessary teaching qualification through pre-service and/or in-service trainings. In addition, professional career structure was established as a means to enhance the professional development of teachers. The above points are broad and they provide a clue on the direction for professional development of teachers which is now taken as critical component that contributes to the quality of education.

To sum up, the points discussed above on the objectives of education and training policy, management and administration of education system, and issues related to teachers are components that indicate how a plan is made to maintain quality of education. However, MoE (2004), MoE (2005) and MoE (2007) documents indicated that quality of education was not maintained due to high enrollment rates particularly at the primary and secondary levels. The Ministry of Education in its Education Sector Development Program III pointed out that despite policy provisions and some practical endeavors, quality of learning in schools is low.

MoE justified that quality of education could be enhanced by strengthening professional development of teachers, in-school-supervision and student-centered learning.

2.2.2.4 General Education

The Education and Training Policy of 1994 has set 10 years of general education preceded by 2 years of pre-primary for children from age 4 to 6 years. The general education is subdivided into two segments: 8 years of primary education (grade 1-8) and 2 years of secondary education (grades 9-10). Primary education is again divided into two cycles: basic education (grades 1-4) and general primary education (grades 5-8).

The first cycle of primary education provides children with basic literacy, where as the second cycle provides students with an opportunity to prepare for further education and training. The first cycle (grades 9-10) is a general secondary which prepares students for preparatory classes or technical and vocational education and training.

As it was noted in Chapter 1, it was difficult to maintain quality of education as the expansion of general education was beyond the economy, and different strategies have been designed to improve its quality. MoE (2005) indicated that the Ministry will rely on proxy indicators for general education quality, such as pupil/teacher ratio, pupil/section ratio, etc. since it would be difficult and costly to introduce a system that would directly measure children's performance at each grade. Thus, teacher development programs are given attention as one component to improve quality of education.

2.2.3. Education Sector Development Program (ESDP) in Ethiopia

It has been noted by different writers that the education sector development program in Ethiopia has its own rationale. The World Bank (2001) indicated that, from government perspective, the problems of education were massive, and isolated projects were felt to provide inadequate outcomes for improving the situation. The sector-wide approach was preferred as it was more likely to identify, address, and have success in solving the most critical problems of education as a whole.

MoE believed that Education sector development programme is the best approach as it covers all areas of education (MoE, 2002; MoE, 2004). The Ethiopian Government has launched ESDPI, ESDP II and ESDP III. MoE (2005) noted that ESDP III had some specific features that distinguished it from the previous ones in that it will be focusing not only on access but also on quality. The Ministry of Education further claimed that the implementation of ESDP III will help decentralize education down to school level, hence empowering the stakeholders. It also entails a purpose where the MoE will be transparent, efficient, cost effective and accountable to the public realizing full participation of communities.

ESDP III gives emphasis to quality education to bring out it from a state of deterioration. To ensure quality of education, as the document stated, actions to be taken include focusing on continuous professional development of teachers, introducing various strategies to improve school environment and making the management qualified for adequate educational planning.

2.3. Conceptual Framework for Quality of Education

Quality of education is an important component of any education system. Derebssa (2008), Leu (2005) and Solomon (2008) stated that quality is the heart of any educational system, and it influences what students learn, how well they learn and what benefits they draw from their education. However, Amare, et al (2006) argued that education quality is a multifaceted concept, defined differently depending on a country's policy objectives and underlying philosophies. According to a recent UNESCO report (2004 cited in Amare, et al. 2006) on education quality, many countries mix the following approaches in their visions of quality, with one approach or another dominating as policy evolves:

- i. a humanist approach which focuses on students' construction of knowledge, active learning and social action;
- ii. a behavior approach which assumes that students must be led by incremental steps to specific pre-defined ends;
- iii. a critical approach which focuses on understanding and correcting inequities, and
- iv. An indigenous approach which rejects mainstream education imported from the center of power.

From these four approaches to quality of education, the Ethiopian Education and Training Policy gives emphasis to the humanist approach as students are expected to construct knowledge through active learning. The teacher development program which is the focus of this study is also designed to help teachers become aware of issues related to active learning and use it in the classroom effectively.

Noting the fact that education contributes to national economic growth and development, UNESCO (2006) and Derebssa (2008) emphasized that access to good-quality schooling is of

central importance to national development. The author further argued that for education to play these roles it needs to meet minimum quality standard. Quality education contributes to higher lifetime earnings and more strong national economic growth, and helps individuals make more informed choices on important issues related to their welfare.

The Ministry of Education on its Seventh Annual Review Meeting explained that quality involves the achievement of relevant knowledge, skills and endowment of democratic attitudes and values. It is the production of competent and responsible citizens who would work to eradicate the poverty of Ethiopia (MoE, 2005). In Ethiopia, as in many countries, policies define education quality. According to Amare, et al. (2006) and Barrow and Leu (2006), Ethiopian Education and Training Policy emphasizes that knowledge and skills are developed through student-centered and active learning, as its feasibility to apply knowledge practically.

Farrell (2002) pointed out that decentralization has become an important focus of education quality in recent years because of the failure of central authority to produce quality and the weak-link between top-down policy and school-level practice. Ethiopia has a decentralized system of education governance at regional, woreda and local levels (Amare, et al., 2006; MoE, 1994). The start of (advent) of active learning has also prompted a focus on local action and local engagement to inform and mobilize policies. Farrell (2002) also recognized this idea as schools, teachers, and communities, working together in a supportive policy environment, are the primary engines of quality of education. While this seems important, policy makers and designers have only recently began looking beyond input and output models of quality, and now giving more attention to the “daily school experience” as basic ingredients of quality (Leu, 2005).

According to UNESCO (2006) and Perera (1997) teachers are widely recognized as a critical factor influencing education quality at the school level. Thus, researchers, policy makers, program designers, implementers and evaluators are focusing on effective and promising teacher improvement programs (Leu, 2005; Verspoor, 2006).

Furthermore, the literature on education quality indicates strong link between teacher professional development, management and administration, and quality. Thus, there is a need to investigate how teacher development programs are implemented as they contribute to quality of education.

2.3.1. Teacher Development

This sub-section presents issues in teacher development, the role of management and administration in teacher development and CPD experience of some countries.

2.3.1.1. Issues in Teacher Development

In school systems, teachers play a significant role in the achievement of planned objectives. When there are program changes, teachers play an important role in the implementation of the program. Regarding this, Fullan (1991:127) stated that “if the change works, the individual teacher gets little of the credit; if it does not, the teacher gets most of the blame.” This statement shows that teacher’s role is very important in the implementation process of school programs. What happens in the school at classroom level is what affects the whole educational system. Put differently, it is the change that happens in the individual classroom that changes the school, and the teacher’s role starts at this level. Whenever there are changes, there must be change in the beliefs of teachers. Substantiating this view, Gene

(1995:173) stated that “a school does not change until each individual teacher within the school successfully implements the change.”

Therefore, at the teachers’ level the degree of change and success of school programs is strongly related to the extent to which teachers interact with each other, others providing technical help and continuous upgrading of their profession. Realizing the contribution of teachers to quality of education and success of educational programs, professional development of teachers is getting more attention these days.

School systems have the responsibility to encourage the acquisition of knowledge and skill of its staff members. Such staff development may include activities like training, in-service education, self-development and upgrading of its staff members (Castetter, 1996-97a and Tebeje, 2007). The author also argued that the primary focus of staff development is to provide organized learning experiences for the staff members in order to develop their know-how to carry out responsibilities efficiently. In a similar view, Scribner (1999) explained staff development as a guideline, which focuses on examining institutional arrangement and promoting the ongoing teaching learning; assessing the existing education policy to see its compatibility with the new vision; acknowledging teacher perspectives on their own professional development and addressing the problems.

In addition to the above views, Jackson (1992) suggested that there are four areas that can help teachers’ development. These are:

- i. develop teachers’ know-how;
- ii. improve conditions under which they work;
- iii. relieve teachers’ psychological discomfort, and
- iv. develop their way of art.

Scholars like Thiessen (1992) and Bailey (1991) add that teacher development can be classroom based or continuous professional development in different forms.

Thiessen (1992) and Glover (1996) elaborated classroom-based teacher development as an orientation that reconceptualizes how teachers can improve their profession in their work, and how to build effective relationships with their students. Moreover, Blanford (2000) and Bailey (1991) explained that classroom is the place where anything positive or negative will happen, and it affects the work of teachers. Therefore, teachers need to be well informed about school's program, classroom environment, and work for more expansive autonomy in the classroom. The ideas by these scholars initiate us to consider classroom-based development of teachers as important component of teachers' professional development.

Gizaw (2006) divided approaches to teacher development as off-site professional development (also referred as course-based professional development), school-based professional development in which school needs are identified and training is given for teachers, and school-focused professional development which involves teachers in planning activities after identifying training (professional development) needs.

School-focused approach to professional development emphasizes that every school should regard the continued training of its teachers as an essential part of its task in which all members of the staff share responsibility; to actively and constantly review and reassess its effectiveness in order to consider new methods, new forms of organization and new ways of dealing with problems. These activities involve a single teacher, some of the staff, or the whole staff. The activities might be conducted at the school or at other sites (training institutions, colleges, cluster schools, or other schools).

A study of teacher education reform projects in East Africa by Anderson (2002 as cited in Amare, et al., 2006) also outlined some factors that contribute to effective teacher professional development as:

- i. Teacher- centered and school-based workshops;
- ii. In – class coaching by consultants, supervisors, or peers;
- iii. Team planning and problem solving by collegial work groups;
- v. Action research; and
- vi. Professional study groups.

It is important to realize that many of the ideas of quality education and teacher development outlined above are realized in Ethiopia's policies and programs, particularly in the guidelines for quality teacher development in the Teacher Education System Overhaul (TESO) and the in-service continuous professional development (CPD) Program, both of which are national policies (Amare, et al. 2006; MoE, 2005 b). MoE (2007) also noted that the objective of the teacher development program is to support teacher capacity to teach effectively according to the principles of active-learning.

The above literature and research findings indicate that teacher development is important component of education system and it helps to achieve educational objectives by maintaining quality of education. The next section presents issues related to management and administration as it plays a significant role in continuous professional development of teachers.

2.3.1.2. The Role of Management and Administration in Teacher Development

The school system, like any organization is a system developed to achieve specific objectives. This system needs to be structured in such a way to allow utilization of available resources and to clearly indicate the decision responsibility roles within the structure (Davis and Nickerson, 1968). Studies by UNESCO (1979) and Lyons and Collins (1980) indicate that for any school program to be realized the roles of the principals and the teachers, the teacher-teacher relationships, and the atmosphere created by education administration are important. These may facilitate or inhibit the implementation of school programs.

UNESCO (1979) also suggested that the application of the regulations concerning the rights and the duties of teachers should be responsibility of suitably constituted bodies which should not be subject to extraneous pressure of any kind. Many educators consider that school principals are powerful potential source of help or hindrance to the teacher in the implementation process of school programs (Fullan, 1991; Ornstein and Hunkins, 1998). The school administrative parties including the principal should be fully involved in the design and implementation of school programs.

Fullan (1991) and Gaynor (1998) argued that effective education administrators and principals regularly and frequently check on the teachers to solicit needs and inquire how things are going on. This makes teachers feel valued and care for, and a clear signal is given so that implementation of a program is priority. In relation to this, McNeil (1990) stated that a real administrative support increases the degree of implementation of a program at school level. The greater the quality and quantity of continuous interaction and staff development, the greater the degree of implementation of a program.

Solomon (2002) noted that while a new plan or programme is being designed and implemented, a communication channel must be kept open so that the programme does not come as a surprise to the implementers. Frequent discussion about a new programme among teachers, principals, and other education experts is a key to successful implementation. Other scholars also forwarded that local education authority's involvement and supervision are important for ensuring teacher productivity and effectiveness of schools. If local education authorities and school principals are inadequately trained, they tend to manage and treat teachers improperly. For instance, Reeder (1941) noted that a school administration which does not facilitate education is parasite of public funds. Conversely, a school administration which facilitates education makes a visible contribution to improve teachers' efficiency by availing essential facilities.

The above explanation shows that enhancing the professional competence of the staff of educational leaders by providing special training for people involved in the work could ultimately contribute to help teachers perform their functions effectively and efficiently. The move towards better methods of supervision, with emphasis on professional leadership, guidance, communication and human relations is essential for achieving aims of schooling by maintaining quality of education. As Lyons and Collins (1980:125) argued from education administrative point of view:

...teacher morale and confidence, as well as competence, must be built up from within the profession. Those who are untrained or inexperienced must be helped and guided towards making a worthwhile contribution. Those who are competent must be encouraged to release their full potential so as to bring about desired changes.

This shows that the assistance the administration gives to teachers is important to achieve educational objectives. Finally, according to Williams (1979) and Glover (1996) educational administrators should examine their sense of fairness and efficiency, particularly over matters of postings, appointments, promotions and transfers for these are supposed to change the behavior of teachers in one way or another. This justifies that teachers efficiency can be increased or decreased based on roles played by the administration.

2.3.2. CPD Experience of Some Countries

Many countries believed that CPD can help to overcome shortcomings of teachers' pre-service education and keep abreast of new knowledge and practices in the field. Case studies from Bangladesh, Botswana, Guatemala, Namibia and Pakistan have provided evidence that ongoing professional development, especially in the early years after initial preparation and then continuing throughout a career; contribute significantly to student learning and retention (Craig, Kraft and du Plessis, 1998; UNICEF, 2000). According to Anderson (2000), a program in Kenya, the Mombassa School Improvement Project, built on professional development of teachers showed that teachers supported with in-service as well as external workshop training improved significantly in their abilities to use child-centered teaching and learning behaviors. In India, an effective program used interactive video technology to reach a large number of teachers who sought professional development has helped them to improve conceptual understanding of pedagogical issues for a large number of geographically dispersed teachers (Maheshwari and Raina, 1998).

The above studies indicate that countries which conducted CPD programs were effective in achieving their objectives.

2.4. General Education Quality Improvement Package (GEQIP)

2.4.1. Components of GEQIP

In the discussions so far, it has been explained that the expansion of the education system at different times resulted in achievements in access, but this has not been accompanied by sufficient improvements in quality. MoE (2005) pointed out that in response to quality deterioration; ESDP III gives high priority to quality improvement at all levels of the education system. The MoE has also developed a General Education Quality Improvement Package in 1999 E.C. As indicated in chapter 1, the package comprises the following six pillars:

1. Teacher Development Program (TDP)
2. Management and Administration Program (MAP)
3. Curriculum, Textbooks and Assessment
4. School Improvement Program (SIP)
5. Civic and Ethical Education
6. Information Communications Technology (ICT)

During the Annual Review Meeting of MoE 2007, it has been agreed that the program will focus on four of the pillars of the GEQIP. In addition, a school grants component was introduced as a new component. The program components, then became:

1. Teacher Development Program (TDP)
2. Management and Administration Program (MAP)
3. Curriculum, Textbooks and Assessment

4. School Improvement Program (SIP)
5. School Grants Program (SGP)

The document stated that the expansion of the education system has come at a high cost. to investments in quality related inputs with the result that fewer than half of the children in Grades 4 and 8 give evidence of having mastered the grade level curriculum. In Short, the program aims to improve the quality of schooling (of general education).

It has been clarified in Chapter one that the program is very broad, and it will be difficult to discuss all the above components in this study. Therefore, only one of the pillars, i.e. TDP is elaborated as it is the focus of the study.

2.4.2. Teacher Development Program (TDP)

It has been stated in the General Education Quality Improvement document that the ‘Teacher Development Program’ is already well established with the support of Government and Fund partners.

The purpose of TDP is that the knowledge, skills, qualifications and practices of primary and secondary school teachers be improved. Thus, the program specifically focuses on:

- Making use of pre-service programmes to produce skilled teachers with better competence and confidence, and this will also be based on improved selection process of students;
- Improving pedagogical knowledge and capacity of teachers through in-service programmes;
- Improving school leadership and management; and
- Improving quality of English Language teaching

Currently, Teachers' Development Program is underway through the implementation of teachers' professional development activities which particularly focus on continuous professional development (CPD), which includes experience sharing, English Language Improvement Program, induction, licensing courses, summer programs and action research. MoE forwarded that the majority of CPD activities will be implemented at school level and teachers themselves hold the major responsibilities for their professional development.

Induction is concerned with making beginner teachers familiar with the teaching profession. In induction programme, the newly qualified teachers are supported and monitored by experienced ones during the first two years of teaching. Schools are responsible to understand, monitor, support and guide the new teacher, and to make equitable assessment of him/her (MoE, 2004; MoE, 2007). Schools also should make sure that the new teacher has satisfactorily completed the induction period.

CPD also involves training teachers who are already at work place. This is supposed to help teachers improve methods of teaching and evaluation, classroom management, carryout action research and acquire knowledge of various aspects.

In relation to the use of English Language, the GEQIP document stated that what happens in the classroom may sometimes not get much further because of communication problem between teachers and students. Thus, inability to use English has been found to be source of many classroom problems. Therefore, the training which was started some years before will be strengthened to enhance professional development of teachers as part of continuous professional development.

MoE also stated that school teachers should engage in action research as it is a valuable method of enabling teachers to improve their practice by looking at what is happening in their teaching and their classrooms. In relation to licensing of teachers, it was also stated that teachers should be licensed to practice the profession of teaching, and they should be qualified and skilled in the practice of their profession. Accordingly, teacher development program focuses on continuous professional development of teachers through action-research and licensing courses.

Finally, the document noted that the Ministry of Education, Regional Education Bureaus, Zone and Woreda Education offices are responsible to give trainings, distribute necessary materials, give support, work in collaboration with concerned stakeholders, and follow-up implementation of the programs.

Thus, this study focuses on implementation of teacher development program by focusing on continuous professional development activities undertaken in selected schools of Hawassa Administrative city.

CHAPTER THREE

RESEARCH DESIGN AND METHODS OF THE STUDY

This study was intended to investigate the process of the implementation of teacher development program in Hawassa Administrative City by focusing on continuous professional development activities. The study has explored the process of implementation of the program in the City by taking the case of one primary school and one secondary school.

3.1. Research Design

In this study, I have used qualitative approach because I found it was a more appropriate approach (method) to understand my research problem holistically, and to draw comprehensive meaning of events (processes) in the natural setting. As Best and Kahn (1999) and Yin (2003) explained, qualitative approach enables to research on the qualities of phenomena and process meaning of social environment. Thus, in the study, qualitative research approach was employed in order to assess the problem in its holistic nature in the natural setting. Moreover, I preferred qualitative approach as I believe that my inner philosophical position concerning the nature of knowledge can be represented by it as best way to study human activity.

Using this approach gave opportunities to share feelings, understandings, and perceptions of others in their natural forms, and it enabled me to narrate the feelings, meanings, understandings and perceptions of participants according to their understanding and meanings.

In a more detailed way, Silverman (1995, in Amare, 2004) stated that there are multiple ways to conceptualize and approach qualitative research, and explained its advantages as:

- i. Seeing through the subjects perspective, or taking the subjects' perspective;
- ii. Describing the mundane detail in the setting;
- iii. Understanding actions and meanings in their social context;
- iv. Emphasizing time and process;
- v. Favoring open and relatively unstructured research design, and
- vi. Avoiding concepts and theories at early stages.

These points are significant, and they easily justify the reasons for preferring qualitative approach.

From the different traditions of qualitative designs, a qualitative case study design was used to achieve the intended goal of the study. Stake (1995 in Creswell, 2003) defined case study as a design in which the researcher explores in-depth a program, an event, an activity, a process, or one or more individuals. The case(s) are bound by time and activity, and researchers collect detailed information using variety of data collection procedures over a sustained period of time. Thus, this explanation motivated me to follow a case study design for my study.

Teacher Development Program (TDP) in general and CPD in particular are activities performed by the school community and different stakeholders within a limited time. Therefore, it was preferable to carryout the research on the program in the natural setting where its implementation engages the stakeholders. The case study design also helped me to get an in-depth understanding of the implementation situation, and its meaning for those involved. My interest was on thorough description of the processes of CPD implementation, perception of stakeholders, challenges faced, measures to be taken and certain benefits (outcomes) of the program. In my study, I focused on describing, analyzing and interpreting

the situations (events) which existed in the settings in relation to the implementation of CPD in the schools.

3.2. Research Setting

The Southern Nations, Nationalities and People's Regional State lies in the south western part of Ethiopia. SNNPR, Ethiopia's third largest state, is ethnically diverse, with a population of 14 million people who speak over 45 languages. Hawassa, the city where this study was carried out, is the regional capital and largest city.

According to the report of Hawassa Administrative City Education Department (2008), there are 30 governmental and 52 non-governmental primary schools serving 64715 students, and there are 5 government and 8 non-governmental secondary schools having 14941 students. There are 636 TTI (certificate) teachers, out of which 322 are males and 314 are females, 677 diploma levels (458 males and 219 females), and 407 teachers holding degree and above (343 males and 64 females).

The gross enrollment rate (GER) and net enrollment rate (NER) for primary schools in the City for academic year 2008/09 are 124.86% and 106.59% respectively. For secondary schools GER and NER are 137.4% and 72.90% respectively.

For conducting the study, I selected two schools (one primary and one secondary) from Hawassa Administrative City. I selected Tabor Secondary and Preparatory School and Tabor Primary School as they were schools selected to pilot implementation of school improvement program and TDP and they have better experience regarding implementation of the programs. I also preferred the schools for their geographic convenience and user friendliness for data collection.

Tabor primary school is situated at the center of Hawassa Town near Piassa. The school provides education up to grade eight (1-4, first cycle; and 5-8, second cycle). In the school, there are six sections of grades 1-4 and 41 sections of grades 5-8. In these sections there are 2531 students, and 78 teachers out of which 12 are certificate level teachers, 53 are holding diploma, and 7 are holding degree. Student-teacher ratio in Tabor primary school is 39:1, and student-section ratio is 57:1.

Tabor secondary school is located near Tabor Mountain and between Hawassa College of Teacher Education and Hawassa Health Sciences College. The school has a total of 6105 students. In grades 9-10 (secondary general education), there are a total of 4,162 students. In the school, there are 128 teachers (26 female teachers and 102 male teachers), and 98 of them are teaching in grades 9-10. Student-teacher ratio in Tabor secondary school 48:1, but student-section ratio is 85:1.

In both schools, the ratio of student-teacher seems fair when compared to the national standard ratio of 1:50. In the schools, the service years of teachers range from 2-37 years. Most experienced teachers are degree holders in the secondary school and TTI holders in the primary school.

3.3. Sampling of Participants

As elaborated above, the study was conducted in two schools in Hawassa Administrative City. Unlike the quantitative approach (survey) which uses random sampling techniques, qualitative case study researchers use purposive sampling for selecting their research samples. Therefore, purposeful sampling was used to select schools from Hawassa Administrative City, and participants of the study. Purposeful sampling, here, was not meant

to achieve population validity. The intent was to achieve an in-depth understanding of selected individuals, not to select that would represent accurately. As Patton (1990 in Denzin and Lincoln, 2003) stated the logic and power behind purposeful selection of informants as the sample should be information rich.

Thus, the samples were selected purposefully in order to obtain substantial information from the informants. I conducted formal interview with two principals, two vice principals and two unit leaders, two supervisors of cluster schools working in the Administrative City, two TDP coordinators of the woreda and one TDP coordinator of Regional Education Bureau, and purposefully selected teachers based on information (recommendations related to CPD implementation) from principals, supervisors and unit leaders. Then, interview was conducted with two department heads, one beginner teacher and two experienced teachers of Tabor Secondary School and two beginner and three experienced teachers in Tabor Primary School. Thus, a total of 21 informants participated in the interview.

To conduct FGD with teachers, I used their experience as a basis. For this purpose, I got the profile of teachers from the two schools. Then, I selected two teachers with minimum experience, three teachers with average (medium) experience and three teachers with highest experience. This was because number of inexperienced teachers is few compared to experienced ones. During the FGD, in Tabor Secondary School one of the teachers didn't appear and excluded. In the same manner, from eight selected teachers from Tabor Primary School, two teachers were not willing to participate in the discussion. Thus, the discussion was conducted with 7 teachers in Tabor Secondary School and 6 teachers in Tabor Primary School.

Ten students of upper primary (Grades 7-8) who were in the school starting from Grade 4 were selected for focus group discussion from Tabor Primary. This was on the assumption that they can reflect their views better than the lower level students. In addition, ten students of Grade 10 (who were in the school for more than a year) from Tabor Secondary School were participants of focus group discussion.

3.4. Data Collection Instruments

The study involved the use of three types of instruments: interview, focus-group discussion and document analysis.

- 1. Interview** – Most of the information from the participants was collected by using interview. Interview is important primary source of data in case study research. It helps the researcher to find out what is in some one else's mind. So, I used it as a means of collecting data, as it allows to see participants' perspectives clearly. As Best and Kahn (1999) described, interview is used to gather information regarding individual's experiences, opinions, beliefs, feelings and demographic data. In qualitative case-study research, interviews are undertaken in the form of person to person interaction using unstructured (open-ended) and semi-structured questions. During collection of data, I conducted in-depth interviews with teachers including department heads, selected teachers, unit leaders, supervisors, principals and TDP Coordinators. The interviews were both formal and informal. Having a clear purpose, I developed interview guide (see Appendix 1) and used it during tea hours of some teachers, during breaks while they are sitting in the shades of trees, and formally in their offices. All the interviews were conducted in Amharic with all participants. While conducting the formal

interviews with teachers, I carefully tape-recorded the participants' ideas and later transcribed them to use during analysis of results.

2. **Focus – Group Discussion (FGD)** - This was held with selected teachers (on the basis of experience) and students (on the basis of grade) in the schools. FGD was selected as it leads to a wide range of responses during one meeting, and participants were able to ask each other and argue on some issues which gave me clear meaning of certain aspects of CPD implementation. Students who participated pointed out that such group discussion helped them to be aware of certain issues on the topics raised for discussion. I found that the approach was helpful in that students were bringing issues to their mind when others raised it.

3. **Document Analysis (Review of Documents)**- There is agreement among researchers that document analysis serves a useful purpose in yielding information that is helpful in evaluating or explaining social or educational practices (Best and Kahn, 1999; Maxwell, 2005). It is a major means through which qualitative data from records, reports, printed forms, letters, academics works, etc can be generated. Most educational projects require the analysis of documentary evidences.

In this study, I made document analysis on proposals, letters and reports written on teachers' professional development such as summer program, distance program, trainings, workshops and other assistances given to them. I made the analysis for the aim of strengthening my understanding which I got from the interviews and focus-group discussions. Thus, I have collected evidence on issues mentioned above by using written reports, letters, notices and proposals.

3.5. Procedures

As a start point, I first conducted literature search, and identified and formulated the research problem, and accomplished the preparation of thesis proposal. After getting letters of support from institute of educational research-Addis Ababa University, I went to SNNPR Education Bureau, and Capacity Building and Education Department of Hawassa Administrative City. Secondly, I secured permission letters to collect data from concerned officials and schools. Then, I got permission from principals to meet the school community.

Then, I identified participants, arranged time, and I made the purpose of the study clear for them. After that, I assured them that their opinions and views will be confidential. While collecting data, I employed careful note-taking, and tape-recording when participants were willing.

3.6. Method of Data Analysis

As in many qualitative case studies, data collection and analysis were simultaneous activities in this study. It was on going process that started from the beginning of field work. I began analysis with the first interview, and the whole process was inductive. This helped me to get guiding information on what to do next, whom to interview, what to ask and where to go next. These were possible because I was stopping briefly after each interview and discussion to make brief data analysis that guided my collection of data.

Data analysis in this study included organization, description and interpretation. The data I gathered were organized and classified in accordance with schools, offices and the type of research participants (students, teachers, principals, supervisors and officials).

Then, I again classified the organized data into 5 major categories with 21 themes to carryout the description part. This part was done in relation to the research questions which I raised at the beginning of the study. These 5 categories and 21 themes, which I created after careful investigation of the data, summarize the main findings of the study.

Finally, the 'interpretation' part was carried out to attach importance to certain events and to answer the 'study' questions. While interpreting the results, I have used strategies suggested by Stake (1995) which helped me to make use of categorical aggregation where I identified a group of instances from the data in order to draw issue-relevant meanings and direct interpretation where I identified a single instance without looking for multiple instances. Finally, I developed naturalistic generalizations, where I drew generalizations that help people learn from the case either for themselves or for applying it to a population of cases.

3.7. Ethical Considerations

Regarding ethics in this study, I used the principles of openness and honesty, and I clearly informed my participants regarding the aim of the study. I also informed the participants that participation in the research is voluntary and they can withdraw from the research at any time. I took at most care to secure anonymity and confidentiality of the views and perspectives of my research participants. While presenting the data, I used codification of respondents as Rest. T1, Rest. T2, Rest. T3, Rest. T4 ...Rest.T10 for teachers and Rest. O1, Rest. O2, Rest. O3, Rest. O4 ...Rest.O11 for educational officers.

3.8. Validating Results

I begin this part with the ideas I got from Yin (2003) and Bassey (1999), which confirm that a case study is a study of singularity that is chosen because of its interest to the researcher; its findings are not necessarily expected to demonstrate external validity.

In order to ensure trust- worthiness while conducting this research, I made unreserved efforts in conducting intensive interviews and focus-group discussions, spending extensive time in the field; honestly conducted the overall research activities; and triangulated the different data sources (principals, unit leaders, teachers, department heads, officials, supervisors), and data collection methods (ways).

Moreover, after translating the Amharic version of the interviews and focus-group discussion, I gave both Amharic and English copies for two people with translation and research background to give comments if there are any meaning differences. Then, I made the necessary adjustments, and gave the English version and the Amharic version to some of my respondents (participants of the study). One of the principals argued that I misquoted him, and I made adjustments to the ideas.

CHAPTER FOUR PRESENTATION AND ANALYSIS OF THE DATA

The major aim of this qualitative case study was to understand how the teacher development program was implemented in schools of Hawassa Administrative City: Tabor Primary and Secondary Schools by focusing on continuous professional development activities. In this section, I have presented the findings obtained from the study in terms of major themes related to the basic questions raised during the investigation. Thus, I have described and analyzed the results of the interviews, focus group discussions and different documents. While describing and analyzing, I triangulated the data obtained by using the above tools.

Table 1: Category of Themes

No	Themes	Sub-Themes
1	Process of Implementation of CPD	<ul style="list-style-type: none"> • Training and Workshops on TDP • Induction and Experience Sharing • Pedagogical Centres in Schools • Summer Programs • Licensing Courses • Cluster Resource Centres • English Language Improvement Program • Action Research
2	Stakeholders' Perception	<ul style="list-style-type: none"> • Mixed Views
3	Constraints/Problems Faced While Implementing CPD	<ul style="list-style-type: none"> • Budget and Resource Related Problems • Management and Administration Related Problems • Shortage of Qualified Personnel (Experts) • Lack of Promotion and Incentives • Poor Training Programs • Action Research Lacking Attention
4	Benefits Accrued from Implementation of CPD	<ul style="list-style-type: none"> • Change in Behavior and Attitude • Decrease in Drop-out and Repetition rates • Increased –Parent Teacher Communication
5	Major Actions to be Taken	<ul style="list-style-type: none"> • Minimizing Budget Problem • Employing Qualified Personnel • Improving Training

4.1. Process of Implementation of CPD

Implementation of TDP in general and CPD in particular in Hawassa Administrative City is taking place in different forms at various levels. This section presents findings related to the process of TDP/CPD implementation. Thus, the themes under this category will be discussed under training and workshop on TDP, induction and experience sharing, pedagogical centres, summer programs, licensing courses, cluster resource centres, English Language Improvement Program and action research.

A. Training and Workshops on TDP/CPD

Trainings and workshops are important to make implementation of a program easy by creating awareness about the objectives and ways of implementing the program. Realizing these basic objectives, training and workshop sessions are organized for implementers of the program. Confirming this, one of the officers from the Regional Education Bureau said:

We have attended workshops organized by MoE at National level on TDP three times since 1998 E.C. The first workshop aimed at creating awareness about the program, and during the second workshop, we came up with our action plans, and revised them based on issues raised during the workshop. Then, we came back and gave similar training for education managements of Zones and Woredas. At the beginning of this year we had the third workshop and we discussed on our achievements, and challenges (Rest. 01, 22 December, 2008)

This description entails that there were attempts to make the implementation of TDP clear for the stakeholders. In other words, attempts have been made to make stakeholders have similar

images of the program at different levels. This will help for schools to be successful in implementing the program. This explanation could also be strengthened by the words of one of educational officers who stated:

We have been organizing various workshops, and making use of professionals from Hawassa College of Teacher Education.. Training was given by teachers from 'Pedagogical Sciences Department of the college' on 'Active Learning', 'Action Research' and 'Continuous Assessment' The participants of the training were principals, supervisors and woreda education department members. This was done at different times for different groups so as to make the training accessible (Rest.O2, 24 Decemeber, 2008).

In a similar way, one of the officers expressed the attempt at the level of the city as:

After attending workshops and trainings organized by the Education Bureau, we gave the same training for all principals, cluster supervisors and selected teachers to create awareness about the teacher development program, ways of implementing it and the roles of different stakeholders. ... But we could not repeat the workshops as we did not get budget timely last year. This year, we have conducted review of what has been done at level of schools and cluster centres, and we have seen some better results (Rest. O3, 25 December, 2008).

This shows that training is given to stakeholders. However, when trainings are given to certain officials (management members), there must be a mechanism to check whether the same intent is conveyed to the grassroots or not. After the trainings and workshops, continuous professional development of teachers is taking place in the selected schools in

different ways. These can generally be termed as within school and out-of school activities. Teacher development opportunities are taking place in different modalities such as workshops, trainings, licensing courses, induction, summer programs and at cluster and pedagogical centres.

In relation to these, the data obtained from what teachers, principals, officials and documents say are discussed below.

B. Induction and Experience Sharing

Induction and experience sharing are activities which are taking place in different forms and at different levels. In the schools, in relation to orientation and follow-up activities for newly deployed teachers, one of the experienced teachers in the secondary school reflected:

- *I have been assigned to follow-up and orient a new teacher who joined our school. Then, I was continuously sharing him my experience on how to handle classroom activities, student behavior and evaluation matters related to continuous assessment. I also made four observations of his classroom; discussed the weak and strong sides I observed with the teacher, and reported to the school (Rest.T1, 12 January, 2009).*

The description shows that there is opportunity for new teachers to share experience with other teachers, and to easily adapt themselves to the school environment. Similar to the above, one teacher from the primary school said:

- *When I joined the school last year, I came across experienced teachers who helped me to conduct my classes... I was also helped a lot by the head of the*

department who was observing my classes and giving me constructive comments. I have got experience on annual and weekly lesson plans' preparation, on how to deal with students' behavior and record it as A, B, C.
(Rest.T8, 2 January, 2009).

This also shows that there are good practices related to orientation and follow-up of newly deployed teachers. In addition, the principal of the primary school in his written words reflected “the school is doing its best to help new teachers by devising different ways to facilitate conditions for completion of induction courses”.

Teachers also reflected that experience sharing in the schools is taking place in different forms in addition to induction activities. During focus-group discussion, the secondary school teachers reflected:

In our school experience sharing has become a usual trend. All departments come together at least once in a month to share their experiences. The school is also organizing experience sharing sessions with other schools. .. Whenever, we share experiences at department level, our experiences are recorded, and shared to other departments. ... We share ideas on how to handle ever-changing student behaviors, how to make use of continuous assessment and how to handle large classes. (FGD Participants, 13 January, 2009).

The above reflection entails that teachers are making use of experience sharing in the school to make use of best practices and to improve what they are doing. One member of the secondary school management also confirmed:

At the end of 2007/08 academic year 45 teachers have got chance to share experience with teachers in Diredawa schools, and the program was sponsored by British Council. We have adapted a lot of issues related to continuous assessment; active learning and other issues related to the teaching-learning process. We also found that the experience of Diredawa Schools is better than ours as all activities are well-coordinated (Rest.O5, 15 January, 2009).

This description shows that the teachers in the school are also benefiting from experience sharing with other schools. Similarly, teachers at the primary level are making use of experience sharing in the school, and with cluster schools. One of the school teachers forwarded practice of experience sharing in the school, and at cluster as:

In our school, teachers have started inviting other teachers to come to their classes. I myself was invited two times by two teachers. They wanted me to observe their classes and give them my comments. ... I also shared my experience on the topics to the students. Finally, after class, we discussed on issues related to classroom management, and teaching approaches (Rest.T4, 6February, 2009).

Regarding the cluster meetings, I have seen the reports of four primary cluster schools which were brought together on 12th December, 2008 when the schools had a meeting. The reports were about making use of continuous assessment, managing student behaviour, improving pedagogical centres and classroom teaching methods, and organizing different clubs helping students in grade 8 to achieve better and assisting female students. The cover letter written by

the head of the cluster shows that experience was shared on the above issues by teachers of the four schools.

Moreover, in the schools experience sharing is taking place by making use of teachers who got opportunity to attend workshops, trainings and others who visited other schools. One of management members of the schools reflected:

It is impossible to give chance for all teachers to attend workshops and training programs. What we usually do is, we give chance based on certain criteria for some teachers. But those teachers who get chance are responsible to share their experiences. This year, for instance, five teachers have got chance to attend seminars on HIV/AIDS, Civic and Ethical Education, and School Improvement Program. These teachers were sharing their experiences for the rest of us. We have also made use of unit leaders, who visited other schools to share experiences (Rest.O4, 10 February, 2009).

The above explanations on experience sharing reflect that the activities are taking place in different forms, and they seem helpful for teachers' professional development as ideas develop from experiences and experiences and knowledge are broadened. In the schools, this is becoming trend and it needs to be encouraged.

C. Pedagogical Centres in the Schools

Pedagogical centers in schools are referred as teachers' resource centers. The production of various teaching materials is taking place in the pedagogical centres. The way teachers use and amount of teaching aids they produce are expected to contribute to their professional

development, and their portfolios will be considered better if they become engaged in the activities. This is evident from the words of management member in the primary school:

Teachers are always expected to produce some teaching aids which can help them to teach their subjects effectively. Whenever, they produce teaching aids, they have to let the vice principal know, and get it signed to use what they did as evidence, and that will be put in their portfolios for evaluation purposes. This is creating spirit of competition among teachers to come-up with new teaching aids, and some teachers are becoming role models (Rest. O7, February 3, 2009).

These words seem to tell us that the use of pedagogical centres in the schools is contributing to professional development of teachers. Some teachers have got a chance to attend workshop on 'production of teaching aids'. In relation to this, one teacher reported:

I have attended a workshop organized by Hawassa College of Teacher Education on 'Production of Teaching Aids' in 2007. The skill I got from the workshop helped me to produce a lot of teaching aids from local materials which may not be even considered useful for any purpose. After the workshop, we had a meeting with teachers of cluster schools, and we had similar discussion. This motivated a number of teachers to spend time producing teaching aids (Rest. T8, 4 February, 2009).

This view is also substantiated by ideas of another school management member when he said:

Though there are some problems related to facilities, teachers are making use of the pedagogical centre daily. To minimize problems related to shortage of

space in the pedagogical centre, we have made arrangements (Produced a schedule) on department basis, and much time is allocated for first cycle teachers as they need more teaching aids than teachers of second cycle. (Rest O8, 9 February, 2009).

Though the description indicates that there are some problems, the pedagogical centres are helping teachers to produce teaching aids which help them to teach their lessons. On the other hand, the pedagogical centre in the high school, as reported by one of the officials, is not functional because no one is assigned to run the centre.

D. Summer Programs

Summer programs are taken as one way of upgrading teachers' status in the schools where this study was conducted. The document analysis I made in the primary school shows the following regarding the number of teachers who got chance to join summer program.

Table 2: Teachers who joined Summer Program

No	Subject	No of teachers	Their previous qualification	Summer program then joined	University joined
1	Amharic	2female teachers	Diploma	Degree	Dilla & AAU
2	Sports	2(male and female)	Diploma	Degree	Dilla
3	Geography	4(3 males & 1 female)	Diploma	Degree	Arbaminich Dilla, AAU,
4	History	2(1male & 1Female)	Diploma	Degree	Dilla, Arbaminch

The data shows that there were a total of 10 teachers who got chance to join degree program in 2007 July, and 2008 July. In addition, there were two TTI teachers from Tabor Primary who got chance to join Hawasa Teachers' Education College. In addition to those attending the summer programs, there are nine teachers who are attending distance programs in various

colleges but on management related courses. Regarding teachers of the secondary school, one official reflected:

What teachers at the secondary school need is proper CPD at school level. They are doing this in different ways; we will soon start the teacher licensing program there. They are degree holders, and it is not government policy to employ MA holders for high school level. .. Now we are informed that only the principals should be MA holders. Therefore, we may give chance for those who will be principals to hold their MA. Other teachers who are interested to continue their study can continue by themselves (Rest. O3, 19January, 2009).

Thus, there are no teachers who have joined summer or other programs from the secondary school. But, they are attending distance programs on management, economics and accounting courses. Regarding the situation, one member of the secondary school said:

Teachers have degrees and they are not allowed to continue further education. Actually, those who got chance for MA and came back before some years to the school are complaining because their salary is not changed. Regarding, those who attend distance programs; we are arranging some events when they go for exams based on their request. However, teachers are highly complaining regarding the chances they miss to join MA Programs (Rest. O4, 19January, 2009).

The situation may discourage teachers who want to join MA programs and may affect their daily activities.

E. Licensing Courses

In the guideline entitled 'Continuous Professional Development for School Teachers', MoE (2004) stated that teacher development will become a continuous process from initial education into induction and from there to licensing and regular re-licensing, and this constitutes a key element in quality assurance.

As a requirement for quality assurance, the teachers of Tabor Primary School are registered for a three year licensing courses which is not the case in the secondary school. One of the participants from the school described this as:

Our school teachers are registered and have started courses which will be completed in three years' time. This is on the basis that teachers should get a teaching license after completing the courses. Then, they can claim for salary increments as of the career structure based on their performance. To complete the courses, each year they have to complete 60 hours training, and facilitators are assigned from experienced ones. To record experience of the teachers we have divided them into ten groups, and they have permanent record books...The implementation of the licensing courses is directly supervised by assigned people from Education Bureau (Rest. O7, 20January, 2009).

Teachers who are taking the courses also confirmed the above idea when they said:

We are taking a course entitled "Professional Ethics, Counseling and Mentoring Using Active Learning Methodology". .. We meet for discussion on specific sessions, and we record our experiences. But it is time consuming as we have to study individually, and come back together to make discussions. We are

also expected to share our experiences with teachers of Betakhinet School as they are taking the same course (FGD Participants, 26January, 2009).

The above descriptions show that teachers in the primary school are taking a licensing course. Regarding the time consumption they reflected, it is true that they have to spend time to study the course book. But the school timetable shows that group sessions spent on discussions are included in the school timetable as part of the teachers' load. The consideration given might minimize the amount of extra-time needed Teachers need to have to take advantage of the opportunities envisioned by the newer models of professional development, especially those that require concentrated work and collaboration with other teachers. Directors should include the group sessions in the school timetable.

F. Cluster Resource Centres

Teachers who participated in this study are of the opinion that their experience of cluster centres is helping them to carryout their day to day school activities effectively. As the teachers said:

Teachers of four schools come together and share their experiences on various matters. That is helping us to change our activities in certain ways. At the beginning of this year, for instance, we have made discussion on ways that help us to assist grade 8 students so that they will successfully pass the regional examination. There are also practical experiences we got from Betekhinet and Yenigat Kokeb schools' teachers who did their best to help female students... In spite of some weaknesses, our meetings at cluster centre are helping us a lot (FGD Participants, 26January, 2009).

This shows that cluster meetings are helping teachers to improve their activities by adapting best practices which they considered are useful. If teachers meet, discuss and share their ideas and practices, there is a professional gain. A teacher who joined the primary school from a remote woreda at the beginning of this year reflected:

I am lucky to see such discussions on important matters that help us to improve our weaknesses and retain our good efforts. I believe, if this continues with some improvements at the cluster centre, our school will really change
(Rest.T10, 2February, 2009).

Thus, the reflections show that teachers are happy with the events taking place at the cluster resource centers though they indicated that there are some problems which need attention.

G. English Language Improvement Program

English Language Improvement Program is taken as a way of helping teachers and students to use the language effectively in the classroom. In the schools under this study, English Language Improvement Program is one of the activities taking place as part of teacher development initiative. One of the schools' management members said:

A chance to attend English language improvement program is given for most of the teachers in the school during the last two years. First chances were based on experience, and then others got chances after them. Some teachers were supposed to get the chance last summer, but they did not get it because the program was interrupted when the Bureau informed us that there were some adjustments to be made. Now, all grade 5-8 English teachers are going to

participate in the training which will be given during vacation, i.e., February, 2009 (Rest.O8, 30 January, 2009).

I also got a notice posted for all English teachers of grades 5-8 on 15 January, 2009 and it was read as:

We are informed by the Education and Capacity Building Department that there will be English Language improvement training for all English teachers of Grades 5-8. Therefore, you have to complete your school's tasks ahead of the stated time and attend the training.

Teachers who attended the English Language trainings a year before reflected that there are some improvements in their way of using the language and communicating the subject matter to the students. One teacher said:

My way of using the language has changed since I attended two workshops on English language. We also have one English language day per week in our school. We all are expected to speak English. Since a start of such, I see some students motivated to ask questions in English and to speak in English (Rest.T9, 11 February, 2009).

The above descriptions show that the English Language improvement efforts are helping teachers to carry out their activities.

G. Action Research

Action research is stated as one component of the teacher development program (MoE, 2004; MoE, 2007). However, the attempt made to investigate teachers' experience of action

research in both the primary and secondary school indicated that it is not given attention. I found only four teachers who formed a group and conducted a study in the secondary school.

I got chance to read the report of the research organized by the teachers. It was about the most frequent problems they faced, and strategies to solve them. Teachers in Tabor Primary School reflected that they are not doing action research or they are not familiar with it.

TDP coordinators claimed that training was given to supervisors, principals and members of woreda Education Department. Actually, I was given Training Manual prepared by Hawassa College of Teacher Education Department of Pedagogical Sciences on 'How to Carryout Action Research'. However, it seems that the intentions/ objectives of such training are not achieved as most of the stakeholders are not doing action research. In other words, there is information gap between teachers and trainees who attended the trainings/workshops given on action research.

The study revealed that training on teacher development program has been delivered to various stakeholders on the assumption that participants of trainings/workshops would return to their schools and multiply the number of people having the information they obtained at the workshop. This could be supported by findings of Amare, et al. (2006); Leu (2004); Shiundu and Omulanando (1992) and Verwimp (2004) who stated that workshops and trainings which are given for some stakeholders are given on the assumption that they will have multiplier effects.

The study disclosed that implementation of CPD is put in place by: training some stakeholders, using induction and experience sharing, making use of pedagogical and cluster centres, giving opportunities to some teachers to join summer programs, giving licensing courses and conducting English Language Improvement Program. This shows that the

various forms of continuous professional development activities help the schools to respond to the need for improved teacher quality in the context of rapid educational expansion (Hiebert, Gallimore and Stiger,2002; MoE,2005 ; Barrow and Leu (2006). Gizaw (2006) also noted that ideas develop from experiences and experiences and knowledge are broadened. In the schools this is becoming a trend and it needs to be encouraged.

Though training was given to some stakeholders, the study indicated that some teachers have no idea about objectives of programs such as English Language Improvement Program and action research. As a result some teachers reflected that they attend certain workshops to get allowances, and others disclosed that they have no idea about action research. These entail that there a gap between those who gave training to some stakeholders, those who attend the trainings, and the stakeholders at the grassroots level. Sharing the same view, Leu (2004) and Solomon (2008) stated that those participants who attend centralized workshops frequently return to their schools and tell their colleagues that it was a nice workshop and information flow stops there.

Most of the teachers are not doing action research for different reasons. This entails that the claim of educational officers that teachers will be able to solve problems they face by doing action research (MoE, 2005; MoE, 2007) does not work unless ways are devised to facilitate conditions to help teachers carryout action research. This can be by giving training to the grassroots and by availing the necessary facilities in the schools. Therefore, as Solomon (2008) stated, school principals, teachers, curriculum experts and governments need to promote the professionalism of teachers by way of injecting the spirit of 'teacher as researcher' in the professional culture of teachers in the schools.

4. 2. Stakeholders' Perception of CPD Implementation: Mixed Views

The way stakeholders perceive implementation of a program will have impact on the success of the program. In this section, various views regarding TDP implementation are presented.

While commenting on the overall status of TDP implementation, one of the educational officers said:

Now we believe that teachers are gaining a lot regarding their profession, and their status is improved now. More teachers are getting chances to upgrade their qualification /status through summer programs, English Language trainings, other relevant workshops and continuous professional development courses. Salary structure is also used to encourage teachers to work for better results. ... Those teachers who complete their education are benefiting from the career structure (Rest.O2, 31 December, 2009).

The above views imply that the program is contributing to overall professional development of teachers. On the other hand, teachers who participated in focus-group discussion on 27 January, 2009 in the secondary school have mixed views on the status of CPD implementation. Some of them reflected:

The program may not achieve the desired effect unless the whole school improvement program takes place. We have experience sharing sessions; we make some classroom observations of our colleagues. However, our teaching methods are not that changing because of large number of students in a class to make the teaching (the lessons) student-centered.

The concept of active learning and continuous assessment does not work in most cases here.

However, other teachers were of the idea that there are changes in their classrooms and in the school since CPD has been given attention. Their idea was:

We have benefited from experience sharing with our colleagues in the school and from other schools; the English Language Improvement Program has also helped us in different ways. Our interaction ways in the classroom are becoming diversified and improved. We are bringing new insights to our classes from experience of others. .. The events are helping us to carryout our activities effectively (FGD Participants, 27January, 2009).

The reflection of the secondary teachers entails that there are changes due to teacher development efforts, but still there are conditions to be facilitated, such as minimizing number of students in a section, to help the teachers use the skills they acquire. On average, as documents in the school reveal, there are 85-90 students in a class which makes use of active learning a challenge.

The discussion with the primary teachers shows that some of them are happy with continuous professional development activities and the salary structure. They confirmed:

We have benefited a lot from the career structure. It has encouraged us to work better. ... The experiences we share when we meet at the cluster are helping us to come-up with different ways of solving problems we face and new ways of handling students (FGD Participants, 11 February, 2009).

These teachers seem to be satisfied with the events going on in their schools. On the contrary, there are teachers who are dissatisfied with what is going on in their schools regarding promotion, and career structure. One teacher from the secondary school bitterly complained:

Before two years, I got a chance to join Addis Ababa University. I successfully completed my MA study and came back to the school. But I am earning the same salary as it was before two years. It is not better to spend resources on extra education (Rest.T5, 27 January, 2009).

This shows that there is dissatisfaction on the part of some teachers. In a similar way, there were teachers who said that teacher development programs especially implementation of the career structure is problematic as they reflected:

We do not think that salary increments based on complicated procedures will change our professional standard. It may rather bring new ups and downs as its implementation has certain problems. The basic problem is the relationship of teachers with higher officials and it matters a lot. They manipulate the evaluation results, and also decide on the number of teachers to be promoted. ... We are also evaluated by parents who do not know us totally (FGD Participants, 27 January, 2009).

The above three descriptions reflect that there are mixed views among teachers regarding career structure, promotion and evaluation matters. Though there are teachers who are satisfied by what is taking place, there are also teachers who reflected that they are dissatisfied on issues related to promotion, career structure and evaluation by parents.

On the other hand, some teachers are of the opinion that there are positive changes after implementation of continuous professional development of teachers. One teacher who has 28 years of experience, in the primary school reflected:

There were times that we used to meet two or three times in a week to take actions on students who violate school regulations. Before two years, there were a lot of problems in the school. When I was member of student-discipline committee, there were a number of student behavior problems reported to us by teachers and students. But, since the time teachers started weekly follow-up of students by grading their behavior as A, B, C, there are no frequent behavior problems. ... Teachers are sharing experiences from cluster meetings, monthly meetings of the staff and are taking responsibility of handling problems (Rest.T7, 3February, 2009).

This description entails that there is a belief among the staff that the teacher development activities are contributing to improvement of students' behavior. Teachers in the secondary school also described that the teacher development activities are helping the school to achieve its objective. The following comment by the teachers confirms their positive perception of the program's contribution:

The meetings which we carryout at department and school levels are helping us to share various experiences. The workshops on 'Affirmative Action for Female Students' and 'Using Active Learning Strategies' and other related issues have helped us a lot....We feel that our interaction with our students are also improved. (FGD Participants, 13 January, 2009).

However, there are some teachers who said that they could not use the experiences they share, and the principles of active learning. One of the teachers during group discussion said:

In my class, on average, there are 81 students. I could not find a way to implement what I learned regarding active learning. The classes and arrangement of chairs in the class is not suitable for such purpose. It is too crowded, and arranging groups and making discussions is difficult. ... Unless the class size and classroom arrangement change, I do not think that what we acquire will be implemented successfully (FGD Participants, 26 January, 2009).

This explanation shows that though implementation of teacher development program is taking place, some teachers are of the idea that the target will not be achieved unless some situations in the school change. Teachers are teaching large class-size and their methods of teaching remain being teacher-centered and fairly rigid unless changes occur soon.

On the other hand, there are some expressions which indicate that there is lack of awareness about objective of certain trainings. This can be witnessed from the words of one teacher who reflected:

I have attended English Language Training two times. But I do not see any change on my way of using the language. Again, I do not understand its objective. But, I liked the workshops because I got good allowance. ... Since then I always compete with other teachers for workshops of any type as it is the only time to get incentives of such type (Rest.T6, 17 January, 2009).

This view of the participant seems to reflect that basic objective of the workshops is missing. Teachers' opportunities to learn are critical but they do not translate directly into good practice as this depends on a variety of mediating factors such as personality of the teacher and conditions at local level.

Most of educational officers and school management members believed that CPD is contributing to improvement of teachers' status in particular and the schools environment in general. Some teachers also perceived that they are benefiting from implementation of the program as they are becoming familiar with new ways of solving problems and managing their classes. On the other hand, some teachers were of the idea that though CPD is implemented, it does not bring the desired effect unless other conditions are facilitated to use active learning and continuous assessment. From these explanations it can be deduced that CPD is resulting in some changes as most participants perceived it. However, there are changes that should go side by side (such as minimizing number of students in a class, making arrangement of chairs suitable for active learning, etc.) with its implementation.

The study pointed out that some teachers perceived career structure, promotion and evaluation of teachers as problematic. The teachers blamed the management for complicating implementation of the career structure, procedures for promotions and manipulating evaluation results. This situation affects the morale of teachers and their daily activities. As issues related to salary, promotions and evaluation are sensitive (UNESCO, 2000), educational officers should strictly follow the guidelines established by MoE. Teachers also could not use what they learn due to large number of students in a class. UNESCO (2000) shares this view when it stated that teachers in developing countries teach large class size where they do not have enough support and facilities.

To sum up, the teachers' principals and officials' views of present status, process and achievements of teacher development program are mixed. Some of them felt that the program is being implemented as it is intended and it is achieving its objectives while others are of the idea that there are some problems affecting its implementation and hence, achievement of the objectives.

4. 3. Constraints to CPD Implementation

When new programs are introduced, it is likely that implementers face certain problems may be due to the nature of the program, institutional arrangements or other factors. As participants of the study viewed, there are certain problems faced while implementing the teacher development program. Account of the problems is given in the next section.

A. Budget and Resource Related Problems

Participants viewed that shortage of budget is a problem while implementing the program.

One of the school management members reflected:

We could have gone beyond the current status of the program's implementation. But, budget is limiting the implementation. For example, there was time that we were asked to send five teachers for English Language Training. But, two of the teachers were sent back to us when the coordinators justified they do not have budget for three teachers. ... Last summer also there were teachers who were supposed to attend the workshop because it was their turn. But, they could not attend because we were informed that there was no budget. Budget problem is also affecting cluster meetings because schools are expected to give at least lunch allowance for teachers who come to cluster centres, and they have to

cover other expenses. ... Unless the school has internal income, it is difficult to cover such expenses (Rest.O7, 23 January, 2009).

These words tell us that there are some shortages which may hinder effective implementation of the program. Shortage of financial resources is also reflected by one teacher who was using the pedagogical centre when I met him in the school. The teacher said:

Most of the time the center does not have sufficient materials to be used to produce teaching aids. When we ask them to buy colours, markers, papers and paper-cutters, they say we do not have budget for that. Now, I have brought the materials I need from my home, and I will take them back when I finish the drawing. But, all teachers may not be willing to bring such materials because they cost extra (Rest.T8, 20February, 2009).

This explanation tells us that there is shortage of resources (financial and material) which may affect the performance of some teachers, and utilization (service) of the pedagogical centre.

In addition, one of management members reflected that due to budget shortage there is no mechanism to answer questions which come from some teachers. He said:

When we invite those teachers who come from workshops and training programs to share their experiences, they make request for payment. But we do not have a source of income which can be used for such purposes. We get budget for the school per number of students. ... in spite of this, some experienced teachers who are assigned to mentor new teachers are also

requesting for incentives. But we do not have a room to entertain such question (Rest.O8, 14January, 2009).

All the above explanations show that there are problems related to budget shortage while implementing teacher development program.

B. Management and Administration Related Problems

It could be noted that school administration and management play a significant role in teacher development programs. If those relationships are not good, they will have a negative effect on teachers.

In the schools where this study was conducted, some teachers reflected that they are not in good terms with the principals. One of the teachers confirmed this by saying:

Most of the time the principal is not willing to talk to some of us. Actually, he is not a professional, and he is not nominated by the staff. He ministers the needs of higher officials, not the staff. He speaks strong words, and tries to repress our ideas. ... Even our office is changed and made next to the principal's office. This is not to facilitate our communication lines but to follow-up what we say. Once, I myself was called and asked to explain what I spoke to my colleagues. .. No way to comment on the weak and strong sides (Rest.T6, 15January, 2009).

These views may not represent the views of other staff members, but they indicate that there are some problems between the management and at least some staff members. This view was also substantiated partly by one of the participant teachers who said:

We are afraid of any comments and suggestions on what management members do though our rights are violated. For instance, last summer, when I complained regarding the selection of teachers for summer program, I was given a written warning by the principal... to spoil my file (portfolio). It is good to keep silent instead of coming to such an end (Rest.T9, 15January, 2009).

Teacher management should respect teachers' rights but this does not seem the case as the above explanations indicate. On the contrary to the reflections by the teachers, one of the management members argued:

We have problems with some teachers who have long years of experience. They try to be against some changes going on around (in the school environment). Sometimes, they do not accept our decisions. Because they get salaries, they come and go. They always speak against whatever comes from offices even for the good of the schools. We work with teachers who are willing to work with us (Rest.O9, 15January, 2009).

Under such circumstances where teachers blame principals and vice versa, problems are likely to occur. Management problems affect teachers' performance, and this becomes serious problem when school principals and teachers blame each other.

C. Shortage of Qualified Manpower/Experts

Qualified and skilled manpower has become a requirement for success of programs like teacher development. Teachers need assistance from other supportive staff as well as school

management. However, there are some problems indicated by teachers during focus group discussion. With respect to this, they reflected:

We have schedules to use pedagogical centres. But nobody has given attention to the fact that pedagogical centre needs an expert who can run them effectively, whenever we face problems we simply ask each other... sometimes those teachers who attended relevant workshops help us. The pedagogical centre does not have an expert (FGD Participants, 26January, 2009).

This tells us that those pedagogical centres need experts who can guide the teachers and facilitate conditions for smooth running of the centre. One of the management members of the schools also reflected that the pedagogical centre is not functional as there is no one assigned to run it.

Another problem mentioned in relation to shortage of manpower is that cluster resource centers do not have well informed heads. One of the teachers said:

A person to lead cluster centre is already determined-the school's principal. This should not have been the case. It should have been on the basis of qualification (training background), experience and communication skills. Though we have some better teachers, we are not making effective use of them during cluster meetings. ... The head is the principal whether good at facilitating or not (Rest.T4, 24February, 2009).

The statements entail that the cluster resource centre is not led by a qualified /trained person during discussions.

C. Lack of Promotion and Incentives

Teachers need promotion and recognition of their activities. Promotions and recognitions motivate, and help teachers to carry out their duties successfully. However, there are teachers who have bitterly complained on lack of incentive system for additional qualification and extra duties. This can be heard from the words of one teacher who got his MA a year ago, and still working in the secondary school.

I got a chance to join AAU for post graduate studies, and I completed my study successfully. During my stay in Addis, I have spent a lot of resources on my education as well as living expenses. However, when I presented my documents and requested for salary increment, the officials told me that it is not government policy to employ MA'S for high school. ... I am working here because my children may suffer if I leave the school... I have to work for the same salary as first degree holders (Rest. T5, 27January, 2009).

Similar complaint was reflected by teachers of the primary school who completed their degree program. One of the teachers said:

It can be considered that getting a degree is an advantage. But in a country where resources are scarce, trained manpower should be used wisely... we are getting bored of what is going on. Our salary is the same as diploma teachers. We were asking the education department of the city regularly to consider the matter, but the response is 'wait till we get free positions in other schools (Rest.T9, 19 February, 2009).

The expression above reflects that teachers are not interested in what is going on. This dissatisfaction affects the teaching-learning process. Due to lack of incentives, head teachers who were assigned to mentor new teachers, and heads of teacher licensing training seem to be dissatisfied with the present condition in the schools. One of the head teachers who is leading the training of eight teachers reflected:

I have to spend much of my time organizing events of the training. I have to carryout extra reading, consult concerned officials and record the training experiences carefully, but there is no incentive. .. My incentive may be working for my own satisfaction, and getting the license before I retire (Rest.T7, 16 February, 2009).

These words tell us that there is a need to introduce for incentive mechanism. However, it is a question which was not considered by officials as one of them said:

There is no room for incentives. To make the programs continue, we give them some stationery materials, and try to solve 'time' problems. Some times, they can have coffee /tea during training (Rest.O2, 16 February, 2009).

The explanation indicates that a system is not developed to give incentives for teachers who devote much time on additional duties. However, incentives are important to motivate teachers to achieve school objectives, and particular importance should be attached to incentives and salary.

D. Poor Training Programs

Summer programs, workshops and other training programs should play a significant role in teachers' professional development. However, if these programs are poorly organized or if they lack the necessary manpower, the effectiveness of the programs will be questionable. In relation to this one of the teachers reflected:

I got a chance to join Dilla University last year. What I feel is that I spent two months with my friends sharing some experiences. Some of my teachers were not able to manage their classes; some did not appear timely to their classes. --- The library is too poor. Next year, this condition may or may not continue. Any way, I have to go and attend the program because I have to get my degree (Rest.T8, 14 January, 2009).

The description entails that there are problems with the training in the institution at least in the department the above teacher has joined. Another teacher who joined Arbaminich University also complained;

We were supposed to collect 'home study modules' before we leave the university last summer. Still now we have not received the modules --- but the university is announcing for tutorials which will be conducted during this vacation. We do not know how to attend without the modules (Rest.T10, 14 January, 2009).

This description shows that some of the teachers who are attending summer programs seem to be dissatisfied because of the problems mentioned above. In addition, some teachers were also complaining about the events and resources at the cluster centre. Their views from the discussion confirmed:

We feel that we are getting good experiences from the cluster meetings. But there are some problems regarding the planning of cluster activities, and availability of important materials... unless there is adequate space (at least a good meeting room), the events may not take place as they are planned for. Though our experiences are good, we need some changes (FGD Participants, 13January, 2009).

The implication of this is that cluster resource centres need to be furnished with required facilities and should be carefully planned so that teachers will be encouraged to share their experiences and to attend the trainings.

E. Action Research Lacking Attention

Documents produced by Ministry of Education claim that teachers should carry out action research to solve problems they face in the school environment (MoE, 2004; MoE, 2007). This objective would be achieved if teachers become well informed about 'what action research is', 'how it can be conducted' and 'for what purpose it should be conducted'. Teachers of the primary school reflected that they have no idea about it. One teacher with 28 years of experience said:

I hear some people talking about action research, but I do not have any idea about it. I do not have any experience of doing it, and no body has told me about it (Rest.T6, 16February, 2009).

Though experience sharing is there, some teachers are not aware of action research. This might reflect that discussions regarding action research at the primary level are low as a result of which the staff is not aware of it. On the other hand, one participant from the

secondary school was of the idea that teachers lack commitment to carry out action research because it takes time.

However, during discussion we had, teachers of secondary school showed me hand-written copy of action research which was conducted by a group of four teachers who are teaching grade 10 students. The research report was about the teachers' experience of classroom problems and ways of solving them. However, the teachers were unhappy with what the school did as they said:

We formed a group and conducted a study on most frequent problems we are facing in the classrooms. When we asked the school to let the findings to be typed and distributed, the school failed to do. .. Though we have spent a lot of our time and our own resources to come up with the study, we did not succeed. (Comments by T4, 13 February, 2009).

This comment indicates that there are problems on the part of the management as they failed to support the teachers. However, it should be noted that teachers should, be assisted by the management of the school to undertake research which is action-oriented and the findings should be distributed to others to share experiences.

The study showed that shortage of budget, management and administration problems, shortage of experts, lack of promotions and incentives, poor training programs and less attention given to action research are constraints to CPD implementation.

There is no reasonably sufficient budget to conduct trainings, to run cluster meetings, and to produce teaching aids in cluster centres. Though cluster meetings, trainings and workshops are important components of CPD, their implementation is affected by shortage of budget.

The findings indicated that principals in the schools do not have professional qualification in the field of educational administration. This is becoming cause of many problems between teachers and school management. It should be noted that if principal-teacher relationships are good, they will have a positive effect. However, if those relationships are not good, they will have a negative effect on teachers and their work (Fullan, 1991; Ornstein and Hunkins, 1998; Renyi, 1996). A good system of teacher management should respect teachers' rights to contribute to and influence the decision that affect them (Wossenu, 2001; Lockheed and Verspoor, 1991; Haileseliasie, 2004). Moreover, lack of experts at pedagogical centres and personnel with relevant qualification to run cluster meetings is becoming a bottleneck to effective implementation of CPD in the schools. Gizaw (2006) also indicated that lack of experts was a problem in the pedagogical centre of the school he used to conduct his study.

As the findings pointed out, teachers do not get promotions for their MA/MSc degrees as teachers in the high school and first degrees in the primary school, and when they carryout extra duties. Promotions and incentives help teachers to carryout their duties; otherwise, teachers' motivation will be affected. A study conducted by Barrow and Leu (2006) in Tigray Regional State also indicated that teachers were not paid for attending workshops and other experience sharing programs except lunch on workshop days. However, incentives are important to motivate teachers to achieve school objectives, and particular importance should be attached to incentives, promotions and salary.

According to the responses of teachers who attend summer programs, the programs are poorly organized and they also lack the necessary manpower. Some of the teachers reflected that shortage of resources at cluster centres is also a problem. These problems will affect the quality of summer programs as well as cluster trainings.

The study indicated that action research is given less emphasis as some teachers who wanted to do it could not get resources, and others do not know what action research is. This entails two things: some management members are reluctant or not aware of the importance of action research and there is a noticeable gap between educational officers who claim that teachers should do action research and teachers at the grassroots level.

Though there are a number of challenges/constraints faced while implementing teacher development program, there are also benefits accrued from its implementation. Those benefits are discussed in the following section.

4. 4. Benefits Accrued from Implementation of CPD

Teacher development program was introduced as a means to improve quality of education. In spite of implementation complexities and constraints faced while implementing it, there are some benefits accrued from the implementation of the program. These benefits are discussed below.

A. Change in Behavior and Attitude

The primary school's first quarter report written on 15th December, 2008 shows that there are changes in behaviour of teachers as they are becoming more collaborative, and their morale of teaching is also improved. One of the schools' management members confirmed this when she said:

Now, teachers are getting additional experiences from other teachers and other schools. The cooperation among our teachers can be taken as an example for

others. Teachers are developing spirit of coming together and solving their problems. ... I have seen that teachers are becoming more committed and cooperative. (Rest.O6, 18 February, 2009).

This description is also supported by another participant when he reflected:

Since we devised a way to help teachers to carryout frequent meetings at department levels, teachers are changed a lot. They are solving most of their problems at department level. We have seen change in their attitude and practice (Rest.O10, 19February, 2009).

Thus, the above explanations show that there are observed changes in teachers' behavior due to teacher development efforts. Similarly, the cluster reports of the primary school written on 4th October 2008 and 12th December, 2008 also show that there are changes in the behavior of students as there is continuous follow-up of students behavior and teachers are doing their best in that regard. One of the teachers confirmed this by saying:

Since we started grading students' behavior as A, B, C, there are no frequent discipline problems. Regarding my experience, I weekly grade my students' behaviour and follow-up those students whom I graded as 'C'. This is helping most of my students to improve their behaviour. Our interaction is also improving from time to time (Rest.T8, 2January, 2009).

This description entails that there are changes in students' behaviour due to teachers' effort which is in turn the result of teachers' development efforts.

In a similar way, the secondary school students also reflected change in behaviour as:

Last year, there were many students in our classes who were called to bring their parents. Due to efforts of our teachers, now those students are totally changed and have started to teach others, and they have become better students. .. We are making frequent discussions with our teachers on problems we face. Teachers are frequently teaching us how to behave in the school and how to study our subjects (FGD Participants, 27February, 2009).

This explanation also shows that there is contribution from teachers towards improvement of students' behaviour.

B. Decrease in Drop-out and Repetition Rates

One of the objectives behind introducing teacher development program was to reduce wastage (drop-out and repetition rates) in schools which was caused by high expansion of the education system. The participants of the study reflected that teachers are carrying out activities that help to decrease drop-out and repetition rates. One of the management members of the schools forwarded:

Before some years, the trend was that teachers were not concerned about those students who drop-out from school. But now, teachers are responsible to solve some of the problems of students who drop-out as part of their duty. What they do regarding drop-out and repetition will be recorded in their portfolio.... we can take experience of three teachers who went up to the residences of five students who were on the way to drop-out. The teachers discussed with family members and brought back four of the students to school. For one of the students was in economic-problem, teachers contributed money to help him (Rest.O9, 9February, 2009).

Students also expressed the effort of the above teachers during the group discussions as:

We were surprised by what we were told at the flag ceremony about the teachers and the students. ... Teachers were going to students' home and bringing back them to school. ... We were also asked to inform the school/our teachers if there are students who are going to drop-out due to economic or social problems. ... Teachers are showing their willingness to help us (FGD participants, 26 February, 2009).

The above attempts focus on strategies used to minimize drop-out rate. Regarding repetition rate, it was noted by the teachers of the primary and secondary school that repetition rates are also decreasing due to change in their evaluation mechanisms. One of the teachers explained it as:

Though we have difficulties in using active learning and continuous assessment due to large number of students in a class, we are doing our best to help students to work together. We give them assignments and home works frequently. This is better than giving them only mid exams and final exams. They are achieving better, and number of repeaters is becoming less (Rest.T7, 16 February, 2009).

The above description shows that teachers are working towards reducing repetition rates. The documents which I read in both schools also show that drop-out and repetition rates are decreasing in the schools. The data obtained from record books of the schools are presented in the following table.

Table 3: Number of students who dropped and repeated in**Tabor Primary and Secondary Schools**

No	Academic year	School	Total no of students	No of students dropped	No of students repeated
1	1998 E.C.	TPS(G1-8)	2573	394	207
		TSS (G9-10)	3982	402	324
2	1999 E.C.	TPS (G1-8)	2698	201	185
		TSS(G9-10)	3997	368	297
3	2000 E.C.	TPS(G1-8)	2702	113	101
		TSS(G9-10)	4271	217	178

Note: TPS = Tabor Primary School
TSS = Tabor Secondary School

The table shows that there was a decrease in the number of students who dropped and repeated in the years given above though enrollment was increasing. There was a remarkable decrease in the number of dropouts and repeaters in 2000 than in 1999 in both schools. This entails that the various teacher development efforts are bringing changes in the schools as one component for ensuring quality of education.

C. Increased Parent- Teacher Communication

One of the objectives of teachers' development program in general and CPD in particular is increasing parent teacher communication. In the primary and secondary schools, the teachers, principals and supervisors reflected that there are frequent parent-teacher communications regarding students' progress in the school. One of the management members reflected:

Before some years the trend was that parents come to the school when there are discipline problems with their children. But, after various efforts, now parents are frequently coming to the school to get information about the education of their

children and they freely communicate with teachers. Teachers are also becoming willing to give information to parents (Rest.O7, 12 February, 2009).

This shows that there is improvement in parent-teacher communication regarding education of children. Another officer also reflected that:

Teachers from the school are reporting that they are making frequent communication with parents on various matters. This is helping them to solve problems they encounter easily.... Principals of the schools are also reflecting that there are a lot of changes in parent teacher communication (Rest.O9, 24 January, 2009).

The above explanations indicate that there is frequent parent-teacher communication in the primary school. However, the vice principal of the secondary school reflected that parents come the school in rare cases when there are serious discipline problems, but the parent-teacher association (PTA) is working with the school management and there are frequent meetings with them.

The findings indicated that change in behaviour and attitude, decrease in drop-out and repetition rates, and increased parent-teacher communication are benefits accrued from CPD implementation.

The study witnessed that there are changes in behaviour of teachers due to CPD, and they are becoming more collaborative and their morale of teaching is improved. They are also making continuous follow-up of their students' behaviour which in turn resulted in change of students' behaviour. This helps to improve the school environment in general and student achievement in particular. Amare, et al. (2006) also reflected that teachers' continuous professional

development has resulted in improved teacher attitudes, and teachers' more holistic views of their students.

The documents obtained from the schools show that drop-out and repetition rates are decreasing from time to time. Most of the participants of the study reflected that the decrease in repetition and drop-out rates is due to change in evaluation mechanisms of some teachers, effort exerted by some teachers to follow-up students who drop-out and those who achieve below average.

The study also revealed that parent-teacher communication is improved in the schools, and parents are visiting teachers to discuss the progress of their children. This helps both parents and teachers to be aware of the status of their children, and to follow-up them.

4. 5. Measures to Be Taken to Promote CPD Implementation

This section presents the suggestions of participants of the study regarding measures to be taken to promote CPD implementation in the selected schools.

A. Minimizing Budget Problem

The principals, supervisors and TDP coordinators reflected that sometimes there is delay while releasing allocated budget, and concerned offices should release the budget allocated for TDP implementation as timely as possible. In relation to this, an educational officer reflected:

There is budget allocated for implementation of the program, but the problem is mainly due to the way budget is released... It is not directly given to the

implementers. I feel that this needs to be changed as soon as possible (Rest.O1, 20February, 2009).

This suggestion shows that there is problem while using allocated budget and the budget is not directly handed over to implementers. As suggested, this needs to be solved by changing the existing practice.

In addition, another participant suggested that:

Some schools do not have additional source of income except the amount allocated for the school per student. Such schools do not have monetary source to cover allowance expenses for teachers when they come to cluster meetings. Therefore, if teachers are benefiting from the meetings, there must be budget for schools to be used for such allowances (Rest.O11, 20 February, 2009).

This also entails that schools should be supported or given additional budget so as to cover allowance expenses. Thus, timely release of budget and introducing ways of supporting schools are suggested as a solution to minimize budget problems.

B. Employing Qualified Personnel

Participants of the study reflected that there is lack of qualified (skilled) manpower and experts in different positions. The TDP coordinators of the Administrative City and the Regional Bureau suggested that this is a problem which has got due attention. One of the educational officers reflected:

We know that there are problems while assigning some of the principals in both the primary and secondary schools. Most of them are not trained for principal

positions. As part of government policy, last summer four teachers have got chance to join summer program for BA Degree in principal ship. ... Though the problems we have now cannot be solved soon, we will keep on minimizing them (Rest.O3, 2 February, 2009).

This seems to be solution for complaint of some teachers regarding problems they have with the principals (management problems) and issue of qualification for the position. Regarding, lack of experts who can run the pedagogical centres, the principal of the high school reflected that Capacity Building and Education Department should give particular attention to the problem and train or hire trained experts for the centres. This also seems appropriate suggestion to solve the problem.

C. Giving Training for Grassroots and Improving Quality of Training

In the previous sections it was mentioned that some teachers do not have idea about action research due to training gap. Teachers of the primary school suggested:

Training on 'action research' and certain other issues might have been given for some management members or selected teachers, but we do not have the same training as they had... trainers should come to the school and train all teachers, and this can be on weekends if not on school days (FGD participants, 11 February, 2009).

This shows that there is information gap among the trainers, those selected and participated in the training and the grass roots at the school level. The suggestion of the teachers also seems to be one solution to the problem. On the other hand, one of the educational officers

felt that there are some problems related to quality of some of the trainings given so far. As a solution to this, he suggested:

We feel that there are some problems related to quality of trainings given on certain areas. Now we have made assessment of the problems and we are planning together with supervision section. In addition, there will be a continuous follow-up and evaluation of training programs (Rest.O3, 2 February, 2009).

The coordinator's description shows that the problems are investigated and mechanisms are devised to solve them. Thus, a mechanism for controlling quality of training programs should be introduced immediately as of the above suggestions.

Participants of the study suggested that minimizing budget related problems, employing qualified personnel, giving training for the grassroots and improving quality of training programs can be solutions to solve the problems faced while implementing CPD.

Without proper allocation and without proper use of allocated budget, implementation of CPD will remain problematic. Moreover, schools which do not have source of internal income cannot cover expenses related to CPD implementation. Therefore, as suggested by participants of the study, educational officers should devise ways of minimizing budget related problems.

The action taken by the education department and REB to train principals through summer programs seems appropriate to solve problems related to relevance of qualification of principals. In addition experts should be employed to run pedagogical centres of the schools effectively as suggested by participants of the study.

The participants also suggested that training on action research should be given directly to the grassroots, i.e. teachers instead of giving it only to some representatives and management members. This could be a good solution to minimize a gap among different stakeholders about action research.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

The final chapter of the thesis presents the research problem and reviews the major methods used in the study. Then, the major sections of the chapter summarize the results and discuss their implications.

1.8. Summary and Conclusions

Education is seen as a means for development and maintaining its quality has become a concern of all nations. Research findings indicate that teacher development programs enhance education quality by equipping teachers with the necessary skills, and motivating them to carry out their duties effectively. However, the mission of developing teachers is often hampered by various factors, and what is planned and stated in various documents may remain a mere statement in the documents. In addition, the process of implementation of new programs should be investigated carefully to come up with reasonable views about the programs. Since teacher development program (TDP) as part of the general education quality improvement program is a new one, it was justifiable to study the process of its implementation, perception of stakeholders about its implementation, constraints faced while implementing it, benefits accrued and measures that need to be taken to improve the current status of the program's implementation. Thus, in this study, I have made an attempt to explore the implementation of teacher development program in two schools of Hawassa Administrative City by focusing on continuous professional development activities.

It was a case study carried out by taking Tabor Primary and Secondary Schools. As a case study, I primarily used a qualitative perspective, attempting to discern the meaning of events to the participants. The study relied chiefly on interview and focus-group discussion as

instruments of data collection. I interviewed a total of 21 informants, and I made focus-group discussion with 13 teachers and 20 students in a period of three months. In addition, I have reviewed different documents to support/verify some of the data obtained by using interviews and focus-group discussion. Then, I analyzed the data obtained based on categories I produced in relation to the research questions.

In the next section I try to summarize the answers to my research questions by organizing them under the themes (topics) in the questions. The summary of the key findings is followed by conclusions derived from them.

I. The Process of CPD Implementation

CPD implementation has been started by giving training to some selected stakeholders on the assumption that those who attended the trainings would return to the schools and give training to the rest of the stakeholders. However, some teachers in the schools have no idea about objectives of programs like English Language training and action research. This entailed that there is a gap between those who attended the trainings and those who did not attend the trainings.

Induction and experience sharing activities are taking place in the schools and teachers are becoming more familiar with the use of continuous assessment, ways of managing students, and use of active learning. Moreover, licensing courses are also used to help teachers to understand the changing school environment and to cope with it.

Pedagogical resource centres in the schools are helping some teachers to produce teaching aids which help them to teach their lessons though there are no experts assigned to run the

centres. In addition, English Language Improvement Program is also used to help teachers and students make use of the language in the classroom.

Some teachers have got opportunities to upgrade their educational status through summer programs. However, teachers in the secondary school are dissatisfied as they are not getting opportunities to upgrade their educational status. Almost all teachers are not doing action research for they do not know what action research is or owing to lack of commitment.

II. Stakeholders' Perception of Status of CPD Implementation

The study indicated that teachers and officials have heterogeneous views about CPD implementation. Some teachers and officials have perceived CPD implementation positively. They were of the idea that CPD is contributing to overall professional development of teachers and improvement of students' behavior and both are benefiting from it. Those who perceived negatively reflected that implementation of promotion and career structure which is associated with CPD is problematic as interest of officials and the evaluation system affect it. Moreover, they felt that the school environment, particularly, number of students in a class and classroom arrangements should be changed for CPD to achieve its objective.

Based on these findings, the following conclusions are drawn.

III. Constraints Faced During Implementation of CPD

Shortage of budget and material resources, lack of promotion and incentives are among the factors which have influenced the implementation of CPD. Moreover, management and administration problems due to principal's lack of relevant qualification and lack of good

relationships among principals and some teachers; shortage of experts; poor training programs and lack of awareness about action research and/or less attention given to it have limited CPD practices in the schools.

IV. Benefits Accrued from Implementation of CPD

Change in teachers' attitude and behavior is helping them to carry out their duties, and they are also exerting their efforts to help their students improve their behavior. In addition, the schools' documents indicated that there is a decrease in drop-out and repetition rates since teachers changed their way of evaluation and they committed themselves to solve problems of some students who drop-out before the end of the academic year. Moreover, parent teacher communication is improved as a result of which parents have started to visit teachers to discuss educational matters regarding their children.

V. Measures to Be Taken to Promote CPD

The participants of the study suggested some measures to be taken as:

- There must be proper allocation and proper use of allocated budget to minimize budget related problems affecting implementation of CPD.
- Training on important matters such as 'action research' should be given to all teachers at school level instead of some stakeholders.
- Experts should be employed to run school pedagogical centers and to assist teachers while they are producing teaching aids.
- The action taken by the Education Bureau and Education Department of Hawassa Administrative City to train principals and supervisors seems appropriate to solve the problems related to management and administration.

The above measures suggested by participants of the study seem to be appropriate to solve problems affecting CPD implementation.

Based on the above findings, I conclude that

1. The intention that centralized trainings will multiply themselves is not achieved as there is a gap between those who attended various workshops and those at the grassroots level.
2. The various attempts carried out to promote CPD at school level are helping teachers to carryout their day to day activities.
3. Pedagogical and cluster resource centres are not fully exploited as there are no experts to run them.
4. Some teachers' lack of opportunities to upgrade their educational status will have a negative effect on their duties.
5. Dissatisfaction of some teachers is largely associated with problems related to promotion, career structure and the way some teachers are evaluated. This affects teachers' day to day activities.
6. Teachers could not use what they learn from CPD due to large class size and poor arrangement of chairs in the classrooms.
7. Educational officers and some teachers have a healthy understanding about the values and contributions of CPD.
8. Shortage of resources and budget and lack of incentives have limited the process of CPD implementation, and this in turn limits the changes sought at school level.

9. Lack of good principal - teacher relationships and lack of experts and personnel with relevant qualification have affected the implementation of CPD in general and quality of training programs in particular.
10. Teachers' lack of awareness about action research and low commitment of the management to promote action research have hindered use of action research to solve some problems at school level.
11. CPD has assisted teachers to become collaborative, to solve problems of their students and to have open discussion with parents.

To sum up, the study concludes that there are good efforts to upgrade teachers through induction, experience sharing, summer programs, English Language Improvement Program, through pedagogical and cluster centres, and licensing courses. However, these efforts are affected by constraints/problems such as shortage of budget, lack of qualified personnel/experts, lack of incentives, poor trainings and lack of awareness, commitment and attention regarding action research. In spite of these challenges, the changes in behaviour of students, decrease in repetition and drop-out and improved communication between teachers and parents have become the benefits of CPD implementation.

5.2. Implications

Knowledge and theories of teaching and learning are constantly changing and this necessitates CPD of teachers, and it can be implemented in different ways.

- Stakeholders representing implementers of TDP have been given training. To introduce the program and to make its implementation easy, the attempt made to give training for stakeholders should be appreciated. However, after all the efforts, if those implementers at the grassroots are not aware of certain issues implementation will be at problem. Some teachers are not doing action research because they are not aware of it, and some others are not doing it because the activities are not well organized. Therefore, concerned members of (TDP coordinators of) the Regional Education Bureau, Education Department of the City and school management should make sure that what is planned and given as training for some stakeholders is implemented or acted upon. Moreover, they should promote teachers' awareness of action research and other relevant issues by giving adequate short term and long term trainings directly to the teachers. In addition, teachers, who have acquired the skills, also should develop the tradition of doing action research to improve the teaching learning situation through the results of action research.
- There are good efforts to help teachers to acquire various skills through induction, experience sharing, pedagogical and cluster resource centres. However, if there is shortage of budget, shortage of experts (qualified personnel), lack of incentives and other facilities the aforementioned efforts will be affected by these constraints. Therefore, schools involved in this study, Capacity Building and Education

Department of Hawassa Administrative City and Education Bureau should work in collaboration to reduce the extent and effect of the above problems.

- Though effort is made to give trainings and workshops on active learning and continuous assessment for teachers as part of CPD, the study indicated that teachers could not use what they have learned due to large class size and arrangement of chairs in the class. Therefore, the school managements and Woreda Capacity Building and Education Department should look for ways of solving the problem by constructing additional classrooms/schools and improving the existing ones in consultation with concerned officers.
- The study identified that there are some problems related to management and administration in the selected schools. For teachers to be effective in their day to day activities, their morale and autonomy should be maintained by the school management. Therefore, the Capacity Building and Education Department of the City should look into the problem and should give training for existing management that help them to carry out school activities smoothly, and/or assign teachers with educational administration and management background in school management positions.
- The study indicated that there were opportunities given to some teachers for further education before some years, in the secondary school and this is not the case now. Teachers want to upgrade their educational status. The policy documents also state that teachers will be given opportunity to upgrade their qualification. Unless what is stated in the policy is implemented properly, it creates dissatisfaction among teachers and this may affect their day to day activities. Therefore, Tabor Secondary School,

Capacity Building and Education Department of Hawassa Administrative City and Education Bureau should work together to solve the problem. Moreover, those teachers who hold MA's (in the high school) and Degrees in the primary school should be given attention concerning complaints they have on salary structure. Finally, the system of evaluation for the career promotions must be sustained as stipulated in the guidelines. Otherwise, problems related to promotions will frustrate teachers. To sum up, the findings imply that CPD is relevant to maintain and upgrade teachers and ensure quality of education, and the concerned bodies should take the necessary measures to promote its implementation.

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APPENDICES

Appendix-A

**Addis Ababa University, School of Graduate Studies
at Institute of Educational Research**

**Implementation of Teacher Development Program
in Schools of Hawassa Administrative City**

Interview Guide for TDP Coordinators, Principals and Unit Leaders

Introduction:

May I first of all express my appreciation to you for allowing me your time and experience to discuss issues relating to the implementation of Teacher Development Program in Schools of Hawassa Administrative City. May we proceed to the interview?

1. I would like to start by asking you how is your office (school) conducting the implementation of general education quality improvement programs? I understand this question touches upon various aspects of realization of implementation.
 - 1.1. May we start with the training of relevant stakeholders?
 - 1.2. Could you give me your observation/experience about the preparation of strategic plan and its practicality?
 - 1.3. How much are stakeholders involved and participating in its preparation?
 - 1.4. Could you brief me on the administrative support being provided to stakeholders?
 - 1.5. What follow-up strategies are you pursuing? How are your monitoring and evaluation mechanisms implemented?
2. Could you brief me on the status of teacher development program particularly CPD since it has been put to practice as part of general education quality improvement package? In this regard, I would like to ask you about:
 - 2.1. the Strategies used to implement the program,
 - 2.2. human and material resources needed, and the strengths and limitations you have been able to observe?

2.3. Identification of training needs of teachers

3. How do you explain the involvement of MoE, REB, and Education Offices in the implementation of teacher development program particularly CPD activities? Could you comment on the level of involvement, and the nature of assistance they are providing?
4. What are the major problems/constraints observed while implementing teachers' continuous professional development program?
5. What strategies and practices have you utilized to solve the problems?
6. Could you identify the specific achievements of continuous professional development of teachers especially with regards to:
 - 6.1. Student achievement, drop out, repetition?
 - 6.2. Competence of teachers
 - 6.3. Change in teaching methods
 - 6.4. Improvement of parent-teacher relationships
7. Are there any other related issues that you may want to bring up in relation to teachers' continuous professional development program?

Appendix-B

Addis Ababa University, School of Graduate Studies

at Institute of Educational Research

Interview Guide for Teachers

Implementation of Teacher Development Program

in Schools of Hawassa Administrative City Interview Guide for Teachers


Introduction:

May I first of all express my appreciation to you for allowing me your time and experience to discuss issues relating to the implementation of Teacher Development Program in Schools of Hawassa Administrative City. May we proceed to the interview?

1. Do you have any information about GEQIP?
 - Given training
 - Involvement in the development of school strategic plan(s)
2. How do you see the current Teachers' Continuous Professional Development initiative and its overall implementation in your school?
 - 2.1. Training given (short term trainings, workshops, etc)
 - 2.2. Chance given for in-service training (summer, distance and other programs).
 - 2.3. Participation in Action Research
 - 2.3. Experience sharing with cluster schools (other schools)
 - 2.4. Motivating teachers by giving incentives
 - 2.5. Follow-up of new teachers
 - 2.6. Other strategies used to implement Teacher Development Program
3. How do you evaluate
 - 3.1. Continuity of training programs
 - 3.2. Availability of resources at training centers, and training centers' space for Working, storing materials.
 - 3.3. Evaluation of effectiveness of training programs
4. What are the strengths and limitations of the Teachers' Continuous Professional Development Program in your school? (What are major challenges faced while

Declaration

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

Name: Dawit Legesse
Signature: 
Date: June 26, 2009

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

Name: _____
Signature: _____
Date: _____

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