

**The Status of Teacher Development Program in Oromia
Colleges of Teacher Education**

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This is to certify that the thesis prepared by Gezu Urgessa, entitled: *The Status of Teacher Development Program in Oromia Colleges of Teacher Education* and submitted in partial fulfillment of the requirements for the degree of Degree of Masters of Arts in Educational Research and Development complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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ABSTRACT

The Status of Teacher Development Program in Oromia Colleges of Teacher Education

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The purpose of this study was to assess the status of Teacher Development Program implementation in Oromia CTEs. The study drew upon both quantitative and qualitative methodologies. Data was collected through self administered questionnaires, interviews and Focus Group Discussions. In addition, observation and document reviews were also made part of the process. Qualitative data was analyzed after it was organized through coding and categorization. Frequencies, percentages and mean scores were used to summarize demographic variables of respondents' and describe variables used to measure respondents' opinions on the status of the various subcomponents of TDP implementation. Chi-square was used to determine if there are significant differences among the three groups of respondents by institution in the frequencies of categories with regard to teacher educators' knowledge on TDP and status of CPD portfolio. One way ANOVA was used to compare the means of different dependent variables between the three groups of respondents on different opinion questions when deemed necessary. It was found that there is significant contribution of TDP to improve the quality of education and positive development with respect to opportunities created to enhance teachers' professional development. Professional development activities were consistent with the intention of the Education and Training Policy. However, the study indicated low level of commitment among teacher educators and low management support, and weak monitoring and evaluation system. It is recommended that greater focus be given to improve the situation as reform programs require strong follow up, commitment and strong management.

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List of Acronyms

BoFED	Bureau of Finance and Economic Development
CPD	Continuing Professional development
CTE	College of Teacher Education
ELIC	English Language Improvement Center
ELQIP	English Language Quality Improvement Program
ESDP	Education Sector Development Program
ETP	Education and Training Policy
GEQIP	General Education Quality Improvement Program
HDP	Higher Diploma Program
IQPEP	The project on Improving Quality of Primary Education Program in Ethiopia
JICA	Japan International Cooperation Agency
MoE	Ministry of Education
MoFED	Ministry of Finance and Economic Development
OEB	Oromia Education Bureau
PAD	Project Appraisal Document
PD	Professional Development
REB	Regional Education Bureau
STD	Standard Deviation
TDP	Teacher Development Program
TEI	Teacher Education Institution
TESO	Teacher Education system Overhaul
TTC	Teacher Training College

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is a tool to deal with challenges confronting citizens. It plays significant roles in bringing up citizens both socially and economically. Particularly, in the dynamic world, education is expected to equip learner with the basic skills and competencies that will enable them to continually solve their own problems and the society at large. To this effect, the provision of quality education has direct effect on the economic and social aspects of a nation. For example, according the study conducted by Hanushek and Wößmann (2007) educational quality has strong effect on individual earnings, on the distribution of income, and on the economic growth.

Various international declarations & Conventions advocate for the right to quality education, that is, the right of every child to a quality education that enables him or her to fulfil his or her potential to realize opportunities for employment and develop life skills.

However, research findings indicate that quality of education is poor at all levels in low and middle-income countries and the need for quality education is fueling further research in the field. In this regard, the concept of quality in education is broad and complex. A number of issues are raised when we talk of quality of education. It is very difficult; both in trying to arrive at common consensus with regard to definition, as well as in trying to agree upon what might best facilitate it.

The concept and/or definition of ‘quality’ have been agenda of argument in education forums and conferences. Despite considerable semantic and philosophical debates about the meaning of the term ‘quality of education’, there has been limited analysis on agreeable and absolute definition of the term (Ross, 2006). Quality in education is characterized by different inter-related and inter-dependent strands. In this regard, Chapman and Adams (2002) stated:

The precise meaning of education quality and the path to improvement of quality are often left unexplained. Examined within context, education quality apparently may refer to inputs (numbers of teachers, amount of teacher training, number of textbooks), process (amount of direct instructional time, extent of active learning), outputs (test scores, graduation rate), and outcomes (performance in subsequent employment).

Additionally, quality education may imply simply the attaining of specified targets and objectives. (p.2)

In the light of the above, there are research evidences on the relationship between teacher quality and students' achievement or student learning outcomes and quality of education in general. For example, Rice (2003), cited in Hoy and Miskel (2005), declares that teacher quality is the most important school related factor influencing student achievement. Similarly, Darling-Hammond (2000) also describes teacher quality as one of the important significant factor than class size in contributing to student achievement. Moreover, OECD (2005) contends that teacher quality is the most important contributor to the quality of education. Similarly, Iliško and Kokina (2003) stated that "There is a widespread agreement that high quality education and training has to become a lifelong provision, where high quality teachers and teacher education are main components in making high quality education and training a reality" (P.39).

Cognizant of this, the Government of Ethiopia has taken different initiatives to improve quality of the education system at all levels with particular emphasis to Teacher Development Program. In strengthening this effort, MoE (2003a) has launched TESO (Teacher Education System Overhaul) program. The main objective of this program was to strengthen teachers' professional competences and improve students' performance through Continuing Professional Development (CPD).

The teacher education in Ethiopia is about half a century old and it has been entangled with different challenges. MoE (2002b) stated the following major problems of the teacher training program: the recruitment, selection of teachers and educational managers was not based on interest and professional competence, the training of teachers lacks clear vision, mission and standard, and absence of continuous professional development program for teachers.

Teacher Development program was launched to solve the complex situation of teacher training program. The major objectives of the TDP are to produce teachers: (1) with appropriate academic knowledge, professional ethics, attitude, commitment and self confidence;(2) capable of conducting action research, apply participatory problem solving and learner centered teaching approach, implement continuous assessment techniques, practice

democratic principles in class room and are competent to discharge social responsibilities;(3) responsible to encourage students particularly females who are interested and have the potential to join teaching profession; (4) who care for the physical, social and emotional development of their students and support students (specifically students with special needs) by preparing and applying educational technology and enhance students learning practices.

Education reforms geared towards teacher development programs has significant contribution in transforming education system and quality of education. The General Education Quality Improvement Package is a reform program that has been designed to further scale up government effort to improve the quality of the general education (MoE, 2007). In this package, Teacher Development Program (TDP) focuses on improving the quality of instruction and student learning by enhancing the capacity of teachers in primary and secondary education through Pre-Service and In-service Teacher Education. Teacher development Program is also based on the deteriorating situation of the quality of education in Ethiopia. The far reaching objectives and intention of the program is to improve the quality of the general education and produce capable citizens who can contribute to and engage in the process of social, economic, and political development of the nation.

The success of education reform program depends to a large extent on the preparation of teachers (Seguin, n.d.). Accordingly, it is through this reform program that the government has inspired to curb the perplexing situation of quality and realize the far reaching objectives of the Ethiopian education. As part of the national effort, the Regional Government of Oromia has also made efforts to implement Teacher Development Program.

In the light of this, reform programs recognize the potential positive impact of follow up and support in the implementation processes. Despite the various efforts in teacher training program, the quality of education is not to the required level. In this regard, there are also few studies conducted about the current status of TDP implementation in Oromia CTEs. Therefore, current information about the status of TDP would help to identify main developments, gaps and opportunities that would help to guide measures to be taken for future program implementations.

1.2 Statement of the Problem

Education and Training Policy of Ethiopia (1994) underpins the role of quality education in the development efforts of the nation. To this effect, the Government of Ethiopia has determined to realize education quality at all levels of the education system. For example, quality issues have been priority areas in both ESDP III and ESDP IV, with particular emphasis to the TDP.

Most agree that the quantitative gains in education are very encouraging. However, these achievements have not kept pace with the need to ensure the quality of learning outcomes. For example, annual National Learning Assessment test results show deterioration in student performances. The educational reform in general and teacher development program in particular, is based on the deteriorating situation of the quality of teacher training and development program. Evidences show that the continued neglect of teacher training and development has seriously affected the teaching and learning processes and consequently the quality of students' achievement and quality of education.

Based on evidence from study by MoE (2002b) there is weak pre-service preparation and lack of continuous in-service professional development of teachers. Most important, the national learning assessment conducted in 2007 indicated that the overall level of student performance has not been showing improvements. Similarly, TDP1 impact assessment shows limitations in quality of general education (World Bank, 2008). Similarly, according to recent survey on the assessment of current situation of teaching and learning in Mathematics and science education in primary grades 7 and 8 in Oromia, Amahara and Addis Ababa City Administration, the teaching methods employed in schools are still teacher-centered and teachers are entangled with the traditional teaching methods and the instructional medium (English) is acting as a barrier to effective learning (JICA, 2011).

Many educators measure quality of education in terms of input, process and output aspects. In this regard, research evidences show that the impacts of teacher variables are apparent. For example, according to the results of the learning assessment test (NOE, 2004) for grade 4 and grade 8, in order of importance; the following factors explain students' achievement. For grade 4 students': characteristics; school management; teacher variables and

for grade 8 students': characteristics; language of instruction; teacher variables; and school structure and supplies were influential.

In the light of this situation, the 'quality' of teachers and teacher training program has drawn attention of all educators. In the efforts to curb the situation, the government has taken initiatives to reform the teaching and learning processes, teacher training and professional development of teachers through the ambitious General Education Quality Improvement Program (GEQIP) to improve the quality of general education (World Bank, 2008). It is through this reform program that the government has inspired to curb the perplexing situation of quality and realize the far reaching objectives of the Ethiopian education.

In the General Quality Improvement Program (GEQIP), Teacher Development Program is designed as one component to improve the quality of education (World Bank, 2008). Because, teachers are one of the determinant factors in the improvement of students' achievement and quality of education. Teacher development Program is also based on the deteriorating situation of the quality of education in Ethiopia. Despite the various efforts in teacher training program, the quality of education is not to the required level. In this regard, there are few studies conducted about the current status of TDP implementation in Oromia CTEs. Therefore, the purpose of this study is to assess the status of teacher development Program in Oromia CTEs. Because, from the researcher point of view findings on the status of program would help to draw important recommendations that would help to guide majors to be taken for future program improvements.

In view of the above Royse et al. (2001) also suggested:

Program evaluation is needed whenever new interventions are being tried and it is not known whether they will be as successful as former methods, or when there is a perception that the program could be improved-that it could become more productive or better in some way. (p.12)

Therefore, the basic research questions to guide the study are:

1. What is the status of the implementation of TDP in Oromia CTEs?
2. What is the contribution of TDP in improving the quality of the general education?
3. What are the challenges in the implementation of TDP in Oromia CTEs?

1.3 Objectives of the Study

The main objective of this study is to assess the status of General Education Quality Improvement Program, with particular emphasis to TDP and give possible recommendations and feedbacks for rectifying future program implementation. Hence, the specific objectives of the study were:

1. To examine the status of the implementation of TDP in Oromia CTEs.
2. To identify the contribution of TDP towards government efforts to improve the quality of general education.
3. To assess the challenges in the implementation of TDP in Oromia CTEs.

1.4 Significance of the Study

Current information on the status of TDP in CTEs of Ethiopia, in general and Oromia in particular, serves many purposes. First, the findings of the study would help to give insight into the status of the program, opportunities, and implementation gaps that existed in the current program implementation. Hence, the result of this study would be beneficial to decision makers at different levels, funders, and program implementers.

Second, information from this process could be used as a complement to future impact evaluations, because a full impact evaluation includes a process component to determine what quantity and quality of services the program provides (Rossi, Lipsey, & Freeman, 2004).

Generally, the study is very significant due to the following reasons:

1. The findings of the study provide would help to provide feedback for educators, funders, and policy makers.
2. The study would help to identify opportunities, possible gaps and challenges for future program implementation and policy analysis.
3. The findings of the study could be used as an input for further research in the areas.
4. The findings of the study would help to develop key inputs for revisiting the existing implementation guidelines/manuals.

1.5 Scope and Delimitations of the Study

TDP has holistic approach in its scope. However, due to time and resource constraints the researcher was limited to cover some of the pre-service and in-service sub-components of TDP. Hence, the study covers the selection and management of new entrants, teachers' engagement in continuous professional development activities, Higher Diploma Program (HDP), and English Language Quality Improvement Program (ELQIP). In addition, research and community services, program coordination of GEQIP and program monitoring and evaluation were also the main focus areas to get better insight into the situation. Moreover, the time horizon of the study covers last three years implementation (2001-2003E.C) at CTEs in Oromia. To this end, the study focused on describing the status of TDP implementation, its contribution to quality improvement initiatives, and identifying implementation challenges and prospects for rectifying future program implementation.

1.6 Definitions of Key Terms and Phrases

General Education Quality Improvement Program (GEQIP): A program developed by Ministry of Education to improve the quality of general education.

Teacher Development: The Ministry of Education defines teacher development as the recruitment of appropriate candidates and the provision of adequate knowledge, abilities, skills and professional qualities both at pre-service and in-service levels so that they will be able to provide quality education for rearing competent citizens (Basic Education Program, p.10).

Pre-service teacher education: The pre-service teacher training program refers to the completed training of teachers prior to entering any formal teaching service (School Mapping and Strengthening Micro-Planning Project (SMAPP), 2007).

In-service teacher education: teachers already in the education system continued to develop their teaching skills and competence using different strategies that were provided by the national and regional policies and programs (SMAPP, 2007).

1.7 Research Limitations

The following limitations were demonstrated in the research process. The study came up with some important findings. However, there is no guarantee that the findings and conclusions of this study are transferable to other Regions conducting similar programs. In addition, data collection was conducted when the training institutes were too busy managing practicum programs which limited the researcher initiative taking with regard to the response rate. Moreover, the study was also conducted from the perspectives of teacher educators, that is, interviews were not conducted with trainees at the College level that would have added more insights into the TDP implementation.

1.8 Organization of the Report

This paper contains five chapters. Chapter one provides a general introduction, stating what the study is all about, the statement of the problem, the research objective, significance of the study, research objectives, and the design adopted and research limitations. Chapter two presents a literature review of different education reform practices, and Teacher Development Programs. The third chapter outlines research methodology and explains rationale for selecting the method. In the fourth chapter data is presented, analyzed and interpreted. Finally, chapter five presents the summary of the major findings and conclusions drawn from the data analysis and makes some recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter discusses and presents review of related literature. It focuses on an overview of process evaluation, and quality improvement programs and implementation.

2.1 Education Quality

According to Ross and Mahlck (2006) the concept and/or absolute definition of ‘quality’ have been agenda of argument in education forums and conferences when it is applied to the field of education. In this context, despite the considerable semantic and philosophical debate about the meaning of the term ‘quality of education’, there has been limited analysis on agreeable and absolute definition of the term (Ross & Mahlck, 2006). In this regard, Chapman and Adams (2002) stated that:

The precise meaning of education quality and the path to improvement of quality are often left unexplained. Examined within context, education quality apparently may refer to inputs (numbers of teachers, amount of teacher training, number of textbooks), process (amount of direct instructional time, extent of active learning), outputs (test scores, graduation rate), and outcomes (performance in subsequent employment). Additionally, quality education may imply simply the attaining of specified targets and objectives. (p.2)

Similarly, Pigozzi (2006), stated “... one difficulty is that while most people understand intuitively what they personally mean when they refer to the quality of education, there may not be a common understanding of the term” (p.41). He also describes that quality of education is a dynamic concept and the understanding of what constitute the quality of education is evolving.

Moreover, the concept of quality in education is also related to the society’s cultural, economic, and political realities and beliefs. These varied strands of quality aspects and views force scholars and researchers in the field to see into different perspectives and dimensions inherent in the definition of quality. For example, Adams (1993, p.12-13), cited in Leu & Rom (n.d.), identifies the following characteristics as multiple co-existing definitions of quality:

1. Quality has multiple meanings.
2. Quality may reflect individual values and interpretations.
3. Quality is multidimensional; it may subsume equity and efficiency concerns.
4. Quality is dynamic; it changes over time and by context.
5. Quality may be assessed by either quantitative or qualitative measures.
6. Goals of quality may conflict with efficiency, equity, or other goals.
7. Quality is grounded in values, cultures, and traditions: it may be specific to a given nation, province, community, school, parent, or individual student.
8. Different stakeholder groups often have different definitions of quality; thus “winners” and “losers” may be associated with any particular definition.

It is common practice to use various proxy indicators to measure quality of education. According to recent study conducted by Amare et al. (2006, p.1) teachers and principals' conception of education quality revolve around issues of educational inputs, process and output. MoE (2002a) also contends that the inputs, process and output aspects of education are used to measure quality of education. Nevertheless, according to Pigozzi (2006), traditional approaches to rely on proxy indicators (increase in financing and other inputs) to measure quality of education is irrelevant or unhelpful.

Despite conceptual perspectives surrounding the quality of education, it is apparent that well-trained teachers can make difference in quality education attainment processes. There are many research evidences on the impact of teacher quality on the quality of education and education outcomes in general. Rice (2003), cited in Hoy and Miskel (2005), and declares that teacher quality is the most important school related factor influencing student achievement. Darling-Hammond (2000) also contends that teacher quality is one of the important significant factors than class size in contributing to student achievement.

Teachers have significant place in education reform programs (OECD, 2005; OECD, 1998, cited in OECD, 2010). In this regard, Chapman and Adams (2002) also state:

Central to the process of teaching and learning and to education reform is the role of the teacher when engaging students in development of their intellectual and emotional strengths and in examination of learning within the context of their everyday experiences and the society around them. Teaching roles change over time in response

to new patterns of education governance and management, new kinds of students, new theories of teaching and learning, and new technologies. (p.23)

In the same vein, Leu & Rom (n.d.) state “In search for the factors that promote quality, countries’ programs as well as the literature increasingly emphasize teachers, schools, and communities as the engines of quality, with teacher quality identified a primary focus”. In addition, CfBT Education Trust (2008) states “Clearly quality education requires competent, motivated, well trained, adequately rewarded and well supported teachers. This in turn requires reform in the policies, systems and strategies relating to teacher management and support in many countries” (p.6).

In view of the above, quality education improvement policies and strategies consider understanding of socio-economic, cultural, and political domains of a nation. UNESCO promotes a quality of education as a human right based on internationally agreed instruments. ‘Education For All’ initiatives strongly advocates the provision of quality education alongside the access issues.

The ‘quality’ of teachers and teacher training program has been a concern for the all policy makers. Research evidences show that teachers are important factors for quality education. Similar studies in Ethiopia show that the impacts of teacher variables are apparent. According to MoE (2002a), quality education presuppose minimum criteria and requirements of the existence of professionally competent and ethically minded teachers in the system, the existence of an efficient management of education, and the supply of necessary educational materials and equipment. In this context, educational input, process, and output come into play in determining quality.

The Education and Training Policy of Ethiopia (MoE, 1994) underpin the role of quality education in the development efforts of the nation. Quality education issues have been priority areas in both ESDP III and ESDP IV, and overall development strategy of the country. Therefore, cognizant of the unprecedented roles quality education play in the overall economic development of the country, investment in teacher development programs is very crucial.

2.2 Experiences in Education Reform Programs

Many countries have developed teacher development policies as important part of education reform programs. For example, UNESCO (2000) states “No education reform is likely to succeed without the active participation and ownership of teachers” (p.28). This is to mean that teachers have very significant roles for the successful realization of educational reform programs. Regardless of all the various views, and conceptions about quality, the issue of quality education has become very critical in all the aspects of the political, economic, and social continuum of every nation. For example, education quality improvement efforts are part of reform programs in many countries. In this regard Pigozzi (2006) believes that quality of education is a high profile issue due to many factors. For example, he states:

... Viewpoints about the importance of the quality of education cannot be divorced from the heightened salience of education policy and education reform within the whole range of public policy, mainly because of widely acknowledged linkages between education and national economic performance. (p.39)

Evidences show that many developing countries including Ethiopia are making efforts in the design and implementation of education reform programs. Education reform has been a global agenda as part of the current social and economic realities. In this respect, Solomon (2008) contends the similarity of the Ethiopian education reform tradition with many African countries. Similarly, Beijaard et al. (2005:12) state “educational reforms are an important feature of the current international contexts for teacher learning” (p.12). They acknowledge similarities visible across countries, despite the different patterns of development in reform processes.

There are various different drives for education reform Programs. According to Seyoum (1996), internal factors within the education system (e.g. deterioration of quality of education) could shape educational reform. Deterioration of quality of education in Ethiopia is one of the factors that have initiated the current reform in education. In this regard, it is worth noting that, the current General Education Quality Improvement Program (GEQIP) owes its inception to the new Education and Training Policy that foresees change in the education system to improve the quality of the general education.

Ginsberg, Wallace, and Miller (1988:317-37), cited in Seyoum (1996), indicate that the major purpose of educational reform is to bring about change in various aspects of the educational system (curriculum and instruction, educational structure, educational measurement, teacher education, educational technology, educational management, finance, etc).

In this regard, there are various international experiences to mention. For instance, Education Reform in Uganda (1997-2004) focused on improving the Quality of Basic Education through primary curriculum reform, Language of Instruction policy, the provision of basic learning materials, primary teacher development, and establishing and maintaining education standards.

Similarly, the 1970th basic education reform in Peru included all aspects of the underlying principles of education to its implementation aspects; the infrastructure, the curricula, the methodology and the training of teachers (Churchill, 1976). In Nepal, reform initiatives had been undertaken with the central goal of quality improvement under the Basic Primary Education Program (Bista & Carney, 2004).

These evidences show that education reform programs have comprehensive objectives. For example, reforms imply change not only in objectives and content but also in educational approaches or the change in the mental attitudes of teachers and parents (Seguin, n.d). Reform also implies change in relationships between educators and those they educate (Churchill, 1976). The following statement by World Bank (2005) summarizes reform efforts in developed and developing countries for the overreaching objectives of instructional change and student learning outcomes. It states:

Reform efforts in both developed and developing countries assume that the most direct and effective way of raising instructional quality is to introduce changes in teacher education and recruitment, to improve the knowledge and pedagogical skills of in-service teachers and to ensure that the organizational conditions under which teachers work promote effective instruction and focus on student learning outcomes. (p. 103)

Similarly, Seguin (n.d., 96) states that the success of education reform program depends to a large extent on the preparation of the teachers who will have to apply it in schools. It also

states, with particular emphasis, the following three aspects that receive special attention from the trainers who prepare teachers. They are:

1. An understanding of the goals of the reform and the training objectives and an awareness of the responsibility devolving on the teachers who will have to apply the new program;
 2. A mastery of new or more suitable educational approaches which will improve the efficacy of learning and the performance of the pupils;
 3. The important role to be played by evaluation in the learning-teaching process, and the benefits accruing the reform for teacher and pupils in achieving the training objectives.
- (p.96)

In the light of the above, educational reform programs have the objective of making profound social and attitudinal changes that are obviously long-term in nature. There are evidences on the challenges to the implementation of education reform programs. The complexity of educational change is cited by many scholars. For example, according to Chapman and Adams (2002:58) some of the challenges are vested in the complexity in quality education itself.

More broadly, Hoban (2002) also identified change frames (school leadership, teachers' lives and their work, school culture, structure, politics, context, teacher learning) that act collectively to influence educational change process.

Similarly, a Report on Education Reform in Uganda (1997-2004), by Ward, Penny and Read (2006) comments on the need to have coherence and consistency between policy and administrative reform, and changes in teaching and learning with regard to teacher training and improving the quality of teaching and learning. They also recommend well-defined broad strategy with clear goals and targets, political commitment, decentralization, availability of resources, key changes in the mindset to reinforce changes in education reform. In view of this, they state:

... Uganda appears to be saying that there has to be coherence and consistency within the system as a whole, between policy and administrative reform, and changes in

teaching and learning. If one outstrips the other and the present dissonance persists, not only will the reforms be frustrated, it will make traditionally conducted training and research. (P. xviii)

Maroun et al. (n.d.) also recommend prioritizing implementation processes and managing the speed of reform, ensuring ownership and consensus among the stakeholders and accountability for actions, and systematically measuring results to increase the likelihood of success in education reform programs. In this connection, Benavides (2011) stresses on the following key elements important for ensuring reform would happen: ensuring understanding among stakeholders; greater commitment to work together on lifting performance; stronger capacity for undertaking education policy reform; and long-term vision.

Schepens (2005) believes that reforms and innovations attract motivated persons. Firestone and Pennell (1993), cited in Ashdown and Rossi (2005), define commitment as “a voluntary state in which intrinsic motivation towards the goals and values of an institution inspire efforts beyond minimal expectations is expended” (p.216). In light of this, they indicated that commitment can be an important motivation to aid teachers through the demands of implementing new approaches to instruction. They, further state:

Teacher commitment in the context of school improvement efforts was most effectively addressed through work conditions, such as increased opportunities for participation in decision making, collaboration with colleagues to create more learning opportunities, and increased feedback to teachers about their work. (P.216)

On the other hand, Solomon (2008) also underscores the various challenges to education reform from different perspectives. He states “the rapidity of educational reform in Africa, mismatch of reforms with African context, lack of autonomy of the institutes, and external influences are factors affecting teacher education systems in Africa” (p.13). In this regard, he contends that Ethiopia’s reform tradition is not free from political and external influences.

Support mechanisms for teachers are also central to the implementation of the reform programs. In this regard, Ashdown and Rossi (2005:213) state “Teacher knowledge and skill is only one element required for successful instructional reform” (p.213). Assessment report on Thailand Education Reform Project, by Office of Commercial Services (OCS) states:

Teachers need to become truly professional practitioners who have the capacity to identify the most appropriate strategy and design learning experiences for specific learning situations, students and content. Consequently, they should be assisted and encouraged to expand their skills and their understanding of different types of knowledge and the underlying philosophies of the new approaches to teaching and learning. (OCS, 2002, p.11)

2.3 Teachers Development Program (TDP) and Its Components

Teacher development programs are used to describe the wider aspects of teacher's growth and continuous improvements and progressive changes throughout their life. In this regard, Ainscow (1994) holds "the term teacher development has been adopted rather than the more familiar term 'in-service training' deliberately" (p.33). Aubusson and Schuck (2006) use the connotation 'teacher learning and development' to emphasis on progressive change through learning. In regards to the dichotomy between development and learning, they state:

Many distinguish development and learning differently. For example, teacher development is often associated with courses and in-service programs with an emphasis on things provided for, or done to, teachers, whereas teacher learning is often associated with things teachers do for themselves, with an emphasis on reflection and networking (p.45)

In the same vein, Glatthorn (1995), cited in Reimers (2003) holds "Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically" (p. 41). The Ministry of Education also defines teacher development as the "recruitment of appropriate candidates and the provision of adequate knowledge, abilities, skills and professional qualities both at pre-service and in-service levels so that they will be able to provide quality education for rearing of competent citizens" (Basic Education Program, p.10).

Therefore, the broad conceptualization of teacher development program involves the progressive changes or professional growth teachers' achieves through continuous improvement and exploration. Moreover, these definitions also bring to our attention that teachers are part and parcel of the development processes. However, according to the researcher point of view, MoE (2007) definition of teacher development is narrowly framed. It does not give much insight into teachers' self development.

In the light of the above, there are different perspectives to see into teachers' development needs. There are situations where teacher development is seen more broadly from personal, social and professional aspects (Bell & Gilbert, 1996). According to Bell and Gilbert (1996) teachers seek professional growth, in responses to concerns like continuity, progression, differentiation, the inclusive curriculum, assessment, teaching and learning activity, curriculum science. In connection with this, Shulman (1987), cited in Bell and Gilbert (1996), describes seven knowledge bases from which teachers draw their teaching: (1) content knowledge; (2) General Pedagogical knowledge; (3) Curriculum knowledge; (4) Pedagogical content knowledge, (5) Knowledge of the characteristics of the learners; (6) Knowledge of educational context and (7) Knowledge of educational goals and values.

Most important, Bulajeva (2003:40) indicates the changing conditions and complexity of social, cultural and economic contexts of the education and training of the 21st to recommend important components in teacher education. He contends that the initial teacher education, induction into the professional, culture of school or/and training-on-the job, in-service teacher education and/or continuous professional development, self-education of teachers and further education of teachers, school development and improvement and research as closely interrelated components in teacher education.

Within this complex and comprehensive aspects of teacher development, challenges are inevitable to address these wide ranges of needs and expectations from the perspectives of teachers themselves, students, community and educational goals and objectives. According to recent report by OECD (2011), in many countries, teacher education is not just providing sound basic training in subject-matter knowledge, pedagogy related to subjects, and general pedagogical knowledge.

Similarly, according to the assessment report on Thailand Education Reform Program (OCS, 2002), the major constraints to the design and delivery of teacher development programs identified include lack of necessary knowledge and skills about new learning strategies. In this regard, this report recommends types of new knowledge, new learning strategies, assessment and evaluation, integrated teaching, ICT competency, mentoring, and action research as the most focus areas for teacher development needs of teachers.

In addition, Fullan (1987) cited in Reimers (2003:18), holds that there are four crucial factors for successful teacher development: (1) redefinition of staff development as a process of learning; (2) the role of leadership at the school level; (3) the organizational culture at the school level; (4) the role of external agencies, especially at the local and regional level. Bell and Gilbert (1996) also contend that challenges in teacher development stem from the teachers, parents and community at large in the efforts to increase overall educational achievement.

2.3.1 Pre-service Teacher Education

Empirical evidences show that there is little evidence on the impact of much pre-service teacher training. There are also evidences to poor level of integrating both pre-service and in-service teacher training with other critical issues related to quality in the classroom. Therefore, there is reconceptualization of the pre-service teacher training. Fullan (1991); Joyce and Showers (1998), cited in Ainscow (1994), argue that the impact of in-service programs in terms of improvements in teaching and better learning outcomes is not convincing. In this regard, Reimers (2003) state “Although many societies consider this preparation [pre-service] to be the only professional preparation teachers will receive throughout their careers, the current tendency is to acknowledge that this is merely the first step in a longer process of professional development” (p.44).

SMAPP (2007) defines pre-service teacher education as “the completed training of teachers prior to entering any formal teaching service” (p.47). In this regard, for the purpose of this study the following components of the pre-service teacher education quality improvement program would be given attention in the review of various literatures. These include management of the intake and selection processes, Higher Diploma Program (HDP), and practicum program.

2.3.1.1 Higher Diploma Program (HDP)

Enhancing the pedagogical skills of teacher educators is one of the sub-components in the pre-service teacher education to enhance quality of education (World Bank, 2008). To improve the performance of teacher educator’s in CTEs, the Higher Diploma Program (HDP) was introduced as a sub program of the continuous professional program. It was anticipated that teachers would be licensed upon the successful completion of the HDP program.

Teachers, with some experience or new recruits, need to pass through staff development program. In the process, those who have completed the professional development courses and proved to show improvements are supposed to renew their license.

In this respect, The Higher Diploma program (HDP) is assumed to be an essential part of the professionalization of teacher educators to enhance the quality of teacher education in the CTEs by developing the pedagogical skills of teacher educators. The HDP modules focus on active learning, continuous assessment, a school placement, and an action research (MoE, 2004).

Higher Diploma Program is implemented in all CTEs. It was originally assumed to be a two-year project. In the implementation of this program, the main intervention areas include: revision of the HDP curriculum and development of teaching materials; development of a network of “moderating institutions”; and delivery of the HDP in each of the relevant CTEs (World Bank, 2008).

There is limited research with regard to Higher Diploma Program. However, research evidences acknowledge significant contributions of professional development programs for quality teaching and learning (Watson, 2005; OCS, 2002). Many countries’ experiences show the efforts made to provide access to teachers’ professional development in education reform programs. For example, the assessment on the Thailand Education Reform program recommends the need to upgrade the knowledge and skills of all teacher educators, attention to increased international quality research and publications and prepare staff with a deep understanding of the new concepts and principles as key issues related to supporting teacher development include (OCS, 2002).

2.3.1.2 Management of Intake and Selection Processes

Improving teacher quality entails policies concerning recruitment, early preparation, retention and professional development. Selection of appropriate candidates has its own contribution for the quality of education. In this regard, Solomon et. al. (2008), cited in Solomon (2008) state “the quality of teacher education is a function of the organization of the program; recruitment of suitable candidates, the kind of curriculum and training, induction of

the graduates to the profession, and opportunity for continuous professional development” (p.16).

OCS (2002) states, “The more complex and diversified role of teachers associated with the education reform presuppose programs (p.38). Similarly, Barber and Mourshed (2007) as cited in CfBT Education Trust (2008), state:

The top performing school systems consistently attract more able people into the teaching profession, leading to better student outcomes. They do this by making entry to teacher training highly selective, developing effective processes for selecting the right applicants to become teachers, and paying good (but not great) starting compensation. (p.44)

Teacher development program of Ethiopia aspires to recruit teachers with interest, prepare teachers adequately with academic knowledge and skills and enhancing teacher’s professional competence through in service programs. Accordingly, the main strategies sought include preparation of directives for the selection of student teachers and regularly evaluate the effectiveness of the directives and take corrective measures. The objective of the management of intake and selection involves inviting applicants eligible to an occupation and making decision to select potential candidates. It is also anticipated that this process would enhance in the intake of students who are interested in teaching as a career.

However, evidences show that there are difficulties in attracting the most suitable candidates and high-caliber entrants teaching profession (Watson, 2005; Solomon, 2008). There are also various challenges that force teacher education institutes to rethink and re-examine their entry requirements into teacher preparation programs.

According to assessment result on Quality and Effectiveness of Teacher Education in Ethiopia (MoE, 2002b), majority of student teachers lack commitment to the teaching program. Solomon (2008:3) also states “Towards producing skilled and motivated teachers some of the reforms adopted in Africa were not successful in terms of getting quality teacher candidates” (p.3). Finally, he recommends the need to rethink on the standards and criteria used in admitting appropriate candidates and the need to employ quantitative and qualitative criteria in the recruitment processes.

2.3.1.3 Practicum Program

Practicum is the most important and relevant part of the pre-service teacher education program. Teaching, in addition to satisfactory academic level and good motivation, presupposes good pedagogical skills. A student teacher must undergo a professional training to acquire the necessary skills. In this regard, Tom Russell (2006) states:

It is the practicum experience that is universally reported to be perceived as the most valuable element of pre-service teacher education programs. Thus schools and universities must cooperate at some level if the universities are to provide practicum placements for those learning to teach. (p.83)

There are many criticisms with regard to the pre-service teacher education as to how the courses actually prepare teachers for classroom teaching. According to Teacher Education System Overhaul (MoE, 2003a), teachers in Ethiopia are weakest at practical teaching using student-centered learning methods. This document indicates the need to focus on the practicum, teaching methods and professional studies to enable teachers to be taught in a way which is in line with current ideas on learning and fulfill graduate teacher profile.

Research evidences indicate that appropriate mix of the theoretical and practical knowledge help to minimize the challenges in the actual teaching and learning situation. In this context, Field and Latta (2001), cited in Watson (2005), hold that practicum should help pre-service teachers to develop the “practical wisdom associated with professional practice.” In addition to this, Watson (2005) stated:

Government reforms that place a higher value on one element of teacher education at the expense of another element may be missing the point. The literature on teacher quality suggests that it is the relationship between subject content knowledge, learning theory and professional experience that is important for teacher effectiveness, rather than any of these elements on its own. (p.86)

In the implementation of Practicum programs the roles of the supervising teachers and mentorship of experienced teachers are very significant. Pre-service teachers typically require high levels of mentoring or support during their practicum to reflect on the links between theory and practice. Watson (2005) states the challenges with supervising teachers and

mentors due to constraints of time and limitations appropriate skills. In this regard, he contends that these challenges could be addressed through stronger partnerships between teacher education faculties and schools.

The research highlights many barriers to authentic collaboration between schools and training institutes. The project on Improving Quality of Primary Education Program in Ethiopia (IQPEP), 2011 sees practicum program as one form of linkage between primary schools and teacher training colleges for achieving the common goal of quality education. It also describes the low level of linkage between teacher education colleges and primary schools and states, “the linkage between teacher education colleges and primary schools is not well designed and structured” (p.13). Furthermore, this document recommends the need to plan and organize practicum program in line with linkage schools’ curriculum.

In view of the above, Fekede (2009) in the study of undergraduate students’ practicum experience at Jimma University stresses on the need to give attention to available fund, close supervision, strong partnership with school and adequate support and assessment mechanisms as important dimensions in the students’ practicum experiences.

2.3.2 In-service Teacher Education Program

In-service training of teachers has a central place in teacher training programs. It is a comprehensive program designed to upgraded teachers’ knowledge and professional competencies’ to enhance the provision of quality education and students learning outcomes. According to SMAPP (2007) in-service teacher education includes “Teachers already in the education system continued to develop their teaching skills and competence using different strategies that were provided by the national and regional policies and programs” (p.35).

Many research findings shed light on the various limitations to pre-service teacher education with regard to student learning outcomes and teacher professional competencies. For example, Chapman and Adams (2002) indicate “Criticisms of the pre-service programs in teacher training (...) have led to increased attention to the potential of in-service training as a supplement or alternative” (p.20). In this regard, they contend that efforts to improve teaching and learning are likely to focus on upgrading skills of teachers by upgrading pre-service or in-service teacher training.

Hanushek (1994), as cited in Chapman & Adams (2002), states “education systems routinely and worldwide pay for two teacher characteristics not positively associated with

student achievement: qualification and experience” (p.19). In connection with this, after review of research evidences, Hanushek substantiated his argument with the findings that neither the type of certification, pre-service education, or salary nor teachers’ experience found to be an important predictor of student achievement.

Based on research evidences, Michael Fullan (1991), as cited in Ainscow (1994:34), bases his criticisms of the pre-service on the following factors: (1) one-shot workshops are widespread but are ineffective; (2) topics are frequently selected by people other than those for whom the in-service is provided; (3) follow-up support for ideas and practices introduced during in-service programs occurs in only a very small minority of cases; (4) follow-up evaluation occurs infrequently; (5) pre-service programs rarely address the individual needs and concerns of participants; (6) lack of any conceptual basis in the planning and implementation of in-service programs that would ensure their effectiveness (Fullan, 1999, p.316).

2.3.2.1 The Continuing Professional Development of Teachers (CPD)

Teachers’ professional development is one aspect of educational reform programs (Reimers, 2003). European Union (2010) sees professional development as “.... the body of systematic activities to prepare teachers for their job, including initial training, induction courses, in-service training, and continuous professional development within school settings” (p.19). Similarly, Villegas-Reimers (2003) holds “professional development, in a broad sense, refers to the development of a person in his or her professional role” (p.11)

Other scholars in the field also hold similar positions in the conception of the term professional development. It is part of one’s day-to-day practices and exploration. Most important, Bista and Carney (2004) state “Professional Development is an ongoing activity woven into the fabric of every educator’s professional life” (p.49). Professional development experiences include formal and informal experiences; formal experiences like attending workshops and professional meetings, mentoring, etc and informal experiences include reading professional publications, watching television documentaries related to an academic discipline, etc (Ganser, 2000, cited in Reimers, 2003).

Continuing Professional Development (CPD) is widely acknowledged to be important in the pursuit of improvements in teaching and learning. However, according to some

researchers in the field, it is difficult to link individual professional development activities directly to gains in student achievement (Hiebert, 1999; Killon, 1998; Loucks-Horsley, 1999; Fishman, Ronald, Marx, Best, & Tal, 2003; Sykes, 1999; Wilson & Berne, 1999; Yager, 2005, cited in Johnson, Lustick and Kim (2011).

Similarly, Elmore (2002) and Fishman *et al.* (2003), cited in Watson (2005), state “Professional development is the key to lasting reform in school education, yet there is little systematic evaluation of the effectiveness of professional development activities” (p.84). In this regard, literature indicates limitations in current evaluation process in CPD to capture evidence about the relationship between CPD and learning outcomes (Harris, Day, Goodall, Lindsay & Muijs, n.d.). Accordingly, Guskey (2000) cited in Harris et al. (n.d.), posited three weaknesses of the evaluation processes in CPD. He indicates that current evaluations in CPD are limited to more focus on activities undertaken as part of the professional development program, assessment on participant satisfaction survey, and occasional or one-off events.

Generally, there are also many research evidences on the benefits of the continuous professional development as one of the mainstays in the improvement of teachers’ professional skills. Teacher Education System Overhaul (MoE, 2003a) acknowledges that education quality improvement program involves high quality and continuous professional development programs. MoE (2009) states:

The aim of Continuous Professional Development is to improve the performance of teachers in the classroom in order to raise student achievement and learning. It is a career-long process of improving knowledge, skills and attitudes, centered on the local context and particularly classroom practice. (p.16)

MoE (2009:23) identifies different CPD methods. Maintaining portfolio is one of CPD methods that encourage responsibility for professional development. According to Smith and Tillema (1998), cited in Ashdown and Rossi (2005), portfolios provide evidence for professional competence. Wood and McQuarrie, 1999, cited in Reimers (2003), state “the most successful teacher development opportunities are ‘on-the-job learning’ activities such as study groups, action research and portfolios” (p.14).

Desalegn (n.d) states that the objectives of the continuous teacher professional development are to help teachers to teach effectively using appropriate new student-centered and problem-solving approaches, improve teachers subject-matter knowledge, help teachers develop more positive attitudes, enhance more cooperative approaches to their work, and introduce the idea of reflective practice and action research.

Moreover, Villegas Reimers (2006:P.1) state “Aside from the individual satisfaction, or financial gain that teachers may obtains a result of participating in professional development opportunities, the process of professional development has a significant positive effect on teachers’ believes and practices, students’ learning, and on the implementation of educational reforms.” In addition, Stern, Gerritz and Little (1989), cited in Ashdown and Rossi (2005), see teachers’ professional development as an investment from the vantage of the school system and the individual teacher.

High quality professional development programs impact teachers’ knowledge, commitment, motivation, and teacher efficacy (Ashdown & Rossi, 2005). Research evidences show that it is better when professional development programs be seen from teachers’ perspectives to enhance their professional knowledge and school objectives, not only as a means to improve instructional practices. Little (1993), cited in Ashdown and Rossi (2005), states “professional development in the service of program implementation potentially masks issues concerning whether or not the professional development meets the teachers’ own perceived learning needs” (p.213).

According to Desimone et. al. (2002), cited in Ashdown and Rossi (2005, p.227), Participation in professional development programs enabled teachers to become more skilled and to strengthen important psychological and motivational aspects in teaching. In addition, he concluded that change in teaching practices would occur only if teachers had the opportunities to participate in high-quality professional development. Commitment to teaching and efficacy, that is, the beliefs teachers hold about their capacity to impact student achievement, is also seen as the broader impact of professional development (Ashdown & Rossi, 2005).

There are various salient features of effective professional development activities. For example, Watson (2005, p.85) based on research findings identify the following features of

effective professional development from the context of improving student learning outcomes: (1) be aligned with the clearly defined mission and purpose of the organization, (2) be based on content-specific analyses of student learning, (3) be focused on specific issues of curriculum and pedagogy, (4) identify learning outcomes, (5) develop, reinforce and sustain group work; (6) depend on the active participation of school leaders and staff; (7) have a sustained focus over time; (8) offer models of effective practice; (9) and use assessment and evaluation. Moreover, scholars agree on the need to have standards for professional development programs that are rooted in practice, research-based, collaborative, long-term, aimed at instructional improvement, and aligned with standards and assessment (Hoy & Miskel, 2005).

Moreover, Desalegn (n.d.), citing the works of Leu (2004); Giable and Burns (2005); Gray (2005); Hooker (n. d.) and Weiss (2010), describes the following measure principles of continuous teachers professional development. He indicates that the content of professional development focuses on: (1) what students are to learn and how to address the different problems of students; (2) be based on analyses of the differences between actual student performance and goals and standards for student learning; (3) should involve teachers in identifying what they need to learn, developing the learning experiences in which they will be involved; (4) should be primarily school-based and built into the day-to-day work of teaching; (5) be organized around collaborative problem solving (6) should be continuous and ongoing, involving follow-up and support for further learning; (7) should incorporate evaluation by multiple sources of information.

In the same vein, according to Institute for Learning (IfL), 2009 the drives for important and balanced CPD activities include these overlapping aspects: subject specialism, Teaching and Learning, and Policy and Local Context.

Research evidences also show that there are different factors that prevent teachers from undertaking as much professional development as they would like. For example, conflict with their work schedule; lack of suitable opportunity for professional development; and no suitable professional development programs. Similarly, under-investment in professional development for teaching and failure to support professional learning on a sustained basis is also a problem (Watson, 2005). As a result of this, Watson (2005) holds that inadequate

professional development increases teachers' sense of isolation, impedes teachers' professional learning needs, reduces opportunities for teachers to collaborate and learn from each other, and limits opportunities to assess and make use of the extensive range of curricular materials available.

In addition, Elmore, and Massell (1993), cited in Hoy and Miskel (2005), state "many policy makers and citizens see professional development as an expensive fringe benefit for teachers and administration rather than as a powerful way to improve schools" (p.293). Similarly, Stern, Gerritz and Little (1989), cited in Ashdown and Rossi (2005), state "Teachers as the human and social capital critical to school improvement. Within this perspective, teachers' professional development is an investment from the vantage of the school system and the individual teacher" (P.214). In line with this, Asdown & Rossi (2005), state:

...findings suggest that a concept of professional development that rests simply on imparting knowledge in order to implement a curriculum leads to minimal teacher development. Rather, professional development should be viewed more comprehensively as investment in a key resource of school system, the teacher. (p.228)

There are also challenges to link Professional development activities with reform initiatives. For example, the report on Education Reform project in Thailand by OCS (2002) states "the majority of the existing Professional Development Programs do not address the learning reform initiatives and there is currently no mechanism for monitoring them for their appropriateness or advising teachers on the ones that meet the requirements of teacher registration" (p.27).

In the same vein, Bulajeva (2003, p.43) in his study of Teacher Professional Development in the Context of School Reform identifies the following as unsolved problems in implementing professional development activities; poor conceptualization of professional development as a professional responsibility and limitations in considering professional development as an integral part of teacher's work load and teacher education. Finally, he recommends the need to provide adequate financial support to promote educational and personal change and support teachers and schools to create a professional development model that addresses the various needs.

2.3.2.2 English Language Quality Improvement Program (ELQIP)

The Education and Training policy acknowledges the challenges to low mastery of English language at all levels of the education system. Therefore, it is one of the areas that has been given due consideration at all levels of the education tiers. According to The Education and Training policy of Ethiopia (MoE, 1994) the low mastery of English language at all levels of the education system is one of the areas that has been given due consideration.

The English Language Improvement program (ELIP) was established in 2002 to help raise the standard of English in Ethiopia through the provision of language improvement courses for the country's primary and secondary school teachers (MoE/USAID, 2006). A major part of ELIP's work is with the country's TEIs helping with the improvement of English language of their staff and students. TEIs through the establishment of English Language Improvement Centers (ELIC), are assumed to help institutionalize the ELIP and facilitate the ambition "ELICs in TEIs: a roadmap to change" (MoE/USAID, 2006).

Moreover, according to World Bank (2008), English Language Quality Improvement Program (ELQIP) provides opportunities for English teachers to improve their English through face-to-face training and for this and other teachers to be supported by school-based English mentors.

According to World Bank (2008), ELQIP (the successor to ELIP) focuses on the establishment of new ELICs in TEIs, upgrading of the equipment and facilities in the existing ELICs and technical support to ELIC coordinators (in TEIs) to form regional networks and improve the quality of course materials and instruction.

There are arguments that ELIP is not making any difference in the teachers' English proficiency. The 2006 Joint Review Mission (MoE, 2006) describes "the TDP mid-term review states that teachers interviewed in an impact study for the English learning Improvement Program (ELIP) showed enthusiasm for student-centered approaches but explained that they lacked practical advice on how to use them." The document also discloses that ELIP claimed for 41% of all program resource, and despite wide access to some form of English training to all teachers in the system, the impact of ELIP has not been comprehensively documented. To this effect, ELQIP is revised to focus on longer period of

in-service training for English subject teachers in primary and secondary schools (World Bank, 2008).

There are some assessments conducted on the status of English language in schools. For example, the TDP1 Mid-Term review states that teachers interviewed in an impact study for the ELIP showed enthusiasm for student-centered approaches but they lacked practical advice on how to use them (MoE, 2006e). A recent baseline survey was conducted to assess the current situation of teaching and learning in Mathematics and science education in primary grades 7 and 8 (in Oromia, Amahara and Addis Ababa City Administration), by SMASSEE project (JICA, 2011). The output of this report states, “the instructional medium (English) is acting as a barrier to effective learning. Due to the students’ limited English skills, the class content could not always be understood by the students. Consequently, their performance was generally low.”

2.4 Research and Community Services

Leedy and Ormrod (2005) define research as, “a systematic process of collecting, analyzing, and interpreting information (data) in order to increase our understanding of the phenomena about which we are interested or concerned” (p.2). Similarly, Ary, Jacobs, & Razavieh (2002) also define educational research as “the application of scientific approach to the study of educational problems” (p.16).

Research is seen as part of teachers’ day to day engagement in the teaching learning processes. In this regard, Kincheloe (2003) states, “The notion of teacher research cannot be separated from any single component of teacher education” (p.39). More broadly, Johnes (1993) also states, “research is the means whereby individual academics and their institutions gain reputations in the national and international sphere” (p.141).

Particularly, teachers are expected and responsible to conduct action research and strengthen their reflective practices to identify the complex and emerging challenges of the new teaching –learning paradigms. In this regard, Ferrance (2000) define action research as, “a process in which participants examine their own educational practice systematically and carefully, using the techniques of research” (p.1). Ferrance (2000: P14-15) states that action research is beneficial to enhance teacher professional development, collegial interactions,

school change, reflection on own practices, and communication. Therefore, there should be mechanisms and efforts to devote considerable proportion of time to action research to materialize these important benefits. Ashcroft and Palacio (1996), define reflective practice as “Reflective practice is about taking account of the view points of others and the long-as well as the short-term consequences of your action” (p.8).

Training institutes are expected to have a strong community orientation and extend their role beyond teacher training to provide educational services to the institution and to the larger community in research and technical services. In higher learning institutions, research and community services are one focus area in addition to the teaching and learning process. It helps teachers to keep fully up to date with the latest developments.

There are many benefits to research. Particularly, action research is conducted in school settings to look for solutions to problems encountered in day to day teaching and learning processes. For example, according to Knight (1987), cited in Johnes (1993), there is positive correlation between good teaching performance and productive research activity. Similarly, action research helps to fill gap between theory and practice, empower teachers, and enhance the professional growth and development (Johnson, 2002).

There are challenges to research and community services. For example, according to Johnes (1993) research is time consuming exercise. Similarly, Benson, Harkavy & Puckett (2000) cited in Labone, Butcher and Bailey (2005) noted that effective community engagement involves a genuine partnership. Most important, Labone, Butcher and Bailey (2005) clearly state the following:

Universities and teacher education programs in particular are being challenged to place community engagement and service learning at the center of their reform agendas. Such reform, if is to be effective, is to be based up on genuine partnerships with communities and community organizations so that communities, student teachers and the universities change and benefit from the joint initiatives. (p.254)

The new Education and Training Policy document of Ethiopia (1994) states, “Higher education at diploma, first degree and graduate levels, will be research oriented, enabling

students become problem-solving professional leaders in their fields of study and in overall societal needs” (p.27).

Cognizant of this, the revised charter of college of teacher education (OEB, 2011) envisaged important responsibility for CTEs with regard to research and community services. The charter explicitly indicates that an academic staff member should participate in collaborative research which could contribute to professional and institutional development, and improve teaching methods based on the findings of action research. Furthermore, the charter declares that teachers should take part to solve the problems of the community through linkages with schools and community institutions.

2.5. Program Coordination, Monitoring and Evaluation of TDP

2.5.1 Program Coordination of GEQIP

According to Project Appraisal Document (World Bank, 2008), effective implementation of the GEQIP depends on efficient coordination mechanisms, proper financial management and procurement practices and the timely implementation and effective monitoring of project outcomes. Moreover, the document notes that the Planning and Policy Analysis Department (PPAD) of MoE assume responsibility to coordinate the implementation of the project in close coordination with relevant departments of MoE, REBs and teacher training institutions.

Magnen (1991) holds “Coordination is an arduous and extremely consuming task. It can run up against difficulties of communication, administrative sensitivities, lack of motivation, etc”

In this context, it is very important to review the concepts of program coordination, roles, challenges, elements and characteristics of effective program coordination from different perspectives based on international experiences. For example, the joint Annual Joint Review Mission report (MoE, 2004) indicated the existence of underutilization of the capital budget at national and regional levels and recommends the need for developing greater awareness on policy details, and financial budget monitoring instruments at all levels. According to this report, lengthy procedures, and lack of awareness/clarifications on the executed programs, and lengthy and cumbersome procurement procedures were factors that hinder smooth utilization of funds in the implementation of TDP1.

In addition to this, based on study on capital budget utilization in the education sector by Mohammed Musa (2004), the under utilization is more pronounced for loans and external assistances. In his finding he noted that poor infrastructure, weak planning and lack of capacity of implementation and different and cumbersome procurement and reporting requirement of donors are some the factors.

Moreover, Getnet (2009) holds similar position in the sense that aid coordination in Ethiopia lacks effectiveness, and describes that despite the existence of coordination structures both at the country and sectors levels; their full functionality remains a challenge.

Similarly, a recent study conducted by Cecilie Wathne, Simon Burall and Edward Hedger (2009) adds insight into the need for donor flexibility as an essential component of aid effectiveness. They state the need to simplify and minimize procedures for disbursement and the importance of aligning – to the extent possible – with government systems and procedures and being flexible in their choice and design of projects was also mentioned.

In the same vein, similar analysis of Uganda's Primary Education Reform by Ward, Penny and Read (2006) discloses that under-budgeting, poor accounting and financial management, lengthy procedures in fund flows, delay of fund release and unpredictability in the receipt of fund are some of the challenges attributed for the poor planning and management and use of the grant. More important to this, Magnen (1991), based on the analysis of various education projects supported by World Bank, identifies delays in execution as the most commonly encountered in education management projects.

2.5.2 Program Monitoring and Evaluation of TDP

Monitoring and evaluation system is very crucial to identify problems and guide the extent of remedial actions and policy directions to be taken. Relevant information on program monitoring and evaluation helps to assess the degree of achievements that has been attained in policy implementation. According to UNESCO (2006), "Monitoring involves regular actions of follow-up and evaluation of the educational system and the operational modes allowing the decision-makers to adapt their policy choices and affect the evolutions in the system" (p.6)

Monitoring and evaluation are management tools through which stakeholders diagnose the status of a given project/programs. Mertens (2005) defines monitoring as “the continuous assessment of project implementation in relation to agreed schedules and of the use of inputs, infrastructure, and services by project beneficiaries”. Monitoring is an essential part of good management and the basis of project monitoring systems to track actual progress against planned progress (MoFED, 2006). Monitoring involves a system of continuous information gathering and decision making on all aspects of program implementation (Meredith & Mantel, 2003).

According to MoFED (2006) information acquired through monitoring systems includes; physical progress, financial progress and quality of project outputs. In this respect, Meredith and Mantel (2003) state:

Monitoring is collecting, recording, and reporting information concerning any and all aspects of project performance that the project manager or other in the organization wishes to know. It is very important to recognize the important role of monitoring of programs against some fixed criteria and with some purpose in mind, which is properly conceptualized and linked to improvement strategies. (p.531)

Experiences show that there are challenges to enhanced program monitoring. According to analysis on reform initiative in Nepal by Bista and Carney (2004) challenges to program monitoring include: absence of fixed schedules and activities; inadequacy of existing approaches to monitoring; focus on the quantitative dimensions rather than on qualitative indicators; low priority about program monitoring and poor link between monitoring activities and reform or improvement activities. Magnen (1991) also indicated that lack of manager motivation, excessive complexity, and inadequate integration of monitoring system in the project, are factors why monitoring education project has not always been effective.

In Ethiopian context, for example, ESDP II JRM report (2004:26) indicated existence of weaknesses in monitoring and evaluation and lack of a reliable monitoring and evaluation system. This report explicitly noted the difficult situation that both REBs and TEIs limited to rely on feedback by the participants at follow-up meetings and state:

... much of the efficiency of teacher training at TEIs needs to be closely related to the cost of inputs and the benefits of their respective outputs. Such benefits are difficult to assess since no structured monitoring and evaluation activities have been carried out and since there is no overarching monitoring and evaluation system in place (although such M+E system forms the foundation of verifying the core indicators of the TDP)".

In addition, a report by KRI (2007) on problems related to teacher training in Oromia Region identified poor capacity of OEB as a major problem to monitor the quality of teacher training in the TTCs.

Generally, in view of the above strong monitoring and evaluation helps to track the status of program implementation and make appropriate policy decisions at an appropriate time. Monitoring and evaluation involves systematic and comprehensive data collection and analysis and decision making to be used as a management tool. Both national and international experiences and research indicated various challenges to monitoring and evaluation. In the light of this, this study intends to see current status of monitoring practices in CTEs and draw findings that can influence educational policy and strategy.

CHAPTER THREE

METHODS

This chapter discusses the research design, participants of the study, instruments, procedures and methods of data analysis in brief.

3.1 Research Design

This study seeks to examine the status of Teacher Development Program (TDP) in Colleges of Teacher Education in Oromia. The study draws upon both quantitative and qualitative methodologies, that is, a mixed-method design is used by combining elements of both approaches (Leedy & Ormrod, 2005). Both quantitative and qualitative methods provide rich data about a situation (Cook & Reichardt, 1979; Kidder & Fine, 1987; Patton, 1990; Tashakkori & Teddlie, 1998, cited in Royse et al., 2001: 88; Royse et al., 2001:117).

In particular, qualitative research helps to disclose the overall picture of implementation practices and understand the phenomena (Ary, Jacobs & Razavieh, 2002). It is also used to define the domain of an issue being examined which then fit into the quantitative aspects of the research (Polonsky & Waller, 2005:125).

3.2 Participants of the Study

The populations of the study were participants from 10 Colleges of Teacher Education in Oromia with different experiences in the implementation of TDP. The Colleges are spatially distributed to cover different geographic areas and diverse socio-economic settings to enhance equitable distribution of the training needs and to produce qualified primary school teachers. In particular, Sebetta CTE was established with special proclamation number **145/2004** to minimize the gap in the supply of teachers with special needs education and enhance opportunity of special need learners to pave the way for EFA goals.

The participants of the study included teacher-educators and respective College-Deans. Facilitators for Higher Diploma Program (HDP), Continuous Professional Development (CPD), English Language Quality Improvement Programs (ELQIP), Practicum Programs and

TDP coordinators were also participants of the study. According to OEB report (2004 E.C), there were a total of 488 teacher educators (464 male and 24 female) in the 10 Colleges of Teacher Education.

Colleges of Teacher Education in Oromia cover large geographic areas. In this context, cluster sampling is recommended (O'Sullivan & Rassel, 1995; Ary, Jacobs & Razavieh, 2002; Leedy & Ormrod, 2005; Drew, Hardman, & Hart, 1996). Hence, three geographical areas were considered for data collection: Western Oromia; Central Oromia and Eastern Oromia. Accordingly, three naturally occurring clusters were chosen purposively from the population of the study, that is, Asella CTE, Nekemte CTE, and Sebetta CTE.

In this regard, all members of the selected clusters were included using availability sampling so that this representative sample population would enable to make descriptions about the implementation status of the program (Ary, Jacobs & Razavieh, 2002). Relevant interview respondents were also selected in each College. In addition, for the qualitative study purposive samples were believed to provide insight and understanding about the subjects under study (Guba & Lincoln (1981) as cited in Ary, Jacobs & Razavieh (2002).

There were a total of 174 teacher educators in the three colleges of teacher education; 63 in Asella CTE, 68 in Nekemte CTE, and 43 in Sebetta CTE (OEB, 2011). Therefore, the sample size for the survey included 174 teachers from the three Colleges. In-depth interview was also conducted with respective CTE deans/vice deans.

3.3 Data Gathering Instruments

The data gathering instruments used included questionnaires to gather information from group of respondents. Because, questionnaires help to get data that can be used in program planning, monitoring, and evaluation (O'Sullivan & Rassel, 1995). One self administered questionnaire was developed for teacher educators to gather the required information. The instrument was supposed to measure different variables used to assess the status of the Teacher Development Program. The instrument has eight parts that included both closed and open-ended questions. The open-ended questions were used because, they are important to get respondents' views, opinions, or descriptions of experiences (Polonsky & Waller, 2005:129). In the closed ended questions, 5 point Likert scales, rating scales and yes/No questions were

used. The 5 point Likert scales were used to assess respondents' attitudes or opinion related to TDP implementation, benefits of PD experiences, barriers to participation in PD activities, program monitoring and evaluation, and research and community services. Similarly, rating scales were used to assess the extent of teachers' engagement in the various areas of CPD activities.

Focus group discussions were conducted with teachers. Semi structured interview questions were prepared to conduct interviews with key program focal persons (GEQIP/TDP, HDP, CPD, ELIC and Practicum focal persons). In addition, interview guides were prepared to gather in-depth responses that reflect the insights of the College leaders. Moreover, on-site observation was also conducted at Colleges based on observation check lists. Furthermore, the researcher also conducted document review to get better insight into the issues and substantiate the findings of the study and arrive at justifiable findings and conclusions.

3.4 Procedures

To assess the status of Teacher Development Program in CTEs in Oromia, mixed approach (quantitative and qualitative) was used. In this regard, one self administered questionnaire was prepared to collect data from respondents. In addition, interview guides were prepared to make interviews and FGDs with informants. Efforts were also made to maintain the validity and reliability of the instruments.

The questionnaire was pre-tested at Sebeta College of Teacher Education, on 5 selected people. These people were selected in such a way that they could represent common variations of the respondents. After the pre-test, discussions were held with the subjects about their reactions and responses to the instrument. The feedback of the respondents were mainly focused on the issues like; directions, coherence, question order, and clarity. Accordingly, the data collection instruments were reviewed and redrafted to make ready for the pilot study.

Similarly, the pilot study was conducted on 15 subjects selected at Sebbeta College of Teacher Education. In this case, the index of internal consistency or Cronbach's coefficient alpha measure is used to estimate the average correlation among each item(s). In this regard, the items checked for reliability include areas of Teacher Development Program and/or its implementation, participation in CPD activities, benefits of PD activities, barriers to participation in PD activities, research and community services and program monitoring and

evaluation. Accordingly, based on the pilot study the Cronbach's coefficient alpha measure are 0.719, 0.781, 0.763, 0.891, and, 0.933, and 0.749 respectively for Part II to Part VII. The overall Cronbach's coefficient alpha measure for the instrument is found to be 0.837. Moreover, the instruments were reviewed with colleagues for criticism and arguments.

Before the field work, the researcher had preparatory sessions to collect important information from Oromia Bureau of Education (For example, addresses of some important individuals) and facilitated supporting letter from Oromia Bureau of Finance and Economic Development. At Colleges visited, the researcher convened to start the data collection after short discussion with College leaders on the objectives of the assessment. Then, self-administered questionnaires were distributed by hand in a group meeting after brief orientations had been given on the objectives of the assessment. In addition, observations conducted and interviews and FGDs were held with informants at CTEs to collect data based on the interview guides.

Finally, efforts were made for preparing and organizing data for analysis. In this case, data were coded and entered into a computer which facilitated conditions for summarizing, retrieving, analyzing, and interpreting the meaning of the data codes easily. For the survey study, rectangular array was used for organizing data and statistical analysis. Tables and figures were used for organizing and summarizing some aspects of data. Similarly, qualitative data were organized through coding and categorizing for analysis. After the data had been entered, efforts were made to check whether the data had been entered properly. The checking and cleaning of data were conducted through comparing the entered data with the original questionnaire for a couple of the participants using spot-check for small sample of the data.

3.5 Methods of Data Analysis

Statistical procedure was determined by the type of measurement scales characterizing the variables under study. Accordingly, the data were processed using the statistical package SPSS 15.0 for windows, using descriptive and inferential statistics on the basis of their appropriateness for answering the research questions. Descriptive statistics were used to describe and summarize respondents' demographic characteristics like sex, educational level, and work experiences as preliminary computation necessary to perform further data analysis beyond group description.

Frequencies, percentages and mean scores were used to summarize respondents' opinions on status of the various subcomponents of TDP: teachers' participation in different areas of PD activities; benefits of PD experiences; barriers to participation in PD activities; program monitoring and evaluation; and research and community services. Similarly, chi-square was used to determine if there are significant differences among the three groups of teachers by institution in the frequencies of categories of the objectives of TDP. Moreover, one way ANOVA was used to compare the means of dependent variable between the three groups of participants when appropriate.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This section presents the analysis, and interpretation of the data collected from respondents. The data for this study was collected from Asella, Nekemte and Sebeta Colleges of Teacher Education. The respondents of the study were teacher educators, Focal Persons and College Deans.

Frequencies, percentages and mean scores were used to summarize respondents' demographic characteristics and describe respondents' opinions on status of the TDP implementation, benefits of PD experiences, barriers to participation in PD activities, program monitoring and evaluation, and research and community services.

A chi-square (with 4 dependent variables) was used to determine if there are significant differences among the three groups of respondents by institution in the frequencies of categories of the objectives of TDP. In addition, a chi-square (with 2 dependent variables) was used to evaluate if there is statistically significant differences among the three groups of respondents in maintaining own portfolio. Similarly, one way ANOVA was used to compare the means of dependent variables between the three groups of participants when appropriate. Moreover, qualitative data obtained was analyzed after it was organized through coding and categorization.

TABLE 1
Number of Respondents and Questionnaire Administration

Colleges	Teaching Staff*						Total			Questionnaires Distributed	Questionnaires Collected
	Second Degree			First Degree			M	F	T		
	M	F	T	M	F	T					
Asella CTE	30	4	34	27	2	29	57	6	63	57	49
Nekemte CTE	28		28	37	3	40	65	3	68	55	51
Sebeta CTE	24	1	25	15	3	18	39	4	43	24	23
Total	82	5	87	77	8	85	161	13	174	136	123

* Data compiled from OEB (2011)

A total of 136 questionnaires were distributed to respondents at the three Colleges. Out of the total 136 questionnaires distributed to respondents, 123 of the instruments were returned (90.4%) after filled appropriately (see Table 1).

4.1 Demographic Characteristics of the Respondents

The focus of this section is to summarize the important demographic characteristics of the respondent. Higher Diploma Program that is a requirement to teach in the Colleges is included as part of the demographic characteristics for analysis. Generally, table 2 depicted summary of important demographic characteristics.

TABLE 2
Demographic characteristics of the Respondents

Item	Characteristics of Respondents	No.	Percent
1. Sex	Female	7	5.7
	Male	116	94.3
	Total	123	100.0
2. Educational Qualification	BA/BSC/BED	66	53.7
	MA/MSC/MED	57	46.3
	Total	123	100
3. Pedagogical Background	Education	105	85.4
	Applied	18	14.6
	Others	0	0
4. Teaching Experiences	Below 5 years	19	15.4
	6-10 Years	24	19.5
	11-15 Years	16	13.0
	16 years and above	64	52
	Total	123	100
5. Status in Higher Diploma Program	Currently Attending	1	0.8
	Already Certified	121	98.4
	Not Yet	1	0.8
	Total	123	100

Source: primary data compiled from questionnaire, 2012

Gender disparity is significantly higher among the respondents. Data revealed wider gender imbalance among the teacher educators, that is, the percentage of respondents when disaggregated by sex is 5.7% female and 94.3% male. The ratio of female educators did not show significant improvements over the last 10 years compared with 3% during 2002 (MoE, 2003). Among the total respondents, 46.3% has second degree, and 53.7% has first degree whereas 98.4% of the respondents are certified with HDP.

Moreover, the sample included four different categories of teacher educators according to the years of teaching experience, namely; 1 to5 years (15.4%), 6 to10 years (19.5%), 11 to15 (13%), and 16 years and above 52%. With regard to pedagogical background of respondents, 85.4% had educational background and the remaining 14.6% of the respondents had non-education background.

4.2 Teacher Educators' Knowledge about the Objectives of TDP

Teachers play significant roles in the implementation of the new education reform program. In particular, teachers' knowledge of the new teaching methods, and new roles and responsibilities are very important towards successful implementation of quality teacher education for quality education program. Accordingly, respondents were requested to describe the objectives of the Teacher Development Program.

The responses were categorized and coded based on a preliminary review and content analysis of direct teachers' responses to the open ended question. In addition, it was also crosschecked with the TDP literature.

Data presented here made clear that most of the frequently cited objectives of TDP fall within enhancing/upgrading teachers' skills through pre-service and in-service training (40.7%), improve the quality of education (27.6%), and introduce new methods of teaching (17.1%) (see Figure 1). 14.6% of the responses were categorized as "others" (Produce competent and all rounded qualified teachers, improve student knowledge, improve continuous assessment, improve active-learning method, etc).

The majority of respondents' understanding or knowledge about the objectives of the TDP focused on those reform initiatives for the improvement of the quality of education and facilitating student learning

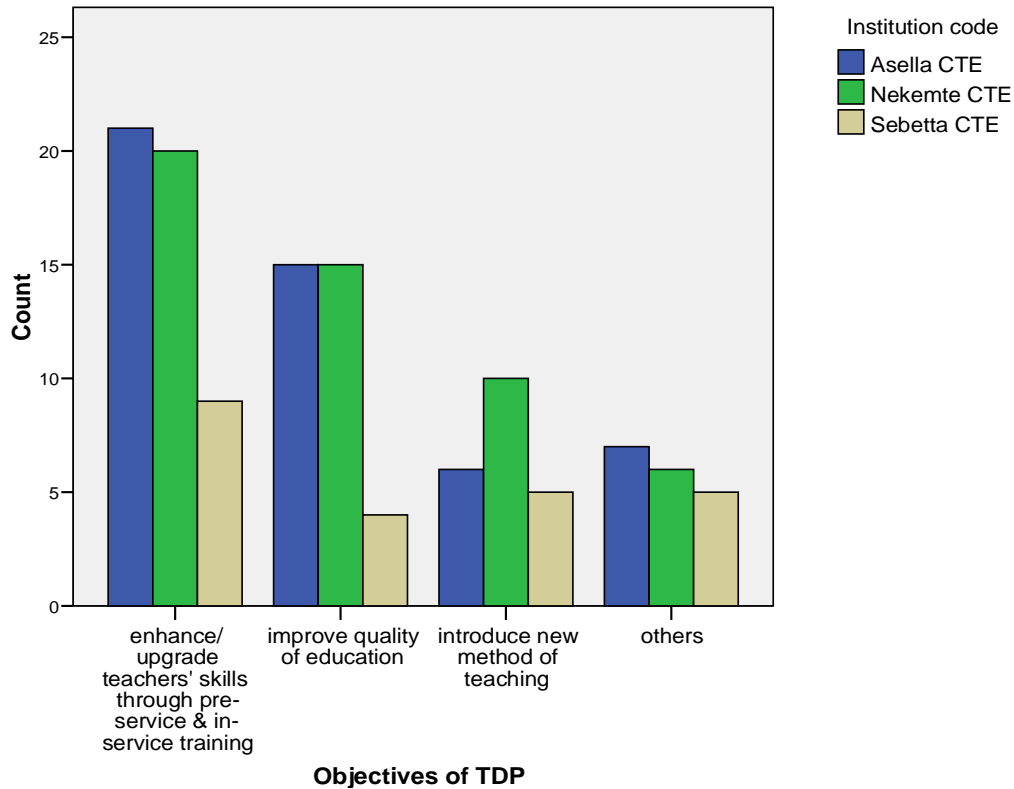


Figure 1: Teacher educators' knowledge on the objectives of TDP

In this regard, chi-square analysis showed no statistical significant differences among the three groups of teachers by institution in the frequencies of categories of the objectives of TDP ($\chi^2 = 3.425$, $df=6$, $p=0.754$, two tailed), nor with the level of their education qualification ($\chi^2 = 11.161$, $df=6$, $p=0.084$, two tailed) at $\alpha=0.05$ (see Annex J).

An understanding of the goals of the reform and the training objectives are the most important attribute expected from the trainers (Seguin, n.d.). TDP strategies include support to special needs learners and strategies to bring more female teachers to the teaching profession. However, these issues were not raised by all respondents.

During the focus group discussions, it was noted that there was limited opportunities for teachers to enhance their understanding and awareness about the ETP and TDP strategies. Teachers indicated that these issues were seen as a peripheral activity. Furthermore, they indicated that the continuous professional development activities were mainly focused on active learning, continuous assessment, and content knowledge areas.

4.3 Teacher Educators' Opinion on GEQIP Support to Implement TDP

It was designed to gather quantitative and qualitative data on the attitudes of teacher educators' with regard to GEQIP support to implement TDP or to provide respondents with an upfront and unprompted opportunity to describe what they felt about the program.

The majority of respondents that judged on the levels of contribution of GEQIP/TDP towards government efforts to improve quality of the general education, considered the support/funding to be important for various reasons. In this regard, 78.9% of the respondents agreed that the contribution of GEQIP is significant with mean rating of 4.11 (see Table 4.3).

According to interview report, GEQIP made a direct contribution to the pre-service and in-service programs with the objective of facilitating the training program compared to educational developments in the past. Interview respondents indicated that GEQIP support minimized the gaps that existed in the areas of capacity building (both individual and institutional), professional development efforts, provision of educational inputs.

Both in survey responses, focus group discussions and interviews, respondents expressed trust towards the GEQIP and value the contributions. In the light of this, a respondent (Program Focal Person) stated:

There are significant contributions of the program. Without the GEQIP contributions many of the pre-service and in-service programs would have been compromised, particularly the practicum

The other interviewee (College Dean) stated the following:

The support from GEQIP to implement TDP is very comprehensive including pre-service and in-service training program. It minimized much of our frustrations in the training and supply of educational materials. There is improvement in practice teaching and support for teachers.

The capacity of the CTEs is very limited coupled with drastic increase in enrollment (both pre-service and in-service). In this regard, the contribution of the program was very significant to augment government efforts of TDP strategies to improve quality of education. Based on information from field observation of the three CTEs, the researcher took note of

various efforts made to equip different centers; ELICs, ICT, HDP, CPD centers and Music and Aesthetics streams which are very crucial to facilitate the training programs of the institutes.

Access to information is important for teachers' capacity development. Despite the limitations (human capacity, low level of internet service, etc), CTEs have ICT centers through which teacher educators could access information about the new concepts and practices in the training program.

However, respondents raised issues related to lack of effective utilization of resources due to various reasons (delay in fund transfer, low capacity, poor coordination and partnership, lack of strong monitoring and evaluation system).

4.4 Status of Teacher Educators' Commitment in the Implementation of TDP

Efforts to implement education reform programs require competent, motivated, and well supported teachers. To get an overview of the situation, teacher educators were asked to judge on the extent of their commitment to work together towards the institutional vision. Accordingly, 53.7% of the teachers expressed their agreement that there is low commitment to work towards the institutional vision (see Table 3).

According to focus group discussions held with teachers, they stated unanimously that high workload, low management support, engagement in various routine activities (regular meetings), regular management turnover, and absence of reward mechanisms are some of the reasons that minimized their commitment.

In addition, focus group respondents stated that external interference also made them less motivated in their work. As one teacher explained, the newly enacted directive that restricted Colleges not to offer extension training programs has been discouraging to them. Hence, the above data analysis revealed that the commitments of teacher educators to work towards the institutional vision are very limited.

4.5 Coordination in TDP Implementation

Forging partnership with existing local, Regional and National level partners is very important to achieve program objectives. It could also help to bring synergetic effect and

improve the effectiveness of the program. Hence, the extent to which different responsible bodies work together to enhance the objectives of TDP is very important.

In view of this, 64.2% of the respondents agreed that there is poor coordination among the stakeholders (schools, Education Bureau, Ministry of Education, etc) in the implementation of TDP with mean rating of 3.58 (see Table 3). Qualitative data obtained from the interview and focus group discussions substantiated this situation. Focus group respondents particularly mentioned the low level of coordination between the College, Regional Education Bureau and schools. As one teacher educator mentioned:

Most of the time Oromia Education Bureau uses to visit us only when there is a problem. There is no culture of dialogue and there is limited professional support. There is also no timely feedback on some of the important issues.

Similarly, a respondent described that the frequent change of management and program focal persons has resulted in the poor coordination of CPD activities, practicum programs and overall implementation of TDP. College Deans also held similar position on the status of collaboration and partnership in the implementation of TDP, particularly with regard to GEQIP, compared with other similar projects (e.g. USAID/IQPEP).

4.6 The status of Management Support and Monitoring in TDP Implementation

The majority of respondents (62.6%) indicated that there is no adequate management support in the implementation of teacher development program and 63.4% agreed that there is poor monitoring and evaluation system in the implementation of TDP with high mean ratings of 3.44 and 3.52 respectively. Most important, effort was made to analyze if there exists statistically significant differences in responses among the training institutes using one way ANOVA (Annex I). Data revealed that there is statistically significant differences in opinions across the institutions ($F_{(2,120)}=4.055$, $p=0.00$, two tailed, $\alpha=0.05$).

In Asella CTE the majority of respondents (55%) disagreed with the item 'There is lack of adequate management support in the implementation of teacher development program' where as in Nekemte and Sebetta CTEs the majority of respondents agree that there is lack of management support with percentages 84.3% and 65.2% respectively.

TABLE 3

TDP Implementation, Management Support and Monitoring

Items	N	Frequencies					Mean
		SD	D	Un	A	SA	
There is significant contribution of GEQIP/TDP towards government efforts to improve quality of the general education	123	0 (0%)	6(4.9%)	20 (16.3%)	51 (41.5%)	46 (37.4%)	4.11
There exists low commitment among teacher educators to work together towards the institutional vision	123	12 (9.8%)	26 (21.1%)	19 (15.4%)	45 (36.6%)	21 (17.1%)	3.30
There is poor coordination among the stakeholders in the implementation of TDP (schools, community, Education Bureau, Ministry of Education, etc)	123	9 (7.3%)	19 (15.4%)	16 (13%)	57 (46.3%)	22 (17.9%)	3.58
There is lack of adequate management support in the implementation of teacher development program	123	14 (11.4%)	27 (22%)	5 (4.1%)	45 (36.6%)	32 (26%)	3.44
There is poor monitoring and evaluation system in the implementation of TDP	123	4 (3.3%)	24 (19.5%)	17 (13.8%)	60 (48.8%)	18 (14.6%)	3.52
Valid N (listwise)	123						

Note: Figures in parenthesis represent percentages, std. = standard deviation SD (Strongly Disagree) =1, D (Disagree) =2, Un (Undecided) =3, A (Agree)=4,SA(Strongly Agree) =5

The above data analysis revealed opportunities and weaknesses based on both quantitative and qualitative data analysis. Data confirmed the significant contribution of GEQIP to implement TDP. In connection with this, data analysis also revealed the low level of teacher educators’ commitment. Moreover, data analysis revealed the low level of program coordination and partnership among different TDP implementing bodies. The level of the management support and monitoring and evaluation practices were also found to be low that could affect initiative taking and compromises appropriate decision making that guide quality improvement processes.

4.7 Status of Teacher Educators’ Engagement in CPD

Ongoing professional development efforts, as recent phenomena in Ethiopia, have been introduced as an essential tool to enhancing the objectives of educational mission (MoE, 2003). TESO holds that CPD has special relevance to teacher education institutions to develop and deliver CPD programs. Therefore, efforts were made to assess the status of teacher educators’ engagement in CPD. First, yes/No question was used to assess the extent to which teacher educators maintain their own CPD portfolio. Second, teacher educators were

allowed to judge the level of their participation in various areas of CPD activities, benefits to PD activities and barriers to engagement in PD activities.

4.7.1 CPD Portfolio

According to a Framework for CPD (MoE, 2009), maintaining own portfolio is one of the CPD methods used to facilitate professional development. Accordingly, teachers were asked Yes/No type open-ended question to assess whether or not they maintain their CPD portfolios. In this regard, 52.8% of the respondents agreed that they maintain their CPD portfolio where as 47.2% agreed that they did not maintain their own portfolio of CPD experiences.

Professional Portfolio is a guide for the type of information and evidence collected for feedback and planning (Desalegn, n.d.). Notwithstanding this, evidences drawn from focus group informants revealed that portfolio experiences have received relatively little attention. There are practical constraints to the situation. The picture arising from focus group enquiry confirms the following: First, there is variability in the implementation and there is low attention among the teacher educators on the benefits related to maintaining own portfolio. Second, there seems to be lack of clear awareness on the objective and process to maintain portfolios. Teachers felt that maintaining portfolio has had little value or importance to them and they admitted that they lacked knowledge and skills needed to document their portfolio.

Similarly, chi-square test result shows no statistically significant differences among the three groups of respondents ($\chi^2 = 0.333$, $df=2$, $p=0.84$, two tailed) at $\alpha=0.05$.

4.7.2 Participation in Different Areas of CPD

Promoting quality in education presuppose many efforts. In the light of this, teacher professional development is one of those interventions through which teachers are expected to undertake their lifelong learning experiences and improve students' learning outcomes. This section of the study is aimed at gathering quantitative and qualitative data on the different areas of CPD interventions and the extent of teacher participation. To this end, respondents were given different areas of CPD and asked to rate on the level of their participation.

Review of documents indicated that different CPD activities are part of the training institutes work plan. In addition, focus group respondents across the institutions confirmed

that CPD programs were part of their institution annual work plan. Analysis of open-ended questions revealed that CPD activities were conducted in the form of either capacity building workshops, education conferences/ seminars, or through supported self-study materials provided. They agreed that their engagement in CPD activities is either as trainer or participant. Generally, Table 4 describes the summary of teachers' engagement in different areas of CPD over the last three years.

TABLE 4
Teachers' Participation in Different Areas of CPD

Areas of CPD	N	Frequencies					Mean
		VL	L	A	H	VH	
Induction	123	17 (13.8%)	19 (15.4%)	57 (46.3%)	23 (18.7%)	6 (4.9%)	2.85
English Language Quality Improvement Program (ELQIP)	123	7 (5.7%)	14 (11.4%)	23 (18.7%)	57 (46.3%)	22 (17.9%)	3.59
Content knowledge	123	10 (8.1%)	19 (15.4%)	31 (25.2%)	44 (35.8%)	19 (15.4%)	3.35
Active learning	123	2 (1.6%)	9 (7.3%)	19 (15.4%)	76 (61.8%)	17 (13.8%)	3.79
Student-centered teaching	123	3 (2.4%)	3 (2.4%)	19 (15.4%)	73 (59.3%)	25 (20.3%)	3.9
Continuous assessment	123	0 (0%)	5 (4.1%)	11 (8.9%)	68 (55.3%)	39 (31.7%)	4.15
Practicum-principles and practices	123	3 (2.4%)	7 (5.7%)	32 (26%)	37 (30.1%)	44 (35.8%)	3.91
School supervision	123	27 (22%)	23 (18.7%)	36 (29.3%)	33 (26.8%)	4 (3.3%)	2.71
Action research	123	8 (6.5%)	33 (26.8%)	18 (14.6%)	46 (37.4%)	18 (14.6%)	3.27
Mentoring	123	6 (4.9%)	26 (21.1%)	41 (33.3%)	31 (25.2%)	19 (15.4%)	3.25
Classroom management	123	0 (0%)	4 (3.3%)	19 (15.4%)	59 (48%)	41 (33.3%)	4.11
Areas of student discipline	123	8 (6.5%)	17 (13.8%)	28 (22.8%)	48 (39%)	22 (17.9%)	3.48
ICT (Information Communication Technology)	123	22 (17.9%)	47 (38.2%)	21 (17.1%)	26 (21.1%)	7 (5.7%)	2.59
Issues of partnership	123	18 (14.6%)	44 (35.8%)	25 (20.3%)	21 (17.1%)	15 (12.2%)	2.76
Clustering of schools and TEI	123	13 (10.6%)	45 (36.6%)	26 (21.1%)	30 (24.4%)	9 (7.3%)	2.81
Valid N (listwise)	122						

N.B. VL (Very Low) =1, L (Low) =2, AV (Average) =3, H (High) =4, VH (Very High) =5

A high percent of respondents indicated that they have high engagements in the areas of continuous assessment, classroom management, student-centered teaching, active learning, practicum-principles and ELQIP with percentages 87%, 81.3%, 79.6%, 75.6%, 65.9% and

64.2%, respectively. In order of their descriptions, their mean scores are 4.15, 4.11, 3.9, 3.79, 3.91 and 3.59 respectively.

Similarly, responses in the areas of student discipline, content knowledge, action research and mentoring favored high teachers participation with mean score ratings of 3.48, 3.35, 3.27 and 3.25 respectively (Table 4). On the other hand, there are also areas of CPD activities where teacher educators gave low mean rating scores for their engagement. These include; induction, ICT (Information Communication Technology), issues of partnership, clustering of schools and TEI, and school supervision with low mean ratings of 2.85, 2.59, 2.76, 2.81, and 2.71 respectively (Table 4 above).

In an open-ended question respondents were also asked to mention other areas of their CPD experiences. A number of additional areas of CPD activities not included in the questionnaire were also raised. The following were cited as additional CPD experiences: peer observation, participation in research symposiums, experience sharing visits, student counseling, brail & sign language, educational tours, use of science kits, special needs education, inclusive education, preparation and uses of teaching aids (TALULAR), gender, HIV/AIDS, attending research conferences, and interdepartmental observation. The responses have similarity across the institutions, but areas of brail & sign language, special needs education, and inclusive education were common among Sebetta CTE respondents. In addition focus group informants indicated student counseling and student disciplinary matters as other areas of their CPD experiences.

Qualitative data obtained from the interview and focus group discussion added to this picture. Particularly, respondents indicated existence of limited opportunities and engagement in ICT training programs due to lack of expertise. Most important, teachers have high training needs for their professional development efforts. It is also the opinion of focal persons and College leaders despite the fact that there are limited budget and time constraints.

4.7.3 Benefits of Participation in PD Activities

Research evidences have indicated that engagement in Professional development has diversified effects when seen from students, schools and teachers perspectives. The ultimate objectives of CPD are to raise the competency of students through empowering and capacitating teachers. Cognizant of the various limitations in CPD evaluation processes, the

researcher's intention is to shed light on the benefits associated with the various PD experiences from teachers' point of view. This required an array of alternatives based on literature so that teachers could judge different benefit areas of Professional development activities.

Data analysis revealed that the majority of respondent gave high mean score ratings for each of the items expected to describe various benefit areas of CPD (Table 5). According to survey responses professional development practices have had impact on teachers' work due to the following reasons: improved gains in content knowledge; adoption of new techniques of teaching and learning, improved classroom management skills, developed greater sense of efficacy, leveraged efforts to improve student achievements, strengthened important psychological and /or motivational aspects in teaching, enhanced commitment to teaching, and enhanced opportunities for interaction with program participants. In addition, teacher educators believed that their CPD activities have improved opportunities for interaction with different program participants and other professionals; improved relationships among teacher educators, school teachers and students.

There seems to be high level of satisfaction among the respondents which could overshadow some realities in it. This is not uncommon in literature, for example, Williams (1994), cited in Royse et al. (2001, p.197), state "quantitative assessments tend to yield high levels of satisfaction, while qualitative reports tend to reveal lower satisfaction" Therefore, this need to be better understood through different data sources.

Qualitative data obtained from the interview and focus group discussions indicated that there are challenges to the practical application of the PD outcomes. For example, the implementation of action research as part of teachers CPD experiences has had certain limitations to be seen as acquired skill. It is devoid of practice and reflection on the part of the teacher educators. Teachers agreed that despite the various training opportunities offered to capacitate teachers in the basic skills, there are limited instances of direct engagement in action research due to various reasons (high workload, lack of budget, skills, lack of incentives, etc).

TABLE 5***Benefits to Professional Development Activities***

Items	N	Frequencies					Mean
		SD	D	Un	A	SA	
PD practices has had the largest impact on my work	123	2 (1.6%)	15 (12,2%)	11 (8.9%)	69 (56.1%)	26 (21.1%)	3.83
PD improved gains in content knowledge	123	3 (2.4%)	16 (13%)	26 (21.1%)	66 (53.7)	12 (9.8%)	3.55
PD helped me to trigger or respond to the adoption of new techniques of teaching and learning	123	0 (0%)	11 (8.9%)	14 (11.4%)	73 (59.3%)	25 (20.3%)	3.91
PD improved my classroom management skills	123	0 (0%)	8 (6.5%)	10 (8.1%)	75 (61%)	30 (24.4%)	4.03
PD helped me to develop greater sense of efficacy (beliefs about your capacity to impact student achievement)	123	0 (0%)	12 (9.8%)	15 (12.2%)	73 (59.3%)	23 (18.7%)	3.87
PD leveraged efforts to improve student achievements	123	0 (0%)	15 (12.2%)	19 (15.4%)	76 (61.8%)	13 (10.6%)	3.71
PD enhanced sustained changes in teaching practices	123	0 (0%)	11 (8.9%)	22 (17.9%)	74 (60.2%)	16 (13%)	3.77
PD strengthened important psychological and /or motivational aspects in teaching	123	0 (0%)	9 (7.3%)	14 (11.4%)	80 (65%)	20 (16.3%)	3.90
PD enhanced commitment to teaching	123	0 (0%)	11 (8.9%)	26 (21.1%)	70 (56.9%)	16 (13%)	3.74
Enhanced opportunities for interaction with program participants and other professionals	123	1 (0.8%)	11 (8.9%)	16 (13%)	73 (59.3%)	22 (17.9%)	3.85
Valid N (listwise)	123						

Note: SD (*Strongly Disagree*)=1, D (*Disagree*)=2, Un (*Undecided*)=3, A (*Agree*)=4, SA (*Strongly Agree*)=5

According to the Education and Training Policy student centered-active learning and continuous assessment are part of the new educational thinking in the new education reform program. In this regard, informants agreed that their PD activities helped them to develop awareness on active learning and continuous assessment techniques. However, most of the focus group respondents felt that continuous assessment techniques are more practiced than active learning methods in their respective Colleges. Moreover, in the three Colleges visited

both College deans and HDP focal persons felt that there are limitations in the practical application of student-centered active learning methods in classes.

Another issue explored through interview and focus group discussion was the extent to which PD practices are seen as teachers' life-long learning processes than imparting knowledge in order to implement a curriculum. Feedbacks from respondents made clear that the focuses of PD activities are mostly designed to capacitate teachers to implement the curriculum.

4.7.4 Barriers to Participation in CPD Activities

Questionnaire data suggested that CPD activities have a positive effect on teachers' day to day teaching and learning activities. Teachers also indicated that they have motivation to participate in CPD activities. Majority of respondents (72.4%) expressed their disagreement to the item "CPD is not part of your institution's development plan." In addition, data obtained through document review has confirmed that CPD activities are part of CTEs plan.

There are barriers to engagement in CPD activities as perceived by teachers. The main barriers cited include heavy workload, conflict with work schedule, and lack of management support (see Table 6). There is no significant difference in opinion among the different groups of respondents with regard to the major constraints discussed, except some cases.

These constrains were also substantiated with data obtained from interview and focus group discussions. Informants of the three CTEs have pointed out time constraints/ workload as the major challenges to engagement in PD activities. This is also consistent with the series of complaints raised by teachers in the different sections of this study.

On the other hand, limitations in the relevance of CPD modules and lack of clear link between succeeding PD course topics and contents, with regard to the content and the organization of the CPD courses were cited as barriers to engagement in CPD. Lack of adequate CPD training manuals and resources were also raised as a constraint in the focus group discussions.

TABLE 6**Barriers to Participation in CPD.**

Item	N	Frequencies					Mean
		SD	D	Un	A	SA	
Conflict with work schedule	123	9 (7.3%)	26 (21.1%)	8 (6.5%)	55 (44.7%)	25 (20.3%)	3.50
Did not have the prerequisites (experience, or other requirements)	121	11 (8.9%)	58 (47.2%)	22 (17.9%)	25 (20.3%)	7 (5.7%)	2.67
Lack of management support	123	13 (10.6%)	31 (25.2%)	10 (8.1%)	54 (43.9%)	15 (12.2%)	3.22
Lack of information	123	19 (15.4%)	44 (35.8%)	7 (5.7%)	48 (39%)	5 (4.1%)	2.80
Heavy workload	123	1 (0.8%)	10 (8.1%)	11 (8.9%)	55 (44.7%)	46 (37.4%)	4.10
CPD is not part of your institution's development plan	123	31 (25.2%)	58 (47.2%)	17 (13.8%)	12 (9.8%)	5 (4.1%)	2.20
Topics do not correspond with real demands of teachers	123	18 (14.6%)	47 (38.2%)	16 (13%)	35 (28.5%)	7 (5.7%)	2.72
CPD lacks clear link between succeeding PD course topics and content	123	8 (6.5%)	40 (32.5%)	18 (14.6%)	50 (40.7%)	7 (5.7%)	3.07
Resource teachers lack sufficient content knowledge or pedagogic skills	123	16 (13%)	54 (43.9%)	9 (7.3%)	37 (30.1%)	7 (5.7%)	2.72
CPD modules are not relevant to local needs/conditions	123	18 (14.6%)	47 (38.2%)	15 (12.2%)	27 (22%)	16 (13%)	3.43
Valid N (listwise)	123						

Note: SD (*Strongly Disagree*)=1, D (*Disagree*)=2, Un (*Undecided*)=3, A (*Agree*)=4, SA (*Strongly Agree*)=5

In each of the training institutes visited, there is frequent change of the respective CPD focal persons or facilitators in the last three years to coordinate the program effectively. Focus group respondents indicated that there are limitations in the coordination and management of CPD activities. On top of this, focus group respondents felt that there also gaps to link continuous professional development efforts to incentives as proposed in National Framework for Teacher Development.

Furthermore, during the focus group discussion, teachers explicitly noted the need to give recognition for the importance of the feedback mechanisms in teacher professional development activities. They expressed the value added of close follow up and monitoring system to track the improvements and impacts in the implementation of CPD activities. In addition, focus group respondents indicated the need to revisit training modules to maintain

the relevance of the professional development courses offered, so that the contents could fit into the new approaches to teaching and learning.

4.8. Management and Selection of Entrants

The overarching objectives and direction of teacher development program is recruiting eligible and interested candidates, preparing teachers with the required academic knowledge and professional skills and enhancing teachers' professional competences through in-service programs. Therefore, it presupposes interest, competence and desirable ethical behaviors on the side of the recruits. It is also anticipated that this process would promote the intake of students who are interested in teaching as a career.

In this regard, the development of the revised guideline was one of the outputs of this component. Teacher educators also have clear awareness about the objectives of the selection guideline. Currently, at CTEs the selection of entrants is conducted based on the newly developed and revised guideline by the ownership of both CTE and other stakeholders at their respective outreach centers. Focus group respondents described it as one of the improvements in the selection processes. They felt that the development of the revised guideline and selection processes have improved ownership and transparency.

Based on data obtained from focus group discussion, among other things, the selection process has had its own contribution for maintaining equity, particularly for attracting female candidates to the profession. To this end, the proportion of female student teachers in CTEs is very promising to encourage female teachers' engagement in the profession. Accordingly, in all the CTEs visited, the number of female candidates outweighs the male candidates.

However, despite the improvements, however, respondents described the prevailing constraints to the low quality of the entrants attributed to both practical and management constraints in the selection of students with good academic background. They noted limited improvements in the selection of appropriate candidates for the profession. They indicated that low achievers still joined the program; particularly those who could not proceed to preparatory education after completion of the General School Leaving Examination. In this regard, as one teacher explained:

There is low level of interest, and academic capacity among the new entrants. For one thing, we select students from the available ones as a last resort; in addition, sometimes there also non-academic selection criteria and quota systems that still compromise the quality of the selection processes.

Schools were also given the responsibility to facilitate the preparation/recruitment of students who are interested in the teaching profession through school clubs (The Would Be Teachers). The would be teachers are expected to have good academic background and interest in teaching as a career. Due to poor systematic linkage/communication between schools and Colleges it could not be realized (e.g. lack of documents or information about the profile of the recruits). According to data obtained from interview and review of progress reports of colleges, there is limited awareness on ‘The would be Teachers’ clubs that impedes the practical implementation of the program.

In addition, respondents also noted forgery as the other constraints encountered in the selection processes. According to evidences, a number of students dismissed from colleges suspected of this illegal act. Generally, the following excerpts taken from progress reports substantiate the issues raised above with regard to challenges in the selection processes:

... Hanqina hubannoo mannen barnoota Barsiisa Boruu jedhurratti qaban laafaa ta’uu,
Ragaan sobaa fi shakkisiisaan heddummachuu (Asella CTE Report, 2003, p.31).

In conclusion, there are certain improvements in the management and selection processes as evidenced by both primary and secondary data sources. The constraints in the selection and management of new entrants are multi-faceted. There are also limitations in attracting students with good academic background to the profession. As described above, there are also poor coordinated efforts to manage the selection processes.

4.9 Practicum Program

It is evident that teacher training program in Ethiopia was largely restricted to theoretical knowledge with little emphasis on practicum practices. One of the important elements within the teachers’ pre-service education is the practicum program. The Practicum program is assumed to be a major paradigm shift in teacher training program unlike the traditional practices. The purpose of practicum is to enable trainees to experience teaching and the school environment or provide them with the opportunity to integrate theory with practice.

One of the promises of GEQIP is to enhance Practicum for teacher candidates. These include: development of practicum guidelines; provision of vehicles to TEIs to facilitate practicum; cover cost of travel and subsistence of teacher candidates and their supervisors and developing guidelines for training of supervisors and mentors. In this regard, according to data obtained from interviews and the status report, there is significant contribution of the program to realize the envisaged objectives of the program.

Interview respondents felt that the contribution of GEQIP in the provision of cost of travel and subsistence of teacher candidates and their supervisors has facilitated the implementation of the practicum program. Particularly, one respondent explicitly stated “What would have happened to practicum program in the absence of GEQIP support?” Generally, the interview respondents underscored that the GEQIP support enhanced teachers and students’ commitment towards the implementation of the program.

Moreover, data obtained from progress reports indicated that different awareness raising workshops were organized by Colleges of Teacher Education on Practicum related issues for supervisors and mentors on the implementation of the practicum which is very helpful in forming and strengthening the network between colleges and mentoring school teachers, and for stakeholders. Opportunities were also created for large number of teacher trainees to participate in practicum sessions each year.

Some constraints were also raised by respondents. The main constraints raised include; delay in the revision and implementation of the new Practicum guideline, delay in the disbursement of funds for timely implementation of the program, transportation problems, and poor linkage with network of partner schools (schools that have been designated as receiving schools).

Similarly, according to data obtained from interview poor evaluation system by mentors, mismatch between Colleges practicum program and school programs (low synchronization), absence of strong monitoring system that describes the roles and responsibilities of all actors, and low commitment of school supervisors to support the program were some of the constraints mentioned. Particularly, the respondents seek to have a working guideline that would help them to guide practicum programs uniformly as per the standard. In view of the

above, the following data obtained through document review substantiated the challenges described above.

... manneen barnoota karoora hojii baraa isaanii keessatti waa'ee piraaktikamii osoo hin-galchiin hafuu, sirni hordoffii fi to'annoo sagantaa piraaktikamii kan akka gahee qaamota hundaa ibsuu osoo diriiree. (Asella CTE Report, 2003, p.28).

4.10 Higher Diploma Program (HDP)

The Higher Diploma program has been in place for teacher educators to participate in different programs through which they could update and enhance their pedagogical skills and knowledge. To this effect, teachers in teacher training institutions were required to attend “Higher Diploma Program” in their respective institutions to assist the training program. Higher Diploma Program (HDP) is part of teachers’ continuous professional program efforts. The main focus areas of the Higher Diploma Program are the improvement of the quality of pedagogy in CTEs.

Data captured through different approaches, indicated the following major outputs that have been accomplished in connection with Higher Diploma Program (HDP). Firstly, in the visited CTEs HDP coordinators were assigned and CTEs established their own HDP units. Based on the analysis of data captured through questionnaires (see Table 2), more than 121 teacher educators (98.4%) attended the Higher Diploma Program and granted certificates. The units were also equipped with different materials to facilitate training program (LCD, computers, printers, photocopiers, screens, & Laptops). Moreover, there were also revised handbooks for HDP in the CTEs.

Secondly, according to data obtained through interview there are mechanisms (e.g., action research symposiums) through which teacher educators present their action research findings to school teacher and school principals during the training session. However, initiatives to strengthen a network of moderating institutions, that is, efforts to control the quality of HDP in a cluster of other institutions are at the early stages of development. It is also the case that data captured through focus group discussion disclosed that the HDP has its own contribution to improve teachers’ professional competences, skills in the areas of innovative teaching and learning and action research.

However, a number of issues were also raised with regard to constraints in the implementation of HDP. HDP coordinators agreed that there is variability in the practical application of HDP results in the classroom on the side of teacher educators. Particularly, the researcher was told by a College HDP coordinator that the problem is common among teachers with non-pedagogical background. He states, “the problem seems to be more familiar among non-education graduate teacher educators (Applied).” This needs to be further investigated to assess the extent of the contribution, because in the Colleges visited among the respondents 11.4% had non-pedagogical background.

In conclusion, despite the various benefits to HDP mentioned, the most commonly cited constraints were low commitment to participate in the program, lack of continuity of the HDP program, lack of incentive mechanisms after successful completion the program, poor articulation of course contents, and lack of incentives for HDP facilitators and trainees. Poor M&E system was also mentioned as a problem to track the impacts of HDP program and for HDP quality assurances.

4.11 English Language Quality Improvement Program (ELQIP)

To assess the status of ELQIP implementation the researcher used data analyzed both from questionnaires, observation, interview and document reviews. Based on data obtained from respondents, on the extent of their participation in ELQIP, the majority of respondents described their level of participation in the program as ‘High’ (Table 4). This indicated that there are opportunities to participate in ELQIP in their respective CTEs. Therefore, the TDP English Language Quality Improvement Program (ELQIP) has provided access to various English training to teachers.

According to the ELIC guideline (MoE, 2012), all CTEs need to have an English Language Improvement Centers (ELIC). As data obtained from field observation revealed, the CTEs have already established ELICs and the centers are relatively equipped with equipment and resource materials (Reference books, magazines, color printer, copier, LCD Projector, a quarterly newsletter called ‘ELQIP MATTERS, etc).

The ELICs were facilitated by VSO experts in collaboration with assigned ELIC worker from Colleges (not full time). For example, it was possible to see different ELQIP materials

available on computers so that teachers and students could easily have access to learn different skills. There are benefits to ELQIP as perceived by different beneficiaries. CTEs organized different English language improvement trainings for teacher educators, student teachers and primary school teachers to enhance various skills in English. For example, the following is interview report from ELIC worker:

ELQIP is very important to support teachers develop different skills. The program has contributions to help teachers and trainees to improve skills in English language and facilitate student-centered methods of teaching. Moreover, there is a special support to girls through 'ELIC Girls Club' for the improvement of English language, particularly on communication skills.

Generally, the interviews that touched on the importance of ELIP considered improvements to be sought for better program implementation. For example, coordinators assigned by Colleges acknowledge the valuable contributions and supports given by VSO expert to support the program. However, they felt that this situation might threaten institutionalization, ownership and sustainability of the program as most of the program is undertaken by VSO experts. In the three Colleges visited respondents explicitly indicated the existence of low level of attention given to ELICs by management.

4.12 Program Coordination of GEQIP

Effective coordination helps to facilitate efficient implementation of a program. It requires collaborative efforts to harmonize the operational policies, procedures, and implementation practices. Maguen (1991) indicates that coordination suffers from different difficulties of communication, administrative sensitivities, and lack of motivation. Effective implementation depends on efficient coordination mechanisms, proper financial management and procurement practices and the timely implementation and effective monitoring of project outcomes (World Bank, 2008). According to GEQIP, teacher development activities are the responsibilities of CTEs in close coordination with the MoE and REBs.

There was a feeling amongst several respondents that there is poor coordination and partnership in the implementation of the program. Both quantitative and qualitative data indicated that there are challenges to coordination of the program. Several respondents sought effective coordination for better utilization of resources. For example, timely transfer of funds

and utilization were critically raised by respondents in all three CTEs for timely implementation of the planned activities. The implementation of the GEQIP/TDP physical activities was started during 2001E.C. after one year delay of launching of the GEQIP. But, the financial transfers were made in the beginning of the year 2002 E.C. Therefore, it is believed that there is a constraint in the timely commencement of the program.

TABLE 7
Summary of Financial Utilization of GEQIP

CTEs	Year					
	2002			2003		
	Transferred to CTEs	Expenditure	%	Previous Balance + fresh Transfer	Expenditure	%
Asella	7,520,001.00	4,990,007.28	66.36	14,544,589.04	7,379,749.76	50.74
Nekemte	5,715,803.00	1,335,821.01	23.37	23,303,221.00	16,925,350.00	72.63
Sebetta	5,129,772.00	2,087,710.00	40.70	8,271,999.00	3,987,567.97	48.21

Source: Oromia Bureau of Finance and Economic Development

There seems to be also information gaps. Interviewees listed a number of situations where feedback mechanisms are often poor (for example, the reason for delay in fund release and issues of low fund disbursement than committed). They indicated that whenever there are delays in funds transfer there is insufficient time left for implementation as a result of which there are frustrations and under utilization of resources. For example, data on fund utilization performance generally confirms the trends observed in the past two years (Table 7).

Similarly, respondents held that there is little flexibility in the management of the fund. For, example, one interviewee states, "... fund should not automatically be delayed when a minor condition is not achieved. There should be considerations in local capacity and efforts". In addition, lack of trained human resource to properly account for funds, lack of awareness about program work procedures, staff turnover, and delay in reporting, poor support system, lack of awareness on the side of the management to regularly follow up the implementation of the program were also some of issues stressed by respondents.

Most important, technical support and capacity building efforts should be the integral part of program implementation. In this regard, respondents commented on the inadequacy of technical support from both MoE and OEB. A College dean commented the following:

... despite the capacity building training programs, there is low technical support from the centre [MoE & OEB] to assess the status of the program and take immediate actions.

In conclusion, the data obtained through different mechanisms indicated many constraints in the implementation of the GEQIP program. Both primary and secondary data sources presented more detailed understanding of the status of GEQIP program coordination when viewed from different perspectives. In particular, the utilization of resources is very low. Moreover, there are lack collaborative efforts for harnessing the stated objectives.

4.13 Research and Community Services

Training institutions are expected to be centre of changes working both within and outside the institution in creative and innovative ways to carry out different roles and responsibilities. The revised charter of Oromia College of Teacher Education (OEB, 2011) envisaged important responsibility for CTEs and teacher educators with regard to research and community services. The charter explicitly indicates that an academic staff member should participate in collaborative research that could contribute to professional and institutional development. Furthermore, the charter declares that teachers should take part to solve the problems of the community through linkages with schools and community institutions.

In the light of this, the purpose of this theme of the questionnaire was to gather data to gain understanding of the status of research and community services in CTEs. Table 4.9 depicted the results of data analysis with regard to teacher educators' engagement in research and community services. The average mean ratings of respondents for all of the items are found to be very low. Data revealed that teacher educators have had very limited opportunities to participate in research activities and apply their knowledge to the problems of the community through linkages with schools and community institutions beyond the teaching and learning roles.

Generally, both quantitative and qualitative data captured through questionnaire, interview and focus group discussions revealed that there are barriers to engagement in research and community services. Data was derived from an open-ended question on what respondents believe to be barrier to engagement in research and community services. Based on data analysis obtained from open-ended questions high workload, lack of budget, poor incentive mechanisms, low management support, weak coordination of research efforts, lack of motivation or interest, lack of reference materials and facilities (referred journals, internet), limited technical support, and lack of skill in research were issues raised as the major impediments in their respective institution.

TABLE 8

Status of Research and Community Services

Items	N	Frequencies					Mean
		SD	D	Un	A	SA	
Participation in collaborative research has enhanced my Professional development efforts.	123	18 (14.6%)	45 (36.6%)	8 (6.5%)	32 (26%)	20 (16.3%)	2.93
Engagement in research activities has contributed for institutional development.	123	21 (17.1%)	46 (37.4%)	11 (8.9)	29 (23.6%)	16 (13%)	2.78
Engagement in action research has helped me in improving my teaching methods based on the findings of action research.	123	19 (15.4%)	45 (36.6%)	20 (16.3%)	33 (26.8%)	6 (4.9%)	2.69
There is opportunities /mechanisms to communicate my research findings to the community at large	123	15 (12.2%)	48 (39%)	29 (23.6%)	24 (19.5%)	7 (5.7%)	2.67
I apply the best of my knowledge to the problems of the community through linkages with schools and community institutions	123	22 (17.9%)	49 (39.8%)	20 (16.3%)	27 (22%)	5 (4.1%)	2.54
Valid N (listwise)	123						

Note: SD (*Strongly Disagree*)=1, D (*Disagree*)=2, Un (*Undecided*)=3, A (*Agree*)=4, SA (*Strongly Agree*)=5

The main issue found by the researcher with regard to challenges in research and community services felt to be by many of those interviewed. Many of the teacher educators

are in stretched situation with maximum workload, up to 21 hours per week. The following comment captured during focus group discussion give some indication of the prevailing situation:

The charter indicates that research and community services are the core activities of teacher educators. However, there is no good environment to engage in research and community services. Firstly, there is poor coordination, work load, poor management support and coordinating office and body. Secondly, routine activities (regular meetings and the like) consumed much of my time which limited engagement in research. Thirdly, there is poor linkage with the schools and local community.

In summary, responses from college interviewee indicated the limited number of action research outputs due to budget constraints with certain variability. According to Asella CTE, not more than 3 or 4 action researches conducted per year despite large number of proposal submitted. Similarly, based on interview made with Sebetta CTE vice Dean, they planned to conduct 9 action researches on different topics this year. Drawing up data from interview (with College deans or vice deans) and document review, on average there are 5 to 6 action research outputs each year per Colleges. This figure indicated the low level of action research outputs compared with the number of teachers. They indicated budget constraint as the main challenges to the situation.

4.14 Program monitoring and Evaluation of TDP

Monitoring and evaluation system is very fundamental to identify problems and guide the extent of remedial actions and policy directions to be taken. Relevant information on program monitoring and evaluation helps to assess the extent of achievements and challenges encountered in the due course of program implementation, that is, it plays a key role in informing decision makers.

In the implementation of TDP, enhancement of the existing M&E system and continuous feedback mechanisms were envisaged to improve project performance and to address data and monitoring and evaluation requirements (World Bank, 2008). In an attempt to assess the status of program monitoring and evaluation in TDP implementation, the following points were summarized from the analysis of both primary and secondary data sources.

Data collected from different sources provide important insight into the status of monitoring and evaluation system. As such, the findings reflect respondents' views on the existing situation of M&E. Participants of the study had shown agreement with the existence of built in M&E system as a percentage of total responses to the attitude question "There exists built in monitoring and evaluation system in the implementation of TDP". The majority of respondents (57.7%) agree that there exists built in monitoring and evaluation system in the implementation of TDP. Their mean rating is 3.33 with certain variability among the respondents (see Table 9).

Even though, the aim of this study was not to analyze the effectiveness of the existing monitoring system, based on information from document reviews and interviews, the researcher identified limitations on the comprehensiveness of the existing monitoring tools. In this regard, it is worth considering the following from DICT (2009:36), it states:

The requirements for effective monitoring are baseline data, indicators of performance and results, and mechanisms or procedures for data collection that include planned actions as field visits, stakeholder meetings, reviews and systematic reporting, partnership and implementation strategies based on principles of transparency, accountability.

A large majority of respondents (73.9%) also agreed that M&E has value to program improvement with mean rating of 3.84 (Table 9). In this regard, document review gave additional insight into the situation with regard to the contributions of M&E for program improvement. For example, the following extract taken from Asella CTE progress report (2003 E.C) highlights the need to have strong monitoring and evaluation system and feedback mechanism on the results attained to improve the quality of education. It is stated as:

... addeemsa kana ammo sirna hordoffi fi madaallii cimaa dirirsuudhaan bu'aa raawwii karoora qaama dhimmi ilaaluuf dhiheessuun duub-deebii argachuun bu'aa olaanaa qaba.(Asella CTE Report, 2003, p.1)

On the other hand, a number of respondents that gave high mean ratings for the existence of built M&E system and importance of M&E for program improvement went on to describe constraints in M&E system. 60.2% of the respondents disagree with the existence of fixed

schedules for monitoring, 56.9% of the respondents disagreed that the existing approach to monitoring is adequate, and 59.4% of the respondents disagree that there are feedback mechanisms for reviewing and using the findings from monitoring and evaluation activities. For each of these items the respondents' mean rating is 2.44, 2.70, and 2.60 respectively.

TABLE 9

Program Monitoring and Evaluation

Items	N	Frequencies					Mean
		SD	D	Un	A	SA	
There exists built in monitoring and evaluation system in the implementation of TDP	122	8 (6.5%)	32 (26%)	11 (8.9%)	54 (43.9%)	17 (13.8%)	3.33
There is high confidence within the institution that monitoring activities are of value to program improvement	121	4 (3.3%)	15 (12.2%)	11 (8.9%)	57 (46.3%)	34 (27.6%)	3.84
There exists fixed schedules for monitoring	123	27 (22%)	47 (38.2%)	23 (18.7%)	20 (16.3%)	6 (4.9%)	2.44
The existing approaches to monitoring is adequate	122	28 (22.8%)	42 (34.1%)	8 (6.5%)	27 (22%)	17 (13.8%)	2.70
There are feedback mechanisms for reviewing and using the findings from monitoring and evaluation activities	123	13 (10.6%)	60 (48.8%)	23 (18.7%)	17 (13.8%)	10 (8.1%)	2.60
There is lack of capacity (human and resource) to undertake and manage monitoring and evaluation initiatives	123	10 (8.1%)	21 (17.1%)	6 (4.9%)	54 (43.6%)	32 (26%)	3.63
There is more stress on the quantitative dimensions of monitoring rather than qualitative indicators	123	0 (0%)	9 (7.3%)	21 (17.1%)	72 (58.5%)	21 (17.1%)	3.85
Monitoring activities are largely disconnected/lacks coherence from TDP improvement activities	123	11 (8.9%)	23 (18.7%)	6 (4.9%)	57 (46.3%)	26 (21.1%)	3.52
Valid N (listwise)	119						

N.B. SD (strongly Disagree) =1, D = (Disagree) =2, Un (Undecided) =3, A (Agree) =4, SA= (strongly Agree) = 5

In addition, 69.6% of the respondents agreed that there is lack of capacity to undertake and manage monitoring, and 75.6% agreed that there is more stress on the quantitative aspects of monitoring rather than qualitative aspects, and 67.4% of the respondents agreed that monitoring activities lacks coherence with TDP improvement. In this respect, their mean rating is 3.63, 3.85 and 3.52 respectively. Similarly, ANOVA was used to examine if there were significant mean differences among respondents using Institutional Code as an independent variable. In this regard, the one-way ANOVA results further indicated

statistically no significant differences among the respondents for all of the items at alpha 0.05 (Annex K).

Analysis of responses for the opened-ended question on the challenges to monitoring and evaluation revealed the following similar results. According to respondents limitations to M&E are; lack of coordinated efforts, lack of continuity, lack of proper monitoring mechanism, lack of clear checklists, lack of standards for M&E, work load, and more focus on routine activities. They also indicated that the existing approach to.

Some interviewees also stressed that M&E should be participatory and management should give priority and attention to M&E as integral part of the regular work. Information obtained from document review also elaborated this gap. On the other hand, based on the interview made with College Deans, M&E is part of their annual work plans, but they agreed that the existing M&E is inadequate. They indicated that there are efforts monitoring through regular reports, review meetings, and field visits. When describing the challenges to M&E, they focused on lack of adequate budget. In particular, a focus group informant described:

There are professional supports to schools. However, there is limited enforcement mechanism (limited mandate) to regularly follow up schools on the outcomes of different training activities (e.g. CPD training programs) and outreach services and take corrective actions.

In conclusion, data revealed that there is awareness and common understanding about value of monitoring for program improvement. Lack of fixed schedule, more focus on quantitative aspects, limited capacity to undertake M&E, poor feedback mechanisms coupled with inadequacy of the monitoring system made the situation very difficult. Therefore, there are limitations to monitoring and evaluation system to improve the quality of the training program.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The study intends to find out the status of the Teacher Development Program by drawing fully on the existing evidences and diverse realities on the ground. Accordingly, this chapter summarizes the main findings, conclusions and recommendations regarding the status of the TDP based on the following stipulated research questions.

1. What is the status of the implementation of TDP in Oromia region?
2. What is the contribution of TDP in improving the quality of the general education?
3. What are the challenges in the implementation of TDP in Oromia regions?

5.1 Summary

5.1.1 Teacher Educators' Knowledge about the Objectives of TDP

The majority of teachers' understanding or knowledge about the objectives of the TDP focused on those reform initiatives for the improvement of the quality of teacher education through pre-service and in-service programs. In this regard, none of the respondents mentioned the policy direction of TDP to support special needs learners, and the continued efforts to bring committed female teachers to the profession. Despite the limited scopes in their responses, data analysis revealed that teacher educators have had understanding or awareness about the envisaged goals of the teacher development program. Generally, it is also important to indicate that their knowledge about the teacher development is narrowly conceptualized with regard to the emerging literature on teacher development as a professional growth (Glatthorn (1995), cited in Reimers (2003); Ainscow, 1994).

5.1.2 Teacher Educators Opinion on GEQIP Support to Implement TDP

There is significant support of the GEQIP in the implementation of the Teacher Development Program. Both in survey responses, focus group discussions and interviews, respondents expressed trust towards the program and value the contributions. The majority of respondents acknowledged the contribution towards government efforts to improve quality of the general education through pre-service and in-service programs aimed at facilitating the

training program. In addition, this assessment uncovered the various efforts made with regard to provision of educational inputs and capacity building of teachers. On the other hand, effective utilization of resources is compromised due to various reasons (delay in fund transfer, low capacity, poor coordination, poor monitoring and evaluation system).

5.1.3 Status of Teacher Educators' commitment in the Implementation of TDP

Teacher educators' commitment and motivations are necessary since the aim of the reform program is to bring them to the forefront of ensuring the quality of education. Data analysis revealed that there is limited commitment to work together towards the institutional vision. It is indicated that high workload, low management support, engagement in routine activities, external interferences, regular management turnover, and absence of reward mechanisms are some of the factors for low level of teachers' commitments. Low level of commitment has had its own effect on the overall implementation of the program. For example, there are variability among the teacher educators in the practical application of the new approaches to teaching and learning (e.g. student-centered active learning methods). In line with this, assessment made by TESO (MoE, 2002) indicated that teacher educators have motivations towards staff development, but varied levels of commitments.

Different research evidences indicated the importance of commitment in the implementation of reform programs. For example, Schepens (2005) indicated that reforms and innovations attract motivated persons. Firestone and Pennell (1993), cited in Ashdown and Rossi (2005), also indicated that commitment can be an important motivation to aid teachers through the demands of implementing new approaches to instruction. Moreover, Benavides (2011) also stresses on commitment to work together on lifting performance and for ensuring reform in education.

5.1.4 Coordination in TDP Implementation

As an outcome of this study, there is poor coordination between different responsible bodies in the implementation of GEQIP/TDP (schools, REB, MoE). Poor communication is one of the challenges in coordination among different partners (schools, REB, MoE). In this regard, there are few studies with regard to the existing coordination in implementation of TDP in CTEs. Desalegn (n.d.), citing MoE (2009), indicated lack of systematic coordination

between the education Bureaus, Teacher Education Institutions and NGOs as challenges of CPD implementation in Ethiopia.

Similarly, Magnen (1991) stated that the barriers to coordination include difficulties of communication among the responsible partners. In this regard, Maroun et al. (n.d.) indicated that reform presupposes ensuring ownership and consensus among the stakeholders and accountability for actions, for the successful implementation of reform program. Most important, Miller and O'Sbea (1996), cited in Schepens (2005), indicate that partnership could be a powerful mechanism for transforming educational institutions.

5.1.5 The status of Management Support and Monitoring of TDP Implementation

Regular support and monitoring and evaluation should be part of the day to day responsibilities to maximize the outcomes expected from the training institutions. However, the status of management support and monitoring and evaluation were found to be inadequate in the various subcomponents of TDP implementations. This finding is consistent with many findings in the area. For example, MoE (2011) states, "College and university leaders need stronger orientation of the need to support GEQIP activities in their institutions and in particular the M&E function" (p.51). In addition, MoE (2010) acknowledges the low level of institutional leadership and limitations in capacity for data collection, evaluation, monitoring and reporting capacities at all levels. Similarly, assessments made by Andom (2011) and Addis (2008) indicated limitations in management support in the implementation of TDP.

Research evidences show the need to reorient management roles in line with reform programs. Because, effective implementation of student-centered learning and the associated administration and management practices are challenging (OCS, 2002, p. 46). Hoban (2002) also indicated that school leadership could influence educational change process. Furthermore, World Bank (2005, p. 103) clearly noted that promoting organizational conditions under which teachers work can promote effective instruction and focus on student learning.

5.1.6 Status of Teachers' Engagement in CPD

5.1.6.1 Status of CPD Portfolio

According to CPD Framework (MoE, 2009), maintaining own portfolio is one of the CPD methods used to facilitate professional development. Notwithstanding this, data analyses revealed low attention given to portfolio experiences. First, there is variability among the respondents in maintaining own portfolio. Second, teachers felt that maintaining portfolio has had little value or importance to them and/or there is lack of clear awareness on the purposes of maintaining portfolio. Third, some informants lacked knowledge and skills needed to document their portfolio experiences. Moreover, it was found out that there is low level of follow up to document CPD experiences and use as a feedback for planning.

5.1.6.2 Participation in CPD Activities

Teachers were exposed to various PD programs. Continuous assessment, classroom management, student-centered teaching, active learning, practicum-principles, action research and ELQIP are areas where attention was given across the Colleges. Similarly, areas of student discipline, content knowledge, action research and mentoring were also found to be areas of teachers' CPD experiences. On the other hand, teachers' engagement in the areas of induction, ICT, partnership, clustering, and school supervision were very limited.

It was found out that PD activities were mostly planned for teachers to impart knowledge in order to implement a curriculum than as part of teachers' life-long learning. This will be a challenge as indicated by some scholars. Little (1993), cited in Ashdown and Rossi (2005), states "professional development in the service of program implementation potentially masks issues concerning whether or not the professional development meets the teachers' own perceived learning needs" (p.213). Therefore, this finding indicated the gap that existed in the conceptualization of CPD objectives.

Research evidences indicate that there are various teachers development needs of teachers. OCS (2002, p.27) indicated that areas like; new knowledge, new learning strategies, assessment and evaluation, integrated teaching, ICT competency, mentoring, and action research to be necessary to implement student-centered learning. It also stated that teacher competencies in using student-centered learning require a high level of content knowledge. Bell and Gilbert (1996) also recommends similar areas for intervention. Therefore, the focus areas are consistent with research findings.

However, teachers are engaged in limited areas of CPD activities. For example, areas of induction, ICT, partnership, clustering, and school supervision were given low attention. In line with this, research conducted by Andom (2011) at Dire Dawa University indicated similar results. Particularly, it was found out that there are challenges to get access to ICT training and facilities in the training institutes. In this regard, it is important to note the following by Bista and Carney (2004) who stated:

A learning organization is one in which people are engaged in a continuous learning process. Towards this end, knowledge centers should be established within the institutions, where staff can access the latest information on school reform, recent developments in the field of education, best practices, innovations, findings of national and global studies on education, etc., through the internet and e-mail. (p.37)

5.1.6.3 Benefits of PD Activities

There are limited areas of participation in PD activities for teachers. From teachers' point of view, various benefits associated with their PD activities. PD activities helped teachers to improve gains in content knowledge, adopt new techniques of teaching and learning, improve classroom management skills, develop greater sense of efficacy, leverage efforts to improve student achievements, strengthen psychological and /or motivational aspects in teaching, enhance commitment, and opportunities for interaction with program participants that is consistent with Desimone et. al. (2002), cited in Ashdown and Rossi (2005, p.227) and Ashdown and Rossi (2005).

Teacher educators also believed that their CPD activities have improved opportunities for interaction with different program participants and other professionals and improved relationships among teacher educators, school teachers and students. An important element of current educational thinking about how to facilitate student learning is the application of student centered active learning and continuous assessment methods. In this regard, CPD activities helped teachers to develop awareness on active learning and continuous assessment methods.

However, there are limitations in the practical application of PD outputs. It was found out that continuous assessment techniques were more practiced than active learning methods in the teaching and learning processes at CTEs. In addition, according to assessment made at

Mekelle University (World Bank, 2008), there are improvements among teachers in the application of active learning methods. In the same vein, the implementation of action research as part of teachers CPD experiences has had certain limitations to be seen as acquired skill. It is devoid of practice and reflection. There are limited instances of direct engagement in action research due to various reasons (workload, budget, skills, incentives, support, etc).

5.1.6.4 Barriers to Participation in CPD Activities

There are barriers to engagement in PD activities as documented through quantitative and qualitative data sources. The commonly cited ones include: heavy workload; conflict with work schedule and lack of management support. Limitations in the CPD contents and the organization of the CPD courses, relevance of CPD modules, linkage between succeeding PD course topics and contents, and inadequacy of the CPD training manuals and resources were also found to be challenges to engagement in CPD activities. In addition, there is also a frequent change of the CPD focal persons or facilitators in the last three years to effectively coordinate or manage the CPD program.

On top of this, there are also limitations to link continuous professional development efforts to incentives as proposed in National Framework for Teacher Development. Particularly, efforts to document and utilize feedbacks as part of the continuing profession development activities is lacking. In none of the three visited Colleges would there appear to be a system in place through which feedback mechanisms are taken into account in the implementation processes of CPD.

In the light of the above, according to assessment made by MoE (2009), cited in Desalegn (n.d), high turnover of CPD facilitators, time constraints, poor incentive mechanisms, lack of resources to run CPD, and lack of systematic coordination were some of the weaknesses identified in the implementation of CPD activities in schools. Therefore, the finding of this study is in concomitant with this finding. In addition, Andom (2011) and Addis (2008) identified similar constraints in the implementation of PD activities. Similarly, Current study by Hogenbosch (2009) comes up with the finding that heavy workloads as the main constraints from the perspectives of primary school teachers in Amhara Region.

5.1.7 Management and Selection of Entrants

OCS (2002) stated “The more complex and diversified role of teachers associated with the Education Reform warrants the selection of good quality students into the pre-service programs” (p.38). In the light of this, teacher development program is envisaged to recruit eligible candidates with the required academic knowledge and skills based on interest, competence and desirable ethical behaviors. The selection of entrants at Colleges is conducted based on the newly developed and revised guideline by the ownership of both CTE and other stakeholders at the outreach centers. In this regard, selection processes have improved ownership and transparency. In addition, the strategies or affirmative action sought to increase the proportion of female teachers is promising.

Despite the improvements, the constraints in the selection and management of new entrants are multi-faceted. First, level of interest and academic capacity among the new entrants are not to the required level. Second, poor level of coordinated efforts between Colleges and schools to fully manage the selection processes through ‘Would Be Teachers’ clubs. Third, there is biasness in fully adhering to the selection criteria. In this regard, Solomon (2008) also states “Towards producing skilled and motivated teachers some of the reforms adopted in Africa were not successful in terms of getting quality teacher candidates” (p.3).

5.1.8 Practicum Program

One of the promises of GEQIP is to support practicum program to enable trainees to experience teaching in the school environment. The findings showed that there is a great deal of opportunities to large number of teacher trainees to participate in practicum program. In addition to the various training programs, the GEQIP support enhanced teachers and students’ motivation towards the implementation of the practicum program. However, these are not without limitations according to the various data sources.

The main constraints identified were delay in the revision and implementation of the new Practicum guideline, logistics problems, poor linkage/partnership between Colleges and schools, poor evaluation system, absence of strong monitoring system and low commitment of school supervisors to support the program. Similar to this, Fekede (2009) in the study of undergraduate students’ practicum experience at Jimma University indicated the need to give

attention to available fund, close supervision, strong partnership with school and adequate support and assessment mechanisms as important dimensions in the students' practicum experiences. In addition, IQPEP (2011) stated the challenges to true partnership between Colleges and schools for achieving the common goal of quality education.

5.1.9 Higher Diploma Program (HDP)

Higher Diploma Program is designed to build the capacity of teacher educators in CTEs to improve the quality of education. Teachers in CTEs are required to pass through this program. To this effect, data analysis showed that 98.4% of teachers in the three visited CTEs attended the Higher Diploma Program and granted certificates. It was indicated that the HDP has its own contribution to improve teachers' professional competences and skills in action research. However, a series of various data analyses revealed variability among teacher educators in the practical application of HDP outputs in the teaching learning processes. Teachers are also less motivated to participate in the HDP program.

The envisaged plan to control the quality of HDP through a network of moderating institutions is at an early stage of development. On the other hand, lack of continuity of HDP courses, poor articulation of course contents, and poor follow up mechanisms to track the impacts of HDP program were some of the gaps identified by the study. Lack of incentive mechanisms was also found to be one of the challenges to engagement in HDP. In this regard, (MoE, 2006) stated:

... the main incentive for HDP should be professional empowerment itself and HDP should be linked to the efficiency and effectiveness the trainees show in undertaking their job as a result of the training. (MoE, 2006: 18-19)

On the other hand, there are similar studies conducted. For example, study by Addis (2008) and Andom (2011) indicated similar challenges to HDP.

5.1.10 English Language Quality Improvement Program (ELQIP)

The TDP English Language Quality Improvement Program (ELQIP) has provided access to various English training to teachers. In addition, data obtained from field observation revealed that CTEs have already established ELICs. ELICs are also reasonably equipped with

equipment and resource materials to support the training program. There are benefits to ELQIP as perceived by teachers. Interviews that touched on the importance of ELIP considered improvements to be sought for better program implementation. For example, an effort to network ELICs with the local schools is at early stage. In addition, ELICs are mostly managed and undertaken by VSO experts that may in the long run threaten the institutionalization, and sustainability of the program.

5.1.11 Program Coordination of GEQIP

Data revealed the existence of poor coordination in the implementation of the GEQIP/TDP. Both qualitative and quantitative data analysis indicated loose coordination of the program. Limitations in capacity to properly account for funds, lack of awareness about program work procedures, and delay in reporting, poor technical support system, and poor follow up are some of the factors for the inefficiencies. Generally, communication gaps, poor feedback mechanisms, and frequent staff turnover are some of the challenges.

5.1.12 Research and Community Services

It is evidenced with data that there are limitations to engagement in research and community services and the benefits expected from it. The main factors were found to be high workload, lack of budget, poor incentive mechanisms, low management support, weak coordination of research efforts, lack of motivation, lack of reference materials and facilities (referred journals, internet), limited technical support, and lack of skill in research.

In connection with this, data indicated limited number of action research outputs in the Colleges. The implementation of action research as part of teachers CPD experiences has had certain limitations to be seen as acquired skill. Generally, despite the various training opportunities offered to capacitate teachers in the basic skills, there are limited instances of direct engagement in action research due to various reasons (high workload, lack of budget, skills, lack of incentives, etc).

The challenges to research and community services were recognized by other researchers too. For example, the study ‘The Quality and Effectiveness of the Teacher Education System in Ethiopia’ (MoE, 2002) acknowledges challenges (workload) among the teacher educators to give necessary attention to making the TEIs into functioning learning communities, carry

out research, and engage effectively with schools and communities. In addition, similar studies conducted by Befikadu (2010) and Adane (2000) indicated similar challenges to engagement in research.

5.1.13 Program Monitoring and Evaluation

There are awareness and common understanding about the value of monitoring for program improvement among the visited CTEs. When it comes to the limitations, there are a number of gaps identified. First, there are gaps on the comprehensiveness of the existing monitoring tools. Second, absence of fixed schedule for monitoring, inadequacy of the monitoring system, more focus on quantitative aspects, limited capacity to undertake M&E, and poor feedback mechanisms made monitoring and evaluation system less efficient. Third, commitment of the management is also very limited to support program monitoring efforts.

The findings of this study are in line with similar studies in the field. For example, MoE (2010) acknowledges the existence of low capacity for data collection, evaluation, monitoring and reporting capacities at all levels. In addition, assessment made by SMAPP (2007), indicates poor capacity of OEB as a major problem to monitor the quality of teacher training in the TTCs. ESDP II Joint Review Mission report by MoE (2004) also indicated similar constraints in M&E. On the other hand, studies made by Bista and Carney (2004), and Magnen (1991) show similar challenges to program monitoring and evaluation in education programs.

5.2 Conclusions

The purpose of this study is to assess the status of TDP implementation in Colleges of Teacher Education in Oromia. The study accompanied both quantitative and qualitative methods and identified key-gaps in program implementation and recommend actions to be taken for the improvement of the program. As a result, the following summarizes the conclusions drawn and recommendations forwarded based on the findings of data analysis.

5.2.1 Teachers' Knowledge about the Objectives of TDP

The emerging literature on teacher development emphasizes on the professional growth of teachers from different perspectives. In the light of this, teachers' awareness about the objectives of TDP is narrowly conceptualized with regard to the emerging literature. In

addition, their knowledge of TDP was limited in scope to only some aspects of the training program.

5.2.2 Teacher Educators Opinion on GEQIP Support to Implement TDP

There is significant contribution of GEQIP towards government efforts to improve quality of the general education both in the pre-service and in-service programs. A key gap noted by this study, however, is that CTEs have not yet fully exploited these opportunities. Effective utilization of GEQIP resources are compromised due to various reasons (delay in fund transfer, low capacity, poor coordination and partnership, lack of strong monitoring and evaluation system).

5.2.3 Status of Teacher Educators' commitment in the Implementation of TDP

It was found out that high workload, low management support, engagement in routine activities, external interferences, poor feedback mechanisms, instability of the management, and absence of reward mechanisms are some of the factors for the low level of teachers' commitment. Therefore, it is important to indicate that heavy workloads resulted in frustrations and affected institutional initiative taking. In addition, much focus on routine activities discouraged teachers not to manage their time properly and not to focus on strategic issues. In the same vein, low management support and management turnover, affected institutional efficiencies and resulted in low institutional performance and quality of work performed.

5.2.4 Coordination in TDP Implementation

Coordination among different stakeholders (schools, REB and MoE, etc) in the implementation of TDP is found to be less effective. There is poor communication between Colleges and REB. Therefore, there are inadequate shared responsibilities and accountability systems to realize the overarching goal of TDP for quality education.

5.2.5 The status of Management Support and Monitoring of TDP Implementation

Existence of regular support and follow up are important for sustaining changes effectively. It is found to be very significant for supporting quality improvement processes. In this regard, the inadequacy of management support and inefficiencies in monitoring and evaluation affected the various subcomponents of TDP implementations. Particularly, the low

status of management support affected teachers' commitment to work towards the institutional vision.

5.2.6 Status of CPD

5.2.6.1 CPD Portfolio

There is variability among the respondents in maintaining own CPD portfolio and there is also lack of clear awareness on the purposes of portfolio and lack of skills required to maintain CPD portfolio activities. Therefore, there is poor follow up and challenges in systematic planning of teachers' CPD activities.

5.2.6.2 Participation in different areas of CPD

CPD activities are part of the training institutes work plan and there are opportunities for engagement in CPD activities across the training Colleges. As a result, it is clear that CTEs have understood the potential benefits of CPD activities. In addition, CPD activities practiced across the CTEs are similar and consistent with the intention of the new Education and Training Policy of Ethiopia. However, it is found out that there are limited areas of CPD engagement as regards to the broader goals of the new education reform program that tries to transform all aspects of the education system. Furthermore, the drives for CPD activities were found to be more of the implementation of the curriculum. There are limitations to see PD experiences from the perspectives of teachers' growth and life-long learning.

5.2.6.3 Benefits of CPD Activities

The new Education and Training Policy of Ethiopia promotes active learning, continuous assessment, and interactive learning as the mainstay of the new education thinking. As a result, the main issue found includes improved opportunities for enhancing teachers' awareness on new teaching methods. In this regard, due to limited areas of PD experiences the benefits are also very limited. However, data analysis revealed that there is variability among the teachers in the practical application of the training outputs (e.g. active learning methods, and action research).

5.2.6.4 Barriers to Participation in CPD

There are various barriers to participation in CPD activities that are similar among the Colleges. Teacher related factors, institution related factors, and external factors were

pervasive complaints from the respondents across the CTEs. Limitations in the relevance of CPD modules, poor linkage between succeeding PD course topics and contents, were also found to be significant. In addition, turnover of program facilitators were persistent challenge across the Colleges to effectively manage the program. On top of this, efforts to link continuous professional development activities to incentives as proposed in National Framework for Teacher Development were also absent. Furthermore, lack of feedback mechanisms and low level of follow up have contributed for the inefficiencies and limitations of funds are also found to be barrier to participate in as much PD activities as possible.

5.2.7 Management and Selection of Entrants

The management and selection processes of new teacher educators at CTEs have shown improvements in maintaining equity and facilitating affirmative action sought to increase the proportion of female teachers at primary education. The selection has given due attention to female teachers. In addition, the process has gone steps to put in place the roles and responsibilities of the CTEs and REBs and to enhance ownership and transparency in the management of the selection processes.

Nevertheless, efforts to recruit eligible candidates with the required academic knowledge and professional skills based on interest, competence and desirable ethical behaviors are not promising. In this regard, there are limitations in the supply side to recruit the most appropriate candidates to the profession. There are also gaps in coordinated effort between Colleges and schools and biasness in fully adhering to the selection criteria.

5.2.8 Practicum Program

There is a great deal of opportunities to large number of teacher trainees to participate in practicum program. In this regard, the contribution of GEQIP is found to be very significant to enhance teachers and students' motivation. Delay in the revision and implementation of the new practicum guideline are found to be a challenge. It is also found that there is lack of clear awareness among different partners (schools, supervisors, mentors, and Colleges) in the implementation of the program. In addition, logistics problems and poor linkage/partnership between Colleges and schools constrained efforts to effectively undertake the program.

5.2.9 Higher Diploma Program (HDP)

It is found that the HDP has its own contribution to improve teachers' competences. However, the following gaps are apparent in the implementation of HDP. Teachers are less motivated to participate in the program. In addition, HDP is one-shot program and there are limitations in following up and documenting the visible impacts or outcome of the program.

5.2.10. English Language Quality Improvement Program (ELQIP)

The TDP English Language Quality Improvement Program (ELQIP) has provided access to various English training to teachers. Teachers are also motivated to develop their teaching skills further through program. ELQIP is also found to be useful to equip teachers not only to improve their English but also to acquire more student-centered methods of teaching. However, there are varying degrees of attention given by Colleges to realize the envisaged goals of making differences in the teachers' English proficiency. In addition, limited learning facilities in ELICs also affected the ultimate impact of the program. Furthermore, ELICs are mostly managed and undertaken by VSO experts that could threaten skill transfer, institutionalization, and sustainability of the program.

5.2.11. Program Coordination of GEQIP

The findings of this study identified the existence of poor coordination and partnership characterized by ineffective utilization of resources. Delay in transfer of funds, communication gaps, limited flexibility, and inadequacy of technical supports from the center are also persistent challenges. On the other hand, limited capacity to manage funds, staff turnover and poor management support to regularly follow up the implementation of the program were also found to be bottlenecks in the implementation of the program.

5.2.12 Research and Community Services

Research and community services are envisaged to build on its potential positive impact of extending teachers' roles beyond the training program. However, the study notes that the environment for research and community services is challenging. It is also evidenced with data that there are limitations to the benefits expected from it. Engagement in research and community services are constrained by high workload, inadequate budget, low incentive

mechanisms, low management support, weak coordination, poor motivation or interest, and lack of reference materials and facilities.

5.2.13 Program Monitoring and Evaluation

On the positive side, there are awareness and common understanding about value of monitoring for TDP improvements. However, when it comes to the implementation, there are a number of gaps identified. The study identified absence of comprehensive monitoring and evaluation system coupled with low level of efforts in monitoring and evaluation. In view of these, absence of fixed schedule for monitoring, inadequacy of the monitoring system, more focus on quantitative aspects, limited capacity, and poor feedback mechanisms made monitoring and evaluation system less efficient.

5.3 Recommendations

Drawing fully on the evidences which are being built through data analysis, the following recommendations are suggested to address the findings and conclusions of the study.

- There should be opportunities for teacher educators to develop broader knowledge/ understanding about the overall direction of the Education and Training Policy and the broader goals of the TDP to effectively take part in the implementation of the program. In this regard, Colleges should include important areas of the Education and Training Policy and TDP strategies in their CPD plans.
- It is good that the GEQIP has had remarkable contributions towards government efforts to improve the quality of the general education. In the light of this, it is very important to enhance Colleges' fund utilization capacity to further support TDP implementation. To this effect, there should be coordinated efforts between Colleges, REB, BoFED, and MOE to bridge the gaps and enhance effective utilization of GEQIP resources.
- Government should improve the work condition of teachers' in order to enhance teacher educators' motivation and commitment to work towards the envisaged goals. To this end, Colleges should be autonomous institutions and free from external interferences as enshrined in the Education and Training policy.

- There should be improved communication and coordinated effort between REB and Colleges. REB is expected to give professional and technical support and streamline feedback mechanisms to improve their shared responsibilities.
- Colleges should have strong management system and leadership to support and guide quality teacher training for quality education.
- Teachers should be given clear awareness about the purposes of their own portfolio experiences for systematic planning of CPD activities.
- It is found out that there is consistency between the focus of education policy and the CPD activities across the Colleges. In this regard, appropriate balance should be maintained between various CPD activities taking into account the broader goal of the education policy. In addition, CPD activities should also be targeted from the perspectives of teachers' growth and life-long learning. Particularly, it is required to enhance ICT opportunities in Colleges in an effort to build learning institutions.
- Teachers have got opportunities for enhancing their awareness mainly on the new teaching methods. However, these have not been accompanied by practical application in the teaching and learning. In this regard, there should be in-depth investigation of the situation for further analysis and recommendation.
- With regard to the main barriers to engagement in CPD activities, the following recommendations deemed necessary. First, Colleges and REB should make efforts to firmly institutionalize CPD activities. Second, appropriate management support to sustain engagement in CPD activities. Third, link CPD efforts to incentives as proposed in National Framework for Teacher Development. Furthermore, it is important to customize CPD course contents to local needs.
- Colleges and schools should work together for ensuring the recruitment of appropriate candidates. On the other hand, the affirmative action policy should be accompanied by support mechanisms at Colleges to enhance female teachers' academic performances. Most important, Government should design strategies to attract potential candidates with the required interest and academic capacity, rather than considering the 'Would be Teacher' clubs as a last resort.
- MoE and REB should work together to finalize the revision and preparation of the new Practicum guideline aimed at maintaining the standard of practicum programs across the

CTEs. In addition, partnership between Colleges and schools need to be improved to effectively manage the practicum program.

- There should be incentive mechanisms attached to the Higher Diploma Program (HDP). Most important, continuity of HDP courses should be ensured and there should be systematic follow up to review the visible impact of the HDP.
- ELICs are envisaged to be center of excellence in English language improvement programs. Therefore, there should be regular management support, appropriate facilities in ELICs to realize the ultimate impact of the program. Moreover, VSO experts should focus more on skill transfer for ensuring institutionalization, and sustainability of the program.
- There is no favorable environment for research and community services at CTEs. Many factors came into play to describe the low status of research and community services (high workload, inadequate budget support, low incentive mechanisms, low management support, weak coordination, poor motivation or interest, and lack of reference materials and facilities). Therefore, government should look into the situation and make strategic direction as it requires strong coordination, resources, support, incentives, and commitment. Moreover, the TDP strategy should fit into the Education and Training Policy that aspires to make higher institutions research oriented in order to enable students become problem-solving professional leaders.
- As quality improvement has become a central priority of education, an internal management process of continuous follow up of inputs, processes and outputs are required in order to identify strengths and weaknesses and take remedial actions. MoE and REB should work together to develop comprehensive and strong monitoring and evaluation system. In this regard, it is also important to align monitoring and evaluation system with all aspects of the teacher development programs.
- Finally, TDP is a topic worthy of more research to develop further understanding or to delve into the area more deeply. In this regard, the findings of this study were not conclusive. Firstly, the study was conducted from the perspectives of teacher educators. Future research could sample the wider stakeholders like school teachers, trainees, and REB to examine the situation further. Secondly, this research examined the implementation of TDP in one Region, and future research could determine if the situations are generalizable across Regions. Therefore, the researcher recommends for further analysis about the situation as these findings themselves might point to opportunities for future research.

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Appendices

Appendix-A

ADDIS ABABA UNIVERSITY

INSTITUTE OF EDUCATIONAL RESEARCH

Questionnaire to be filled by teacher educators

Dear respondents;

The purpose of this questionnaire is to gather data for the research conducted to study implementation status of General Education Quality Improvement program (GEQIP) with particular emphasis to Teacher Development Program (TDP) component in College of Teacher Education (CTE) in Oromia. The assessment focuses on the regular training program of the institutions. In this regard, the data collected will provide information needed to better understand the implementation status of the program.

Your answers to these questions are completely confidential (no one will ever have access to your individual answers). Therefore, if this questionnaire is to be useful, I kindly request you to cooperate in honestly filling out the questionnaire.

N.B

- ✓ No need of writing your name.
- ✓ The assessment focuses on the implementation status of Teacher Development Program during the last three years (2001-2003 EFY) in the College of Teacher Education (CTE).
- ✓ Mark your responses in space provided by putting “✓” mark.
- ✓ For any additional opinion or explanation, you are kindly requested to write briefly as much as possible in the space provided.
- ✓ The questionnaire consists of nine parts: Background information, Assessment questions on the contribution of Teacher Development Program (TDP) to facilitate teacher’s professional competencies, assessment questions about TDP Implementation, Continuing Professional Development (CPD), and Benefits to PD experiences, PD Implementation Approaches Barriers to engagement in PD, and Program monitoring, and evaluation and general comment.

Thank You in advance for your cooperation and assistance

Part I: Background Information

1. Name of your Institution _____

2. Your current position _____

3. Sex

Male Female

4. Your current Educational Qualification

College Diploma BA/BSc /BEd
MA/MSC/MEd PhD

5. Teaching experience in years

1-5 11-15
6-10 16 years and above

6. Pedagogical Background

Education
Applied
Others

7. How many years did you serve in this institution? _____

8. What is your current status in the participation of Higher Diploma Program (HDP)?

Already enrolled and attending
Certified
Not Yet

Part II: Assessment questions about Teacher Development Program (TDP) and/or Implementation.

1. According to your opinion what are the main objectives of Teacher Development Program?

2. To what extent do you agree with the following statements about GEQIP/TDP and/or its implementation? Please use the following rating scale and indicate your judgment by putting “✓” mark.

1. Strongly Disagree 3. Undecided 5. Strongly Agree
 2. Disagree 4. Agree

No.	Teacher Development Program	Rating scale				
		1	2	3	4	5
2.1	There is significant contribution of GEQIP/TDP towards government efforts to improve quality of the general education					
2.2	There exists low commitment among teacher educators to work together towards the institutional vision					
2.3	There is poor coordination among the stakeholders in the implementation of TDP (schools, community, Education Bureau, Ministry of Education, etc)					
2.4	There is lack of adequate management support in the implementation of teacher development program					
2.5	There is poor monitoring and evaluation system in the implementation of TDP					

Part III: The status of Continuing Professional Development (CPD) implementation and teacher-educators’ engagement/participation in CPD) activities.

1. Do you maintain your own portfolio of CPD activities?
 1. Yes 2. No
2. How do you judge the extent of your participation in each of following PD activities during the last three years? Please use the following rating scale and indicate your response by putting “✓” mark.

1. Very Low 2. Low 3. Average 4. High 5. Very High

	Types of professional development activities	Rating Scale				
		1	2	3	4	5
2.1	Induction					
2.2	English Language Quality Improvement Program (ELQIP)					
2.3	Content knowledge					
2.4	Active learning					
2.5	Student-centered teaching					
2.6	Continuous assessment					
2.7	Practicum-principles and practices					
2.8	School supervision					
2.9	Action research					
2.10	Mentoring					
2.11	Classroom management					
2.12	Issues related to student discipline					
2.13	ICT (Information Communication Technology)					
2.14	Issues of partnership					
2.15	On issues of clustering of schools and TEI					

3. If there are other areas of PD activities you have participated in more, please mention.

a. _____

b. _____

c. _____

PART IV: Assessment Questions on Benefits of PD experiences

1. In the last three years, how do you evaluate the benefits of your PD experience? Please indicate your judgments on each attribute of the program by putting “✓” mark.

1. Strongly Disagree 3. Undecided 5. Strongly Agree
 2. Disagree 4. Agree

No.	Benefits of PD	Rating scale				
		1	2	3	4	5
1.1	PD practices has had the largest impact on my work					
1.2	PD improved gains in content knowledge					
1.3	PD helped me to trigger or respond to the adoption of new techniques of teaching and learning					
1.4	PD improved my classroom management skills					
1.5	PD helped me to develop greater sense of efficacy (beliefs about your capacity to impact student achievement)					
1.6	PD leveraged efforts to improve student achievements					
1.7	PD enhanced sustained changes in teaching practices					
1.8	PD strengthened important psychological and /or motivational aspects in teaching					
1.9	PD enhanced commitment to teaching					
1.10	Enhanced opportunities for interaction with program participants and other professionals					

PART V: Barriers to participation in PD activities

1. Based on your own experiences in CPD, to what extent do you agree that the following are barriers to participation in CPD activities? Please indicate your level of agreement by putting “✓” mark.

1. Strongly disagree 3. Undecided 5. Strongly Agree
 2. Disagree 4. Agree

No.	Barriers to participation in professional development	1	2	3	4	5
1.1	Conflict with work schedule					
1.2	Did not have the prerequisites (experience, other requirements,)					
1.3	Lack of management support					
1.4	Lack of information					
1.5	Heavy workload					
1.6	CPD is not part of your institution's development plan					
1.7	Topics do not correspond with real demands of teachers					
1.8	CPD lacks clear link between succeeding PD course topics and content					
1.9	Resource teachers lack sufficient content knowledge or pedagogic skills					
1.10	CPD modules are not relevant to local needs/conditions					

1. If there are other possible barriers to participation in PD activities, please mention them.

Part VI: Engagement in research and community services.

1. The following are evaluation questions with regard to your engagement in research and community services beyond teacher training in your CTE. Please use the following rating scale and indicate your judgments by putting “✓” mark against each evaluation questions.

- | | | |
|----------------------|--------------|-------------------|
| 1. Strongly Disagree | 3. Undecided | 5. Strongly Agree |
| 2. Disagree | 4. Agree | |

No.	Participation in research and community services	Rating scale				
		1	2	3	4	5
1.1	Participation in collaborative research has enhanced my Professional development efforts.					
1.2	Engagement in research activities has contributed for institutional development.					
1.3	Engagement in action research has helped me in improving my teaching methods based on the findings of action research.					
1.4	There is opportunities /mechanisms to communicate my research findings to the community at large					
1.5	I apply the best of my knowledge to the problems of the community through linkages with schools and community institutions					

2. In your situation, what are the main challenges in the engagement in research and community services? Please mention challenges and possible recommendations for future improvements.

2.1 Challenges to engagement in research:

2.2 Challenges to engagement in community services:

2.3 Possible recommendations:

Part VII: Program monitoring and evaluation.

1. The following statements are prepared to assess the status of program monitoring in the implementation processes of TDP in your institution. Please use the following rating scale and evaluate the status by putting “✓” mark.

1. Strongly Disagree 3. Undecided 5. Strongly Agree
 2. Disagree 4. Agree

No.	Status of program monitoring	Rating scale				
		1	2	3	4	5
1.1	There exists built in monitoring and evaluation system in the implementation of TDP					
1.2	There is high confidence within the institution that monitoring activities are of value to program improvement					
1.3	There exists fixed schedules for monitoring					
1.4	The existing approaches to monitoring is adequate					
1.5	There are feedback mechanisms for reviewing and using the findings from monitoring and evaluation activities					
1.6	There is lack of capacity (human and resource) to undertake and manage monitoring and evaluation initiatives					
1.7	There is more stress on the quantitative dimensions of monitoring rather than qualitative indicators					
1.8	Monitoring activities are largely disconnected/lacks coherence from TDP improvement activities					

2. What do you think are the main challenges to program monitoring in the implementation of TDP?

3. What are your recommendations to enhance monitoring practices towards the improvement of TDP implementation?

Part VIII: General comment and opinion about TDP implementation

1. What are the main contributions of GEQIP in the improvement of quality education and the teacher training program?

- -----
- -----
- -----
- -----

2. What are the major challenges encountered in the implementation of Teacher development Program?

- -----
- -----
- -----

3. What do you suggest the possible recommendations to improve TDP implementation?

- -----
- -----
- -----

Thank you once again for your kind cooperation!!

Appendix-B

General interview guide Questions: For Deans/Vice Deans/TDP focal persons of CTEs.

1. How is the overall implementation status of TDP (both Pre-service and in-service training)?
 - Contributions of GEQIP/TDP in quality improvement programs,
 - Challenges in the GEQIP program coordination, fund management, and reporting,
 - Monitoring and evaluation of TDP,
 - Engagement in research and community services,
 - Opportunities and challenges in the implementation of TDP,
 - Availability of guidelines, training manuals,
 - Teachers' participation in different areas of TDP in ELQIP,HDP, CPD, etc)
2. Is there any technical support or capacity building initiative with regard to fund management and reporting from (MoE, REB,BoFED, etc)?
3. What are the possible recommendations for better fund management and reporting?
4. What would be your possible recommendations for improving quality of TDP implementation in the future?

Appendix-C

FGD Guides for Teachers

1. What are the main developments in the implementation of TDP (both Pre-service and in-service training)?
 - participation in different areas of TDP CPD, ELQIP,HDP, practicum, etc),
 - research and community services,
 - monitoring and evaluation,
2. How do you judge the contribution of GEQIP in quality improvement program?
3. What are the main challenges in the implementation of TDP?
4. What would be your possible recommendations for improving quality of TDP implementation in the future?

Appendix-D

General Interview Guide Questions: Practicum Program Focal Person

1. What are the main developments in the implementation of practicum program?
2. Are there regular training programs for supervisors and mentors on the implementation of the practicum?
3. How is the implementation of the provision of cost of travel and subsistence of teacher candidates and their supervisors while on school placement?
4. What practical challenges are there in the implementation of the practicum?

Appendix-E

General Interview Guide Questions: Higher Diploma Program (HDP) Focal Person

1. How is the implementation status of HDP in your institution?
2. Is there an initiative to establish a network of “moderating institutions” each assigned to a cluster of institutions to maintain the quality of HDP?
3. How is the contribution of HDP in the improvement of the professional competence of teacher educators?
4. What challenges are there in the implementation of HDP program?
What would be the possible recommendations?

Appendix-F

General Interview Guide Questions: ELQIP Coordinator

1. In your institution, is there initiative to create a network through ELICs with their surrounding schools?
2. What are the main developments in the improvement of English language instruction in your CTE?
3. In the last three years, what kind of technical supports did you/ELIC staff gets (from MoE, REB, etc)?
4. How is the contribution of ELQIP in the improvement of the professional competence of teacher educators?

Appendix-G

General Interview Guide Questions: Continuing Professional Development Coordinator

1. What are the main developments in the implementation of CPD program in your College?
2. How is the participation of teachers in CPD programs? What challenges are there?
3. What challenges are there in the implementation of CPD program?
4. What would be the main recommendations?

Appendix-H

Observation Check List:

No.	Items	status	Remark
1	HDP center: <ul style="list-style-type: none">• Status of the center• Facilities• Availability of facilities		
2	CPD center: <ul style="list-style-type: none">• Status of the center• Facilities• Availability of facilities		
3	ELIC: <ul style="list-style-type: none">• Status of the center• Facilities• Availability of facilities		

Appendix-I

Reliability of Questionnaire Items

1 Reliability test on Areas of TDP Program and/or Implementation

Reliability Statistics

Cronbach's Alpha	N of Items
.719	5

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
There is significant contribution of GEQIP towards government efforts to improve quality of the general education	25.88	22.783	.221	.721
There exists low commitment among teacher educators.	26.63	21.183	.140	.757
There is poor coordination among the stakeholders in the implementation of TDP (schools, community, Education Bureau, Ministry of Education, etc)	26.63	18.783	.674	.647
There is lack of adequate management support	26.75	19.533	.282	.726
There is poor monitoring and evaluation system in the implementation of TDP	26.81	18.296	.428	.688

3. Reliability test on Teachers' Participation in Professional Development Activities

Reliability Statistics

Cronbach's Alpha	N of Items
.781	15

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Induction	57.88	48.517	.643	.742
English Language Quality Improvement Program (ELQIP)	57.81	50.696	.638	.745
Content knowledge	57.44	59.196	.312	.774
Active learning	58.38	72.783	-.546	.782
Student-centered teaching	57.38	61.183	.258	.778
Continuous assessment	57.31	57.029	.443	.766
Practicum-principles and practices	57.94	54.729	.652	.753
School supervision	58.13	59.850	.176	.783
Action research	57.00	57.733	.554	.764
Mentoring	57.94	56.063	.477	.763
Classroom management	57.75	65.667	-.220	.810
Issues related to student discipline	57.69	55.829	.378	.769
ICT (Information Communication Technology)	57.25	59.400	.161	.786
Issues of partnership	57.50	52.800	.659	.748
On issues of clustering of schools and TEI	58.19	52.163	.729	.743

4. Reliability test on Benefits of Professional Development Activities

Reliability Statistics

Cronbach's Alpha	N of Items
.763	10

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
PD practices has had the largest impact on my work	40.88	12.383	.284	.771
PD improved gains in content knowledge	41.13	12.383	.497	.735
PD helped me to trigger or respond to the adoption of new techniques of teaching and learning	40.75	11.533	.782	.702
PD improved my classroom management skills	40.63	11.983	.780	.710
PD helped me to develop greater sense of efficacy (beliefs about your capacity to impact student achievement)	40.63	11.983	.780	.710
PD leveraged efforts to improve student achievements	40.94	13.396	.288	.759
PD enhanced sustained changes in teaching practices	40.94	13.396	.288	.759
PD strengthened important psychological and /or motivational aspects in teaching	40.88	14.383	.079	.777
PD enhanced commitment to teaching	41.00	14.000	.173	.769
Enhanced opportunities for interaction with program participants and other professionals	40.75	13.400	.407	.748

5. Reliability test on Barriers to Participation in Professional Development Activities

Reliability Statistics

Cronbach's Alpha	N of Items
.891	10

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Conflict with work schedule	28.81	46.696	.715	.873
Did not have the prerequisites (experience, other requirements,)	29.44	45.863	.679	.877
Lack of management support	28.81	48.296	.878	.866
Lack of information	28.63	48.250	.773	.871
Heavy workload	28.19	58.563	.057	.910
CPD is not part of your institution's development plan	30.06	45.263	.826	.865
Topics do not correspond with real demands of teachers	29.38	49.450	.652	.878
CPD lacks clear link between succeeding PD course topics and content	29.38	46.650	.761	.870
Resource teachers lack sufficient content knowledge or pedagogic skills	29.31	50.229	.573	.884
CPD modules are not relevant to local needs/conditions	29.38	52.517	.395	.896

6. Reliability test on engagement in research and community services

Reliability Statistics

Cronbach's Alpha	N of Items
.933	5

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Participation in collaborative research has enhanced my Professional development efforts.	13.31	18.496	.718	.940
Engagement in research activities has contributed for institutional development.	12.81	17.229	.860	.911
Engagement in action research has helped me in improving my teaching methods based on the findings of action research.	12.81	19.363	.754	.930
There is opportunities /mechanisms to communicate my research findings to the community at large	13.25	18.867	.906	.905
I apply the best of my knowledge to the problems of the community through linkages with schools and community institutions	13.06	18.329	.910	.902

7. Reliability test on Program monitoring and evaluation

Cronbach's Alpha	N of Items
.749	8

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
There exists built in monitoring and evaluation system in the implementation of TDP	29.94	19.529	.688	.672
There is high confidence within the institution that monitoring activities are of value to program improvement	30.06	22.196	.500	.713
There exists fixed schedules for monitoring	29.94	20.863	.676	.681
There is appropriate monitoring system in the implementation of TDP	30.31	25.563	.125	.784
There are feedback mechanisms for reviewing and using the findings from monitoring and evaluation activities	29.19	21.096	.767	.671
There is lack of capacity (human and resource) to undertake and manage monitoring and evaluation initiatives	29.25	24.333	.389	.732
There is more stress on the quantitative dimensions of monitoring rather than qualitative indicators	29.44	24.129	.356	.737
Monitoring activities are largely disconnected/lacks coherence from TDP improvement activities	29.25	26.600	.197	.755

Annex J

1. Chi-Square Tests for Teacher Educators' Knowledge about the Objectives of TDP (Colleges as an independent variable)

Statistics	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.425	6	0.754*
Likelihood Ratio	3.510	6	0.743

a 2 cells (16.7%) have expected count less than 5. The minimum expected count is 3.37.

* p>0.05

2. Chi-Square Tests for Teacher Educators' Knowledge about the Objectives of TDP (Educational Qualification as an independent variable)

Statistics	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.161	6	0.084*
Likelihood Ratio	11.427	6	0.76

a 4 cells (33.3%) have expected count less than 5. The minimum expected count is .15.

*p>0.05

Annex K

Summary of one way ANOVA result for the status of TDP Implementation

Variations		Sum of Squares	df	Mean Square	F	Sig.
There is significant contribution of GEQIP/TDP towards government efforts to improve quality of the general education	Between Groups	1.642	2	.821	1.135	.325
	Within Groups	86.765	120	.723		
	Total	88.407	122			
There exists low commitment among teacher educators to work together towards the institutional vision	Between Groups	3.549	2	1.775	1.473	.233
	Within Groups	144.613	120	1.205		
	Total	148.163	122			
There is poor partnership among the stakeholders in the implementation of TDP (schools, community, Education Bureau, Ministry of Education, etc)	Between Groups	.483	2	.242	.151	.860
	Within Groups	191.387	120	1.595		
	Total	191.870	122			
lack of adequate management support in the implementation of TDP	Between Groups	41.199	2	20.600	12.936	.000*
	Within Groups	191.093	120	1.592		
	Total	232.293	122			
There is poor monitoring and evaluation system in the implementation of TDP	Between Groups	3.401	2	1.701	1.508	0.225
	Within Groups	135.298	120	1.701		
	Total	138.699	122			

Note. * P<0.05

Annex J

Summary of one way ANOVA result for TDP monitoring and evaluation

Variations		Sum of Squares	df	Mean Square	F	Sig.
There exists built in monitoring and evaluation system in the implementation of TDP	Between Groups	1.613	2	.807	.560	.572
	Within Groups	171.272	119	1.439		
	Total	172.885	121			
There is high confidence within the institution that monitoring activities are of value to program improvement	Between Groups	2.485	2	1.243	1.082	.342
	Within Groups	135.531	118	1.149		
	Total	138.017	120			
There is high confidence within the institution that monitoring activities are of value to program improvement	Between Groups	4.581	2	2.291	1.765	.176
	Within Groups	155.711	120	1.298		
	Total	160.293	122			
The existing approaches to monitoring is adequate	Between Groups	3.281	2	1.640	.832	.437
	Within Groups	234.498	119	1.971		
	Total	237.779	121			
There are feedback mechanisms for reviewing and using the findings from monitoring and evaluation activities	Between Groups	1.090	2	.545	.441	.645
	Within Groups	148.390	120	1.237		
	Total	149.480	122			
There is lack of capacity (human and resource) to undertake and manage monitoring and evaluation initiatives	Between Groups	1.563	2	.781	.485	.617
	Within Groups	193.234	120	1.610		
	Total	194.797	122			
There is more stress on the quantitative dimensions of monitoring rather than qualitative indicators	Between Groups	.235	2	.118	.188	.829
	Within Groups	75.131	120	.626		
	Total	75.366	122			
Monitoring activities are largely disconnected/lacks coherence from TDP improvement activities	Between Groups	.531	2	.266	.164	.849
	Within Groups	194.168	120	1.618		
	Total	194.699	122			