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교육학석사학위논문

Teacher Empowerment in the  
Continuous Professional Development  
Program in Ethiopia

에티오피아 교사교육프로그램의  
교사 임파워먼트에 대한 영향 분석

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서울대학교 대학원  
협동과정 글로벌교육협력전공  
강 상 희



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지도교수 진 동 섭

이 논문을 교육학 석사학위논문으로 제출함

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서울대학교 대학원

협동과정 글로벌교육협력전공

강 상 희

강상희의 석사학위논문을 인준함

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위 원 장 \_\_\_\_\_ (인)

부 위 원 장 \_\_\_\_\_ (인)

위 원 \_\_\_\_\_ (인)



# **ABSTRACT**

## **Teacher Empowerment in the Continuous Professional Development Program in Ethiopia**

**Sang Hee Kang**

**Global Education Cooperation Program**

**The Graduate School**

**Seoul National University**

To solve problems related to access, equity and quality of educational provision, the Transitional Government of Ethiopia (TGE) introduced the Education and Training Policy in 1994. The Education and Training Policy (ETP) established the foundation for all subsequent strategies, guidelines and programs. The education sector programs

were Education Sector Development programs 1, 2 and 3, which were developed in 1997, 2002 and 2005 respectively. Education Sector Development Program III (ESDP III) has given priority of strategies aimed at improving quality and efficiency of Education. The ETP has been directed toward a new approach to education; quality of education through Continuous Professional Development program. The failure of central authority to produce quality and the weak link between top-down policy and school-level practice is based on the approach of decentralization. The MOE more focuses on teachers' bottom experience at school (Anderson 2002; Leu 2005; Tadoo 2000). It leads to create 'school-based' and 'teacher-centered' training system.

The active participation of the CPD is expected to bring the critical changes of the teachers in their professional ethics such as teacher autonomy, democratic, the moral of teaching and so on. However, the implementation of the CPD program has shown several challenges in terms of teacher empowerment. The challenge is that the program was too focused on the expansion of the INSET program without consideration for what goes on inside schools and teacher's personal situation. The government efforts alone cannot lead to teachers' profession development and improvement of the quality of education. What teachers learned from the CPD was not actively utilized

by teacher in reality.

The study indicates that the 4 elements (Autonomy, Self-efficacy, Opportunities for professional growth and Status) in teacher empowerment under 2 dimensions (Agency and Opportunity Structure) of empowerment have been taken to analyze the challenges and limitations of the CPD. There are four main factors related to two big categories; 1) Agency and 2) opportunity structure which have an influence on the effectiveness of the CPD. First, autonomy and self-efficacy is under the aspect of agency. Autonomy in the CPD is mainly affected by three sub challenges: 1) the effect of principal Leadership, 2) CPD as a mandatory program and 3) increased workload. Second, this study mainly focused on three factors related with the challenges of self-efficacy; 1) Lack of Preparation, 2) Context matters and 3) Overlapping.

Under the aspect of opportunity structure, it implies that there are significant problems related to social-economic barriers that make it difficult for teachers to accept the training program positively. According to the responses of the teachers, the social-economic barriers are not just related to the CPD program but also are related to teaching in general.

These findings were interpreted from the framework of the

evaluation by Haramay University (2008). Adopting this framework, this study results are divided into 3 categories; the process, the system and the contents in order to represent the part viewed by teachers as a prominent challenge. When it comes to the process, there are four principles to ensure CPD is effective in teacher empowerment. Most of all, the strong instructional leadership by the school administrator or supervisors which was elaborated in these finding is critical. It is closely related to the other principle, 'involving teachers in planning programs'. Also teachers in INSET should be regarded as active-learners in an adult-oriented model. Lastly, if the school focuses more to developing the pedagogical center to run field research and open it as life-long learning center, the pedagogical centers will work well as the teacher learning communities. In terms of the system, CPD program should be considered as in-service programs that are a part of a continuum of professional development. Also, for teachers, learning opportunities are closely related with the ability to change one's careers and teachers are even willing to spend extra money. In this sense, it is important to foster cooperation with other colleges and district education offices to address this issue. Lastly, community members and school personnel should recognize the need to actively participation in

school issues.

This study has found that there have been challenges and limitations of teacher empowerment in the CPD implementation. Teacher empowerment through CPD system was examined in various ways to determine CPD's effectiveness in empowering teachers. However, the program was unable to consider the importance of teacher empowerment as the main workforce and the necessity of motivating teacher by understanding and solving the social problems. .This research opens to the extent to perspectives to examine variables related to teacher empowerment, which not only personal ability, competence and participation in school, but also social factors affecting on the behavior of teacher and their willingness to act. Analyzing the means through which the CPD for teachers is organized may help to understand not only the success of the CPD itself but also the motivation behind it for the better implementation.

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**Keywords: Ethiopia, Addis Ababa, Teacher Training System, Continuous Professional Development, Teacher Empowerment**

**Student Number: 2011-21633**



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## **CHAPTER 1. INTRODUCTION**

The purpose of the study is to critically analyze the challenges which influence teacher empowerment in the Continuous Professional Development (CPD) as In-service teacher training (INSET) system and practice in Ethiopia. More specifically, this study will examine the factors under the framework of the agency and opportunity structure in empowerment structure and also the related 4 elements of teacher empowerment from teachers' perception. Finally it will also explore the relation between the element and USAID principles regarding of effective implementation of teachers' CPD program.

The ministry of education (MOE) in Ethiopia has taken initiatives to improve teachers' quality finally aimed to quality of education (MOE, 2005). With rapid quantitative expansion in the last 20years, a direction for education has increasingly focused on the issue of quality. The failure of central authority to produce quality and the weak link between top-down policy and school-level practice is based on the approach of decentralization. As in most countries, the Government of Ethiopia regards that decentralization has become an important element of education quality in recent years. Education Sector Development

Program III (ESDP III) has given priority of strategies aimed at improving quality and efficiency of Education. The MOE has been directed toward a new effort to education; quality of education through CPD. They pay special attention to CPD aimed to ensure the right of teachers as well as of a purpose of national development (Barrow, et al., 2006). The MOE more focuses on teachers' bottom experience at school (Anderson 2002; Leu 2005; Tadoo 2000). It leads to create 'school-based' and 'teacher-centered' training.

However, with lack of materials and detailed information on CPD, misunderstanding of teachers' situation and the problem of feasibility, it is devalued as perfunctory practices considering as time-consuming. So between the original purpose and the reality in CPD, there are big differences in the way of dealing with the program. As lots of research show that positive relationships between teacher empowerment and various indicate of quality of teacher such as job efficacy, competency and professional development etc, this study will focus on clarifying elements of the teacher empowerment for effective CPD.

## **1.1. Background and Statement of the Problem**

Various fields related with development have taken empowerment as their key concept and practice. For example, the World Bank and the Jamkhed model being popular in public-health have used it in core strategies for global problem solutions. In community development, empowerment is a pervasive positive value (Julian, 1987). UNESCO also has launched The Literacy Initiative for Empowerment (LIFE) program.

The discussion about teacher empowerment in this study is held in the setting of developing countries' teacher' s issues. It assumes that teachers in developing countries have some significant aspects to improve teacher empowerment. This research aims to reveal context-based factors with regard to teacher empowerment in developing countries, especially Ethiopian In-Service Education and Training (INSET), Continuous Professional Development (CPD) program case.

The discourse of teacher empowerment in developing countries comes from traditional critics on school. The one of the critics is that external and top-down approach from school cannot bring on education reform (Sarason, 1990). It claims that the bottom level approach in

education, such as teacher efficiency, teacher motivation and autonomy is critical to education issues. It is closely related to an empowerment approach in which development is rooted in the conviction that the recipient themselves are a valuable partner for development (Narayan, 2002). A second critic focuses on the argument that teachers cannot influence quality of education with lack of their empowerment. Teachers in school cannot be a leading group to improve quality of education, but minorities to feel disempowered. Most teachers in Africa have various aspects of troubles for their empowerment from their insufficient living wage indirectly related to their profession to efficiency, fairness and transparency with them in school situation (Carol, 1997).

In this global context, the ministry of education in Ethiopia has also taken initiatives to improve teachers' empowerment finally aimed to quality of education. As in most countries, Government of Ethiopia regards that decentralization has become an important element of education quality in recent years. The history clarifies the failure of central authority to produce quality and the weak link between top-down policy and school-level practice (Farrell 2002). With rapid quantitative expansion in the last 20years, a standard for education has increasingly set and describe the issue of quality. With curricula improvement textbook provision, participation of community and an

increase in the national education budget, quality of teacher is the key element of quality of education in the 2005 Education Sector Development Program (MOE, 2005). As lots of research shows that positive relationships between teacher empowerment and various indicate of quality of education, policy-makers and program designers seek to identify the procedure of between models of quality education and teacher empowerment. Teacher empowerment can create the job efficacy, competency, professional skills, etc for the professional development (Sweetland, hoy 2000). As Bowen and Lawler(1995), they consider teacher empowerment as a critical component of the change process in schools. The strong relationship of these factors with teacher empowerment implies the need of consideration when it comes to improvement of quality education. Program designers, evaluators, policy makers, implementers, and evaluators, therefore, put efforts to ways of understanding teacher profession and teacher improvement programs (UNESCO 2004; UNICEF 2000). In this context, the Education and Training Policy (ETP) has been directed toward a new approach to education; quality of education through Continuous Professional Development.

## **1.2. Purpose of the study and Research Questions**

In the past, teacher empowerment has been the crucial component for education reform. Research on teacher empowerment has explored the relationship between variables and teacher empowerment. Yet, on the whole, most of the research is based on the developed countries so that it is not appropriate to apply them to the developing countries. And also, lots of studies tend to be quantitative way, which demonstrates that various correlations to teacher empowerment are not easy to generalize. To consider the context based approach, there are apparently some parts which cannot be quantifiable. In this study, I will include an analysis on teacher empowerment in a macro-level: hence teacher' s perspective on teacher empowerment will be taken into consideration. Since implementation of CPD, anecdotal and empirical researches indicate that many educators are voicing various levels of barriers to realize the fundamental purpose of CPD. Some teacher though that CPD brought another burden to carry out besides school works. With lack of preparation for training at school level and inadequate resource , the CPD could lead to even a decrease of teachers' empowerment (Daniel Desta 2013). Few studies cover the current state of CPD at the bottom level. Although CPD has lots of

implication for teacher empowerment, none of research has focused on discourse of teacher empowerment. Since the fundamental background of CPD aimed to need analysis of bottom-up approach, empowerment from all stakeholders is significant. The majority of the research in CPD program was conducted CPD guideline and toolkit. So, this research will therefore show the element to effect on teacher empowerment in the context of developing country base, especially Ethiopian INSET case.

1. What is Ethiopian teachers' perception of teacher empowerment?
  
2. What are challenges and limitations of teacher empowerment in Continuous Professional Development?
  - 2.1 What kinds of perception of Ethiopia teachers' challenges on the CPD are related to Agency Aspects?
    - a. Autonomy Aspect
    - b. Self-Efficacy Aspect
  
  - 2.2 What kinds of perception of Ethiopia teachers' challenges on the CPD are related to opportunity structure Aspects?
    - a. Opportunities for Professional growth Aspect

b. Status Aspect

### **1.3. Significant of study**

Even though some of the disparities between existing knowledge and ongoing need can be mitigated, it is clear that researches about teacher empowerment in development discourse have not been articulated well. Particularly, what is absent from initiatives and researches related to teacher empowerment in developing countries are the voices of the teachers. The impetus for this research is to engage teachers directly in research that would provide them an opportunity to describe the issue relating to teacher empowerment as they see and experience them. This research opens to the extent to perspectives to examine variables related to teacher empowerment, which not only personal ability, competence and participation in school, but also social factors affecting on the behavior of teacher and their willingness to act. Considering the fact that the study is based on the perspectives of teachers, the factors as above which do not comes-out from teachers' points of view will be excluded from the data analysis. According to USAID (2006), especially in terms of improvement of quality education,

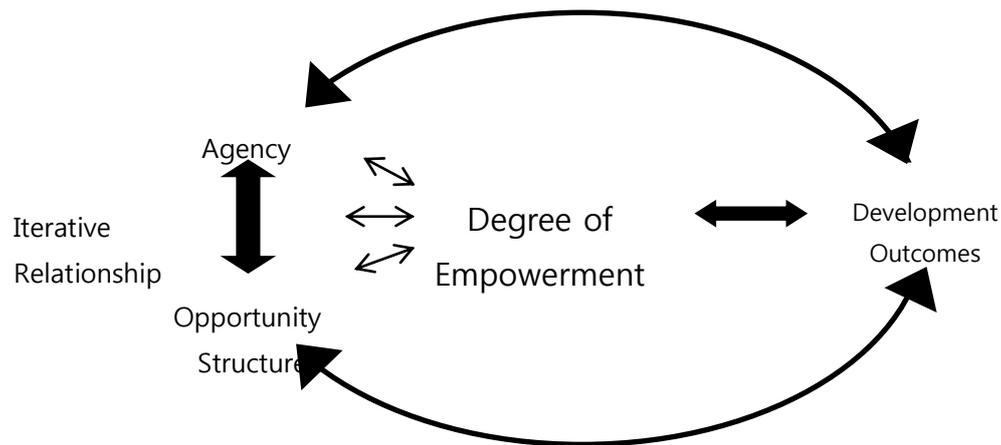
teachers highly value CPD programs which run at the school and cluster level. An evaluation study by Haramaya University (MOE,2009), however, showed that at the most of school level, the CPD structures were not confirm and organized to implement it. With lack of materials and resources and communication cap among stakeholders, previous reports on the CPD indicated inconsistencies on implementation. It might cause unsatisfied outcomes of teacher profession improvement which are closely related with teacher empowerment(Daniel Desta 2013). This study is expected to provide an in-depth understanding about education bottom field under CPD program.

In addition, it would carry information on challenges faced by CPD and help the Ministry of Education and policy-makers to make informed decisions on improving the quality of education.

I have got the teachers' approval to use the information of their interviews and group discussion such as audio-records, pictures and results of surveys. Before the research, I introduced the purpose of the study and secure to remain anonymous. Overall data from interviewees and discussants do not reveal the identity of the individual participants.

## 1.4. Conceptual Framework

**Table 1 The relationship between Outcomes and Correlates of Empowerment**



Source; The World Bank (2006)

So far the consideration of teacher empowerment is only limited in separate approach, measuring each element correlation. It cannot fully take aspects of empowerment. Taking the World Bank framework (2006), researches can be distinguished between agency and opportunity structure in empowerment setting. Agency of people is a measure of the resources that people take in terms of psychological, social, material, organizational and informational element in their lives. The factors in agency includes stress and work effectiveness (Tohmas&Tymon, 1994), job satisfaction (Rinehart & Short,

1994; White, 1992; Wu, 1994), conflict (Rinehart, Short, & Johnson, 1997; Short, 1994b), commitment (Wu & Short, 1996). In particular, adopting psychological empowerment aspect in agency by Spreitzer's (1995) model stemming from Thomas and Velthouse (1990) approach, focuses on four elements: meaning (value of work), competence (self-efficacy), self-determination (autonomy in initiation and continuation of work behaviors) and impact (influence on work outcomes). For desired action by agency, there needs opportunity structure to support them. It includes the array of formal and informal institution. To Isopand Heinsohn (2005), those institutions are "*the formal and informal laws, regulatory frameworks, values, and norms govern peoples behavior*" In the point of opportunity structure, non-psychology factors in school setting are included in the opportunity structure. Non-psychology factors in school setting include participation in decision-making (White, 1992), authentic pedagogy and school organization (Marks & Louis, 1997), vision and professional collaboration (Newmann, 1993), principal leadership (Blase & Blase, 1994, 1996, 1999; Rinehart, Short, Short, & Eckley, 1998), high-involvement management (Herzberg et al., 1959), principal authenticity (Bredeson, 1989; Heck, Larsen, & Marcoulides, 1990), instructional improvement and student achievement (Bryk, Lee, & Holland, 1993; Smylie, 1994; Marks & Louis, 1997), teachers'

organizational commitment, professional commitment, and organizational citizenship behavior (Deifendorff, Brown, Kamin, & Lord, 2002) and climate (Short&Rinehart, 1993). Agency and opportunity structure together is affecting on degree of empowerment. As shown below, the relation between the empowerment structure and teacher empowerment from Short (1996) is closely related (See Table 2).

**Table 2 Empowerment and Teacher Empowerment**

Empowerment element	Teacher Empowerment 6 dimensions (Short, 1996)
Agency	Self-Efficacy
	Impact
	decision-making
Opportunity Structure	Status
	Impact
	Opportunities for Professional growth

Source: The researcher reconstructed the literature review

## **CHAPTER 2. LITERATURE REVIEW**

This study tries to look into the question of how teacher empowerment was affected by CPD system in Ethiopia. To analyze CPD from this point of view, it is necessary to review literature on teacher empowerment. The researcher begins by presenting literature related to the expansion of empowerment discourse. Secondly, the researcher will present literature specifically related to teacher empowerment to clarify with the definition and structure of teacher empowerment. Especially, for creating interview questions, 6 dimensions from Rinehart & Short (1994) and the World Bank approach to empowerment are considered as a main analysis structure. The researcher will then present previous researches of CPD which can be the toolkit, government reports and some short reports from field studies.

### **2.1. Empowerment.**

An empowerment approach to development is rooted in the conviction that the poor themselves are a valuable partner for development (Narayan, 2002). Various fields related with development

have taken empowerment as their key terminology. Including community development, health, psychology and education, various fields have studied empowerment. For example, the World Bank and the Jamkhed<sup>1</sup> model being popular in public-health have used it in core strategies for global problem solutions. In community development, empowerment is a pervasive positive value (Julian, 1987).

### **2.1.1. Teacher empowerment**

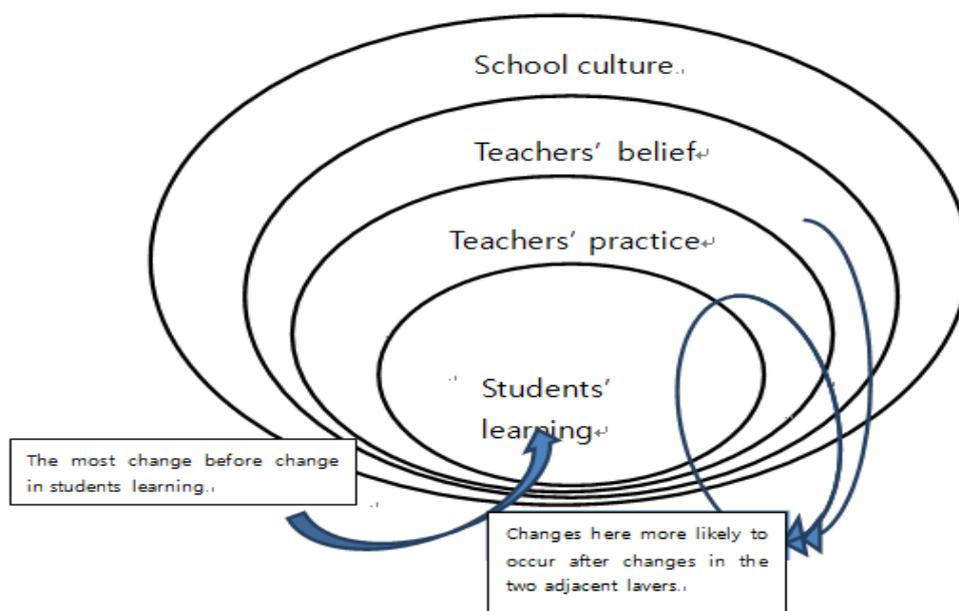
When it comes to the educational reform, teacher empowerment has been recognized as a core concept for change (Bruce, 1993). To Prawat, teacher empowerment is obligatory for educational discourse. The studies about teacher empowerment started to appear in the late 1980s (Edwards, Green, & Lyons, 2002). For the last decade, teacher empowerment has been the crucial component for education reform. The fundamental goal of improvement teacher quality is for the total education reform including students' learning and achievement.

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<sup>1</sup> A Sustainable, Comprehensive, Community-Based Primary Health Care (CBPHC) Approach Communities 'Health' themselves based on the Comprehensive Rural Health Project (CRHP), Jamkhed, India

According to Mckenzie and Turbill(1999), for students' learning, there need sufficient conditions to achieve to the next step of schematic progress. As shown below (Table 3), after carring through two previous elements; teacher's belief and practice, the benefits for students can be achieved. Teacher empowerment is closely related with educational improvement in school reform, such as classroom practices or student academic achievement.

**Table 3 Schematic Representation of Theoretical Model**



Source: Mckenzie and Turbill(1999)

Several studies demonstrate that securing teachers to participate in school decision making has not only improved teachers' commitment and expertise, but indirectly pedagogical quality and student academic performance through school organization for instruction (Marks & Louis, 1997). As examined by the research of Rinehart and Short (1991), teachers who has more opportunities to have voice in decision making, having control over their time are more highly empowered than those who do not have intrinsic motivation (Spreitzer, 1995). Teachers believe that they are more empowered when the workplace provides them with opportunities for professional growth and development other than that (Blase&Blase, 2001; Short, 1998). The various approaches to empowerment briefly outlined above are testimony to the diversity of thinking on empowerment. Thus there is a need for definitional conceptual clarity in empowerment research.

The discourse of teacher empowerment comes from critics in school. The one of the critics is that external and top-down approach from school cannot bring on education reform (Sarason, 1990). A second critic comes from the fact that teacher influences education; they don' t have a voice regarding school decision making that affect teacher' s competence. And also, there are many effective teachers, which still cannot participate in decision making with little voice (Bruce,

1993). As every society has various definition of empowerment, the structure of teacher empowerment is debatable. For example, scholars have it as local terms for autonomy, self-direction, delegation (Burke, 1986), intrinsic motivation (Spreitzer, 1995) and enhancing self-efficacy through reducing powerlessness (Conger & Kanungo, 1988) etc. The diversity of thinking on empowerment has brought on some ambiguity about the empowerment construct. As perceived by Short, Greer and Melvin (1994), teacher empowerment defined as ‘a process whereby school participants develop the competence to take charge of their own growth and resolve their own problems’. To Bolin (1989), teacher empowerment is “investing teachers with the right to participate in the determination of school goals and policies and to exercise professional judgment about what and how to teach” . As described by Schmerhorn, Hunt, & Osburn (1994), Empowerment is “the process by which administrators share power and help others use in constructive ways to make decisions affecting themselves and their work” . Spreitzer and Doneson (2005) indicate that the empowerment can be defined using three categories: a social-structural perspective, a psychological perspective and a critical perspective (see Table 4).

**Table 4 Teacher empowerment**

Burke (1996)	Autonomy, self-direction, delegation
Short, Greer and Melvin (1994)	A process whereby school participants develop the competence to take charge of their own growth and resolve their own problems
Spreitzer (1995)	intrinsic motivation
Liontos (1993)	Bring the responsibility for decision making to the lowest possible level.
Bolin (1989)	Investing teachers with the right to participate in the determination of school goals and policies and to exercise professional judgment about what and how to teach.
Perkins And Zimmerman (1995)	A process by which people gain control over their lives.
Short (1992)	Presented six empirically derived dimensions underlying the construct of teacher

	<p>empowerment:</p> <p>autonomy, self–efficacy, decision–making, status, impact, and opportunities for professional growth.</p>
Schmerhorn, Hunt, & Osburn (1994)	<p>the process by which administrators share power and help others use in constructive ways to make decisions affecting themselves and their work</p>
Spreitzer and Doneson (2005)	<p>Three categories;</p> <p>1) a social–structural perspective: equal participation in democratic process</p> <p>2) a psychological perspective: enabling or enhancing personal efficacy, motivation, ownership</p> <p>3) a critical perspective: process evaluation.</p>
Firestone and Pennell(1993)	<p>Decision making, Autonomy and Opportunities for Professional Growth.</p>

Source: The researcher reconstructed the literature review

### **2.1.2. Teacher empowerment structure**

The other motivation of the unclear definition comes from lots of variables related with teacher empowerment. Taking a broad view, researches can be distinguished between psychology factors and non-psychology factors in school setting. Research on teacher empowerment has explored its relationship to a host of inside of school variables. Considering empowerment as psychological setting identifies a mediating link between empowering acts and outcomes such as satisfaction, commitment and involvement (Sanjay, 2001). Psychology factors in this category includes stress and work effectiveness (Thomas&Tymon, 1994), job satisfaction (Rinehart & Short, 1994;White,1992;Wu, 1994), conflict (Rinehart, Short,&Johnson, 1997; Short, 1994b), commitment (Wu &Short, 1996). Adopting psychological empowerment aspect by Spreitzer' s (1995) model stemming from Thomas and Velhouse(1990) approach, focuses on four elements; meaning(value of work), competence(self-efficacy), self-determination( autonomy in initiation and continuation of work behaviors) and impact(influence on work outcomes).

Non-psychology factors in school setting include participation in decision-making (White, 1992), authentic pedagogy and school organization (Marks & Louis, 1997), vision and professional collaboration (Newmann, 1993), principal leadership (Blase & Blase, 1994, 1996, 1999; Rinehart, Short, Short, & Eckley, 1998), high-involvement management (Herzberg et al., 1959), principal authenticity (Bredeson, 1989; Heck, Larsen, & Marcoulides, 1990), instructional improvement and student achievement (Bryk, Lee, & Holland, 1993; Smylie, 1994; Marks & Louis, 1997), teachers' organizational commitment, professional commitment, and organizational citizenship behavior (Deifendorff, Brown, Kamin, & Lord, 2002) and climate (Short & Rinehart, 1993).

### **2.1.3. Teacher Empowerment Approach in Development Discourse**

There are the other perspective to examine variables related to teacher empowerment, which not only personal ability, competence and participation in school, but also political, economic, policy and social factors affect on the behavior of teacher and their willingness to act.

This approach does not ignore other perspectives, but includes others; it recognizes personal psychology factors as prerequisite to a change. In this case, the term of empowerment is referred as enhancing an individual's or group's capacity to be able to make their own decisions and bring these choices into desired actions and outcomes (Alsop, Mette and Holland, 2006). This approach originally comes from social theories which focus on poverty reduction (Ruth, Mette and Jeremy, 2006).

There has not been convergence of available research data describing to the question of what factors contribute to teacher empowerment in a developing context. It is because those teachers in developing countries have faced lots of educational issues from poverty and the low quality of life, education development can also adopt it for teacher empowerment approach. As demonstrated by Ruth, Mette and Jeremy (2006), it includes viewing empowerment as from self decision making to desired actions from own choice. It is important for empowerment to cause desired action from choice without barriers. It can be conceptualized to engage teachers in school decision making and problem solving of every aspect of their lives, to give them some control over their work and influence in a reform process. Especially, participation in decision making is a core concept. That is because it is

closely related with teacher ownership. “Unless teachers are actively involved in policy formulation and feel a sense of ‘ownership’ of reform, it is unlikely that substantial changes will be successfully implemented.” (Santiago and McKenzie, 2006). To give teacher ownership, teachers need to have opportunities to design new and better education themselves on their own initiative, in their own interest and from their own resources (Kolderie, 2003). The ownership by empowerment has been the crucial concept for development (David 2011). There are several cross-country studies providing evidence to examine the development community consensus; the Capacity, Change and performance 16 country-case study (Baser and Morgan 2008), and the Asian Development Bank (ADB) 2007 annual evaluation Review (World bank, 2011). It can be the solution of many developing countries’ education problems in developing countries such as children labor in school, students’ dropout and low quality of education. Empowerment brings ownership for those responsibilities for making decisions by involving them directly (Harrison, Killion & Mitchell, 1989). Thus teachers are involved in decisions-making process about curriculum and instruction being closest to the students at the lowest practical level. The various approaches to empowerment briefly outlined above are testimony to the diversity of thinking on empowerment. Thus there is a

need for definitional conceptual clarity in empowerment research. Even though there is no single structure for empowerment, it is clear that teacher empowerment is not just about building surer knowledge and a greater methodology. To Maeroff, empowering teacher has alluded to make equipped teacher with academic knowledge and teaching technical factors. However, it overlooks that there are many effective teachers, which still cannot participate in decision making with little voice (Bruce, 1993). And it is also notable that ensuring their basic condition for lives guarantees empowerment for teachers. The School based approach and the society structure based approach may be closely related and cannot exist separately. For improvement of teacher empowerment, especially in developing countries, both of empowerment aspects needs to be explored. When the teacher is able to connect to empowerment, they have consistently demonstrated their capacity and competence in improving quality of education. (Dee et al. 2003).

## **2.2. CPD in Ethiopia**

To solve problems related to access, equity and quality of educational provision, the Transitional Government of Ethiopia (TGE) introduced the Education and Training Policy in 1994. The Education and Training Policy (ETP) established the foundation for all subsequent strategies, guidelines and programs. The education sector programs were Education Sector Development programs 1, 2 and 3, which were developed in 1997, 2002 and 2005 respectively. Education Sector Development Program III (ESDP III) has given priority of strategies aimed at improving quality and efficiency of Education. The ETP has been directed toward a new approach to education; quality of education through Continuous Professional Development. With regard to the policy, the Ministry of Education pays special attention to for CPD aimed to ensure the right of teachers as well as of a purpose of national development (Barrow, et al., 2006). The priority of this national project was to improve teaching skills, qualifications and attitudes of teachers. The target outcome for the CPD was expansion of pedagogical knowledge and improving the capacity of teachers (MOE, 2007). Emerging of the CPD is based on the strong consensus around key

issues as follows (Education 2009). Firstly, in terms of the effectiveness and sustainability of the training, workshop/seminar methodology cannot achieve a fundamental goal compared to the costly investment. In this sense, the long-term training regards as the practical approach, which designs the CPD program as the life-long education until they leave the teaching career. Secondly, the awareness about legislation of the CPD rooted the agreement of the necessary of the INSET. Even though most of the countries have not adopted the CPD as a mandatory program, introducing legislation concerning the CPD is increasingly viewed as positive change. And the previous cascade model had problems regarding ineffectiveness and limitation to transmit the original information. The significant difference of teacher training between Before the late 1990s and after, is that the old one was for only exclusive cascade or multiplier model through selected teachers and principals attended centralized workshops and returned to their school to transmit their new knowledge (USAD,2010). Both workshops and the cascade model are typical approach of a 'top down'. These approach brought limitation of trainings concerning opportunity for feedback, little or no available resource materials and lack of the motivation to use the information. To supplement the

symptomatic of a 'top down' approach, the CPD aims to design the bottom-up approach for education development.

In CPD, all stakeholder related to education belongs to and set their own goals to improve education. With rapid quantitative expansion in the last 20years, standards for education have increasingly set and describe the issue of quality. With curricula improvement textbook provision, participation of community and an increase in the national education budget, quality of teacher is the key element of quality of education in the 2005 Education Sector Development Program (MOE, 2005). Especially, in terms of improvement of quality education, teachers highly value CPD programs which run at the school and cluster level (USAID, 2006). At school level, the object of program should include school principal/ directors, teachers and technical and administrative personnel. The significant point of CPD is based on the need analysis of each stakeholder (See Table 5). According to MOE (2005), CPD is essential with all educational institution. As the national intervention program, each school teacher must take a minimum of sixty hours each year in CPD. Each institution must have a CPD plan which outlines the CPD priorities for the year. The significant element of CPD approach is based on ownership. There is freedom to design their action

plan according to their goal. While accepting their own decision, it causes the ownership which can be the motive to improve their profession.

**Table 5 CPD Stakeholders**

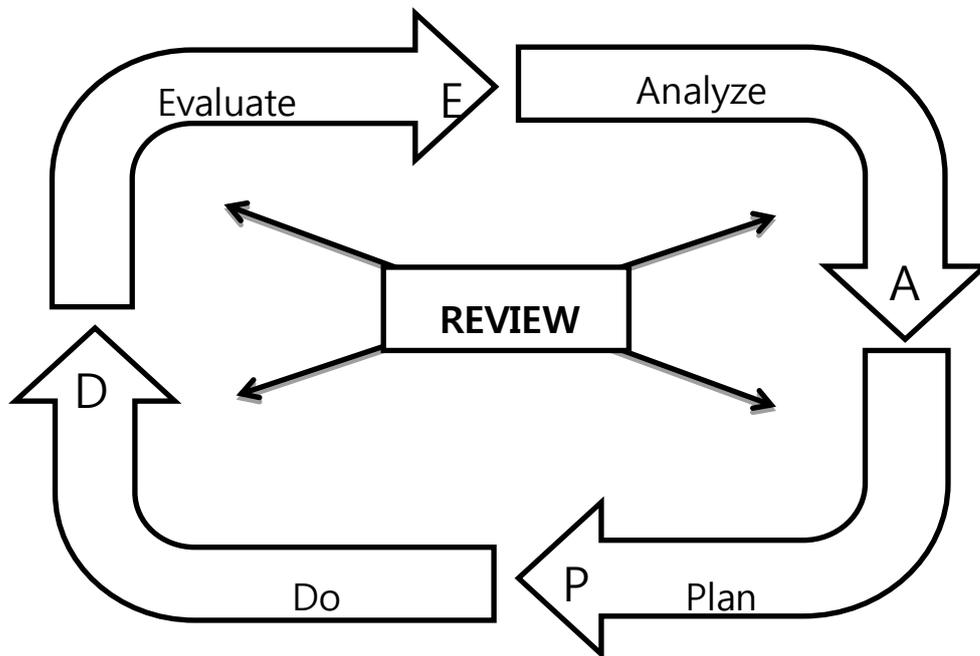
Stake holders	Responsible person/group/institution
Individual Teacher	The individual Teacher
A group of teachers within an institution	The group leader
A school	The Head Teacher
A group of institutions	The head teachers of a cluster of schools
A Woreda/ subcity	The head of the education section of the Woreda/ subcity
A Zone or region	The Head of the region Education Bureau(REB)
The Nation	Expers at the ministry of Edcuation

Source: the MoE(2009)

The CPD is a developmental program that in a cyclical way consisted in 4 stages: Analyze →Plan → Do → Evaluate (See Table 6).

The CPD cycle is similar at individual, group, Woreda, Region and National Level (MoE, 2009b). The CPD is designed by the needs analysis of all stakeholders. In the procedure of plan, teachers organize their action plan in teacher's professional portfolio used as a whole guide for next processes. The next step 'do' cycle involves lots of activities which are suitable to the action plan (See Table 6). The CPD cycle of evaluate is reviewing and evaluating whether or not it is effective in improving students' learning.

**Table 6 The CPD Cycle**



Source: the MoE(2009)

**the Do Cycle activities**

Curriculum meetings	Action Research
Demonstration lessons	Professional reading and research
Planning lessons together	Visiting schools and teachers to see examples of good practice
Peer observation	Sharing/showing good practice within a school
Observation of lessons and feedback	Maintaining a professional portfolio
Observation of Students in lessons	Team teaching
Talking to Students	Workshops
Assessment of Student work before and after the CPD activities	Visiting experts
Making of students work, giving feedback and advice for development	Mentoring
Shadowing a teacher	Discussion meetings

Source: the MoE (2009)

The MOE recommends that internal and external supports help to run each school CPD as supply of human resources. It aims to involve the cooperation with the local and regional educational authorities which have educational experts to support teachers (Desalegn, 2011). With the cooperation, the specific objectives of CPD are mainly 5 categories;

Method, Knowledge, Attitude, Research, and Recognition(See Table 7).

It is an entire career–long procedure of improving their profession.

**Table 7 CPD objectives**

Method	teaching attitude: using student–centered and problem–solving approaches according to the active–learning based curriculum introduced in 1994
Knowledge	improve teacher subject–matter knowledge
Attitude	More positive attitudes, cooperative approaches to work
Research	Practice and action research through teacher practice
Recognition	Teaching job as new opportunity to develop teachers themselves

Source: the MOE(2009)

### **2.3. Previous Studies on CPD**

In Ethiopia there has been a proliferation of policy documents centered in improving the professional teachers throughout their career. Although CPD has been introduced which place emphasis on the concept of lifelong learning and provide professional development program for

teachers, little is known about the current situation in school level. Though very few none of studies concentrated on teachers' perceptions about inside of CPD itself, they all focus on its outcome (Hailu and Jabessa 2010). Previous studies on CPD were analysis of structure and reports about the toolkit. The implementation of CPD is based on at school and cluster level. Lots of researches have been done about the cluster system. Even though few researches were generally conducted as the evaluation of CPD, it only lists the outcomes and results of CPD in school setting. It cannot analyze the practical factors which impact on the development of school profession. Moreover, there has been no research focusing on CPD in relation to teacher empowerment, which is the important factor if the program aims to listen to the bottom needs. There was not much research has been done about listening to teachers' discourse about the CPD in primary schools. Since there are various approach groups, Ethiopia CPD's major priority is designed by the need analysis of all stakeholders and local context- based approach. So, this study will contribute to understanding CPD from perspective of teacher empowerment.

## **CHAPTER 3. METHODOLOGY**

### **3.1. Research Setting**

Five elementary schools in Addis Ababa, especially in Yeka, were sent invitation to teachers for this study. The teachers in 5 schools; Kokebe Tsibah school (Woreda5), Hibret Firee school(Woreda3)Addis Birehan school (Woreda4, Hibret Firee) Yeka school (Woreda5) Yeka Terara school (Woreda5, Megenagna) are agreed to participate in this study. Given the fact that CPD is not applicable to a private school, they were not involved. The participants are appropriate for this study because they are certified full time teachers with immediate supervisors; therefore, able to bring feedback about perceived teacher empowerment. With a diverse of spectrum on working experience, from 1 year-teachers to 36 years-teachers can help to view CPD effects with various view point. Also, 5 School principal and 2 professors participated in interviews to elaborate teachers' ideas. The research includes the in-depth interview and photo voice method. It contained open-ended questions and then conducted follow-up interviews with 15 teachers, 5 principals and 2

professors of the participants (See Table 8). Three types of field–data will be collected. First, through the in–depth interview, teachers being interviewed perform as the expert to describe their perception of any limitations and facilitating elements of teacher empowerment in CPD. Second, the result from 5times, each for 2~3hours Photovoice research is used to reveal teachers' perception of their empowerment status in detail. Last, the focus group discussions have held at 5 primary teachers including each school principals. For 5times, the discussions have been held after evoking some controversial opinions.

**Table 8 Summary of Participants' Profile.**

No	Selected School	Qualification	Working experience (year)	Gender	Subject
1	Kokebe Tsibah Primary School	Diploma	37	F	Mathematics
2	Kokebe Tsibah Primary School	Diploma	8	F	English
3		Diploma	3	M	Esthetics
4		Degree	32	F	Biology

(School director)					
5	Hibret	Certificate	36	M	Mathematics
6	Free				
7	Primary	Diploma	1	M	English
8	School	Diploma	1	F	Esthetics
(School director)		Diploma	1	M	Esthetics
9	Addis	Diploma	2	M	English
10	Birhan	Diploma	7	M	Esthetics
11	Primary				
12	School	Diploma	4	M	Mathematics
(School director)		Diploma	11	M	Mathematics
13	Yeka	Diploma	1	M	English
14	Terara	Diploma	6	M	Mathematics
15	Primary				
16	School	Diploma	2	M	Esthetics
		Degree	8	M	Chemist

(School director)					ry
17	Yeka	Diploma	9	M	English
18	Primary School	Degree	2	M	Mathematics
19		Degree	28	M	Esthetics
20		Diploma	8	M	Special education
(School director)					
21	Addis Ababa University	Education Degree	14	M	Depart of Education, professor
22		Education Degree	7	M	Depart of Education training senior staff

Source: Field research data

### 3.2. Research Design

This study aims to seek to identify the teachers' perceived empowerment and possible hindrances and facilitators to their

empowerment. Although growing body of evidence points to linkages between empowerment and development (Narayan 2002), teacher empowerment still has an indistinct definition and a difficulty of precise measurement. That is because teacher empowerment is affected by various elements that are related each other in a complicated way. It is hard to generalize factors of the teacher empowerment with respect to each school situations. With the lack of clarity in management structure, it is even harder to generalize. When researchers need to get a deep understanding with less intent generalizability, qualitative research methods are suitable. The study is primarily quantitative, exploring in depth the experiences, perceptions, and practices of a small groups in Addis Ababa. Each question includes analysis of interviews and group discussion that compares results from the official data and explores critical issues.

To cover the various aspects of empowerment at individual level, empowerment structure from the World Bank and Six dimensions of teacher empowerment which can reflect in CPD program are used as criteria. Some of element is suitable to match between other criteria. To clarify the criteria, the ambiguous elements are excluded in this study (See Table 9).

**Table 9 Structure of Analysis**

Empowerment element	Short 6 dimensions	CPD five elements	Meaning of CPD elements.
Agency	Self-Efficacy	Research, Method, Knowledge	Method: teaching attitude: using student-centered and problem-solving approaches according to the active-learning based curriculum introduced in 1994 Research: Practice and action research through teacher practice Knowledge
	Impact	Method	Method: teaching attitude: using student-centered and problem-solving approaches according to the active-learning based curriculum introduced in 1994
	decision-making		
Opportunity	Status	Attitude	More positive attitudes,

Structure			cooperative approaches to work
	Impact		
	Opportunities for Professional growth	Recognition	Teaching job as new opportunity to develop teachers themselves

Source: The researcher reconstructed the literature review

### **3.3. Data Collection**

#### **3.3.1. In-depth Interview**

Focusing the perspectives of teachers, In-depth interview is chosen as a first research method. Ary, Jacobs & Razavieh(2002) mentions various advantages of In-depth interview as a data collection method. The technique is designed to express a clear picture of the participant' s perspective on the topic. During in-depth interviews, the interviewee is the teller who is regarded as the expert. 15 teachers who meet these criteria are asked to participate in our study. The data is collected via a brief pre-interview questionnaire. In-depth interviews, focusing on the teacher' experiences of information about their situation from inside of school through outside of school are carried out in the teacher's community or the school. Each lasted between 30 and 40 minutes. The interviews were audio taped, transcribed, and analyzed according to the methods of framework analysis

### **3.3.2. Photovoice**

Photovoice is one of the participatory research strategies. Firstly introduced by Wang & Burris in 1994, Photovoice has been a vital tool that allows participants to express their perspectives about research topics. The aims of this method, Wang (2005) identifies three goals (1) to assist individuals with recording and reflecting on select issues; (2) to encourage group dialogue on these issues; and (3) to influence policy-makers. Taking Paulo Freire's (1970) theory of critical consciousness, it engages individuals in the questioning of their historical-social situation. As a research method, Photovoice has been used so far in various fields of studies such as community health, women, education and environment. For example, Photovoice has been used with African American breast cancer survivors (Lopez, Eng, Randall-David, & Robinson, 2005), with Latino-American adolescent immigrants (Streng et al., 2004), and with other economically and ethnically diverse populations (Wang & Redwood-Jones, 2001). Women's groups have used Photovoice to document the health effects of civil war (Lykes, Terre Blanche, & Hamber, 2003). Environment research has also used Photovoice in exploring school buildings (Jennifer, 2012). Vulnerable

populations ranging from homeless people (Radley, Hodgetts, & Cullen, 2005) to people living with HIV/AIDS (Hergenrather, Rhodes, & Clark, 2006) are all using Photovoice to create change for themselves and their communities. Photovoice supports an opportunity for communication and empowerment. Wang and Burris(1997) mentions that Photovoice is one of the method which expresses intentions of the people at the grassroots level. Through Photovoice, marginalized people are empowered to share their photo and descriptions as a way to express their own words to decision-makers (Beverly,Brigitte, Lisa&Joanne, 2009). Photovoice is useful to listen to the individual often excluded from decision-making process (Foster-Fishman, Nowell,Deacon, Nievar, & McCann, 2005). By studying with the teachers in their everyday setting and documenting their views, this method can capture the context of what the participants are expressing, and explore their experiences in depth and from their perspectives. Photovoice asks participants to have multiple roles. As a photovoice participant, participants can provide their perspective by creating their own photographic images. As a researcher, participates take a roles in the analysis of those photographs with their points of view. Photovoice started with data collection. Photovoice places the control into the hand of the marginalized and go into their community looking for their

concerns related with the topic. Once completed, the individual are at the stage of discussion about their perspectives from their data collection. The group discussion helps individual concerns to go public and clarifies the common concerns and needs in the groups. To Freire(1970), for revealing personal and social dimension of problems, collective knowledge is the key component. The facilitated discussion is a central process of Photovoice so that all participates shares their experiences and ideas. This practices builds the network to try to do action which occur to uncover the source of dissatisfaction (Wallerstein & Bernsten, 1988). Photovoice is the method that not only the technique facilitates the discussion from the marginalized, but also it induces the change of action at the policy level.

### **3.3.3. Focus Group Discussion and Data Analysis**

The focus group discussions have held at 5 primary teachers including each school principals. For 5times, the discussions have been held after evoking some controversial opinions. It is a semi structured discussion for elaborating the individual interviews' ideas. The discussion helps to avoid a bias opinion opening different perspectives

to the topics. Especially, when teachers avoid the answers excusing to depending on school situation and facility, this mythology gives a clear description decreasing ambiguous responses.

The data collected through this process help to avoid possible bias in the teachers' responses. The document analysis was used to collect all the available data on quantitative reports, official document of the MoE and publication of university from the beginning of CPD policy up to the current study. The data collected through document analysis were used to supplement and verify information from the teachers.

## **CHAPTER 4. FINDINGS**

### **: Teachers' perception of teacher empowerment in the CPD**

In many parts of sub-Saharan Africa, INSET has been used to upgrade the qualifications of teachers. The World Bank has published a toolkit for educators and planners around the issue of designing school-based teacher in-service training programs in sub-Saharan Africa (Moon 2007). Research projects requested by international organizations such as the Department for International Development (DFID) and the World Bank have tried to represent and clarify examples of the direction of CPD for better implementation (Leach, 2006). How well such programs are structured and supported has become a key element in determining the success of teacher trainings. However, it is clear that across the world the expansion of teacher numbers and the need to provide appropriate CPD program cannot be met by existing institutional systems (See Table 10, Table 11). High numbers of teachers who entered in the colleges and the unsatisfied qualification among the teachers might cause the big problem for enhancing the quality of teachers.

**Table 10 Enrollment Trends in Colleges of Teachers' Education**

Sex	2000E.C. <sup>2</sup> (2007/08)	2001E.C. (2008/09)	2002E.C. (2009/10)	2003E.C. (2010/11)	2004E.C. (2011/12)	AAGR
Male	42,817	49,409	85,166	97,086	99,604	23.50
Female	27,832	31,682	57,769	67,415	73,913	27.66
Total	70,649	81,091	142,935	164,501	173,517	25.19

Source: Education Statistics annual abstract (2004 E.C)

**Table 11 Certified Primary Teachers**

	% Qualified Teachers				
	Diploma and Above				
	2000 E.C (2007/08)	2001 E.C (2008/09)	2002 E.C <sup>3</sup> (2009/10)	2003 E.C (2010/11)	2004 E.C (2011/12)
1 <sup>st</sup> Cycle <sub>(1-4)</sub>	97.3	89.4	15.5	20.9	30.4
Male	97	90.8	14.6	19.1	27.3
Female	97.5	92.3	16.6	23.3	34.7

Source: Education Statistics annual abstract (2004 E.C)

<sup>2</sup> E.C.: Ethiopian Calendar

<sup>3</sup> Certificates from Teacher Training Institution (TTI) were a qualification until 2001 E.C. After a new policy was implemented for improvement of teachers' quality, a teacher in the first cycle of primary (1-4) have to get a diploma or above qualification from Teacher Training Colleges (CTE).

In this sense, this study has found that there have been facilitating elements and limitations of the CPD implementation. Analyzing the means through which the CPD for teachers is organized may help to understand not only the success of the CPD itself but also the motivation behind it. According to Day (1999), the CPD aims to encourage teachers to be agents of change in the moral aspects of teaching and the professional development of teaching. The CPD is designed to promote self-development and encourage life-long education for updating and adding value to their profession. The active participation of the CPD is shown and witnessed by the critical changes of the teachers in their professional ethics such as teacher autonomy, democratic, the moral of teaching and so on (Hogenbosch 2009).

However, there have been concerns about the implementation of the CPD due to lack of preparation and capacity of the government to successfully implement it. Since its implementation, there have been challenges to realize the CPD. According to other bureau evaluations of CPD, there are some common concerns on the implementation of the program. Regarding the context matter, it is far behind in current issues because of late distribution and lack of training materials. For example, even though the main activity of the CPD is filing portfolios on the procedure of the CPD, most teacher cannot agree with the purpose of

the portfolio. For teachers with more than 2 years of teaching experience, the CPD was just time consuming when they have to deal with casual heavy workloads. For new teachers, it was a duplication of their previously learned University curriculum. This research study illustrates the findings of interviews conducted the teachers in 5 schools, the principals and the professors from Addis Ababa. The findings were organized under the each research questions.

1. What are the teachers' perceptions of teacher empowerment?
2. What are teachers' perceptions of the CPD?

In organizing the information from the field research, the study specifically used at 4 categories under 2 dimensions of teacher empowerment as proposed by the empowerment structure from The World Bank and Short (1996).

**Table 12 Empowerment and Teacher Empowerment**

Empowerment element	Teacher Empowerment from perception of teachers
Agency	Autonomy (related to decision-making)
	Self-efficacy
Opportunity Structure	Opportunities for Professional growth
	Status

Source: The researcher reconstructed the literature review and filed researches

Although the research method allowed me to provide a rich description of how some educators view their perceptions of empowerment currently, I cannot infer that the entire national population of educators has identical views. This was an exploratory study limited to five school districts in Yeka. Therefore, conclusions cannot be generalized from the target population to other populations

(Ary, Jacobs & Razavieh, 2002). I could only trust that the educators saw the value in the opportunity to provide their input into their perceptions about their empowerment and their perceptions of how their perceptions of empowerment have changed since CPD was implemented. In addition, some part of data will be self-reported with results based on the assumptions that the participants are honest and worked independently when giving responses.

## **4.1. Teachers' perceptions of teacher empowerment**

The study stemmed from the reconsideration of teacher empowerment due to the current changes in education such as the introduction of high qualifications, the CPD and a dramatic expansion of quantity such as high enrollment rate and schools. According to interviews from the teachers, principals and professors, the awareness of teacher empowerment has prevailed. Despite facing fundamental problems such as inadequate fulfillment of basic needs, high turn-over and low social statuses, teachers had clear ideas and directions for realizing teacher empowerment in their conditions. The teachers did not consider other indicators like students' achievement, meaning and pedagogy as critical to teacher empowerment. Instead, the most common response of teachers was autonomy and self-efficacy.

The most predominant opinion of teacher empowerment was based on autonomy which is a critical implementation point of the CPD. As the CPD is designed to be achieved from a 'bottom-up' approach, teachers' autonomy can regard as a driving force. With regards to the process of decision-making, the study found that the responses from

20 teachers did not regard it as an independent element. The most common response from teachers, who mentioned autonomy as teacher empowerment showed the correlation between decision making and autonomy. Some recalled that in the process of making decisions in schools, it was widely known that teachers were only able to contribute to a small part of the process.

*Teacher empowerment is an ability to make decision about anything they want to do. All teachers becoming facilitators is teacher empowerment. Then, teachers can be the decision makers.<sup>4</sup>*

*Q. In the CPD, you have to be a facilitator to run your own development plan, how is it going?*

*A. As I mentioned, teacher empowerment enables teachers to do what they want. They can make a decision about what they can want to do. But, we should know that there is a difference with the between what they want to do and what they can do. It is easy to do what they want to do in a free and open*

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<sup>4</sup> In this study, for the privacy of interviewees, their real names are not given.

*environment situation. But creating that environment is hard. This effort is also defined as teacher empowerment, the same as in the CPD. It can be my answer.*

Self-efficacy is the second most frequent answer from teachers' interview on the other element of teacher empowerment. It is the measure of their trust in their ability to complete a given workload and reach the goals.

*Teacher empowerment is all about self-efficacy. It means that teachers help themselves develop their knowledge and their understanding and share their experiences. They get knowledge and it gives them some idea of profession. It makes them fulfill their job.*

For the development of self-efficacy, the findings of the interview suggest that teachers need training which would help enable them to build their self-efficacy. The responses about self-efficacy illuminated the importance of the process in which, it is not about what they know, but the means to achieving success in their profession.

*Teacher empowerment cannot define by a single aspect. But agree with that self-efficacy is the most dominant element in teacher empowerment. It includes the ability to solve the problem around teachers' their own lives. It includes meaning of how to build their own profession and motivation and even solve economic problems which also affect the teaching profession.*

Despite the clear definition from teachers, there are lots of limitations faced by teachers. Teachers mostly considered teacher empowerment as an element closely related with the school and social atmosphere affecting their statuses. Also, teachers well recognized the barriers making it difficult to realize their definition of teacher empowerment.

*Teacher empowerment can be affected by our current problems. We have big classes and lots of students. Struggling with students and lots of limitations, it is hard to say that I am confident in my teaching. I cannot guarantee whether I can be successful or not in teaching.*

*There are lots of limitations to achieve teacher empowerment. It is not about a visual limitation. It can be a process of communication, speech, religion, atmosphere, social condition and so on.*

There are many teachers who raised the issue of facing social barriers in order to achieve teacher empowerment. Social barriers appear to be a critical difficulty in building their profession

## **4.2. Teachers' perception of the CPD**

Teachers valued the implementation of CPD as improvement of their profession. In terms of awareness about teacher empowerment, the majority of the teachers appeared to understand their position and the needs of the CPD. However, even though teachers valued the implementation of CPD by teachers, they felt that there were limitations to realizing their action plan. When the researcher participated in the group discussion, many of teachers seemed unable to describe the clear procedure of the CPD, which has been identified as the critical limitation of the CPD. From the interviews and the group discussion, this study has determined that the CPD is always necessary for those who work in schools because of changes not only in the teaching field such as methodologies and knowledge, but also in the conditions in which they work and the broader external environmental, cultural and socio-economic factors which affect their job.

### **4.2.1. Agency aspect**

The agency of a people is an element of empowerment that is regarded as resources in terms of psychological, social, material,

organizational and informational aspects. The factors in agency includes stress and work effectiveness (Tohmas&Tymon, 1994), job satisfaction (Rinehart & Short, 1994;White,1992;Wu, 1994), conflict (Rinehart, Short,&Johnson, 1997; Short, 1994b), and commitment (Wu &Short, 1996). In particular, the psychological empowerment aspect of agency by Spreitzer' s (1995) model stemming from Thomas and Velhouse(1990) approach, focuses on four elements; meaning(value of work), competence (self-efficacy), self-determination (autonomy in initiation and continuation of work behaviors) and impact(influence on work outcomes). This section analyzes the common responses from teachers on their perception of teacher empowerment, and focuses on autonomy in regards to decision-making and self-efficacy (See Table 13).

**Table 13 The relationship between agency and teacher empowerment**

Empowerment element	Teacher Empowerment 6 dimensions (Short, 1996)
Agency	Autonomy related to decision-making
	Self-Efficacy

Source: The researcher reconstructed the literature review

### **Agency aspect: Autonomy**

In this chapter, the responses from the teacher are under the category of autonomy. The study found out autonomy is mainly affected by 3 sub elements: the effect of principal Leadership, CPD as mandatory program and increased workload. Although the CPD is designed to be a bottom-up approach, most of teachers felt that it had not followed the 'bottom-up' approach. With the strict regulation of allocated time, 60hours per every years from teachers and unclear directions on how to implement it, it is not easy to participate in CPD as a way of self-development with autonomy as the mandatory program.

#### **Principal Leadership**

A teacher noted that the role of the director can be a fundamental element of teachers' autonomy. Although the CPD puts an emphasis on the needs of each stake holder, it is hard to realize it at the practical level. One professional from Addis Ababa in the department of teacher training mentioned that the success of a program can be guaranteed if principals share information and power with teachers and if a need analysis procedure is undertaken.

*In CPD, Accountability is very important. But it cannot be created naturally, the school leaders have to open the channel of communication, which can bring teacher' s own leadership to CPD procedure. To share information and make everything clear, they should work together when they set goals and the directions. So the participation of teacher is very important.*

From a teachers' point of view, autonomy is closely related to the procedure of decision-making. Since schools' atmosphere changes a lot depending on the principal' values, most teachers agreed that autonomy could be created by a 'top-down' approach. This belief clarifies that the previous chapter's definition of teacher empowerment in which teachers described autonomy from teachers' access to mean that teachers need an appropriate leader to guild them in how to participate in the process. Teachers in the CPD anticipate a well-organized and supportive supervisor' visit. According to the study by VSO(2002), leadership at school-level can also establish a support system and ensure teachers professional commitment towards the

program.

*My school is good but It was not always. Now we are very open. Because our school principal is a really nice guy. He talks with us and listens to our ideas. He is not bossy. So it is not hard for us to run any program with my principal. But we all know that most schools are not like this. I am lucky.*

Traditionally, principals have influenced the effectiveness of schools, which is largely true to affect change toward increased teacher empowerment (Rinehart, Short et al. 1998). This factor implicates that the importance of efficient running process of the CPD creates the atmosphere of autonomy in teacher empowerment.

### CPD as a mandatory program

In the CPD, teachers have to plan, implement and evaluate their training process. Without the clear procedure of the CPD system, the teacher's response illuminated the unwillingness to participate in a mandatory program. For example, even though the main activity of the CPD is creating a portfolio on the procedure of the CPD, most of

teacher cannot agree on the usefulness of the portfolio. And for experienced teachers, they said that the CPD was another burden on top of their already heavy workloads. For new teachers, the portfolio contained the same information they had learn in university.

In the matter of sustainability of the CPD, teachers noted different points of view. The critical difference came from the issue regarding adopting the visible reward such as a certificate and license after completing the CPD.

*I hope that the government designs a license program for CPD.*

*So with this license, it can be the qualification for a promotion.*

*And I think it may be help teachers to participate in the program.*

*I hope that starts from the next year.*

However, more than half of the respondents held the opposite view. They argued that external motivation such as a certificate of qualification of CPD would not be appropriate unless the contents were appropriate. They believed that adding a certificate would negatively affect a teachers' self-development. This belief seems to be related to the process of autonomy in the decision-making. One of the

assumptions from the responses was that if it happened, the intrinsic motivation to learn would decrease.

*Personally, I don't think that certificate is necessary. CPD is for profession development, not for building a career or promotion. We all are aware of necessary of CPD, but it is not strong enough to be mandatory with certificate for other purpose.*

### Portfolio

Schools had shown perfunctory efforts to run the CPD by teachers' level. Teachers shared the results of their portfolio and then copied each others' results to decrease the stress of filling out all of the required documents (See Table 14).

**Table 14 Guideline of Portfolio**

The portfolio should include the following	The portfolio could include the following
✓ Individual CV(personal and professional data and qualification)	✓ Details of any Action Research undertaken
✓ Individual CPD Action Plans	✓ Attendance certificates for local,

<ul style="list-style-type: none"> <li>✓ Evidence of all the CPD activities which have been undertaken by the individual teacher in the last two years</li> <li>✓ Feedback from mentors/facilitators</li> <li>✓ Annual appraisal reports</li> <li>✓ Examples of examination results with an analysis</li> <li>✓ Examples of lesson plans with evaluations.</li> </ul>	<ul style="list-style-type: none"> <li>regional or national courses/workshops</li> <li>✓ Examples of materials prepared by the teacher as part of CPD activities</li> <li>✓ Reports on classroom observations by peers or line managers/mentors</li> <li>✓ Examples of curriculum development materials developed by the teacher</li> <li>✓ Examples of audio visual materials prepared by the teacher</li> <li>✓ Examples of assessment tasks and tests written and/or marking schemes developed by the teacher</li> <li>✓ An analysis of the achievement of students in the teacher's classes</li> <li>✓ Awards received</li> <li>✓ Extra-curricular activities</li> <li>✓ Other evidence of personal development activities undertaken</li> <li>✓ Upgrading, Summer School programs – that are not a part of the mandatory sixty hours</li> </ul>
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Source: the MOE (2009)

However, even in one school, there is no format for creating a

portfolio. The response of a teacher is that if a teacher doesn't have it, it effects negatively on the sustaining job. Teachers are worried about the fact that this unclear purpose and lack of united formation prevent positive motivation to create a portfolio. The teachers also commented about the procedure of the portfolio. The perspectives of the portfolio were different. Regarding the creating of portfolios, this study gathered more data on the reason for the different perspectives.

*Portfolios are one of the other problems. It is a simply a collection of documents which shows us our own achievements and failure during our years of services. It shows what prizes and recognition certificates we had or had forgotten from the past. When mentoring we can take a look at it and it has a great role in giving advice as to how newly hired teachers can adapt to the working environment. So it has to be continued.*

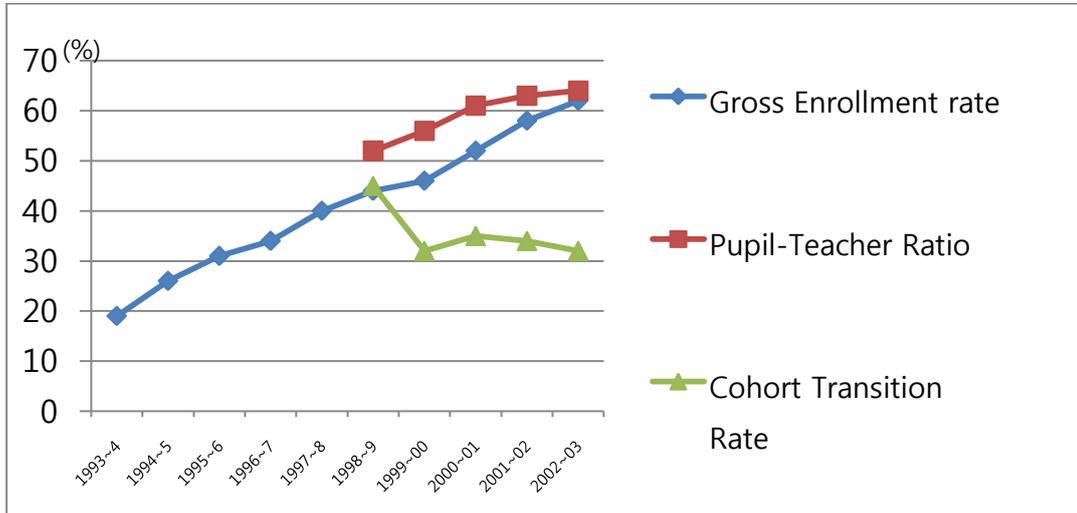
Many teachers appeared the discontent to create a portfolio. As shown above, teacher cannot fully understand the purpose of portfolio. Teacher regards it as paperwork that just takes time. It is because there are not unique formats and guild line at school level to create a

portfolio. Sometimes, even in one school, there are different kinds of format have used. And no feedback on the result decreases the motivation to keep sustaining it.

### **Increased workload: Feasibility**

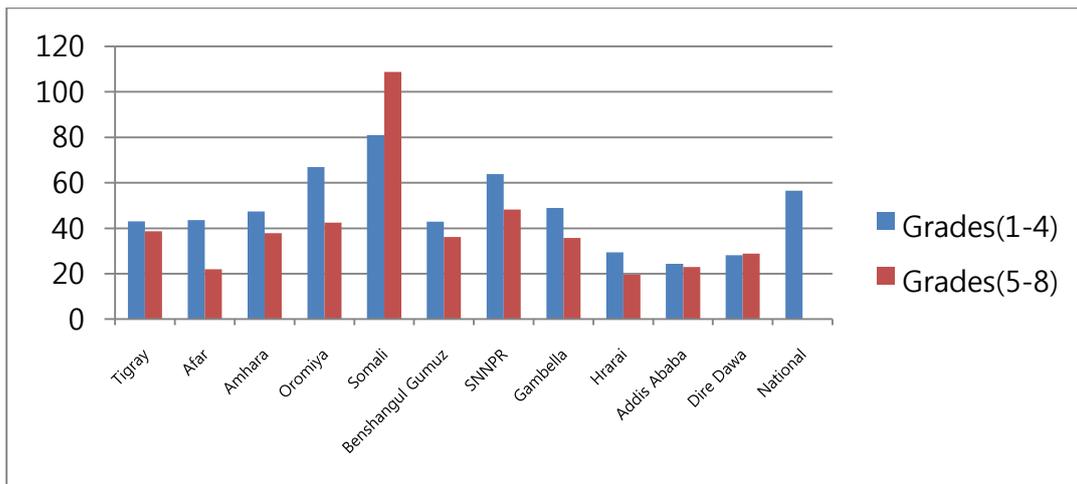
Teachers respond that there were other factors that they had to deal with besides the CPD such as large classrooms, many classes and extra works. According to Maicibi (2003), larger class size and increasing hours of work are regarded as one of the major problems in the teachers' motivation. Moreover, the implementation of free universal primary education in SSA has generally caused increasing Pupil-Teacher ratios. Even though Ethiopia had always been free universal primary education, the high ratio of pupil-teacher has been a long-history problem (See Figure 1, Figure 2). Without dealing with classroom size and increasing hours of work, teachers regarded the CPD as another burden on top of existing-problems.

**Figure 1 PTR in Ethiopia**



Source: Education Statistics Annual Abstract 2002/3. Ministry of Education, Ethiopia, (2004)

**Figure 2 PTR by Primary Level and Region**



Source: Education Statistics Annual Abstract (2004 E.C)

In terms of location, Addis Ababa has better conditions to teach students than other regions [Figure 4-3(2)]. Compared to other regions where the PTR is lower. However, the teacher who participated in interviews mentioned that they had to manage 50–60 students in one classroom. Considering the difference between the result of the statistic and interviews, it is hard to say that Addis Ababa has a better condition for running CPD.

*This job is too tiring. To satisfy the criteria of portfolio and other school work, it is too much for a teacher. I have 21 periods per week with big classes. And after our normal teaching schedule, most teachers have to supervise clubs. Teachers may have 2~3 clubs with students teacher. This is a minimum.*

### **Agency Aspect: Self-efficacy**

According to Ormrod (Ormrod 2006), self-efficacy is the measure of one's ability to complete a given workload and reach designed goals. This term has been used in various ways in the discourse of the dynamics of self-efficacy, interactions other psychological elements with self-efficacy in many different settings and attribution that contribute to.

*In teacher empowerment, self-efficacy is the most important factor. It means that teacher can develop their knowledge, improve understanding of their own situation and share experiences with others. Through self-efficacy, a teacher can get knowledge and ideas which makes them their empowered.*

In this study, it illustrates the teachers' perception of self-efficacy in the CPD. The responses are about the critical drawbacks in implementing the CPD in encouraging self-efficacy. This study mainly focuses on two elements related with the challenges of self-efficacy; 1) Lack of Preparation, and 2) Overlapping

Lack of preparation: Lack of trained facilitators.

*Most of time, we don't have enough opportunities to develop our situation because of lack of materials and human resources. Regarding the training of teachers, CPD is not able to empower teacher as well as it is aimed to. Their needs of the teachers are great, but the demands are outside of the trainer's abilities because trainers are usually principals and some people who work in higher position from the government.*

This phenomenon is commonly identified within other district in Ethiopia as well. According to the research of Hailu and Jabessa (2010), teachers and principals in the Jimma Zone believe that without improvement of facilitators including the trainers and assistants of CPD, it is difficult to expect CPD will bring the reasonable outcome. Also one of the most commonly used form of training is mentoring, which has been utilized by taken as the INSET in many countries including South Africa, Uganda and Tanzania. The mentoring is designed to transition new teachers' training (learning about teaching) into teaching (putting the learning into practice). However, as the interviewed teachers

mentions, what determines a mentor's qualifications is not clear (See Table 15). According to the responses from new-employed teachers, they felt that it was perfunctory. One teacher who used to be a mentor said that even though he had been trained about the CPD toolkit, he never thought that he was knowledgeable and it could be adopted in a school situation.

**Table 15 Quality of a good mentor**

<ul style="list-style-type: none"><li>✓ Be a good classroom practitioner and enjoy teaching</li><li>✓ Be a role model for professional attitudes and ethics of teachers including being honest, trust worthy and maintaining confidentiality.</li><li>✓ Have good communication skills</li><li>✓ Listen to and empathize with colleagues</li><li>✓ Be enthusiastic and inspirational in your support for colleagues</li><li>✓ Give encouragement, guidance and constructive feedback to build the confidence of new teachers so that they will believe in their ability to succeed</li><li>✓ Become experienced in evaluating evidence, including through classroom observations</li><li>✓ Become experienced in recording and reporting skills</li></ul>
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- ✓ Demonstrate leadership
- ✓ Regard being a mentor as a significant contribution to your own professional development

Source: CPD Practical Skills in Mentoring

And also, effectiveness of CPD in schools depend on the willingness of 'expert teachers' to work with other teachers. According to the framework (Education 2009), CPD is most effective when the expert teacher stays within the institution. However, the responses of teachers showed that many teachers felt that experienced teachers were not willing to participate as a mentor.

#### Context matters.

One of the most successful school CPDs' characteristics was that, teachers learned more effectively through active participation, than through lectures and direction (Education 2009). Therefore, participation and involvement are critical elements of the CPD process. However, this study has found that the schools are often unable to incorporate active participation in CPD training.

*When we go to a training seminar for CPD, we are taught how to create a portfolio. We just attended the seminar. They explained and we listened. It was not practical. So teachers went to the seminar and left the class, and even did not take the materials and the resources they were given. They just wanted to leave the classroom as soon as possible.*

Regarding the contents, the implementation of ESDP III outlined, activities related to in-service teacher education in TTC which share common academic goals. As shown below, these are some overlapping contents.

**Table 16 Overlapping Contents between TTC and INSET**

National CPD materials
Course 1 Professional Ethics, Counseling and Mentoring Using Active Course 2 Gender and HIV AIDS issues, Continuous Assessment and Planning, Learning Methodology Approaches to Individual Subject Areas in the Context of Large Class Sizes Course 3 Rural Development, Civics and Methodology
In-service Teacher training curriculum (ESDP III)

- ✓ Communities based approach: The teaching approach will be suited to the life style and needs of the communities. The curriculum will be context specific based on the communities' needs and aspirations.
- ✓ HIV,AIDS protection: The content of pre-service teacher training programs will be developed to provide teachers to acquire and develop appropriate pedagogical skills that are academically sound, child friendly, and gender sensitive together with individual life- skills which take into account the current HIV crises.

Source: UNESCO (2005)

### Overlapping: Pedagogical center VS Cluster center

In schools, there are pedagogical centers for supporting teaching techniques and skills for teachers' profession. Lots of teachers have spent their time running this center as their additional school task. In the CPD, cluster centers are designed to guide the CPD program in supporting teacher with teaching materials and resources. However, it is hardly for teachers to utilize the centers. The purpose of the cluster centers overlaps with the role of the school pedagogical center

*I work in a pedagogical center. I prepared all of the teaching*

*gadgets. This is located in side of school. In the center, teachers manage the teaching and learning process. For example, if you teach digestive system, before the class, you prepare the materials.*

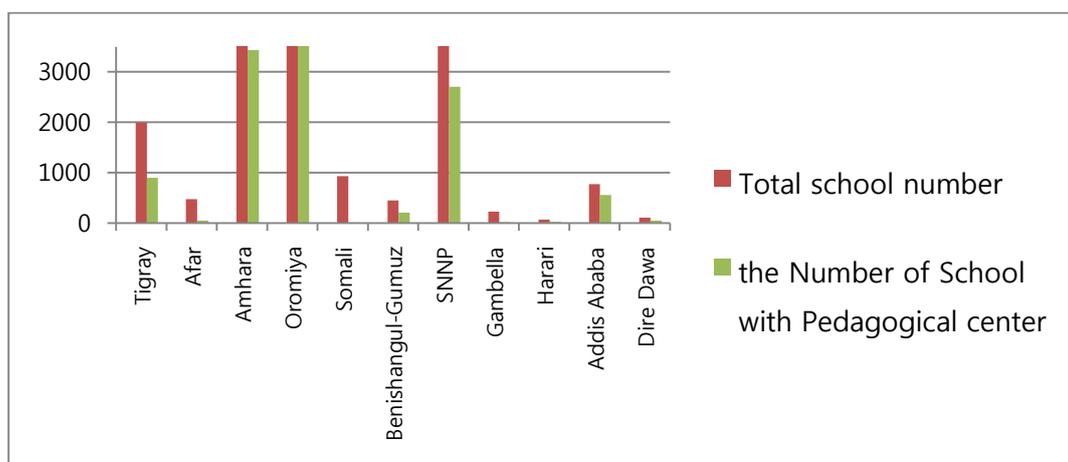
According to the response, even though the teachers are agreed to the value of both centers, they have considered and used the pedagogical center as the purpose of cluster center. When it comes to the reality, there are no clear differences between them.

*Both are important. The pedagogical center is palace where we produce things like collage, sculptures, mosaic and different pictures which help for the subjects we teach, in order to make it clear for our students to make the teaching learning process clear. When we say cluster center, it is palace where both students and teachers where their experiences and is place where a contest among teachers and students takes places to our subject matter.*

It appears the overlapped purpose to develop teachers ' profession. As described in the table, especially in Addis Ababa, more

than 70% of schools have this kind of facility as the center for teaching support (See Figure 3).

**Figure 3 Pedagogical Center by Regions.**



Source: Education Statistics Annual Abstract (2004. E.C)

Regardless of the expansion of quality in pedagogical center and the awareness of the necessity as learning community, the discussion finally ends up the consideration of teachers' motivation and initiatives to participate in the center, which are affected by the interest of teaching profession.

*TeacherA: Definitely Pedagogical center is a learning community, because teachers can develop their skills while they*

*prepare teaching aids in the Pedagogical center. They can enjoy it but, when we come to our case, is quite different from what we assume. Most teachers, I can say that, most teachers do not like to go to the Pedagogical center in order to prepare this teaching aid .The problem raised from the initiation part. Most teachers do not have any initiation or any interest to go to the Pedagogical center and to get /take that pain.*

*Teacher B: Some subjects appear to be mandatory to use teaching aids. But for the rest here in Ethiopia, if you ask whether the teachers willing to participate in pedagogical centers? I don't think so.*

*Principal: He explained shortly, the interest of the teachers is under question mark, in his explanation. A teacher who is going to participate in pedagogical center, there should (may) be an interest to join there, but the question is the teacher interested in teaching profession,*

## 4.2.2 Opportunity structure from Empowerment Structure Aspect<sup>5</sup>

For the execution of a desired action by agent, opportunity structures are required to support them. This includes an array of formal and informal institution To Isopand Heinsohn (2005), those institutions are “*the formal and informal laws, regulatory frameworks, values, and norms governing peoples behavior*” Non-psychology factors in school settings are included in the opportunity structure. These factors are based on the school & social atmosphere in the opportunity structure. Opportunity structure of ES affects on teachers’ participation in decision-making (White, 1992), school organization (Marks & Louis, 1997), vision and professional collaboration (Newmann,1993) high-involvement management (Herzberg et al., 1959), principal authenticity (Bredeson, 1989; Heck, Larsen, & Marcoulides, 1990), teachers’ organizational commitment, professional commitment, organizational citizenship behavior (Deifendorff, Brown, Kamin, & Lord, 2002) and climate (Short&Rinehart, 1993). In addition

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<sup>5</sup> Avoiding duplication of the term ‘opportunity structure’, opportunity structure of ES, opportunity structure of TE represents the opportunity structure of empowerment structure and opportunity structure of teacher empowerment respectively.

to school factors, the social–economic and culture backgrounds of teacher are also included in opportunity structure of ES. As shown below (Table 17), the relation between the empowerment structure and teacher empowerment as described by Short (1996) is closely related. Considering the teacher

Empowerment structure and the CPD, this study covers the opportunity structure and statuses which are the most critical in aspects in addressing the teachers’ fundamental education problems.

**Table 17 The Relation between Opportunity Structure of ES and Teacher Empowerment**

Empowerment Structure	Teacher Empowerment 6 dimensions (Short, 1996)
Opportunity Structure	Opportunities for Professional growth
	Status

Source: The researcher reconstructed the literature review

However, most of research has ignored real–life issues which have prevailed in the development discourse. Especially, in teachers’

interviews about empowerment whether regarding the CPD or not, the most predominant opinion illustrates their social limitation to continue in their teaching career. This study reveals that there is a need to clarify the opportunity structure of ES under the empowerment factors which can affect the CPD's ultimate goal and need in elaborating the structure of the CPD program

### **Opportunity structure: Opportunity structure in TE for professional growth**

Though teachers' in-service training was not a new approach of teacher profession, CPD participated in the first structured training program at the whole level of education field (MOE, 2004). The CPD puts into practice enabling teachers to develop through university, bureau and other school trainings. Teachers from most schools reported that they recognized the reason and necessity of CPD for their teaching profession. However, they also believed that if the CPD aimed to improve teachers' capacity, it would not just encouraged training. It also requires various considerations for profession development. In reality, since lots of teachers regard additional training as a stepping stone for their next career, they put lots of efforts to develop their profession and

upgrade their academic background. If the CPD does not have a clear result and direction, it would adjust be additional extra work, which can cause de-motivation to do the program.

*Even if we have some shortages of opportunity, we already have had some training, 2~3 times a year in different institutions. We have gotten more knowledge and experience. In addition to the CPD program, the important thing is to develop the teachers' passion to participate in teacher profession course where we learn lots of practical knowledge such as teaching skills and management of big classrooms.*

In the sense of Teacher profession development, E.C Since 2008/2009 a new policy was introduced, a teacher has to get a diploma from Teacher Training Colleges (TTC) to be qualified to teach in the first level of primary (1-4) school (Table 18). As the process of improvement quality of teacher, they have to get upgrade academic background. However, since the implementation of this law, taking another course, it is not just to improve their teaching, but change their career. Teachers, especially new-employed teachers put their efforts

for the different vision regarding upgrade their academic situation.

*As a physical education teacher, my profession and interest are closely related to health knowledge. As I don't have any diploma yet, I go to the college to learn knowledge and then get diplomas. I am learning sports science, so after graduation, I can be a doctor or a coach. For entering the University of Medicine, I need a diplomas so that is why I am doing my degree.*

*When I came to the government school, the government school situation was similar to rural and urban areas. But one significant difference in Addis Ababa is that you can get everything easily. You can do other jobs in society. And the main difference in Addis Ababa is that you can access institutions and training center. Now I' m taking the degree of Ethiopia engineering. And after 1 year, I will graduate.*

*Q. After graduation, do you want to change your career?*

*A. I cannot say 'yes' or 'no'. Who knows? But I want to create an opportunity.*

Mainly this situation appeared with the new-employed teacher. That is because lots of teachers in Addis Ababa have achieved the qualification. At the primary level, compared to other regions' average percentage, nearly 35 %, the percent of qualified teachers in Addis Ababa showed a great achievement as 76.9% (See Table 18). So within the new teacher who haven't got any diploma, there are prevailed challenges as above. Considering the high enrollment rate of TTC after 2002, this problem can be solved gradually (See Table 18, Table 19). However, the high qualified teachers' ratio also represents that they need more opportunity to expand the scope of their professions, which has not supported well in the CPD.

**Table 18 Certified Primary Teachers**

	<b>% Qualified Teachers</b>
	<b>Diploma and Above</b>

	2000 E.C (2007/08)	2001 E.C (2008/09)	2002 E.C (2009/10)	2003 E.C (2010/11)	2004 E.C (2011/12)
<b>1<sup>st</sup>Cycle</b>	97.3	89.4	15.5	20.9	30.4
<b>Male</b>	97	90.8	14.6	19.1	27.3
<b>Female</b>	97.5	92.3	16.6	23.3	34.7
<b>2<sup>nd</sup>Cycle</b>	66.3	71.6	77.8	84.5	90.8
<b>Male</b>	64.1	69.6	82.4	84.2	89.3
<b>Female</b>	72.5	76.8	76.8	85.2	93.8

Source: Education Statistics annual abstract (2004 E.C)

**Table 19 Enrollment Trends in Colleges of Teachers' Education**

	2000E.C. (2007/08)	2001E.C. (2008/09)	2002E.C. (2009/10)	2003E.C. (2010/11)	2004E.C. (2011/12)	AAGR
<b>Male</b>	42,817	49,409	85,166	97,086	99,604	23.50
<b>Female</b>	27,832	31,682	57,769	67,415	73,913	27.66
<b>Total</b>	70,649	81,091	142,935	164,501	173,517	25.19

Source: Education Statistics annual abstract (2004 E.C)

The other problem comes from the old teachers who haven't got any diploma. Although they have lots of responsibility regarding to manage the CPD and schools, it is hard for them to be a positive attitude about the current school situation.

*Teachers leave their jobs, and fresh ones comes. Then we cannot improve our education. 3–4 years later, some have gone. I feel this situation. Definitely, this affects the quality of education. But in Addis Ababa, leaving jobs is not that common here. It doesn't mean that they like their job. It is just because there are not many other job options. Teachers stay whether they want to or not.*

This rapid change in qualification is another obstacle to their teaching career. This difficulty is clear with experienced teachers. Since experienced teachers are in charge of lower grade students, they have to renew their qualification with the new policy.

*For a few years, there have been a lot of innovations in school. The government puts lots of efforts to improve education. They claim 6 key goals to achieve to(...). Most old teachers maybe feel a lot of difficulty following this change. In running the CPD, we are usually a mentor. But we also don't have the qualifications to be in a better position than the new–employed teachers.*

To sum up, this study found that the opportunity for development is not defined just in a way to develop their capacity in school situation. Teachers' view of opportunity has a wide perspective to cover their whole life-long career. Even though the CPD is considered as a life-long learning process, there are different aspects to analyze. As CPD focuses on developing a teacher's career at a school, most teachers felt that it was just another responsibility not practical training. For basic professional development, they utilized various ways to improve their conditions outside of the CPD. In this sense, the Frame of CPD hasn't matched the needs of teachers' development and fails to motivate teachers to participate in the program.

### **Opportunity structure: Status**

Teachers' opinion about status is mostly related to their social status outside of school. This section of the interviews and discussion regarding the CPD, finally reaches the matter of the social-economic barriers to staying in the teaching profession. According to what the respondents mentioned about their status, the social-economic barriers are not just related to the CPD program aspects but also are related to

teaching in general. This mainly includes the difficulties teachers have sustaining their standard of living.

### Living standard

When it comes to the running of the CPD, when the working condition cannot even sustain their basic needs, the CPD is just another pressure giving teachers trouble.

*Sometimes it is regarded as a waste of time that does not improve a teacher's skill, or it is posed as a response to their (teachers) assumption that they are not fairly benefiting from the profession .My organization, school doesn't believe that CPD is implemented as properly as it should be to be.*

The fundamental reason teacher feel dissatisfied with the program is not just related to the efficacy of the contents and methodologies but at the general problems that teachers are already struggling with.

*A Professor from Addis Ababa:*

*The purpose of the CPD aimed to achieve the quality of*

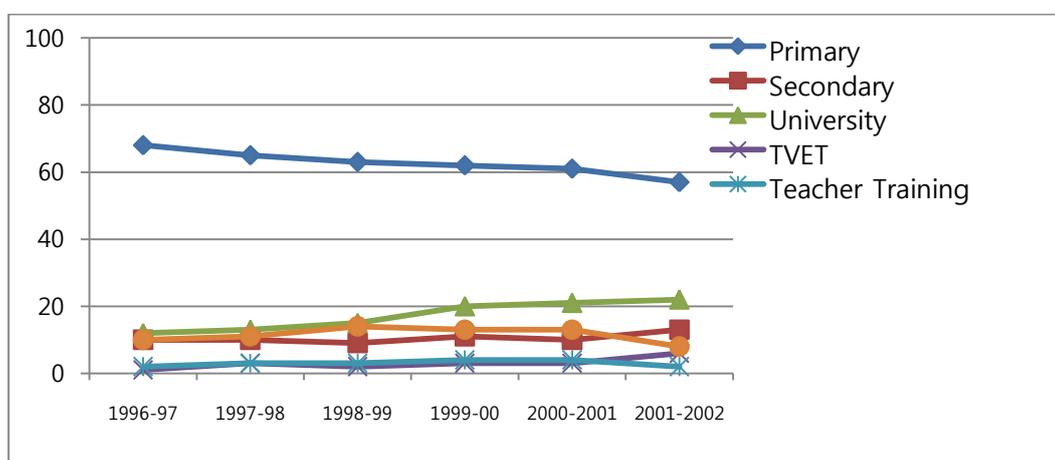
*teachers. But when teachers are not satisfied with their job because of practical reasons, I do not think that teachers can concentrate on the improvement of their profession. Actually it is not a secret. We are a developing country, in which we have lots of difficulty to solve those kinds of problems. It is a very complicated problem.*

*A Teacher wants to change their job because of payment. Pay problem of other professions is higher than this. The free time a teacher has is used to prepare for changing their profession. When it comes to the private sector, they get more money. They want to go to the private sector and other fields.*

However, even though teachers claim the economical problem, an individual teacher' s salary is not low compared to that of other public servants. For example, the salaries of non-teaching staff in primary education average 3.7 times the per capita CPD, whereas teachers receive between 6.8 and 8 times the per capita GDP (Yamada 2005). However, compared to their expectation, it is not enough to be attractive. The problem school are facing is that they have to maintain a certain level of salary to retain good teachers.

*Teachers' salary is too low to cover their basic needs. For most teachers, teaching is not a permanent job. That's because the salary is not attractive. So teachers want to change to another profession, engineering, and accountants and so on.*

**Figure 4 Share of Recurrent Expenditure by Sub-Sector**



Source: Education Sector Development Program (ESDP) (2004)

**Table 20 Projected Cost of Universal Primary Education**

**Ethiopia general expenditure**

	Actual	Estimates		Projections					
	2007/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16
Prim Edu Exp/GDP	1.72	1.46	1.48	1.72	1.50	1.51	1.61	1.74	1.86
Teacher training/ teacher salary Exp	35.5	35.5	35.5	35.5	35.5	35.5	35.5	35.5	35.5
Recurrent expenditure	302.9	344.5	404.5	552.7	546.3	633.4	752.1	904.2	1099.1
School Salary Expenditure	201.0	228.6	258.4	293.0	329.7	379.0	440.7	525.5	636.3
Teacher Training	62.7	71.4	80.6	91.5	102.9	118.3	137.5	164.0	198.6
Regional Admin& support	32.0	36.4	41.2	46.7	52.5	60.4	70.2	83.7	101.3

Source: Education Public Expenditure Review (2010)

**Addis Ababa' expenditure**

	Actual	Estimates		Projections					
	2007/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16
Prim Edu Exp/GDP	0.08	0.06	0.07	0.07	0.06	0.06	0.06	0.05	0.05
Teacher training/ teacher salary Exp	12.4	12.0	12.0	12.0	12.0	12.0	12.0	12.0	12.0
Recurrent expenditure	175.6	183.0	247.9	304.3	295.5	325.0	361.2	400.2	443.2
School Salary Expenditure	139.7	148.6	162.5	180.9	199.2	219.3	241.5	265.9	292.7
Teacher Training	14.8	15.2	16.6	18.5	20.4	22.5	24.7	27.2	30.0
Regional Admin& support	1.6	1.7	1.9	2.1	2.3	2.5	2.8	3.0	3.3

Source: Education Public Expenditure Review (2010)

## **CHAPTER 5. DISCUSSION**

In the previous chapter, the agency and opportunity structure under the empowerment structure and the related four elements of teacher empowerment from teachers' perspectives were examined. The researcher posits that an effective CPD is not only prepared through the contents of the programs, but by aligning the programs with the teachers' own personal circumstances and motivations related to the elements of teacher empowerment. The appropriate foundation of teacher empowerment in a developing condition should include social factors to take into account the social element's effects on teachers' school lives. In line with this idea, literature on teacher empowerment indicates a strong link between teacher profession development, social background and atmosphere. In this sense, besides having a purpose of improving teaching pedagogy and curriculum systematically, the CPD programs are also aimed building positive attitudes and beliefs within teacher despite their difficulties. This chapter summarizes the findings of the study presented in the previous chapter and discusses how they relate to other studies in the light of the research questions and objectives as well as to the concept of teacher empowerment proposed

by development discourse. In addition, the effectiveness of the adoption of the INSET program by the USAID, is also analyzed. According to research on Ethiopia INSET by Haramay University (2008), evaluation can be categorized into three fields: the system, the process and the contents. Adopting this framework, this study results are divided into 3 categories: the system, the process and the contents in order to represent the part viewed by teachers as a prominent challenge. The results demonstrate that the CPD run by the school and the cluster level must take a wide view even when considering the general education system itself. These guiding principles and criteria help to explain and interpret program design, evaluations and research studies. Mainly the purpose in using these criteria is two-fold. First, it is intended to help base the whole process of the CPD on the findings which are related with teacher empowerment issues. Second, it offers helpful assistance in program designs including the implementation of program activities, the development of management plan and studies.

## **5.1 Achievement and Challenges in CPD for Teacher Empowerment**

As CPD is part of the federal and regional policy to improve the quality of education, each school should be able to establish their own goals and directions for their teachers. However, due to the lack of materials and detailed information on CPD and less understanding of teachers' situation, it is devalued as simply mandatory practices.

As shown below, USAID provides key principles in effective in-service teacher professional development programs(See Table 21). In this chapter, by adopting these principles, teacher empowerment aspects from the finding are divided into three categories. It shows the systematic analysis of the teacher empowerment discourse.

**Table 21 The Elements of Teacher Empowerment and The Characteristics of Effective Professional Development under 3 Categories**

3Categories	USAID principles	Teacher Empowerment
The contents	✓ Emphasize pedagogical content knowledge in designing program content	Not directly related
The process	✓ Involve teachers in planning programs	Autonomy: leadership It needs leadership to be able to make teachers

		participate in the process effectively. Autonomy: Decisionmaking
	✓ Use adult-oriented models of active learning as the pedagogical design for in-service programs	Autonomy: Participation
	✓ Build reflective practice within teacher learning communities	Self-efficacy
The system	✓ Consider in-service programs as part of a continuum of professional development	Autonomy: leadership
	✓ Include all teachers in learning opportunities and base most of the in-service program at the school or school-cluster level	Opportunities structures
	✓ Incorporate strong instructional leadership by school administrators and local supervisors	Autonomy: leadership
	✓ Link teacher in-service to a more holistic school improvement approach involving community	Autonomy: Participation

	members in planning for and monitoring of school quality	
	✓ Successful participation in in-service professional development programs should receive official recognition by the ministry or local authority; increased financial rewards and/or advancement on a structured career ladder	Statue
	✓ Consider budget implications of building realistic and sustainable programs	Not directly related

Source: The researcher reconstructed the literature review and USAID (2011)

### **The process**

The process is the one of the prominent elements for discussing CPD effectiveness. It mainly includes leadership by principles and supervisors, an active learning process, the building of learning communities and the involvement of teachers in designing programs.

Many aspects of the process have been discussed in the response from the teachers.

**1) Incorporate strong instructional leadership by school administrators and local supervisors**

This element is related to the principal of 'involving teachers in planning programs. Based on the findings, the participation of teachers varies depending on the leadership of the school administrator or supervisors. To exercise their leadership, principals and program managers should understand purpose the program and also participate in various forms of activities when carrying out their role.

Compared to the responsibility of teachers in CPD, school leaders must do a great deal of work to implement the program. It leads to limitations in understanding and implementing the program in accordance with the goals of CPD. The response of the principal after seeing this framework often is to argue that it lacks feasibility in their school situation (See Table 22). All stakeholders are uncomfortable with the vague principles when the system has not been fully settling in yet. It leads to a decrease in motivation to effectively participate in the process.

**Table 22 Development for Primary and Secondary Teachers, Leaders and Supervisors in Ethiopia Framework**

<b>Teachers’ responsibility</b>
<ul style="list-style-type: none"> <li>✓ Engaging their own continuous professional development throughout their careers.</li> <li>✓ In consultation with others(eg Mentor, supervisor), identifying personal CPD needs in the light of the institution’ s Annual CPD plan and individual professional development.</li> <li>✓ Working collaboratively with colleagues to improve teaching and learning</li> <li>✓ Carrying out sixty hours CPD each year</li> <li>✓ Putting CPD into practice in the classroom</li> <li>✓ Being committed to supporting the wider CPD needs of their institution</li> <li>✓ Maintaining a professional portfolio to record all their CPD and other professional activities</li> </ul>
<b>School leaders’ responsibility</b>
<ul style="list-style-type: none"> <li>✓ Ensuring that learning and student achievement is inclusive, and at the center of strategic planning and resource management</li> <li>✓ Creating a CPD management strategy within the institution</li> <li>✓ Ensuring that an effective CPD needs analysis is carried out each year</li> </ul>

- ✓ Together with colleagues, identifying issues for consideration as CPD priorities
- ✓ Ensuring that the institution/department/faculty produces an Annual CPD plan and manages the budget
- ✓ Regularly monitoring the effectiveness of the changes to teaching and learning
- ✓ Ensuring the quality of engagement of teachers in CPD activities, monitoring and assessing the content of individual professional Portfolios and giving constructive feedback
- ✓ Collaborating with other local institutional leaders to facilitate effective responses to shared CPD issues.
- ✓ Collaborating with woreda, zone and REB professionals to ensure that national and regional CPD priorities are addressed in institutional CPD planning
- ✓ Taking part in regional and national CPD activities which ensure that their own knowledge and experience is up-to-date
- ✓ Ensuring that all teachers in school take part in sixty hours of CPD activities each year

Source: the MOE (2009)

**2) Use adult-oriented models of active learning as the pedagogical design for in-service programs**

One of the complaints about the CPD among teachers is that the curriculum is not practical and prevents a teacher from becoming an active learner. There are several reasons including unqualified trainers who lack experience in schools, lack of resources and lack of cooperation with other institutions. The model of 'active learning' can be a methodical solution. According to Spring (2008), active learning means preparing learners to influence the direction of political and social systems. It implies that through active-learning, teacher can be the facilitator to run an effective program and solve their own problems related to their profession.

**3) Build reflective practice within teacher learning communities;  
Encouraging teacher learning communities.**

The CPD in Ethiopia encourages the cluster center as a learning community. However, according to the field research, the cluster centers are not used properly in the CPD. The pedagogical centers have worked well as teacher learning communities. If the school puts more efforts to develop the pedagogical center to run field research and open it up as a life-long learning center, it is much more realistic solution for effective program than forcing to open the cluster center.

#### **4) Involve teachers in planning programs**

Leadership is required to make teachers participate in the process effectively. In the matter of teacher empowerment, teachers are in total agreement to the importance of leadership in which, the atmosphere for open communication and active participation can be encouraged.

#### **The system**

The system has been given less emphasis in comparison to the other aspects of process and contents. Since each school has considerable responsibility and autonomy to run the program from contents development to budgeting, the fields' research should also be continued for better implementation. In principle, three factors are closely related to teacher empowerment; a continuum of professional development, opportunities to learn and the involvement community members in school.

**1) Consider in-service programs as part of a continuum of professional development**

The problem of the overlap of curriculum in pre-service programs and the CPD was raised in the interviews. CPD's cohesion with teacher education curriculum must be considered. Especially, since the CPD is designed to be life-long learning, the long-term vision and direction to achieve the goal step by step within the entire teaching training including in-service and pre-service must be settled.

**2) Include all teachers in learning opportunities and base most of the in-service program at the school or school –cluster level**

From the perception of teachers, especially young teachers, learning opportunities are closely related with the ladder to change their careers even if it requires spending extra money and time. Without considering this issue, the CPD is regarded as extra work that is not practical or valuable, but just time-consuming. So, for planning workshops and training curriculum, some cooperation with other colleges and district education offices is recommended (See Table 23).

**Table 23 Teacher Training Institutions (TTIs)**

Institution	Region	Annual Graduate
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Abiyi Addi	Tigray	600
Arba-Minch TTI	SNNPR	600
Assela TTI	Oromia	600
Bonga TTI	SNNPR	600
Debre-Berhan TTI	Amhara	400
Gambella TTI	Gambella	400
Harar TTI	Harari	600
Jijiga TTI	Somal	600
Metu TTI	Oromia	600

**Diploma Programmes offering Teacher Training Colleges, TTCs**

<b>Institution</b>	<b>Region</b>	<b>Annual Graduate</b>
Abbiyi Addis College of Teacher Education	Tigray	300
Adama College of Teacher Education	Oromiya	300
Nekemte	SNNPR	200
Robie	SNNPR	200
Awassa College of Teacher Education	SNNPR	400
Hossana	SNNPR	300
Gondar College of Teacher Education	Amhara	300
<b>Kotebe College of Teacher Education</b>	<b>Addis Ababa</b>	<b>400</b>
Jimma College of Teacher Education	Oromiya	500

Gambella College of Teacher Education	Gambella	200
<b>Total</b>		<b>3100</b>

**Degree Programs Offering Universities (Teacher Education)**

Institution	Region	Annual Graduates
Addis Ababa University (Faculty of Education)	Addis Ababa	770
Alemaya University (Faculty of Education)	Oromia	1054
Bahir-Dar University (Faculty of Education)	Amhara	1438
Debub University (Dilla College of Teacher Education)	SNNPR	797
Jimma University	Oromia	1329
Kotebe College of Teacher Education	Addis Ababa	108
Mekelle University (Faculty of Education)	Tigray	1056
Nazareth College of Technical Teacher Education	Oromia	1519
<b>Total</b>		<b>8071</b>

Source: Teacher training institutions, Ethiopia Embassy (2007)

**3) Link teacher in-service to a more holistic school improvement approach involving community members in the planning and monitoring of school quality**

Strong links among community members, the association of teachers, parents and students are the one of the critical factors sustaining the atmosphere of decentralization. The community members and school personnel must actively participate in school issues and a formal system to do so must be put in place as part of CPD.

**4) Successful participation is officially recognized by the ministry or local authority through; financial rewards and/or advancement on a structured career ladder**

This issue comes from the fact that lots of teachers expected to get some form of reward to help build their career. In reality, financial or career advancement are not appropriate ways to compensate teachers' efforts. Rather then, the ministry of local authorities can show their recognition through appropriate formal means such as certificates and ceremonies.

Also in the guidelines, as shown above, there are three elements as shown below which are not directly related to issues of teacher empowerment. However, it implies that there are different aspects needed to run INSET programs effectively, which is an area that can be explored in future research.

**The contents: Emphasis on pedagogical content knowledge in designing program content**

In this study, Content issues are not directly related to teacher empowerment. However, according to the 'Schematic representation of theoretical model' by Mckenzie and Turbill(1999), empowering teachers through teacher beliefs and practice might be a precondition in the development of the pedagogical contents and the improvement of students' achievement. In this sense, addressing the matter of contents is the next step in improving the CPD program.

**The system: Consider in-service programs as part of a continuum of professional development (budget)**

Unlike other INSET programs run by NGOs and international donor agencies in which there are challenges to sustain the funds

required to run INSET, the CPD in Ethiopia is included in the management of national intervention. In this sense, the issue of sustaining the budget is not included in this research study. However, the whole process of investment and allocation can raise the questions of whether it is cost-effective or not.

## **5.2 Implications to Teacher Empowerment and Development in CPD program**

In Africa, the improvement of the national workforce has been regarded as a new approach for national development. As a result, many countries in Africa have tried to implement various programs for the workforce such as improving political stability and economic and educational reform (Fletcher and Zuber-Skerrit 2007). Due to the rapid quantitative expansion of education albeit with limited resources in Ethiopia, attention has increasingly been focused on the issues of education quality. Education is viewed as political, social and economic issues. So in this sense, many countries have put much effort to improving the quality of teachers. The international declarations, including the declaration at the World Forum in Dakar in 2000 and the

Millennium Development Goals explicitly represent the importance of teachers in improving the quality of education. The authorities are also beginning to realize that the achievement education of the MDGs and the Education for All agendas depend on the training of professionals. In this sense, many program developed by the Ministry, the regional state levels, and the colleges have been implemented for teacher trainings. Many international organizations have participated in creating the format for the INSET program.

Over the last 30 years, internationally a growing number of publications have evaluated the effectiveness of the CPD program by reviewing their practices. Traditionally, a review of such programs discussed of training provisions for teachers as being of questionable quality, dominated by a few large providers administered by government managers and with lacking any consideration to the feasibility. As a result, the provider of CPD mainly, NGOs and international donor agencies, have become regarded as untrustworthy partners. Moreover, traditional CPDs have been criticized because they are irrelevant to target needs and mostly are considered impractical. As a result, recent professional development programs have rejected the traditional approach of CPD such as running workshops by employing large lecture formats, and have begun to favor more decentralized and school-based

approach. It also implies that school-based CPD is suitable with the maximizing efficiency of the program, Because of the minimal cost, the 'school improvement from within' approach has been considered a fundamental base of CPD (Barth, 1990). However, it cannot be the solutions to all problems. Program designers often attempt to modify teachers' beliefs about certain aspects of teaching or the desirability of a particular curriculum development or instructional innovation (Mokhele 2013). However many professional development programs fail to consider the process of teacher change, although activities are frequently designed to alter teachers' attitudes, beliefs and perceptions. Even though some schools have established effective community' learning centers in the system of CPD, others still cannot be free from the limitations of the previous CPD practice. Some have only been able to provide limited resources for teachers because they are under-utilized and under-funded. CPD programs are aimed at not just improving teaching skills, but at the holistic improvement of teacher quality through the teachers' attitudes and beliefs. Therefore, a teacher-centered approach including internal or external motivation and social-economic factors must be considered even when there are lots of the various causes of CPD limitation.

With rapidly change of world, school-based teacher education

will be expanded in the coming decade. CPD has always been required for those who work in schools because of changes in teaching approaches, the conditions in which they work and the broader external environmental, socio-economic and cultural factors which affect them. Also, the local context based researches is definitely needed. That is because implementation of school cluster-based teacher professional development activities has varied for many reasons. Even though there is a willingness to supplement such changes by the CPD, the value and direction would be different in each schools and regions in which there are differences in school systems, teachers' own beliefs and their positive(or negative) view of their own job. Thus the success of the CPD depends on teachers' capacity to manage each challenge. It demonstrates the necessity of considering the one of the critical challenges, teacher empowerment issues when it comes to in implementation of CPD.

## **CHAPTER 6. CONCLUSION**

This study aims to critically analyze the limitation and facilitating elements of teacher empowerment in the CPD program. To identify the relationship between teacher empowerment and the CPD program, the study examined five categories under two dimensions of teacher empowerment as proposed by the empowerment structure from The World Bank and Short (1996). Based on the findings, this study also analyzed various factors which can be reflected in effective teacher professional development principles.

Little researches have been conducted evaluating CPD, and most of the previous studies on CPD programs focused on their outcomes and results. But there is little research which has focused on teacher empowerment and its implication at the school and cluster level. Therefore, this study will assist in understanding the inside workings of the program from a new perspective. Moreover, little research has been done to show teacher empowerment specifically to CPD teacher empowerment, which is considered an important factor regarding the approach from a bottom up perspective.

Qualitative research is the main methodology used to explore in depth experiences, perceptions, and practices. It is useful for analyzing research on the complex co-relationship between teacher empowerment and the CPD. The researcher used five kinds of data collection; three for the field research; In-depth Interviews, Photovoice and Focus group Discussions and two for the support; Document Analysis and Data Analysis. The collected data was analyzed under mainly two broad categories under the empowerment structure from the World Bank which are related to teacher empowerment in CPD. Using analytic frameworks designed by the researcher based on a literature review and the teachers' perspectives, these findings were interpreted based on the five perspectives adopted from factors of teacher empowerment; autonomy, principal leadership, self-efficacy, opportunities for professional growth and status.

In Chapter 4, the elements of teacher empowerment in the CPD system were examined. The findings of the study indicate that the CPD was established because there were needs for education quality and awareness of teacher education after the quantitative expansion of education. At the national level, there were many efforts to improve the quality of education. However, what teachers learned from the CPD was not actively utilized by teacher in reality.

In terms of teacher empowerment, there are four main factors related to two big categories; 1) Agency and 2) opportunity structure which have an influence on the effectiveness of the CPD. First, autonomy and self-efficacy is under the aspect of agency. Autonomy in the CPD is mainly affected by three sub elements: the effect of principal Leadership, CPD as a mandatory program and increased workload. When it comes to autonomy, although the CPD is designed as a bottom-up approach, most teachers felt that it did not follow this approach. Second, this study mainly focused on three factors related with the challenges of self-efficacy; 1) Lack of Preparation, 2) Context matters and 3) Overlapping.

Under the aspect of opportunity structure, first, they believed that if the CPD aimed to improve teachers' capacity, it would not just be encouraged by training. This observation poses various considerations for profession development. Second, there are significant problems related to social-economic barriers that make it difficult for teachers to stay in the teaching profession. According to the responses of the teachers, the social-economic barriers are not just related to the CPD program but also are related to teaching in general.

In Chapter 5, the principles for effective professional development program were adopted to the facilitating elements of

teacher empowerment in the CPD from the findings. The principles show several initiatives and implications to run effective program. Mainly there are three categories for analyzing the principles and the elements of teacher empowerment; Process, System and Content. However, in terms of the content, it did not appear close co-relationship with this research issues.

When it comes to the process, there are four principles to ensure CPD is effective in teacher empowerment. Most of all, the strong instructional leadership by the school administrator or supervisors which was elaborated in these finding is critical. It is closely related to the other principle, 'involving teachers in planning programs'. The responses from teachers are in total agreement in the importance of leadership in which, the atmosphere for open communication and active participation can be encouraged. Also teachers in INSET should be regarded as active-learners in an adult-oriented model. It implies that through active-learning, teachers can be the facilitators to their own problem related to their profession which is the main de-motivator to staying in the profession. Lastly, if the school focuses more to developing the pedagogical center to run field research and open it as life-long learning center, the pedagogical centers will work well as the teacher learning communities.

In terms of the system, CPD program should be considered as in-service programs that are a part of a continuum of professional development. The problem of overlap of curriculum between pre-service program and the CPD that appeared in the interview, demands further consideration in creating coherence in the teacher education process. Also, for teachers, learning opportunities are closely related with the ability to change one's careers and teachers are even willing to spend extra money. In this sense, it is important to foster cooperation with other colleges and district education offices to address this issue. Lastly, because of the importance of involving community members in planning for and monitoring of school quality, community members and school personnel should recognize the need to actively participation in school issues.

Teacher empowerment through CPD system was examined in various ways to determine CPD's effectiveness in empowering teachers. However, the program was unable to consider the importance of teacher empowerment as the main workforce and the necessity of motivating teacher by understanding and solving the social problems.

Another challenge is that the program was too focused on the expansion of the INSET program without consideration for what goes on

inside schools and teacher's personal situation. The government efforts alone cannot lead to teachers' profession development and improvement of the quality of education. There needs to be a comprehensive approach to make teacher more encouraged to participate and revise the program.

Considering the limitations, further studies is necessary. First, research on the budgeting allocations should be designed to draw a clear picture of the priorities of the program. Considering the fact that budget implications can positively effect and build realistic and sustainable programs, it will require more effort to collect the data from schools. This kind of study can help create better CPD system. Second, after data is collected, the results of quantitatively analyzing the portfolios and toolkits can be applied in the creation of realistic and adoptable guidelines and samples. Even though there are not many examples at the school level because of the short time period, offices and bureaus have made much efforts to make effective formats. Depending on region, the effectiveness of professional development program varies. For examples, in Tigrai, Ambara and the Southern Nations, most of teachers have shown positive attitudes towards the CPD implementation (AED and Leu 2006). Last, in terms of teacher empowerment, the further studies can be designed in study of the specific relationship between the one and the other in the effectiveness of the CPD.

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## 국문초록

이 논문은 에티오피아의 교사교육프로그램, Continuous Professional Development (CPD)을 시행하면서 교사들의 임파워먼트에 대한 영향을 분석한 것이다. 개발도상국 사례연구를 통해 국제교육개발협력에서 임파워먼트 강화를 통한 교사교육의 중요성과 시사점을 보여주고 있다. 에티오피아 교사들의 시야를 바탕으로 한 본 연구를 통해 에티오피아 교사들의 임파워먼트 향상을 통해 교사교육의 질적 향상과 궁극적으로 교육의 질적 향상을 도모를 위한 시사점을 도출하고자 했다.

특히 에티오피아의 교사교육프로그램이 기존의 상명하달 식의 교육법에 대한 반기로 교사들의 자발적인 참여(목표설정, 연간계획설정, 개발적 모니터링 등등)를 유도한 상향식 접근을 목표로 하고 있기에, 교사들의 임파워먼트가 중요한 이슈로 대두되었다. 교사들 스스로 임파워먼트에 관한 정의를 내리고, 그 기준을 통해 현재 시행되고 있는 교사교육을 바라봄으로써 실질적인 현황을 알아보고자 했다. 본 연구는 에티오피아의 수도 아디스아바바 지역에 위치한 5개의 공립초등학교에서 근무하는 다양한 경력의 교사들과 교장단을 대상으로 교사교육에 관한 개별인터뷰, 그룹인터뷰, 포토보이스를 실시하였다. 그리고 이들의 의견을 보충하기 위해 교육부 관계자와 아디스 아바바 대학의 교수들을 대상으로 한 조사도 함께 진행하였다. 뿐만 아니라, 각 학교들과 교육청에 구축된 문서와 에티오피아 교육개발에 관한 정책 보고서도 참고하였다. 가능할 시 수치적인 자료를 통해서도 교사들의 의견을 보충하였다.

본 연구의 주요 결과를 요약하면 다음과 같다. 우선 교사들을 시각으로 내린 임파워먼트 정의는 크게 4가지로 분류되었다. 임파워먼트의 4가지 요소로는 a) 자치권, b) 자기효용성, c) 전문성 개발을 위한 기회, 4) 사회경제적 상태였다. 이를 다시 2가지 큰 범주로 나누어 개인적인 영역(Agency)와 사회의 구조적인 영역(Opportunity structure)로 나눌 수 있었다. 개인적

인 영역에 속하는 자치권과 자기효용성에 해당하였으며, 전문성 개발을 위한 기회, 사회경제적 지위는 사회 구조적인 영역에 속하여 각 요소에 해당하여 교사의 임파워먼트에 영향을 끼치는 문제요소 (교장과 프로그램 담당자들의 리더쉽, 교사교육의 의무적 시행, 증가된 업무량, 교육프로그램의 미비점) 들을 도출하였다.

Discussion에서는 Findings에서 밝힌 문제점을 교사교육평가 틀을 이용하여 프로세스(리더쉽, 소통구조, 교사참여유도, life-long learning center 구축), 시스템(예비교사양성 프로그램과의 연계성 고려, 기관과의 연계)를 통한 교육기회의 확장), 콘텐츠 세가지 부분으로 나누어 서술하였다. 이를 통해 CPD의 개선방향과 개발협력분야에서의 교사교육의 중요성을 도출하고 있다.

본 연구는 교사교육 안에서 교사들의 임파워먼트에 영향을 주는 여러 개인적인 요소, 사회구조적인 요소들을 밝히고, 개선점을 도출하였다. 이를 바탕으로 에티오피아의 교사교육에서 다양한 요소들을 고려한 보다 효율적인 운영을 위한 실질적인 자료가 되리라고 기대한다.

.....

**주요어:** 에티오피아, 아디스아바바, 교사교육시스템, Continuous Professional Development, 교사임파워먼트

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교육학석사학위논문

Teacher Empowerment in the  
Continuous Professional Development  
Program in Ethiopia

에티오피아 교사교육프로그램의  
교사 임파워먼트에 대한 영향 분석

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서울대학교 대학원  
협동과정 글로벌교육협력전공  
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지도교수 진 동 섭

이 논문을 교육학 석사학위논문으로 제출함

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협동과정 글로벌교육협력전공

강 상 희

강상희의 석사학위논문을 인준함

2013년 12월

위 원 장 \_\_\_\_\_ (인)

부 위 원 장 \_\_\_\_\_ (인)

위 원 \_\_\_\_\_ (인)



# **ABSTRACT**

## **Teacher Empowerment in the Continuous Professional Development Program in Ethiopia**

**Sang Hee Kang**

**Global Education Cooperation Program**

**The Graduate School**

**Seoul National University**

To solve problems related to access, equity and quality of educational provision, the Transitional Government of Ethiopia (TGE) introduced the Education and Training Policy in 1994. The Education and Training Policy (ETP) established the foundation for all subsequent strategies, guidelines and programs. The education sector programs

were Education Sector Development programs 1, 2 and 3, which were developed in 1997, 2002 and 2005 respectively. Education Sector Development Program III (ESDP III) has given priority of strategies aimed at improving quality and efficiency of Education. The ETP has been directed toward a new approach to education; quality of education through Continuous Professional Development program. The failure of central authority to produce quality and the weak link between top-down policy and school-level practice is based on the approach of decentralization. The MOE more focuses on teachers' bottom experience at school (Anderson 2002; Leu 2005; Tadoo 2000). It leads to create 'school-based' and 'teacher-centered' training system.

The active participation of the CPD is expected to bring the critical changes of the teachers in their professional ethics such as teacher autonomy, democratic, the moral of teaching and so on. However, the implementation of the CPD program has shown several challenges in terms of teacher empowerment. The challenge is that the program was too focused on the expansion of the INSET program without consideration for what goes on inside schools and teacher's personal situation. The government efforts alone cannot lead to teachers' profession development and improvement of the quality of education. What teachers learned from the CPD was not actively utilized

by teacher in reality.

The study indicates that the 4 elements (Autonomy, Self-efficacy, Opportunities for professional growth and Status) in teacher empowerment under 2 dimensions (Agency and Opportunity Structure) of empowerment have been taken to analyze the challenges and limitations of the CPD. There are four main factors related to two big categories; 1) Agency and 2) opportunity structure which have an influence on the effectiveness of the CPD. First, autonomy and self-efficacy is under the aspect of agency. Autonomy in the CPD is mainly affected by three sub challenges: 1) the effect of principal Leadership, 2) CPD as a mandatory program and 3) increased workload. Second, this study mainly focused on three factors related with the challenges of self-efficacy; 1) Lack of Preparation, 2) Context matters and 3) Overlapping.

Under the aspect of opportunity structure, it implies that there are significant problems related to social-economic barriers that make it difficult for teachers to accept the training program positively. According to the responses of the teachers, the social-economic barriers are not just related to the CPD program but also are related to teaching in general.

These findings were interpreted from the framework of the

evaluation by Haramay University (2008). Adopting this framework, this study results are divided into 3 categories; the process, the system and the contents in order to represent the part viewed by teachers as a prominent challenge. When it comes to the process, there are four principles to ensure CPD is effective in teacher empowerment. Most of all, the strong instructional leadership by the school administrator or supervisors which was elaborated in these finding is critical. It is closely related to the other principle, 'involving teachers in planning programs'. Also teachers in INSET should be regarded as active-learners in an adult-oriented model. Lastly, if the school focuses more to developing the pedagogical center to run field research and open it as life-long learning center, the pedagogical centers will work well as the teacher learning communities. In terms of the system, CPD program should be considered as in-service programs that are a part of a continuum of professional development. Also, for teachers, learning opportunities are closely related with the ability to change one's careers and teachers are even willing to spend extra money. In this sense, it is important to foster cooperation with other colleges and district education offices to address this issue. Lastly, community members and school personnel should recognize the need to actively participation in

school issues.

This study has found that there have been challenges and limitations of teacher empowerment in the CPD implementation. Teacher empowerment through CPD system was examined in various ways to determine CPD's effectiveness in empowering teachers. However, the program was unable to consider the importance of teacher empowerment as the main workforce and the necessity of motivating teacher by understanding and solving the social problems. .This research opens to the extent to perspectives to examine variables related to teacher empowerment, which not only personal ability, competence and participation in school, but also social factors affecting on the behavior of teacher and their willingness to act. Analyzing the means through which the CPD for teachers is organized may help to understand not only the success of the CPD itself but also the motivation behind it for the better implementation.

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**Keywords: Ethiopia, Addis Ababa, Teacher Training System, Continuous Professional Development, Teacher Empowerment**

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## **CHAPTER 1. INTRODUCTION**

The purpose of the study is to critically analyze the challenges which influence teacher empowerment in the Continuous Professional Development (CPD) as In-service teacher training (INSET) system and practice in Ethiopia. More specifically, this study will examine the factors under the framework of the agency and opportunity structure in empowerment structure and also the related 4 elements of teacher empowerment from teachers' perception. Finally it will also explore the relation between the element and USAID principles regarding of effective implementation of teachers' CPD program.

The ministry of education (MOE) in Ethiopia has taken initiatives to improve teachers' quality finally aimed to quality of education (MOE, 2005). With rapid quantitative expansion in the last 20years, a direction for education has increasingly focused on the issue of quality. The failure of central authority to produce quality and the weak link between top-down policy and school-level practice is based on the approach of decentralization. As in most countries, the Government of Ethiopia regards that decentralization has become an important element of education quality in recent years. Education Sector Development

Program III (ESDP III) has given priority of strategies aimed at improving quality and efficiency of Education. The MOE has been directed toward a new effort to education; quality of education through CPD. They pay special attention to CPD aimed to ensure the right of teachers as well as of a purpose of national development (Barrow, et al., 2006). The MOE more focuses on teachers' bottom experience at school (Anderson 2002; Leu 2005; Tadoo 2000). It leads to create 'school-based' and 'teacher-centered' training.

However, with lack of materials and detailed information on CPD, misunderstanding of teachers' situation and the problem of feasibility, it is devalued as perfunctory practices considering as time-consuming. So between the original purpose and the reality in CPD, there are big differences in the way of dealing with the program. As lots of research show that positive relationships between teacher empowerment and various indicate of quality of teacher such as job efficacy, competency and professional development etc, this study will focus on clarifying elements of the teacher empowerment for effective CPD.

## **1.1. Background and Statement of the Problem**

Various fields related with development have taken empowerment as their key concept and practice. For example, the World Bank and the Jamkhed model being popular in public-health have used it in core strategies for global problem solutions. In community development, empowerment is a pervasive positive value (Julian, 1987). UNESCO also has launched The Literacy Initiative for Empowerment (LIFE) program.

The discussion about teacher empowerment in this study is held in the setting of developing countries' teacher' s issues. It assumes that teachers in developing countries have some significant aspects to improve teacher empowerment. This research aims to reveal context-based factors with regard to teacher empowerment in developing countries, especially Ethiopian In-Service Education and Training (INSET), Continuous Professional Development (CPD) program case.

The discourse of teacher empowerment in developing countries comes from traditional critics on school. The one of the critics is that external and top-down approach from school cannot bring on education reform (Sarason, 1990). It claims that the bottom level approach in

education, such as teacher efficiency, teacher motivation and autonomy is critical to education issues. It is closely related to an empowerment approach in which development is rooted in the conviction that the recipient themselves are a valuable partner for development (Narayan, 2002). A second critic focuses on the argument that teachers cannot influence quality of education with lack of their empowerment. Teachers in school cannot be a leading group to improve quality of education, but minorities to feel disempowered. Most teachers in Africa have various aspects of troubles for their empowerment from their insufficient living wage indirectly related to their profession to efficiency, fairness and transparency with them in school situation (Carol, 1997).

In this global context, the ministry of education in Ethiopia has also taken initiatives to improve teachers' empowerment finally aimed to quality of education. As in most countries, Government of Ethiopia regards that decentralization has become an important element of education quality in recent years. The history clarifies the failure of central authority to produce quality and the weak link between top-down policy and school-level practice (Farrell 2002). With rapid quantitative expansion in the last 20years, a standard for education has increasingly set and describe the issue of quality. With curricula improvement textbook provision, participation of community and an

increase in the national education budget, quality of teacher is the key element of quality of education in the 2005 Education Sector Development Program (MOE, 2005). As lots of research shows that positive relationships between teacher empowerment and various indicate of quality of education, policy-makers and program designers seek to identify the procedure of between models of quality education and teacher empowerment. Teacher empowerment can create the job efficacy, competency, professional skills, etc for the professional development (Sweetland, hoy 2000). As Bowen and Lawler(1995), they consider teacher empowerment as a critical component of the change process in schools. The strong relationship of these factors with teacher empowerment implies the need of consideration when it comes to improvement of quality education. Program designers, evaluators, policy makers, implementers, and evaluators, therefore, put efforts to ways of understanding teacher profession and teacher improvement programs (UNESCO 2004; UNICEF 2000). In this context, the Education and Training Policy (ETP) has been directed toward a new approach to education; quality of education through Continuous Professional Development.

## **1.2. Purpose of the study and Research Questions**

In the past, teacher empowerment has been the crucial component for education reform. Research on teacher empowerment has explored the relationship between variables and teacher empowerment. Yet, on the whole, most of the research is based on the developed countries so that it is not appropriate to apply them to the developing countries. And also, lots of studies tend to be quantitative way, which demonstrates that various correlations to teacher empowerment are not easy to generalize. To consider the context based approach, there are apparently some parts which cannot be quantifiable. In this study, I will include an analysis on teacher empowerment in a macro-level: hence teacher' s perspective on teacher empowerment will be taken into consideration. Since implementation of CPD, anecdotal and empirical researches indicate that many educators are voicing various levels of barriers to realize the fundamental purpose of CPD. Some teacher though that CPD brought another burden to carry out besides school works. With lack of preparation for training at school level and inadequate resource , the CPD could lead to even a decrease of teachers' empowerment (Daniel Desta 2013). Few studies cover the current state of CPD at the bottom level. Although CPD has lots of

implication for teacher empowerment, none of research has focused on discourse of teacher empowerment. Since the fundamental background of CPD aimed to need analysis of bottom-up approach, empowerment from all stakeholders is significant. The majority of the research in CPD program was conducted CPD guideline and toolkit. So, this research will therefore show the element to effect on teacher empowerment in the context of developing country base, especially Ethiopian INSET case.

1. What is Ethiopian teachers' perception of teacher empowerment?
  
2. What are challenges and limitations of teacher empowerment in Continuous Professional Development?
  - 2.1 What kinds of perception of Ethiopia teachers' challenges on the CPD are related to Agency Aspects?
    - a. Autonomy Aspect
    - b. Self-Efficacy Aspect
  
  - 2.2 What kinds of perception of Ethiopia teachers' challenges on the CPD are related to opportunity structure Aspects?
    - a. Opportunities for Professional growth Aspect

b. Status Aspect

### **1.3. Significant of study**

Even though some of the disparities between existing knowledge and ongoing need can be mitigated, it is clear that researches about teacher empowerment in development discourse have not been articulated well. Particularly, what is absent from initiatives and researches related to teacher empowerment in developing countries are the voices of the teachers. The impetus for this research is to engage teachers directly in research that would provide them an opportunity to describe the issue relating to teacher empowerment as they see and experience them. This research opens to the extent to perspectives to examine variables related to teacher empowerment, which not only personal ability, competence and participation in school, but also social factors affecting on the behavior of teacher and their willingness to act. Considering the fact that the study is based on the perspectives of teachers, the factors as above which do not comes-out from teachers' points of view will be excluded from the data analysis. According to USAID (2006), especially in terms of improvement of quality education,

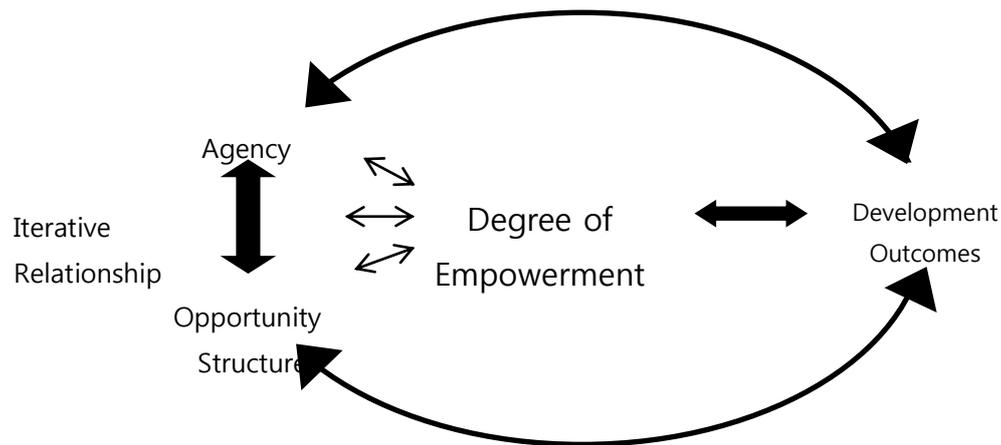
teachers highly value CPD programs which run at the school and cluster level. An evaluation study by Haramaya University (MOE,2009), however, showed that at the most of school level, the CPD structures were not confirm and organized to implement it. With lack of materials and resources and communication cap among stakeholders, previous reports on the CPD indicated inconsistencies on implementation. It might cause unsatisfied outcomes of teacher profession improvement which are closely related with teacher empowerment(Daniel Desta 2013). This study is expected to provide an in-depth understanding about education bottom field under CPD program.

In addition, it would carry information on challenges faced by CPD and help the Ministry of Education and policy-makers to make informed decisions on improving the quality of education.

I have got the teachers' approval to use the information of their interviews and group discussion such as audio-records, pictures and results of surveys. Before the research, I introduced the purpose of the study and secure to remain anonymous. Overall data from interviewees and discussants do not reveal the identity of the individual participants.

## 1.4. Conceptual Framework

**Table 1 The relationship between Outcomes and Correlates of Empowerment**



Source; The World Bank (2006)

So far the consideration of teacher empowerment is only limited in separate approach, measuring each element correlation. It cannot fully take aspects of empowerment. Taking the World Bank framework (2006), researches can be distinguished between agency and opportunity structure in empowerment setting. Agency of people is a measure of the resources that people take in terms of psychological, social, material, organizational and informational element in their lives. The factors in agency includes stress and work effectiveness (Tohmas&Tymon, 1994), job satisfaction (Rinehart & Short,

1994; White, 1992; Wu, 1994), conflict (Rinehart, Short, & Johnson, 1997; Short, 1994b), commitment (Wu & Short, 1996). In particular, adopting psychological empowerment aspect in agency by Spreitzer's (1995) model stemming from Thomas and Velthouse (1990) approach, focuses on four elements: meaning (value of work), competence (self-efficacy), self-determination (autonomy in initiation and continuation of work behaviors) and impact (influence on work outcomes). For desired action by agency, there needs opportunity structure to support them. It includes the array of formal and informal institution. To Isopand Heinsohn (2005), those institutions are "*the formal and informal laws, regulatory frameworks, values, and norms govern peoples behavior*" In the point of opportunity structure, non-psychology factors in school setting are included in the opportunity structure. Non-psychology factors in school setting include participation in decision-making (White, 1992), authentic pedagogy and school organization (Marks & Louis, 1997), vision and professional collaboration (Newmann, 1993), principal leadership (Blase & Blase, 1994, 1996, 1999; Rinehart, Short, Short, & Eckley, 1998), high-involvement management (Herzberg et al., 1959), principal authenticity (Bredeson, 1989; Heck, Larsen, & Marcoulides, 1990), instructional improvement and student achievement (Bryk, Lee, & Holland, 1993; Smylie, 1994; Marks & Louis, 1997), teachers'

organizational commitment, professional commitment, and organizational citizenship behavior (Deifendorff, Brown, Kamin, & Lord, 2002) and climate (Short&Rinehart, 1993). Agency and opportunity structure together is affecting on degree of empowerment. As shown below, the relation between the empowerment structure and teacher empowerment from Short (1996) is closely related (See Table 2).

**Table 2 Empowerment and Teacher Empowerment**

Empowerment element	Teacher Empowerment 6 dimensions (Short, 1996)
Agency	Self-Efficacy
	Impact
	decision-making
Opportunity Structure	Status
	Impact
	Opportunities for Professional growth

Source: The researcher reconstructed the literature review

## **CHAPTER 2. LITERATURE REVIEW**

This study tries to look into the question of how teacher empowerment was affected by CPD system in Ethiopia. To analyze CPD from this point of view, it is necessary to review literature on teacher empowerment. The researcher begins by presenting literature related to the expansion of empowerment discourse. Secondly, the researcher will present literature specifically related to teacher empowerment to clarify with the definition and structure of teacher empowerment. Especially, for creating interview questions, 6 dimensions from Rinehart & Short (1994) and the World Bank approach to empowerment are considered as a main analysis structure. The researcher will then present previous researches of CPD which can be the toolkit, government reports and some short reports from field studies.

### **2.1. Empowerment.**

An empowerment approach to development is rooted in the conviction that the poor themselves are a valuable partner for development (Narayan, 2002). Various fields related with development

have taken empowerment as their key terminology. Including community development, health, psychology and education, various fields have studied empowerment. For example, the World Bank and the Jamkhed<sup>1</sup> model being popular in public-health have used it in core strategies for global problem solutions. In community development, empowerment is a pervasive positive value (Julian, 1987).

### **2.1.1. Teacher empowerment**

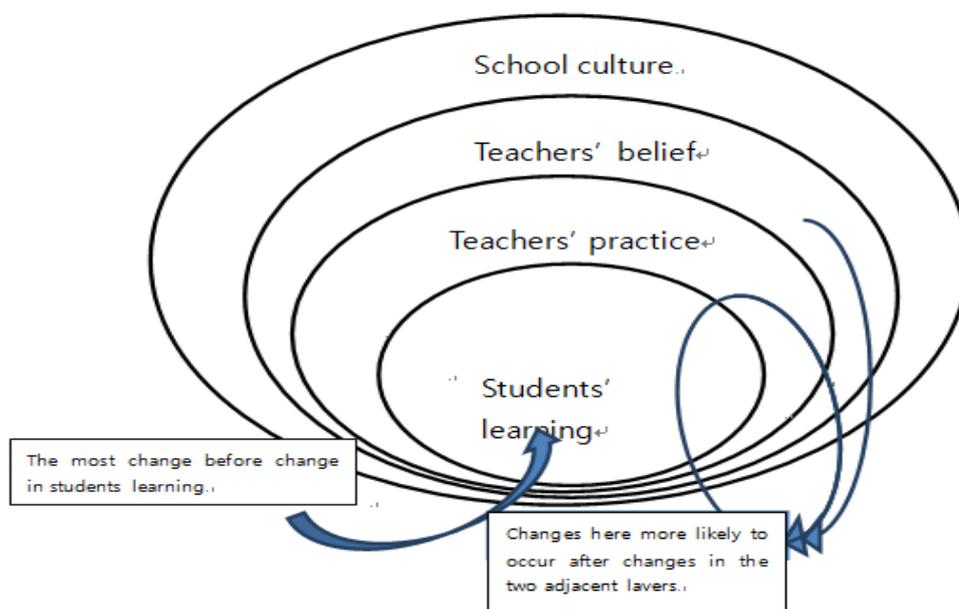
When it comes to the educational reform, teacher empowerment has been recognized as a core concept for change (Bruce, 1993). To Prawat, teacher empowerment is obligatory for educational discourse. The studies about teacher empowerment started to appear in the late 1980s (Edwards, Green, & Lyons, 2002). For the last decade, teacher empowerment has been the crucial component for education reform. The fundamental goal of improvement teacher quality is for the total education reform including students' learning and achievement.

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<sup>1</sup> A Sustainable, Comprehensive, Community-Based Primary Health Care (CBPHC) Approach Communities 'Health' themselves based on the Comprehensive Rural Health Project (CRHP), Jamkhed, India

According to Mckenzie and Turbill(1999), for students' learning, there need sufficient conditions to achieve to the next step of schematic progress. As shown below (Table 3), after carring through two previous elements; teacher's belief and practice, the benefits for students can be achieved. Teacher empowerment is closely related with educational improvement in school reform, such as classroom practices or student academic achievement.

**Table 3 Schematic Representation of Theoretical Model**



Source: Mckenzie and Turbill(1999)

Several studies demonstrate that securing teachers to participate in school decision making has not only improved teachers' commitment and expertise, but indirectly pedagogical quality and student academic performance through school organization for instruction (Marks & Louis, 1997). As examined by the research of Rinehart and Short (1991), teachers who has more opportunities to have voice in decision making, having control over their time are more highly empowered than those who do not have intrinsic motivation (Spreitzer, 1995). Teachers believe that they are more empowered when the workplace provides them with opportunities for professional growth and development other than that (Blase&Blase, 2001; Short, 1998). The various approaches to empowerment briefly outlined above are testimony to the diversity of thinking on empowerment. Thus there is a need for definitional conceptual clarity in empowerment research.

The discourse of teacher empowerment comes from critics in school. The one of the critics is that external and top-down approach from school cannot bring on education reform (Sarason, 1990). A second critic comes from the fact that teacher influences education; they don' t have a voice regarding school decision making that affect teacher' s competence. And also, there are many effective teachers, which still cannot participate in decision making with little voice (Bruce,

1993). As every society has various definition of empowerment, the structure of teacher empowerment is debatable. For example, scholars have it as local terms for autonomy, self-direction, delegation (Burke, 1986), intrinsic motivation (Spreitzer, 1995) and enhancing self-efficacy through reducing powerlessness (Conger & Kanungo, 1988) etc. The diversity of thinking on empowerment has brought on some ambiguity about the empowerment construct. As perceived by Short, Greer and Melvin (1994), teacher empowerment defined as ‘a process whereby school participants develop the competence to take charge of their own growth and resolve their own problems’. To Bolin (1989), teacher empowerment is “investing teachers with the right to participate in the determination of school goals and policies and to exercise professional judgment about what and how to teach” . As described by Schmerhorn, Hunt, & Osburn (1994), Empowerment is “the process by which administrators share power and help others use in constructive ways to make decisions affecting themselves and their work” . Spreitzer and Doneson (2005) indicate that the empowerment can be defined using three categories: a social-structural perspective, a psychological perspective and a critical perspective (see Table 4).

**Table 4 Teacher empowerment**

Burke (1996)	Autonomy, self-direction, delegation
Short, Greer and Melvin (1994)	A process whereby school participants develop the competence to take charge of their own growth and resolve their own problems
Spreitzer (1995)	intrinsic motivation
Liontos (1993)	Bring the responsibility for decision making to the lowest possible level.
Bolin (1989)	Investing teachers with the right to participate in the determination of school goals and policies and to exercise professional judgment about what and how to teach.
Perkins And Zimmerman (1995)	A process by which people gain control over their lives.
Short (1992)	Presented six empirically derived dimensions underlying the construct of teacher

	<p>empowerment:</p> <p>autonomy, self–efficacy, decision–making, status, impact, and opportunities for professional growth.</p>
Schmerhorn, Hunt, & Osburn (1994)	<p>the process by which administrators share power and help others use in constructive ways to make decisions affecting themselves and their work</p>
Spreitzer and Doneson (2005)	<p>Three categories;</p> <p>1) a social–structural perspective: equal participation in democratic process</p> <p>2) a psychological perspective: enabling or enhancing personal efficacy, motivation, ownership</p> <p>3) a critical perspective: process evaluation.</p>
Firestone and Pennell(1993)	<p>Decision making, Autonomy and Opportunities for Professional Growth.</p>

Source: The researcher reconstructed the literature review

### **2.1.2. Teacher empowerment structure**

The other motivation of the unclear definition comes from lots of variables related with teacher empowerment. Taking a broad view, researches can be distinguished between psychology factors and non-psychology factors in school setting. Research on teacher empowerment has explored its relationship to a host of inside of school variables. Considering empowerment as psychological setting identifies a mediating link between empowering acts and outcomes such as satisfaction, commitment and involvement (Sanjay, 2001). Psychology factors in this category includes stress and work effectiveness (Thomas&Tymon, 1994), job satisfaction (Rinehart & Short, 1994;White,1992;Wu, 1994), conflict (Rinehart, Short,&Johnson, 1997; Short, 1994b), commitment (Wu &Short, 1996). Adopting psychological empowerment aspect by Spreitzer' s (1995) model stemming from Thomas and Velhouse(1990) approach, focuses on four elements; meaning(value of work), competence(self-efficacy), self- determination( autonomy in initiation and continuation of work behaviors) and impact(influence on work outcomes).

Non-psychology factors in school setting include participation in decision-making (White, 1992), authentic pedagogy and school organization (Marks & Louis, 1997), vision and professional collaboration (Newmann, 1993), principal leadership (Blase & Blase, 1994, 1996, 1999; Rinehart, Short, Short, & Eckley, 1998), high-involvement management (Herzberg et al., 1959), principal authenticity (Bredeson, 1989; Heck, Larsen, & Marcoulides, 1990), instructional improvement and student achievement (Bryk, Lee, & Holland, 1993; Smylie, 1994; Marks & Louis, 1997), teachers' organizational commitment, professional commitment, and organizational citizenship behavior (Deifendorff, Brown, Kamin, & Lord, 2002) and climate (Short & Rinehart, 1993).

### **2.1.3. Teacher Empowerment Approach in Development Discourse**

There are the other perspective to examine variables related to teacher empowerment, which not only personal ability, competence and participation in school, but also political, economic, policy and social factors affect on the behavior of teacher and their willingness to act.

This approach does not ignore other perspectives, but includes others; it recognizes personal psychology factors as prerequisite to a change. In this case, the term of empowerment is referred as enhancing an individual's or group's capacity to be able to make their own decisions and bring these choices into desired actions and outcomes (Alsop, Mette and Holland, 2006). This approach originally comes from social theories which focus on poverty reduction (Ruth, Mette and Jeremy, 2006).

There has not been convergence of available research data describing to the question of what factors contribute to teacher empowerment in a developing context. It is because those teachers in developing countries have faced lots of educational issues from poverty and the low quality of life, education development can also adopt it for teacher empowerment approach. As demonstrated by Ruth, Mette and Jeremy (2006), it includes viewing empowerment as from self decision making to desired actions from own choice. It is important for empowerment to cause desired action from choice without barriers. It can be conceptualized to engage teachers in school decision making and problem solving of every aspect of their lives, to give them some control over their work and influence in a reform process. Especially, participation in decision making is a core concept. That is because it is

closely related with teacher ownership. “Unless teachers are actively involved in policy formulation and feel a sense of ‘ownership’ of reform, it is unlikely that substantial changes will be successfully implemented.” (Santiago and McKenzie, 2006). To give teacher ownership, teachers need to have opportunities to design new and better education themselves on their own initiative, in their own interest and from their own resources (Kolderie, 2003). The ownership by empowerment has been the crucial concept for development (David 2011). There are several cross-country studies providing evidence to examine the development community consensus; the Capacity, Change and performance 16 country-case study (Baser and Morgan 2008), and the Asian Development Bank (ADB) 2007 annual evaluation Review (World bank, 2011). It can be the solution of many developing countries’ education problems in developing countries such as children labor in school, students’ dropout and low quality of education. Empowerment brings ownership for those responsibilities for making decisions by involving them directly (Harrison, Killion & Mitchell, 1989). Thus teachers are involved in decisions-making process about curriculum and instruction being closest to the students at the lowest practical level. The various approaches to empowerment briefly outlined above are testimony to the diversity of thinking on empowerment. Thus there is a

need for definitional conceptual clarity in empowerment research. Even though there is no single structure for empowerment, it is clear that teacher empowerment is not just about building surer knowledge and a greater methodology. To Maeroff, empowering teacher has alluded to make equipped teacher with academic knowledge and teaching technical factors. However, it overlooks that there are many effective teachers, which still cannot participate in decision making with little voice (Bruce, 1993). And it is also notable that ensuring their basic condition for lives guarantees empowerment for teachers. The School based approach and the society structure based approach may be closely related and cannot exist separately. For improvement of teacher empowerment, especially in developing countries, both of empowerment aspects needs to be explored. When the teacher is able to connect to empowerment, they have consistently demonstrated their capacity and competence in improving quality of education. (Dee et al. 2003).

## **2.2. CPD in Ethiopia**

To solve problems related to access, equity and quality of educational provision, the Transitional Government of Ethiopia (TGE) introduced the Education and Training Policy in 1994. The Education and Training Policy (ETP) established the foundation for all subsequent strategies, guidelines and programs. The education sector programs were Education Sector Development programs 1, 2 and 3, which were developed in 1997, 2002 and 2005 respectively. Education Sector Development Program III (ESDP III) has given priority of strategies aimed at improving quality and efficiency of Education. The ETP has been directed toward a new approach to education; quality of education through Continuous Professional Development. With regard to the policy, the Ministry of Education pays special attention to for CPD aimed to ensure the right of teachers as well as of a purpose of national development (Barrow, et al., 2006). The priority of this national project was to improve teaching skills, qualifications and attitudes of teachers. The target outcome for the CPD was expansion of pedagogical knowledge and improving the capacity of teachers (MOE, 2007). Emerging of the CPD is based on the strong consensus around key

issues as follows (Education 2009). Firstly, in terms of the effectiveness and sustainability of the training, workshop/seminar methodology cannot achieve a fundamental goal compared to the costly investment. In this sense, the long-term training regards as the practical approach, which designs the CPD program as the life-long education until they leave the teaching career. Secondly, the awareness about legislation of the CPD rooted the agreement of the necessary of the INSET. Even though most of the countries have not adopted the CPD as a mandatory program, introducing legislation concerning the CPD is increasingly viewed as positive change. And the previous cascade model had problems regarding ineffectiveness and limitation to transmit the original information. The significant difference of teacher training between Before the late 1990s and after, is that the old one was for only exclusive cascade or multiplier model through selected teachers and principals attended centralized workshops and returned to their school to transmit their new knowledge (USAD,2010). Both workshops and the cascade model are typical approach of a 'top down'. These approach brought limitation of trainings concerning opportunity for feedback, little or no available resource materials and lack of the motivation to use the information. To supplement the

symptomatic of a 'top down' approach, the CPD aims to design the bottom-up approach for education development.

In CPD, all stakeholder related to education belongs to and set their own goals to improve education. With rapid quantitative expansion in the last 20years, standards for education have increasingly set and describe the issue of quality. With curricula improvement textbook provision, participation of community and an increase in the national education budget, quality of teacher is the key element of quality of education in the 2005 Education Sector Development Program (MOE, 2005). Especially, in terms of improvement of quality education, teachers highly value CPD programs which run at the school and cluster level (USAID, 2006). At school level, the object of program should include school principal/ directors, teachers and technical and administrative personnel. The significant point of CPD is based on the need analysis of each stakeholder (See Table 5). According to MOE (2005), CPD is essential with all educational institution. As the national intervention program, each school teacher must take a minimum of sixty hours each year in CPD. Each institution must have a CPD plan which outlines the CPD priorities for the year. The significant element of CPD approach is based on ownership. There is freedom to design their action

plan according to their goal. While accepting their own decision, it causes the ownership which can be the motive to improve their profession.

**Table 5 CPD Stakeholders**

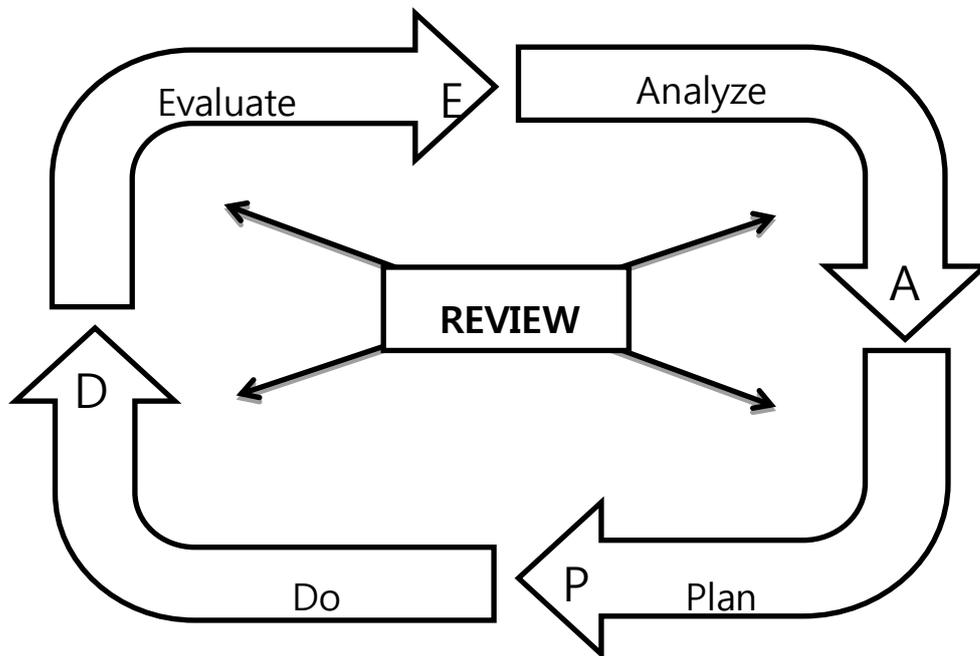
Stake holders	Responsible person/group/institution
Individual Teacher	The individual Teacher
A group of teachers within an institution	The group leader
A school	The Head Teacher
A group of institutions	The head teachers of a cluster of schools
A Woreda/ subcity	The head of the education section of the Woreda/ subcity
A Zone or region	The Head of the region Education Bureau(REB)
The Nation	Expers at the ministry of Edcuation

Source: the MoE(2009)

The CPD is a developmental program that in a cyclical way consisted in 4 stages: Analyze →Plan → Do → Evaluate (See Table 6).

The CPD cycle is similar at individual, group, Woreda, Region and National Level (MoE, 2009b). The CPD is designed by the needs analysis of all stakeholders. In the procedure of plan, teachers organize their action plan in teacher's professional portfolio used as a whole guide for next processes. The next step 'do' cycle involves lots of activities which are suitable to the action plan (See Table 6). The CPD cycle of evaluate is reviewing and evaluating whether or not it is effective in improving students' learning.

**Table 6 The CPD Cycle**



Source: the MoE(2009)

### the Do Cycle activities

Curriculum meetings	Action Research
Demonstration lessons	Professional reading and research
Planning lessons together	Visiting schools and teachers to see examples of good practice
Peer observation	Sharing/showing good practice within a school
Observation of lessons and feedback	Maintaining a professional portfolio
Observation of Students in lessons	Team teaching
Talking to Students	Workshops
Assessment of Student work before and after the CPD activities	Visiting experts
Making of students work, giving feedback and advice for development	Mentoring
Shadowing a teacher	Discussion meetings

Source: the MoE (2009)

The MOE recommends that internal and external supports help to run each school CPD as supply of human resources. It aims to involve the cooperation with the local and regional educational authorities which have educational experts to support teachers (Desalegn, 2011). With the cooperation, the specific objectives of CPD are mainly 5 categories;

Method, Knowledge, Attitude, Research, and Recognition(See Table 7).

It is an entire career–long procedure of improving their profession.

**Table 7 CPD objectives**

Method	teaching attitude: using student–centered and problem–solving approaches according to the active–learning based curriculum introduced in 1994
Knowledge	improve teacher subject–matter knowledge
Attitude	More positive attitudes, cooperative approaches to work
Research	Practice and action research through teacher practice
Recognition	Teaching job as new opportunity to develop teachers themselves

Source: the MOE(2009)

### **2.3. Previous Studies on CPD**

In Ethiopia there has been a proliferation of policy documents centered in improving the professional teachers throughout their career. Although CPD has been introduced which place emphasis on the concept of lifelong learning and provide professional development program for

teachers, little is known about the current situation in school level. Though very few none of studies concentrated on teachers' perceptions about inside of CPD itself, they all focus on its outcome (Hailu and Jabessa 2010). Previous studies on CPD were analysis of structure and reports about the toolkit. The implementation of CPD is based on at school and cluster level. Lots of researches have been done about the cluster system. Even though few researches were generally conducted as the evaluation of CPD, it only lists the outcomes and results of CPD in school setting. It cannot analyze the practical factors which impact on the development of school profession. Moreover, there has been no research focusing on CPD in relation to teacher empowerment, which is the important factor if the program aims to listen to the bottom needs. There was not much research has been done about listening to teachers' discourse about the CPD in primary schools. Since there are various approach groups, Ethiopia CPD's major priority is designed by the need analysis of all stakeholders and local context- based approach. So, this study will contribute to understanding CPD from perspective of teacher empowerment.

## **CHAPTER 3. METHODOLOGY**

### **3.1. Research Setting**

Five elementary schools in Addis Ababa, especially in Yeka, were sent invitation to teachers for this study. The teachers in 5 schools; Kokebe Tsibah school (Woreda5), Hibret Firee school(Woreda3)Addis Birehan school (Woreda4, Hibret Firee) Yeka school (Woreda5) Yeka Terara school (Woreda5, Megenagna) are agreed to participate in this study. Given the fact that CPD is not applicable to a private school, they were not involved. The participants are appropriate for this study because they are certified full time teachers with immediate supervisors; therefore, able to bring feedback about perceived teacher empowerment. With a diverse of spectrum on working experience, from 1 year-teachers to 36 years-teachers can help to view CPD effects with various view point. Also, 5 School principal and 2 professors participated in interviews to elaborate teachers' ideas. The research includes the in-depth interview and photo voice method. It contained open-ended questions and then conducted follow-up interviews with 15 teachers, 5 principals and 2

professors of the participants (See Table 8). Three types of field–data will be collected. First, through the in–depth interview, teachers being interviewed perform as the expert to describe their perception of any limitations and facilitating elements of teacher empowerment in CPD. Second, the result from 5times, each for 2~3hours Photovoice research is used to reveal teachers' perception of their empowerment status in detail. Last, the focus group discussions have held at 5 primary teachers including each school principals. For 5times, the discussions have been held after evoking some controversial opinions.

**Table 8 Summary of Participants' Profile.**

No	Selected School	Qualification	Working experience (year)	Gender	Subject
1	Kokebe Tsibah Primary School	Diploma	37	F	Mathematics
2	Kokebe Tsibah Primary School	Diploma	8	F	English
3		Diploma	3	M	Esthetics
4		Degree	32	F	Biology

(School director)					
5	Hibret	Certificate	36	M	Mathematics
6	Free				
7	Primary	Diploma	1	M	English
8	School	Diploma	1	F	Esthetics
(School director)		Diploma	1	M	Esthetics
9	Addis	Diploma	2	M	English
10	Birhan	Diploma	7	M	Esthetics
11	Primary				
12	School	Diploma	4	M	Mathematics
(School director)		Diploma	11	M	Mathematics
13	Yeka	Diploma	1	M	English
14	Terara	Diploma	6	M	Mathematics
15	Primary				
16	School	Diploma	2	M	Esthetics
		Degree	8	M	Chemist

(School director)					ry
17	Yeka	Diploma	9	M	English
18	Primary School	Degree	2	M	Mathematics
19		Degree	28	M	Esthetics
20		Diploma	8	M	Special education
(School director)					
21	Addis Ababa University	Education Degree	14	M	Depart of Education, professor
22		Education Degree	7	M	Depart of Education training senior staff

Source: Field research data

### 3.2. Research Design

This study aims to seek to identify the teachers' perceived empowerment and possible hindrances and facilitators to their

empowerment. Although growing body of evidence points to linkages between empowerment and development (Narayan 2002), teacher empowerment still has an indistinct definition and a difficulty of precise measurement. That is because teacher empowerment is affected by various elements that are related each other in a complicated way. It is hard to generalize factors of the teacher empowerment with respect to each school situations. With the lack of clarity in management structure, it is even harder to generalize. When researchers need to get a deep understanding with less intent generalizability, qualitative research methods are suitable. The study is primarily quantitative, exploring in depth the experiences, perceptions, and practices of a small groups in Addis Ababa. Each question includes analysis of interviews and group discussion that compares results from the official data and explores critical issues.

To cover the various aspects of empowerment at individual level, empowerment structure from the World Bank and Six dimensions of teacher empowerment which can reflect in CPD program are used as criteria. Some of element is suitable to match between other criteria. To clarify the criteria, the ambiguous elements are excluded in this study (See Table 9).

**Table 9 Structure of Analysis**

Empowerment element	Short 6 dimensions	CPD five elements	Meaning of CPD elements.
Agency	Self-Efficacy	Research, Method, Knowledge	Method: teaching attitude: using student-centered and problem-solving approaches according to the active-learning based curriculum introduced in 1994 Research: Practice and action research through teacher practice Knowledge
	Impact	Method	Method: teaching attitude: using student-centered and problem-solving approaches according to the active-learning based curriculum introduced in 1994
	decision-making		
Opportunity	Status	Attitude	More positive attitudes,

Structure			cooperative approaches to work
	Impact		
	Opportunities for Professional growth	Recognition	Teaching job as new opportunity to develop teachers themselves

Source: The researcher reconstructed the literature review

### **3.3. Data Collection**

#### **3.3.1. In-depth Interview**

Focusing the perspectives of teachers, In-depth interview is chosen as a first research method. Ary, Jacobs & Razavieh(2002) mentions various advantages of In-depth interview as a data collection method. The technique is designed to express a clear picture of the participant' s perspective on the topic. During in-depth interviews, the interviewee is the teller who is regarded as the expert. 15 teachers who meet these criteria are asked to participate in our study. The data is collected via a brief pre-interview questionnaire. In-depth interviews, focusing on the teacher' experiences of information about their situation from inside of school through outside of school are carried out in the teacher's community or the school. Each lasted between 30 and 40 minutes. The interviews were audio taped, transcribed, and analyzed according to the methods of framework analysis

### **3.3.2. Photovoice**

Photovoice is one of the participatory research strategies. Firstly introduced by Wang & Burris in 1994, Photovoice has been a vital tool that allows participants to express their perspectives about research topics. The aims of this method, Wang (2005) identifies three goals (1) to assist individuals with recording and reflecting on select issues; (2) to encourage group dialogue on these issues; and (3) to influence policy-makers. Taking Paulo Freire's (1970) theory of critical consciousness, it engages individuals in the questioning of their historical-social situation. As a research method, Photovoice has been used so far in various fields of studies such as community health, women, education and environment. For example, Photovoice has been used with African American breast cancer survivors (Lopez, Eng, Randall-David, & Robinson, 2005), with Latino-American adolescent immigrants (Streng et al., 2004), and with other economically and ethnically diverse populations (Wang & Redwood-Jones, 2001). Women's groups have used Photovoice to document the health effects of civil war (Lykes, Terre Blanche, & Hamber, 2003). Environment research has also used Photovoice in exploring school buildings (Jennifer, 2012). Vulnerable

populations ranging from homeless people (Radley, Hodgetts, & Cullen, 2005) to people living with HIV/AIDS (Hergenrather, Rhodes, & Clark, 2006) are all using Photovoice to create change for themselves and their communities. Photovoice supports an opportunity for communication and empowerment. Wang and Burris(1997) mentions that Photovoice is one of the method which expresses intentions of the people at the grassroots level. Through Photovoice, marginalized people are empowered to share their photo and descriptions as a way to express their own words to decision-makers (Beverly,Brigitte, Lisa&Joanne, 2009). Photovoice is useful to listen to the individual often excluded from decision-making process (Foster-Fishman, Nowell,Deacon, Nievar, & McCann, 2005). By studying with the teachers in their everyday setting and documenting their views, this method can capture the context of what the participants are expressing, and explore their experiences in depth and from their perspectives. Photovoice asks participants to have multiple roles. As a photovoice participant, participants can provide their perspective by creating their own photographic images. As a researcher, participates take a roles in the analysis of those photographs with their points of view. Photovoice started with data collection. Photovoice places the control into the hand of the marginalized and go into their community looking for their

concerns related with the topic. Once completed, the individual are at the stage of discussion about their perspectives from their data collection. The group discussion helps individual concerns to go public and clarifies the common concerns and needs in the groups. To Freire(1970), for revealing personal and social dimension of problems, collective knowledge is the key component. The facilitated discussion is a central process of Photovoice so that all participates shares their experiences and ideas. This practices builds the network to try to do action which occur to uncover the source of dissatisfaction (Wallerstein & Bernsten, 1988). Photovoice is the method that not only the technique facilitates the discussion from the marginalized, but also it induces the change of action at the policy level.

### **3.3.3. Focus Group Discussion and Data Analysis**

The focus group discussions have held at 5 primary teachers including each school principals. For 5times, the discussions have been held after evoking some controversial opinions. It is a semi structured discussion for elaborating the individual interviews' ideas. The discussion helps to avoid a bias opinion opening different perspectives

to the topics. Especially, when teachers avoid the answers excusing to depending on school situation and facility, this mythology gives a clear description decreasing ambiguous responses.

The data collected through this process help to avoid possible bias in the teachers' responses. The document analysis was used to collect all the available data on quantitative reports, official document of the MoE and publication of university from the beginning of CPD policy up to the current study. The data collected through document analysis were used to supplement and verify information from the teachers.

## **CHAPTER 4. FINDINGS**

### **: Teachers' perception of teacher empowerment in the CPD**

In many parts of sub-Saharan Africa, INSET has been used to upgrade the qualifications of teachers. The World Bank has published a toolkit for educators and planners around the issue of designing school-based teacher in-service training programs in sub-Saharan Africa (Moon 2007). Research projects requested by international organizations such as the Department for International Development (DFID) and the World Bank have tried to represent and clarify examples of the direction of CPD for better implementation (Leach, 2006). How well such programs are structured and supported has become a key element in determining the success of teacher trainings. However, it is clear that across the world the expansion of teacher numbers and the need to provide appropriate CPD program cannot be met by existing institutional systems (See Table 10, Table 11). High numbers of teachers who entered in the colleges and the unsatisfied qualification among the teachers might cause the big problem for enhancing the quality of teachers.

**Table 10 Enrollment Trends in Colleges of Teachers' Education**

Sex	2000E.C. <sup>2</sup> (2007/08)	2001E.C. (2008/09)	2002E.C. (2009/10)	2003E.C. (2010/11)	2004E.C. (2011/12)	AAGR
Male	42,817	49,409	85,166	97,086	99,604	23.50
Female	27,832	31,682	57,769	67,415	73,913	27.66
Total	70,649	81,091	142,935	164,501	173,517	25.19

Source: Education Statistics annual abstract (2004 E.C)

**Table 11 Certified Primary Teachers**

	% Qualified Teachers				
	Diploma and Above				
	2000 E.C (2007/08)	2001 E.C (2008/09)	2002 E.C <sup>3</sup> (2009/10)	2003 E.C (2010/11)	2004 E.C (2011/12)
1 <sup>st</sup> Cycle <sup>(1-4)</sup>	97.3	89.4	15.5	20.9	30.4
Male	97	90.8	14.6	19.1	27.3
Female	97.5	92.3	16.6	23.3	34.7

Source: Education Statistics annual abstract (2004 E.C)

<sup>2</sup> E.C.: Ethiopian Calendar

<sup>3</sup> Certificates from Teacher Training Institution (TTI) were a qualification until 2001 E.C. After a new policy was implemented for improvement of teachers' quality, a teacher in the first cycle of primary (1-4) have to get a diploma or above qualification from Teacher Training Colleges (CTE).

In this sense, this study has found that there have been facilitating elements and limitations of the CPD implementation. Analyzing the means through which the CPD for teachers is organized may help to understand not only the success of the CPD itself but also the motivation behind it. According to Day (1999), the CPD aims to encourage teachers to be agents of change in the moral aspects of teaching and the professional development of teaching. The CPD is designed to promote self-development and encourage life-long education for updating and adding value to their profession. The active participation of the CPD is shown and witnessed by the critical changes of the teachers in their professional ethics such as teacher autonomy, democratic, the moral of teaching and so on (Hogenbosch 2009).

However, there have been concerns about the implementation of the CPD due to lack of preparation and capacity of the government to successfully implement it. Since its implementation, there have been challenges to realize the CPD. According to other bureau evaluations of CPD, there are some common concerns on the implementation of the program. Regarding the context matter, it is far behind in current issues because of late distribution and lack of training materials. For example, even though the main activity of the CPD is filing portfolios on the procedure of the CPD, most teacher cannot agree with the purpose of

the portfolio. For teachers with more than 2 years of teaching experience, the CPD was just time consuming when they have to deal with casual heavy workloads. For new teachers, it was a duplication of their previously learned University curriculum. This research study illustrates the findings of interviews conducted the teachers in 5 schools, the principals and the professors from Addis Ababa. The findings were organized under the each research questions.

1. What are the teachers' perceptions of teacher empowerment?
2. What are teachers' perceptions of the CPD?

In organizing the information from the field research, the study specifically used at 4 categories under 2 dimensions of teacher empowerment as proposed by the empowerment structure from The World Bank and Short (1996).

**Table 12 Empowerment and Teacher Empowerment**

Empowerment element	Teacher Empowerment from perception of teachers
Agency	Autonomy (related to decision-making)
	Self-efficacy
Opportunity Structure	Opportunities for Professional growth
	Status

Source: The researcher reconstructed the literature review and filed researches

Although the research method allowed me to provide a rich description of how some educators view their perceptions of empowerment currently, I cannot infer that the entire national population of educators has identical views. This was an exploratory study limited to five school districts in Yeka. Therefore, conclusions cannot be generalized from the target population to other populations

(Ary, Jacobs & Razavieh, 2002). I could only trust that the educators saw the value in the opportunity to provide their input into their perceptions about their empowerment and their perceptions of how their perceptions of empowerment have changed since CPD was implemented. In addition, some part of data will be self-reported with results based on the assumptions that the participants are honest and worked independently when giving responses.

## **4.1. Teachers' perceptions of teacher empowerment**

The study stemmed from the reconsideration of teacher empowerment due to the current changes in education such as the introduction of high qualifications, the CPD and a dramatic expansion of quantity such as high enrollment rate and schools. According to interviews from the teachers, principals and professors, the awareness of teacher empowerment has prevailed. Despite facing fundamental problems such as inadequate fulfillment of basic needs, high turn-over and low social statuses, teachers had clear ideas and directions for realizing teacher empowerment in their conditions. The teachers did not consider other indicators like students' achievement, meaning and pedagogy as critical to teacher empowerment. Instead, the most common response of teachers was autonomy and self-efficacy.

The most predominant opinion of teacher empowerment was based on autonomy which is a critical implementation point of the CPD. As the CPD is designed to be achieved from a 'bottom-up' approach, teachers' autonomy can regard as a driving force. With regards to the process of decision-making, the study found that the responses from

20 teachers did not regard it as an independent element. The most common response from teachers, who mentioned autonomy as teacher empowerment showed the correlation between decision making and autonomy. Some recalled that in the process of making decisions in schools, it was widely known that teachers were only able to contribute to a small part of the process.

*Teacher empowerment is an ability to make decision about anything they want to do. All teachers becoming facilitators is teacher empowerment. Then, teachers can be the decision makers.<sup>4</sup>*

*Q. In the CPD, you have to be a facilitator to run your own development plan, how is it going?*

*A. As I mentioned, teacher empowerment enables teachers to do what they want. They can make a decision about what they can want to do. But, we should know that there is a difference with the between what they want to do and what they can do. It is easy to do what they want to do in a free and open*

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<sup>4</sup> In this study, for the privacy of interviewees, their real names are not given.

*environment situation. But creating that environment is hard. This effort is also defined as teacher empowerment, the same as in the CPD. It can be my answer.*

Self-efficacy is the second most frequent answer from teachers' interview on the other element of teacher empowerment. It is the measure of their trust in their ability to complete a given workload and reach the goals.

*Teacher empowerment is all about self-efficacy. It means that teachers help themselves develop their knowledge and their understanding and share their experiences. They get knowledge and it gives them some idea of profession. It makes them fulfill their job.*

For the development of self-efficacy, the findings of the interview suggest that teachers need training which would help enable them to build their self-efficacy. The responses about self-efficacy illuminated the importance of the process in which, it is not about what they know, but the means to achieving success in their profession.

*Teacher empowerment cannot define by a single aspect. But agree with that self-efficacy is the most dominant element in teacher empowerment. It includes the ability to solve the problem around teachers' their own lives. It includes meaning of how to build their own profession and motivation and even solve economic problems which also affect the teaching profession.*

Despite the clear definition from teachers, there are lots of limitations faced by teachers. Teachers mostly considered teacher empowerment as an element closely related with the school and social atmosphere affecting their statuses. Also, teachers well recognized the barriers making it difficult to realize their definition of teacher empowerment.

*Teacher empowerment can be affected by our current problems. We have big classes and lots of students. Struggling with students and lots of limitations, it is hard to say that I am confident in my teaching. I cannot guarantee whether I can be successful or not in teaching.*

*There are lots of limitations to achieve teacher empowerment. It is not about a visual limitation. It can be a process of communication, speech, religion, atmosphere, social condition and so on.*

There are many teachers who raised the issue of facing social barriers in order to achieve teacher empowerment. Social barriers appear to be a critical difficulty in building their profession

## **4.2. Teachers' perception of the CPD**

Teachers valued the implementation of CPD as improvement of their profession. In terms of awareness about teacher empowerment, the majority of the teachers appeared to understand their position and the needs of the CPD. However, even though teachers valued the implementation of CPD by teachers, they felt that there were limitations to realizing their action plan. When the researcher participated in the group discussion, many of teachers seemed unable to describe the clear procedure of the CPD, which has been identified as the critical limitation of the CPD. From the interviews and the group discussion, this study has determined that the CPD is always necessary for those who work in schools because of changes not only in the teaching field such as methodologies and knowledge, but also in the conditions in which they work and the broader external environmental, cultural and socio-economic factors which affect their job.

### **4.2.1. Agency aspect**

The agency of a people is an element of empowerment that is regarded as resources in terms of psychological, social, material,

organizational and informational aspects. The factors in agency includes stress and work effectiveness (Tohmas&Tymon, 1994), job satisfaction (Rinehart & Short, 1994;White,1992;Wu, 1994), conflict (Rinehart, Short,&Johnson, 1997; Short, 1994b), and commitment (Wu &Short, 1996). In particular, the psychological empowerment aspect of agency by Spreitzer' s (1995) model stemming from Thomas and Velhouse(1990) approach, focuses on four elements; meaning(value of work), competence (self-efficacy), self-determination (autonomy in initiation and continuation of work behaviors) and impact(influence on work outcomes). This section analyzes the common responses from teachers on their perception of teacher empowerment, and focuses on autonomy in regards to decision-making and self-efficacy (See Table 13).

**Table 13 The relationship between agency and teacher empowerment**

Empowerment element	Teacher Empowerment 6 dimensions (Short, 1996)
Agency	Autonomy related to decision-making
	Self-Efficacy

Source: The researcher reconstructed the literature review

### **Agency aspect: Autonomy**

In this chapter, the responses from the teacher are under the category of autonomy. The study found out autonomy is mainly affected by 3 sub elements: the effect of principal Leadership, CPD as mandatory program and increased workload. Although the CPD is designed to be a bottom-up approach, most of teachers felt that it had not followed the 'bottom-up' approach. With the strict regulation of allocated time, 60hours per every years from teachers and unclear directions on how to implement it, it is not easy to participate in CPD as a way of self-development with autonomy as the mandatory program.

#### **Principal Leadership**

A teacher noted that the role of the director can be a fundamental element of teachers' autonomy. Although the CPD puts an emphasis on the needs of each stake holder, it is hard to realize it at the practical level. One professional from Addis Ababa in the department of teacher training mentioned that the success of a program can be guaranteed if principals share information and power with teachers and if a need analysis procedure is undertaken.

*In CPD, Accountability is very important. But it cannot be created naturally, the school leaders have to open the channel of communication, which can bring teacher' s own leadership to CPD procedure. To share information and make everything clear, they should work together when they set goals and the directions. So the participation of teacher is very important.*

From a teachers' point of view, autonomy is closely related to the procedure of decision-making. Since schools' atmosphere changes a lot depending on the principal' values, most teachers agreed that autonomy could be created by a 'top-down' approach. This belief clarifies that the previous chapter's definition of teacher empowerment in which teachers described autonomy from teachers' access to mean that teachers need an appropriate leader to guild them in how to participate in the process. Teachers in the CPD anticipate a well-organized and supportive supervisor' visit. According to the study by VSO(2002), leadership at school-level can also establish a support system and ensure teachers professional commitment towards the

program.

*My school is good but It was not always. Now we are very open. Because our school principal is a really nice guy. He talks with us and listens to our ideas. He is not bossy. So it is not hard for us to run any program with my principal. But we all know that most schools are not like this. I am lucky.*

Traditionally, principals have influenced the effectiveness of schools, which is largely true to affect change toward increased teacher empowerment (Rinehart, Short et al. 1998). This factor implicates that the importance of efficient running process of the CPD creates the atmosphere of autonomy in teacher empowerment.

### CPD as a mandatory program

In the CPD, teachers have to plan, implement and evaluate their training process. Without the clear procedure of the CPD system, the teacher's response illuminated the unwillingness to participate in a mandatory program. For example, even though the main activity of the CPD is creating a portfolio on the procedure of the CPD, most of

teacher cannot agree on the usefulness of the portfolio. And for experienced teachers, they said that the CPD was another burden on top of their already heavy workloads. For new teachers, the portfolio contained the same information they had learn in university.

In the matter of sustainability of the CPD, teachers noted different points of view. The critical difference came from the issue regarding adopting the visible reward such as a certificate and license after completing the CPD.

*I hope that the government designs a license program for CPD.*

*So with this license, it can be the qualification for a promotion.*

*And I think it may be help teachers to participate in the program.*

*I hope that starts from the next year.*

However, more than half of the respondents held the opposite view. They argued that external motivation such as a certificate of qualification of CPD would not be appropriate unless the contents were appropriate. They believed that adding a certificate would negatively affect a teachers' self-development. This belief seems to be related to the process of autonomy in the decision-making. One of the

assumptions from the responses was that if it happened, the intrinsic motivation to learn would decrease.

*Personally, I don't think that certificate is necessary. CPD is for profession development, not for building a career or promotion. We all are aware of necessary of CPD, but it is not strong enough to be mandatory with certificate for other purpose.*

### Portfolio

Schools had shown perfunctory efforts to run the CPD by teachers' level. Teachers shared the results of their portfolio and then copied each others' results to decrease the stress of filling out all of the required documents (See Table 14).

**Table 14 Guideline of Portfolio**

The portfolio should include the following	The portfolio could include the following
✓ Individual CV(personal and professional data and qualification)	✓ Details of any Action Research undertaken
✓ Individual CPD Action Plans	✓ Attendance certificates for local,

<ul style="list-style-type: none"> <li>✓ Evidence of all the CPD activities which have been undertaken by the individual teacher in the last two years</li> <li>✓ Feedback from mentors/facilitators</li> <li>✓ Annual appraisal reports</li> <li>✓ Examples of examination results with an analysis</li> <li>✓ Examples of lesson plans with evaluations.</li> </ul>	<ul style="list-style-type: none"> <li>regional or national courses/workshops</li> <li>✓ Examples of materials prepared by the teacher as part of CPD activities</li> <li>✓ Reports on classroom observations by peers or line managers/mentors</li> <li>✓ Examples of curriculum development materials developed by the teacher</li> <li>✓ Examples of audio visual materials prepared by the teacher</li> <li>✓ Examples of assessment tasks and tests written and/or marking schemes developed by the teacher</li> <li>✓ An analysis of the achievement of students in the teacher's classes</li> <li>✓ Awards received</li> <li>✓ Extra-curricular activities</li> <li>✓ Other evidence of personal development activities undertaken</li> <li>✓ Upgrading, Summer School programs – that are not a part of the mandatory sixty hours</li> </ul>
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Source: the MOE (2009)

However, even in one school, there is no format for creating a

portfolio. The response of a teacher is that if a teacher doesn't have it, it effects negatively on the sustaining job. Teachers are worried about the fact that this unclear purpose and lack of united formation prevent positive motivation to create a portfolio. The teachers also commented about the procedure of the portfolio. The perspectives of the portfolio were different. Regarding the creating of portfolios, this study gathered more data on the reason for the different perspectives.

*Portfolios are one of the other problems. It is a simply a collection of documents which shows us our own achievements and failure during our years of services. It shows what prizes and recognition certificates we had or had forgotten from the past. When mentoring we can take a look at it and it has a great role in giving advice as to how newly hired teachers can adapt to the working environment. So it has to be continued.*

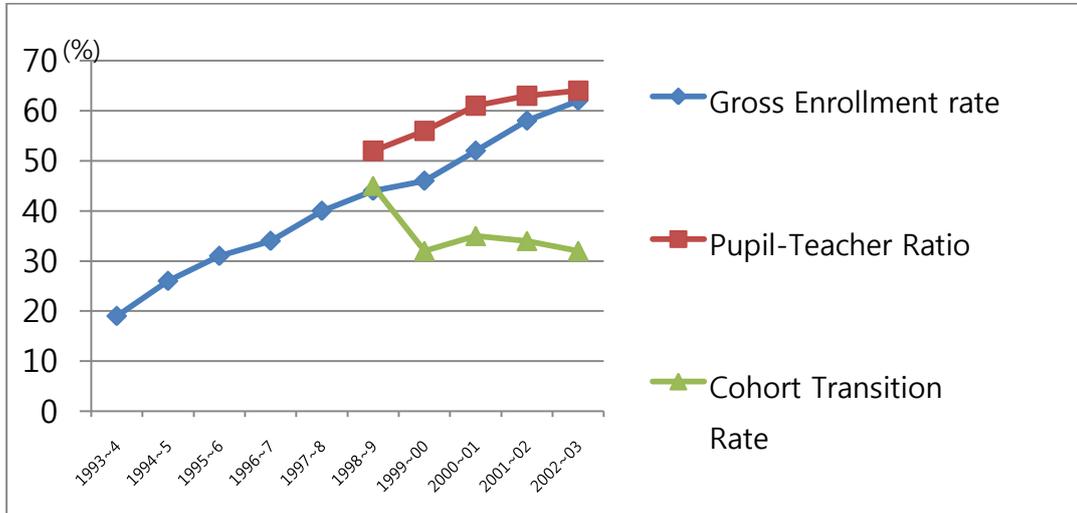
Many teachers appeared the discontent to create a portfolio. As shown above, teacher cannot fully understand the purpose of portfolio. Teacher regards it as paperwork that just takes time. It is because there are not unique formats and guild line at school level to create a

portfolio. Sometimes, even in one school, there are different kinds of format have used. And no feedback on the result decreases the motivation to keep sustaining it.

### **Increased workload: Feasibility**

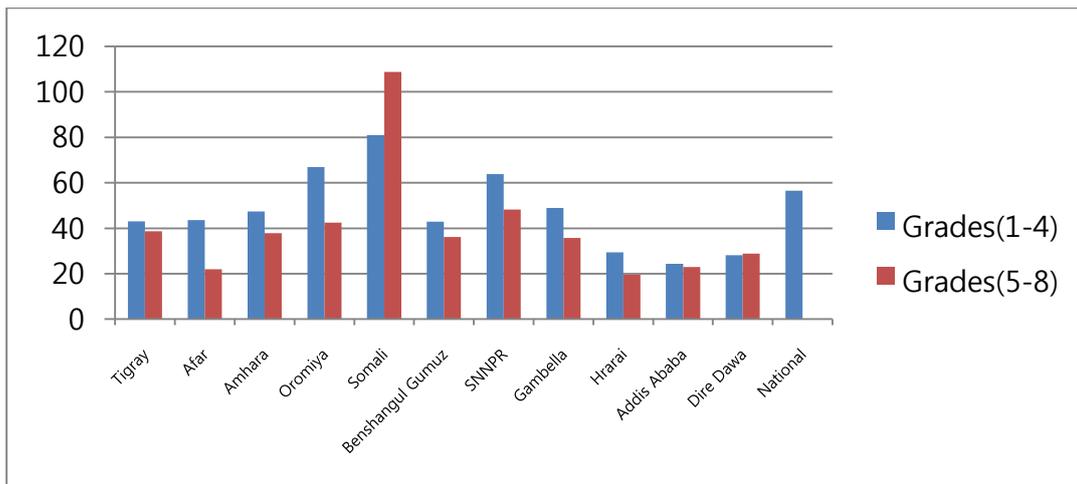
Teachers respond that there were other factors that they had to deal with besides the CPD such as large classrooms, many classes and extra works. According to Maicibi (2003), larger class size and increasing hours of work are regarded as one of the major problems in the teachers' motivation. Moreover, the implementation of free universal primary education in SSA has generally caused increasing Pupil-Teacher ratios. Even though Ethiopia had always been free universal primary education, the high ratio of pupil-teacher has been a long-history problem (See Figure 1, Figure 2). Without dealing with classroom size and increasing hours of work, teachers regarded the CPD as another burden on top of existing-problems.

**Figure 1 PTR in Ethiopia**



Source: Education Statistics Annual Abstract 2002/3. Ministry of Education, Ethiopia, (2004)

**Figure 2 PTR by Primary Level and Region**



Source: Education Statistics Annual Abstract (2004 E.C)

In terms of location, Addis Ababa has better conditions to teach students than other regions [Figure 4-3(2)]. Compared to other regions where the PTR is lower. However, the teacher who participated in interviews mentioned that they had to manage 50–60 students in one classroom. Considering the difference between the result of the statistic and interviews, it is hard to say that Addis Ababa has a better condition for running CPD.

*This job is too tiring. To satisfy the criteria of portfolio and other school work, it is too much for a teacher. I have 21 periods per week with big classes. And after our normal teaching schedule, most teachers have to supervise clubs. Teachers may have 2~3 clubs with students teacher. This is a minimum.*

### **Agency Aspect: Self-efficacy**

According to Ormrod (Ormrod 2006), self-efficacy is the measure of one's ability to complete a given workload and reach designed goals. This term has been used in various ways in the discourse of the dynamics of self-efficacy, interactions other psychological elements with self-efficacy in many different settings and attribution that contribute to.

*In teacher empowerment, self-efficacy is the most important factor. It means that teacher can develop their knowledge, improve understanding of their own situation and share experiences with others. Through self-efficacy, a teacher can get knowledge and ideas which makes them their empowered.*

In this study, it illustrates the teachers' perception of self-efficacy in the CPD. The responses are about the critical drawbacks in implementing the CPD in encouraging self-efficacy. This study mainly focuses on two elements related with the challenges of self-efficacy; 1) Lack of Preparation, and 2) Overlapping

Lack of preparation: Lack of trained facilitators.

*Most of time, we don't have enough opportunities to develop our situation because of lack of materials and human resources. Regarding the training of teachers, CPD is not able to empower teacher as well as it is aimed to. Their needs of the teachers are great, but the demands are outside of the trainer's abilities because trainers are usually principals and some people who work in higher position from the government.*

This phenomenon is commonly identified within other district in Ethiopia as well. According to the research of Hailu and Jabessa (2010), teachers and principals in the Jimma Zone believe that without improvement of facilitators including the trainers and assistants of CPD, it is difficult to expect CPD will bring the reasonable outcome. Also one of the most commonly used form of training is mentoring, which has been utilized by taken as the INSET in many countries including South Africa, Uganda and Tanzania. The mentoring is designed to transition new teachers' training (learning about teaching) into teaching (putting the learning into practice). However, as the interviewed teachers

mentions, what determines a mentor's qualifications is not clear (See Table 15). According to the responses from new-employed teachers, they felt that it was perfunctory. One teacher who used to be a mentor said that even though he had been trained about the CPD toolkit, he never thought that he was knowledgeable and it could be adopted in a school situation.

**Table 15 Quality of a good mentor**

<ul style="list-style-type: none"><li>✓ Be a good classroom practitioner and enjoy teaching</li><li>✓ Be a role model for professional attitudes and ethics of teachers including being honest, trust worthy and maintaining confidentiality.</li><li>✓ Have good communication skills</li><li>✓ Listen to and empathize with colleagues</li><li>✓ Be enthusiastic and inspirational in your support for colleagues</li><li>✓ Give encouragement, guidance and constructive feedback to build the confidence of new teachers so that they will believe in their ability to succeed</li><li>✓ Become experienced in evaluating evidence, including through classroom observations</li><li>✓ Become experienced in recording and reporting skills</li></ul>
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- ✓ Demonstrate leadership
- ✓ Regard being a mentor as a significant contribution to your own professional development

Source: CPD Practical Skills in Mentoring

And also, effectiveness of CPD in schools depend on the willingness of 'expert teachers' to work with other teachers. According to the framework (Education 2009), CPD is most effective when the expert teacher stays within the institution. However, the responses of teachers showed that many teachers felt that experienced teachers were not willing to participate as a mentor.

#### Context matters.

One of the most successful school CPDs' characteristics was that, teachers learned more effectively through active participation, than through lectures and direction (Education 2009). Therefore, participation and involvement are critical elements of the CPD process. However, this study has found that the schools are often unable to incorporate active participation in CPD training.

*When we go to a training seminar for CPD, we are taught how to create a portfolio. We just attended the seminar. They explained and we listened. It was not practical. So teachers went to the seminar and left the class, and even did not take the materials and the resources they were given. They just wanted to leave the classroom as soon as possible.*

Regarding the contents, the implementation of ESDP III outlined, activities related to in-service teacher education in TTC which share common academic goals. As shown below, these are some overlapping contents.

**Table 16 Overlapping Contents between TTC and INSET**

National CPD materials
Course 1 Professional Ethics, Counseling and Mentoring Using Active Course 2 Gender and HIV AIDS issues, Continuous Assessment and Planning, Learning Methodology Approaches to Individual Subject Areas in the Context of Large Class Sizes Course 3 Rural Development, Civics and Methodology
In-service Teacher training curriculum (ESDP III)

- ✓ Communities based approach: The teaching approach will be suited to the life style and needs of the communities. The curriculum will be context specific based on the communities' needs and aspirations.
- ✓ HIV,AIDS protection: The content of pre-service teacher training programs will be developed to provide teachers to acquire and develop appropriate pedagogical skills that are academically sound, child friendly, and gender sensitive together with individual life- skills which take into account the current HIV crises.

Source: UNESCO (2005)

### Overlapping: Pedagogical center VS Cluster center

In schools, there are pedagogical centers for supporting teaching techniques and skills for teachers' profession. Lots of teachers have spent their time running this center as their additional school task. In the CPD, cluster centers are designed to guide the CPD program in supporting teacher with teaching materials and resources. However, it is hardly for teachers to utilize the centers. The purpose of the cluster centers overlaps with the role of the school pedagogical center

*I work in a pedagogical center. I prepared all of the teaching*

*gadgets. This is located in side of school. In the center, teachers manage the teaching and learning process. For example, if you teach digestive system, before the class, you prepare the materials.*

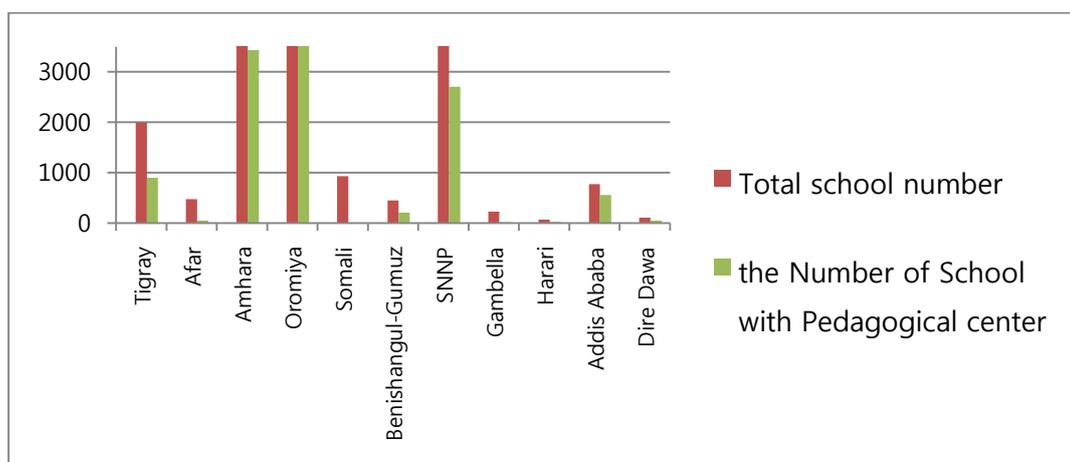
According to the response, even though the teachers are agreed to the value of both centers, they have considered and used the pedagogical center as the purpose of cluster center. When it comes to the reality, there are no clear differences between them.

*Both are important. The pedagogical center is palace where we produce things like collage, sculptures, mosaic and different pictures which help for the subjects we teach, in order to make it clear for our students to make the teaching learning process clear. When we say cluster center, it is palace where both students and teachers where their experiences and is place where a contest among teachers and students takes places to our subject matter.*

It appears the overlapped purpose to develop teachers ' profession. As described in the table, especially in Addis Ababa, more

than 70% of schools have this kind of facility as the center for teaching support (See Figure 3).

**Figure 3 Pedagogical Center by Regions.**



Source: Education Statistics Annual Abstract (2004. E.C)

Regardless of the expansion of quality in pedagogical center and the awareness of the necessity as learning community, the discussion finally ends up the consideration of teachers' motivation and initiatives to participate in the center, which are affected by the interest of teaching profession.

*TeacherA: Definitely Pedagogical center is a learning community, because teachers can develop their skills while they*

*prepare teaching aids in the Pedagogical center. They can enjoy it but, when we come to our case, is quite different from what we assume. Most teachers, I can say that, most teachers do not like to go to the Pedagogical center in order to prepare this teaching aid .The problem raised from the initiation part. Most teachers do not have any initiation or any interest to go to the Pedagogical center and to get /take that pain.*

*Teacher B: Some subjects appear to be mandatory to use teaching aids. But for the rest here in Ethiopia, if you ask whether the teachers willing to participate in pedagogical centers? I don't think so.*

*Principal: He explained shortly, the interest of the teachers is under question mark, in his explanation. A teacher who is going to participate in pedagogical center, there should (may) be an interest to join there, but the question is the teacher interested in teaching profession,*

## 4.2.2 Opportunity structure from Empowerment Structure Aspect<sup>5</sup>

For the execution of a desired action by agent, opportunity structures are required to support them. This includes an array of formal and informal institution To Isopand Heinsohn (2005), those institutions are “*the formal and informal laws, regulatory frameworks, values, and norms governing peoples behavior*” Non-psychology factors in school settings are included in the opportunity structure. These factors are based on the school & social atmosphere in the opportunity structure. Opportunity structure of ES affects on teachers’ participation in decision-making (White, 1992), school organization (Marks & Louis, 1997), vision and professional collaboration (Newmann,1993) high-involvement management (Herzberg et al., 1959), principal authenticity (Bredeson, 1989; Heck, Larsen, & Marcoulides, 1990), teachers’ organizational commitment, professional commitment, organizational citizenship behavior (Deifendorff, Brown, Kamin, & Lord, 2002) and climate (Short&Rinehart, 1993). In addition

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<sup>5</sup> Avoiding duplication of the term ‘opportunity structure’, opportunity structure of ES, opportunity structure of TE represents the opportunity structure of empowerment structure and opportunity structure of teacher empowerment respectively.

to school factors, the social–economic and culture backgrounds of teacher are also included in opportunity structure of ES. As shown below (Table 17), the relation between the empowerment structure and teacher empowerment as described by Short (1996) is closely related. Considering the teacher

Empowerment structure and the CPD, this study covers the opportunity structure and statuses which are the most critical in aspects in addressing the teachers’ fundamental education problems.

**Table 17 The Relation between Opportunity Structure of ES and Teacher Empowerment**

Empowerment Structure	Teacher Empowerment 6 dimensions (Short, 1996)
Opportunity Structure	Opportunities for Professional growth
	Status

Source: The researcher reconstructed the literature review

However, most of research has ignored real–life issues which have prevailed in the development discourse. Especially, in teachers’

interviews about empowerment whether regarding the CPD or not, the most predominant opinion illustrates their social limitation to continue in their teaching career. This study reveals that there is a need to clarify the opportunity structure of ES under the empowerment factors which can affect the CPD's ultimate goal and need in elaborating the structure of the CPD program

### **Opportunity structure: Opportunity structure in TE for professional growth**

Though teachers' in-service training was not a new approach of teacher profession, CPD participated in the first structured training program at the whole level of education field (MOE, 2004). The CPD puts into practice enabling teachers to develop through university, bureau and other school trainings. Teachers from most schools reported that they recognized the reason and necessity of CPD for their teaching profession. However, they also believed that if the CPD aimed to improve teachers' capacity, it would not just encouraged training. It also requires various considerations for profession development. In reality, since lots of teachers regard additional training as a stepping stone for their next career, they put lots of efforts to develop their profession and

upgrade their academic background. If the CPD does not have a clear result and direction, it would adjust be additional extra work, which can cause de-motivation to do the program.

*Even if we have some shortages of opportunity, we already have had some training, 2~3 times a year in different institutions. We have gotten more knowledge and experience. In addition to the CPD program, the important thing is to develop the teachers' passion to participate in teacher profession course where we learn lots of practical knowledge such as teaching skills and management of big classrooms.*

In the sense of Teacher profession development, E.C Since 2008/2009 a new policy was introduced, a teacher has to get a diploma from Teacher Training Colleges (TTC) to be qualified to teach in the first level of primary (1-4) school (Table 18). As the process of improvement quality of teacher, they have to get upgrade academic background. However, since the implementation of this law, taking another course, it is not just to improve their teaching, but change their career. Teachers, especially new-employed teachers put their efforts

for the different vision regarding upgrade their academic situation.

*As a physical education teacher, my profession and interest are closely related to health knowledge. As I don't have any diploma yet, I go to the college to learn knowledge and then get diplomas. I am learning sports science, so after graduation, I can be a doctor or a coach. For entering the University of Medicine, I need a diplomas so that is why I am doing my degree.*

*When I came to the government school, the government school situation was similar to rural and urban areas. But one significant difference in Addis Ababa is that you can get everything easily. You can do other jobs in society. And the main difference in Addis Ababa is that you can access institutions and training center. Now I' m taking the degree of Ethiopia engineering. And after 1 year, I will graduate.*

*Q. After graduation, do you want to change your career?*

*A. I cannot say 'yes' or 'no'. Who knows? But I want to create an opportunity.*

Mainly this situation appeared with the new-employed teacher. That is because lots of teachers in Addis Ababa have achieved the qualification. At the primary level, compared to other regions' average percentage, nearly 35 %, the percent of qualified teachers in Addis Ababa showed a great achievement as 76.9% (See Table 18). So within the new teacher who haven't got any diploma, there are prevailed challenges as above. Considering the high enrollment rate of TTC after 2002, this problem can be solved gradually (See Table 18, Table 19). However, the high qualified teachers' ratio also represents that they need more opportunity to expand the scope of their professions, which has not supported well in the CPD.

**Table 18 Certified Primary Teachers**

	<b>% Qualified Teachers</b>
	<b>Diploma and Above</b>

	2000 E.C (2007/08)	2001 E.C (2008/09)	2002 E.C (2009/10)	2003 E.C (2010/11)	2004 E.C (2011/12)
<b>1<sup>st</sup>Cycle</b>	97.3	89.4	15.5	20.9	30.4
<b>Male</b>	97	90.8	14.6	19.1	27.3
<b>Female</b>	97.5	92.3	16.6	23.3	34.7
<b>2<sup>nd</sup>Cycle</b>	66.3	71.6	77.8	84.5	90.8
<b>Male</b>	64.1	69.6	82.4	84.2	89.3
<b>Female</b>	72.5	76.8	76.8	85.2	93.8

Source: Education Statistics annual abstract (2004 E.C)

**Table 19 Enrollment Trends in Colleges of Teachers' Education**

	2000E.C. (2007/08)	2001E.C. (2008/09)	2002E.C. (2009/10)	2003E.C. (2010/11)	2004E.C. (2011/12)	AAGR
<b>Male</b>	42,817	49,409	85,166	97,086	99,604	23.50
<b>Female</b>	27,832	31,682	57,769	67,415	73,913	27.66
<b>Total</b>	70,649	81,091	142,935	164,501	173,517	25.19

Source: Education Statistics annual abstract (2004 E.C)

The other problem comes from the old teachers who haven't got any diploma. Although they have lots of responsibility regarding to manage the CPD and schools, it is hard for them to be a positive attitude about the current school situation.

*Teachers leave their jobs, and fresh ones comes. Then we cannot improve our education. 3–4 years later, some have gone. I feel this situation. Definitely, this affects the quality of education. But in Addis Ababa, leaving jobs is not that common here. It doesn't mean that they like their job. It is just because there are not many other job options. Teachers stay whether they want to or not.*

This rapid change in qualification is another obstacle to their teaching career. This difficulty is clear with experienced teachers. Since experienced teachers are in charge of lower grade students, they have to renew their qualification with the new policy.

*For a few years, there have been a lot of innovations in school. The government puts lots of efforts to improve education. They claim 6 key goals to achieve to(...). Most old teachers maybe feel a lot of difficulty following this change. In running the CPD, we are usually a mentor. But we also don't have the qualifications to be in a better position than the new–employed teachers.*

To sum up, this study found that the opportunity for development is not defined just in a way to develop their capacity in school situation. Teachers' view of opportunity has a wide perspective to cover their whole life-long career. Even though the CPD is considered as a life-long learning process, there are different aspects to analyze. As CPD focuses on developing a teacher's career at a school, most teachers felt that it was just another responsibility not practical training. For basic professional development, they utilized various ways to improve their conditions outside of the CPD. In this sense, the Frame of CPD hasn't matched the needs of teachers' development and fails to motivate teachers to participate in the program.

### **Opportunity structure: Status**

Teachers' opinion about status is mostly related to their social status outside of school. This section of the interviews and discussion regarding the CPD, finally reaches the matter of the social-economic barriers to staying in the teaching profession. According to what the respondents mentioned about their status, the social-economic barriers are not just related to the CPD program aspects but also are related to

teaching in general. This mainly includes the difficulties teachers have sustaining their standard of living.

### Living standard

When it comes to the running of the CPD, when the working condition cannot even sustain their basic needs, the CPD is just another pressure giving teachers trouble.

*Sometimes it is regarded as a waste of time that does not improve a teacher's skill, or it is posed as a response to their (teachers) assumption that they are not fairly benefiting from the profession .My organization, school doesn't believe that CPD is implemented as properly as it should be to be.*

The fundamental reason teacher feel dissatisfied with the program is not just related to the efficacy of the contents and methodologies but at the general problems that teachers are already struggling with.

*A Professor from Addis Ababa:*

*The purpose of the CPD aimed to achieve the quality of*

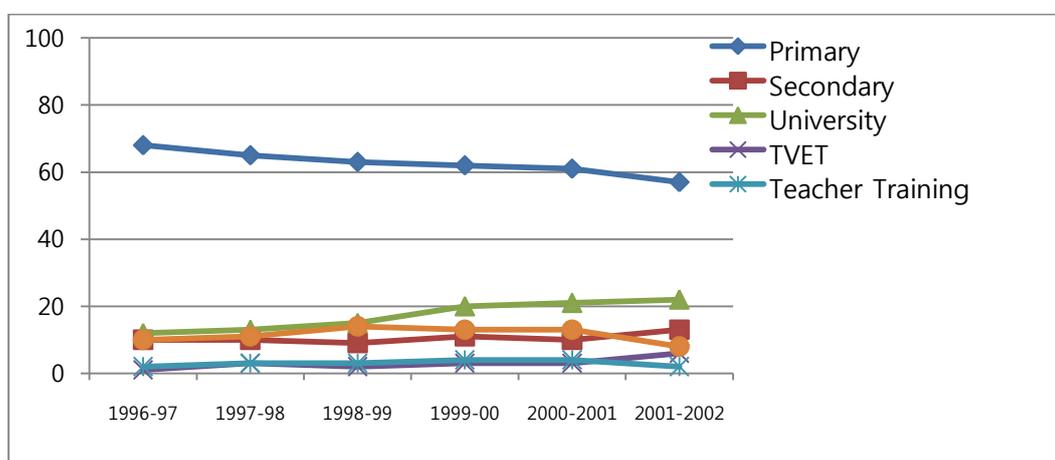
*teachers. But when teachers are not satisfied with their job because of practical reasons, I do not think that teachers can concentrate on the improvement of their profession. Actually it is not a secret. We are a developing country, in which we have lots of difficulty to solve those kinds of problems. It is a very complicated problem.*

*A Teacher wants to change their job because of payment. Pay problem of other professions is higher than this. The free time a teacher has is used to prepare for changing their profession. When it comes to the private sector, they get more money. They want to go to the private sector and other fields.*

However, even though teachers claim the economical problem, an individual teacher' s salary is not low compared to that of other public servants. For example, the salaries of non-teaching staff in primary education average 3.7 times the per capita CPD, whereas teachers receive between 6.8 and 8 times the per capita GDP (Yamada 2005). However, compared to their expectation, it is not enough to be attractive. The problem school are facing is that they have to maintain a certain level of salary to retain good teachers.

*Teachers' salary is too low to cover their basic needs. For most teachers, teaching is not a permanent job. That's because the salary is not attractive. So teachers want to change to another profession, engineering, and accountants and so on.*

**Figure 4 Share of Recurrent Expenditure by Sub-Sector**



Source: Education Sector Development Program (ESDP) (2004)

**Table 20 Projected Cost of Universal Primary Education**

**Ethiopia general expenditure**

	Actual	Estimates		Projections					
	2007/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16
Prim Edu Exp/GDP	1.72	1.46	1.48	1.72	1.50	1.51	1.61	1.74	1.86
Teacher training/ teacher salary Exp	35.5	35.5	35.5	35.5	35.5	35.5	35.5	35.5	35.5
Recurrent expenditure	302.9	344.5	404.5	552.7	546.3	633.4	752.1	904.2	1099.1
School Salary Expenditure	201.0	228.6	258.4	293.0	329.7	379.0	440.7	525.5	636.3
Teacher Training	62.7	71.4	80.6	91.5	102.9	118.3	137.5	164.0	198.6
Regional Admin& support	32.0	36.4	41.2	46.7	52.5	60.4	70.2	83.7	101.3

Source: Education Public Expenditure Review (2010)

**Addis Ababa' expenditure**

	Actual	Estimates		Projections					
	2007/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16
Prim Edu Exp/GDP	0.08	0.06	0.07	0.07	0.06	0.06	0.06	0.05	0.05
Teacher training/ teacher salary Exp	12.4	12.0	12.0	12.0	12.0	12.0	12.0	12.0	12.0
Recurrent expenditure	175.6	183.0	247.9	304.3	295.5	325.0	361.2	400.2	443.2
School Salary Expenditure	139.7	148.6	162.5	180.9	199.2	219.3	241.5	265.9	292.7
Teacher Training	14.8	15.2	16.6	18.5	20.4	22.5	24.7	27.2	30.0
Regional Admin& support	1.6	1.7	1.9	2.1	2.3	2.5	2.8	3.0	3.3

Source: Education Public Expenditure Review (2010)

## **CHAPTER 5. DISCUSSION**

In the previous chapter, the agency and opportunity structure under the empowerment structure and the related four elements of teacher empowerment from teachers' perspectives were examined. The researcher posits that an effective CPD is not only prepared through the contents of the programs, but by aligning the programs with the teachers' own personal circumstances and motivations related to the elements of teacher empowerment. The appropriate foundation of teacher empowerment in a developing condition should include social factors to take into account the social element's effects on teachers' school lives. In line with this idea, literature on teacher empowerment indicates a strong link between teacher profession development, social background and atmosphere. In this sense, besides having a purpose of improving teaching pedagogy and curriculum systematically, the CPD programs are also aimed building positive attitudes and beliefs within teacher despite their difficulties. This chapter summarizes the findings of the study presented in the previous chapter and discusses how they relate to other studies in the light of the research questions and objectives as well as to the concept of teacher empowerment proposed

by development discourse. In addition, the effectiveness of the adoption of the INSET program by the USAID, is also analyzed. According to research on Ethiopia INSET by Haramay University (2008), evaluation can be categorized into three fields: the system, the process and the contents. Adopting this framework, this study results are divided into 3 categories: the system, the process and the contents in order to represent the part viewed by teachers as a prominent challenge. The results demonstrate that the CPD run by the school and the cluster level must take a wide view even when considering the general education system itself. These guiding principles and criteria help to explain and interpret program design, evaluations and research studies. Mainly the purpose in using these criteria is two-fold. First, it is intended to help base the whole process of the CPD on the findings which are related with teacher empowerment issues. Second, it offers helpful assistance in program designs including the implementation of program activities, the development of management plan and studies.

## **5.1 Achievement and Challenges in CPD for Teacher Empowerment**

As CPD is part of the federal and regional policy to improve the quality of education, each school should be able to establish their own goals and directions for their teachers. However, due to the lack of materials and detailed information on CPD and less understanding of teachers' situation, it is devalued as simply mandatory practices.

As shown below, USAID provides key principles in effective in-service teacher professional development programs(See Table 21). In this chapter, by adopting these principles, teacher empowerment aspects from the finding are divided into three categories. It shows the systematic analysis of the teacher empowerment discourse.

**Table 21 The Elements of Teacher Empowerment and The Characteristics of Effective Professional Development under 3 Categories**

3Categories	USAID principles	Teacher Empowerment
The contents	✓ Emphasize pedagogical content knowledge in designing program content	Not directly related
The process	✓ Involve teachers in planning programs	Autonomy: leadership It needs leadership to be able to make teachers

		participate in the process effectively. Autonomy: Decisionmaking
	✓ Use adult-oriented models of active learning as the pedagogical design for in-service programs	Autonomy: Participation
	✓ Build reflective practice within teacher learning communities	Self-efficacy
The system	✓ Consider in-service programs as part of a continuum of professional development	Autonomy: leadership
	✓ Include all teachers in learning opportunities and base most of the in-service program at the school or school-cluster level	Opportunities structures
	✓ Incorporate strong instructional leadership by school administrators and local supervisors	Autonomy: leadership
	✓ Link teacher in-service to a more holistic school improvement approach involving community	Autonomy: Participation

	members in planning for and monitoring of school quality	
	✓ Successful participation in in-service professional development programs should receive official recognition by the ministry or local authority; increased financial rewards and/or advancement on a structured career ladder	Statue
	✓ Consider budget implications of building realistic and sustainable programs	Not directly related

Source: The researcher reconstructed the literature review and USAID (2011)

### **The process**

The process is the one of the prominent elements for discussing CPD effectiveness. It mainly includes leadership by principles and supervisors, an active learning process, the building of learning communities and the involvement of teachers in designing programs.

Many aspects of the process have been discussed in the response from the teachers.

**1) Incorporate strong instructional leadership by school administrators and local supervisors**

This element is related to the principal of ‘involving teachers in planning programs. Based on the findings, the participation of teachers varies depending on the leadership of the school administrator or supervisors. To exercise their leadership, principals and program managers should understand purpose the program and also participate in various forms of activities when carrying out their role.

Compared to the responsibility of teachers in CPD, school leaders must do a great deal of work to implement the program. It leads to limitations in understanding and implementing the program in accordance with the goals of CPD. The response of the principal after seeing this framework often is to argue that it lacks feasibility in their school situation (See Table 22). All stakeholders are uncomfortable with the vague principles when the system has not been fully settling in yet. It leads to a decrease in motivation to effectively participate in the process.

**Table 22 Development for Primary and Secondary Teachers, Leaders and Supervisors in Ethiopia Framework**

<b>Teachers’ responsibility</b>
<ul style="list-style-type: none"> <li>✓ Engaging their own continuous professional development throughout their careers.</li> <li>✓ In consultation with others(eg Mentor, supervisor), identifying personal CPD needs in the light of the institution’ s Annual CPD plan and individual professional development.</li> <li>✓ Working collaboratively with colleagues to improve teaching and learning</li> <li>✓ Carrying out sixty hours CPD each year</li> <li>✓ Putting CPD into practice in the classroom</li> <li>✓ Being committed to supporting the wider CPD needs of their institution</li> <li>✓ Maintaining a professional portfolio to record all their CPD and other professional activities</li> </ul>
<b>School leaders’ responsibility</b>
<ul style="list-style-type: none"> <li>✓ Ensuring that learning and student achievement is inclusive, and at the center of strategic planning and resource management</li> <li>✓ Creating a CPD management strategy within the institution</li> <li>✓ Ensuring that an effective CPD needs analysis is carried out each year</li> </ul>

- ✓ Together with colleagues, identifying issues for consideration as CPD priorities
- ✓ Ensuring that the institution/department/faculty produces an Annual CPD plan and manages the budget
- ✓ Regularly monitoring the effectiveness of the changes to teaching and learning
- ✓ Ensuring the quality of engagement of teachers in CPD activities, monitoring and assessing the content of individual professional Portfolios and giving constructive feedback
- ✓ Collaborating with other local institutional leaders to facilitate effective responses to shared CPD issues.
- ✓ Collaborating with woreda, zone and REB professionals to ensure that national and regional CPD priorities are addressed in institutional CPD planning
- ✓ Taking part in regional and national CPD activities which ensure that their own knowledge and experience is up-to-date
- ✓ Ensuring that all teachers in school take part in sixty hours of CPD activities each year

Source: the MOE (2009)

**2) Use adult-oriented models of active learning as the pedagogical design for in-service programs**

One of the complaints about the CPD among teachers is that the curriculum is not practical and prevents a teacher from becoming an active learner. There are several reasons including unqualified trainers who lack experience in schools, lack of resources and lack of cooperation with other institutions. The model of 'active learning' can be a methodical solution. According to Spring (2008), active learning means preparing learners to influence the direction of political and social systems. It implies that through active-learning, teacher can be the facilitator to run an effective program and solve their own problems related to their profession.

**3) Build reflective practice within teacher learning communities;  
Encouraging teacher learning communities.**

The CPD in Ethiopia encourages the cluster center as a learning community. However, according to the field research, the cluster centers are not used properly in the CPD. The pedagogical centers have worked well as teacher learning communities. If the school puts more efforts to develop the pedagogical center to run field research and open it up as a life-long learning center, it is much more realistic solution for effective program than forcing to open the cluster center.

#### **4) Involve teachers in planning programs**

Leadership is required to make teachers participate in the process effectively. In the matter of teacher empowerment, teachers are in total agreement to the importance of leadership in which, the atmosphere for open communication and active participation can be encouraged.

#### **The system**

The system has been given less emphasis in comparison to the other aspects of process and contents. Since each school has considerable responsibility and autonomy to run the program from contents development to budgeting, the fields' research should also be continued for better implementation. In principle, three factors are closely related to teacher empowerment; a continuum of professional development, opportunities to learn and the involvement community members in school.

**1) Consider in-service programs as part of a continuum of professional development**

The problem of the overlap of curriculum in pre-service programs and the CPD was raised in the interviews. CPD's cohesion with teacher education curriculum must be considered. Especially, since the CPD is designed to be life-long learning, the long-term vision and direction to achieve the goal step by step within the entire teaching training including in-service and pre-service must be settled.

**2) Include all teachers in learning opportunities and base most of the in-service program at the school or school –cluster level**

From the perception of teachers, especially young teachers, learning opportunities are closely related with the ladder to change their careers even if it requires spending extra money and time. Without considering this issue, the CPD is regarded as extra work that is not practical or valuable, but just time-consuming. So, for planning workshops and training curriculum, some cooperation with other colleges and district education offices is recommended (See Table 23).

**Table 23 Teacher Training Institutions (TTIs)**

Institution	Region	Annual Graduate
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Abiyi Addi	Tigray	600
Arba-Minch TTI	SNNPR	600
Assela TTI	Oromia	600
Bonga TTI	SNNPR	600
Debre-Berhan TTI	Amhara	400
Gambella TTI	Gambella	400
Harar TTI	Harari	600
Jijiga TTI	Somal	600
Metu TTI	Oromia	600

**Diploma Programmes offering Teacher Training Colleges, TTCs**

Institution	Region	Annual Graduate
Abbiyi Addis College of Teacher Education	Tigray	300
Adama College of Teacher Education	Oromiya	300
Nekemte	SNNPR	200
Robie	SNNPR	200
Awassa College of Teacher Education	SNNPR	400
Hossana	SNNPR	300
Gondar College of Teacher Education	Amhara	300
<b>Kotebe College of Teacher Education</b>	<b>Addis Ababa</b>	<b>400</b>
Jimma College of Teacher Education	Oromiya	500

Gambella College of Teacher Education	Gambella	200
<b>Total</b>		<b>3100</b>

**Degree Programs Offering Universities (Teacher Education)**

Institution	Region	Annual Graduates
Addis Ababa University (Faculty of Education)	Addis Ababa	770
Alemaya University (Faculty of Education)	Oromia	1054
Bahir-Dar University (Faculty of Education)	Amhara	1438
Debub University (Dilla College of Teacher Education)	SNNPR	797
Jimma University	Oromia	1329
Kotebe College of Teacher Education	Addis Ababa	108
Mekelle University (Faculty of Education)	Tigray	1056
Nazareth College of Technical Teacher Education	Oromia	1519
<b>Total</b>		<b>8071</b>

Source: Teacher training institutions, Ethiopia Embassy (2007)

**3) Link teacher in-service to a more holistic school improvement approach involving community members in the planning and monitoring of school quality**

Strong links among community members, the association of teachers, parents and students are the one of the critical factors sustaining the atmosphere of decentralization. The community members and school personnel must actively participate in school issues and a formal system to do so must be put in place as part of CPD.

**4) Successful participation is officially recognized by the ministry or local authority through; financial rewards and/or advancement on a structured career ladder**

This issue comes from the fact that lots of teachers expected to get some form of reward to help build their career. In reality, financial or career advancement are not appropriate ways to compensate teachers' efforts. Rather then, the ministry of local authorities can show their recognition through appropriate formal means such as certificates and ceremonies.

Also in the guidelines, as shown above, there are three elements as shown below which are not directly related to issues of teacher empowerment. However, it implies that there are different aspects needed to run INSET programs effectively, which is an area that can be explored in future research.

**The contents: Emphasis on pedagogical content knowledge in designing program content**

In this study, Content issues are not directly related to teacher empowerment. However, according to the 'Schematic representation of theoretical model' by Mckenzie and Turbill(1999), empowering teachers through teacher beliefs and practice might be a precondition in the development of the pedagogical contents and the improvement of students' achievement. In this sense, addressing the matter of contents is the next step in improving the CPD program.

**The system: Consider in-service programs as part of a continuum of professional development (budget)**

Unlike other INSET programs run by NGOs and international donor agencies in which there are challenges to sustain the funds

required to run INSET, the CPD in Ethiopia is included in the management of national intervention. In this sense, the issue of sustaining the budget is not included in this research study. However, the whole process of investment and allocation can raise the questions of whether it is cost-effective or not.

## **5.2 Implications to Teacher Empowerment and Development in CPD program**

In Africa, the improvement of the national workforce has been regarded as a new approach for national development. As a result, many countries in Africa have tried to implement various programs for the workforce such as improving political stability and economic and educational reform (Fletcher and Zuber-Skerrit 2007). Due to the rapid quantitative expansion of education albeit with limited resources in Ethiopia, attention has increasingly been focused on the issues of education quality. Education is viewed as political, social and economic issues. So in this sense, many countries have put much effort to improving the quality of teachers. The international declarations, including the declaration at the World Forum in Dakar in 2000 and the

Millennium Development Goals explicitly represent the importance of teachers in improving the quality of education. The authorities are also beginning to realize that the achievement education of the MDGs and the Education for All agendas depend on the training of professionals. In this sense, many program developed by the Ministry, the regional state levels, and the colleges have been implemented for teacher trainings. Many international organizations have participated in creating the format for the INSET program.

Over the last 30 years, internationally a growing number of publications have evaluated the effectiveness of the CPD program by reviewing their practices. Traditionally, a review of such programs discussed of training provisions for teachers as being of questionable quality, dominated by a few large providers administered by government managers and with lacking any consideration to the feasibility. As a result, the provider of CPD mainly, NGOs and international donor agencies, have become regarded as untrustworthy partners. Moreover, traditional CPDs have been criticized because they are irrelevant to target needs and mostly are considered impractical. As a result, recent professional development programs have rejected the traditional approach of CPD such as running workshops by employing large lecture formats, and have begun to favor more decentralized and school-based

approach. It also implies that school-based CPD is suitable with the maximizing efficiency of the program, Because of the minimal cost, the 'school improvement from within' approach has been considered a fundamental base of CPD (Barth, 1990). However, it cannot be the solutions to all problems. Program designers often attempt to modify teachers' beliefs about certain aspects of teaching or the desirability of a particular curriculum development or instructional innovation (Mokhele 2013). However many professional development programs fail to consider the process of teacher change, although activities are frequently designed to alter teachers' attitudes, beliefs and perceptions. Even though some schools have established effective community' learning centers in the system of CPD, others still cannot be free from the limitations of the previous CPD practice. Some have only been able to provide limited resources for teachers because they are under-utilized and under-funded. CPD programs are aimed at not just improving teaching skills, but at the holistic improvement of teacher quality through the teachers' attitudes and beliefs. Therefore, a teacher-centered approach including internal or external motivation and social-economic factors must be considered even when there are lots of the various causes of CPD limitation.

With rapidly change of world, school-based teacher education

will be expanded in the coming decade. CPD has always been required for those who work in schools because of changes in teaching approaches, the conditions in which they work and the broader external environmental, socio-economic and cultural factors which affect them. Also, the local context based researches is definitely needed. That is because implementation of school cluster-based teacher professional development activities has varied for many reasons. Even though there is a willingness to supplement such changes by the CPD, the value and direction would be different in each schools and regions in which there are differences in school systems, teachers' own beliefs and their positive(or negative) view of their own job. Thus the success of the CPD depends on teachers' capacity to manage each challenge. It demonstrates the necessity of considering the one of the critical challenges, teacher empowerment issues when it comes to in implementation of CPD.

## **CHAPTER 6. CONCLUSION**

This study aims to critically analyze the limitation and facilitating elements of teacher empowerment in the CPD program. To identify the relationship between teacher empowerment and the CPD program, the study examined five categories under two dimensions of teacher empowerment as proposed by the empowerment structure from The World Bank and Short (1996). Based on the findings, this study also analyzed various factors which can be reflected in effective teacher professional development principles.

Little researches have been conducted evaluating CPD, and most of the previous studies on CPD programs focused on their outcomes and results. But there is little research which has focused on teacher empowerment and its implication at the school and cluster level. Therefore, this study will assist in understanding the inside workings of the program from a new perspective. Moreover, little research has been done to show teacher empowerment specifically to CPD teacher empowerment, which is considered an important factor regarding the approach from a bottom up perspective.

Qualitative research is the main methodology used to explore in depth experiences, perceptions, and practices. It is useful for analyzing research on the complex co-relationship between teacher empowerment and the CPD. The researcher used five kinds of data collection; three for the field research; In-depth Interviews, Photovoice and Focus group Discussions and two for the support; Document Analysis and Data Analysis. The collected data was analyzed under mainly two broad categories under the empowerment structure from the World Bank which are related to teacher empowerment in CPD. Using analytic frameworks designed by the researcher based on a literature review and the teachers' perspectives, these findings were interpreted based on the five perspectives adopted from factors of teacher empowerment; autonomy, principal leadership, self-efficacy, opportunities for professional growth and status.

In Chapter 4, the elements of teacher empowerment in the CPD system were examined. The findings of the study indicate that the CPD was established because there were needs for education quality and awareness of teacher education after the quantitative expansion of education. At the national level, there were many efforts to improve the quality of education. However, what teachers learned from the CPD was not actively utilized by teacher in reality.

In terms of teacher empowerment, there are four main factors related to two big categories; 1) Agency and 2) opportunity structure which have an influence on the effectiveness of the CPD. First, autonomy and self-efficacy is under the aspect of agency. Autonomy in the CPD is mainly affected by three sub elements: the effect of principal Leadership, CPD as a mandatory program and increased workload. When it comes to autonomy, although the CPD is designed as a bottom-up approach, most teachers felt that it did not follow this approach. Second, this study mainly focused on three factors related with the challenges of self-efficacy; 1) Lack of Preparation, 2) Context matters and 3) Overlapping.

Under the aspect of opportunity structure, first, they believed that if the CPD aimed to improve teachers' capacity, it would not just be encouraged by training. This observation poses various considerations for profession development. Second, there are significant problems related to social-economic barriers that make it difficult for teachers to stay in the teaching profession. According to the responses of the teachers, the social-economic barriers are not just related to the CPD program but also are related to teaching in general.

In Chapter 5, the principles for effective professional development program were adopted to the facilitating elements of

teacher empowerment in the CPD from the findings. The principles show several initiatives and implications to run effective program. Mainly there are three categories for analyzing the principles and the elements of teacher empowerment; Process, System and Content. However, in terms of the content, it did not appear close co-relationship with this research issues.

When it comes to the process, there are four principles to ensure CPD is effective in teacher empowerment. Most of all, the strong instructional leadership by the school administrator or supervisors which was elaborated in these finding is critical. It is closely related to the other principle, 'involving teachers in planning programs'. The responses from teachers are in total agreement in the importance of leadership in which, the atmosphere for open communication and active participation can be encouraged. Also teachers in INSET should be regarded as active-learners in an adult-oriented model. It implies that through active-learning, teachers can be the facilitators to their own problem related to their profession which is the main de-motivator to staying in the profession. Lastly, if the school focuses more to developing the pedagogical center to run field research and open it as life-long learning center, the pedagogical centers will work well as the teacher learning communities.

In terms of the system, CPD program should be considered as in-service programs that are a part of a continuum of professional development. The problem of overlap of curriculum between pre-service program and the CPD that appeared in the interview, demands further consideration in creating coherence in the teacher education process. Also, for teachers, learning opportunities are closely related with the ability to change one's careers and teachers are even willing to spend extra money. In this sense, it is important to foster cooperation with other colleges and district education offices to address this issue. Lastly, because of the importance of involving community members in planning for and monitoring of school quality, community members and school personnel should recognize the need to actively participation in school issues.

Teacher empowerment through CPD system was examined in various ways to determine CPD's effectiveness in empowering teachers. However, the program was unable to consider the importance of teacher empowerment as the main workforce and the necessity of motivating teacher by understanding and solving the social problems.

Another challenge is that the program was too focused on the expansion of the INSET program without consideration for what goes on

inside schools and teacher's personal situation. The government efforts alone cannot lead to teachers' profession development and improvement of the quality of education. There needs to be a comprehensive approach to make teacher more encouraged to participate and revise the program.

Considering the limitations, further studies is necessary. First, research on the budgeting allocations should be designed to draw a clear picture of the priorities of the program. Considering the fact that budget implications can positively effect and build realistic and sustainable programs, it will require more effort to collect the data from schools. This kind of study can help create better CPD system. Second, after data is collected, the results of quantitatively analyzing the portfolios and toolkits can be applied in the creation of realistic and adoptable guidelines and samples. Even though there are not many examples at the school level because of the short time period, offices and bureaus have made much efforts to make effective formats. Depending on region, the effectiveness of professional development program varies. For examples, in Tigrai, Ambara and the Southern Nations, most of teachers have shown positive attitudes towards the CPD implementation (AED and Leu 2006). Last, in terms of teacher empowerment, the further studies can be designed in study of the specific relationship between the one and the other in the effectiveness of the CPD.

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## 국문초록

이 논문은 에티오피아의 교사교육프로그램, Continuous Professional Development (CPD)을 시행하면서 교사들의 임파워먼트에 대한 영향을 분석한 것이다. 개발도상국 사례연구를 통해 국제교육개발협력에서 임파워먼트 강화를 통한 교사교육의 중요성과 시사점을 보여주고 있다. 에티오피아 교사들의 시야를 바탕으로 한 본 연구를 통해 에티오피아 교사들의 임파워먼트 향상을 통해 교사교육의 질적 향상과 궁극적으로 교육의 질적 향상을 도모를 위한 시사점을 도출하고자 했다.

특히 에티오피아의 교사교육프로그램이 기존의 상명하달 식의 교육법에 대한 반기로 교사들의 자발적인 참여(목표설정, 연간계획설정, 개발적 모니터링 등등)를 유도한 상향식 접근을 목표로 하고 있기에, 교사들의 임파워먼트가 중요한 이슈로 대두되었다. 교사들 스스로 임파워먼트에 관한 정의를 내리고, 그 기준을 통해 현재 시행되고 있는 교사교육을 바라봄으로써 실질적인 현황을 알아보고자 했다. 본 연구는 에티오피아의 수도 아디스아바바 지역에 위치한 5개의 공립초등학교에서 근무하는 다양한 경력의 교사들과 교장단을 대상으로 교사교육에 관한 개별인터뷰, 그룹인터뷰, 포토보이스를 실시하였다. 그리고 이들의 의견을 보충하기 위해 교육부 관계자와 아디스 아바바 대학의 교수들을 대상으로 한 조사도 함께 진행하였다. 뿐만 아니라, 각 학교들과 교육청에 구축된 문서와 에티오피아 교육개발에 관한 정책 보고서도 참고하였다. 가능할 시 수치적인 자료를 통해서도 교사들의 의견을 보충하였다.

본 연구의 주요 결과를 요약하면 다음과 같다. 우선 교사들을 시각으로 내린 임파워먼트 정의는 크게 4가지로 분류되었다. 임파워먼트의 4가지 요소로는 a) 자치권, b) 자기효용성, c) 전문성 개발을 위한 기회, 4) 사회경제적 상태였다. 이를 다시 2가지 큰 범주로 나누어 개인적인 영역(Agency)와 사회의 구조적인 영역(Opportunity structure)로 나눌 수 있었다. 개인적

인 영역에 속하는 자치권과 자기효용성에 해당하였으며, 전문성 개발을 위한 기회, 사회경제적 지위는 사회 구조적인 영역에 속하여 각 요소에 해당하여 교사의 임파워먼트에 영향을 끼치는 문제요소 (교장과 프로그램 담당자들의 리더쉽, 교사교육의 의무적 시행, 증가된 업무량, 교육프로그램의 미비점) 들을 도출하였다.

Discussion에서는 Findings에서 밝힌 문제점을 교사교육평가 틀을 이용하여 프로세스(리더쉽, 소통구조, 교사참여유도, life-long learning center 구축), 시스템(예비교사양성 프로그램과의 연계성 고려, 기관과의 연계)를 통한 교육기회의 확장), 콘텐츠 세가지 부분으로 나누어 서술하였다. 이를 통해 CPD의 개선방향과 개발협력분야에서의 교사교육의 중요성을 도출하고 있다.

본 연구는 교사교육 안에서 교사들의 임파워먼트에 영향을 주는 여러 개인적인 요소, 사회구조적인 요소들을 밝히고, 개선점을 도출하였다. 이를 바탕으로 에티오피아의 교사교육에서 다양한 요소들을 고려한 보다 효율적인 운영을 위한 실질적인 자료가 되리라고 기대한다.

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**주요어:** 에티오피아, 아디스아바바, 교사교육시스템, Continuous Professional Development, 교사임파워먼트

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