

Secondary School Teachers' Views of Summer In-Service Program in Enhancing Their Professional Competence

Genet Gelana Kabeta¹ Haftu Hindeya Gebremeskel^{2*}

1. Adult Education and Community Development Program, Faculty of Educational and Behavioral Sciences, Bahir Dar University, Bahir Dar, Ethiopia
2. Teacher Education and Curriculum Studies Program, Faculty of Educational and Behavioral Sciences, Bahir Dar University, Mailbox 1207, Bahir Dar, Ethiopia

* E-mail of the corresponding author: haftu_hg@yahoo.com

Abstract

This study examined views of secondary school teachers on the adequacy of summer in-service training program in enhancing their professional competence. From four secondary schools, thirty two teachers were selected purposely. Data were collected using questionnaire and interview. Questionnaire data were analyzed using descriptive statistics and the qualitative data were made to complement the quantitative results. The study found out that most teachers viewed their training as inadequate in enhancing their professional competencies. The primary reasons for teachers' decisions to involve in summer in-service program were found to be fundamentally economic interests. Almost all of the respondents reported the improvement of their teaching and their school practices as secondary. Lack of textbooks and libraries, time shortage and failure of universities to address their adult needs were among the main challenges teachers faced during their study. Finally, recommendations for possible improvements were suggested.

Keywords: Secondary School, Teachers' Views, Summer In-service Training, Professional Competency

1. Introduction

Contemporary literature show that the quality of a country relies on the quality of its citizens. The quality of its citizens in turn depends essentially on the quality of education and ultimately the quality of education relies on the quality of teachers (Kothari, Patel and Shelat 2012). This interplay makes teachers' work demanding and makes their work to have many lines of accountability as citizens and states expect '*absolute perfection*' from teaching profession (Walles 2009). To efficaciously meet these demands, teachers need to have continued engagement in professional development. In this regard, many educators asserted that teacher professionalism is determinant in the quest of educational quality (Eraut 1995; Rizvi and Elliott 2007). In line with this, Nkumbi, Warioba and Komba (2007:23) unequivocally stated "Teacher professional development provides opportunities for teachers to explore new roles, develop new instructional techniques, refine their practice and broaden themselves both as educators and as individuals". Hence, teachers are needed to engage in continuous professional development to exploit all these opportunities, improve their own professional competence and offer solutions to the myriads of educational glitches. On the other hand, creating different educational opportunities and encouraging teachers to involve in teacher professional development activities rests on the hands of governments and stakeholders.

It is argued that the purposes of continuing teacher development stems from conceptions of a professional teacher and a professional school (Eraut 1995). Being a professional teacher to Eraut (1995) comprises a moral commitment to serve the interests of students and their progress, an obligation to review periodically the nature and effectiveness of one's practice and professional obligation, and to continue to develop one's practical knowledge through one's own reflection and that of colleagues. Despite the existence of many forms of professional development opportunities for teachers, however, Day (1999) in Rizvi and Elliott (2007) argued that some of the most effective forms of professional development and learning appear to be the ones that are embedded in the job and ingrained in the culture of teaching. And, they advocated workplace learning as vital for not only teachers' success but also for their overall professional development. In addition, there is agreement among scholars based on research findings and educational reform reports that professional development of teachers is crucial to systematic educational reforms and school improvements (Walsh and Gamage 2003).

In line with this, there is consensus among educators and policy makers on the importance of in-service training though the reasons behind their interest differ (Villegas-Remiers 2003). Villegas-Remiers (2003:57) has

summarized Eraut's (1995) three complementary rationales (human capital, management of planned change and self-development) helpful to explain the importance of in-service teacher training and education. Similarly, Smith (2003) in answering the need of professional development for teacher educators argued that there are three main reasons for professional development of teacher educators. These are: to maintain interest in the profession, to grow personally and professionally, and to advance within the profession. Besides, provision of systematic and ongoing in-service professional development for teacher educators promotes their confidence in their teaching and enable them develop skills and update their knowledge of theory and practice (Livingstone, Woods and Leu 2002). Due to these demands, professional development of teachers is an unavoidable process as it serves as a pillar in improving education (Smith 2003). Hence, teachers need to update and engage in different in-service programs. Yet, there are debates as to whether their participation in in-service program emanates from their desire to get better salaries or improve their professional competencies. It is also said that when teachers are continually developing their profession, it should be in alignment with their felt gaps so that they can promote their self-concept, content and pedagogical skills required. It is known that the very purpose of any training in teacher education is to promote teachers' professional competence and to enhance students learning (Craft 2000). However, the term competence seems to have varied meaning. For instance, Short (1985) cited in So, Cheng and Tsang (1996) attempted to clarify this by presenting four different conceptions of competence. Firstly, competence is taken as behavior or performance, the doing of particular things independently of purpose or intent. Secondly, competence is taken as command of knowledge or skills, involving choosing and knowing why the choice is appropriate. Thirdly, competence is seen as level of capability which has been 'insufficient' through some judicious and public process and this sufficient indicator may fluctuate since it involves a value judgment. Fourthly, competence involves the quality of a person or state of being, including more than characteristic behaviors: "performance, knowledge, skills, levels of sufficiency, and anything else that may seem relevant, such as intent, or motives, or attitudes, or particular qualities". The fourth conception implies that many theories about teacher competence can exist and all of which can be justified. As to Caena (2011), currently educators are agreeing to converge on the definition of competences as basic requirements for teaching, articulated in knowledge, craft skills and dispositions. To this educator, this definition focuses on the potentialities of continuous development and achievement related to lifelong learning perspective and includes three areas: knowledge, craft skills and dispositions. Williamson and Diarmid (2008) in Caena (2011) reviewed various studies and described the components of the three areas as follows. Knowledge area includes features such as subject matter knowledge, pedagogical subject knowledge, pedagogical knowledge, curricular knowledge, educational sciences foundations, developmental psychology, learning theories, assessment processes and methods among others. The craft skills, on the other hand, include planning, managing and coordinating teaching, using teaching materials and technologies, managing students and groups, monitoring and assessing learning and collaborating with colleagues, parents and social services. Finally, disposition, which is considered to be elusive and challenging comprises beliefs, attitudes, values and commitment, focused on action. Competence then involves subject and pedagogical knowledge, knowledge of identifying strategies to deal with problems in a context which demands a combination of cognitive and practical knowledge and skills, and it also constitutes the values, motivation and attitudes required in the specific profession.

In this regard, in-service programs have a key role in enhancing the specified competencies. That is, though it may not be true all the time, many teachers who earned their certificate degree via pre-service program could enhance their competence by promoting themselves to the next level through in-service programs such as distance, summer, extension, etc. Shindu and Omulando (1992:232) stated "...in-service education helps to acquaint the practicing teacher with the latest innovations in the curriculum of his subject area. In this way, the teacher is most able to cope with new demands in his area of specialization as well as new approaches and methodology intended to enhance teaching and learning." Moreover, in-service training also helps teachers move up the academic ladder and upgrade their rank. Several studies point to the need for broadening the concept of in-service programs to a growth continuum of ongoing, participatory learning that is closely linked to the realities of classroom needs and moving towards continuous professional development models (Karagiorgi and Symeou 2005). In this direction, there have been various mechanisms established to upgrade teachers from one level to the next where one of these mechanisms is in-service training. Though the development of teachers' level of education through in-service training is fatefully imperative, there are many criticisms from different angles in its effectiveness to making teachers bring differences in their practices. For instance, among the criticisms, in contrast to their ideas explained earlier, Shindu and Omulando (1992: 233) stated "... in-service training has been criticized for producing teachers who cannot cope with higher levels of education."

It is understood however that teachers' professional competencies are enhanced through in-service programs. In their effort to answer what skills are developed by in-service training curricula, Stuart (1999), Lewin and Stuart (2003) in Lewin (2004) identified common components that appear in most programs. These are: subject content:

knowledge and understanding of school subjects, pedagogic content knowledge: teaching methods and ways of assessing learning related to specific subject areas and matched to the capabilities of learners (Shulman 1987). To Karagiorgi and Symeou (2005:13), “an understanding of the intimate interaction between a teacher's pedagogical content knowledge and the classroom setting is vital to any hope of developing the teacher's pedagogical content knowledge. In-service that ignores this interaction will produce changes that are short lived or still- born.” Joyce and Showers (1980) in Jones (2006:13) on their part have identified five important components to successful in-services: including the presentation of information, modeling of the teacher strategy, practice in a controlled environment, opportunity for feedback, and transfer to the classroom. Several researchers have indicated that effective in-services must provide learning opportunities that are collaborative in nature (Guskey 1994; Miller, Lord, and Dorney 1992 in Jones 2006). A meta-analysis of key components of teacher in-services reported that in-services are more effective when they are participatory and provide opportunities for the teachers to practice their newly-learned skills (Jones 2006). In-services are amenable to disseminating information and also provide strategies that are easy for educators to implement (Aubrey 1986).

As far as the Ethiopian experience of in-service training is concerned, in the past it was highly criticized for its low quality training and production of incompetent teachers. For instance, Ministry of Education (2003: 103 MoE henceforth) states, “In the past, the in-service provision has been characterized by poor management of education development, the self-interest of teachers and lack of sustained, coherent and professional programs”. With the emergence of New Education and Training policy in Ethiopia in 1994 (MoE 1994), however, many reforms were introduced into the education sector. In this policy, teacher education was identified as priority area and in-service training of teachers has got much attention. To address such problems, teacher education system overhaul (MoE 2003) was launched after conducting a study on the quality and effectiveness of teacher education in Ethiopia aiming at ensuring and supporting provision of quality education. Based on the findings, a policy has been introduced that govern the training of teachers in the state. For instance, it was stated that “the Ethiopian teacher education program is committed to producing competent teaching staff who have the desired academic knowledge, sufficient professional skill, appropriate citizenship, attitudes and skills, and those ethical values enshrined in the Ethiopian constitution” (MoE 2003:37). In addition, Action Plan of Education Sector Development Program (ESDP III) (MoE 2005) has also indicated the existence of challenges in the area of teacher education of which lack of sufficient number of qualified teachers was found to be a persistent problem. To combat this problem, MoE has outlined possible solutions. For instance, the activities outlined in ESDP III (MoE 2005:10) related to teacher education particularly to in-service program include: reducing unqualified and under-qualified teachers recruited for the second cycle primary education through in-service training programs, establishing cluster based local in-service training, helping under-qualified teachers currently teaching to quickly assume teaching positions in the second cycle of primary education, exploring ways in which the curriculum can be revised to accelerate the production of new teachers and shift a greater share of their preparation to in-service training and developing content of pre-service and in-service teacher training programs to provide teachers to acquire and develop appropriate pedagogical skills. On the other hand, five prioritized target areas were identified (MoE 2003:34) to initiate in-service professional development program and specific profiles of trainees to be attained after their in-services were prescribed. Hence, it is imperative to see whether these profiles are achieved to the required level or not. This demands understanding the views of teachers who have participated in the summer in-service training program. Therefore, this study is intended to studying teachers' views of the adequacy of their summer in-service training in promoting their professional competence.

2. The Problem Statement

It is argued that those teachers who have the chance of joining in-service training program have the possibilities to improve their professional competence and their students learning. However, ILO (2000: 29) referring to the experiences of many countries in the world stated that “In-service training has grown in many countries from ad hoc, voluntary initiatives not frequently run by teachers' associations into organized, comprehensive, and sometimes mandatory programs.” In addition, there are presumptions held by many people, particularly in developing countries, that the trainees upgrading through in-service training are not basically for the sake of improving their practice in teaching initially but for personal benefits. In other terms, it is deemed essential to find out the reasons that initiated teachers to upgrade via in-service training. Examining whether their training has contributed to their professional competence and instructional practice to the required level is also worth investigating. Most educators agree that any program of teachers' education has to be adequate in acquainting teachers with the relevant general pedagogical skills, the pedagogical content knowledge (PCK) and the subject matter knowledge that are considered as indicators of teachers' professional competence. As far as these researchers experience is concerned, though there has been considerable research on effectiveness of in-service

training of teachers globally, there is however a dearth of research in Ethiopia about its effectiveness. Currently in Ethiopia, teachers who are teaching at all levels of education are getting access to different educational opportunities. Among the in-service training opportunities distance education, extension or evening program and summer programs are widely used in Ethiopia. Particularly, the government has increased to use the summer in-service program (a degree program where teachers with diploma level attend two to three months in six to eight summers) for training teachers. In this regard, many universities are providing in-service training to teachers in various areas. This study is then intended to answer the following leading questions.

- Why are teachers motivated to attend the summer in-service program?
- Is the summer in-service program sufficient to enhance teachers' professional competence?

3. Scope of the study

For the reason that teachers trained through in-service found in the nearby schools are limited in number, the findings of this study may not be generalized to all in-service training types provided in the region. The scope of this paper is then limited to high school teachers who have upgraded from diploma to degree level through summer in-service program at Bahir Dar town.

4. Methodology

4.1 Research Participants and Sampling

The population of this study was secondary school teachers of Bahir Dar town, Northern Ethiopia, who have upgraded their qualification via summer in-service training from diploma to BA or BSc degree level. In so doing, thirty two teachers were selected using purposive sampling. To supplement the quantitative data and understand the issue in-depth, six teachers were purposely selected for interview.

4.2 Instrument

The data utilized for analysis were collected through questionnaire. The questionnaire consisted of both open and close ended items categorized in three sections. The first section of the questionnaire contains five point scale ranging from 5= much adequate, 4=adequate 3=cannot decide 2=inadequate, and 1= too inadequate. This part is sub-divided into three sub-parts including items from general pedagogical skills, PCK, and knowledge of subject matter. The items for general pedagogical skills and subject matter knowledge were adapted from Ambissa (2001). Indicators of the PCK were constructed from Shulman (1987). Shulman's conceptualization of PCK includes knowledge concerning curricular materials, recurrent difficulties of subject-specific learning, learning contexts and objectives. Additional indicators of PCK were added from literature. The second section contains open-ended items about teachers' reasons for upgrading and the improvements acquired due to their involvement in the training. The last part asks teachers to rank the reasons that initiated them to participate in the training. The same procedure was employed to indicate the ratings of the options in both the scales of PCK and subject matter knowledge. To collect accurate data, the questionnaire was subjected to pilot test and 0.67 Cronbach alpha index of reliability was found.

4.3 Data Analyzes

Quantitative data analysis procedure was used to analyze the collected data. In so doing, frequency counts, means and percentage were used in addition to descriptive explanation of the open-ended items. The qualitative data were analyzed in line with research questions and made to complement the quantitative results. Two questionnaires were excluded as they were found incomplete for analysis.

5. Results

The purpose of the study was to assess the views of teachers on the adequacy of their summer in-service training program in promoting their professional competencies. To do so, questionnaire and interview were employed to collect data. Descriptive statistic means, frequency counts and percentage were used for analysis and the results are presented hereunder. The qualitative results were made to supplement the quantitative results.

5.1 Profile of Respondents

The teachers under study have relatively high experience where 15.6% (5) have less than 10 years of teaching experience. On the other hand, 53.12% (17) of the teachers have 10 to 20 years of teaching experience and the remaining 31.25 (10) have more than 21 years of teaching experience.

5.2 Teachers reasons for their participation in summer in-service program

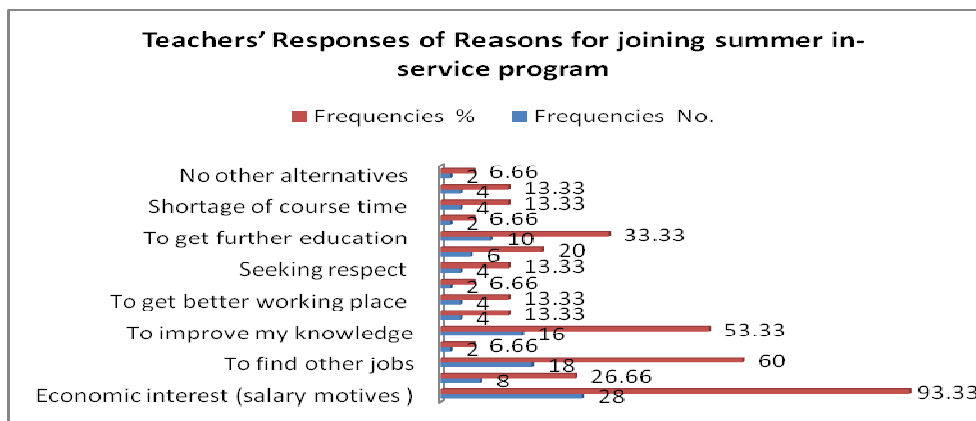


Figure 1. Teachers' list of reasons for upgrading through summer in-service program

The summarized reasons, in fig. 1 shows that 93.33% (28 out of the 30) of the respondents explained that economic interests were the major reasons for their participation in summer in-service. Moreover, the second reason that initiated 60% (18 out of 30 respondents) of the respondents is to find an alternative job. This implies that the teachers under study are using the upgrading as a way to get better qualifications for salary increment than for improving their practices. This is explicitly shown in the number of lists of factors indicated by the respondents. Twelve out of fifteen listed reasons for their participation in the summer in-service program by the respondents were not related to their practices or their professional competences. In other words, only 3 of the 15 factors related to the improvement of their participation in summer in-service training were mentioned.

5.3 Ranks of teachers reasons for upgrading

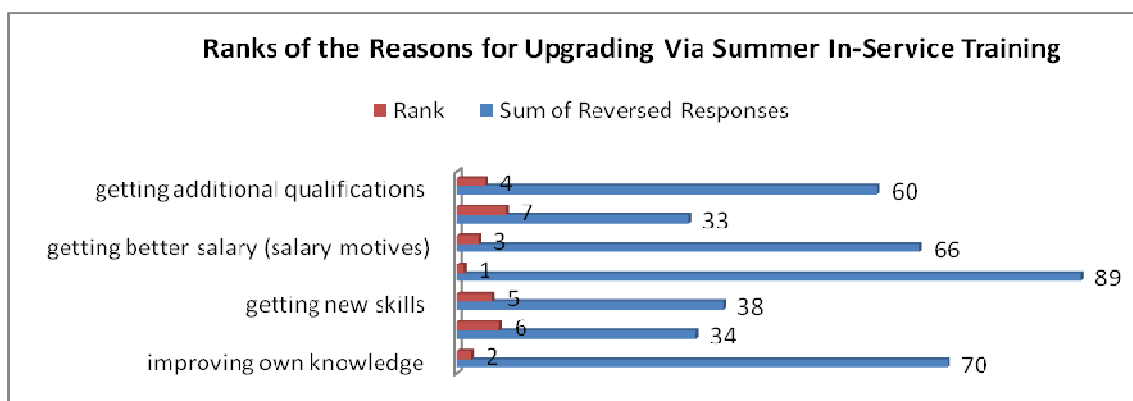


Figure 2. Ranks of reasons for upgrading via summer in-service training

As indicated in Fig. 2, the first three reasons ranked by the participants were: seeking for other alternatives, improving own knowledge and getting better salary. From the list of seven possible reasons, improvement of the school practices was ranked last (7th). This result depicts that teachers' need to stay in the profession is minimal as upgrading seems to serve as a pushing factors that make teachers leave the profession.

5.4 Adequacy of summer in-service program in Promoting Teachers Professional Competence

This section presents the adequacy of summer in-service training in equipping teachers with the general pedagogical skills, PCK, and the subject matter knowledge.

5.4.1 Teachers' improvements in their competence and practice due to summer in-service program

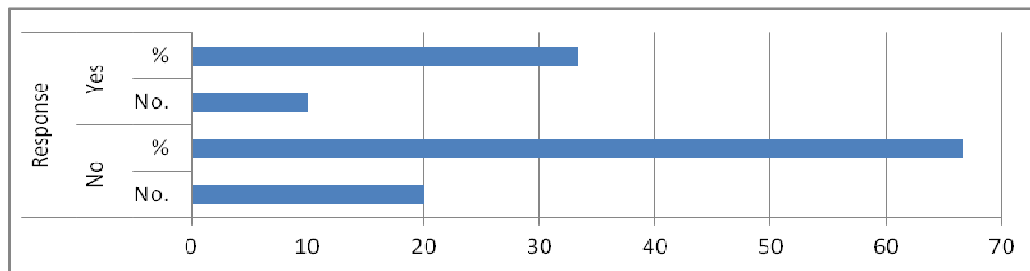


Figure 3. Improvements in teachers' competence and their practices because of their training

As shown in Fig 3, majority of the teachers (66.66%) indicated lack of improvement in their practices due to the summer in-service training. However, few of the teachers (33.33%) indicated the presence of improvements in their practices. This may suggest the presence of cleavage in the training they were exposed and the demands of their practices or may be attributed to the purpose of their upgrading via summer in-service training as indicated in Fig 1 and 2 above.

5.4.2 Teachers' View of the Adequacy of summer in-service program in promoting teaching Skills

Table 1. Teachers' view of the adequacy of summer in-service training in acquainting with teaching skills

	Teaching skills or general pedagogical knowledge	No.	X(mean)
T ₁	Planning instruction	41	2.73
T ₂	Proper use of time	40	2.66
T ₃	Meaningfulness of learning activities	37	2.46
T ₄	Maintaining clarity of lesson structure	40	2.66
T ₅	Maintaining affective climate in the classroom	38	2.53
T ₆	Applying good questioning skills	36	2.40
T ₇	Enhancing learner self-concept	34	2.26
T ₈	Reinforcing learning	41	2.73
T ₉	Close supervision of learning activities	36	2.40
T ₁₀	Maintaining learner accountability	34	2.26
T ₁₁	Providing for individual difference	31	2.06
T ₁₂	Evaluating learning	39	2.60

*T represents Teaching Skills (general pedagogical knowledge)

As can be seen in table 1 above, six of the twelve indicators of teaching skills were found to be areas of inadequate training as they are below the average mean of the 12 teaching skills [$X = 2.47$]. Specifically, these include: T₃ [$x=2.46$], T₆ [$x=2.4$], T₇ [$x=2.26$], T₉ [$x=2.40$], T₁₀ [$x=2.26$] and T₁₁ [$x=2.06$]. As can be observed from the summarized responses of the teachers, they reported that their summer in-service training was inadequate to acquaint them with the 50% of the general teaching skills items [T₃, T₆, T₇, T₉, T₁₀, T₁₁] represented as indicators of the adequacy of their training seems too much deficient to make teachers address individual difference [$X=2.06$].

5.4.3 Teachers' View of the Adequacy of summer in-service program in promoting PCK

Table 2. Teachers' view of the adequacy of their in-service training in acquainting them with PCK

	PCK	No.	X(mean)
P ₁	Knowledge of how to structure academic content for direct teaching	40	2.66
P ₂	Represent academic content for direct teaching to students	39	2.60
P ₃	Knowledge of the common conceptions students face while learning content	42	2.80
P ₄	Knowledge of the common misconceptions students face when learning content	34	2.26
P ₅	Knowledge of the common difficulties that students face when learning content	38	2.53
P ₆	Knowledge of teaching strategies to address students' learning needs	41	2.73

*P represents PCK

As depicted in table 2, the indicators of pedagogical content knowledge reported below the average mean [$X = 2.53$] are: P₄: [$X=2.26$] and P₅: [$X=2.53$]. In addition, all the indicators actual means fall below the expected mean (3.00).

5.4.4 Adequacy of summer in-service program in promoting Subject Matter Knowledge

Table 3. Teachers' view of the adequacy of their summer in-service training in subject matter knowledge

Subject Matter Knowledge		No.	X(mean)
S ₁	Acquainting with the relevant concepts and principles of the subject	37	2.40
S ₂	Acquainting with content areas related to the subject	37	2.40
S ₃	Grasping detailed knowledge of the subject matter	33	2.20
S ₄	Acquainting with all the necessary contents of the subject demands	31	2.06
S ₅	Enabling to possess knowledge directly or indirectly related to the subject	34	2.26
S ₆	Enabling to defend (persuade people) all issues raised in the subject	32	2.13

*S represents Subject Matter Knowledge

It is indicated in table 3 that the summer in-service training was not sufficient to acquaint teachers with subject matter knowledge as half of the indicators of subject matter knowledge are below the average mean and the actual mean of all the indicators fall below the expected mean (3.00). These include: S3 [X=2.20], S4 [X=2.06] and S6 [X=2.13]. The results found above reveal that the knowledge of the subject matter [S3, S4 and S6] in the program was inadequately treated [where they are below X a=2.24]. On the other hand, the summer in-service training provided was also found to be inadequate for the indicators [S1, S2 and S5] in the subject specialization. Another interesting finding to the study is the mean, those means which were set to be indicators of adequacy of the in-service training in the three indicators that asks about the adequacy of the training in acquainting teachers with all the necessary contents of the subject demands (S4) were not far from the average mean, 2.06 and 2.24 respectively as compared to the remaining two indicators (S1 and S2 where X a = 2.24 for both).

6. Discussion

In-service education aims at the continuous professional growth of a teacher: to develop positive attitude towards improving students and own performance as a teacher. As knowledge is in constant state of flux in today's world, its horizon is expanding in a swift manner and "if the teachers fail to keep up with the latest knowledge, they will be giving yesterday's knowledge to tomorrow's citizens" (Kothari, Patel & Shelat 2012: 29). Yet, results of the study showed that the summer in-service program teachers have attended were inadequate in enriching them in subject matter knowledge, teaching skills and PCK. It was found out that their motive to join the program was mainly extrinsic and enhancing their professional competence and their students learning was rated secondary. Moreover, it is argued that experience in any profession particularly in teaching is thought to be a key for better teaching and learning. According to Lieberman et al. (2000) experience gives teachers confidence and improves their teaching performance. In this regard, the teachers in this study have better experience in teaching where 90% of them have experiences ranging from 11 to 20 years. Professional development of teachers has stages at different times in their career based on their years of teaching. In this regard, attempt was made to match the profile of the teachers and their experience against the described models of various professional developments. In Huberman's (1989) five stage model of professional development of teachers, the divergent period (7 to 18 years) of development tends to explain the teachers experience in this study as majority of the teachers experience fall under the years 10 to 20 (in Villegas-Remiers 2003:129). According to Huberman, teachers at this period are characterized by experimentation and activism as they develop their own courses, try out new approaches to teaching, and confront institutional barriers. Yet, others see it as a period of self-doubt and reassessment; many teachers leave the profession at this stage as their level of frustration with the system reaches its peak (Villegas-Remiers 2003). In this regard, the sample teachers seem to fall in this category of professional development. As depicted in fig. 2 teachers are at the verge to leave the teaching profession when they get an alternative job. On the other hand, as can be seen from fig. 3, 66.66% of the respondents responded that there is no improvement in their competence and their teaching practices. Yet, considerable numbers of teachers (33.33%) positively responded that the training had contributed to improving their practices. Teachers hesitation over the improvements so far gained were also observed from interview. For instance, teacher 'A' stated:

I have joined the program some years ago. As I had better years of experience and better cumulative grade point, I was selected to join the summer in-service program. However, I was not mentally ready and I had also some other personal problems.

Another teacher 'B' stated:

I did not bring about any change in my instructional practice because the teaching and learning I have attended was entirely theoretical. In addition, I was facing problems such as work overload in my school that hindered me from reading additional materials and lack of

interest in the subject I chose to study.

Other respondents expressed their disappointment of the program as follows.

In my school, the management is not considerate and they entirely do think that I was learning for my personal benefit. They were not collaborative in supporting me. In general, the school environment was not supportive. In addition, teachers in the universities were content oriented and were always anxious about covering contents.

Teacher 'C' asked noted:

I am not confident to say my involvement has improved my practice to the desired level. Compared to the years attended and the qualification I achieved, I did not contribute to my school and classroom practices to the level I am required to deliver. It is because the very purpose of my participation was to find other jobs other than teaching

Same teacher asked on what has to be done in the future and stated:

We are getting such opportunities based on random calls from the region or universities. Schools need to have a long term plan for training their teachers and teachers need to be informed when and where they will attend their training. Hence, school staff development plan needs to be in place.

Teachers were also asked to mention the challenges facing them in attending their training in the open ended questionnaire; the respondents identified the following challenges: duration of the program was too short (shortening of the short academic calendar planned by their universities), trainees were overloaded and had no enough time to complete the tasks in time, training did not meet their expectations and some of the courses had no relevance to their future, lack of access to libraries and lack of differentiated instruction in the training to address their individual needs. In addition, lack of support from the school management was found to be a major hindering factor. Some of the teachers, during our interview, have however indicated that though there was lack of support on behalf of the school management to the level they need, they were trying to patiently tackle the challenges. According to Rizvi and Elliott (2007) though teachers may have intrinsic drive, the absence of support and continued failure to get satisfaction in the classroom and in the school may initiate them to begin to question their roles as professionals. Walsh and Gamage (2003) studied the significance of professional development and practice towards a better public education system and asked participants whether successful professional development for teachers would result in a well-run organization. In this study, 88.3% of the respondents agreed successful professional development would lead to a well-run organization. This study also revealed that effective professional development requires appropriate support for teachers. Among the supports identified include coordination and monitoring of professional development programs, allowing teachers to access resources and learn through a variety of media. The other major factor teachers mentioned in interview was lack of staff development plans in schools. Previous studies have also shown that if there is clear staff development plan, teachers' participation in professional development will be enhanced. For instance, Marinkovic, Bjekic and Zlatic, (n.d:3) asserted that "the quality of school is influenced by existence or absence of directions and strategies of education, official systematic solutions for educational system in the form of action plans..." Therefore, schools are supposed to lay foundation of teacher professionalism by making teachers aware of their professional obligations and rights. As mentioned earlier, the research findings illustrate that most respondents think the training is inadequate as it is inadequately supported by school management. Though the researchers have no presumption that teachers can only succeed in their professional life because of their mere attendance to this long term training, provided that there are many forms of continuous professional development, it was however observed that teachers were unhappy about the changes they gained on their professional competence and their students learning.

7. Conclusion and Implications

In spite of the endeavors made by MoE and other concerned bodies to help teachers promote their teaching competence through summer in-service training, this study revealed that the program was inadequate in acquainting teachers with adequate subject matter knowledge, PCK and teaching skills. The primary reasons for teachers' decisions to get involved in summer in-service training were found to be fundamentally economic interests. Almost all teachers reported the improvement of their teaching and their school practices to be secondary. In this regard, the interest of teachers to promote via in-service training should be dependent on the performances and attitude of teachers towards teaching. The attitude of teachers towards need for training has to be challenged and their affection for the profession should be examined. Hence, schools need to scrutinize

teachers' background, ambitions and values to teaching profession. As reported by teachers, the opportunities for their education are random and teachers were not informed in advance when and what subjects to study. Schools need to clearly indicate their professional development needs in their staff development plans and these plans need to be communicated with providers of training (such as universities) to ease the process. Teachers in secondary schools who are attending their summer in-service training have faced a number of challenges during the course of their study. Lack of textbooks, libraries, time shortage and failure of universities and teachers in addressing their adult needs were among the main challenges. Hence, schools, universities and other concerned bodies need to work in collaboration to address such problems. At last, further research needs to be done on summer program and other in-service programs to fill the gaps in research and improve the reliability of the results of this study.

References

- Ambisa, K. (2001). The adequacy of provision of training for pre-inservice student teachers. Proceedings of the National conference on the Quality of primary and secondary education in Ethiopia. Addis Ababa: IER.
- Caena, F. (2011). Teachers' core competences: requirements and development: Literature review European Commission, Directorate-General for Education and Culture [online] available: from http://ec.europa.eu/education/school-education/doc/competences_en.pdf (January 5, 2013)
- Craft, A. (2000). *Continuing professional development: A practical guide for teachers & schools*. (2nd ed). London: RoutledgeFalmer.
- Eraut, M. (1995). Developing Professional Knowledge within a Client-centred Orientation, in T.R. Guskey and M. Hubermns (Ed) Professional Development in Education, NewYork: *Teachers College Press*, pp227-252
- Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching: Theory and practice*, 8 (3/4), 381-391
- Guskey, T. R. (1994). Professional Development in Education: In Search of the Optimal Mix. Paper presented at the annual meeting of the American Research Association (AERA), Louisiana: New Orleans.
- International Labour Organization. (2000). Lifelong learning in the twenty-first century: the changing roles of educational personnel (Geneva, International Labour Organization). [online] Available: www.ilo-mirror.cornell.edu/public/english/dialogue/sector/techmeet/jmep2000/jmep1.htm#Contents (Nov. 18, 2004).
- Jones, H. A. (2006). Teacher in-service training for attention-deficit/hyperactivity disorder (adhd): influence on knowledge about adhd, use of classroom behavior management techniques, and teacher stress Dissertation.
- Karagiorgi, Y. & Symeou L.(2005). *Teacher professional development in focus: Reorganizing the existing in-service scheme in Cyprus*. Nicosia: Cyprus Pedagogical and Cyprus College Institute.
- Komba W. L. & Nkumbi, E. (2008). Teacher Professional Development in Tanzania: Perceptions and Practices, CICE Hiroshima University, *Journal of International Cooperation in Education*, 11(3), 67- 83.
- Kothari, R. G., Patel, J., Shelat, P. (2012). In-service teacher education and Quality at schools. *An international Multidisciplinary Refereed E journal*, 1(1), 26-30.
- Lieberman, A. Saxl, E. & Miles, M.B. (2000). 'Teacher leadership: Ideology and practice' in the Jossey-Bass reader *on educational leadership*, PP.339-45, Chicago: Jossey Bass.
- Lewin, K. M. (2004). The pre-service training of teachers –does it meet its objectives and how can it be improved? Global Monitoring Report or to UNESCO. "Paper commissioned for the EFA Global Monitoring Report. The Quality Imperative" retrieved from efareport@unesco.org
- Livingstone, G. ,Woods & Elizabeth L. (2002). The quality and effectiveness of teacher education in Ethiopia: A Report of the Study Findings with Recommendations for Action. Recommendations and Indicative Action Plan. [online] available: <http://dfidweb.dfid.gov.uk/prismdocs/ARCHIVE/ETHIOPIA/550013P1.DOC> (Dec.5, 2007)
- Ministry of Education. (2005). Education Sector Development Program III (ESDP-III): Program Action Plan. Addis Ababa: Ministry of Education, Education Management Information Systems (EMIS) Department.
- Ministry of Education (March 2003). Teacher Education System Overhaul (TESO) Handbook. [online] Available at www.tei.edu.et (November 10, 2012)
- Ministry of Education. (1997). Education Sector Development Program I (ESDP-I) Program Action Plan. Addis Ababa: Ministry of Education, Education Management Information Systems (EMIS) Department.
- Ministry of Education. (1994). New Education and Training Policy. Transitional Government of Ethiopia, AA.

- Nkumbi, Warioba and Komba. (2007). Capacity of primary school management for professional development in selected primary schools in Tanzania http://home.hiroshima-u.ac.jp/cice/Tanzania_060315.doc. (Dec. 5, 2012)
- Rizvi, M. and Elliott, B. (2007). Enhancing and sustaining teacher professionalism in Pakistan. *Teachers and Teaching*, 13: 1, 5 — 19 [online] available: 10.1080/13540600601106021 URL: <http://dx.doi.org/10.1080/13540600601106021> (February 10, 2013)
- Shindu, J.S. & Omulando, S.J. (1992). *Curriculum: Theory and practice*. Nairobi: Oxford university press.
- Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1-22. [online] available: <http://people.ucsc.edu/~ktellez/shulman.pdf> (July 11, 2012)
- Smith, K. (2003). So, What About the Professional Development of Teacher Educators?!, *European Journal of Teacher Education*, 26: 2, 201-215 [online] available: DOI: 10.1080/0261976032000088738 URL: <http://dx.doi.org/10.1080/0261976032000088738> (February 10, 2013)
- So, W. M., Cheng, M. H. M., & Tsang, J. C. (1996). Teacher education: Perception of competence among student teachers. *Proceedings of the 8th International Conference on Assessing Quality in Higher Education* (pp. 257-264). Brisbane, Queensland.
- Villegas-Reimers, E. (2003). *Teacher Professional Development: An International Review of the Literature*. Paris: UNESCO, International Institute for Educational Planning. [online] available: http://www.iiep.unesco.org/fileadmin/user_upload/Research_Challenges_and_Trends/133010e.pdf(Sep.10, 2012)
- Walsh, F. & Gamage, D. (2003). The Significance of Professional Development and Practice: Towards A Better Public Education System, *Teacher Development*, 7(3).
- Wallis, G. (2009). Teaching-Seven Uniquenesses of the Teaching Profession [online] Available: <http://ezinearticles.com/?Teaching---Seven-Uniquenesses-of-the-Teaching-Profession&id=1909865> (October 5, 2012)

This academic article was published by The International Institute for Science, Technology and Education (IISTE). The IISTE is a pioneer in the Open Access Publishing service based in the U.S. and Europe. The aim of the institute is Accelerating Global Knowledge Sharing.

More information about the publisher can be found in the IISTE's homepage:

<http://www.iiste.org>

CALL FOR PAPERS

The IISTE is currently hosting more than 30 peer-reviewed academic journals and collaborating with academic institutions around the world. There's no deadline for submission. **Prospective authors of IISTE journals can find the submission instruction on the following page:** <http://www.iiste.org/Journals/>

The IISTE editorial team promises to review and publish all the qualified submissions in a **fast** manner. All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Printed version of the journals is also available upon request of readers and authors.

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

