Investigating School-Based Continuous Professional Development in Government Primary Schools of Wolaita Zone: Activities, Implementation and Challenges

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Abstract

The purpose of this study was to examine the school-based continuous professional development in primary schools of Wolaita Zone. A mixed method with convergent design was employed. The target population of the study was teachers, school principals, and cluster school supervisors. The sample consisted of 389 participants selected using purposive and multistage sampling techniques. Data was collected using questionnaire, interview and focus group discussion (FGD). Means and standard error were used to analyze the quantitative data and thematic analysis was used to analyze qualitative data from FGD and interview. The study found that teachers have inadequate access to continuous professional development (CPD) activities and less satisfied with them. Moreover, financial cost, location, timing and suitability of provision workload, personal circumstances, and knowledge of opportunities, school policy and availability of staff were found to be the inhabiting factors for the effective implementation of CPD. Facilitators or opportunities for the successful implementation of CPD were also found to be poor. Thus, the study concluded that the implementation of CPD activities at the government primary school level in Wolaita Zone was not adequate and facing challenges.

Keywords: CPD, Activities, Implementation, Challenges.

INTRODUCTION

Primary school education is pressured to undergo changes, which is aimed at effectiveness in its varied services and programs, and achieving higher level of quality in many aspects of its settings. The key actors of any change are the people in the system. Thus, failing to change these people is a major barrier to success. To this end, the Arba Minch College of Teacher Education (AMCTE), as one of its reform agenda, has embarked on different capacity building programs in primary schools of its catchment areas. Most of these programs are in their younger ages, which demand research based knowledge and information that appraise the current practice and shape the future activities.

According to a catalogue compiled by the AMCTE, researches conducted in the area of continuous professional development in primary schools are absent. For instance, out of five or less unpublished research outputs in the AMCTE between 2003-2007, no documents deal with issues related to CPD in the catchment areas of the college. This revealed that the availability of limited research based documents concerning staff development issues in the regional context in general and in the college catchment areas specifically. Generally speaking, the researches under taken by college instructors do not seem to indicate research based information that deals with staff/professional development issues in the primary schools of AMCTE catchment areas.

There is however some studies which focus on how and what teachers teach, assess etc, but there are no researches on staff/continuous professional development strategies in the context of AMCTE catchment areas. Focusing on continuous professional development for primary school teachers in AMCTE catchment areas is not only a little researched area but also a newly implemented plan in the sector. What is more, most of the staff/ professional staff development programs which are in offer are commendable, but as observation informs the researcher, they do not seem to address what the Teachers in Primary Schools (PST) lack need and prefer. Who should take what trainings and how should they be organized, are eminently important questions that should be considered over, if success in this endeavor is to be achieved. However, the current practice seems to indicate a gap along this line. Thus, the purpose of this study was to investigate the activities, implementation and challenges of school-based teacher professional development in the selected schools of AMCTE catchment areas, the case of Wolaita Zone.

Specifically, the study was guided by the following research questions:

1.   What is the status of access to CPD activities by primary school teachers in the selected schools of Wolaita Zone?

2.   What are the impacts upon access to CPD training by primary school teachers in the selected schools of Wolaita Zone?

3.   What are the factors related to CPD training by primary school teachers in the selected schools of Wolaita Zone?

4.   What is the level of satisfaction with CPD activities by primary school teachers in the selected schools of Wolaita Zone?

5.   What are the facilitators of CPD implementation by primary school teachers in the selected schools of Wolaita Zone?

LITRATURE REVIEW

A document produced by Teacher Development Advisory Team (MOE, 2009) argued that Teachers' Competency Standards at different career levels provide a foundation on which all other teacher training related activities should be

based. Relicensing of teachers and climbing the next career ladder in the competency standard scales requires teachers to pass through CPD program courses. Kennedy (2005) suggested that lack of knowledge and experience on the theoretical underpinnings, implementation inconsistencies, lack of budget to run the program at school level, lack of incentive procedures to recognize teachers who made utmost efforts to change themselves and their colleagues were major problems found from the qualitative data.

Taking into account the major findings and implications of the impact studies conducted by the two universities and the recommendations entailed from need analysis (MOE, 2009b), the new CPD program underlined the importance of awareness-based understanding of all stakeholders on the essence of CPD, active involvement of teachers in planning and implementing the CPD program, relentless effort to bring change in students' learning through continuous improvement of one's teaching methodology. The study conducted by Kennedy (2005) also revealed that teachers are widely engaged in developing the CPD modules (individual plans), implementing the plan and assembling samples of their work in the form of portfolios. On the other hand many teachers appear pessimistic in their views on the real contributions of the program to improve the teacher knowledge, skills and attitudes.

Thus, the objective of this study was to investigate the activities, implementation and challenges of school-based teacher professional development in selected schools of AMCTE catchment areas, Wolaita Zone. The study focused on examining views and experiences of teachers, CPD committee members and pertinent education officers in relation to creating opportunities for teacher professional development at school level. Efforts were made to identify access to and satisfaction with CPD activities, factors upon access to CPD training, factors related to CPD training at regional, zonal or Woreda level, facilitators/ inhibitors of CPD implementation at school level.

METHODOLOGY

Design of the study

A mixed convergent design was employed in the current research. Accordingly, in this study it was attempted to merge the two data sets, typically by bringing the separate results together in the analysis and interpretation of the results. In view of that, a combination of quantitative and qualitative techniques was used in various stages (during data collection, analysis and interpretation) of the study. As part of the overall design the survey was used to assess teachers' perceptions and understandings of the process aspects of the CPD program. This survey design was substantiated or supported and complimented by the qualitative data obtained from focus group discussions (FGD) and interviews (semi- structured interview) on the implementation of CPD practices.

Participants

In this study, the target population involved primary school teachers, principals, cluster school supervisors, CPD Programme facilitators, and Woreda Education Officers in the selected Zone. The study used purposive and multistage sampling techniques to select the schools and respondents. Wolaita zone has 15 Woredas and 463 government primary schools. From this, six Woredas and 17 primary schools were included in the study as accessible populations using cluster and purposive sampling techniques.

Out of 548 teachers in the 17 primary schools (excluding those participated in FGD), 350 were selected using a simple random sampling technique and a questionnaire was administered by the researcher. The response rate for the questionnaire was 300(85.71%). A simple random sampling technique was used to select representative sample from the target population of the general education teachers. Purposive sampling technique was used to select 60 teachers for FGD, 17 principals, 6 Woreda education officers and 6 cluster school supervisors for interview to generate qualitative data. Purposive sampling technique was used as more appropriate for this study since it enabled the researcher to select respondents who could share relevant information related to their experience about the practices of CPD. Thus, in combination, 389 individuals were actually participated in this study.

Instruments

Three instruments, namely questionnaire, focus group discussion and interview were used for data collection. A likert scale type questionnaire with 43 items clustered under five thematic areas namely access to CPD activities (8 items), impacts upon access to CPD training (10 items), satisfaction with CPD training (8 items), factors related to CPD training (9 items) and facilitators/inhibitors of CPD implementation at school level (8 items).

Internal-reliability coefficients were computed by the researcher for the whole items and items in the sub-scales based on the pilot data from 50 general education teachers who were not included in the main study. The whole instrument was found to be highly reliable ($\alpha=0.928$). The reliability coefficients of the subscales "Factors related to CPD training at regional, zonal or woreda level" and "Facilitators/inhibitors of CPD implementation at school level" were found to be high ($\alpha=0.91$) and acceptable ($\alpha=0.69$) respectively. For access to CPD activities ($\alpha=0.78$), impacts upon access to CPD training ($\alpha=0.83$) and satisfaction with CPD training ($\alpha=0.80$) also showed high reliability status. After making important revisions, the finalized instruments were used for the actual data collection.

Finally, all the 43 items that fulfilled the reliability and validity criteria were administered to 300 (with the response rate of 85.71%) randomly selected teachers in the fifteen sampled schools. FGD was also held with a group of 60 teachers in 17 primary schools. FGD was an essential data gathering tool in this mixed methods design as it enabled to acquire in-depth information from purposively selected teachers about their CPD activities. In this study, semi-structured interview was conducted with the 17 head teachers, six woreda education officers, and six cluster school supervisors.

Data Analysis

Descriptive statistics namely mean and standard error were used to examine the study variables on CPD. Moreover, thematic analysis was used to examine the qualitative data from FGD and semi-structured interview on CPD variables.

RESULTS

Teachers' access to CPD activities

This part consisted of eight CPD activities that are conducted at the school, Woreda, or Zonal level and here teachers were asked to indicate the extent to which how frequently they have attended/accessed to them.

Teachers were given a set of possible responses and asked to indicate the extent to which how frequently they have attended/ accessed to the identified CPD activities in table 1. Analysis of the data showed that overall teachers were rarely

(m=1.9) likely to attend or access training programmes by experts at zonal, woreda or school level. Whereas teachers indicated that they sometimes carrying out an action research project (m=2.06), visiting to another school to see examples of good practice (m=2.07), peer coaching or observation (m=2.34), mentoring (m=2.65), attending and observing a visiting expert within the school (m=2.66) and team teaching (m=2.74) respectively. However, table 1 revealed that teachers usually engaged in planning lessons together with colleague (m=3.12).

Table 1 *Responses of teachers for access to CPD activities*

Items	Mean	Std. Error
Planning lessons together with colleagues	3.123	.098
Attending and observing a visiting expert within the school	2.658	.085
Mentoring	2.651	.096
Team teaching	2.736	.100
Visiting to another school to see examples of good practice	2.069	.073
Carrying out an action research project	2.055	.074

Key: 1-1.99 =Rarely, 2-2.99=Sometimes, 3 = Undecided, 3.1-4 = Usually, 4.1-5 = Always

Therefore, the finding from quantitative data indicated that teachers' have no sufficient access to the CPD activities. This was confirmed by the finding form qualitative data. One of the cluster school supervisors at interview sessions had the following to say about the access or participation of teachers at CPD:

"The main reason or expectation from CPD participation is to maximize the number of better teachers and assure quality of education by improving students' performance. Moreover, its aim is to promote teacher through CPD but this aim did not met still because of lack of access to CPD activities", PSCS 4.

Head teachers in interview session also repeated similar feelings that access to CPD ought to be difficult at recent times and that frustrated their roles in supporting teachers as head teacher. HT 6 had this to say:

Concerning the CPD training, in 2003 E.C., with the appearance of new CPD, I took the training on it. I was assigned as a director in 2003. In

2007 E.C., I came to Kindo Mandina School as director. However, I did not take any CPD training in this year to help my school teachers except what I mentioned before.

Some teachers in FGD also felt that CPD training was not accessed adequately and also lack of mentor and opportunity to visit to another school.

I came to this school in this year. I experienced with those teachers who took the training and left the school through transfer. As a result we have problems with shortage of mentor. Similarly teachers who had got good experience from visiting to another school left the school. At this time we are copying others work related to CPD to submit to the school principal. This was a result of lack of training, FGD 5.

We attended a very short training which only highlighted about the CPD at cluster school level. So, we have little knowledge regarding CPD, FGD 14.

A few number of head teachers in the interview sessions, however, stated that they have got training opportunities on teaching strategies, how to increase female students' performance and how to design their own plans and thus help teachers in their own respective schools. This was stated by the two head teachers:

CPD programs we have attended focused on how teachers improve their teaching in order to increase students' performances using/applying some teaching learning strategies. The program also focused on how to increase female students' performances so as to make a balance between male and female students as far as their performance were concerned, HT 14.

The programs were designed at zonal and woreda level and they focused on our day to day teaching learning activities, i.e. how the teachers plan to improve their profession. We, head teachers-principal and vice principals, were oriented with how to design our plans and help the teachers in their planning, HT 13.

Similarly, few teachers through focus group discussions explained their access to CPD training. The training areas focused on student centered approach, problems related to teaching and learning process, student discipline and individual difference.

The training designed by the AMCTE focused on "How to implement student centered approach. This training also focused on providing immediate solutions for the problems that face in teaching learning process in the classroom settings. In addition, the CPD training that was designed by Arba Minch College of Teachers' Education focused on implementation of student centered approach FGD 13.

The CPD programs we attended focused on: students discipline, teaching learning strategies, identifying learning behaviors (individual difference), and providing lessons considering theses differences or learning behaviors, FGD 14.

Factors related to CPD training at RZWL

Teachers were also asked to rate 9 items which might be related to CPD provision by trainers or facilitators at RZWL. The scales were rated 1–5 with the extremes of the scale meaning 1 = strongly disagree to, 5= strongly agree. In table 2, it was revealed that the mean score for the allowance provided during the training was (m=1.99) indicating that teachers were strongly disagree for the provision of enough allowances for their daily costs during training. Furthermore, the mean score for logistical arrangements was (m=2.05), teachers consultation for input (m=2.06), allocated time for the training (m=2.06), use of interactive method by trainers (m=2.12), resources given to teachers (m=2.19), competence and skill of the trainer (m=2.26), opportunities for teachers to give feedback (m= 2.28), and follow up visits by trainers (m=2.36) indicating that teachers were likely to disagree that these training related factors were effectively provided and organized by the facilitators or trainers during or after the training.

Table 2 *Responses of teachers to factors related to CPD training at RZWL*

Items	Mean	Std. Error
The facilitators or trainers made follow up visits	2.360	.059
The CPD facilitators are competent and skillful	2.260	.054
The time allocated for the training is sufficient	2.060	.053
Teachers were given resources or materials to take to their schools to help them in the implementation of what was learned at the training	2.193	.063
The facilitators or trainers provided opportunities for teachers to give feedback on how the training was conducted	2.277	.055
The allowance provided during training was adequate	1.993	.050
CPD facilitators used interactive methods during training	2.120	.050
Teachers are consulted for input prior to design a CPD program	2.060	.056
There is enough logistical arrangements for the CPD training	2.053	.052

Key: 1-1.99 =strongly disagree, 2-2.99= Disagree, 3 = Undecided, 3.1-4 = Agree, 4.1-5 = strongly agree

From table 2, it was found that factors that would positively contribute for the CPD training of teachers were not adequately provided and organized. The qualitative data was collected to support and substantiate the quantitative findings. Similarly, the challenge remains in relation to factors related to CPD training at regional, Zonal, Woreda or school level. To specify this, most of head teachers in the interview sessions complained about budget/allowance, the allocated time for training, resources provided and trainers' expertise:

We had a CPD training at zonal level, but the budget and the time allocated for the training were not adequate to help our school teachers. Very much content was covered within very short time. I think this made us focus on the how and when to cover its contents rather than worrying about its contents/ what are dealt with in the contents. In addition to this, the training manual was not provided at the right time. Refreshments that motivate the trainees, such as, coffee/ tea, lunch, services etc. are disregarded, HT 14.

I think the trainers have little knowledge and experiences of CPD. They might take TOT first and then train us. In fact, they are not experts. They simply impart what they had in TOT to us. And they don't have knowledge in depth, HT 13.

Teachers also agreed with the head teachers that the time allotted for training is not adequate. One teacher gave the following responses:

The time allotted for the training was not adequate and also it was not comfortable. The training was conducted from Friday afternoon to Saturday afternoon which is very short, FGD 13.

Teachers in this study also criticized about the collection of information or inputs from trainees before training "no input (information) was gathered from us before the training", FGD 13. However, few head teachers reported that inputs were collected by the trainers before training:

We are asked to identify teachers' interest regarding CPD training (which areas should be addressed in the training) by the woreda education office. Thus, teachers or head teachers are requested about the training before it is designed, HT 13.

In addition, teachers in FGD and head teachers through interview explained lack of interactive methods during the training:

The training entirely relied on teacher centered approach, since the time allotted for the training was very short, it is not possible to cover the contents of training with this traditional approach, FGD 13.

The trainers approach in the training we attended at the zone level was not as such attractive as the CPD training we attended at Bodite town. There should be ice breaking session to motivate the trainees, HT 14.

However, very few teachers explained positively to the methods used by the trainer: Responses of these teachers included: We attended only one CPD training at woreda level. Its mode of delivery was attractive. "The trainer employed lecture method and group works followed by constructive feedbacks, FGD 10".

Teachers' satisfaction to CPD activities

As indicated in table 3, teachers were asked to indicate their level of satisfaction with their CPD experience. In this case, they were required to circle a number on a Likert type style question which ranged from 1 = highly dissatisfied to 5 = highly satisfied. Thus, the mean score for attending training programs by experts at Regional, Zonal or woreda level was (m=1.97) indicating that teachers were highly dissatisfied with their CPD experience. Furthermore, the mean score for visiting to another school to see examples of good practice was (m= 2.21), carrying out an action research project (m=2.22), peer coaching or observation (m= 2.35), mentoring (m= 2.57), attending and observing a visiting expert within the school (m= 2.59), team teaching (m= 2.81) and planning lessons together with colleagues (m=2.86) indicating that teachers were not satisfied with the identified CPD experience.

Table 3 *Responses of teachers' satisfaction to CPD activities*

Items	Mean	Std. Error
Planning lessons together with colleagues	2.863	.060
Attending and observing a visiting expert within the school	2.593	.054
Mentoring	2.567	.055
Team teaching	2.813	.060
Visiting to another school to see examples of good practice	2.207	.053
Carrying out an action research project	2.220	.050

Key: 1-1.99 =highly dissatisfied, 2-2.99= Dissatisfied, 3 = Undecided, 3.1-4 = Satisfied, 4.1-5 = highly satisfied

The evidences for the dissatisfaction of teachers on CPD activities were also reported in the qualitative data from FGD with teachers. They indicated that the CPD activities are not regularly accessed by teachers. Below are some of the quotes reported by teachers who participated in this study: "Most of teachers in our school have no sufficient knowledge on CPD. This is because lack of access and training on CPD", FGD8. One teacher also confirmed this idea by saying "Lack of training in my school makes teachers not to implement CPD successfully and effectively", FGD10. Teachers also felt that the CPD access and participations were not adequate:

"Concerning the CPD training, last year (2006 E.C) the school principal provided training for our school teachers. However, this is not adequate and almost absent in 2007 E.C. This was particularly the case of action research", FGD5.

In line with these ideas one teacher stated that "I did not take any CPD training by experts at the school, woreda, or zonal level", FGD4. Furthermore, one teacher stated that: 'There was inadequacy of visiting to other schools to see good practices, inadequacy of sharing and taking experiences", FGD2.

Facilitators of CPD implementation at school level

This part consists of eight questions about CPD implementation at school level. Accordingly teachers were asked to indicate to what extent they agree as the factors in table 4 were facilitating or inhibiting their CPD implementation at the school level. Teachers rated the scales ranging from 1 = strongly disagree to 5= strongly agree.

When the mean scores, as indicated in table 4, were examined it would be seen that teachers were likely to strongly disagree (m= 1.98) for the provision of incentives to the teacher because of the CPD implementation. In addition, teachers tended to indicate their disagreement for the normality of teacher pupil ratio (m=2.01) and teachers workload (m=2.07), follow up visits by the supervisor (m=2.12), the easiness to translate what is learnt from the training into the class room level (m=2.28), head teachers competency and skill in supporting teachers (m=2.29), availability of adequate staffrooms (m=2.55) and provision of adequate resources by the school administrator (m=2.58). Thus, it was found that teachers were disagree or strongly disagree to the facilitators of CPD implementation at the school level.

Table 4 *Responses of teachers to facilitators of CPD implementation at school level*

Items	Mean	Std. Error
The provision of resources by the school administration is adequate for effective CPD implementation.	2.580	.057
There is incentives that are given to the teacher because of the CPD implementation.	1.977	.052
The head teachers and CPD facilitators are competent and skillful in supporting teachers.	2.290	.053
There is adequate staffrooms that make teachers prepare their lessons together.	2.547	.058
There is low teacher workload that make CPD implementation easy.	2.067	.050

It is easy to translate what I got from the training into

Key: 1-1.99 =strongly disagree, 2-2.99= Disagree, 3 = Undecided, 3.1-4 = Agree, 4.1-5 = strongly agree

Similarly, the study noted some challenges in the way the CPDs were implemented at the school level through the qualitative method. The teachers in the focus group discussions as well as the head teachers and primary school cluster supervisors in the interviews complained of about factors related to CPD program implementation. Teachers complained of having lack of incentives, high workload and teacher student ratio, lack of adequate resources and others. For instance, teachers in FGD 12 complained that:

We have been involved in CPD program in which sometimes the school or we ourselves initiated. During the practices, we ourselves buy the coffee or sometimes from the school budget. Similarly, the woreda with the school CPD facilitators including the head teachers organize it but they themselves have knowledge gap on it.

Head teachers at interview sessions complained the challenges related to inadequacy of time and budget as:

Off course nothing is difficult to attend CPD training, but there are some challenges such as time. The time is not considered enough and appropriate with our school program. In addition there is no budget to run it, HT 1.

Further, primary school cluster supervisors indicated that in some instances teachers were not effective in implementing CPD at the school level. In the words of PSCS 4:

Teachers have challenges such as lack of understanding the idea as it is expected. They cannot implement it well because the concept is unclear for them. Moreover, they are overloaded and the student teacher ratio is somehow problematic so that they cannot implement it as it is expected as well.

Looking at the challenges related to CPD implementation at the school level, most head teachers noted that lack of taking inputs from teachers, budget and support provided from CPD facilitators as inhibiting factor. For instance, one head teacher at interview session explained that:

Concerning the inputs or need analysis, no one asked us. Moreover, in this woreda, most of the head teachers are beginners who are in need of training. To me the main reason for lack of opportunity to participate in CPD is lack of budget. Similarly, concerning the Woredas and supervisors support, they give emphasis to mere collection of data and control of activities rather than practically supporting and making follow

up to teachers. Even head teachers did not provide adequate support, HT 6.

One of the head teachers at interview had the following to say about the lack of need analysis before training, the support from supervisors, and provision of inadequate time and also lack of resources at school level:

I came to this school last year. I took training at Zonal level in one occasion on Wolaytegna language. Before giving the training, Wolaita zone sent letters to woreda and schools to identify or select teachers for training. We commented "Active learning" as the areas of training. But it was not accepted by the Woredas and zone. The only message from the training providers was selection of teachers without considering their needs. I think it was the need of zone. Supervisors are also informed to train teachers at the school level. However, because of lack of budget it was failed. If the training was given the time provided was not enough. Similarly no material was given during the training.

Few numbers of head teachers reported the positive conditions where teachers could successfully implement their CPD activities at the school level. Regarding to this, the two head teachers had the following to say:

I follow up the teachers starting from their plans to how do they apply these plans in classroom situations or settings. If their plans are not implemented well, I provide them both oral and written feedbacks, HT 14.

The teachers successfully plan for the inclusive education and active learning. They are also familiar with how to promote female student' achievement. Students always work in their 1 to 5 networking (they practice co-operative learning), HT, 13.

Factors upon access to CPD training

Teachers were also asked to rate 10 items which might affect their access to CPD. The scales were rated 1–5 with the extremes of the scale meaning 1= most inhibited or least facilitated to 5, = most facilitated or least inhibited. From table 5, it can be seen that the mean score for financial cost was (m=2.01), suitability of provision (m=2.14), workload (m=2.14), knowledge of opportunities (m=2.15), location of provision (m=2.17), timing of provision (m=2.19), personal circumstances (m=2.29), supply of staff (m= 2.39), school policy (m=2.5), and school administration (m=2.6) indicating that these factors were likely to inhibit access to CPD training by teachers.

Table 5 *Responses of teachers to factors upon access to CPD*

Items	Mean	Std. Error
Financial cost	2.007	.049
Location of provision	2.170	.049
Timing of provision	2.190	.050
School administration	2.603	.053
Suitability of provision	2.143	.049
Workload	2.143	.048
Personal circumstances	2.293	.050
Knowledge of opportunities	2.150	.049
School policy	2.503	.055
Supply of staff (availability/lack of)	2.393	.054

Key: 1-1.99 =Most inhibited, 2-2.99= Inhibited, 3 = Undecided, 3.1-4 = Facilitated, 4.1-5 = Most facilitated

The finding from quantitative data was confirmed by qualitative ones. In the qualitative data throughout, respondents (teachers or head teachers) explained the factors that inhibit their access to CPD. Thus, most of teachers in FGD

did not admit to having attended CPD training or activities organized at school, woreda or zonal level because of time shortage and funding problem:

It is not easy to attend this program (CPD) because there is time shortage for us since we are overloaded. So there are practical challenges to overcome this. Similarly the funding issue just made us not to make our full commitment", FGD 12.

In the same way, most of the head teachers in the interview sessions explained and reported to the inhibiting factors up on CPD access or training such as personal circumstances, budget, and timing of provision. For instance one head teacher complained about these as:

Teachers have little awareness towards CPD. They considered CPD as an over load. Besides, budget issue is another hampering factor. The school or woreda office has no budget to run the CPD training. And, appropriate time is not set for the training. Teachers have little interest to attend the training in week-ends. For that matter, most of the CPD trainings have been conducted in week days (from Monday- Friday), particularly at recess or after the end of the classes. To me the training should be conducted at the inter-break time (the end of January to beginning of February, HT 13 and HT 14.

DISCUSSION

In this study, the teachers' access to CPD activities such as planning lessons together with the colleagues, attending and observing visiting experts within the school was found to be poor. There is also lack of adequate mentoring, team teaching, visiting to another school, conducting an action research, peer coaching and attending training programs. Different studies were reported on the importance of CPD activities. According to Wood and Anderson (2003), the use of external expertise can result in provision of knowledge and ideas, and be useful in terms of the external expert acting as a catalyst for an agent of change.

Small schools in particular can benefit from bringing in outside expertise, to widen their pool of knowledge that they can draw on (Smith et al., 2004)). Teachers may need help in determining their own CPD focus, and how to access different types of support that may be available. Peer support and discussion can contribute towards the development and take-up of new practice, but sustained contact with any external parties who were involved in any initial

input enables issues to be addressed as they arise, and can facilitate motivation, feedback, further discussion and progression (Cordingley et al, 2003; Ross et al, 1999).

The study also found that factors related to CPD training namely provision of allowances, teachers' consultation for input, allocated time for training, use of interactive methods and resources given to teachers were not adequate. Moreover, there is poor competence and skill of trainers, inadequate opportunities for teachers to give feedback and follow up visits by trainers. This finding was confirmed in the previous study by Kennedy (2005).

In this study, the teachers' level of satisfaction on CPD activities was found to be low. Previous studies found that teachers' selecting their own CPD activities can have a hugely positive effect on motivation, enthusiasm and take-up of any new ideas, with frustration resulting from the school-level direction of CPD, and compulsion being seen as having negative consequences in the impact of CPD (Edmonds and Lee, 2002; Hustler et al, 2003; Jones and Moor, 2005; Smith et al, 2004). The facilities or opportunities for CPD implementation at school level were found to be inadequate confirming the study by Kennedy (2005).

In this study, financial coast, location, suitability and timing of provision, school administration, workload, personal circumstances, knowledge of opportunities, school policy and availability of staffs are inhibiting factors to access CPD. With regard to this, similar findings were reported by many previous studies (Cordingley, 2003, 2005a; Jones and Moor, 2005; Joyce and Showers, 2002).

Conclusion

Based upon the findings, the following are conclusions of the study:

The status of access to CPD activities by primary school teachers in Wolaita Zone was not adequate. Financial coast, location, suitability and timing of provision, school administration, workload, personal circumstances, and knowledge of opportunities, school policy and availability of staffs are the major impacts upon access to CPD training by primary school teachers. Moreover, provision of allowances,

teachers' consultation for input, allocated time for training, use of interactive methods and resources given to teachers were not adequate to CPD training. The facilitators or conditions for the successful implementation of CPD implementation by primary school teachers in Wolaita Zone were not adequate. Thus, the level of satisfaction with CPD activities by primary school teachers in Wolaita Zone was low.

Recommendation

In this section, recommendations were suggested based on findings and conclusions:

The school management and CPD coordinators should provide an opportunity for teachers to access the CPD activities such as planning lessons together with the colleagues, attending and observing visiting experts within the school. They should also create condition for adequate mentoring, team teaching, visiting to another school, conducting an action research, peer coaching and attending training programs. In order to support these CPD activities and increase the satisfaction level of teachers, the MOE, Zonal Education Department and Woreda Education Bureau should work in collaboration and assign adequate budget. They should also work in collaboration to improve the facilitating conditions and minimize the inhibiting circumstances of CPD implementation at school level.

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