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**SCHOOL TEACHERS' PERSONAL INITIATIVE TO IMPROVE
PROFESSIONAL COMPETETNCES: THE CASE OF SOME
SELECTED PRIMARY SCHOOLS OF AGARFA WOREDA,
BALE ZONE, OROMIA**

BY

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MAY, 2019

BALE ROBE, ETHIOPIA

**TEACHERS' PERSONAL INITIATIVE IN IMPROVING
PROFESSIONAL COMPETETNCE**

IN AGAR WOREDA, BALE ZONE, OROMIA.

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MAY, 2019

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DECLARATION

I declare that this thesis is my original work and has not been presented for a ward of a degree in any other university and that all sources of materials used for study have been duly acknowledged in the form of complete reference.

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**TEACHERS' PERSONAL INITIATIVE IN IMPROVEING
PROFESSIONAL COMPETETNCES IN AGARFA WOREDA, BALE
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ABBREVIATIONS/ ACRONYMS

CPD	Continuous Professional Development
ELIP	English Language Improvement Program
ESDP	Education Sector Development Program
ETP	Education and Training policy
INSET	In-Service Training
MOE	Ministry of Education
NEA	National Education Association
NFIE	National Foundation for the Improvement of Education
PD	Professional Development
SMASEE	Science and Mathematics Education of Ethiopia
TDP	Teacher Development Program
TESO	Teacher Education System Overhaul
UPE	Universal Primary Education
WEO	Woreda Education Office

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Abstract

The purpose of this study was to assess the teachers' personal initiative in improving their professional competencies in some selected primary schools of Agarfa Woreda of Bale Zone, Oromia. To realize the purpose of the study concurrent triangulation mixed research design was employed. Mixed method research was employed in data gathering and analysis. To guide this study the pragmatism philosophical paradigm was employed because of pragmatism has opportunity to use mixed method of world views. Data were gathered from both primary and secondary sources. Primary sources were 71 primary school teachers out of 220, 5 primary school principals of 15, 3 cluster supervisors of 9 and 2 Woreda educational experts of 25 were selected. Simple random sampling technique was employed to select teachers from 10 primary schools of 48. Purposive sampling was employed to select from school principals, cluster supervisors and education experts at schools and woreda levels. To collect the quantitative data, questionnaire with closed and open-ended questions, interviews and document analysis were employed. Interview and document analysis were conducted to triangulate the information obtained through questionnaire. The quantitative data were first edited, organized, tabulated, and then were analyzed using frequency, percentage, SD, t-test and mean, while qualitative data from interview were narrated and analyzed to support the qualitative analysis. The results of the data analysis and interpretation indicated that the professional competence activities were important factors in improving professional competence of teachers. The findings also show that teachers have confidential understanding whether or not professional competence activities were important. However, these activities were very much limited and rarely implemented in primary schools due to lack of administrative support, recognition and incentives, teachers' awareness and lack of school physical and financial resources. Hence, it was concluded that there were positive perceptions from teachers towards professional competence activities even though there are observed gaps of exercising and implementation. The support for these activities was not as much as it is needed to enhance its implementation at the grass root level. A number of factors challenged the activities. Unless acted on by concerned bodies, these challenges will further impede the professional development of teachers. Based on the major findings of the study and its conclusion, some recommendations were forwarded in the area of supports; recognition and rewards, teachers' awareness and financial resources for the smooth running of the professional competence activities.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

Effective education can be achieved through the efforts of well qualified teachers. Literatures on education quality indicate that there is a strong relationship between teacher professional competence and education quality, especially in the areas of teachers' beliefs and practices, students' learning, and on the implementation of educational reforms (UNESCO, 2006). In line with this MoE (1994) states that the role of education is great in creating workforce and management who are capable enough to respond to their countries social, political and economic development. Nowadays quality of the teaching force has become a major concern all over the world. Several studies show that there is a direct relation between the quality of education and quality of teachers.

According to the World Bank in Getachew (2010) and Zeyneba (2014) teachers are central messed up to the delivery of quality education. In the same way, Ethiopian government acknowledged the key roles that teachers play in the provision of quality education. Since teachers are change agents in the development knowledge, skill, attitude and act as facilitators in preparing the young generations for different responsibilities and promoters of new technological advancements, they should develop professionally throughout their life in sustainable way (MoE, 2003). On the other hand, teachers are expected to improve themselves continually because of the changing world in every aspect. To put differently, teachers' previous experience, knowledge, and skills may become obsolete and their attitude, needs and interests can fadeout after a certain period (MoE, 2003). Hence, it is essential for education sector, particularly teachers to update and keep up the professional competencies and academic abilities.

According to Wajnyrab (1992), teacher development is something that happens with in classroom and oneself. It is often initiated by the teachers themselves and the role of school based support is to help channel energies in the directions that will be valuable

and meaningful to the teachers. In other words, personal initiation of professional competence is one of the most important aspects of successful professional development since it arises teachers' motivations, commitment and devotion to improve their competences. Teachers' professional activities are the key terms because change and successful professional development is unlikely to occur unless teachers are voluntary and willing too. This implies that the relation between personal activities of teachers and of professional competency are inseparable issues.

Day (1999) also agrees that professional development is not something that can be forced to be performed by some body, it is the teacher who develops actively, and not the teacher is developed passively. He further argues that, change which is not internalized, is likely to be cosmetic "token" and temporary. Numan(1998), states that successful professional development must be ongoing, sustained and self-directed. These arguments place personal initiated and self-directed development as an important position in the professional development of teachers. This indicates that the best sources for professional development are the teachers themselves if they take charge of their development. They are also the ones to start practice, reflect on and evaluate their teaching to contribute to their development that will continue throughout their careers. Fullan(1992) states that professional development is basically a solitary journey or interactive process. A teacher may engage in self-development alone or with others. Self-reflection is one of the process including solitary activities in which a teacher may assess self-goals and implement changes. Interactive activities may also be an alternative for self-development: a teacher may seek inputs from other people such as students, peers and supervisors (Freeman and Cornwell, 1993).

(Horseley, 1987), contends that all teachers need help and support throughout their journey. It is important that teachers should take initiation to work with colleagues for their development. As a result education sectors need to be proactive, creative, efficient, dynamic and strategy oriented, so that they would be responsive to the demands of global and local considerations. Therefore it is expected of education sector and teachers themselves to exert effort to provide quality primary education and quality secondary education to achieve international goal of universal primary education (UPE) by 2015 and to produce work force that will contribute to the socio-economic development of the country. The importance of teacher in the learning process is of a great value of all

different factors, which influence the quality of education and its contribution to the national development, the quality, competence and characters of teachers are the most significant.

Therefore, Professional competency and teachers' personal activity is indispensable for different reasons. First, the issues of globalization and complex social changes bring multiple demands on teachers. Thus, a well-educated, flexible, highly competent teaching force is required to handle these changes and to foster practices which are responsible to the education needs of all teachers (Dadds, 2001). Second, learning is the process of adapting to the new working environment of their own (Hayes, 2000). This indicates that the pre-service training may have less impact on teachers than might be hoped and any impact may be washed out in the certain years of teaching. Third, professional development promotes critical dialogue among teachers. Learning is social experience if teachers allow themselves to become a student of their own extraordinary self-education. They would be very well pleased to facilitate the self-education of others (Underhill, 1982). This strengthens idea that the contribution of self-learning of teachers to the learning of others in improving once professional knowledge is the issue to be considered.

Tagore (1994) also illustrates that "a teacher never truly teach, unless he/she is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame.". Rather has summarized Tagore's argument saying that "one who does not learn and acquire up-to-date knowledge cannot teach others. Teacher's job is just like that of lamp. Unless the lamp is burning, it cannot light another lamp with its name." (Arnold, 2004). Aggarwal (2008) also said that "I prefer that my student should drink from running stream rather than stagnant pool.". So as to become models for their students as enthusiastic lifelong learners, teachers should not ignore their professional development. The Teachers in every country have greater responsibility of making the students competent enough in the global context and to contribute to the development of the nation. To mould the students in to ideal, democratic citizens with efficiently and skills, teachers should be example, competent and effective and devoted to profession with expertise and intellect. Therefore, teachers need to be continually going ahead and equipping themselves with the knowledge and skills that will increase their ability to

provide improved opportunities to learn for their students. In order to accomplish this goal, teachers should also have opportunities to develop themselves and committed to use them to be better teachers. It is believed that teachers' professional development through self-initiated activity is an ongoing activity, which always seeks continuous research to find out what is prevailing in the school and take remedial action on the obstructing factors.

As a result education sectors need to be proactive, creative, efficient, dynamic and strategy oriented, so that they would be responsive to the demands of global and local considerations. Therefore it is expected of education sector and also teachers themselves to exert effort to provide quality primary and secondary education to achieve international goal of universal primary education (UPE) by 2015 and to produce work force that will contribute to the socio-economic development of the country. The importance of teacher in the learning process of education is of a great value of all different factors, which influence the quality of education and its contribution to the national development, the quality, competence and characters of teachers are the most significant. Solomon (2008) mentioned multi demonstrational role of the teacher can and should play in nation building for current and future development of the country. To carry out these roles effectively, teachers need constant review of their attitude and beliefs about learners, learning and teaching, practice, effort and commitment to the professional competencies. They also need to engage in professional development activities, which is a career long process of improving knowledge, skills and attitudes.

Generally from the above discussion, one can conclude that teachers are always learners, no matter how extensive or excellent their formal education and preparation might be. However, as with any school improvement strategy, the improving of professional competence faces multiple challenges. This study was, therefore, initiated to assess teachers' personal initiative in improving professional competence with regard to current attitudes, practices and challenges in some selected primary schools of Agarfa Woreda of Bale Zone , Oromia.

1.2. Statement of the Problem

Professional Competences of teachers at all levels has been highly emphasized in the global world as a way of enhancing provision of quality education for citizens (Craft 2000). Concerning this, Craft stated that the dynamic nature of the educational environment could not be easily managed without continuous learning. That is, in a rapidly and permanently changing world, one time certification from a pre-service training is not guarantee to become a well-informed and effective teacher. Thus, teachers must teach themselves continuously as they teach the students. Moreover, teachers improve and modernize their competencies and skill continually for the benefit of the whole society and students they teach.

The government of Ethiopia echoed the same view in its education and training policy and subsequent policy documents. For effective self- initiated learning, teachers become aware of their conceptions, efforts, initiatives and motivation, and the importance of their own professional competences. The education and training policy (ETP, 1994) envisages teachers' continuous development program at all levels. To realize this, MOE introduced Teacher Education System overhaul in 2003 (MOE, 2003). The MOE launched for instance different programs like different upgrading, updating, mentoring and CPD programs as a new reform of reaction to solve the problem of educational quality by applying them for teachers' professional knowledge. Accordingly, MoE(2003) has been reported that the ultimate objective of professional competence is to improve the teaching learning process in Ethiopian schools. However, professional competence of primary school teachers remains one of the most challenging areas in teacher management over the years (MoE, 2003) . Therefore, the quality of education offered is not at the required level. There is a gap between policy demand and skill of teachers. In its ESDP III, MOE (2003) reported that teachers do not continuously update and equipping their competencies and skills.

For effective self- initiated learning, teachers become aware of their conceptions, efforts, initiatives and motivation, and the importance of their own professional competences. Most learning process by all teachers take place most effectively at school level, in the clusters of nearby school working together, or sometimes in some more centralized setting as long as concerning of their own personal initiative in improving professional

knowledge, strong follow up and continuing support is available at school (USAID,2004). Specifically, in formal work place learning that involves those learning activities initiated by teachers help them in learning and developing their professional knowledge and skill (Cofer, 2000). The form of this learning is predominately experiential and involves dialectical process of action and reflection (Marstick, 1999).

To this end ,the government of Ethiopia has launched and implemented teachers' development program (TDP) such as pre-service and in service teacher training program and continuous professional development (CPD) to upgrade and update teachers' knowledge, skills and values to alleviate poor quality education problem by the help of different programs like CPD program, different upgrading and updating program for improving professional competences are compulsory and are the civic duties of all educators (MOE,2009). These all were produced at the national level and conducted formally in all primary and secondary schools since 2005 (MOE, 2009). Amare (2006), CPD has also laid foundation to build strong academic achievement of students. Irrespective of the above discussions, the present research was triggered for some important reasons.

In spite of the initiative made by the government to professionalize teachers and develop their competencies, still there are complaints about quality of the teaching force. What aspects improve teachers' professional competencies has brought so far? Is professional competencies really practiced or is profession continuously developing really in the way envisaged by the MOE and other stakeholders? To the knowledge of this researcher, some the complaints about teachers' quality are so frustrating for those who really perceive education as a key for development. Besides, researches conducted on status of primary school teacher's personal initiative in improving professional competences that help teacher meet the nations professional standards seem to be limited and also hardly possible to generalize findings for the whole situation across the region, since the studies focused on very limited geographical sites and only selected secondary schools of a single Zone in the region. , for example, the conducted research that had been focused in selected secondary school teachers in shoa by hirpa in 2015. However, no research study has been conducted so far on the particularly primary school teacher's personal initiative in improving professional competences where lack of extra infrastructures and very challenging settings.

Secondly, recent studies have shown the increasing importance of self-initiated learning in the workplace (Drucher, 1988). Therefore, more must be known about the nature of self-initiated activities in which teachers engage. Thirdly, the acquisition of competence, which enables teachers to meet the requirements of changing society and to perform in complex environment has become a central issue in education system (Kirschner et al., 1997). Fourthly, as clearly set out by National Framework for professional competence of teachers, all Ethiopian teachers need competence to progress through the professional career ladder. To the knowledge of this researcher, some the complaints about teachers' quality are so frustrating for those who really perceive education as a key for development. Hence, these and related issues were problems worth studying. With this in mind, the researcher tried to conduct this study on the teachers' personal initiative in improving professional competencies in some selected primary school of Agarfa Woreda of Bale Zone, Oromia .

1.3. Objectives of the Study

1.3.1. General objective

The general objective of this study is to investigate teachers' personal initiations in improving their professional competencies in some selected primary schools of Agarfa Woreda of Bale Zone, Oromia.

1.3.2. Specific objectives of the Study.

From aforementioned general objective of the study, the following specific objectives were drawn to guide the study.

1. To asses the attitudes of primary school teachers on personal initiative towards improving their professional competencies.
2. To identify personally initiated activities of primary school teachers engage to improve their professional competence.
3. To indicate the challenges behind the primary school teachers' personally initiation towards improving their professional competence.

1.4 .Basic research questions

The following basic research questions were drawn and answered in the course of the study.

1. How primary school teachers personally initiated towards improving their professional competencies.
2. What are the challenges behind personal initiative of primary school teachers towards improving their professional competencies ?
3. What are the personally initiative activities do primary school teachers engage to improve their professional competence?

1.5. Significance of the Study

The researcher believes that this study may contribute something good to improve teachers' professional competencies as well as create awareness on the issue of educators, policy makers, individuals and for other researchers those who are interested to study further on the topic . This research might have importance for the improvement of practice that related to professional development particularly, personal initiative in improving professional competencies and writer of this study more likely expect this study may contribute in the following ways;-

By referring this paper the woreda primary school teachers may benefit by applying the recommendations which would be given at the end of the study and school principals as well as cluster supervisors may enhance their understanding by reading this paper towards the problem and find possible solutions through teachers' personal initiative to improve their professional competencies. After reading this study the woreda education expertise particularly, teachers development program team may have better awareness towards the problem. The woreda primary school teachers personal initiative may increase to improve their professional competence and implementing it meaningfully for the successful accomplishment of their professional development. It may be enable primary school teachers to rethink about their professional competencies and improving system and it may mobilize other practitioners, officials and academics to further analyze this burning issue by using the research as a stepping stone.

1.6. Delimitation of the Study

This study was delimited to primary school teachers' personal initiative in improving their professional competence in Agarfa Woreda of Bale Zone, Oromia. Furthermore, it was confined to assess the attitude teachers have towards improving their professional competence, activities teachers engage in improving their professional competence personally as well as challenges teachers face to improve their professional competence in public primary schools of Agarfa Woreda in Bale zone.

1.7. Limitation of the Study

Few of the respondents were not voluntary to fill the questionnaire. However, by the help of principals and waiting for a bit longer time, the researcher finally collected enough and relevant information.

1.8. Theoretical and Conceptual Framework

1.8.1. Theoretical framework of the study

Experiential learning theories build on social constructivism theories of learning. This Theory was taken as an appropriate theoretical framework that helps to guide the study to understand the manners in which experiences – whether first or second hand – motivate learners and promote their learning. Therefore, learning is about meaningful experiences – in everyday life – that lead to a change in an individual's knowledge and behaviors. Carl Rogers is an influential proponent of these theories, suggesting that experiential learning is “self-initiated learning” as people have a natural inclination to learn; and that they learn when they are fully involved in the learning process. Thus, the researcher involved this learning theories as an appropriate theoretical framework of this study.

1.8.2. Conceptual frame work

The conceptual framework is the researcher understands of how the particular variables in this study connect with each other. Thus, it identifies the variables required in the research investigation. It is the researcher's “map” in pursuing the investigation. As McGaghie *et al.* (2001) put it: The conceptual framework “sets the stage” for the presentation of the particular research question that drives the investigation being reported based on the problem statement. The problem statement of a thesis presents the context and the issues that caused the researcher to conduct the study. In this study the researcher identified as Teachers' professional competency can be influenced by some

factors such as the teachers' attitudes towards their professional competence improvement, personal initiative activities of teachers and challenges those influence teachers' personal initiative in improving professional competence.

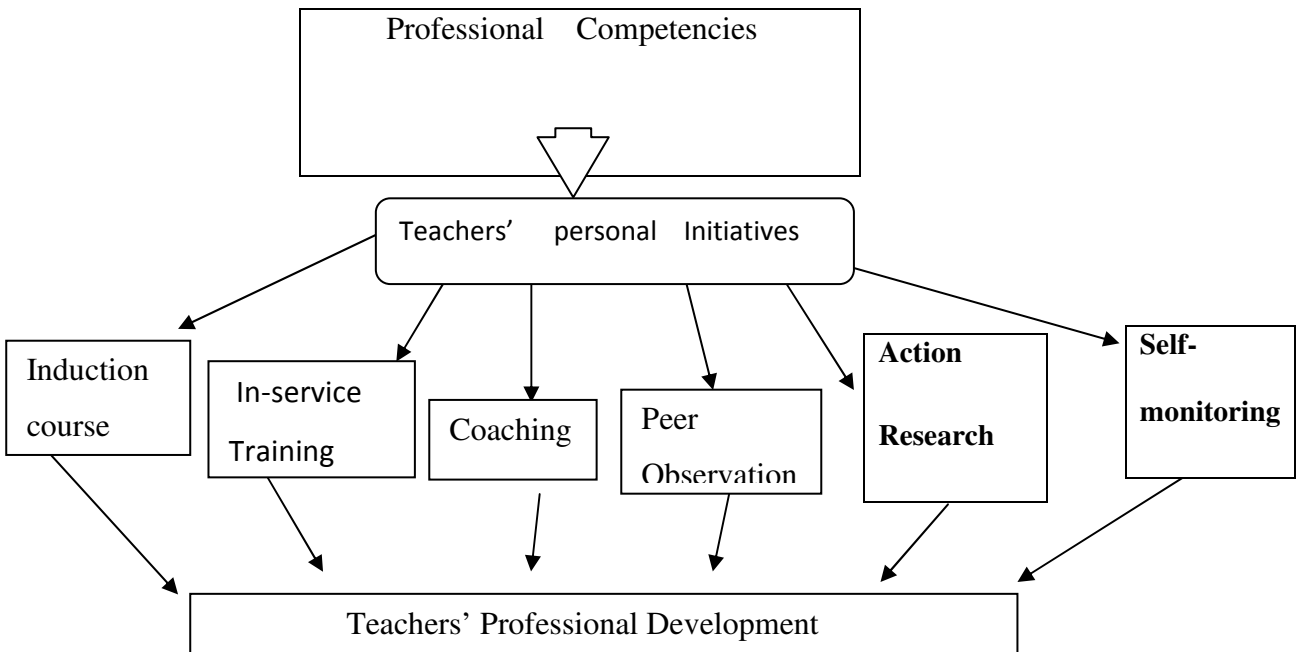


Fig 1. Conceptual framework of the study

1.9. Definition of Important Terms

Professional Competence- Is the habitual and judicious use of communication, knowledge, skills, emotions, value and reflection

Attitude Teachers' feeling of gratification in their profession

Profession Refers to Career/job

Communication Having mutual understanding about some issue

Challenges Refers to factors that hinder the implementers of teachers' initiative program.

Practice Activities carried out by school teachers to improve their performance

Competence Adequate ability or quality to perform a day-to-day teaching/ learning activities in teaching profession.

1.10. Organization of the Study

This study was organized in five chapters. The first chapter deals with background of the study, statement of the problem, basic questions, objectives of the study, significance of the study, delimitation of the study, theoretical and conceptual framework and definition of terms,. The second chapter treats review of related literatures. The third presents research methods and design of the study, The fourth chapter presents data presentation, analysis, and interpretation. Finally, the summary, conclusions and recommendations were treated in the last chapter. References and appendices are also attached at the end.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Nature and Concepts of Professional Competency

The term professional competency can be defined as a set of knowledge, skills values, attitudes, capacities and beliefs that people need to be effective in their profession. Wetera (2001) .Teachers' professional competencies comprise different competencies in various fields such as pedagogical, cultural, communicational, personal, intellectual etc which are needed for successful teaching.

According to Wetera (2001), the term 'professional competency' is made of two words 'professional' and 'competency. A profession may be defined as an occupation which requires special training purposefully to supply skilled service to others for a definite 'fee or salary. When we use the term 'Professional' to any job or occupation it is supposed to have certain distinguishable features that normally go with a profession such: a profession evolves in the process of responding to certain specific needs of a society , a profession is characterized by systematized body of knowledge that is unique to that 'profession, a profession is characterized by a body of skills , a profession is characterized by unique professional attitude seen among its members and a profession is characterized by a service orientation and others As teaching satisfies the criteria of a profession and is considered as a profession, teachers have the responsibility to identify, develop and maintain high standards of competence.

According to Tomilson (1995) competence refers consistent ability to realize particular sorts of purposes to achieve desired outcomes.” Therefore, professional competency can be considered as a highly valued quality which helps the professionals use their knowledge, skills, intellect strength and capacity efficiently to carry out one's functions and duties for the profession. Teaching competency can also be considered as the set of knowledge, skills and capabilities of teachers that make them successful in teaching profession.

The Ethiopian National Professional Standards Framework for School supervisors defines competency as the broad concept concerns the ability to perform particular tasks, duties and 8 roles to the standard of performance expected in the workplace. Competence requires the application of specified skills, knowledge and attitudes relevant to effective

participation in an organization or enterprise. It covers all aspects of workplace performance and involves performing individual tasks; managing a range of different tasks; responding to contingencies or breakdowns; and, dealing with the responsibilities of the workplace, including working with others. It requires the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments (MoE, 2012).

2.2 .Personal Initiative Learning

Activities that Improve Teachers' professional competences Cheng (2004) states that teachers are required to take up new responsibility in school management, curriculum planning and development, mentoring teachers school-based action planning project work and working with parents, outside leaders and professionals. The study conducted by Margaret (2010) on self-initiated learning activities of experienced public school teachers in US showed that teachers engaged in three types of self- initiated learning activities: knowledge exchanging, experimenting, and environmental scanning. This implies that teacher's personal commitment is an important factor in improving professional competence.

Recent studies show that professionals learn a great deal through personal initiated learning activities in the workplace (Ehly et al, 2000). In the context of teaching, examples of such activities including taking and sharing materials with other teachers searching internet for the instructional content, and experimenting with the new instructional strategies. Reports have shown that as much as 90%of new learning is acquired through self-initiated activities in the workplace rather than organizationally planned or sponsored activities away from the workplace (Brinkerhoff & Gill, 1994), these types of self-initiated learning activities include collaboration, formal planning, independent research, individual experimentation, mentoring, observing reflecting on the past experiences, role playing, sharing resources and talking.

The study on EFL teachers' self –initiated professional development by Birhanu (2014) indicated that teachers frequently practice professional development activities like speaking in their classroom lessons, reading school textbooks, managing classrooms and planning their lessons. Teachers rarely practiced activities like assessment and evaluation, reading other books, speaking in conversation, listening radio program listening TV

program, use of the teaching materials, writing in personal communication, reading magazines and publication and watching movies.

In Renyi's article "Building Learning into the Teaching Job," published in 1998 it is reported that a survey of teachers led the National Foundation for the Improvement of Education (NFIE) to recommend that the teachers take charge of their professional development opportunities if they want to go beyond merely keeping up with changes. This outstanding study was a two-year study of professional development. NFIE of the National Education Association (NEA), which represents 2.2 million education employees, set out to analyze what constitutes high-quality professional development. Over two years they examined high functioning schools and studied their professional development opportunities, interviewed nearly 1,000 teachers and teacher leaders, solicited essays from teachers, conducted focus groups of members of the public, and consulted with leading education researchers and reformers.

Wang and Seth (1998) reported their research in an article titled: "Self- Development through Classroom Observation: Changing Perceptions in China." The research was jointly carried out by a British lecturer and her Chinese counterpart at the Language Center, Qingdao University. Their aim was to turn classroom observation into an effective development of teacher through employing a more collaborative approach. The participants of the research were in three categories: the British lecturer, the Chinese counterpart, and the Chinese teachers, which led to four patterns of relationship: British lecturer - counterpart, British lecturer - teacher, and teacher. The procedural framework of the research was (a) pre-classroom observation questionnaire, (b) classroom observation process that includes pre-observation discussion, classroom visits, and post-observation discussion, (c) post-classroom observation questionnaire.

The use of reflection-in-action versus reflection-on-action was found to be dependent on both the teaching level and the type of task being performed. It was also indicated that In addition to knowledge exchanging and experimentation, teachers scanning external such as searching the internet for the instructional purpose, scanning professional journals and other educational publications to understand about recent developments and research in their content areas in learning and instruction and attending professional conferences to talk with other teachers and lend instructional ideas and materials to acquire professional knowledge and skills. The impact study conducted (by Lund University 2005 and

Haramaya University 2007) On English Language Improvement (ELIP) indicated that teachers need intervention to improve their proficiency and pedagogical skills in English.

Similar to this, the national learning assessment of grade 8 students 2008 showed that students' achievement was below the standard. The Science and Mathematics Education of Ethiopia (SMASEE) (2011) report also showed that mathematics and science teachers have lack of the necessary facilitation skills to lead group discussion, question and answer activities, demonstration skills, skills of planning effective lesson plan and generally lack of content mastery.

2.3. Components of Professional Competency

According to Selvi (2010) the professional competencies of teachers consists of four areas of competencies.: the first is field competencies which are related to the subject that teachers will teach. This professional competency can help teachers to teach at school level. This type of competency helps teachers in activity based teaching which refers to conventional methods by which learners receive knowledge, to adapt child centered practices that focus on the child in teaching learning to develop a scientific attitudes , curiosity and interest in different areas, to prepare teaching materials (Koundinya 1999). These materials are very crucial for making teaching more effective. Besides this type of competency helps teachers in evaluation technique which refers to the of judging, valuing and learners (Scriven, 1999). .Teachers use these strategies to raise students' enthusiasm and interest in preparing and inventing new materials which assist their learning.

, the second-research competencies refers to competencies of research methods and techniques and help the teachers in developing themselves and in their career. These competencies improve teachers' overall performance. According to Gaible and Burns (2005) cited in Zeyneba (2014), Inquiry/Action Research approach, teachers form teams based upon a common interest (helping students with reading difficulties, addressing needs of female students, etc.). They select an issue, investigate and research it, plan possible actions to remedy it, take action, observe and document results, reflect on outcomes, and create an action plan to address this issue. While Study Groups are broad in their focus, Inquiry/Action Research tends to be more focused on issues related to instruction. Inquiry/Action Research involves the use of higher order skills (researching, synthesis), a surgical instructional approach (targeting areas of instructional difficulty),

and a good deal of teacher time. It is most likely a useful TPD choice for teachers who already have advanced skills, the third –Curriculum competencies include curriculum development competencies and curriculum implementation competencies. These competencies incorporate both theoretical and practical competencies. Brocket (1991) stated as it is an umbrella concept because it refers to activities where primary responsibility for planning ,carrying out and evaluating a teaching/learning endeavor is assumed by the individual learner. The last one is e emotional competencies that include teachers’ and students’ morals, beliefs, values, anxieties, attitudes, empathy and motivation. The concept of teacher competencies should extend beyond the duties of teacher in the school to various dimensions of competences mentioned above to make teachers be effective.

2.3.1. Dimensions of Professional Competency

Professional competency mainly depends on five factors: first, Competency in activity based teaching & hurdles, which refers to the ability of teachers in adopting learning or teaching situations that are characterized by participation on the part of learners, as opposed to passive learning of information from a lecture talk or observed demonstration. Second, competency in child centered approach that refers to competency of teachers in adopting learning process where the learner i.e. the child is given the top most priority so that maximum participation of pupils is ensured, which help to develop scientific attitude, curiosity and interest in pupils and to tackle behavioral problems of children. Third, competency in teaching-learning process that deals with teachers’ competency in preparing the tools, which are used to make the teaching effective and meaningful and to promote learners’ interest in learning. Fourth, competency in evaluation techniques, which indicates competency of teachers to carry out the evaluation process i.e. judging, valuing and ranking pupils by various evaluation techniques.

Lastly, competency in opting novel strategies that encompasses competency of teachers in adopting novel teaching techniques such as interactive teaching, micro teaching, the role playing method, power point and video presentation . Generally, the professional competency of teachers, teaching at both primary or higher secondary level, these dimensions are major areas of teaching competency. These help teachers at either primary or secondary level, it can be serve for activity based teaching which refers to conventional methods by which

learners receive knowledge, to adapt child centered practices, and to adopt novel strategies (Scriven, 1999).

2.4. Competency Framework for Teachers

According to The Department Education and Training of Western Australia the Competency Framework for Teachers articulates professional knowledge, skills, and attributes essential for all classroom teachers, operating across three broad phases of competency. The competencies are generic and may be applied to specific teaching and learning contexts as defined by students, phases of schooling and learning areas.

The Competency framework for Teachers also articulates the complex nature of teaching profession by describing three professional elements of teachers' work: attributes, practice and knowledge. These elements work in an interrelated way as they are put into practice in classrooms.

2.4.1. Professional Attributes

Professional attribute show the characteristics that are readily identifiable as essential to effective teaching. These attributes indicate teachers' readiness for accepting challenges, demands and obligations of teaching. The Framework sets the standard in which teachers work with students, parents/caregivers, colleagues and others. Professional attributes provide the underpinning values, beliefs and skills for the decisions and actions teachers make in their day-to-day work. They describe the attitudes and behaviors through which teachers demonstrate their ability to facilitate student learning.

2.4.2. Professional Knowledge

As the Framework states effective teachers depend on of body professional knowledge in order to maximize their ability to improve student educational outcomes. It adds that knowledge of students, curriculum, subject matter, pedagogy, education-related legislation and the specific teaching context is the foundation of effective teaching and enables teachers to be responsive to the changing needs of students. Therefore, the Framework supports teachers as they continue to build upon their professional knowledge. It promotes ongoing professional learning and incorporates contemporary teaching theory

2.4.3. Professional practice

Professional excellence involves teachers engaging in all five dimensions .The five dimensions describe the major professional responsibilities and actions teachers carry out in their professional lives. These dimensions interconnect with each other and collectively contribute to teachers' effectiveness

2.5. National Professional Standards for Ethiopian School Teachers

The seven national standards for teachers identify what is expected of teachers within three domains of teaching. Teachers' demonstration of the standards will occur within their specific teaching context at their stages of expertise and reflect the learning requirements of the students they teach (MoE, 2012)

Standard 1: Know students and how they learn ,

Standard 2: Know the content and how to teach it,

Standard 3: Plan for and implement effective teaching and learning,

Standard 4: Create and maintain supportive and safe learning environments,

Standard 5: Assess, provide feedback and report on student learning,

Standard 6: Engage in professional learning and

Standard 7: Engage professionally with colleagues, parents/care givers and the community

The Standards are grouped into three domains of teaching; Professional Knowledge, Professional Practice and Professional Engagement. In practice, teaching draws on aspects of all three domains

2.5.1. Professional Knowledge

Teachers draw on a body of professional knowledge and research to respond to the needs of their students within their educational contexts .Teachers know their students well, including their diverse linguistic, cultural and religious backgrounds. They know how the experiences that students bring to their classroom affect their continued learning. They know how to structure their lessons to meet the physical, social and intellectual development and characteristics of their students

2.5.2. Professional Practice

Teachers are able to make learning engaging and valued. They are able to create and maintain safe, inclusive and challenging learning environments and implement fair and equitable behavior management plans. They use sophisticated communication techniques

2.5.3. Professional Engagements

Teachers demonstrate respect and professionalism in all their interactions with students, colleagues care givers and can communicate effectively with them about their children's learning. They are sensitive to the needs of parents/ care givers and the community.

2.6. Personal Initiated Professional Development

Professional development is a process of continuous growth of teacher professionalism and behavior which they gain by actively participating in various program ,activities ,conferences and workshops designed in addition to enhance their skills ,knowledge, competences and attitudes ,both individually and in group. Therefore, in many counties like Ethiopia teachers are provided with trainings, seminars, workshops and many other professional development activities in order to improve their skills, practices ,and stay up-to-date with changes related to teaching and learning .

However, personal- initiated professional development not only provides an opportunities to determine his/her own learning goals but also helps to identify activities and resources required to pursue these activities(Numan,2001).He adds that it also helps teachers to reflect on their learning experiences in order to augment their professional expertise .The well planned and continual personal initiated professional development yields more effective professional learning than one-shot workshops and conferences. Teachers since they intrinsically initiated such development activities, get involved in them wholeheartedly thereby recognizing the necessity of continuous learning and reflective practice.

Lucy (2008) states that self-initiated professional development enhances teacher self-reflection whereby teachers have control over their professional experiences and are motivated by tasks or problems that they find meaningful. Because teachers are already aware of their strengths and needs, they have self-directed professional development plan for them .These plans can be meant to be fluid ,with ability to grow and change over the course of professional life in response to experiences and opportunities encountered .Self-

initiated professional development activities may include both collaborative and entirely individual activities whereby teachers ,with or without the consultation of teachers educators attempt to diagnose their needs and solve them by themselves .

The other forms of professional development activities may include action research ,collaborative learning teams ,peer observation and coaching relationship or lesson studies .In this way ,self-directed professional development activities are listless .It can include professional reading ,or the discussion with colleagues or may be attending professional conferences either being a sponsor teacher or mentoring a beginning teacher.

2.7. Self –Directed Learning

Self –directed learning refers to a particular attitude towards learning ,one in which the learner is prepared to take responsibility for her /his own learning (Dickison,1987) .Guglielmino (2008) further clarified self –direction in stating that it can occur in a variety of situations ranging from a teacher –directed classroom to self –planned and self –conducted learning projects developed in response to personal or workplace interests or needs and conducted independently and collaboratively .Therefore ,the self –directed learner , as Dickison(1987) states ,is one who retains responsibility for planning ,decision making ,and implementation of the decision throughout the period of learning . It does not necessarily entail that is autonomous but it can be done by joining formal courses too. Brocket (1991), on the other hand, states that self-direction in learning is a way of life. This means that learning takes place across the entire lifespan .This can be made clear by comparing it with formal education being acquired in the institution where the learner has to control both the objectives and means of their learning but in self –directed learning learner controls over both the objectives and the means .Self –directed learning ,according to Knowles (1975) described as a process in which individuals take the initiative ,with or without the help of others ,in diagnosing their learning needs ,formulating learning goals, identify human and material resources learning choosing and implementing appropriate learning strategies and evaluating learning outcomes .

Self-direction in learning can be taken as an umbrella concept because it refers to activities where primary responsibility for planning ,carrying out and evaluating a learning endeavor is assumed by the individual learner (Brocket ,1991) It refers to a process in which a learner assumes primary responsibility for planning ,implementing and evaluating a learning process where an education agent or resources often plays a

facilitating role in the process .It centers on a learner's desire or preference for assuming responsibility for learning . Therefore, self-direction in learning refers to both the external characteristics of an institutional process and the internal characteristics of the learner where the individual assumes primary responsibility for learning experiences.

In this sense, the self –directed learner is the one who takes the responsibility for the management of his/her own learning being autonomous in all the processes without assistances .Self –directed learning, as Dickinson (1987) states, is an attitude of mind towards learning rather than any particular techniques or activities .s Self-directed adults are more frequent but are probably still a minority of learners. However, it is not the case, for the school children. Self-directed learning very well fits with autonomy individualized learning .Autonomy is one possibility with self –directed learning in which the learner undertakes all of the management tasks associated with her/his own learning.

2.8. Overview of Teachers Continuous Professional Development Program in Ethiopia

Within the framework of the 1994 Education and Training Policy, the government of Ethiopia launched series Education Sector Development Program (ESDP) in order to improve education quality and expand access of education .To treat issues related with teachers' qualification and In-service Teacher Education Program, the Teacher Education, System Overhaul (TESO) was under taken. On the basis of TESO report ,a thorough revision to modernize teacher education system was done .In relation to this ,Teacher Development Program (TDP)was launched in 2005 (MoE).TDP emphasizes on improving the quality of education by designing various teacher support activities and modernizing both pre-service and in-service training of teachers .As a result ,Teachers Continuous Professional Development program(CPD) was launched as one aspect of TDP and has been implemented both in primary and secondary schools of Ethiopia since 2005 .CPD has been launched in two component :a two year induction program for new teachers and a proper CPD for those who are already in the system .Each teacher is expected to complete a minimum of 60 hours CPD time per year .

According to MOE(2009) ,the aim of Continuous Professional Development is to improve performance of teachers in the classroom and raise students achievement .It is a career long process of improving knowledge .skills and attitudes centered on the local

context and ,particularly ,classroom practice .Specifically, its objectives are to ;support teacher capacity to teach effectively using appropriate new student-centered and problem-solving approaches according to active learning based-curriculum that was introduced in 1994 ;improve teachers' subject matter knowledge based on content of the curriculum and the teaching approaches which require teachers to engage students in the development of higher order thinking skills help teacher to develop more positive attitudes ,more cooperative approaches to their work at school level ,and strengthen professional identity ; introduce the idea of reflective practice and action research through which teachers studied their practice to improve it and promotes teachers to recognize their work as professional by providing new approaches for growth opportunities learning and development (Vigies-Riemers,2003)

2.9. Activities that Foster Professional Development

Professional Development Teachers use different learning strategies to engage in self-initiated professional development to improve their professional competence. Since teachers are adult learners they prefer in engaging in self-directed professional development strategies. Using these strategies teachers ought to be encouraged to become 'reflective practitioners' and thereby self-evaluation takes place and the teachers can become cognizant of their professional competence (Wallace, 1991). Wallace further stated that "teachers should be flexible, capable of further independent study, able to solve problems in a rational way, able to combine speed of response with depth of understanding.

According to Bhatta (2011), adult learners are self-directed because they seek out learning activities to enhance their own knowledge in order to meet their needs. Besides, the adult learner wants to draw on their rich personal and professional experiences. If the learners are involved in their learning rather than becoming merely passive participants they are more likely to master the information or concepts presented, apply them to their practice, and retain the information presented. Self-directed activities include a variety of activities before, during and after the learning experience to engage the participant in active learning.

2.9.1. Induction Course

Induction course is an active learning experience for teachers. Building on the foundations laid by pre-service courses, the new CPD strategy will provide a two year Induction Course for all newly deployed teachers, helping them to develop their teaching skills further. As they grow in experience, teachers will be given and expected to take up, continuing opportunities to update themselves with expanding knowledge, new technologies and fresh ideas for teaching and learning approaches. Thus, CPD should become part of the fabric of every school and contribute substantially to the quality of education offered to every child (MoE,2004).

2.9.2. In-service Training

In-service training (INSET) is defined as a planned event, series of extended program of accredited or non-accredited learning. As professionals, teachers need trainings to keep pace with the rapid developments in order to be familiar with new knowledge and technologies. Day (1999) claims that while teachers now have more opportunities for INSET, they have less opportunity for extended learning, less choice over what they learn. Consequently, in order to learn extensively what is introduced in the INSET program, follow-up support and practice are required to take place. As Hiep (2001) claims, along with the teacher training, teacher development must be a vital component in teacher education since development fills the gap in training by giving teachers opportunities to reflect on classroom practice, gain insight into teaching experiences and deal with change and divergence. Moreover, Hargreaves and Fullan (1992) states that INSET runs the risk of emphasizing skill development of teachers rather than personal and professional development, which is a threat for extensive learning and development.

Another shortcoming of training program is that; they are questionable in terms of satisfying the needs of the teachers. Hargreaves and Fullan (1992) claim that INSET program rarely address the individual needs and concerns. Hargreaves and Fullan explains the reason for setting aside the needs of the teachers in these program by the fact that the topics are frequently selected by people other than those for whom in-service is intended.

INSET program can have important contributions to foster teachers' knowledge and improve their classroom practices. However, these programmers' limitations and strengths need to be considered. As Day (1999) puts forward, where INSET doesn't take

account of the development phases of teachers, their intellectual and emotional development needs, it is unlikely to enhance their capacity for skilled commitment over the longer period.

2.9.3. Peer Observation

Teachers have many sources to learn from others. Freeman and Cornwell (1993) indicated that teachers can learn from experts by taking courses, or undergoing program of staff training in new techniques and approaches, from formal meetings, discussions, performance appraisals, clinical supervision, students, or peer observation. Teachers also learn from their students but they learn most, perhaps, from themselves and their colleagues in their own work place. Hence, one of the most important activities for teachers to develop themselves is peer observation, in which two teachers observe each other.

As it is indicated in Numan and Lamb (1996) peer observation as a self-assessment and learning tools follows some stages. In the pre-observation stage the observer and the teacher discusses the lesson plan and the focus of the observation and during the observation the observer makes notes on the steps in the lesson, recordings such things as departures from the lesson plan. In the post observation stage both the teacher and the observer report their impressions of the lesson, and discuss any differences of interpretation. Last stage is the follow-up stage when the teacher tries out any new ideas or suggestions that arise and reports back to the observer.

2.9.4.Coaching

Coaching is a conversational activity that aims to support people to learn and develop, therefore enhancing their ability to achieve more of their untapped potential. This way of understanding coaching highlights how it is perfectly aligned with the purpose of educational organizations. By highlighting the "self-directed" nature of the interaction, we are distinguishing coaching from mentoring. Coaching is not about teaching--it is about creating the environment in which people can learn for themselves by connecting with their natural curiosity.

In addition to traditional coaching interactions (one-to-one conversations), we believe that there is a variety of ways in which coaching can have a positive and transformational impact in schools. These are described in detail in our Coaching

Portals framework (van Nieuwerburgh & Campbell, 2015). In addition to the traditional use of coaching, school leaders, educators and students can use coaching skills in everyday interactions, adopt a "coaching approach" or work towards the creation of coaching cultures

2.9.5. Action Research

One of the most effective ways of reflecting on their teaching for teachers is action research. Action research is referred to teacher-initiated classroom investigation which seeks to increase the teacher's understanding of classroom teaching and learning, and to bring about change in classroom practices. Kemmis and McTaggart, cited in Richards and Lockhart, 1996). There are some steps that are suggested by Richards and Lockhart when teachers are conducting an action research in their classroom. First of all, teachers identify a problem that they would like to change through observation of their own classroom. By identifying the need or the problem, teacher finds the focus of the research and change the theme into a concrete question. Secondly, the researcher develops a strategy for a change. The teacher works out an action plan that will address the problem and may write a hypothesis. Then, the strategy is implemented. Teacher puts his/ her plan into operation for a fixed period of time when he/ she monitors, records the action and collects data. Finally, the researcher evaluates the results and reflects on the effects of the research.

What makes action research one of the effective ways for the professional development is that it is teacher-initiated classroom investigation, which means the teachers is ready and motivated to seek ways in order to increase his/ her understanding of classroom teaching, reflect on and to bring change in his/ her practices. Therefore, being a self-initiated and designed process, action research has many advantages. As Wragg (1999) agrees, self-study is now widely recognized as a powerful influence for personal and social renewal. It does mean accepting the responsibility of accounting for own practice.

Undertaking action research for teachers means examining their own classroom practices, which is very valuable because as Freeman and Cornwell (1993) state, often what one thinks what happening in their classroom can be quite different from what is actually going on. While undertaking action research, in the course of examining their own classroom data, teachers begin to notice problems that they were not aware of before. Hence, teachers are provided with better information than they already have about what is

actually happening and why. On the whole, it seems that if teachers don't reflect on their practices, they then are more concerned with 'how to' questions in their daily lives, such as how to exploit a course book, handle an activity, present a subject.

Richards and Nunan (1990) suggest moving away from 'how to' questions since they have limited utilitarian value, to the 'what' and 'why' questions. They argue that it is necessary to become a critically reflective teacher and improve in teaching skills. Wragg (1999) further explains that if a teacher feels that his/ her practice is satisfactory or needs attention in some way, he/ she will be able to explain how and why this is the case with evidence to support his/ her claims by the help of this reflective activity.

2.9.6. Self-Monitoring

Self-monitoring is a strategy that a teacher can adopt for his or her professional development. Self-monitoring in teaching involves having a teacher record his or her teaching behavior for the future reference so that he or she can go through it for self-appraisal. According to Richards (1995:118) "self-monitoring refers to the teacher making a record of a lesson, either in the form of a written account or an audio or video recording of a lesson, and using the information obtained as a source of feedback on his or her teaching."

Self-monitoring can make the teachers aware of their current knowledge, skills and attitudes as a basis for self-evaluation. Teachers can therefore collect information regarding their classroom behavior for future reference to bring about necessary changes. Richards and Farrell (2005) stated that self-monitoring refers to "activities in which information about one's teaching is documented or recorded self-monitoring of language lessons: lesson reports, audio-recording a lesson, and video-recording a lesson. Self-monitoring provides an opportunity in order not only to better understand one's teaching but also to review one's own strengths and weaknesses as a teacher. Self-monitoring or self-observation embodies a systematic approach to the observation, evaluation, and management of one's own behavior (Armstrong &Frith, 1984; Richards, 1995) in order to gain better understanding and control over the behavior.

2.9.7. Journal Writing

In the pursuit of their professional development, teachers can keep a teaching journal as an effective device. Richards and Farrell (2005) explained that a teaching journal is "an

ongoing written account of observations, reflections, and other thoughts about teaching, usually in the form of a notebook, book, or electronic mode, which serves as a source of discussion, reflection, or evaluation. Such journals are sometimes called teaching logs or teaching diaries, and, can be used as an important reflective device or the self-directed strategy for the professional development of a teacher. Journals are more elaborate and systematically written in their nature and therefore can work as an aid to “reflection on action” (Schon, 1983). A teaching journal enables the teachers to go back and see their thinking whereby creating a lasting record of thoughts that provides evidence of the teachers’ self-development.

2.9.8. Analyzing Critical Incidents

A critical incident is something we interpret as a problem or a challenge in a particular context, rather than a routine occurrence. It is a short description of an event that has taken place over a certain period of time. It can happen to anyone and anywhere in a real-life situation too. The incident is critical because it is important, essential or valuable in a way that it has some meaning. Critical incidents are based on real-life situations and typically involve a dilemma where there is no easy or obvious solution. The objective of critical incidents is to stimulate thinking about basic and important issues which occur in real-life situations. Tripp (1993) stated that “... a critical incident is an interpretation of the significance of an event. To take something as a critical incident is a value judgment we make, and the basis of that judgment is the significance we attach to the meaning of the incident. Tripp believes that incidents happen but critical incidents are created because of their importance. Therefore, for Tripp any lesson can be critically analyzed and a particular event made critical by our reflection on it. In making incidents critical, one needs to ask not only what happened but also why it happened. This should then be situation for the future reference.

2.9.9. Teaching Portfolios

Teaching portfolios, often known as dossiers, are compilation of teaching materials and related documents that teachers employ during teaching and learning processes. Portfolios serve as tools for reflection, a way to thoughtfully document teaching practices and progress toward goals. Portfolio entries can inform professional growth plans. As actual artifacts of teaching, portfolios help teachers to systematically ponder over their practice, reflect on the problems they face, and learn from their experience. They provide

direct evidence of what teachers have accomplished. Richards and Farrell (2005) defined teaching portfolio as “a collection of documents and other items that provides information about different aspects of a teacher’s work.” The teaching portfolio not only exposes the teachers’ performance description but also facilitates professional development by providing a basis for reflection and review. The portfolios reveal how creative, resourceful, and effective the teachers are. They can also become the source of review and reflection and also they can promote collaborative work as well.

Teaching portfolio has been defined variously by various authors. According to Porter and Cleland (1995) teaching portfolio is “a collection of artifacts accompanied by a reflective narrative that not only helps the learner to understand and extend learning, but invites the reader of the portfolio to gain insight about learning and the learner.” Similarly, Stronge (1997: 194) stated that “In its most basic form, a teaching portfolio is a collection of information about a teacher’s practice”. Seldin, et al (2010) explicated that teaching portfolios offers an opportunity to reflect upon the teachers’ work and thereby they rethink strategies and methodologies, revise priorities, and plan for the future. Consequently, teachers get stimulated to hone and to improve their performance in a better way.

2.9.10. Action Research

The application of research to educational problems in a particular classroom setting is known as action research. It is carried out not for the development of a theory or the generalization of the applications but it is done for the immediate application in order to find the solution of the problem. Therefore, it refers to “teacher-conducted classroom research” (Richards and Farrell, 2005) that attempts to solve practical problems. Many teachers- whether deliberately or inadvertently- involve in conducting action research in their day-to-day classroom activities when they have to tackle a problem. Thus it is a crucial tool for a teacher for his or herself development. Action research is, typically, a reflective process that allows for inquiry and discussion as a component of the research. Therefore, it also involves a cycle of activities such as problem identification, information collection, strategic plan, and implementation of the plan and reviewing of the executed plan. Best and Kahn (2007) explicated that action research applies “scientific thinking and methods to real-life problems and represents a great improvement over teachers’ subjective judgments and decisions based on folklore and limited personal

experiences”. The goal of action research is to improve the teaching and learning environment enabling teachers’ growth. Usually, action research is conducted in a small scale both individually and collaboratively.

2.9.11.Mentoring

The other essential professional competence /professional development activity in relation to induction is mentoring. In Mentoring, older or more experienced teachers guide and assist younger or novice teachers in all areas of teaching.

According to Gaible and Burns (2005) cited in Zeyneba mentoring can be structured as a one-to-one approach, or as a many-to-many approach in which several mentors and less-experienced teachers work together as a teacher.. Mentoring is also popular among teachers because it provides recognition for and builds on their experiences and aspirations, and it helps promote confidence. Mentoring helps reduce the anxiety and sense of isolation that can keep teachers from trying new approaches in their classrooms. Mentoring also serves as a non-formal or semi-formal method of ensuring accountability: teachers can complete TPD, demonstrating mastery of the targeted knowledge and skills that they never import into their classrooms. Once an effective mentor mentee relationship is established, however, novice teachers are both better supported in and more accountable for those first steps toward implementing something new. Face-to-face mentoring, when focused on instructional issues, can help teachers develop basic, intermediate and advanced skills. Gaible and Burns (2005) mentioned the following strong sides of mentoring:

- Provides access to information, role modeling, good instructional practice, assistance as needed, and personal support
- Can allow new teachers to collaborate and form relationships with colleagues within and across schools
- Where mentoring programs are in place, teacher attrition rates drop and teachers report greater job satisfaction mutual learning.

In a mentor-mentee relationship, experienced teachers share their experience to the newly qualified teachers on how to effectively perform their duties and how to solve problems. In this case, mentors play a significant role for the professional development of the less qualified teachers.

2.10. Teachers' Attitudes towards Personal Initiative

Attitudes are fundamental determinants of our perceptions of, and actions toward all aspects of our social environment. Attitudes involve a complex organization of evaluative beliefs, feelings and tendencies toward certain actions. How much we like or dislike something determines our behavior towards that thing. We tend to approach, seek out or be associated with things we like; we avoid, shun or reject things we do not like.

Attitudes are simply expressions of much we like or dislike various things. Attitudes represent our evaluations, preferences or rejections based on the information we receive. Attitude may be defined as 'an enduring predisposition or readiness to react or behave in a particular manner to a given object or situation, idea, material or person'. It is a generalized tendency to think or act in a certain way in respect of some object or situation, often accompanied by feeling. Attitude will have three components. The first is Cognitive, which involves the knowledge or information about a person or object, etc., and his belief about it. The second is Affective, which refers to feeling aspect, i.e. how he feels about it and the last is Conative that refers to action tendency, i.e. how he/she behaves with it.

Besides, it has three types; the first is Positive which is a favorable attitude—liking people, objects, situation, etc. The second is Negative which is an unfavorable attitude—does not like people/ objects, etc, and the last is Neutral that is neither favorable nor unfavorable. An attitude is a positive, negative, or mixed evaluation of an object that is expressed at some level of intensity. Our attitude can vary in strength along both positive affect, and with negative affect, with ambivalence or with apathy and indifference. It usually implies feelings that are either positive or negative. Social psychologists use the term attitude differently. Gordon Allport (1999) formulated the following definition: "An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related."

2.11. Factors that Affect Teacher Professional development

Many factors are affecting teacher professional development. These factors include teachers, students and colleagues. Teachers themselves are considered in terms of their cognitions, their awareness of education and development etc, Students are also an

important factors to teachers' career development as students' challenging questions and special needs will pose a great impact on teachers' future teaching ;colleagues and peers also influence teacher career development much because teachers better their profession in a learning communities ; participating in collaboration ,discussing and exchanging information help teachers their profession (Hanson, 2010).

According to Abebe (2010), the factors that influence teacher's professional development are classified into three groups: context, process and content. The conceptual factors – include factors related to wider perspective of societal, organizational, school work culture, prevailing system of learning and development and others. These factors in general address the questions why where and when the learning and professional development take place (Abebe, 2010). These contextual factors influence teachers' learning and development and need to be well understood and considered while planning their learning and professional development activities. Reimers (2003:15) described the relevance of contextual factors and the non-existent of a one –fits –all models as there is no single form or model of professional development better than others and which can be applied successfully in any institution or context. Schools and educators must evaluate their needs, cultural beliefs practices in order to decide which professional development models would be the most beneficial to their particular situation. It is clear in the literatures that different factors within workplace, such as school structure and culture, influence teachers' sense of efficacy and professional motivation.

Abebe (2010) also states that contextual factors in teacher's professional development have profound influence since cognition and learning activities which are situated, social and distributed. Rooted in the thinking of Dewey, Vygotsky and others, theories of cognition explicitly posit that knowledge is inseparable from the context and activities within which it is developed both physical and social contexts are an integral part of an activity that takes place as the activity itself is an integral part of learning and that takes place within it.

Margaret (2010) Also identifies that personal initiated –learning activities are influenced by the availability of resources, physical layout and level of centralization in their schools .personal influences such as age, applied focus, autonomy, commitment, educational background, educational philosophy expertise, flexibility, gender, initiative, administrators' behavior, community perception of teachers, competing goals.

CHAPTER THREE

3. RESEARCH DESIGN AND METHDOLOGY

3.1 Description of the Study Area

Agarfa Woreda is one of the Woredas of Bale Zone, in the Oromia Region of Ethiopia, named Agarfa. It is Located in the northwestern corner of the Bale Zone. Agarfa is bordered on the south by Sinana, on the west by West Arsi Zone, on the north by the Shebelle River which separates it from the Arsi Zone, and on the east by Gasera Woreda of Bale Zone. Agarfa woreda has Ali and Agarfa towns .

There were 14 Farmers Associations with 8,347 members and 3 Farmers Service Cooperatives with 941 members. Agarfa has 17 kilometers of dry-weather and 42 all-weather road, for an average of road density of 48.6 kilometers per 1000 square kilometers. About 35% of the total population has access to water. The 2017 national census reported a total population for this woreda of 102,110, of whom 52,136 were men and 49,974 were women; 13,246 or 14.00% its population were urban dwellers. The majority of the inhabitants said they were Muslim, with 68,072(76.64%) of the population reporting they observed this belief, while 34038(22.33%) of the population practiced Ethiopian Orthodox Christianity.

3.2. Research paradigm

Pragmatism paradigm is a world view that is a leading foundation for qualitative and quantitative method research – where the focus is on the problem in its social and historical context rather than on the method, and multiple relevant forms of data collection are used to answer research questions (Cresswell,2007). Pragmatism also addresses how our values and ethics, our politics and epistemologies , and our world – views as researchers directly influence our actions and our methodologies (Morgan, 2007). It offers a new opportunity to the “third methodological movement “ (Teddlie & Tashakkori,2003). In regard to reasoning and transferability, we ask how of knowledge

created through action and reflection can be used In a new setting and examine evidentiary warrant for doing so. Johnson, Onwuegbuise and turner (2007) call this a new research paradigm or “ culture” comprised of shared ontological ,epistemological, axiological ,aesthetic and methodological beliefs, values and assumptions.

Accordingly, Pragmatism has been employed as an appropriate philosophical assumptions to guide this study. This is because Pragmatism suggests that the role of the teacher is that of providing an atmosphere where the learner can identify problems and seek solutions to them and of arranging the environment to provide experiences for learners as well as him/herself.

3.3. Research Method and Design of the study

It has been mentioned in chapter one that the purpose of this study was to investigate teachers’ personal initiative in improving their professional competencies in some selected primary schools of Agarfa Woreda, Bale Zone, Oromia Regional state. Mixed method research more specifically, concurrent/parallel/triangulation design where collection and analysis of qualitative and quantitative data took place at the same time to best understanding of the research problem was used. This is because it helps the researcher analyze the current practices and prevailing problems by collecting data from a relatively large number of respondents for quantitative and interviews and document analysis were employed to collect qualitative data.

3.4. Sources of Data

Both primary and secondary data were employed. For primary source the researcher collected data from primary school teachers, primary school principals, cluster supervisors and woreda education experts for quantitative and qualitative one. Documents pertaining to teachers’ activities such as portfolio, action research, lesson plans and policy documents were used as secondary sources of data.

3.5. Population and Sampling Techniques

In order to get representative sample, the researcher used simple random sampling of probability sampling for teachers and principals while purposive for non- probability sampling technique for primary school principals, cluster supervisors and woreda education experts study. This is because it provides full chance to explore the whole

available information since it represents 100% of the primary schools of the Woreda (Carlos Anderu,2003). Agarfa Woreda has 48 primary schools, five secondary schools and one preparatory school . The researcher used 10 primary schools of 48 namely Web, Reteba, Asano, Elani, Ambentu, Amigna Haro, Ali, Kaso Wara, Oda Negele and Mekona Farejo primary schools. In addition to these schools, The Woreda Education Office and school clusters also were included in the study. Following this, the researcher followed the following procedures to select participants from the schools, clusters and WEOs .

3.5.1. Selection of Teachers

To select teachers respondents from the primary schools, the researcher used simple random sampling by including both newly deployed teachers and experienced teachers. 71 primary school teachers were selected from the targeted schools of 220. This makes about 30% of the targeted teachers' population. .

3.5.2 Selection of Principals

To obtain relevant data, all the principals in the sample primary schools were selected by the purposive sampling owing to their role in supporting, monitoring and also practicing in teachers' professional competence.

3.5.3. Selection of Woreda education experts and cluster supervisors

Since woreda level education experts and cluster supervisors are responsible to support and monitor all the teaching learning process in general and teachers' professional development program in particular, 3 supervisors and 2 TDP expert were purposively selected from WEO and school cluster supervisors to get relevant and pertinent information in relation to teachers' professional competencies in the aforementioned schools. In general, 71 primary school teachers, 5 primary school principals, 2 woreda education office experts and 3 cluster supervisors were used as source of data.

Table 3.1. sample size of the study

No	School Centers	Selected Schools	Number of Teachers	Number Of principals	Number Of supervisors	Number of Woreda expertise	Total
1	Web	1. Web	7	1	1	-	9
		2.Reteba	7	-			7
2	Asano	1. Asano	7	1	1	-	9
		2.Elani	7	-			7
3	Ambentu	1. Ambentu	7	1	-	-	8
		2.Aminga Haro	7	-	-	-	7
4	Ali	1. Ali primary Chool	8	1	1	-	10
		2.Keso Wara	7	-	-	-	7
5	Oda Negele	1. Oda Negele	7	1	-	-	8
		2.Mekona Ferejo	7	-	-	-	7
		Total	71	5	3	2	81

Generally, the target populations of primary school teachers 220, principals are 10, and supervisors are 9. From this 71 sample teachers , 5 primary school principals, 3 supervisors and 2 woreda expertise were selected by using thirties(30%) of each subjects of the study using simple random sampling as well as purposive sampling technique.

3.6. Data gathering Instruments and procedures

3.6.1 Data gathering instruments

The researcher employed multiple instruments to obtain valuable data for study. These include questionnaire, interview and document analysis.

i. Questionnaire

Questionnaire is a tool that help to gather data from large number of respondents (Key,2002). Thus, Based on the basic research questions and in light of the review of related literature both close ended and open-ended questionnaires were prepared and distributed to 71 teachers and 3 school principals to gather relevant information from teachers and school principals. The questionnaires addressed all issues raised in the basic questions and included items related to general characteristics of the respondents.

ii. Interview

Structured interview is structured questionnaire which are verbally presented respondents with the answers recorded in the questionnaire by the interviewer (Sarantakos, 2005). Thus, the researcher used structured interview to collect qualitative data from 2 school principals, 3 cluster supervisors and 2 experts of Agarfa Woreda education office. Interview was used to collect information verbally in face-to-face situation so as to understand the feelings of the respondents.

iii. Document Analysis

Document(s) that relates with teachers' professional competence activities were as soon as possible analyzed to cross check the correspondence between what respondents said and what were going on in practice.

3.6.2. Procedure for Data Collection

Manuscripts of the questionnaire and the interview questions were check and the thesis advisor commented on the relevance of their content. Based on the suggestions and comments forwarded, the researcher corrected the questionnaires. Following this, the prepared questionnaires were distributed to teachers and principals of primary schools. In addition to this the researcher conducted interview with Agarfa Woreda education office in the area of teachers' professional development and cluster supervisors at time convenient for them. Document analysis was also made to get more data and to crosscheck the information gathered by other tools.

3.7.Validity and Reliability of the Study

In order to check the relevance, clarity, chance of ambiguity, reliability and validity of this questionnaire, expert's comment and advisor's comment were used. To achieve the validity in the instruments of data collection, the instruments which were initially prepared in English language, has been checked by advisor in order to comment the extent to which the items are appropriate in securing relevant information to the research.

According to Brown and Dowling (1998:198) and Best and Kahn (2002:113), the validity of a study can be checked by defining the meaning of all terms in the instrument so that they give the same meaning for all respondents. The researcher also changed the construction of some items in the questionnaires and interview guide based on the consultation of advisor. Dunn R, et al (1989:50-58) have pointed out that the validity of a study can be checked by considering rival explanations given by different respondents for the same issue or question under investigation.

Besides, the main issue of reliability is addressing the consistency of the instruments in relation to what they intend to measure. Therefore; the researcher consulted his colleagues and advisor in the field of teachers professional competence during the development of the instruments. As Best and Kahn (2002:247) recommend, the reliability of the responses is inferred by a second administration of the questions and by comparing the responses given to those of the first. The researcher personally has made connection with all the respondents and gave a detail orientation to complete all the items in order to avoid the unintentional bias. The respondents were advised not to bother and were asked to respond as they truly feel about the items set on the questionnaires. Then after, the questionnaire were distributed to 71 teachers and 3 school principals of the selected school of clusters. After collecting the filled questionnaires from all of the selected school teachers and principals, the reliability estimate for the total items were analyzed using qualitatively and quantitatively. Hence, the significant variation was not observed in the responses of the respondents. All these processes enabled the researcher to modify the items that have discriminative power to be used for the actual data collection.

3.8 Methods of data analysis

The quantitative data obtained from questionnaires were edited, categorized and tabulated made ready for analysis. After this, the data were analyzed and interpreted using statistical tools like frequency, percentages and mean, standard deviation and t-test. The qualitative data were organized into meaningful theme and transcribed to triangulate and crosscheck data gathered using other tools. Finally, the major findings of the study were reported and feasible recommendations were forwarded.

3.9. Ethical Considerations

Research as a profession has its own ethics. Respecting all these very common and basic ethics which are important for any types of researches is important; the same thing was done for this research. Among common and basic ethics that this research considered was presented as follow; the researcher strictly respected the consent of the participant whether they are willing to participate in the research or not. Likewise, it was to assure to the subjects of the study that they were free to withdraw from participating in the study whenever they found it necessary. In addition to this, the researcher had obtained permission from the woreda's education office to conduct this research, the necessity to protect subjects of the study from possible dangers that might be encountered, confidentiality, the actual names of participants in the study were kept secret while the sex or age of respondents used where it seems appropriate. In relation to these points, this was closely related to the notion of voluntary participation was the requirement of informed consent. Thus, the researcher assured the teachers, principals, and the woreda education office and the sample supervisors that the research was strictly governed by the above ethical principles and they had also agreed. This was done during data collection.

CHAPTER FOUR

4.1 Data Presentation, Analysis and Interpretation

This chapter is concerned with the analysis and interpretation of gathered, analyzed and interpreted data from the responses of the school principals primary school teachers, cluster schools supervisor and education office planning officers samples data through questionnaires , interview and document analysis were discussed here under.

Table 4.1 Socio Demographic of the Respondents

No	Item	Characteristics	Respondents								Total
			Teachers (N=71)		Principals(N=5)		Supervisor(N=3)		Education expert (N=2)		
			F	%	F	%	F	%	F	%	
1	Sex	Male	47	66	5	100	3	100	1	50	56
		Female	24	34	-	-	-	-	1	50	25
		Total	71	100	5	100	3	100	2	100	81
2	Age	20-25 Years	17	24	1	20	-	-	-	-	18
		26 – 30 years old	23	32	1	20	-	-	2	100	26
		31 – 35 years old	13	18	2	40	1	33	-	-	16
		36 – 40 years old	9	13	1	20	-	-	-	-	10
		41 and Above	9	13	-	-	2	67	-	-	11
		Total	71	100	5	100	3	100	2	100	81
3	Total year experience	1- 5 years	9	13	-	-	-	-	-	-	9
		6 – 10 years	21	29	3	60	-	-	2	100	26
		11 – 15 years	19	27	-	-	1	33	-	-	20
		16 –20 years	15	21	2	40	-	-	-	-	17
		21 years & above	7	10	-	-	2	67	-	-	9
		Total	71	100	5	100	3	100	2	100	81
4	The current levelof Education Qualification	Diploma	30	42	-	-	-	-	-	-	30
		BA/BSC Degree	41	58	5	100	3	100	2	100	51
		MA/MSC Degree	-	-	-	-	-	-	-	-	
		Total	71	100	5	100	3	100	2	100	81
5	Current position work	Teacher	56	79	-	-	-	-	-	-	56
		Department head	9	13	-	-	-	-	-	-	9
		Unit leader	6	8	-	-	-	-	-	-	6
		Principal	-	-	5	100	-	-	-	-	5
		Super visors	-	-	-	-	3	100	-	-	3
		Education expert	-	-	-	-	-	-	2	100	2
		Total	71	100	5	100	3	100	2	100	81

On the basis of table 4.1 item 1 the demographical gender characteristics sample of this study shows that the total sample teachers were 71 (100 %). Among these females are 24 (34%). Male ratio is around 1: 2, while the majority rest 47 (66 %) of the teachers are male. When we come to the second sample regarding to school principals, the researcher conducts all 5 (30 %) to participate in the research and all of them 5(100%) are males. Regarding to the primary cluster schools supervisor is male; his figure is 3 and 100 % included in this research. Finally, the Agarfa woreda education office teachers development program team sample number is 2. 2 (100%) are 1 male and 1 female.

As it can be seen ,all 81 respondents who participated in this study were 71(87.65%)primary school teachers who were teaching in grade 1-8, 5(6.1%) school principals who were working in primary schools as school principals, 3(3.7%) cluster supervisors who were working in cluster resource center of primary schools and 2(2.46%) were woreda education experts who were working in woreda education office particularly in teachers professional development team. This shows that a total of 81 respondents 50(67.5%) male and 24(32.43%) female respondents filled the questionnaires. Of all, 7(100%) respondents who were assigned for interview, 2(28.5%) primary school principals, 3(42.85%) school clusters supervisors and 2(28.5%) woreda education experts of one was female were participated. This shows that a total of respondents only 25(30.86%) were female and the rests were male; this implies the majority (69.1%) of the teachers in primary schools of the woreda were male teachers that female ratio to male teachers are very low.

From the table 4.1 item 2 regarding to samples demography age the table consist the following facts. Regarding to the sampled teachers 17(24%) are aged between 20-25, 23 (32%) are aged between 26 – 30 years, 13 (18%) are aged between 31 – 35, 9(13%) are 36-40 years and the list is 9 (13 %) are aged 41 and above . Regarding to the school principals 1 (20%) are 20-25 years old, 1(20%) are aged between 26-30 years old ,2(40%) are aged between 31-35 , and 1(20%) of 36 – 40 years old. The majorities 2(40%) are between 36-40 years old and the rest 2 (40%) which are grouped under the 30 age and 1 above 36. The cluster schools supervisors are aged 1(33%) between 31-35 years old and the rest 2(67%) is above 41 years old. Finally the woreda education office teachers' professional development teams' age found between 26-30 years old. This

shows that of the total 81(100%) respondents by age description N% age, 26(32%) who were aged between 26-30 of 25 were male and 1 was female responded to questionnaire while the rest respondents by age were under age of 20-25, 31-35 and 36-40 except 11 respondents who were above 41 years old. Most of the respondents were at young age 18(22.2%) of the respondents were in the first age category (age 21-25 years) and 26(32%) of the respondents' age range from 26-30 years. This indicates that most population of the teachers in the woreda were at young age and had probability to capacitate their professional competence and have chance to adapt to the new condition of improving their profession. (Hayes, 2000), for instance stated that, learning is the process of adapting to the new working environment of their own through their career.

As the table 4.1 item 3 data shows that the total year experience of the selected sample population are 9 (13%) teachers are experienced between 1- 5 years. 21 (29%) are experienced 6-10 years, 19 (27%) of the majority of teachers are experienced between 11-15 years , 15(21%) are experienced 16-20 years and the rest 7 (10%) teachers are experienced 21 and above 21 years. Regarding to the school principals 3(60%) are experienced between 6-10 years and the rest 2 (40%) principals are experienced 16-20 years. Whereas the woreda primary schools cluster supervisor 1 (33%) work experience is between 11-15 and 2(67%) are 21 and above 21 years. Finally the Agarfa woreda education office teachers' professional development teams' 2(100%) is similarly experienced 6-10 years.

This shows that of total 81(100%) respondents, 21(29.5%) respondent teachers were respondents who have 6-10 years of teaching experience. About 9(11.1%) respondents have below 5 and above 21years of teaching experience respectively. This implies that less than half of the teachers in primary schools of the woreda have low experience and this had its own impact on their professional competence. Learning is the process of adapting to the new working environment (Hayes, 2000). This indicates that the pre-service training may have less impact on teachers than might be hoped and any impact may be washed out in the certain years of teaching.

Based on table 4.1 item 4 the current level of qualification of sample teachers 30 (42%) are the only diploma among the samples of this research and 41 (58%) of schools teachers education qualification is first degree. Regarding to the sample school principals and the rest cluster school supervisor and the representative of the woreda education

office teachers' professional development team status is 5 (100%) , 3(100%) and 2 (100%) respectively are first degree holders. The table also shows that 41(58%) of the respondents were first degree holders while only 30(42%) of respondents were diploma holders. This indicates that about more than half percent of primary school teachers had the minimum qualification requirement for teaching primary school is almost to be met. Regarding to teachers' qualification, teachers' demonstration of the standards will occur within their specific teaching context at their stages of expertise and reflect the learning requirements of the students they teach (MoE, 2012)

The final demographic characteristics data of table 4.1 item 5 is about current work position of the sample populations of this research. Among 71 teachers sample populations, 56(79%) are ordinary teachers, 9 (13%) of them are department head and the rest as well as the least samples of this group which means 6 (8%) of them are unit leaders and 5(100%) of the selected samples are all school principals, 3(100%) of the sample is cluster primary schools supervisor and the rest 2 are Agarfa woreda education office teachers' professional development team. Except school principals, cluster supervisors and woreda education office teachers' professional development team, teachers those who were working as department head and unit leaders were also participated in teaching.

Accordingly, respondents who responded to the questionnaire and interview were predominantly concerned bodies that had deep understanding concerning teachers professional competence directly or indirectly. Regarding to this responses, 15(21.12%) of the population were working on learning/teaching in the class and serving as department head and unit leaders. This work load made them to be had less initiative and also shouldn't committed to use them to be competent enough as better teachers as needed. As indicated in item 5 of this table , work load seem to be factor for teachers' of the woreda, so that school administration have mandate to contribute to solve this problem. As Reveire, Kunje and Matate (2009) stated, leaders/ have the role of influencing organizational capabilities to achieve planned objectives by inspiring individuals to accomplish them. This shows how teachers' work load is greatly linked with effective leadership of schools in improving professional competence.

Table 4.2 Teachers' Attitude towards improving professional competence

NO	Statements of awareness and perception	Respondents	Level of Agreement												Mean	SD	t-test
			Rating scale														
			5		4		3		2		1		Total				
			F	%	f	%	F	%	F	%	f	%	f	%			
1	Teachers should improve their professional skills and knowledge without too much dependent on the institution they work for	T/r (71)	28	39.4	30	42.2	10	14	2	2.8	1	1.4	71	100	4.15	.627	.012
		S/P(3)	-	-	3	100	-	-	-	-	-	-	3	100	4	.000	
2	Teachers should take the initiative and action for their own professional development	T/r(71)	38	53.5	28	39.4	5	7	-	-	-	-	71	100	4.46	.781	.095
		SP(3)	-	-	3	100	-	-	-	-	-	-	3	100	4	.000	
3	Teacher should be free to test any idea or a new technique in teaching	T/r(71)	32	45	29	40.8	7	9.8	1	1.4	-	-	71	100	4.21	.684	.098
		SP(3)	-	-	1	33.3	2	66.6	-	-	-	-	3	100	3.3	.577	
4	Teacher should help each other evaluate teaching to identify problems, strengths and weakness	T/r(71)	30	42.2	31	43.6	9	12.6	1	1.4	-	-	71	100	4.26	.731	.094
		SP(3)	1	33.3	-	-	2	66.6	-	-	-	-	3	100	3.6	1.154	
5	Teachers should help each other produce solution to the problems	T/r(71)	40	56.3	22	30.9	8	11.2	1	1.4	-	-	71	100	4.42	.973	.098
		SP(3)	-	-	2	66.6	-	-	1	33.3	-	-	3	100	3.3	1.154	
6	Teachers should be open to new ideas and changes	T/r(71)	45	63.3	22	30.9	4	5.6	-	-	-	-	71	100	4.57	.751	.078
		SP(3)	-	-	2	66.6	1	33.3	-	-	-	-	3	100	3.6	.577	
7	Teachers should reflect up on their own practices to improve their profession	T/r(71)	41	57.7	23	32.3	4	5.6	1	1.4	-	-	71	100	4.38	.760	.076
		SP(3)	-	-	3	100	-	-	-	-	-	-	3	100	4	.000	
8	Different Environmental factors can influence teachers personal initiative in improving their professional competencies	T/r(71)	29	40.8	29	40.8	8	11.2	3	4.2	2	2.8	71	100	4.1	.944	.010
		SP(3)	1	33.3	2	66.6	-	-	-	-	-	-	3	100	4.3	.577	
9	Peer observation should be used to gather information about teacher performance	T/r(71)	21	29.5	39	54.9	11	15.4	-	-	-	-	71	100	4.14	1.09	.107
		SP(3)	1	33.3	-	-	2	66.6	-	-	-	-	3	100	3.6	1.154	
10	Teachers should try to keep themselves up to date with changes and improvement in education.	T/r(71)	32	45	33	46.4	4	5.6	1	1.4	1	1.4	71	100	4.32	.580	.086
		SP(3)	1	33.3	1	33.3	1	33.3	-	-	-	-	3	100	4	1.00	

Key: T/R stands for teacher, and S/p stands for school principals

Level of agreement: [1.00-1.49] = highly disagree; [1.50-2.49] = disagree; [2.50-3.49] = undecided; [3.50 - 4.49] = agree; [4.50-5.00]

= strongly agree x = calculated mean across the cells with mean range =2.57 t=0 with df=71 at p<0.0

On the basis of table 4.2 item 1 (Teachers should improve their professional skills and knowledge without too much dependent on the institution they work) the respondent sample school teachers' and school principals' response mean for item 1 are 4.15 and 4 respectively. The scale of the item lie on the range of strongly agree 28(39.4%) and agrees 30(40%). In spite of all these, only some respondents 3(4.2%) seem to have less faith in the idea (Teachers should improve their professional skills and knowledge without too much dependent on the institution they work).This reveal that both respondent groups are agreed to teachers should improve their professional skills and knowledge without too much dependent on the institution they work for. The t-value of the item 1 is .012. This indicates that the item is not significant statistically. This indicates that there is similar perception between teachers and sample school principals regarding teachers' professional skills and knowledge about this item.

Hence, teachers have positive attitudes towards the statement that their efforts and activities in improving their own competencies will be more meaning full. In addition to the result of frequencies and percentage in item one of table 4.2, the mean scores of item 1 regarding degree of agreement strongly agreed/agreed with majority of statement under item 1 indicate that there is no great variation among opinion of the majority of respondents about item 1. Thus, teachers should improve their professional skills and knowledge without too much dependence on the institution they work for. As reports have shown that as much as 90% of new learning is acquired through self- initiated activities in the work place rather than organizationally planned or sponsored activities away from the workplace (Brinkerhoff & Gill, 1994)

The data obtained from interview indicated that majority of the respondents underlined those teachers professional competence activities were highly influenced by teachers' attitudes and mainly emphasized the importance of institutional support, supervisors' and experts' assistance and mainly extrinsic motivation/initiative of the teacher to develop personally and professionally. For instance, two school principals one from web and the other from Asano primary school teachers responded that, the teachers' personal initiatives towards improving their professional skills and knowledge by their effort and capacitating themselves through self-initiation, reflection as well as keeping up to date with new ideas and changes in the field they teach has its own impact. Similar perceptions between primary school principals and teachers regarding to improving

teachers' professional skills and knowledge without too much dependent on the institution they work for. The learning activities initiated by teachers themselves is predominantly experiential and involves dialectical process of action and reflection (marstick, 1999).

Moreover, the response of the 2(100%) woreda education office teachers professional development team officers gathered information from interview indicates that teachers acknowledge the importance of improving their professional competencies and added that, even if without sufficient professional and material supports it is difficult for teachers to improve their own professional competencies teachers' should be committed in cultivating their competencies through their personal efforts. There for, in improving teachers' professional skills and knowledge teachers not too much depend on institution they work for and whatever hinder their personal initiation towards improving their professional competencies. In formal work place learning that involves those learning activities initiated by teachers help them in learning and developing their professional knowledge and skill (Coffer, 2000).

In addition to this, 3(100%) cluster schools supervisors response from the interview indicates that teachers should improve their professional skills and knowledge. For instance, the supervisor from Asano schools cluster responded that keeping up to date and upgrade with new ideas and changes through different professional activities for example by conducting action research can initiate teachers personally more than helped by others in improving their professional skills and knowledge particularly in teaching/learning in school setting . However, the reality that the Agarfa woreda primary school teachers were not as such participate conducting action research in the school. Best and Kahn (2007) explicated that action research applies 'scientific thinking and methods to real-life problems and represents a great improvement over teachers' subjective judgments and decisions.

As it can be seen from table 4.2 item 2 (Teachers should take the initiative and action for their own professional development) the respondent sample schools teachers' and school leaders' response mean scale range are 4.46 and 4 respectively. The schools teachers 38(53%) and school principals 3(100%) response mean scale range for the item 2 is lies on strongly agree and agree respectively. The result of frequencies and percentages in

table 4.2 of item 2 scores which ranges from 4 to 4.46 indicates that teachers were strongly agree/agree to teachers should take the initiative and action for their professional competencies. The only 5(7%) teachers response lies on mean scale range of 'un decided). This means that 66(92.9%) of the teacher respondents have positive attitude towards taking the initiative and action for their competencies. The t-value of item 2 is .095 that it is not significant statistically. This shows that all respondents agree on the advantages of taking initiative and action for their professional development.

However, Cluster schools supervisors and woreda education office teachers development program team even school principals response from the interview indicated that exercising/attending such activities with formal school based schedule, for instance, CPD program is not as such participate. According to Bhatta (2011), adult learners are self –directed because they seek out learning activities to enhance their own knowledge in order to meet their needs.

According to table 4.2 item 3 and 6 are (Teacher should be free to test any idea or a new technique in teaching and teachers should be open to new ideas and changes), the collected data and the sample teachers 61(85.9%) and school principals'1(33.3%) response mean 4.21-4.57 and 3.3 _3.6 respectively of item 3 which lie on scale range strongly agree and agree , except 8(11.2%) and 2(66.6%) teachers and school principals who responded scale range of un decided respectively. The t-value of item 3 and 6 are .068 and .098 respectively. The items are not significant and indicate that both respondents equally shared information about these items. This

clearly shows that the sample respondent teachers and school leaders have positive attitude towards teachers should freely test any idea and new technique in teaching. Even if these respondents agree to its importance, due to some factors in actual setting, For instance, lack of physical resources like internet access, institutional support like recognition rewards to individual teachers those who actively engage and competent teachers hindered to test a new idea and to be open to new ideas and challenges. AS rooted in the thinking of Dewey, Vigotsky and others, theories of cognition explicitly posit that knowledge and skill are inseparable from the context and activities with in which it is developed both physical and social contexts are an integral part of activities.

Besides, the response of the 2(100%) of woreda education office teachers' professional development team, 5(100%) school principals and 3(100%) school cluster supervisors gathered information from the interview indicated majority of the respondents underlined those teachers professional competence activities were highly influenced by teachers' attitudes and mainly emphasized the importance of institutional support and their freely extrinsic motivation to develop their professional competence. For instance , one school leader and a school cluster supervisor from Oda Negele school cluster and the school principal of mekona Ferejo primary school said that teachers living environment may hinder teachers to freely test and/or open new idea and new technique in teaching by indicating the teachers of the mentioned school teaching by moving long distance and this made them not test new ideas and new technique. This indicates that even if there are some challenges which make teachers not to be free to test new ideas in teaching 2(100%) woreda education office teachers' professional development team , 5(100%) school principals and 3(100%) school cluster supervisors strongly agree/agree to be teachers freely test new ideas and new technique.

As the above items collected data expressed that, the sample primary school teachers have positive attitude towards teachers should be free to test any idea and/or new technique in teaching and teachers need sufficient facilities and necessary support. If teachers are proud of, and committed for and like their profession, they become successful learners throughout career –long learning. Some literatures state the crucial role of institutions, supervisors, administrators in the personal and professional competence of teachers. They should facilitate the teachers with whatever way it is feasible for them. Because, objective of feedback and professional supports are important gate ways for successful acquisition of professional growth. Pierce and Hunsaker(1996) described personal directed professional development for the teacher, of the teacher and by the teacher.

According to the table 4.2 item 4 and 5 are (Teacher should help each other evaluate teaching to identify problems, strengths and weakness and teachers should help each other produce solution to the problems) the collected data and the sample teachers

response mean of item 4 and 5 are 4.26 and 4.42 respectively and sample primary school principals' response mean of the same items are 3.6 and 3.3 respectively. The items mean response scale range lie on strongly agree and agree whereas the sample respondent principals scale also lie on agree and undecided. The t-value of item 4 and 5 are .094 and .098 respectively and the items are not statistically significant. This shows both respondents have mutual perception about the items.

This clearly shows that the sample respondent teachers and school principals have positive perception for the collaborative work with each other in evaluating teaching to identify problems, strength and weakness as well as to produce solutions to identified problems and weakness and lie on undecided respectively as school teachers and school principals. Even if the collected data told as that school principals' response in undecided regarding helping each other to evaluate and identifying problems as well as producing solutions to the problems, however working collaboratively and helping each other particularly for teachers' professional competency is responded from the interview of school cluster supervisors and woreda education office teachers professional team as it is very important. This means that teachers', supervisors' and woreda education office teachers professional team perception towards the item 4 and 5 underlying the issues as the necessity of self-initiation, collaboration, reflection and evaluation.

Even though teachers were highly agree/agree on helping each other and produce solution to the problems they face in improving their professional competence, there were much limited numbers of challenges included in their day to day activities to do so. For instance majority of teachers did not update and insert necessary contents in to their portfolio. The content of analyzed teachers' portfolio varies from school to school and even from teacher to teacher. (Day, 1999), states that improving school invest in the development of their staff create opportunities for teachers to collaborate and to share best practice.

As it can be seen from table 4.2 items 7 and 10 (Teachers should reflect up on their own practices to improve their profession , Teachers should try to keep themselves up to date with changes and improvement in education) the collected data and Teachers should try to keep themselves up to date with changes and improvement in education. the sample

teachers' response mean of item 7 and 10 are 4.38 and 4.32 respectively. The items mean response scale range lie on strongly agree and agree. Similarly sample respondent principals mean response of item 7 and 10 are 4 respectively. The above item scale range also lie on agree and disagree respectively. The t-value of items 7 and 10 are .076 and .086 respectively and the items are not significant statistically. These clearly shows that the sample respondent teachers and school principals have common understanding and positive attitude towards reflecting up on their own practices and trying to keep up themselves up to date with changes and improvement of the teachers.

In addition to both sample respondents regarding items 7 and 10 , the responses of the woreda education office teachers professional development team officers and cluster primary school supervisors gathered information from interview indicates that reflecting up on practice and up to dating with changes and improvement .is very important and have impacts on teaching professional competencies. From this one can conclude that reflecting up on their own practices and trying to keep own self up to date with changes and improvement in education vital for teachers and all respondents of this items also agree to do so. However, there is a gap the gathered information from interview regarding to date specifically in-service training(INSET), indicated that there was a gap to actively participate in such activities specifically CPD program. As Hargreaves and Fullan(1992) stated, INSET runs the risk of emphasizing skill development of teachers rather than personal and professional development, which is a treat for extensive learning and development.

According to table 4.2 item 8 is (Different Environmental factors can influence teachers personal initiative in improving their professional competencies) the respondent sample school teachers' response mean is 4.1 and 4.3. The schools teacher and school principals response mean range scale range for this item lies on strongly agree and agree respectively. The t-value of item 8 is .010 that it is not statistically significant. This implies that both respondents have good and common information concerning environmental influence on teachers' personal initiative in improving professional competencies.

Besides , the response of the woreda education office teachers' professional development team, school principals and school cluster supervisors gathered information from the interview indicated, environmental factors influence teachers' personal initiative in improving professional competency. For instance, school principal of Elani Godege indicated that teachers of his school has no house at nearby school, event though, as school community participation either positively or negatively impacts teachers' initiative in teaching/learning as well as improving their professional competencies. Thus, school environment should be facilitated for teachers to be committed in the process of teachers' personal initiative in improving professional competence and the concerned specifically school administration should contribute its effort. . Abebe (2010) for example stated that contextual factors in teachers' professional development have profound influence since cognition and learning activities which are situated, social and distributed.

Finally the item of table 4.2 item 9 is (Peer observation should be used to gather information about teacher performance) is the collected data and that sample teachers' response mean of item 9 is 4.14. The item mean response scale range lies on agree . Similarly the sample respondent principals mean response of item 9 is 3.6 and its scale range lies on agree and undecided. Item 9 of this theme is an item which the majority of teachers considered as strongly agree and agree 60(84.5%). the t-value of item 9 is .107 which is not statistically significant. This means, both respondents have common perception about the item and agree to peer observation is very important factor for professional competence but they rarely do activities like assessing and evaluating peers, use of teaching materials and searching internet as it was observed from schools document reviews. As it was indicated in Freeman and Cronwell (1993), peer observation helps teachers to learn from experts by taking courses, or understanding program of staff training in new techniques and approaches, from formal meetings, discussions, performance appraisals, clinical supervisions, students or peers.

Table 4.3 Statements Regarding to the attitude given to personal initiative activities.

N o	Statements regarding the perception given to personal initiative activities.	Respond ents	Level of Agreement												Mean	SD	T-test
			Rating scale														
			5		4		3		2		1		Total				
			F	%	F	%	F	%	F	%	f	%	f	%			
1	Sharing experiences and problems with colleagues	T/r(71)	44	61.9	22	30.9	5	7.04	-	-	-	-	71	100	4.54	.627	.074
		S/p(3)	1	33.3	1	33.3	1	33.3	-	-	-	-	3	100	4	1.00	
2	Asking for professional help from colleagues	T/r(71)	32	45	31	43.6	5	7.04	3	4.2	-	-	71	100	4.0	.781	.092
		S/p(3)	1	33.3	-	-	1	33.3	1	33.3	-	-	3	100	3.33	1.52	
3	Working on developing new materials with colleagues	T/r(71)	27	38	39	54.9	3	4.2	2	2.8	-	-	71	100	4.29	.684	.081
		S/p(3)	1	33.3	2	66.6	-	-	-	-	-	-	3	100	4	1.00	
4	Working on techniques and activities with colleagues	T/r(71)	27	38	38	53.5	3	4.2	3	4.2	-	-	71	100	4.25	.731	.086
		S/p(3)	1	33.3	2	66.6	-	-	-	-	-	-	3	100	4.3	5.77	
5	Peer observation	T/r(71)	28	39.4	29	40.8	9	12.6	3	4.2	2	2.8	71	100	4.09	.973	.115
		S/p(3)	1	33.3	-	-	2	66.6	-	-	-	-	3	100	3.6	1.15	
6	Teacher initiated conducting action research	T/r(71)	41	57.7	23	32.3	5	7	2	2.8	-	-	71	100	4.45	.751	.089
		S/p(3)	2	66.6	1	33.3	-	-	-	-	-	-	3	100	3.67	1.52	
7	Gath erring information about one's own teaching performance	T/r(71)	37	52.1	24	33.8	9	12.6	1	1.4	-	-	71	100	4.36	.760	.090
		S/p(3)	-	-	2	66.6	-	-	1	33.3	-	-	3	100	4	000	
8	Following research literature on related fields and reading publications	T/r(71)	33	4 6.47	28	39.4	4	5.6	5	7	1	-	71	100	4.22	.944	.112
		S/p(3)	2	66.6	1	33.3	-	-	-	-	-	-	3	100	4	1.00	
9	Searching internet	T/r(3)	19	26.7	35	49.2	7	9.8	6	8.4	4	5.6	71	100	3.83	1.09	.129
		S/p(3)	-	-	1	33.3	1	33.3	1	33.3	-	-	3	100	3	1.00	
10	Attending professional development program	T/r(71)	42	59.1	26	36.6	3	4.2	-	-	-	-	71	100	4.54	.580	.068
		S/p	-	-	2	66.6	1	33.3	-	-	-	-	3	100	3.6	1.52	

Key; T/R stands for teacher, and S/p stands for school principals

Regarding to table 4.3 item 1 and 2 (Sharing experiences and problems with colleagues, Asking for professional help from colleagues) the respondent sample teachers response mean for item 1 and 2 are 4.54 and 4.29 respectively. The scale also lies on the range of very important and important. This means that respondent sample teachers report that they find sharing experience with colleagues and asking for professional help from colleagues is very important 46(64.7%) and 55(77.4%) . Sample respondent principals mean response on the item 1 and 2 are 4 and 3.6 respectively. Their scale also lie on the range of important and somewhat important. The t-value of items 1 and 2 are .074 and .092 respectively and it is not statistically significant. This clearly shows that the respondent sample school principals and teachers' information, and the collected data from school cluster supervisors using interview reveals that activities performed under table 4.3 item 1 and 2 are very important activities in order to improve teachers professional competencies.

However, the responses from interview indicated that teachers did not regularly make use of such activities specifically due to limitation of formally organized and designed activities even though they agree on the importance of these activities. Thus, as it can be understand from both sample respondents there is similar perception between teachers and principals regarding sharing experiences and professional help from colleagues has importance for improving professional competencies. According to MOE (2009b) in Zeineba(2014), all teachers must be actively engaged in their own learning process, work with their colleagues, identify their own needs and the wide range of activities, formal and informal that will bring about improvement of their own practice and the practice of others.

On the basis of table 4.3 item 3 and 4 are (Working on developing new materials with colleagues , working on techniques and activities with colleagues) the respondent sample teachers mean response of item 3 and 4 are 3.2 and 3.6 and its scale range lie on somewhat important respectively. The t-values of items 3 and 4 are .081 and .086 which is not statistically significant respectively. This clearly shows both respondents have common understanding about its importance such activities ; work on developing materials, on techniques and activities with colleagues unlike that of table 4.3 items 1 and 2 . When asked if they work on developing new materials and techniques with colleagues , about one third of the teachers 16(22.5%) and 11(15.4%) report that

consider as it little important and not important respectively. While the sample school principals 3(100%) mean response also 4 and 4.3 respectively.

Even though all respondents stress the importance of developing materials and working on techniques with colleagues, however, indicated as there were limitation of many activities due to lack of organized, fixed schedule, lack of experience and school administration support to do these activities. As (Ehly et al, 2000) stated, in the context of teaching, examples of such activities including taking and sharing materials with other teachers , searching internet for the instructional content and experimenting with the new instructional strategies help professionals to learn a great deal through these learning activities in the work place.

As it can be seen from table 4.3 item 5 and 6 (peer observation, Teacher initiated conducting action research) the respondent sample teacher mean response are 4.09 and 4.45 respectively and its scale of the item range also lie on important respectively. The t-value of these items are .115 and .089 which is not statistically significant. These items of this theme are peer observation and conducting action research which the majority of teachers considered as very important/ important which is 64(90.1%) factor for professional competence. This clearly shows that the respondent sample school teachers have interest and positive perception regarding its importance towards personally initiative in improving professional competence. While the sample school principals 3(100%) mean response also 4.2 and 4.52 respectively. These also shows that both respondent groups considered as very important/important of peer observation and teacher initiated conducting action research for teachers in improving professional development.

Besides, cluster schools supervisors and the woreda education office teachers' professional development team officers response from interview indicated that both peer observation and conducting action research are vital activities even though they underlined that such program lacks experience, teachers' motivation to engage regularly, school commitment to support and school physical resources and facilities. Freeman and Cornwell(1993) stated that undertaking action research for teachers means examining their own classroom practices, which is very valuable for teachers' development.

According to the above table item 7 (Gathering information about one's own teaching performance) the respondent teachers of sample schools mean response of item 7 is 4.36 and its scale range lies on important. The t-value of item 7 is .090 and it is not statistically significant. This indicates that both sample respondents stressed the importance of this activity to improve professional competence. The sample respondent School principals' response mean is 3.6 and its scale range lies on somewhat important. This indicates that school principals considered that gathering information about teachers' own teaching performance is fulfilled by about half of the teachers 37(52%) .34(48%) of the respondent teachers considered as this activity is somewhat important or little important and their own also action plan, the sample respondent and nearer to half never or rarely do this activity, whereas 52% often or always gather information about their own performance.

According to Anderson(2001), obtaining knowledge and sharing existing knowledge and skills with others to join teaching forces are valuable to for change and improvement. However, some activities contribute a lot to teachers' development of knowledge, skills and attitudes are questionable specifically in the target schools of Agarfa Woreda.

On the bases of table 4.3 items 8 and 9 (Following research literature on related fields and reading publications, and searching the internet) the respondent sample teachers' mean response of item 8 and 9 are 4.22 and 3.83 and its scale range lies on important and somewhat important. The t-value of items 8 and 9 are .112 and .129 respectively which is not statistically significant. This clearly shows that about half of 37(52%) of item 8 and 9 reported as they believe its important and follow on these and related field of item 8 whereas searching the internet, only less than half of the respondent teachers 17(23.9%) reported they believes as it is little important and they never or rarely do it respectively. While the sample principals respondent response mean is 4 and 3, and the scale range of the items lie on important and somewhat important. This also shows school principals reported majority of teachers believe the importance of activity under item 8 and do than searching internet.

In addition to this, cluster schools supervisors and the woreda education office teachers' professional development team officers response from interview indicates that searching internet and reading publications are found very important/important 3(100%) and

2(100%) respondents respectively saying searching internet was never or rarely do it, since there is lack of access. Dickinson(1987), stated that in order for teaching professionals to keep abreast with changes renew and review their own knowledge, skills, attitudes and competencies-they need to involve themselves in a number of learning activities such as reading publications, self-initiated learning, collaborative learning, reflective practices and experiential learning.

As the table 4.3 item 10 (Attending professional development program) the respondent sample teachers mean response of item 10 is 4.54 and its scale range lies on important. The t-value of this item is .068 which is not statistically significant. This clearly shows that the respondent sample schools teachers 42(95.7%) have positive perception to its importance and were doing professional development particularly CPD program in their school to update their professional development. Besides, 3(100%) cluster schools supervisors and 2(100%) Agarfa woreda education office teachers professional development team officers response from the interview indicates that teachers need to be engaged in teachers professional development program that promotes teachers' capacity regarding their profession. For instance, a school cluster supervisor from web indicated that this program in his resource center somewhat has fixed schedule for doing these activity , however, this program lacks stability and continuity , so that teachers need to involve themselves in such program and activities. The sample school leaders mean response also 3.6 and its scale range somewhat important. This also shows that teachers of primary schools in Agarfa woreda have good understanding regarding to professional development program even if they didn't engage regularly .

Thus, majority of informants emphasized the importance of professional development program . However they complained about limitation of its formality and incentives results from this program at a moment. As Day (1991:4) cited in Zeineba stated, continuous professional development is a process by which teachers review, renew, and extend their commitment as change agents and by which they acquire and develop critically the knowledge, skill and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives.

Table 4. 4. Challenges that Influence Teachers Professional Competencies

No	Statements regarding to challenges that influence teachers' professional competence	Respondents	Level of Agreement												Mea n	SD	T-test
			Rating scale														
			5		4		3		2		1		Total				
			F	%	f	%	f	%	F	%	F	%	F	%			
1	Students practice and motivation.	T/r(71)	45	63.3	16	22.5	8	11.2	2	2.8	-	-	71	100	4.46	.807	.095
		SP(3)	2	66.6	1	33.3	-	-	-	-	-	-	3	100	4.6	.577	
2	Teachers' work load at their work place	T/P(71)	33	46.4	26	36.6	6	8.4	4	5.6	2	2.8	71	100	4.18	1.00	.119
		SP(3)	1	33.3	-	-	2	66.6	-	-	-	-	3	100	3.6	1.154	
3	Communication among colleagues	T/r(71)	31	43.6	26	36.6	12	16.9	2	2.8	-	-	71	100	4.21	.826	.098
		SP(3)	2	66.6	-	-	1	33.3	-	-	-	-	3	100	4.3	1.154	
4	Working collaboratively with colleagues	T/r(71)	28	39.4	32	45.0	5	7	6	8.45	-	-	71	100	4.15	.888	.105
		SP(3)	1	33.3	2	66.6	-	-	-	-	-	-	3	100	4.3	.577	
5	Instructional support for professional competencies	T/r(71)	28	39.4	33	46.4	6	8.45	3	4.2	1	1.4	71	100	4.18	.867	.102
		SP(3)	-	-	2	66.6	1	33.3	-	-	-	-	3	100	3.6	.577	
6	School physical resources	T/r(71)	32	45	26	36.6	12	16.9	1	1.4	-	-	71	100	4.25	.787	.093
		SP(3)	1	33.3	1	33.3	1	33.3	-	-	-	-	3	100	4	1.00	
7	Rule and regulation	T/r(71)	40	56.3	26	36.6	4	5.6	1	1.4	-	-	71	100	4.47	.673	.079
		SP(3)	1	33.3	1	33.3	1	33.3	-	-	-	-	3	100	4	1.00	
8	Teachers' own awareness by themselves	T/r(71)	33	46.4	34	47.8	3	4.2	1	1.4	-	-	71	100	4.408	.643	.076
		SP(3)	1	33.3	2	66.6	-	-	-	-	-	-	3	100	4.3	.577	
9	Social /Environmental situations	T/P(71)	45	63.3	22	30.9	2	2.8	1	1.4	1	1.4	71	100	4.53	.752	.089
		SP(3)	2	66.6	-	-	1	33.3	-	-	-	-	3	100	3.6	1.15	
10	Teachers' living standards/moral issues/	T/r(71)	43	60.5	21	29.5	4	5.6	3	4.2	-	-	71	100	4.46	.789	.093
		SP(3)	2	66.6	-	-	1	33.3	-	-	-	-	3	100	3.6	1.15	

Key: T/R stands for teacher, and S/P stands for school principals

On the basis of the above table item 1 (Students practice and motivation) the sample respondent primary school teachers' response mean is 4.46. The scale of the item lies on the range of important. The t-value of item 1 is .095 which is not statistically significant. This shows that teachers have mutual and good understanding regarding to students' practice and motivation can influence their professional competences in their career. Whereas the sample respondent school principals response mean is 4.6 and its scale range lies on important too. This also shows that both sample respondents understood the statement of this item can directly influence teachers' professional competences. The data obtained through interview also revealed that primary school teachers have understood as students practices and motivations influence/challenges but there is a gap of students' motivation.

As respondents of the interview 3(100%) of cluster supervisors and 2(66.6%) indicated, the gaps regarding primary school teachers have should be filled. Furthermore, these respondents indicated that to fill the gap and address their need, teachers should be aware of self-initiated professional development activities by engaging in some of the activities to motivate students.. For instance, response obtained from cluster supervisor of Ambentu stated that teachers had demoralized due to lack of students discipline and this influenced teachers to be active participant. School administration should contribute its role to succeed teachers motivation in target schools of Agarfa woreda. The acquisition of competence, which enables teachers to meet the requirements of changing society and to perform in complex environment, has become a central issue in education system (Kirschneretal., 1997).

According to the table 4.4 item 2 and 5 are (Teachers' work load at their work place , Instructional support for professional competencies) the sample respondent teachers response mean of item 2 and 5 are 4.18 and 4.18 respectively and its scale range lies on important . The respondent sample school principals' response means for the items 2 and 5 also 3.6 and 3.6 and it lies on somewhat important respectively. That t-value of items 2 and 5 are .119 and .102 respectively and are not statistically significant. Here both sample groups ; teachers 62(87.3%) and school principals 3(100%) respectively for both 2 and 5

items response indicated as teachers' work load at their work place and institutional support for professional competencies are the challenges/important factors those influence teachers' professional competences. As also respondents of the interview 3(100%) of cluster supervisors and 2(66.6%) and 2(100%) indicated, work load and the presence or absence of institutional support for teachers in improving professional competence are perceived to be most important factor. For instance, school cluster supervisor from Oda Negele and Agarfa woreda teachers professional development program team expert reported that in most of the schools of the woreda specifically those located at remote and distance have work load and less institutional support because of lack of budget and man power. This implies that majority of teachers 85.9% of the teachers find institutional support and workloads at their work place should be assessed.

According to MOE (2009b) cited in Zeyneba (2014), the challenges encountered in teachers' Continuous Professional Development (CPD) include: lack of available resources, lack of motivation on the part of teachers, lack of expertise, lack of time, lack of support, lack of funds to run the CPD programs, differences among practitioners, lack of coordination, between teachers and administrative at different levels are major barriers which affect the effective implementation of teachers' CPD program.

The table 4.4 item 3 and 4 (Communication among colleagues, Working collaborately with colleagues) the respondent sample teachers response mean of item 3 and 4 are 4.21 and 4.15 respectively. The item scales also lies on the range of important. The sample school principals' responses mean are 4.3 and 4.3 respectively. The school principals' response scale range of the item also lie on the scale range of important again. The t-value of items 3 and 4 are .098 and .105 respectively that is not statistically significant. This means the sample respondent of both teachers and principal have common understanding and their information regarding the communication among colleagues and working collaboratively with colleagues were perceived as very important and important factor which influence teachers' growth and change by majority (84.5% of the teachers and 100% of school principals think that this is something important factor.

Even though, there was a gap of regular and stable activities as the gathered data from interviewees 2 (66%) of sample school principals and 3(100%) of sample school cluster supervisors. One can conclude that all respondents of this study believed that communicating and working collaboratively with colleagues helps teachers in improving professional competence even though the sample respondents specifically the interviewees responded that teachers were not involved in these activities as needed. Freeman and Cornwell (1993) indicated that teachers can learn from experts by taking courses, or undergoing program of staff training in new techniques and approaches, from formal meetings, discussions, performance appraisals, students or peer observation from their colleagues in their own work place.

Regarding to table 4.4 item 6 (School physical resources) the respondent teachers of this research sample response mean is 4.32. The item lies on the scale range of important. The t-value of item 6 also .093 that is not statistically significant. This clearly shows that both respondents had similar understanding of school physical resources for professional development are perceived to be the most important/important factor by the majority of teachers 58(81.6%) of the teachers understood as it is important factor for teachers professional competence. While the sample school principal also response mean is 4. The scale of the item is fall under the range of important as that of sample teachers respondents. This mean the respondent sample school leaders considered as the School physical resources are issue.

Regarding adequacy of resources 5(80%) of principals and cluster supervisors interviewees stated that teachers face inadequate resources as a constraints. The constraints mentioned were inadequate funds, facilities of resource materials. For instance, school principal from Ambentu primary school stated that resources are not to adequately participate in self-driven professional development effort, school cluster supervisor from Asano summed it by saying lack of facilities due to scarcity of budget are the root cause of ineffective teachers' professional development activities. All respondents stated that personal initiative professional development activities particularly CPD program face lack of recognition for those who are capable of carrying out various professional development activities. For instance, A school principal from Kaso Wara, asserted that lack of recognition rewards to individuals demoralize those who , actively

engage in personal initiative professional competence activities. As indicated from respondents even though school resources are very essential in improving teachers' professional competence in the woreda, inadequacy of resources were the main headache in targeted schools in Agarfa Woreda. Birhanu (2014) cited in Hirpa(2015) stated that teachers underlined schools' limited resources provision and encouragement mechanisms as major factors for conducting professional development/competence activities.

As it can be seen from the table 4.4 item 7 (Rule and regulation) the respondent sample teachers mean is 4.47 and it lies on important. The sample school leaders' response of item 7 is 4 and it also lies on important as well. The t-value of item 7 also not statistically significant. This means both respondents 40(66%) have common perception and were responded as the schools rule and regulations are important factor for teachers' professional competences. This clearly shows that the sample school principals and teachers have confidential information that school rule and regulations are either positively or negatively influences teachers in improving their professional competence by indicating if the school rule and regulation is being implemented properly or not in their school.

As responses from interview indicated, implementing schools rules and regulations in the targeted schools of Agarfa woreda has no doubt but regarding to supporting for improving professional competence were not formally designed and implemented. Wragg (1999) stated that if teacher feels that his/her practice is satisfactory or needs attention in some way or by some concerned body, he/she will be able to initiate in developing his/her profession and explain how and why this is the case with evidence to support his/her claims by the help of this reflective activity.

According to the table 4.4 items 8 and 10 (Teachers' own awareness by themselves and Teachers' living standards/moral issues) the respondent sample teachers mean are 4.1 and 4.32 respectively and its scale range also lies on important. Besides, the sample school principals' response of item 8 and 10 are 4.3 and 4 respectively. Its scale range of the both respondents also lie on important too. The t-value of items 8 and 10 are .076 and .093 that is not statistically significant. This clearly shows that both sample respondents 67(94.36) and 3(100%) teachers and school principals respectively felt as these

statements are very important/important factors that can influence teachers personal initiative in improving their professional competence.

Concerning awareness and living standard factors, all interviewees; principals, cluster supervisors and woreda education officers 7(100%) complained about constraints that teachers face when implementing the professional competence activities. The constraints mentioned were lack of incentives and teachers perception, inadequate facilities are the root cause of ineffective teachers' professional competence activities and these issues made teachers of the targeted schools in Agarfa Woreda to be demoralized. Thus, teachers themselves, school administrators and any other concerned bodies are expected to allocate appropriate budget, school facilities , different incentives for the school teachers of Agarfa Woreda.

Finally, the item of the table 4.2 item 9 is (Social /Environmental situations) the respondent sample teachers respondent mean is 4.14 and the school principals' mean also 3.6 respectively, and lie important and somewhat important respectively. The t-value of item 9 is .089 which is not statistically significant. These results suggests that all the mentioned factors are perceived to be important / somewhat important by the teachers with slight different. The mean scores indicated in the table 4.4 also prove that all factors of work environment seem to be important for professional competence. Likewise the gathered data from interviews also convey similar suggestions with questionnaire data. The informants indicated that teachers give due to attention for environmental situations as critical factors for improving their professions and have positive feeling about their professional competence school. Even though respondents of the targeted schools of the woreda agree to its importance, they stated that some contextual factors influenced teachers such as; unavailability' resources, Teachers commitment, inadequate access of budget and incentives, lack recognition for actively engaged teachers on some professional development activities are some examples those contextually influenced teachers in targeted schools of Agarfa Woreda. Abebe (2010) stated that contextual factors in teacher's professional development have profound influence since cognition and learning activities which are situated, social and distributed. Margaret(2010) also identifies that personal initiated-learning activities are influenced by the availability of

resources, personal influences such as applied focus, commitment, administrators' behavior, community perception of teachers and autonomy.

Concerning table 4.4 (Challenges/factors that Influence Teachers Professional Competencies), all respondents complained about constraints that teachers face, when implementing the professional competence activities. These constraints were inadequate resources, lack of teachers' incentives and perception, inadequate funds, inadequate facilities for teachers in the school and out of the school, unavailability of resource materials, institutional supports, lack of recognition for those who are capable of carrying out various professional competence activities and monetary incentive for teachers. For instance, two school principals from Elani and Web primary schools emphasized that lack of recognition rewards to individual teachers demoralized those who actively engage in personal initiative professional development activities are the root causes of ineffective teachers' personal initiative in improving professional competence activities as needed. As a result of this, teachers' attitude towards these challenges in improving professional competence activities were influencing factors.

Besides, teachers and school principals felt that any teachers' updating program held at schools at a moment has no value compared to courses or any other instruction of high learning. For instance school principal from Elani asserted that some teachers look down upon these activities and teachers had developed negative attitudes towards school-based workshops and school based personal initiatives in improving professional competence. Furthermore, from document analysis, it was observed that even though teachers were maintaining their professional portfolio, there were much limited numbers of professional competence activities included in their files. In addition, majority of teachers almost none of teachers did not update and insert necessary contents in to their portfolio.

According to MoE(2009) teachers' portfolio should contain individual CV(personal and professional data); individual action plans, evidence of all professional development activities which have been taken by the individual teachers in the last two years, feedback from other professionals, teachers' self-reflections on progress, annual appraisal reports, examples of examination result with analysis, examples of lesson plan with the evaluation results etc...However, the content of analyzed teachers' portfolio varies from

school to school and even from teacher to teacher. On the other hand, some informants, for instance, cluster supervisor from Asano and school principal from Kaso Wara said that, to develop professionally, teachers repeatedly practice professional development activities such as sharing ideas in their classroom lessons, classroom managements, planning lessons and conducting action research. But they rarely do activities like action research, preparing and using teaching aids, and assessing and evaluating peers.

According to (Dickson 1987), in order for teaching professionals, to keep a breast with changes renew and review their own knowledge, skills, attitudes and competencies. They need to involve themselves in a number of learning activities such as self- initiated learning; collaborative learning, reflective practices and experiential learning. It has also confirmed that where teachers are able to input/access or cultivate their competence and share experience more readily there is greater potential for school and classroom improvement. Improving school invest in the development of their staff create opportunities for teachers to collaborate and to share best experience (Day 1999). Little (1993) also stated that in order to achieve improvement in teaching and better learning out comes for students, teachers need to be engaged in professional development that promotes inquiry, creativity and motivation.

MoE(2009) also states that all teachers must be engaged in a wide range of professional development activities that will bring improvement in teachers' professional competencies. To sum up, as it can be seen from the data obtained through questionnaire, interviews and document analysis primary school teachers of Agarfa Woreda believed as the statements grouped under table 4.2, 4.3, and 4.4 are important factors regarding their attitude towards improving their professional competence, their perception given to personal initiative activities and challenges /factors that influence teachers' professional competence and as they were practicing in some of professional development activities. The majority of activities which are very important in improving teachers' personal skills, knowledge and attitudes particularly conducting action research, developing their portfolio and awareness to participate in school based professional updating programs like CPD and school based workshops were not so much practiced by primary school teachers in the Woreda.

According to Anderson (2001) also, obtaining knowledge and sharing existing knowledge and skills with other to join teaching forces are valuable to for change and improvement. However , some activities contribute a lot to teachers' development of professional competence; such as knowledge, skills and attitudes in spite these activities are under question in the target schools of the woreda this study is conducted.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This final chapter presents summary, conclusions and recommendation of the study.

5.1 Summary

The purpose of this study was to assess the primary school teachers' personal initiative in improving their own professional competence in some selected primary schools of Agarfa Woreda of Bale zone. To meet this purpose, research questions related to teachers' perception given towards improving professional competencies, the attitudes/perception given by teachers to personal initiative activities towards improving professional competencies, the challenges/ factors that influence teachers' personal initiative in improving professional competences and to draw the conclusion and to suggest possible solution for the identified problems .In order to attain these objectives the following related questions were raised and answered in the course of the study

- 1) How primary school teachers personally initiated towards improving their professional competencies?
- 2) What are the challenges behind personal initiative of primary school teachers towards improving their professional competencies?
- 3.) What are the personally initiative activities do primary school teachers engage to improve their professional competence?

To address these basic research questions, mixed research design was employed .Questionnaires , interview guides and document analysis were used as instrument of data collection. Regarding study population and the sample, currently Agarfa woreda has 43 governmental (grade 1-8) primary schools. The researcher selected 81 respondents from 10 schools those who are 71(30%) teachers of primary schools using simple random sampling, 5 school principals, 3 cluster supervisors and 2 woreda education expertise from teachers' professional development team using purposive sampling technique. The obtained quantitative data were analyzed using frequency, percentage, mean, standard

deviation and t-test. The qualitative data gathered from primary school principals, teacher, cluster supervisors and Woreda education office teachers professional development team respondents were analyzed thematically following the discussion of quantitative data.

Based on the analysis the following major findings were drawn.

- ❖ Majority (66.6%) of teachers, 100% of principals, cluster supervisors and Woreda education office teachers professional development team respondents responded that teachers have positive perception and confidential information towards the personal initiative has importance in improving their own professional competence.
- ❖ Majority of respondents 77.4% of the teachers and 100% of principals, cluster supervisors and Woreda education office teachers professional development team indicated that teachers were not initiated and actively engaged in school based as much as needed to improve teaching professional competence even though they had confidential information regarding the importance of school based teaching professional competence activities.
- ❖ Majority of respondents 81.6% of teachers and 100% of principals, cluster supervisors and Woreda education office teachers professional development team reported that teachers have understanding the importance of institutional support and physical resources for improving professional competence. However, unavailability of these constraints made them morally fail and not to be participants in school based teaching professional competence activities as much as needed.
- ❖ Majority of respondents 83% of teachers and 100% of principals, cluster supervisors reported that teachers have understanding the work load at work place was important factor, however, teachers specifically those who were at remote schools had greater work load at their school setting. This seems made primary teachers of the woreda not to be actively participated in professional competence activities as evidenced with mean values ranging from 4.18_4.32.
- ❖ The findings of the study show that primary school teachers had confidential information as teachers' living standards and recognition were the important factors for the improvement of professional competence activities. Though,

unfavorable living standards /moral issues specifically in remote schools, lack of incentives, lack of rewards and recognition for those who engage in professional competence activities and who had better performance by concerned bodies specifically in the Woreda made them to be morally failed to exercise professional competence activities as evidenced with mean values ranging from 4.46_4.53.

- ❖ Majority of respondents Majority of respondents (78.8%) % of teachers and 100% of principals, cluster supervisors reported that teachers have understanding as any teacher actively exercise any teachers' updating program held at school was a major factor for the improvement of professional competence. Nevertheless, there were also respondents who didn't exercising these activities due to lack of organized and scheduled school settings. Besides, teachers and school principals felt that any teachers' updating program held at school moment has no value compared to courses or any other instruction for high learning.
- ❖ Though majority of respondents, more than half (57.7%) of teachers and 100% of principals, cluster supervisors reported that teachers have understanding as conducting action research and developing their portfolio had important factors, these activities were not performed by majority of primary school teaches of Agarfa Woreda as evidenced with mean values ranging at 4.45.
- ❖ The findings of the study indicated that respondents have confidential information as students' behavior and motivation are factors for improving professional competence, however, the support was not provided by community and school administration for teachers in shaping students behavior. Due to this, teachers' awareness was hindered to be personally initiated in excercising to develop their professional competence. However, the support by supervisors and woreda education office seems somewhat greater than the one obtained from school community. The support from out siders specifically woreda was mostly in the form of assessment that takes place at different times and was not adequatel, consistent and sufficient in reported by the participants.
- ❖ 'More than half (92.9%) of teachers and 100% of principals, cluster supervisors reported that teachers have understanding as rules and regulations of the school are the important factors for teachers' personally initiative in improving professional competence, however, this issue was not designed and organized

well to support and sustain the teachers to be committed personally their professional competences in all primary schools of Agarfa Woreda evidenced with mean value range of 4_4.47.

- ❖ The findings of the study also show that the respondents agree on the importance factor of communication among colleagues and working collaborately. But, the absence of effective management system in the schools of the woreda regarding teachers' initiative towards teaching professional development in all primary schools of Agarfa Woreda evidenced with mean value range of 4.1_4.21.
- ❖ .Generally, the findings of the study show that all respondents reported that teachers of primary schools in Agarfa Woreda had confidential information and agree on the importance of professional competence activities stated in tables 4.1_4.4.

However, these activities were not practiced/ exercised as much as needed due to lack of awareness of the teachers themselves and other concerned bodies specifically those who were working closely with them, lack of commitment to evaluate and identify problems those hindered them. Furthermore, majority of the teachers are enthusiastic about collaboration during professional development efforts. Consequently, they should help each other to evaluate teaching to identify problems, strengths and weaknesses, and produce solutions to problems. When it comes to another collaborative activity, peer observation, almost majority of teachers believe it should be used to gather information about one's teaching performance and also similar number of teachers think that they should be open to new ideas and changes, try to keep themselves up to date with changes and improvement in education system.

5.2 Conclusions

On the basis of the overall study and the findings drawn, the following conclusions and recommendations are proposed.

The effective implementation of school teachers' personally initiative activities in primary schools of Agarfa Woreda was highly challenged by unavailability of school physical resources, lack of financial resources, lack of support from school administration up to woreda education office and other concerned bodies, lack of collegial collaboration, lack of recognition, incentives and rewards for those who exercised these professional

activities, lack of awareness by teachers themselves lack of effective management system regarding to run these activities specifically well designed scheduled and organized rule and regulations to these activities, lack of favorable living standards of teachers particularly for worked at remote settings and other similar problems. Unless concerned bodies tackle these problems, it is difficult to expect much improvement in day-to-day activities of teachers in general and in teaching learning process in particular.

Most of the research participants agreed that professional competence activities stated in tables 4.2_4.4 are important as these activities focus on core issue to improve teachers' professional competence and improving the quality of teaching and learning.

Generally, one can conclude that the stated teachers' professional development activities are important factors for developing their profession. However, one can safely say that support for these activities and teachers' commitment to engage in were not as needed to enhance its implementation at the grass root level. A number of factors challenged these activities. Unless acted on by concerned bodies, these challenges will further impede the professional competence of primary school teachers of Agarfa woreda of Bale Zone.

5.3.Recommendations

Schools, teachers themselves, teachers woreda education offices, zonal education office and other concerned bodies need to give more emphasis to stimulate teachers' interest in the commitment to make them engage actively in their professional competence activities personally. This could be done by creating conducive working environment. This could also include providing internet access, different school facilities, incentive, institutional support , minimizing workload , adjusting different capacity building programs; training and workshops at schools and school cluster level regarding conducting research and developing their own portfolio, career promotion, recognition rewards to individual teachers, awaring them to actively participate on CPD program, etc.

Many teachers' development programs are formally organized and have fixed schedules to be conducted. More than two-third of sample school teachers do not participate on CPD programs for example as a result of teachers' workload and their awareness to be participated. Thus, it is recommended that to make the teachers fully utilize their

potential, personal initiative for professional learning and professional competence activities should be encouraged by making them autonomous ,feel free and confidence responsible.

It was understood from the finding that teachers are positive about their own professional competence and give much importance to many professional development activities, but they do not make use or practice of these activities as much as the importance they give to. Hence, they should regularly make use/practice of these professional competence activities which contribute to continual enhancement and maintenance of professional skills, competencies and experiences.

It is necessary to teachers themselves, Schools and Woreda Education offices to provide sufficient school facilities; such as laboratory, library and internet access, incentives, recognition for individual active teachers, institutional support , minimizing workload as much as possible, adjusting different capacity building programs; such as training and workshops at schools and school cluster level regarding conducting research and developing their own portfolio, The most influential work environments are students' practices, institutional support on school rules and regulations. Therefore, influencing factors should be managed and utilized properly to enhance teachers' personal initiatives improving their professional competencies. In addition, there should be an opportunity to stakeholders to support teachers' effort and an incentive for the teachers' endeavors.

The more opportunities the teachers have, the more effective the teachers work is, and significant impact on the success of students' learning. Personal initiated activities help to acquaint teachers with current education system and encourage them to be lifelong learners. Thus, it is recommended that self- initiated learning need be regular activities for teachers. Beside this, providing the necessary support for their efforts in creating awareness about the importance of self- initiated learning and activities should be taken as a part of improving the quality of learning-teaching process.

Unless the significance as well as outcomes of teachers' personal initiative activities is evaluated, it is hardly possible to conclude that such effort bring necessary change and improvement in terms of personal and professional life. So, it is suggested that the education institutions from regional education bureau up to the school should decide and institutionalize the follow up system by using observation check list, analyze individual portfolio, interview and questionnaire.

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Appendix A

Mada Walabu University
School of Graduate Studies
College of Education and Behavioural Studies
Department of Curriculum and Teachers' Professional
Development(CTPDS)

Questionnaire to be filled by Agarfa Woreda Primary School Teachers and Principals

Dear Respondents;

This study is concerned with assessing the current trend on personal initiative in improving professional competencies of primary school teachers in Agarfa Woreda of Bale Zone, Oromia. Hence, you are chosen with the intent that your responses to the questions is the principal resource to examine the current practices. It should be clear that the focus of the study is only on identification of the issue under consideration and hence your responses will kept confidential. Therefore, you are kindly requested to give your answers honestly and your cooperation will be highly appreciated.

With Regards!

Part I: Personal Information

Background Questions Instruction:

Please tick or put '√' mark in the box for the information which best expresses you.

1. Sex ? Male ☐ Female ☐
2. Age? 20-25 ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐ 41 and above ☐
3. Educational qualification ? MA/MSc ☐ BA/BSc ☐ Diploma ☐ Certificate ☐
4. Years of service ? 1-5 ☐ 6-10 ☐ 11-15 ☐ 16 to 20 ☐ 21 and above ☐
5. Your current position _____
6. Area of specialization _____

Part II. Teachers Attitude towards Improving Professional Competencies

Instruction

Instruction: The following items are to assess teachers' attitudes towards improving their own professional competencies. So, please read each statement and rank your level of agreement and/or disagreement by putting '√' mark to the column that most closely reflects your idea in the space provided. While ranking use 5 for 'strongly agree', 4 for 'agree', 3 for 'undecided', 2 for 'disagree' and 1 for 'strongly disagree'.

No		Rating scales				
		5	4	3	2	1
1	Teachers should improve their professional skills and knowledge without too much dependent on the institution they work for					
2	Teachers should take the initiative and action for their own professional development					
3	Teacher should be free to test any idea or a new technique in teaching					
4	Teacher should help each other evaluate teaching to identify problems, strengths and weakness					
5	Teachers should help each other produce solution to the problems					
6	Teachers should be open to new ideas and changes					
7	Teachers should reflect up on their own practices to improve their profession					
8	Different Environmental factors can influence teachers personal initiative in improving their professional competencies					
9	Peer observation should be used to gather information about teacher performance					
10	Teachers should try to keep themselves up to date with changes and improvement in education.					

Part III. The Attitude Given to Personal Initiative Activities

Below are items to assess the attitude given to personal initiative activities teaches engage in improving their professional competencies and how importance they perceive these opportunities. Hence please rank your level of agreement and/or disagreement by putting ‘√’ mark that most closely reflects your idea to the column provided. While ranking use 5 for ‘very important’, 4 for ‘important’, 3 for ‘some what important’, 2 for ‘little important’ and 1 for ‘not important’.

No	Items	Rating Scales				
		5	4	3	2	1
1	Sharing experiences and problems with colleagues					
2	Asking for professional help from colleagues					
3	Working on developing new materials with colleagues					
4	Working on techniques and activities with colleagues					
5	Peer observation					
6	Teacher initiated conducting action research					
7	Gathering information about one’s own teaching performance					
8	Following research literature on related field					
9	Searching the internet					
10	Attending professional development program					

Iv. Challenges/Factors that influence Teachers Professional Competences

The following items are designed to assess the Environmental factors that may influence teachers in improving professional competences in their teaching /learning environment. So please read each statement and rank your belief about environmental factors that influence the teachers initiative in their competences by putting ‘√’ mark to the column that most closely reflects your idea in the column provided. While ranking use 5 for ‘very important’, 4 for ‘important’, 3 for ‘somewhat important’, 2 for ‘of little important’ and 1 for ‘not important at all’.

No	Items	Rating Scales				
		5	4	3	2	1
1	Students practices and motivation					
2	Teachers’ work load at their work place					
3	Communication among colleagues					
4	Working collaborately with colleagues					
5	Institutional support for professional competencies					
6	School physical resources					
7	Rule and regulation					
8	Teachers’ own awareness by themselves					
9	Societal/Environmental situations					
10	Teachers’ living standards/moral issues/					

Thank you!

Appendix B
Mada Walabu University
School of Graduate Studies
Institute of Education and Behavioural Sciences
Department of Curriculum and Professional Development Studies

An interview guide questions:- for the woreda education office experts, primary schools cluster supervisors, and primary school principals on primary school teachers personal initiative in improving their professional competencies.

Introduction

My name is Muhammedamin Umer Hussien. The purpose of this discussion is to assess the primary school teachers regarding personal initiative activities in improving their professional competencies. This research is conducted in partial fulfilment of Masters of Arts Degree in Curriculum and Teachers Professional Development offered at Mada Walabu University. I am interested in understanding your attitudes, practices and challenges, and suggested solutions for problems of personal initiative activities in improving your professional competencies. Thus, your reliable response is important and appreciated for its completing the result of the study.

Personal Information

Background Questions Instruction:

Please tick or put '√' mark in the box for the information which best expresses you.

1. Sex ? Male ☐ Female ☐
2. Age? 20-25 ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐ 41 and above ☐
3. Educational qualification ? MA/MSc ☐ BA/BSc ☐ Diploma ☐ certificate ☐
4. Years of service ? 1-5 ☐ 6-10 ☐ 11-15 ☐ 16 to 20 ☐ 21 and above ☐
5. Your current position _____
6. Area of specialization _____

2.An Interview Guide Questions

- 2.1.Do you engage personally in professional development activities?
- 2.2.Would you mention self-initiated personal development activities you are practicing?
- 2.3.How do you see the effects of personal initiated professional development ?(The importance to you).Their effect on your personal and professional development).Their impact in increasing students' performances.
- 2.4.What do you think are the major challenges that affect teachers' personal initiative activities in professional development?
- 2.5.What suggestions do you have with regard to tackling the challenges and improving self initiated activities?

Check List for Document Analysis

1.Teachers portfolio

- 1.1.Teacher's name_____1.2.Sex_____1.3.Educaton _____
- 1.4.Activited performed_____

2.Report Files

- 2.1.Major activities_____
- 2.2.Planned activities_____
- 2.3.Challenges encountered_____

