The Need for continuing Professional development (CPD) of Professionals in Higher Education: A Comparative Case Study of AAU and St. Mary's University College

Yalew Ingidayehu (Ph.D), Assistant Professor, A.A.U

Abstract

This study attempts to examine the need of higher education instructors and researchers for grading and up-dating their professional competence (CPD) through continuing professional education (CPE). The researcher, as a specialist in CPE, has observed that a good number of educators in higher education tend to focus safely on their field of specialization without giving due attention and consideration to pedagogical and professional approaches in lecturing and tutoring.

The methodology of the study is a descriptive, survey and case study approach. The data collecting instruments are a set of questionnaire and interview. And the target sample populations are instructors, deans and department heads from AAU and St. Mary's University College (SMUC).

The study bases its discussion on the assumption that professionals in higher education face challenges related to inadequate pedagogical and professional training to render up to date and competent services in their fields.

This is followed by the original survey which high lights three major problems: (a) lack of awareness and commitment to the current opportunities and possibilities of CPD programs (b) inadequate training and (c) limited access to and participation in the formal and non-formal CPE programs.

The final part concludes that professions are always dynamic, evolving, growing and changing. Thus, professionals in higher education should always undergo a process of professionalizing through CPE.

Finally, possible solutions related to the provision, coordination and mode of delivery of CPE have been for warded in the form of recommendation.

Part One: Introduction

The Problem and Its Approach

The importance of the profession, teaching particularly in higher education, is highly recognized through out the literature of the world of education.   For instance, Hensen (cited in Engual 1996:13) affirms that teaching is a social practice whose importance is unquestioned even if what makes it important remains the subject of continued debate. An old but popular saying also claims that " A teacher is a king of himself and servant of mankind". Despite the various important roles that can be attributed to the teaching career, it is still exposed to low status and prestige since teaching " is not a full fledge profession " yet (Morris 1963:365).   In line with this Enguall (1996:13) has pointed out that " the importance of 'good' teaching" is unquestionable so long it is handled by " an efficacious teacher …. that has the power and ability to produce a desired effect".   He, thus, goes on to argue that the big challenges (with regard to the status of the teaching career) are based under the following fundamental questions.

(1) " To professionalize or not to professionalize . That is the question" (Enguall, 1996:13)

(2) More standards, Less Autonomy or More Autonomy, Fewer Standards… That is the Question " (Enguall 1996:24)

As elaborated in Enguall's(1996) book, the major issue (with regard to the teaching career) is not to doubt or underestimate the validity and significance of 'good' teaching. It is rather a question of recognizing the professional status of the teaching career as a full-fledged profession and thereby, to offer the teaching profession more autonomy and fewer standard.

Significance of the Study

As mentioned earlier this study is intended to address the following significant issues:

1. The study will reveal the major pedagogical, socio economic and psychological variables in to both H.E.Is that militate against the professionalization process of the teaching profession.

2. The MOE and R.E.B can use it as a TOR to review and revitalize their professional training programs as well as their career structure

3. Finally, it is also serve as a frame of reference for both trainers and employers to design CPE programs as well as to organize seminars, conferences and short term training programs so that the professionalization process of HEIs can be enhanced.

Statement of the problem

As mentioned earlier, this study is based on the assumption that:

❖ the status and professional practices of the teaching career is being questioned and violated

❖ it is now time to identify the major factors that militate against the teaching profession in general and then to accelerate the professionalization process HE, instructors through CPE in particular.

Based on the foregoing assumptions, the purpose of this study is to give response to the following basic questions:

1. How does the present status of the Teaching profession look like particularly in HEI?

2. What are the major factors that affect the status and profesionalization processes of HE instructors?

3. What are the major reasons and justifications that necessitate the training of teachers (lectures) in HEIs?

4. What are the feasible professional characteristics and practices that can enhance the professional competences of instructors in HEIs?

5. What type of training and educational strategies needs to be organized and utilized to accelerate and promote the professionalization process of professionals particularly in HEIs?

Part Two: Review of the Related Literature

The discussion in this section is presented into two sub-sections: the current status of the teaching career and the characteristics of the profession along with the professionalization process of the teaching occupation.

A. Characteristics of the profession in the context of the Teaching Career.

According to Morris (1963:366-367) traditionally established professions like medicine and law possess the following highly standardized and prescribed characteristics:

1) A unique, definite and essential service,
2) An emphasis upon intellectual techniques in performing its service,
3) A long period of specialized training,
4) A broad range of autonomy for both the individual practitioner and the occupational group as a whole,
5) An acceptance by the practitioners of broad personal responsibility for judgment made and acts performed within the scope of professional autonomy,
6) An emphasis upon the service to be rendered, rather than the economic gains to the practitioners as the basic for the organization and performance of the gains to the practitioners as the basis for the organization and performance of the social service delegated to the occupational group,
7) A comprehensive self-governing organization of practitioners, and
8) A code of ethics which has been classified and interpreted at ambiguous and doubt-full point by concrete cases.

The foregoing characteristics reflect that occupations like teaching on transition cannot satisfy all these eight conditions. Morris (1963) went on to argue that even older professions like law and medicine can not satisfy all the eight described conditions. Particularly referring to education, he affirmed that "Educational work certainly possesses the first three characteristics".

It is in number 4 through 8 that the claims of education to professional status appear most in question.

On the one hand, V.Engel (cited in Yalew 1985.18) has presented the following modified current characteristics of the professions (as opposed to its traditional concept) that can be safely adapted to the teaching career as an emerging profession.

Comparison of Traditional Characteristics against Recent Characteristics of Profession

	Traditional Characteristics	Modified characteristics
	Traditional Characteristics	**Modified characteristics**
1	**Isolated individual Provide service**	**Team provide service**
2	**Knowledge from a single discipline typically utilized**	**Knowledge from diverse fields. typically utilized**
3	**Remuneration: predominantly fee for service**	**Remuneration typically by salary**
4	**Restricted opportunity for colleagues evaluation of product**	**Increased opportunity for colleagues for product**
5	**Altruism: Selfless service limited by entrepreneurialism**	**Altruism increased opportunity for selfless services**

Source: Yalew (1985:18) The Provision and Organization of CPE, in Ethiopia, Ph.D.Thesis

Another set of characteristics essential for " Successful professionalisation" of the teaching career has been identified by G.Millerson (1973) and are listed below.

a) Ability to achieve a definable basis of background knowledge and practice plus a crystallization of the activities comparing the occupational task,

b) Opportunity to acquire knowledge and practice,

c) Development of self-evaluation techniques by emerging professional , and

d) Recognition of the occupation as a profession by those outside the occupation Yalew (1985) argues that education is the central factor in the process of profesionalizaion and whether for good or bad there is an interaction between professions and the education system" (Millerson, 1973).

C.Houle (1980) has identified fourteen characteristics in his study that are of particular relevance to continuing professional training of teachers. These characteristics include: mastery of fundamental and theoretical knowledge, capacity to solve problems, use of practical knowledge; self enhancement, formal training; recognized authority; creation of a sub collusive, recognition and reinforcement, public acceptance; penalities; relations to other occupations, relation in the uses of service and ethnical practice.

Similarly, Azeb Desta (1980:1) has also observed basic and unique professional characteristics for Ethiopian teachers that include:" prestige, degree of esteem status and level, of income". C.Houle (1980) affirms that these sets of characteristics are closely associated and from the basis of the professionalzing process of the teaching career through CPE.

B. The Present Status of the Teaching Career in the Context of Profession

Though it may appear imprudent to talk about the status of the teaching career in the context of profession, the question whether teaching is a profession or a quasi profession must be asked and answered candidly in order to make the prospective teacher fully aware of what he is getting into. Hence, as stated by Morris (1963:365) the present or prospective teacher should be told finally that "Education is not a full fledged profession in the same sense as are medicine and law" This implies that the teaching career does not enjoy the status of a full fledged profession yet. Similarly, Perkin (Cited in Beverley and Gilbert 1996:171-172) argues that teachings. "….. is not a true profession for the following three reasons". First, it lacks a distinctive body of theoretical or practical knowledge necessary for teaching.

Secondly, since teaching is not a registered profession " any one demand suitable by a school board of trustee is eligible for employment…." and in this respect " educationalists have no ultimate control over the selection, training and qualifications of members".

Thirdly, teachers trade unions and professional association do not play active role in promoting the status of the teaching career as they are perceived "ineffectual politically when compared to other professional groups such as medical practitioners whereby "the causes and consequences of this in effectuality are a lack of bargaining power, relatively low remuneration and low status (Perkin, in Gilbert 1996:172).

Despite such constraints that militate against the professsinalization process of the teaching career, Beverley and Gilbert (1969:171-72) assert that educationalists must take active and sustained measures to establish education as a profession. They go on to argue that though " the present portioning of educators…. does not make this an easy task the need to establish education as profession is most pressing in a time of imposed change".

On the other hand, regarding the current status of the teaching career, Stimet (1968:229) claims that " recognition of teaching as a profession rather than a trade, and of the individual teacher as a competent professional rather than the mere holder of a job, are essential to maximum performance".

He also states that " recognition of professional status implies that the professional, competent teacher should be protected against the callous use of emergency certification the wide suead employment of substandard teachers that "the profession has accepted this practice as a necessary expedient".

C. Similarly, Tekelehymanot (Cited in IER Flambeau, 2000: 2-3) noted that, the major causes for the down fall of the teaching status in Ethiopia were:

1. Lack of qualified teachers due to mainly the un-willingness of successful school learners to join training for the profession. This forced the early government to employ expatriates in the early 70s to teach in secondary schools.
2. Teachers majoring in physics, chemistry etc. were forced to teach their field of specialization without adequate preparation of pedagogical training that include only 18 cr. hrs.
3. Consequently the basic misconception that prevailed was that anyone who had taken a course, such as chemistry, and earned a B.Sc degree could teach the course. He further argued that "teaching in secondary school was considered to be just a job starter than a profession that required specialized training and practice"(Ibid:3).

Finally, Tekelehymant (2000) expressed his concern that the mission of teacher education is endangered since" a rather serious skepticism prevails about whether teacher education and teaching as a whole is a profession" as a result of which "The mission of teacher education was thus put in jeopardy" (Teklahymanot IER Flambeau, 2000:8).This implies that there is the need for continuous training of teachers in all Ethiopian education system.

The same practice of employing unqualified teachers was experienced in Ethiopia immediately after the independence of Ethiopia from Italian occupation in 1942.

During this period, the Ethiopian government was forced to assign unqualified teachers in all primary schools, and later on, even in the few secondary schools which were mushrooming in the country gradually.

Even to-day, there are many teachers in secondary schools and higher institutes of learning that teach courses without any pedagogical training and outside their field of specialization. Similarly, the highly qualified teachers are also disappointed and dissatisfied in their being unfairly treated and handled by the education system. Such abuse leads to brain drain of experienced and qualified teachers to other professions. This implies that the ethics of the teaching profession is violated, and such issues have to be seriously observed by both the training institutes and the school administration.

According to Simet (1968:229), such miss assignment is primarily an offence against the teaching profession which suffers from a loss of public respect for such indefensible practices.

What is more, it is surprising to note that the teaching career tends to claim its professional status based on the professional characteristics prescribed to the traditional professions (law and medicine). In this regard, Simet (1968:14) expresses his worries and states that such an approach leads to a concern about the professional inconsistencies of teaching and the dangers of such a unique vocation using the more traditional and established professions as models". Here Simet and others strongly argue that there is no reason why the teaching professions should seek to follow prescribed professional characteristics of old professions like law since it maintains its own unique calling and characteristics that can be seen as an art and science that demands a complex work sequencing and a great deal of specialized knowledge and skill. In this context, Simet (1968) has strongly commented that.

"The widely accepted notion that teaching is..a ' calling' leads to the inescapable conclusion that comparisons to accepted professions such as law, are in appropriate".
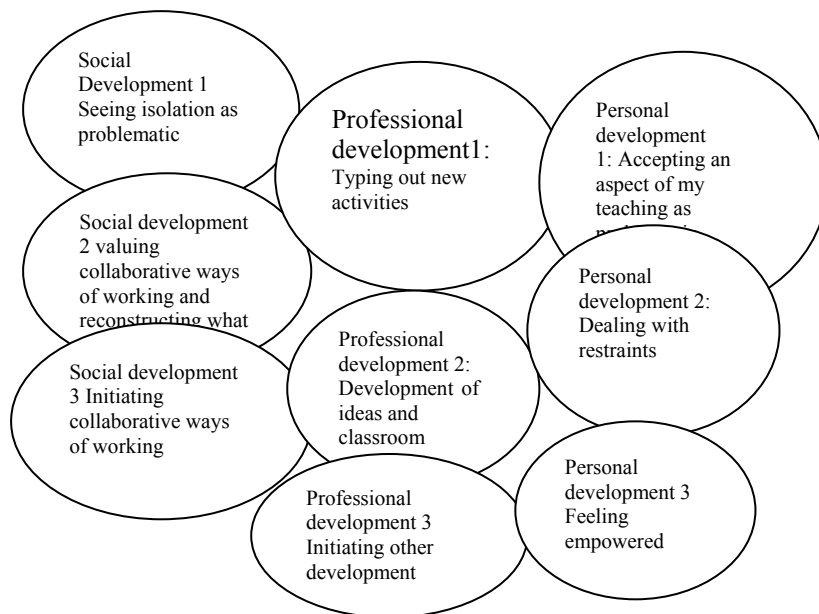
Similarly, Freidson (Cited in Simet 1968) argues that the mystification of knowledge in traditional profession like law should not be taken as a model in determining the status of the teaching career as a profession.

As a whole, the efforts to compare teaching with other professions (like law) should not focus merely on the logical analysis of the profession but should rather be soothed in the broader concern about the professionalization process of the teaching career through CPE so that it may enjoy its appropriate professional status in the world of education

To achieve this goal (of professionalization) various models of training that enhance the personal, social and professional competence of teachers need to be devised and employed. The following model from Gilbert (1996) can be taken as an example for developing a professional training model for teachers in an Ethiopian context.
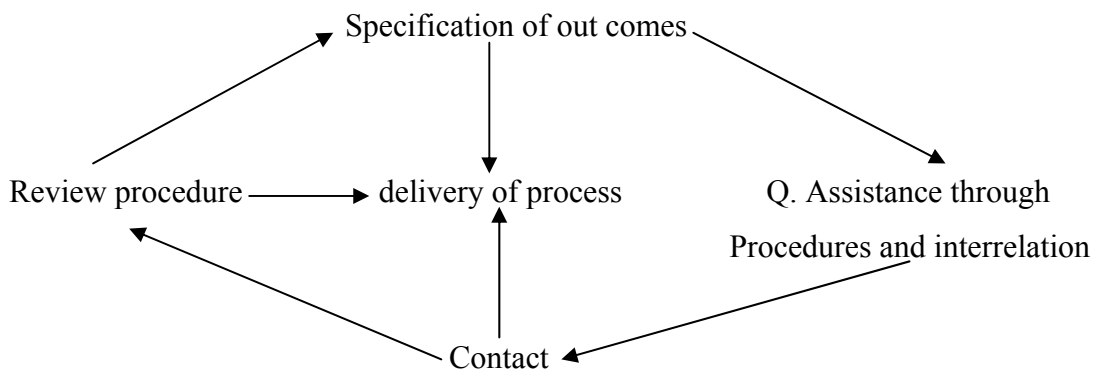
A Model of Teacher Professional Development

Social Development 1 Seeing isolation as problematic

Professional development1: Typing out new activities

Personal development 1: Accepting an aspect of my teaching as

Social development 2 valuing collaborative ways of working and reconstructing what

Personal development 2: Dealing with restraints

Professional development 2: Development of ideas and classroom

Social development 3 Initiating collaborative ways of working

Professional development 3 Initiating other development

Personal development 3 Feeling empowered

Source: Bell, B and Gilbert J(1996:16)Teacher Developments 1 Flamer press, London

Another model that adrcated for a quality professional staff development of teachers has been presented by Rogers Ellis (1993:256) in a cyclical frame work as follows :

A quality for teachers PSD.

Specification of out comes

Review procedure ⟶ delivery of process   Q. Assistance through

Procedures and interrelation

Contact

Based on the above model Roger (1993:256) develops some key step principles and processes that can garanteee the PSD of teachers.

He, thus, identified some 10 key steps related to the concept and characteristics then the planning, development and evaluating of the PSD scheme of the teaching profession.

Some trend of PSD programs

Though professional training to higher education was provided haphazardly in the past, only some qualitative and systematic trainings have been provided in H.G.Is in Ethiopia some of which worth mentioning.

In the late 1980 (1985-90/1990) the C.E.D in the higher education commission of the MOE used to provide well organized short period training to H.E instructors in some selected H.E.Is in the country during the summer vacations.

Trainers were selected from AAU education faculty and provided training in the following pedagogical courses:

- Educational tests and management
- General methods of teaching
- Educational pedagology

This program gave effective training services, particularly for instructors who lacked pedagogical training and orientation in H.E.Is. Unfortunately, this profession lasted only for three years and was pharan out of the beginning of 1990/91 A.Y. Lately, AAU stated a new training program to train in particularly graduate assistances in AAU.

This program was conducted in Nazarete effectively under the supervision and supervisor ship of AAU for three consecutive years. Again this program was phased counter.

Recently, starting from 2003/04 A.Y a new HDP for H.E.Is instructors has been established by MOE in collaboration with H.E.Is including AAU, B.D.U and KCTE.

According to the information from the training document (2004/05 A.Y:

> "The aim of the higher diploma program for teacher educators is to improve the quality of education in Ethiopia through licensing program that will develop the skills and the professionalism of teacher educators".

To address this aim, the HDP provides the following four modules:

Module 1: Reflective Teacher Education
Module 2: Developing Active Learning
Module 3: Improving Assessment
Module 4: Action Research
This program is being provided since 1994/95 A.C.

In the foregoing sections attempt has been made to examine the context of the profession and the status, and the professionalization process of the teaching career based on the available literature in the field. The following section focuses on the original survey that attempts to analyze and interpret the data forwarded by respondents with regard to the current PSD programs and the professioanlization process particularly in Addis Ababa University and St.Mary's College through various CPE made of delivery system.

Part III. Presentation, Analysis and Interpretation of Data and Interview Report

The proceeding discussion focused on the introductory and background of the study. In the following sections, attempt has been made to portray briefly, the trends of CPD status and the professionalization process of the teaching professions with particular reference to H.E.Is. The study, therefore, has based its argument on the assumption that the teaching profession in higher education is exposed to a number of challenges related to (a) the absence of professional practices that back up-to-data knowledge and skills (b) unsatisfactory professional preparation and training that would have enhanced its competent services.   This assumptions form the initial basis for the presentation and analysis of the data and the findings below.

The methodology of the study is a combination of the descriptive survey and the comparative case study approach. Such an approach is seen by recent writers like C. Houle (1980), to be more practical and direct, especially for qualitative research in education. Hence the initial procedures for data collection are on the general understanding of the problem and empirical evidence deduced from the 40 target population that are randomly

selected from AAU and St.Mary's college. The sample population, therefore, are sixteen and twenty four professional instructors from AAU and St.Mary's college respectively.

Accordingly, the instruments for data collection include a set of questionnaire and a structured interview. A 54-item set of structured questionnaire (divided in to six sections) were dispatched for 60 AAU and St.Mary's University College lecturers out of which 40 sets of questionnaire were carefully filled out and returned representing 4/6 (66.7%) of the total set of questionnaire dispatched.

Similarly a structured interview was administered one professor and five department heads from AAU and SMUC. The expertise and valuable information and suggestions of these academic and professional authories represent one major bulk of the study data and is presented in one sub section. The techniques used for the presentation and analyses of data are frequency counts, percentages as well as rank order.

Based on the method out lined above, this study presents the available data and information in six major sections including the interview responses of professors, and department heads.

SECTION ONE
Bio-Data of Respondents

Regarding this issue Table 1(see on the apendix) has clearly presented the information in 12 items in terms of sex, age, academic status, qualification as well as professional experience and training needs of respondents.

Hence, as the interested reader can get all the information he needs from the table, detailed discussion on this issue is found to be redundant and unnecessary, However, it is worth noting that out of 40 respondents about 28% wanted training; whereas 12 (30%), 2(5%) and 3(8%) of the respondents wanted short, intermediate and long term training respectively.

SECTION TWO

Comparison of AAU and St. Mary's University College H.E Instructors
Viewers Regarding Applicability of Characteristics of Professions

As shown in Table II (item 22 on the appendix) regarding the professional status of the teaching career the overwhelming majority of respondents in the teaching/lecturing category (67%) claim that teaching as a whole is a quasi or emerging profession while only a few (16%) of them labeled it as a full-fledged profession.

Comparatively, 70% of respondents in the law category believe that teaching career is a quasi/emerging career while only 10% of them held the view that teaching is a full-fledged profession.

This indictates that the great majority (about 68%) of the respondents from both the teaching and law category claim that teaching is not yet a full fledged profession implying the need for its professionalization process.

As shown in Table II, the 19 list of items indicate the characteristics of the professions were forwarded to the two categories of respondents (to AAU and SMUC instructors and department heads respectively. These items of professional characteristics are carefully selected from various list of characteristics as presented by Miller (1995), C.Houll (1980) and Millerson, G (1973) that are assumed to be appropriate to the teaching profession.

The overall responses of the two categories of respondents reveal that:

1. In all cases, the majority (ranging from 75% to 90%) of AAU and SMUC lecturers claim that the nineteen characteristics are trainable and applicable to the teaching profession directly and/or with modification as shown in the cumulative response of AAU & SMUC instructors (A+C) in table II below.

2. Only Very low percentage respondents from both institutions (reparing from 6%-22%) laim that these characteristics are not applicable to the teaching profession.

3. All of the items from St.Mary's category include responses with modification while 2 of the items from AAU list (i.e. item 4 and 10) were considered as directly applicable without modifications to the teaching profession.

4. As a whole, the cumulative responses of both categories from (AAU and St.Mary's college) indicate that the overwhelming majority of respondents are in favour of the 19 characteristic as applicable to the teaching profession without or with modifications.

SECTION THREE

Constraints Affecting the Professionalization Process of Teachers

The possible factors which hamper the professionalization process of the teaching career are reported in this section in terms of personal, situational and institutional constraints.

The range of constraints are presented in Table III (in the appendix) as reported by respondents from AAU and St.Mary's University College.

As shown in the table most of the respondents identified all the five factors as the major drawbacks which militate against the professionalization process of teaching as presented below in percentage according to their degree of difficulties:

a) Lack of clearly defined training policy that can promote the professionalization process of the teaching profession 28 (70%),

b) Limited salary 26/40 (65%),

c) Lack of well organized and comprehensive curriculum of training that enhance the teaching profession 23/40 (52.5%),

d) Lack of autonomous and teacher professional associations 24/40 (60%) that can enhance PSD of H.E.Is lecturers, and

e) Lack of full fledged, recognized and autonomous training institute 23/40 (57.5%).

SECTION FOUR

Working Condition Affecting the Professional Practices of Teachers

It has been noted that the other major constraints that hamper CPD and professionalizatin process of the teaching career are related to the working condition of teachers. As shown in Table IV(see on the appendix) the overall pattern of responses reveal that the high

percentage of all teaching personnel in the study claims that large class size (78%) inadequate salary (73%), poor administration (23%) and lack of equipments and materials (73%) as major barriers to their professional training and practices.

Similarly examination of the replies of each teaching professional group (From AAU and St.Mary University College) in table IV reveal the following general and similar pattern of responses:-

1. In all cases, the great majority of respondents (ranging from 65.7% to 85.1% of responses) affirm that 8 out of eleven itemized constraints are deep-rooted problems that militate against the status and the professionalization process of the teaching career as the response in compared to items 3 (32%) 9(45%) and 10(45%) that indicate selectively lower negative impact on the teaching profession..

2. These constraints can be categorized as the teachers' social, personal and institutional problems. Among these, the institutional constraints (such as poor administration, lack of participation in decision making, lack of professional development policy) stem out as the major challenges and draw backs that hamper the professionalization process of teachers.   The logistic factors, (particularly related to poor school plant, large class size, lack of equipment, poor management technique) were identified by respondents as relatively major obstacles that directly affect their professional practices.

SECTION FIVE

Reasons for Participating in CPE Program

The needs for CPD of the institutions instructors up-date and up-grade their professional status and competence is discussed through out the literature of teacher education.   In this study, the respondents (which comprises of lecturers and department heads from AAU and St.Mary's University College) were asked to give their reasons for attending continuing professional education programs. As shown in Table the respondents rated the eight selected reasons on a five-point scale.

The overall pattern of the scoring of replies confirms that the two group of professionals (from AAU and St.Mary's University College) highly favoured

educational activities related to their professions that promote their general and professional knowledge as well new methods and techniques that can accelerate their professional competence and skills.Their desire to educational activities leading to

qualifications tends to be associated with their desire for "promotion and status" than their desire 'to attain a certificate of a diploma which ranked the least from the given options in the table. As a whole, the sample group gave the highest priorities to: (a) new methods and techniques (b) general and professional knowledge (c) for up to date knowledge and understanding (d) to be competent in the profession. These items represent the first highest category ranks with very high average score of 3.43, 3.38, 3.35 and 3.33 respectively.

Having examined respondents' reasons for participating in *CPE briefly, the researcher believes that there is the need to consider respondents view related to the type of educational activities they wanted to attend to enhance their professional status; and their preferences are presented in the following section.

SECTION SIX

Preferences of Types of Educational Activities.

Whether participants' need and reasons for participating in CPE are learning oriented or not can be partially determined by the nature of the educational activities they want to engage in. Thus, the teaching professionals in the sample were asked how important they considered the educational activities and their responses are presented in Table VI(see on the appendix).

The preference of respondents of these educational activities is listed below in order of priority with the percentage responses against each item.

1. Work related educational activities- 87.5%
2. Self development educational activates- 82.5%
3. Effective use of resources- 82.5 %
4. Research and evaluation courses and activities- 75%
5. Psychological/Philosophical/Pedagogical aspects of professional and general courses- 57.5%
6. Action research and project- 70%

7. Management courses- 47.5%

8. Methodological/pedagogical course- 82.5%

9. Simulation and work shop- 80%

As shown in Table VI(see in the appendix) the general pattern of the percentage responses reflect that the total sample group preferred and attached greater importance to the educational activities such as:

 a) work-related courses

 b) self/professional developmental courses

 c) research and evaluation courses

 d) pedagogical and methodological courses

 e) Effective use of educational technology media

When comparing the responses of AAU and St.Mary's University College lecturers and department heads the same items (mentioned above) were maintained as the top priority choices by the respondents.

Despite the similarities in the overall pattern in the distribution of scores, St.Mary's lectures tend to attach more importance to educational issues that guarantee up-to-date knowledge for obtaining a diploma or a degree than the AAU lecturers who gave greater importance for general and professional knowledge as well as new methods and pedagogical skills that enhance their professional competence.

In all cases, the two group of respondents (from AAU and SMUC) highly favoured CPE for improved status and promotion that guarantee full fledged professional status and for continued professional growth and purposes.

Regarding the relevance of the existing courses about 81.2% and 63% of respondents from AAU and SMUC, respectively claimed that the course are relevant and about 69% of AAU and 79% of St.Mary's respondents declared that all the courses are work related and professional oriented.

SECTION SEVEN

Responses from Highly Qualified Professors and Educational Leaders Through Interview

In addition to the close ended questionnaires, two professors and six department heads were asked to give their suggestions and comments (in the form of interview). Structured interviews were administered on 5 professors, 6 faculty deans and five department heads from AAU and SMUC including the president of *CSC, (i) a Ph.D researcher researcher as well as a professor from A.A.U who is the current coordinator of the *HDP program, (ii) a visiting professor from BESO and two higher educational officials and experts from the MOE. Their responses have been clustered in five major issues including (a) characteristics and status of the teaching profession (b) constraints (barriers) that militate against the process of professionalization (c) impetus that promote the teaching professionalization process and (d) training activities pedagogical and professional courses needed to promote the teaching profession in H.E.Is.

Regarding the status of the current teaching professor, a dean and a specialist in teacher education from A.A.U. as well as the visiting professor from BESO claimed that teaching is a full-fledged profession since (1) it has its own professional criteria and (2) it is the mother of all professions.

All the professors, the 3 deans and the two higher officials from the MOE reported that teaching is either a semi or quasi or emerging profession while one education expert from the MOE stated out right that teaching is just an ordinary occupation.

However, when it comes to the required characteristics of teaching as a profession, all the interviewees stressed the fact that teaching should have its own professional characteristics that promotes and accelerate its professional status and professionalization process.

Accordingly, their response reveal that the teaching profession should possess the following characteristics that reflect the personal, social and professional right, obligations and responsibility of each teacher/lecturer that claims a professional status as a teacher.

1. High level of responsibility and accountability (2) recognision and application of professional roles (3) high level of intellectual knowledge and skill (4) high level of intensive training on refined pedagogical and scholarly principles related to the philosophical, sociological and psychological aspects of the teaching career as a whole. (5) should develop its own professional code of ethics

through its own professional association(6) teaching profession demands membership to association which is licensed (as in the U.S.A) (7) the teaching profession claims high level of professional skills and preparation related to the science and arts of communicating knowledge based on interactive and interdisciplinary engagement and professional practices. (8) must enjoy and demonstrate high level of intellectual competence in one's own field of specialization through continuous professional preparation and long years of services. (9) teaching profession need to be taken as evolving a body of learned society that has social and professional commitment (10) thus teaching claims recognition for its professional practices. (11) teaching career is not a commercial enterprise but is rather a career which has its own work ethics that one devotes himself for life Professional that Finally, it was suggested by most of the interviewed   As a whole, teaching should have its own standardized and unique (as opposed to law) characteristics based on deep scientific and pedagogical orientation drawn from basic principles and procedures from " six major sources (a) psychology (b) sociology (c) philosophy (d) aesthetics (e) pedagogies (f) history.

Recognizing the current status of the teaching career four professions and a dean stated that teaching is not yet a full-fledged profession.

Hence, they labeled it as either a semi/ quasi/ emerging profession or just as an occupation, since it does not command high-level social status like law and since. It does not possess yet high-level intellectual knowledge as its theoretical knowledge calls for further scrutiny. Interestingly, a visiting profession at BESO a specialist in teacher education and a dean of college in A.A.U. claim that teaching is a full-fledged profession on the ground:

- that it has been recognized as a profession for a long time as it commands and applies its own unique and highly filtered code of ethics and professional practices, and
- that it is the mother of all professions (including law) that prepares all specialist for various professional practices.

Asked about the barriers that hamper the professionalization process of the teaching career, the interviewees reported the following socio-cultural, economic, and professional constraints.

Regarding the socio-cultural aspects, it was reported by the interviewees that the low social status with regard to the role of teachers the negative attitude of teachers themselves towards their career as well as the deteriorating social value and the lack of social respect the major socio-cultural draw backs that militate against the professionalization process of the teaching career.

This is followed by the economic constraints related to low pay that implies low status lack of common and fair economic reward as well as unfair and rare promotion in salary.

Such economic constraints of all teachers particularly at higher level, may lead them to economic crisis that may lead in turn to poor professional practices and brain drain affecting the status of the teaching career in one way or another. Similarly the interviewees observed that there are some professional constraints related to:

- lack of appropriate pedagogical training and preparation
- poor working condition that may lead to negligence and high level of turn over (brain drain)
- lack of unfair accreditation and evaluation system of teachers performance
- inadequate and poor on the job training opportunity' for up dating and up-grading the professional skills and practices of teachers

As a whole, the socio-cultural, economic and professional constraints mentioned above could lead professional in H.E.Is to frustration eroding their commitment and loyalty to the teaching, and consequently leading the teaching career it self to professional crisis and dawn fall. Finally, the professors and the high level educational leaders (deans, Vice Ministers in the MOE) were asked as how to alleviate these constraints and to lift up the status of the teaching career to the level of full-fledged profession. With this regard their suggestions and recommendations have been summarized bellow.

From the out set, all the interviewes have strongly suggested that the teaching career should:

1. have its own full fledged and recognized professional associations that caters for

   a) the professional status and the identification of the teacher career as a profession

   b) promoting the awareness of all teachers about the real nature of their profession

   c) up-dating and up-grading the status of the teaching profession through continuous training,

2. have, access and opportunity to professional continuous training in the various higher institutes of learning in the country. And they suggests the following professional, pedagogical and general courses for training.

1. Professional courses

Specific professional courses and related courses such as

a) Principles and Methods of Adult Education, b) Community Education and Development
c) The Management of Adult and NFE for Development Comparative/Int. education,
e) Research methods in education.

2) Pedagogical courses
   a. general and subject Methodology
   b. Curriculum design development.
   c. Andragogy and pedagogy.
   d. Educational psychology, guidance and counseling.
   e. Test measurement and evaluation.
   f. Educational Management, planning and supervision and classroom management.
   g. Action research
   h. Educational technology and systems applied in learning

General Courses

   1. Philosophy
   2. Sociology
   3. Civics Education
   4. Resource management
   5. Language and communication.
   6. Environmental Study
   7. World History
   8. Ethiopian history

Part IV. Simmary of Findings Conclusion and Recommendation

In the previous sections, attempt has been made to present the data systematically with reference to the information in the literature review. This section focuses on the presentation of the finding followed by the conclusion and recommendation.

The Summary of Findings

Based on the basic questions and the analysis and interpretation of the data the finding on this study attempts to address the following four major elements.

1. The current status of H.E.Is lecturers and the factors that affect their professionalization process
2. The trainable adaptable and modifiable characteristics of the professions that are relevant to the teaching profession.
3. The barriers that militate against the CPD of professionals in H.E.I.
4. The type and delivery system of professional training needed by H.E.I instructors to promote their professional skills and practices.

Regarding the current status of the teaching career: more of the highly qualified professionals in the two H.E.Is claimed that the teaching career still a semi-profession. Such whenever while the visiting professor and a dean affirmed that teaching as a full-fledged profession.

Such a view has initiated the researcher to examine certain features of specific characteristics that may be applicable to the teaching career to claim the status of a full-fledged profession. The over whelming majority of respondents advocated for all the 19 selected characteristics presented in Table II on page. From the interview report, these accepted and recommended characteristics were refined and clustered into eight items presented below:-

1. H.E.I professional instructors need to have command a body of high-level intellectual and applicable knowledge,
2. H.E.I professionals should have membership to registered and recognized professional association,

3. The teaching profession has its own calling of professional ethics to exercise its commitment to the community, employers, clients and to the profession itself,

4. The teaching profession has its own autonomy to relay its professional practices,

5. The profession requires and demands flexibility to exercise its professional activities based on human and democratic value,

6. The profession demands extended professional preparation in collaboration with other professions,

7. The professional practitioner has the obligation and the right to affiliate himself closely to professional organizations, and

8. Above all the teaching professional should be involved in continuous life long education for up-dating and up-grading his professional practices and to keep up and retain the status of a full fledged profession.

The study, however, has also noted the following barriers that militate against the status and the professionalization process of the teaching career. Accordingly, as discussed and presented in detail, this study has identified institutional constraints, personal and attitudinal constraints as well as logistic problems related with the working condition of the teacher. Such constraints are seen by both the respondents and the interviewees as stumbling blocks

 which hinder the professionalization process of the teaching career. This implies the need for participation in CPE programs. Thus, the following summarized finding focuses on the type of training needed as reported by respondents.

As indicated in the discussion, the three categories of courses are strongly favoured by respondents and the interviewees as presented below

1. **Professional courses focusing** on specialized courses and related courses to the field of specialization plus courses related to the principles and practices of adult and NFE.

2. **Pedagogical courses** including courses like methodology, curriculum, pedagogy/andragogy, educational guidance and counseling, test and measurement as well as management and planning for development.

3. **General courses** preferred include Philosophy, Sociology Civic Education, Psychology, Environmental Study, Comparative and International Education, World

History, Ethiopian History and Geography work related courses and community development courses.

As shown in Table I, most respondents 28 (70%) reported that they needed training in the form of short term or intermediate or long term training through either in service or preserves or the combination of both delivery system

Conclusion and Recommendation

This study has began with the review of the related literature focusing on the current status and the professionalization process of the teaching career. It discovered that teaching career enjoys low status as a result of the biased attitude by society, institutions, and employers and by the teachers themselves towards their profession. On the top of the attitudinal problems, the study has explored that certain socio-economic, situational, managerial and logistic constraints tend to militate against the professionalization process of the teaching career. Above all, the limited opportunity and access to continuous professional development stems out as the major singled out constraint that deters teachers from participating in CPE programs to up-date and up grade their professional practices. As a whole the purpose and scope of this study revolve around two major assumptions.

The teaching career enjoys a very low status and, therefore, is suffering from a professional crisies.

To pull out this career from such crises, it becomes necessary and mandatory that teachers are exposed to continuous professional training through various models of training.

Accordingly, the over all pattern of the findings implies that:

(a) there is the need for up grading and accrediting the status of the teaching profession
(b) which, in turn, suggests the need for continuing education for all teachers and lecturers

This observation (that is reflected by all respondents in the sample) initially stems out from three interlinked factors.

a) The attitudes and views of teachers and others on the status of the teaching career

b) The motives and concerns of teachers towards the professionalization process of their career

c) The purpose and the roles of CPE programs in accelerating and promoting the teaching career to the status of full-fledged profession.

In this context, as revealed in the discussion of the findings, teachers and lecturer engaged in the teaching profession, have the desire to be involved in CPE for, at least, for four main reasons:

a) to persue and acquire high level of professional knowledge and skills that guarantees full-fledged professional status

b) to enhance their social, and intellectual development for competent professional services, and

c) to satisfy their personal and emotional needs along with their material and intellectual satisfactions.

All the two parties (the provider and government agencies for CPE) seem to be aware of the fact that the problem of professionalizing teachers and educational leaders tend to be financial, institutional and situational constraints. On the other hand, participants and university lecturers tend to believe that the attitudinal and the academic factors related to the continued professionalization process of the teaching occupation need to be given immediate and great attention to safe guard the teaching career from further professional crises.

Based on the foregoing concluding remarks the following suggestions and possibilities have been forwarded in the form of recommendations.

From the out set, it has to be noted that the study has revealed the strong and smooth link between the refined 8 characteristics and the training needs of teachers who aspire for professional status as indicated in the preferred and recommended educational activities and professional courses,

Accordingly, there is the need to develop training modules and paradigms that

a. focuse on the personal, social and professional development of teachers

b) addresse the quality assurance model of teacher PSD

c) include the specialized, professional and general courses in light of the eight clustered characteristics of the teaching profession on page .

To address these issues in the most effective and efficient way, the following academic strategies and logistics pertaining to CPE and training of lecturers need to be strictly followed and implemented.

1. **Recognition and clearly defined Policy for the teaching profession**: Since there is no evidence of a clearly defined policy being passed, the first step must be full recognition and awareness of the goals, and the scopes of continuing professional education. This, intern, implies the need for a clearly defined policy regarding the professionalization process of the teaching career at national, regional and local levels. Such a policy should help (a) to clarify objectives (b) to integrate and co-ordinate educational activities and facilities for systematic provision of CPE that enhance the professional status of the teaching.

2. **Co-ordination of efforts and resources**: In the present economic crises, it would be naïve to expect the university colleges or any other single providing body of CPE to shoulder all responsibilities regarding the professional training of teachers. Other private universities and colleges and the MOE should combine, their efforts and resources with Regional Universities and colleges, and AAU for the revision of CPE for all teachers, along with NGO's in the various regions of the country. And professional associations should be involved in CPE provision and organization through close co-operation with higher education institutes.

3. At the same time, concerned universities and colleges (AAU and St.Mary's college) should assess and recognize the in-hours training of the existing off campus courses and should give the necessary guidance and technical support concerning accreditation of courses and the revision of curriculum with regard to the extended training need and demand of personnel in the teaching profession.

4. **Mode of Delivery and the curriculum**: In general, the limited characteristics of the existing curriculum, both in terms of content and scope, suggests that there is a need to revise the existing CPE curriculum of teacher education bearing in mind the needs of the individual, society and the nation at large.

   Thus, as suggested by respondents and interviewees in this study, the new general, pedagogical and professional courses suggested in this study and others need to be included to accelerate the professionalization process of the teaching career.

5. **Method of Teaching:** As observed from the findings, the teaching/learning process is dominated by a series of lectures. There is a need to employ a variety of teaching techniques such as 'demonstration' simulation, project-method, work-shop, seminar and study-group. Such pragmatic approaches will enable to relate teachers theoretical knowledge to their everyday life experience and professional practices

6. **Training Need of H.E.Is Instructors on Continuous Basis:** If greater importance is to be attached to CPE of teachers it would require staff development programmes for both the academic staff involved in the professional training processes. Since most professional in higher education lack both the pedagogical and professional training, they find it difficult to meet the need and interests of mature and experienced and would be professionals both at graduate and undergraduate levels of continuing education programmes. This would mean that, in addition to up dating courses in their field of specialization, the professionals in higher education should be trained in areas of study related to (a) the context principles, psychology and philosophy of adult education (b) effective use of educational resources; (c) management and organization of education, methods and techniques of teaching (e) research design and evaluation in education. The same areas (of general, pedagogical and professional courses) mentioned above need to be provided in quality and in depth to promote the professional practices of H.E.Is lectures as a whole.

7. **Need for Flexible and open training Forums and opportunity:** At present, the Concerned Universities and their counter parts tend to employ rigid and selective admission criteria to maintain their traditional standards and status quo at the expense of many untrained and inadequately training teachers who would like to continue their education but are unable to meet their criteria. In this regard, these providing bodies need to revise and introduce flexible admission policies considering:

   - the professional responsibility of the H.E.Is instructors who need CPE for competent service and higher professional status .
   - the economic situation of the country and individual instructors
   - the social responsibility of the Universities and colleges to make special efforts so that as many teachers as possible get higher professional training opportunity that guarantee high level of professional status and competent services

8. **Need to refine and develop H.D.P:** In this case, H.E.Is (like AAU and St.Mary's college) need to develop their HDP to: -

(a) after a variety of training opportunities to their staff through short term training, remains and workshops (b) provide longer duration training to their academic staff. One of the programs is the current HDP which offers effective training of H.E.Is instructors to promote active learning and to enhance the professional competence of such lecturers.

Though this program (HDP) tends to be popular to day, the training activities lack theoretical and practical pedagogical, philosphicla and methodological heads that would have guranted firm guaranted for higher professional training. Accordingly, as recommended by highly qualified professionals, the HDP need to the careful revised and recognized by:

   (a) Including pedagogical, professional and general courses that enhance the professional competence of H.E.Is instructors.
   (b) Injecting modular courses and action research activities in the program, that enhances self-directed learning.

From the above discussion, it can be safely deduced that mobilization of resources and coordination of efforts among concerned agencies and institutions.

9. **Need for a National Coordinating Body for CPD of HEIs Instructors:** For continuous professional development (CPD) lecturers in H.E.Is seems to be unavoidable and very essential. These factors alone provide a sufficient reason to suggest the need for a recognized ' National Co-ordinating (Advisory) Body; for CPD of instructors its major objective.

In the context of H.E.Is the main function and advantages of the would be co-coordinating body will be (a) to forward suggestions and proposals to all concerned HEIs engaged in CPD of their academic staff (b) to regulate communications and promote co-operation between concerned agencies like the MOE (c) to arouse an awareness of shared purposes, and to avoid needless duplication and possible neglect (d) to encourage CPE movement with the agencies of adult and NFE that would plan jointly and work co-operatively at local, regional and national level (e) to establish and expand PSD training boards, like in England and France.

What is more, there is the need for the establishment of a full -fledged Teachers professional Association that is licensed and registered. Such an association need to catetr for

a) the training needs of all teachers at all levels for up dating and up grading their professional practices.

b) generating professional seminars conferences and workshop and hence and,

c) above all for promoting the professional (thruch CPE) competences of H.E.Is instructors most of whom (apparently) seem to be resultant in and lack the pedagogical and professional knowledge and skills that would have enhanced their effective professional practices.

REFERENCES

1.   Abbott, A(1988 The system of professions London: The University of Chicago Press

2.   Altbach, G(1987)' The crisis of the Professional in Higher Education in the Third World. London: Sangam Book Ltd.

3.   Altbach (1979). The Academic Profession: Perspective on an International Crisis. Buffalo, New York State University Press

4.   Azeb Desta (1982) Elements of General Methods of Teaching Part I Ethiopia: Addis Ababa University

5.   Bell, B and Gwlbert J (1996) Teacher Development A Model from Science Education Fulmer Press London.

6.   Collins, R(1990) ' Changing Conception in the Sociology of the Professions' in Torstendahl, R et el (eds) 91990) The Formation of Professions. Knowledge State and Strategy. Sage, London, Ch.2

7.   Engel, V(1973) The growing Industrialization of the Professions in Fredson, E.(1973) The professions and the Riospects. . London, Sage Publication

8.   Enguall, R(1996 The Professionalization of Teaching University Engel, V91973) The Growing Industrialization of the Professions in Fredison, E(1973) The professions and The Prospects. London: Sage Publication.

9.   Higham, J(1979)' The Matrix of specialization. In Chia 8 R(1995)" Professionalization as Colonization of Thought. Paper presented at second International Conference in Scot-land, University of Sterling on 23-25 August 1995 U.K

10. Houle C(1980) Continuing Learning in the professions U.S.A. Jassy-Bass Inc. Publishers

11. Jarvis P(1983) Professional Education. U.K. Kent, Groom Helm Ltd.

12. Miller, D(1995) HRM: A Comparatively Useful Profession Paper presented at the second International Conference on Professions and Management in Scotland, University of Starling on 23-25 August 1995, U.K.

13. Millessron, G(1973) 'Education in the Professions in Cook , T(1973) Educational and The profession London: Methuen & co.ltd.

14. MOE of Ethiopia (1973) Basic Information of

15. Education in Ethiopia, Addis Ababa: MOE Planning Office

16. Report of Faculty of Education (1980) Cited in Three Decades of University Education Ethiopia Adis Ababa University Press

17. Report of Faculty of Education (1980) Cited in Three Decades of University Education Ethiopia Addis Ababa University press

18. Stimet, T.M(968) Professional Problems of Teachers. New York: The Macmillan Company

19. Tekel Haimanot Hailessellassie 'Secondary Teacher Education in Ethiopia ' in IER Flambeau Vo. 7 No.2 June 2000)

20. Yalew Ingidayehu (1985). The provision and Organization of Continuing Professional Education in Ethiopia, Ph.D Thesis, University of Ulster, UK.

21. Ministry of Education (1996/1997). HDP Trainees' Portfolio

Appendix. Tables

Table I - Bio Data of Respondents

SEX	AGE RANGE	MARITAL STATUS	NO. OF YEARS OF SERVICE	AC.QU.	AC. RANK	SPECIALIZED	TRAINED FOR TP	PROGRAM ATTENDED	NEED FOR PED. TRAINING	PROGRAM PREFERRED TO ATTEND
Male AAU = 16 St.M = 17 Total = 33	20-24 St.M = 5 / 25-29 AAU=1 St.M = 6 T = 7	Married AAU=13 St.M=6 T = 19 (47%)	0-4 AAU= 1 St.M = 20 T = 21	B.A/BSC AAU= 1 St.M = 11 T = 12	G.Asst St.M=9	N.Sc St.M=2	Yes AAU= 14 St.M = 17 T = 31	TTI AAU= 1 St.M = 1 T = 2	Yes AAU= 1 St.M = 5 T = 6	Short period AAU= 5 ST.M = 7 T = 12
Female St.M = 7	30-34 AAU= 3 St.M = 6 T = 9		5-9 AAU= 6 St.M = 4 T = 10	MSC/MA AAU= 7 St.M = 11 T = 18	Asst = L AAU= 1 St.M =1 T = 2	So.Sc AAU= 16 St.M = 22 T = 38	No AAU= 2 St.M = 5 T = 7	COE AAU= 8 St.M = 11 T = 19	No AAU= 3 St.M = 2 T = 5	Int.duration St.M =2
	35-39 AAU= 2 St.M = 3 T = 5	Single AAU=3 St.M=18 T = 21 (53%)	10-14 AAU =3	PH.D AAU= 8 St.M = 1 T = 9	Lecture AAU= 5 St.M = 12 T = 17	*95 % trained to TP.		HDP AAU= 2 St.M = 2 T = 4		Long term training AAU=3
	40-44 AAU= 3 St.M = - T = 3		15-19 AAU=2	Others Diploma St.ST.M =1	Asst.prof AAU= 6 ST.M = 1 T = 7			Others AAU Prof. Ph.D		
	45-49 AAU= 2 St.M = 1 T = 3		20-24 AAU=1	Masters and Ph.D 68%	Assoc.prof AAU=1		*78% trained to TP.	St.M BED in Ped.		
	50-54 AAU= 1 St.M = 2 T = 3		25-30 AAU=1	And 30% with B.A	Prof AAU=3 * Lecture to prof. rank 70%			S.PSD St.M=5 T=7		
	55-60 AAU= 3 St.M = 1 T = 4		31⁺ AAU=3							
	61⁺ 0									

ey: - AAU = Addis Ababa University
     St.M = St. Mary's Unoversity College
     T = Total
     Ac.Qu = Academic Qualification
     TP = Trained profession

Ped. = Pedagogical
N.Sc = Natural Science
So.Sc = Social Science
Int.Du. = Intermediate Duration

Table II. Comparison of AAU and St. Mary's Instructors Viewers Regarding Applicability of Characteristics of Professions

	CHARACTERISTICS OF PROFESSION	AAU'S INST. VIEWS			ST.MARY'S INST VIEWS			TOTAL			A+C
		A	B	C	A	B	C	A	B	C	
1	The profession: - Involves essential intellectual activities:	12 (75%)	3 (18.8%)	1 (6.2%)	16 (66.6%)	4 (16.7%)	4 (16.7%)	28 (70%)	7 (17.5%)	5 (12.5%)	82.5%
2	Commands a body of specialized knowledge	12 (75%)	2 (12.5%)	2 (12.5%)	15 (62.4%)	4 (16.7%)	5 (20.9%)	27 (67.5%)	6 (15%)	7 (17.5%)	85%
3	Requires extended professional participation	12 (75%)	3 (18.8%)	1 (6.2%)	14 (58.3%)	6 (25.00%)	4 (16.7%)	26 (65%)	9 (22.5%)	5 (12.5%)	77%
4	Demands continuous in-service growth	14 (87.5%)	2 (12.5%)	-	16 (66.6%)	3 (12.5%)	5 (20.9%)	30 (75%)	5 (12.5%)	5 (12.5%)	87.5%
5	Affords a life career and permanent membership.	10 (62.5%)	2 (12.5%)	4 (25%)	16 (66.6%)	5 (20.9%)	3 (12.5%)	26 (65%)	7 (17.5%)	7 (17.5%)	82.5%
6	Sets up its own standard	10 (62.5%)	3 (18.71%)	3 (18.8%)	15 (62.4%)	2 (8.4%)	7 (29.2%)	25 (62.5%)	5 (12.5%)	10 (25%)	87.5%
7	Exalts service above personal gains	12 (75%)	2 (12.5%)	2 (12.5%)	12 (50%)	7 (29.1%)	5 (20.9%)	24 (60%)	9 (22.5%)	7 (17.5%)	87%
8	Has a strong closely knit professional organization	11 (68.7%)	2 (12.5%)	3 (18.8%)	11 (45.8%)	5 (20.9%)	8 (33.3%)	22 (55%)	7 (17.5%)	11 (27.5%)	82%
9	Has commitment to clients	12 (75%)	1 (6.2%)	3 (18.8%)	14 (58.3%)	3 (12.5%)	7 (29.2%)	26 (65%)	4 (10%)	10 (25%)	90%
10	Has commitment to the community	12 (75%)	2 (12.5%)	2 (12.5%)	13 (54.1%)	5 (20.9%)	6 (25.0%)	25 (62.5%)	7 (17.5%)	8 (20%)	82.5%
11	Has commitment to the profession	14 (87.5%)	2 (12.5%)	- -	15 (62.4%)	3 (12.5%)	6 (25.0%)	29 (72.5%)	5 (12.5%)	6 (15%)	87.5%
12	Has autonomy	12 (75%)	-	4 (25%)	12 (42.9%)	5 (20.9%)	7 (29.2%)	24 (60%)	5 (12.5%)	11 (27.5%)	87.5%
13	Has its own ethics/code of conduct	12 (75%)	2 (12.5%)	2 (12.5%)	13 (54.1%)	3 (12.5%)	8 (33.3%)	25 (62.5%)	5 (12.5%)	10 (25%)	87.5%
14	Is flexible	12 (75%)	1 (6.2%)	3 (18.8%)	13 (54.1%)	4 (16.7%)	7 (29.2%)	25 (62.5%)	5 (12.5%)	10 (25%)	87.5%
15	Has membership	9 (56.2%)	2 (12.5%)	5 (31.2%)	12 (50%)	5 (20.8%)	7 (29.2%)	21 (52.5%)	7 (17.5%)	12 (30%)	82.5%
16	Respects and practices of democratic values	11 (68.7%)	3 (18.8%)	2 (12.5%)	11 (45.8%)	6 (25.0%)	7 (29.2%)	22 (55%)	9 (22.5%)	9 (22.5%)	77.5%
17	Has relationships with academic institutions	11 (68.7%)	3 (18.8%)	2 (12.5%)	11 (45.8%)	7 (29.2%)	6 (25.0%)	22 (55%)	10 (25%)	8 (20%)	75.5%
18	Has relationship with teachers association	11 (68.7%)	2 (12.5%)	3 (18.8%)	14 (58.3%)	3 (12.5%)	7 (29.2%)	25 (62.5%)	5 (12.5%)	10 (25%)	75%
19	Has relationship with other professional associations	10 (62.5%)	2 (12.5%)	4 (25%)	12 (50%)	4 (16.7%)	8 (33.3%)	22 (55%)	6 (15%)	12 (30%)	87.5%

Key: **A = Trainable and applicable**   **B = Not applicable**   **C = Applicable with St.Modification and experiences**

Table III. Comparison of Factors Negatively Affecting PSD Processes

NO	FACTORS/EFFECTS	ADDIS ABABA UNIVERSITY (16=100%)			ST. MARY UNIVERSITY COLLEGE (24=10%)			TOTAL (40=100%)			TOTAL NO.R 40 =100
		High	Low	Not at all	High	Low	Not at all	High	Low	Not at all	
1	Limited salary	10 (62.5%)	6 37.5%)	-	16(66.6%)	7 (29.2%)	1 (4.2%)	26 (65%)	13 (32.5%)	1(4.2%)	40
2	Lack of full fledged and recognized institution	10 (62.5%)	5(31.2%)	(6.3%)	13 (54.1%)	7 (29.2%)	4 (16.7%)	23 (57.5%)	12 (30%)	5 (12.5%)	"
3	Lack of autonomous and strong teachers professional association.	10 (62.5%)	5 (31.3%)	1 (6.2%)	14 (38.3%)	8 (33.3%)	2 (8.4%)	24(60%)	13 (32.5%)	3 (7.5%)	"
4	Lack of clearly defined policy and strategies from MOE	9 (56.2%)	4 (25%)	3 (18.8%)	19 (79.2%)	4 (16.62%)	1 (4.2%)	28(70%)	8 (20%)	4 (10%)	"
5	Lack of well organized and comprehensive curriculum that provides training for PSD	7 (43.8%0	8 (50%)	1 (4.2%)	16 (66.6%)	7 (29.2%)	1 (4.2%)	23 (57.5%)	15 (37.5%)	2 (5%)	"

Key:

No.R = Number of Respondents

PSD = Professional Staff Development

Table IV. Comparison of Working Conditions Negatively Affecting Professional Activities by Type of Professional Practices

	WORKING CONDITIONS		AAU LECTURERS AND DEPARTMENT HEAD RESPONSES	ST.MARY UNIVERSITY COLLEGE LECTURERS AND DEPARTMENT HEAD RESPONSES	INSTRUCTORS AND DEPARTMENT HEAD CUMULATIVE RESPONSE	
					No	%
1	Inadequate salary	Yes	12 (75%)	19 (79.2%)	31	(72.5%)
		No	4 (25%)	5 (20.9%)	9	(22.5%)
2	Lack of orientation and training environment	Yes	6 (37.5%)	15 (62.5%)	21	(52.5%)
		No	10 (62.5%)	9 (37.5%)	19	(47.5%)
3	Large class size	Yes	13 (81.3%)	18 (75.1%)	31	(77.5%)
		No	3 (18.7%)	6 (24.9%)	9	(22.5%)
4	Poor administration	Yes	12 (75%)	17 (70.9%)	29	(72.5%)
		No	4 (25%)	7 (29.1%)	11	(27.5%)
5	Lack of free periods during the school day	Yes	5 (31.3%)	10 (41.7%)	15	(37.5%)
		No	11 (68.7%)	14 (58.3%)	25	(62.5%)
6	Unsatisfactory plant and school building	Yes	10 (62.5%)	13 (54.2%)	23	(57.5%)
		No	6 (37.5%)	11 (45.8%)	17	(42.5%)
7	Lack of equipment and materials	Yes	13 (81.3%)	16 (66.7%)	29	(22.5%)
		No	3 (18.7%)	8 (33.3%)	11	(27.5%)
8	Lack of participation policy making	Yes	11 (68.7%)	15 (62.5%)	26	(65%)
		No	5 (31.3%)	9 (37.5%)	14	(35%)
9	Lack of cooperation of school boards and the public	Yes	8 (50%)	10 (41.7%)	18	(45%)
		No	8 (50%)	14 (58.3%)	22	(55%)
10	Lack of social and recreational facilities	Yes	10 (62.5%)	12 (50%)	22	(55%)
		No	6 (37.5%)	12 (50%)	18	(45%)
11	Inadequate provision for instructors tenure	Yes	9 (56.3%)	18 (75.1%)	27	(6.25%)
		No	7 (43.7%)	6 (24.9%)	13 (32.5%)	

Table V. Comparison of Reasons for Participation in CPE Programs

NO	REASONS FOR PARTICIPATION IN CPE PROGRAMS	SCORING			ADDIS ABABA UNIVERSITY RESPONDENTS						ST. MARY'S COLLEGE RESPONDENTS					
		RO	AV.S	TS	4	3	2	1	Total	AV.S	4	3	2	1	Total	AV.S
1	To be competent in teaching profession	4	3.33	133	40	9	-	2	51	3.19	68	12	2	-	82	3.42
2	To be certified instructor in higher education	6	2.83	113	20	18	10	-	48	3.00	52	6	6	1	65	2.71
3	To get involved in action research that enhance teaching career	5	3.15	126	20	15	10	1	46	2.88	60	15	4	1	80	3.33
4	For improved status and promotion	7	2.53	101	16	18	8	1	43	2.60	40	6	10	2	58	2.42
5	For up-to-date knowledge in my subject area	3	3.35	134	28	12	8	1	49	3.06	76	3	6	-	85	3.54
6	To get general and professional knowledge	2	3.38	135	32	9	8	1	50	3.13	60	21	4	-	85	3.54
7	To learn new methods and techniques for increased performance efficiency	1	3.43	137	32	15	6	-	53	3.31	68	12	4	-	84	3.5
8	To attain a certificate diploma and/or degree that enhance professional practices	8	2.23	89	16	9	10	1	36	2.25	20	27	6	-	53	2.21

Key:

Ro = Rank order

AV.S = Average Score

T.S = Total Score

Table VI. Comparison of respondents' view of educational activities enhancing CPD

NO	TYPES OF EDUCATIONAL ACTIVITIES	AAU TEACHERS AND DEPARTMENT HEAD NO 16=100%			ST.MARY'S COLLEGE NO 24 =100% TEAHCERS AND DEPARTMENT HEADS			TOTAL 40 = 100%		
		A	B	C	A	B	C	A	B	C
1	Work related activities	16 (100%)	- -	- -	19 (79.2%)	2 (8.3%)	3 12.5%)	35 (87.5%)	2 (5%)	3 (7.5%)
2	Self development activities	16 (100%)	- -	- -	17 (70.8%)	7 (29.2%)	- -	33 (82.5%)	7 (17.5%)	- -
3	Stimulations and workshop	13 (81.3%)	3 (18.7%)	-	19 (79.2%)	4 (16.6%)	1 (4.2%)	32 (80%)	7 (17.5%)	1 (2.5%)
4	Action research and project work	12 (75%)	3 (18.7%)	1 (6.3%)	10 (66.8%)	6 (24.9%)	2 (8.3%)	28 (70%)	9 (22.5%)	3 (7.5%)
5	Psychological, philosophical and sociological aspects of professional education	10 (62.5%)	5 (31.2%)	1 (6.3%)	13 (54.2%)	10 (41.6%)	1 (4.2%)	23 (57.5%)	15 (37.5%)	2 (5%)
6	Management courses	10 (62.5%)	5 (31.2%)	1 (6.3%)	9 (37.5%)	8 (33.2%)	7 (8.3%)	19 (47.5%)	13 (32.5%)	8 (20%)
7	Methodological and pedagogical courses	13 (81.3%)	2 (12.5%)	1 (6.2%)	20 (83.4%)	4 (16.6%)	- -	33 (82.5%)	6 (15%)	1 (2.5%)
8	Effective use of educational technology and media	15 (93.7%)	1 (6.3%)	- -	18 (74.9%)	4 (16.6%)	2 (8.3%)	33 (83.5%)	5 (12%)	2 (5%)
9	Research and evaluation course	13 (81.3%)	2 (12.5%)	1 (6.2%)	17 (70.9%)	4 (16.6%)	3 (12.5%)	30 (75%)	6 (15%)	4 (10%)
		Yes	No		Yes	No		Yes	No	
	View regarding relevance of course	13 (81.3%)	3 (18.2%)		15 (62.5%)	9 (37.5%)	28 (20%)	12 (30%)		
	View regarding work and professional relatedness and orientation of course	11 (68.7%)	5 (31.3%)		19 (79.2%)	5 (20.8%)	30 (25%)	10 (25%)		

Key: -
a = important
b = don't know
c = no important