



JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVOIRAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNNG AND MANAGEMENT

**TEACHERS' DEVELOPMENT PRACTICES AND ITS
CONTRIBUTION TO JOB PERFORMANCE IN WEST WOLLEGA
ZONE SELECTED SECONDARY SCHOOLS**

BY: ADAMU GENETI NEGERI

**A THESIS SUBMITTED TO THE COLLEGE OF EDUCATION AND
BEHAVIORAL SCIENCES DEPARTMENT OF EDUCATIONAL
PLANNING AND MANAGEMENT, IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN
SCHOOL LEADERSHIP**

SEPTEMBER, 2019

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DECLARATION

I, the under signed, declared that this thesis is my original work and has not been presented for a research work in any other university, and that all sources of materials used for this thesis have been duly acknowledged.

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Date

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ABSTRACT

Teachers' professional development is becoming increasingly important as organizations attempt to maintain competitiveness and productivity having recognized career management as a component of strategic human capital formation in education. The main objective of this study was to examine the teachers' professional development practices and job performances in Secondary Schools of West Wollega Zone, Oromia Regional State. To realize this objective, descriptive study design was applied. To accomplish this study, the researcher was used quantitative approaches. The target population of the study was secondary school teachers, principals and supervisors. Random sampling technique for the teachers respondents, was used to derive sample from each schools and purposive sampling technique was used to drive the principals, supervisors. Thus, the sample of the study was 167 teachers, 19 principals and 13 secondary School Supervisors. Data was collected personally in 7 schools through the use of constructed questionnaire. The collected data was presented by use of frequency, percentages, mean and standard deviation. The findings reveled that In-Teachers' training, in most secondary schools in West Wollega Zone learnt how to plan lessons well, mastered their subjects well, learnt how to control classes, learnt how to carry out formative and summative evaluation of students, increase their knowledge and learnt how to effectively communicate. The overall mean of teachers' response on status of teachers job performance for the twenty items can be estimated to 3.61 with a standard deviation of 0.812 indicates, the response of teachers towards "status of teachers job performance" found in the level of moderate. On the basis of findings and conclusions, the study recommended that, there should be formal policy guidelines for training of teachers to continuously participate and have the opportunity to attend in-service training programme, educational conferences etc. Adequate funds should be provided by the Zone and Woreda Education for Teachers' development programmes.

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CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Teachers' professional development is becoming increasingly important as organizations attempt to maintain competitiveness and productivity having recognized career management as a component of strategic human capital formation in education (King, 2003). It removes performance deficiencies, to retrain displaced workers, to train in workplace safety, to develop management personnel, and for career development (Quick & Nelson, 2011).

In an educational, teachers' professional development, aims at improving capacities of individuals to play their roles and fit in assignments optimally for higher achievements resulting from quality service delivery. The programme foci may include classroom management, lesson organization, recording and reporting students work achievement on assessable and acquired for-life standards, teaching skills, teacher behavior, teacher administration, material resource management, student management and so on (Jamil, Atta, Ali, Balochi, and Ayaz, 2011).

Management of teachers' training and development is crucial in the areas of teaching to enhance effective teaching- learning and to close the skill gap between current practices and to achieve the desired out comes in the future. This can be made possible with the availability of education facilities, but greatly with qualified and committed teachers. Concerning this, 'Oliveria and Farell in Ayalew (2009) stated that the strength of any educational system, however, largely depends on the quality and commitment of its teachers. Training and development increases productivity of workers, improves quality of work, enhances skills, knowledge, reduces work turn over, eliminate obsolescence in skill, help reduce waste, enhance implementation of new policies and ensures the survival of the organization (Akintayo, 2006; Lawal, 2006; Griffin, 2008; Kayode, 2011 &Oguntimehin, 2011). The objective of training include to provide skills, knowledge and attitude necessary to undertake required job and develop workers efficiently for increased efficiency by reducing spoilt work (Pitfield, 2012).

The teacher is the most important resource in an education system in any society (Oliveria and Farell, 1993:7). The teacher also plays a major role in the delivery of quality education. Horsley and stiles (2004) further state that effective professional development experiences in learning and

teaching provide opportunities for teachers to build their knowledge and skills and broaden their teaching approach is improved, the student's academic achievement performance is likely to be improved.

In schools, in-service teachers' development practice, aims at improving capacities of individuals to play their roles and fit in assignments optimally for higher achievements resulting from quality service delivery. The programme may include classroom management, lesson organization, recording and reporting students work achievement on assessable and acquired for-life standards, teaching skills, teacher behavior, teacher administration, material resource management, student management and so on (Jamil, Atta, Ali, Balochi, and Ayaz, 2011). It therefore follows that, improvement of teaching Teachers' competence is crucial to attain quality education. There seems to be a general agreement that training and development causes competitive improvement and creates team spirit among teachers of the same staff. However, here the question to be raised is "How?", and to what extent it is being practiced"?

The changing environment of the school setting needs continuous Teachers' development and train in order to update their original professional. It can effectively produce an exemplary teacher and found that a teacher with competencies such as; work planning, classroom practices, classroom management and personal viewpoints scored highly. This would all be enhanced through in service training programs.

The teachers' development process is developmental in that its emphasis is on a continuously growing individual. In this sense, Teachers' development is an ongoing process as opposed to a one-time project. It focuses on projected needs and objectives that will help the school system remain creative and productive. Individual growth that meets these projected needs provides employees with a personalized opportunity to reach higher levels of self-fulfillment and gratification. Teachers' development is viewed as an important investment in the school system's future. Effective Teachers' development places greater emphasis on the extension of personal strengths and creative talents than on the remediation of personal weaknesses. The major focus of growth is on what the individual can do and how these strengths can be further developed and used.

As mentioned above, effective Teachers' development is self-development. Growth is personal

in the sense that what motivates each individual is a personal matter and each person's self-image is instrumental in determining what incentives will encourage personal growth. Teachers' development is self-development in that growth begins with a personal need, and individuals develop by being willing to take responsibility for their own personal growth. This concept does not mean that personal development is not to be enhanced through the support of others, but that personal growth is mainly an intrinsic rather than an extrinsic phenomenon. To provide planned Teachers' development opportunities that provide the learning necessary to enable the employee to perform at the level of competency required in current and future position assignments. Teachers' development, from the foregoing perspectives, can be illustrated through the concepts of the Getzels-Guba (1957) social systems model. Each individual employee has unique need dispositions based on personality factors. The institution has certain expectations for the purposes of the organization and what it desires from each employee. The areas of agreement between personal needs and institutional expectations for the employee constitute areas of high potential for progress.

Teachers training and Development basically deals with the acquisition of understanding, knowhow, techniques and practices. In fact, training and development is one of the imperatives of human resource management as it can improve performance at individual, collegial and organizational levels. As the process of 'increasing one's capacity to take action, organizations are now increasingly becoming particular with organizational learning and therefore collective development. Organizational learning, on the other hand, refers to the "efficient procedure to process, interpret and respond to both internal and external information of a predominantly explicit nature. Performance refers to the employee job behavior and comparing it with the formats and standards that have been determined in the organization. To put differently, it means providing information about the job behavior of Teachers' Kheyrollah& Nasser (2012). Performance can also be seen as the accomplishment of a given task measured against pre-set known standards of accuracy, completeness, cost and speed.

Performance can also be defined as the achievement of specified task measure against predetermined or identified standards or accuracy, completeness, cost and speed. In an employment contract, performance is deemed to be the accomplishment of a commitment in such a manner that releases the performer from all liabilities laid down under the contract. Efficiency

and effectiveness are ingredients of performance apart from competitiveness and productivity and training is a way of increasing individual's performance, Afshan, Sobia, Kamran, & Nasir (2012), stated that employee's performance is measured against the performance standards set by the organization. Good performance means how well employees performed on the assigned task. In every organization there are some expectations from the employees with respect to their performance. And when they perform up to the set standards and meet organizational expectations they are believed good performers. Functioning and presentation of employees is also termed as employee performance. This means that effective administration and presentation of employee's task which reflect the quality desired by the organization can also be termed as performance.

Performance of teacher comprises of different aspects. The capabilities, results, affects and outcomes of some body's work are called his performance. When it refers to a teacher, it means that how does a teacher perform his professional duties in the school. Teacher performance refers to observable behaviors, both verbal and non-verbal. It means the performance is a teaching behavior of the teacher, which sometimes appears as result or in the form of students' achievement. But the students' achievement is not considered as sum total of the performance of a teacher, it may be considered just as an aspect of teachers' performance because there are so many other variables, which involve in the students' achievement (Shah (2007, p.47).

Generally speaking, Teachers' development through in-service, conference, workshop, seminars and mentoring offer one of the most promising ways of improving classroom instruction. It is an attempt to assist the classroom teachers to improve on their teaching strategies, techniques, handle new instructional materials or possessed the necessary information and skills that are required for effective lesson delivery. In essence the dream of self-reliance, skill acquisition and entrepreneurship through education can only be realized through a well-defined programme. In most cases, Teachers' development programmes are organized by an institution, a corporate body, Association or Government agency and is normally lasted for a short period of time.

1.2. Statement of the Problem

It is true that the instructional process can be improved effectively depending on the availability and utilization of qualified human resources in schools, of teachers at great extent and how they

are trained and developed for more improvement. As it is stated in Sadiqa Musa (2016), teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically". When looking at professional development, one must examine the content of the experiences, the processes by which the professional development will occur, and the context in which it will take place. Professional development according to Eric (2013), is a process engaged into enhancing the knowledge, skills and attitudes of the teachers. This implies that responsibility to create, preserve, evaluate, and transmit knowledge through continuing learning.

Professional Teachers' training and development is a crucial element in the attainment of Potential teachers in the improvement of teachers' performance. In order to sustain effective performance, teachers always should engage in development programs and continuous professional learning. Considering the crucial role of teacher in the academic achievement and overall development of his pupils, it is imperative that a teacher should possess qualities like command on the subject, moral and mental fitness, devotion to the profession and appropriate skill to perform his duties for the achievement of the popular objectives. A teacher has to play many roles in an educational set up. He is supposed to work simultaneously as "authority figure, leader, knower, director, manager counselor and guide", whereas at the same time he is supposed to play such roles as friend, confidante, and parent as well. In this regard, a teacher is not a mere provider of knowledge and lessons in the classroom but moreover he is a person involved and interested in the wholesome development of students; he is accordingly supposed to have some qualities and characteristics like proficiency in the subject, moral health, physical and mental fitness(SadiquMusa,2016).In today's school reality the methods of developing academic Teachers' such as in-service training, education conference, induction course training and different educational seminars are being considered to be second duties of teachers with minimum value. However the reality is such training is the most crucial activities to develop human resources.

Through in-service training teachers share experience and develop their teaching effectiveness. Several studies have been conducted in developed countries on the impact of Teachers' development on their productivities. In Nigeria only few studies have been carried out on teacher's in-service training. For example a study conducted by Peretomode and

Chukwuma(2007) covered institutions of higher learning and the result showed that a significant relationship existed between manpower development and lecturers' productivity. In Delta State and Boji-BojiOwa metropolis in particular, there is limited study on teachers' in-service training. Performance refers to the employee job behavior and comparing it with the formats and standards that have been determined in the organization. To put differently, it means providing information about the job behavior of Teachers' Kheyrollah& Nasser (2012). Performance can also be seen as the accomplishment of a given task measured against pre-set known standards of accuracy, completeness, cost and speed.

Performance can be defined as the achievement of specified task measure against predetermined or identified standards or accuracy, completeness, cost and speed. In an employment contract, performance is deemed to be the accomplishment of a commitment in such a manner that releases the performer from all liabilities laid down under the contract. Efficiency and effectiveness are ingredients of performance apart from competitiveness and productivity and training is a way of increasing individual's performance, Afshan, Sobia, Kamran, & Nasir (2012), in Saduqa Musa stated that employee's performance is measured against the performance standards set by the organization. Good performance means how well employees performed on the assigned task. In every organization there are some expectations from the employees with respect to their performance. And when they perform up to the set standards and meet organizational expectations they are believed have good performers. Functioning and presentation of employees is also termed as employee performance. This means that effective administration and presentation of employee's task which reflect the quality desired by the organization can also be termed as performance. In Secondary schools teachers performances are reflected through student's academic achievements and the outcome that they later achieve. It can be also measured against the performance standards set by the school.

This study attempted to fill this gap by examining the relationship between in- service training, Educational workshops, Conferences and teachers' Mentoring and teachers' job performance. In regard to the school under study the researcher is familiar to some sample schools that in- Teachers' training, Workshops, and teachers' professional study such as induction courses have relations with teacher's job performance.

The primary objective of this study was to therefore to assess and examine the relationship

between Academic Teachers' development on job performances. Regarding this, the state and the magnitude of the problem, its justification and the effectiveness of Teachers' training and development in relation to teachers' job performance in secondary schools of West Wollega zone will be treated. To address the objectives of the research, the researcher explores the Relationship between Academic Teachers' development and teachers' job performance and its benefits and advantages to teachers for their job performance in the study area.

As a Teachers' in secondary schools of West Wollega zones a beneficiary of an opportunity for development, the researcher has been aware of certain problems surrounding the provision and utilization of development programs for teachers. For instance, if academic and administrative do not regularly hold in-Teachers' training in order to improve professional development activities, Class room Management, Teaching Learning Methodology and to apply this activities for training on the bases of work study, it has impact on student's Academic achievements .The Academic Teachers' development as the name implies, permits a Teachers' to undertake such academic activities and program in the schools, while at the same time, the Teachers' carries out his or her primary assignment and other responsibilities in the schools.

1.3. Research Questions

The study attempted the following leading questions

1. What is the status of teachers' job performance in secondary schools?
2. To what extent does professional Teachers' development practice improve teachers' job performance in secondary schools?
3. How much does induction courses and teachers' Mentoring relate to Teachers' development and training and contribute to teachers' job performance and team working of the schools?
4. What is the contribution of educational workshops for improving teachers' job performance?

1.4. Objectives of the Study

1.4.1: General objective

The main objective of this study was to examine the teaches' professional development practices and job performances in Secondary Schools of West Wollega Zone, Oromia Regional State,.

1.4.2. Specific objectives

The specific objectives of this study are:

- To investigate the status of teachers' job performance in secondary schools
- To examine teachers' participation in academic Teachers' development programmer to improve teachers' job performance in secondary schools
- To determine the extent to which Teachers' Educational conferences contribute to the effective teachers' job performance.
- To find out the contribution of educational workshops for teachers' job performance

1.5. Significance of the study

The findings from this study will be expected to have significant implications for educational authorities such as educational managers, planners and policy makers in the federal and states MOEs as well as proprietors of private sectors working on educational affairs. The findings from this study will be also expected to have implications for educational offices such as woreda educational office zone and Regional educational offices to follow and assist the practices. The management, Teachers' and students in secondary schools of the study area can be seen to benefit from the outcome of this study in the following ways:

- ✓ This would enable Educational officers to take steps where necessary to improve job teachers' performance for maximum achievement.
- ✓ It would throw more light into the problems that are encountered in the implementation of Teachers' development policies in secondary Schools.
- ✓ It would highlight the problems of Teachers' development to officials of the woreda Education and they in turn would advise the government appropriately on the financial implications of Teachers' development and the Teachers' development policies being implemented.
- ✓ It would pinpoint the problems that are encountered in the provision and utilization of Teachers' development programs including funds for the program. It would hopefully encourage members of the governing councils to offer some solutions to the problems or recommend to the teachers and the Academic Teachers' members for appropriate solutions.

Therefore, the outcome of this study would be useful to the School management because with the

assistance of the Teachers' development committee, it would be able to identify the individual needs of Teachers' for development and their departmental needs, to select the most appropriate method of Teachers' development and to probably discover new methods of tackling issues and problems that are associated with the provision and utilization of Teachers' development practices in Secondary schools.

1.6. Scope of the Study

This study is restricted to only the formal conventional type of schooling and is limited to the middle level of education (secondary schools). Its respondents were drawn from seven selected secondary schools in West Wollega Zone. Hence, the study is delimited to the study of assessment of examine the academic Teachers' development practices and its contribution to teachers' job performances in Secondary Schools of West Wollega Zone, Oromia Regional State.

1.7. Definitions of Key terms

- **In-Teachers' Training:** Is a kind of teaching type which helps the working Teachers' to obtain the ability to keep up with the changes within their organization, to learn new knowledge in order to reach the targets determined by the organization, to improve him/herself in his/her profession.
- **Conference:** Is a formal meeting of people with a shared interest, typically one that takes place over several days mostly held at school level and at cluster level with the purpose of reviewing and reflecting on practice on a regular basis.
- **Job Performance of Teacher:** Refers to observable behaviors, both verbal and non-verbal which sometimes appear as a result or in the form of students' achievement
- **Teachers' Development Practices:** This refers to various opportunities provided by employers to increase the knowledge, skills, attitudes, experiences an Understanding of Teachers' which eventually improve upon the performances of Teachers' and contribute to the accomplishment of the organizational objectives.
- **Workshops:** Workshop is a period of discussion and practical work on a particular topic/subject, when groups of people share their knowledge and experiences. The members of the workshop discuss and exchange views on a certain issue. The duration of the workshop may be from three to ten days depending upon the gravity of the problem.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Concept of Teachers' development programmes

Human beings are the universal resource found in all kinds of organizations because there is no organization that functions without people. It is often possible for these people commonly referred to as Teachers' to identify some areas of weaknesses in their job performance and may likely improve by observing the performance of other experienced staff. It is also possible for some Teachers' to rely on more experienced colleagues to identify their areas of weaknesses for them. Whichever way it is done, once there is a difference between the actual performance and the required standard, productivity is negatively affected and this suggests the need for improvement (Adamu, 1998 and Kangiwa, 1998).

That is why in most schools today has the problem of updating their children with the required competence. A trained and developed Teachers' can cope up with the changing nature of modern knowledge and have the capacity to produce talent potentials. Not only in education sector, but also in all kinds of organizations, this improvement is achieved through what is called Teachers' development programmers. Teachers' development programmes refer to a variety of educational and training activities which are designed purposely to give Teachers' the additional knowledge, skills, attitudes, experiences and understanding needed to perform up to the required standard. This implies that changing the behavior of Teachers' is a function of training and development, while the end result or objective is to help the organization to achieve its specific objectives.

Adequate planning for training and development should start from needs identification. The needs of the organization as well as individual Teachers' that calls for training and development of the employees should be accorded high priority. This can result from assessment of situation on ground; facilities and equipment; changes in technology, curriculum, policies; competition; and general global demands to keep abreast of time. The needs most often dictate the programmes to put in place to solve the problems. Incorporated in the plans should be the timing, techniques, facilities, location, and the trainers, all tailored to the identified needs. Having put all in place, adequate implementation should follow, with control measures put in place to monitor progress and attainment of objectives of the programmes. Schools have to identify the needs of

their staff, the area of the skill gap and how and where to deliver those programs in order to bring changes

Development can be enabled through observation, reflection, planning and action. Critical to the success of these approaches is the need for flexibility when engaging with the process rather than a mechanical routine approach. Individuals can learn alone or in a collaborative context and contributions from co-participants can encourage and make professional development more likely. Lifelong learning is central to developing and maintaining skills. According to Watson and Harris (1999), described in Dorothy Marriss the process as one that never formally starts or ends and viewed lifelong learning as an on-going process of critical reflection and questioning to arrive at new information or knowledge to inform action. Weick (1995) considered lifelong learning as a sense-making process of constructing, filtering, framing and creating. Clearly, for effective Teachers' development.

it is necessary to work flexibly and eclectically in order to meet the demands of each situation. Reliance on any one approach may hinder effective development. The review in this study reveals that most scholars and researchers have a similar understanding of Teachers' development programmes. For instance, the central idea running through the definitions provided by (Kusari, 1995; Abdu, 1998; Ahmad, 1999; Abah, 1999; Hussain, 2000; Abubakar, 2001; Balogun, 2002; Orimolaye, 2003; Shukla, 2005; Mathis and Jackson, 2006; and Bellingham, 2007) is that Teachers' development programmes are the means by which all cadre of Teachers' are prepared to cope with the tasks and challenges that lie ahead of them from initial employment to retirement age.

At this point, the researcher finds it necessary to distinguish between the concepts of training and developments. This however is not an attempt to deviate from the actual focus of the study, but mainly because the two concepts are often used interchangeably. Although the concepts have some similarities in meaning, notable scholars and previous researchers have taken time to explain their differences. For instance, Dabo (2001) differentiated the concepts by explaining that training refers to the teaching of lower level or technical Teachers' how to perform their current jobs, while development refers to the teaching of managers and professionals the skills needed for both present and future jobs. The distinction in all instances hinges on the popular convention that training is for junior or technical Teachers' because the activities cited for

Teachers' training are usually associated with junior or technical staff. Development on the other hand is for senior or management Teachers' since in all organizations, the responsibilities for decision making, judgment, control and coordination of activities always lie with such cadre of staff.

2.2. Meaning of Performance

Performance refers to the employee job behaviour and comparing it with the formats and standards that have been determined in the organisation. To put differently, it means providing information about the job behaviour of Teachers' Kheyrollah& Nasser (2012). Performance can also be seen as the accomplishment of a given task measured against pre-set known standards of accuracy, completeness, cost and speed. Performance can be defined as the achievement of specified task measure against predetermined or identified standards or accuracy, completeness, cost and speed. In an employment contract, performance is deemed to be the accomplishment of a commitment in such a manner that releases the performer from all liabilities laid down under the contract. Efficiency and effectiveness are ingredients of performance apart from competitiveness and productivity and training is a way of increasing individual's performance, Afshan, Sobia, Kamran, & Nasir (2012), stated that employee's performance is measured against the performance standards set by the organization. Good performance means how well employees performed on the assigned task. In every organization there are some expectations from the employees with respect to their performance. And when they perform up to the set standards and meet organizational expectations they are believed good performers. Functioning and presentation of employees is also termed as employee performance. This means that effective administration and presentation of employee's task which reflect the quality desired by the organization can also be termed as performance.

Performance of teacher comprises of different aspects. The capabilities, results, affects and outcomes of some body's work are called his performance. When it refers to a teacher, it means that how does a teacher perform his professional duties in the school. Teacher performance refers to observable behaviors, both verbal and non-verbal. It means the performance is a teaching behavior of the teacher, which sometimes appear as result or in the form of students' achievement. But the students' achievement is not considered as sum total of the performance of a teacher, it may be considered just as an aspect of teachers' performance because there are so

many other variables, which involve in the students' achievement (Shah (2007, p.47). Performance management is a process by which managers and employees work together to plan, monitor and review an employee's work objectives and overall contribution to the organization. Performance management includes activities which ensure that goals are consistently being met in an effective and efficient manner. Performance management can focus on performance of an organization, a department, employee or even the process to build a product or service, as well as many other areas. Performance management is also known as a process by which organization align with resources, systems and employees to strategic objectives and priorities.

2.3. Teachers' Development practice on Job Performances of teachers

The review in this study points out a number of reasons why educational institutions such as schools should be interested in Teachers' development. Quite often beginning teachers in secondary schools believe that they are good if they can communicate well with students and make their personalities acceptable to the students without much attention as to whether the students understand their explanations or not. Beginning teachers often see their role as an authority in their areas of specialization and as researchers. This kind of lecturers may not be aware of the ambiguities of teaching which demand teachers to work as counselors and academic guides to students, as consultants for the community and as managers and planners of the whole teaching and learning process. Bajah (1995) as cited by (Mandlate, 2003). In the absence of training and development, teachers can't act as the advisors of their students to bring behavioral changes.

According to Jacobs and Gravett (1998) as cited by Mandlate (2003), reported on a research conducted in Australia which highlighted two additional problems of teachers that portrayed the need for Teachers' development. The first problem is that teachers regard students as learners but pay little attention to the learning environment. Secondly, teachers very often do the cognitively demanding tasks themselves instead of challenging the learners potentialities. The writer further explained that the Teachers' Development Project (STADEP) in UEM offers courses in teaching methods in order to train beginning lecturers who were recruited into academic career without prior professional training. The purpose of STADEP according to the scholar is to minimize these problems and build an internal UEM capacity for a continuous academic Teachers' development. Similarly, the University of Edinburgh (1996) established the Professional

Development and Review Scheme (PDR) to help with the professional development of new staff. In Nigerian COEs, academic Teachers' recruited without the professional teaching qualification is normally given an opportunity to undertake a Post Graduate Diploma in Education (PGDE) in the universities, which qualifies them to teach.

Generally, the word performance is used to mean the act of carrying out a particular piece of work, a duty or responsibility by an individual and this is often regarded as one's job. Performance refers to the quality and quantity of work carried out by a Teachers' or group of Teachers' in an organization. In all kinds of organizations, specific duties and responsibilities are assigned to all members in order to accomplish the organizational objectives. Teachers' performance refers to the entire functions of an organization which every member has a share to carry out and which when put together enable the organization to achieve its specific objectives. Not only the teaching staff, but also the non teaching Teachers' have also their own contribution in the development of the Teachers' since they directly or indirectly related to the improvement of school facilities.

Perhaps it is less likely at the initial stage of employment to hire employees that are well educated, adequately trained and well equipped to carry out competently the job required by employers. Fafunwa (2002) pointed out that no matter the efficiency of preservice training given to teachers, there will always be room for further improvements. In support of this, scholars such as (Akpochofo, 1995; Udom, 1999 and Uguanyi, 2003) added that there is always a need for continuous training of all managing cadres of Teachers' from the initial stage of employment till the time for retirement. This is probably why employers in all kinds of organizations are always preoccupied with how to increase productivity and motivate workers to perform effectively.

Quite a number of scholars and researchers in this review such as Madubuko, 1992; Otobo, 1994; Okoh, 1995; Mustapha, 1996; Samuel, 1998; Musa, 1998; Thomas, 2000; Dabo, 2000; Hamid, 2005; and Edem, 2007 were of the opinion that training and development increase the existing knowledge, skills, attitudes and experiences of Teachers' and all these eventually improve upon the job performances of staff. This opinion is right because in the first place, a training or development programme is carried out after recognizing that a particular job performance is deficient or not satisfactory.

Training and development therefore help to reduce or eliminate the deficiency detected on job performance. It does this by giving Teachers' the additional knowledge and skills needed to perform to the standard required by employers and by so doing changes the behavior and attitudes of Teachers' towards their job performance. Training and development also assist Teachers' to acquire habits of thoughts and qualities of character that will enable them not only to understand and improve performance, but also their way of thinking because a well trained Teachers' acts wisely and quickly when confronted with a problem or situation.

Apart from improving the performances of staff, development programmes also improve the prospects for Teachers' promotion. It is a fact that employees are happy to see positive changes in their individual job status and in the organizations they work for. Promotion simply means the reassignment of a Teachers' from a lower to a higher rank job say from lecturer III to lecturer II or from a cleaner to a chief cleaner. Promotion comes along with greater responsibilities, more prestige and increase in salary. Previous researchers such as (Ojinna, 1993; Adelaiye, 1994; El-Yakub, 1997; Haruna, 2000; Mahmoud 2001; Fadipe, 2001; Ogwuche, 2002; and Jiya, 2004) concluded that promotion activates the knowledge, skills and abilities of staff, brings new life, boosts the morale of Teachers' and motivates them to put more efforts on job performance.

In Ethiopia Teachers' promotion is conducted after an interval of two years for both academic and non academic Teachers' whereas the career structure for teachers which depends on teachers' job performance evaluation is given every three years.. However, within these intervals, academic Teachers' is expected to prepare fully for promotion by ensuring that primary assignment is carried out effectively and that minimum requirements for the post to be promoted are satisfactorily met. These minimum requirements include completing induction course for newly employed teachers and participating in different curricular and co curricular activities, writing supplementary materials and conducting action research for proficient teachers.

Teachers' development programmes prepare Teachers' for greater challenges because in the process of training, Teachers' becomes more knowledgeable, better skilled and more experienced and these put Teachers' in a position to take up greater responsibilities. In support of this idea, Mathis and Jackson (2006) added that organizations normally develop what is called succession planning. This is a process of identifying a longer-term plan for the orderly replacement of staff. Planning for the succession of key executives, managers and other

Teachers' is an important aspect of human resource development, which helps organizations to anticipate future vacancies. The need to replace Teachers' may arise from promotions, transfers, retirement, resignation, deaths or certain disabilities. Dare (2008) also add that Teachers' development programmes expand the horizon of staff, prepare them for higher responsibilities and enable them to reach the full limits of their potentials? This in turn increases the value or worth of Teachers' in an organization and also increases their awareness of opportunities for development.

Teachers' development is one of the ways by which employers use to make Teachers' derive pleasure and be comfortable with their jobs. If Teachers' is given the opportunity to benefit from development programmes that are most appropriate to their primary assignment or areas of specialization, they tend to understand their jobs better, become confident in their abilities and develop a feeling of belongingness in the organization. Feelings such as these always motivate Teachers' to raise their standard of performance and increase their commitment and dedication to jobs. The improvements in their performance in turn bring the motivations of the employee/staff. This situation is called job satisfaction which according to (Peretomode, 1992, Ubangida, 1999; Ojo, 2000; Muhammad, 2000; Andrew, 2001; Okosuwe, 2001; Gojeh, 2004 and Ladan, 2005) is a situation where the work environment and the conditions of service motivate a Teachers' to reach a state of self-fulfillment. In support of this, Alhas (2003) emphasized that job satisfaction is a pleasurable positive emotional feeling in an employee, which comes about as a result of job experiences. The scholar added that studies and experiments in the fields of management, sociology and psychology have developed and established that productivity in an organization can indeed increase if employees experience job satisfaction. This is obvious because job satisfaction enlists higher commitment to job and goals of the organization by staff. Higher commitments subsequently implicate more efforts and strive for good work. More efforts and good work result in increase productivity by employees and the organization at large.

It is based on this understanding that managers in organizations rightly believe that if workers are satisfied, they tend to be more regular and stay on the job longer than colleagues that are not satisfied, and have more positive attitudes towards their jobs, colleagues and heads of departments. Job satisfaction according to Salisu (1998) also improves the mental and physical health of Teachers' because if workers are not satisfied with their jobs, they become less

committed to work and this may cause stress and other similar problems. Job satisfaction therefore reduces absenteeism, complaints, dissatisfaction and other problems commonly associated with personnel management (Buba, 2000; Edoka, 2000; and Kajang, 2000). If staffs are adequately trained, they become flexible and open to change, they require less supervision and the organization is saved from Teachers' idleness.

Teachers' development programmes also have certain implications on modern changes and challenges. In the past, the traditional model of teaching was centered on the teacher with the predominance of information-passing style in lectures. However, the educational system like other systems in the society is also affected by the scientific and technological advancement of the contemporary world. As a result, there is now an increased knowledge on how teaching and learning should take place in schools. Ramos, Costa, Tavares and Huet (2006) added that there is now a new demand for a different type of education and the role of both the teacher and students have been changing over the years. In addition to this, recent trends in the educational system of Nigeria indicates that many students with different abilities, interests and social background are now admitted into different types of institutions including Colleges of Education. The curricula at various levels are constantly being revised and this places new demands on the competency of teachers to the extent that teachers need intensive preparation in their subject areas. The instructional materials are also changing with time and teachers are expected to keep abreast with knowledge explosion which may make familiar textbooks and course materials suddenly obsolete.

These changes are continuously becoming more challenging not only to academic Teachers' but to all cadre of Teachers' in Colleges of Education. For this reason, it is imperative for both academic and non teaching Teachers' in Nigerian COEs to update their knowledge, skills, attitudes and methods of job performance through adequately planned development programmes. Development programmes provide Teachers' with several opportunities to keep abreast with recent development in their disciplines, ensure that Teachers' are conversant with current and new development in their colleges and improve their abilities to learn and adopt to new work methods, learn to use new equipment and adjust to changes in job content and work relationship (Edogbanya, 1998; and Abdullahi, 1998).

The ultimate aim of Teachers' training and development in any organization is to improve productivity and consequently achieve organizational objectives. Certainly, an organization has a lot to benefit from the development of its staff. An organization with a well trained and developed workforce is expected to turn out a high standard of services probably in a more cost effective manner than other organizations. Development minimizes or removes performance deficiencies in Teachers' that may not perform to desired level. Development also provides an opportunity for Teachers' to improve and maintain organizational effectiveness and efficiency. This according to Pemida (2001) enhances the recruitment and retention of high quality staff. Teachers' development is also aimed at getting.

2.4. In-Service Training Programme and Teachers' Job Performance

A major purpose of in-service training is to re-orientate teachers to new goals and values, to prepare them to cope with curriculum change to train them in new teaching and learning methods and to provide them with the knowledge and skills to teach new learning areas. The aim is to provide effective practice-related in-service training that meets the requirement of the new curriculum that results in improved teaching and learning in the classroom (Nadia, 2000). Romina (2016) asserted that teacher's in-service training can be seen as a catalyst capable of propelling positive changes in behavior, boosting their morale and their job performance. Quartey (2012) stressed that the more training workers received and are satisfied with their job and environmental conditions, the more they help enhance their organization's performance. Jones (2005) confirmed that increasing effort increases workers' job performance.

Performance is the result of the efforts exerted and the resources utilized (Vipinosa & Acevedo, 2015). Performance is measured in terms of both efficiency and effectiveness of the teachers (Garret & Poole in Ajayi & Afolabi 2012). Oguntimhin (2005) and Akinyemi (1993) opined that in-service training enhances teachers' job performance. As stated by Handerson (2002) in his book *The evaluation of in-service teacher training*, In-service training for teachers is a tonic to their work, and an injection that is useful in preventing arteriosclerosis, a common disease that affects teachers to continuously act in the same old way not minding the changes and innovation in the society.

In this present time, more than ever before in the history of mankind, there is very rapid and continuous change resulting from demands outside the education world. One of the greatest revolutions of all times is knowledge explosion which can be said to begin on a new scale in the 21st century. Wayne and Young (2003) noted that promoting teachers' quality through in-service training is the basic element in the improvement of productivity among teachers in both primary and secondary school through in-service training, teachers become responsible for their own growth and effectiveness, and they therefore become more sensitive, insightful, open to more options, and are less scared of innovations and changes (Stewart & Hart, 2005). In the same view Goldhaber and Anthony (2007) postulated that the main aim of in-service training is constantly improving teachers' performance, effectiveness and efficiency in classroom related activities. Emechebe (2009) added that in as much as a well-developed teacher is likely to perform more than his counterpart who does not have any formal training, the need arises to design training and development programmes to ensure their high productivity at work. As a result, Teachers' development tends to improve on the performance of teachers and the standard of education.

2.5. Teachers professional Development Policies on the Utilization of Opportunities for teachers Development

The government in all countries of the world formulates different kinds of policies to guide the affairs of the citizens. A policy is an officially written statement which spells out the intention or decision of the government on a particular system of the country. In business, religious and other nongovernmental organizations, policy making is treated as a key aspect of strategic planning. In such organizations, a policy is a written statement which specifies the rule of behaviour governing all members of the organization. An educational policy is the overall plan laid down by the government which expresses the national educational goals and the means of achieving them. Scholars such as (Cole, 2002; and Lucey, 2005) defined a policy as a formal expression of values and beliefs of an organization concerning the major functions of the enterprise. But while Lucey was of the opinion that some policies are so fundamental that they form the rationale for the whole organization, Cole was of the opinion that a policy does not state what an organization intends to do (in terms of the overall objectives) but the manner in which the organization intends to achieve its objectives. Mullins (2007) provided a clearer definition by stating that a policy is developed within the frame of objectives and details the how, where and when in terms

of the course of action that must be followed to achieve the objectives. Cole and Kelly (2011) further explained that policy statements are made to indicate to Teachers' what the organization will and will not do in order to achieve the overall objectives.

Teachers' to speed up their duties and responsibilities, eliminate waste, employ human and material resources to greater advantage and reduce the cost of activities in the organization (Kolo, 1997). This is what every human organization desires in order to achieve the organizational objectives. In most organizations, Teachers' selection, induction of new staff, performance appraisal as well as Teachers' training and development are the general functions of personnel management (Barnabas, 2007). The personnel policy of an organization is a written statement revealing the intention of employers regarding issues that affect the workers. Usually, such issues cover various aspects of the conditions of service such as recruitment, wages and salaries, industrial relations, fringe benefits, incentives, promotions, Teachers' training and development. Teachers' development policy is an aspect of the overall personnel policy of an organization which spells out the plan or programmes that are made available for the development of staff.

Generally, a Teachers' development policy is provided in a statement from which explains the level of commitment of the employers or what the organization is prepared to do in order to develop members of staff. In some companies and educational institutions, the policy statement may be as brief as: "The company will provide the means to ensure that every employee will be adequately trained in the basic tasks of his or her employment." (Cole 2002: 332).

PAN is committed to train and develop its Teachers' to meet company objectives and provide opportunities for personnel development. The company undertakes to provide appropriate training and development for all its Teachers' at all levels..." (Madubuko 1992:10). The Teachers' development policy adopted by FCE, Zaria (1992) and FCE, Kontagora (n.d) is stated as follows:

As a matter of policy, Teachers' development should be geared towards the achievement of the aims of the institution that is to effectively promote professional, technological or educational training in support of manpower development of the country. Thus priority should be given to the sponsorship of programmes which will enable Teachers' contribute more effectively to the success of the institution. In other colleges around the world, the Teachers' development policy is stated as follows: "The Victorian college of the Arts is committed to the recruitment and

continuing development of the highest caliber of Teachers' who will contribute effectively to the VCA's vision".(Faculty of the Victorian College of Arts. The University of Melbourne, 2008:1).“The college is committed to the provision of Teachers' training and development recognizing that the quality, motivation and productivity of its Teachers' are the college's most valuable resource in effective service provision”. (South Tyneside College, 2009:1).

For a statement to be regarded as a policy, Owolabi (2005) emphasized that it must be a plan by some agency, the plan must direct a group of people to carry out a particular function and the action to be carried out must have a specific goal. The policy statements cited above are in line with these criteria because they are plans or commitments of companies and educational institutions, the plans direct members of Teachers' to be aware and utilize the opportunities provided for development in order to achieve the organizational objectives. From the foregoing, it can be observed that the main aim of Teachers' development policy is to provide a broad outline of the commitment of the institutions to Teachers' development and to create an awareness that will motivate all Teachers' to utilize the opportunities provided to reach full potentials and be conversant with current and new development in the colleges. Similarly, some of the key objectives of Teachers' development in BharatiVidyapeeth University Institute of Management and Research (BVIMR) in New Delhi, (n.d), is to acquaint members with recent developments in teaching and research methods, to facilitate bringing changes and innovations in classroom teaching as well as to create a forum for teachers to provide the latest experiments in teaching and learning process. As a result of the constantly changing situations, Teachers' development policy guidelines should be flexible in order to give room for reviews. In line with this, the FRN, (2008) stated that the public service rules shall be reviewed every five years to update the provisions stipulated by the government.

Continuing Teachers' development is vital to suit the changing work environment which renders obsolete some of their original professional skills and knowledge. Oyoo&Bwoga (2009) carried out a study on post graduate students' perspective of an exemplary teacher and found that a teacher with competencies such as; work planning, classroom practices, classroom management and personal viewpoints scored highly. This would all be enhanced through in-service courses. Ockae-Anti (2007) studied the impact of in-service training on non-teaching Teachers' at University of Education, Ghana. He used questionnaire and interviews and found that it

enhanced job performance as well as career development. This differs with the current study which focused on academic staff.

Through Teachers' training and development, employees offer high productivity and total commitment while their employers' offers enhanced employability rather than long-term employment (Aguinis, 2007). There arises a new psychological contract in which the deal between the employer and Teachers' is different but still mutually beneficial.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research design

A research design is the plan of action that links the philosophical assumptions to specific methods (Creswell and Plano lark, 2007). The purpose of this study was to assess the contributions of Teachers' development practices to teacher's job performance in the selected secondary schools of West Wollega Zone. To realize this objective, descriptive survey method needs to be employed. The use of descriptive survey design was well supported by Best and Kahan(2005), by starting that "descriptive survey design is appropriate to describe condition that exist, opinions that are held, and processes that are going on, trends that are developing and also to assess large sample size". With this in mind, the researcher used descriptive survey to get a description of current professional Teachers' development practices in relation to teacher's job performance in selected secondary schools of West Wollega Zone.

3.2. Research Method

To accomplish this study, the researcher was used quantitative approaches. Quantitative approach emphasized because assessing the relationship between the academic Teachers' development practices and teacher's job performance can better understood by collecting large quantitative data. That is gathering data using different methods from different sources so as to see the convergence of results and thereby get a relatively comprehensive picture of the issues under the study (Ravi Parkash, 2005). For quantitative approach questionnaire was supplied for teachers, principals and supervisors.

3.3 Study Area

The study area is West Wollega Zone which is found in western Oromia region and is 600 km away from Addis Ababa as well as the found in the south west of Ethiopia. The secondary school incorporated in the study was selected by the method specified in sampling technique stated below.

3.4. Source of Data

The data was generated from primary source of data. Primary data were collected from selected secondary school teachers, school principals and secondary school supervisors.

3.5. Study Population

The target population of the study was secondary school teachers, principals and supervisors. In this study the researcher believes they were the right source of information on the Relationship between Academic Teachers' development practices and teachers' job performance in west Wollega Zone. There were 386 total populations in this study area West Wellaga Zone. West Wellega zone has twenty two Woredas and 2 administrative towns, with total of number of 84 general secondary schools. Since it was not possible to administer questionnaires for all the study population in the entire schools in the zone, a sample was therefore considered necessary.

3.6. Sample Size, Sample and Sampling Techniques

According to Kerlinger, (2003), in Kirui K. Kosgei, a sample in a descriptive survey should represent at least 30% of the target population. This is considered easy to work with in terms of time and resources and is also representative enough of the entire population. Simple random sampling technique was used to select 30% of the total woreda which was almost seven woredas from the entire zone.

Accordingly seven Woredas, namely LaloAssabi, Gimbi, BodjiDirmaji, Gulliso, MeneSibu, Najo and BojiChokorsa were selected by using simple random sampling techniques for this study which is the best way to get representative samples and to have every subject equal chance to be selected. Although, there are more than one secondary school in selected Woreds one secondary school was selected from each woreda by purposive sampling technique.

These general secondary schools include: Dongoro Secondary School, Najo Secondary School, Mendi High School, Gimbi secondary School, BodjiDirmadji Secondary School, Gulliso Secondary School, Chokorsa Secondary School.

In order to select samples from target population, the researcher is used simple random sampling for teachers. Accordingly, 50% of teachers were taken from each sample schools. Availability sampling was employed for selecting School principals, principals and secondary school supervisors. Out of these the respondents 167(50%) teachers, 19 school principals, and

13 secondary school supervisors a total of 200 respondents were included as a sample.

Table 3.1: List of Sample Schools, Population and Sample Size (Teachers, Principals, Supervisors)

S / N	Name of School	Woreda	Status	Teachers' Total	Teacher	Principal	V/ principal	School Supervisor	Woreda heads	Total
1	Dongoro Secondary School	Lalo Assabi	Government	30	15	1	2	1	1	20
2	Gimbi Secondary School	Gimbi	Government	60	30	1	1	1	1	34
3	Abdisa Aga Secondary School	Najo	Government	70	35	1	3	1	1	41
4	Bodji Dirmaji Secondary School	Bodji Dirmaji	Government	52	26	1	2	1	1	31
5	Guliso Secondary School	Gulliso	Government	32	16	1	1	1	1	20
6	Mendi High School	Menesibu	Government	60	30	1	2	1	1	35
7	Chokorsa Secondary School	Bodji Chokorsa	Government	30	15	1	1	1	1	19
	Total			334	167	7	12	7	7	200

3.7. Instruments of Data Collection

To secure reliable and adequate information, selecting of appropriate data collecting instrument is essential. Therefore, this study mainly employed questionnaires.

Questionnaires: A questionnaire is an enquiry of data gathering provided or respond to statements in writing and used to get factual information, (Best and Kahan, 2005), so the researcher was used questionnaires for similar cases. This study used questionnaires for teachers, school principals and school supervisors. The questionnaires are included 9 open ended and 20 close ended items which are basically aimed at exploring the implementation of Teachers' development programs in schools. The close ended items were formulated in five point liker scale (strongly disagree =1, Disagree=2, Undecided=3, Agree=4, and Strongly agree=5) and open-ended items is was provided for the respondents to freely express their ideas. The questionnaires were organized into two categories: the respondents' personal characteristics and items relevant to the teachers' development program.

3.8. Method of Data Analysis

After the data selected from the field, the data was arranged and organized according to their characteristics and items. Accordingly, the analysis of quantitative data was based on the response of the respondents (teachers, school principals and school supervisors) that was collected through questionnaire. Responses from participant were categorized, counted, and mean and standard deviations was computed and presented in tables. The scores from the linkert five scale item collected from participants was organized, statistically compiled and imported into SPSS version 23 was used to find out statistical value for analysis and interpretations of data. Mean and standard deviation was used to find out relationship between Teachers' development practices and teacher's and its contribution to job performance, because it is used to examine the relationship between independent variable with a single dependent variable as described by (Creswell, 2012).

3.9. Validity and Reliability

Pilot test of the instrument was done before launching in to the actual investigation. The purpose of the pilot test is to check whether the responses fulfilled the objectives of the investigation; to determine the extent to which the questionnaire promote an appropriate relationship with respondents; and to check whether or not the respondents understand the instruments (Yalew, 2004: 175). A pilot study was conducted prior to the final administration of the questionnaires with all respondents. The pilot test was conducted to secure the reliability of the instruments with the objective of checking whether or not the items enclosed in the instruments could enable the researcher to gather relevant information. Besides, the purpose of the pilot testing is to make the necessary improvements so as correct confusion and ambiguous questions. In order to check the validity and reliability the researcher was select some respondents and school in order to implement pilot test. Then the prepared questionnaire was distributed and the result of the pilot testing is systematically computed by SPSS computer program. The internal consistency reliability estimate was calculated using Cronbach's Coefficient of Alpha for the questionnaires. The draft questionnaires were distributed to 4 principals, 22 teachers and 8 supervisors. After the questionnaire were filled and returned, the reliability and validity of the items were measured by using Crobanch's alpha method by the help of SPSS version 23.

One of the methods to estimate the reliability of the scores on a test or measurements is Cronbach's coefficients alpha method. Hence, Cronbach's coefficients alpha refers to the extent to which there is interrelatedness among the responses to the multiple items comprising in the Likert scale. Hence, as explored by Field (2009), if Alpha Coefficients were above 0.70, consistency and suitability were considered high. Accordingly, the reliability measures of each of the major variables are presented in the following table to ease the process of the data analysis

Table 3.1 Reliability Statistics

	Cronbach's Alpha	Number of items
In-staff Training	0.820	7
Mentoring teachers	0.705	7
Educational conferences	0.751	4
Workshops	0.840	6

Thus, as shown in table 3.1 the reliability of the scores was evident by strong Cronbach's alpha coefficients for all variables, which used as independent and dependent variables of the study. The Cronbach's alpha ranged from 0.705 to 0.840, indicating that items are highly reliable to measure the variables they are expected to measure.

CHAPTER FOUR

ANALYSIS, PRESENTATION AND INTERPRETATION

This chapter of the thesis deals with presentation, analysis and interpretation of the data. In the study, different groups of people were included to obtain the necessary information. The groups that are included in the study were school teachers, principals and supervisors of selected secondary schools of West Wollega Zone. Analysis and interpretation of the data gathered by different instruments, mainly questionnaire and the summary of the quantitative data has been presented by the use of tables and various statistical tools.

In this study, the main sources of data were 7 selected secondary schools of West Wollega Zone. The data was collected from a total of 200 participants which consists of 167 teachers, 19 principals and 13 Supervisors from the selected secondary schools. Questionnaires were used to obtain data from school teachers, supervisors and principals. The return rate was 200(100%) because it was attentively distributed and collected without any discard.

4.1 Demographic Characteristics of Respondents

Before discussing the data related to the major questions, a summary of characteristics of the respondents was presented below. Description of the characteristics of the target population gives some basic information about sex, age, education qualification and job experience of sample population involved in the study. Thus the following tables contains about the general characteristics of respondents involved in the study.

Table 4.1: Demographic Characteristics of Respondents in the secondary schools of West Wollega Zone

Variables	Categories	Participants					
		Teacher		Principals		Supervisor	
		No.	%	No.	%	No.	%
Sex	Male	109	83.8	18	90.0	11	84.6
	Female	21	16.2	1	10	2	15.4
	Total	167	100	19	100	13	100
Educational qualification	Diploma	4	2.39	0	0	0	
	BA/BSC	161	97.7	18	94.74	7	53.8
	MA/MSC	2	1.19	1	5.26	6	46.2
	Total	167	100	19	100	13	100
Age	20-30	57	34.13	3	1.58	2	15.4
	31-40	98	58.68	12	6.31	7	53.8
	Above 40	12	7.18	4	21.05	4	30.7
	Total	167	100	19	100	13	100
Work experience	0-10	101	60.5	2	10.5	1	7.6
	11-20	43	25.7	7	36.8	6	46.2
	21-30	20	10.2	8	42.1	4	30.8
	Above 30	3	3.6	2	10.1	2	15.4
	Total	167	100	19	100	13	100

As shown in Table 4.1 with regarding sex, 109 (83.8%) of teachers, 18 (90%) of Principals and 11 (84.6%) of the school supervisors were males, while the remaining 21(16.2%) teachers, 1 (10%) principals and 2(15.4%) of supervisors were female respondents. According to this data, almost 83% of the respondents were males and only 17 % were females in most positions. This show that the females’ participation, as compared to their male counter parts were very low both in the teaching and leadership position at secondary schools level. This also implies that less proportion of females were participating in the issues related to school administration.

As far as age of teachers is concerned 57(34.13) were <30 years old, 98 (58.68) % were 31-40 years old, 12 (7.18)% were above 40 years old. This implies most of the teachers were the age's between 31- 40 years old. Similarly, ages of principals were found that 3(15.8%) were below 30 years old, 12(63.1% were 31-40 years old and 4(21.10%) were above 40 years old. Here, most of the principals were the age between 31- 40 years old. Similarly 2(15.4)of supervisors age were 30 years and below, 7 (53.8) % were between 31-40 years, 4(40.7%) were above 40 years. More than 50% of the supervisors were younger than 40 years of old. Generally, it could be identified that more proportion of supervisors was older than teachers. In turn more proportion of were older than principals. This still indicates that nomination of individuals on different leadership positions were found to be based on experience. Therefore, the respondents were well matured to provide the required information.

In terms of Qualification or level of education, as shown in item 2 of the above table, teachers, 4(2.39%) were diploma holders; while the next teachers 161(97.7), principals 18(94.74)and 7 (53.8%) of them were B.A/BSC Degree holders. In addition to teachers 2(1.19%), principals 1(5.26%), and 6 (46.2%) supervisors were master holders. Most of the principals and teachers were first degree holders and 46.2% of the supervisors had second degree. Hence, almost 87% of the respondents in the selected government secondary schools had achieved the same educational level. This similarity in the level of education shows a corresponding similarity in the perception of how the respective principals exercised their leadership roles. According to the blue print of teachers' development program (MoE, 2007, P-331), first cycle vice principals and teachers are required to have first degree. These data shows that most of leaders(vice principals and supervisor) and teachers under qualified selected sample secondary schools West wollegazone.

4.2. Analysis and Interpret of Data

4.2.1. Status of teachers' job performance in secondary school of West Wollega Zone

This section includes the analysis of data obtained from teachers on status of teachers' job performance. For the purpose of analysis, the responds were rated as ; $1-1.49 = \text{Strongly Disagree}$, $1.5 - 2.49 = \text{Disagree}$, $2.5 - 3.49 = \text{Moderate}$, $3.5 - 4.49 = \text{Agree}$, $4.5-5 = \text{Strongly agree}$.

To obtain the status of teachers' job performance a list of questions were administered. Table-4.2 below presents the overall mean and standard deviation of the teachers' responses.

Table 4.2: Mean and standard deviation on Status of teachers' job performance in secondary school of West Wollega Zone

	Item Statement	Mean	SD
1	Teachers apply a variety of instructional models	3.89	.915
2	A good number of the students in my class get good grades.	3.74	1.103
3	Teachers' go to class fully prepared for the instructions.	3.41	.907
4	Difficult topics are made easy in my class	3.28	.910
5	Teachers' teach students to meet their learning	3.84	.764
6	In addition to teaching I also accomplish other tasks.	3.63	1.138
7	Clerical duties do not affect my teaching	3.39	.917
8	Home problems do not interfere in my job as a teacher	3.39	1.140
9	Teachers' quickly adjust when there is a change in my responsibilities.	3.47	.827
10	Teachers' do all in my power to advance my performance.	3.49	.767
11	Teachers' always punctual to school	3.50	.924
12	When on duty I commence work on time	3.45	.998
13	Teachers' avoid irrelevant activities during my lesson periods.	3.84	1.204
14	Teachers' complete instruction on my syllabus on time.	3.78	.893
15	Teachers' control and maintain discipline in my class	3.59	.919
16	My relationship with my colleagues is cordial.	3.89	.915
17	Teachers' also solve students' problems outside teaching	3.74	1.103
18	Teachers' cooperate with other teachers while doing my job.	3.41	.907
19	To advance my students learning I also relate effectively with their parents.	3.29	.910
20	Teachers' assist the school head to solve our school problems.	3.92	.764
	Overall mean	3.61	0.812

Scales; 1-1.49 = Strongly Disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Moderate, 3.5– 4.49 = Agree, 4.5-5= Strongly agree

Table 4.3 shows that the average means of teachers response on "status of teachers job performance", which is ranging from M=2.28 to M=3.92, with standard deviation ranges from SD=.764 to SD=1.204. The overall mean of teachers' response on status of teachers job

performance for the twenty items can be estimated to 3.61 with a standard deviation of 0.812 indicates, the response of teachers towards “status of teachers job performance” found in the level of moderate. The highest mean of 3.92 indicated in table 4.3 confirmed that the majority of respondents respond moderate for the statement that “I assist the school head to solve our school problems” while the lowest mean of 3.28 indicate the majority of the teachers’ moderate for the statement that “Difficult topics are made easy in my class”. In general the status of teachers’ job performance in secondary school of West Wollega zone was moderate

4.2.2. Respondents’ response on teachers participation in in-Teachers’ Training and teachers’ job performance in Secondary Schools west Wollega zone

This section includes the analysis of data obtained from teachers, principals and supervisor on in-Teachers’ training and the performance of teachers in secondary schools of West Wollega zone. For the purpose of analysis, the responds were rated as; ≤ 1.49 = Strongly Disagree, $1.5 - 2.49$ = Disagree, $2.5 - 3.49$ = Moderate, $3.5 - 4.49$ = Agree, ≥ 4.5 = Strongly agree.

Table 4.3: Teacher participation in in-Service Teachers’ training programmers and teachers’ job performance in Secondary Schools west Wollega zone

	Item Statement	Category of the respondents	S A		A		Un		D		SD		Mean	SD.
			F	%	F	%	F	%	F	%	F	%		
1.	Through in-Teachers’ training teachers’ in the class learn how to plan lesson where this in turn enables them to perform better class	Principals	12	63.1	3	15.5	1	0.5	1		2		4.30	.72
		Teachers	147	76	10	6	3	5	2		5			
		Supervisor	9	42.8	3	42.8	-	-	1	.5	-			
2.	Through in-Teachers’ training, teachers in school learn how to introduce and present lesson and it helps in improving their capacity.	Principals	10	52.6	4	21	3	1.5	1		1		4.33	.82
		Teachers	141	72.4	10	6	6	3	5		5			
		S/Supervisor	12	85.7	2	14.3	-	-	-		-			
3.	Through in Teachers’ training teachers in school Master their subjects and this improve their performance in the class	Principals	15	78.9	-	0	1	.5	1		2		4.36	.81
		Teachers	123	73.6	13	7.8	6	3	2		7			
		S/Supervisor	12	71.4	2	28.6	-	-	-		-			

4.	Through in Teachers' training teachers in the school learn how to Introduce and presents lesson and it helps them to improve their capacity in the class.	Principals	17	89.5	-	0	-	-	2	-	-	4.32	.77
		Teachers	136	81.4	3	1.8	4	2	1	5	-		
		S/Supervisor	11	100	-	0	-	-	-	-	-		
5.	Through in-Teachers' training, teachers in the school learn how to evaluate lessons, hence improve their performances	Principals	16	84.2	2	10.5	1	.5	-	-	-	4.32	.75
		Teachers	151	90.4	6	1.8	--	-	5	-	-		
		S/Supervisor	13	85.7	1	14.3	-	-	-	-	-		
6.	Through in-Teachers' training, teachers in the school learn questioning techniques, which helps to improve their performances in the class	Principals	16	84.2	1	5.2	1	.5	1	-	-	4.25	.79
		Teachers	154	92.2	11	6.5	-	-	2	-	-		
		S/Supervisor	13	85.7	1	5.2	-	-	-	-	-		
7	Through in-Teachers' training, teachers in the school learn how to carry out formative evaluation of students	Principals	8	42.1	7	36.8	-	-	3	1	-	4.32	.71
		Teachers	126	75.4	31	18.6	5	2.5	5	-	-		
		S/Supervisor	13	100	1	14	-	-	-	-	-		
8	Through in-Teachers' training, teachers in my school learn how to carry out summative evaluation of students	Principals	16	84.2	-	0	3	1.5	-	-	-	4.27	.75
		Teachers	157	94	4	2.3	3	1.5	3	-	-		
		S/Supervisor	12	71.4	2	28.6	-	-	-	-	-		
7.	Through in-Teachers' training, teachers' knowledge increases and this helps to enhance their performances in the class	Principals	18	94.7	1	5.2	-	-	-	-	-	4.18	.81
		Teachers	118	70.7	44	26.3	2	1	3	-	-		
		S/Supervisor	7	100	-	0	-	-	-	-	-		
8.	Through in-Teachers' training, teachers learn how to effectively communicate and this enhances their performances in and outside class	Principals	17	89.5	2	10.5	-	-	-	-	-	4.16	.96
		Teachers	146	87.4	17	10.2	1	.5	2	-	-		
		S/Supervisor	10	85.7	3	5.2	-	-	-	-	-		
9.	Through in-Teachers' training, teachers learn how to effectively communicate and this enhances their performances in and outside class	Principals	16	84.2	2	10.5	1	.5	-	-	-	4.25	.89
		Teachers	153	91.6	12	7.2	2	1	-	-	-		
		S/Supervisor	10	71.4	3	10.5	-	-	-	-	-		
Overall mean												4.23	0.83

Scales; 1-1.49 = Strongly Disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Moderate, 3.5 – 4.49 = Agree, 4.5-5 = Strongly agree

Item 1 in the questionnaire relate to this section while it was an attempt to find out from respondents whether through in-service training teachers in secondary schools learn how to plan lesson well which could enable them perform better in the class. Item 2 seek for the opinions of respondents on whether through in-Teachers' training teachers could master their subjects which improves their performances in the class. items 3,4 and 5 attempted to find out whether through in-service training teachers learn how to control their classes, introduce and present lesson and evaluate lesson which could help them improve in performance, respectively.

Item 6 was an attempt to find out whether through in-Teachers' training teachers in the secondary schools of West Wollega Zone learn questioning techniques which helps to improve their performances in the class. However, item 7 tried to find out from the respondents on whether through in-Teachers' training teachers learn how to carry out formative evaluation of students. Item 8 asked the opinion of respondents on whether through in-service training teachers learn how to carry out summative evaluation of students. Items 9 and10 required the opinions of respondents on whether through inTeachers' training teacher's knowledge increases and communicate effectively which enhances their performances in and outside the classroom. Responses of all respondents were collected, analyzed and presented in a table.

The four categories of respondents agreed that through in- Teachers' training, teachers in most secondary schools in West Wollega Zone benefited to updating their knowledge how to plan lesson well and this enabled them to perform better in the class. This is evident from the opinions of principals, teachers supervisors and officials in their response to item 1 represented by 78.6%, 82%, 99 and 85.6% respectively. There is also agreement among the respondents in their response to item 2 which indicates that through in-Teachers' training, teachers in most secondary schools of West Wollega Zone mastered their subjects and this improved their performances in the class. This opinion is resulted from the responses of principals represented by 73.6%, teachers 78.4%, 99 % and officials 86%.

Suggestion can be also drawn from the data gathered that principals, teachers, and supervisors agreed that through in- Teachers' training, teachers learnt how to manage their classes and this enhanced their performances. The respondent's response indicated that 78.9% of principals, 81.4% of teachers, and 100 supervisors, agreed on item 3. There is also evidence of agreement among respondents in their responses to item 4 which indicates that 89.5% of principals, 83.2%

of teachers, and 85.7% of supervisors are in agreement that through in-service training teachers in most secondary schools in West Wollega Zone benefited how to introduce and present lesson and this helped in improving their capacity, hence improved their performances in the class.

There is also agreement among the respondents in their response to item 5 which indicates that through in- Teachers' training, teachers learnt how to evaluate lessons, hence improved their performance. This opinion is resulted from the responses of principals represented by 94.7%, teachers, 92.2% principals, and 100% supervisors. There is also evidence to suggest that principals, teachers, and supervisors agreed that through in-Teachers' training, teachers in most secondary schools in West Wollega Zone use questioning techniques, which helped to improve their performances in the class. This is evident from the respondents' responses where 89.4% of principals, 99.1% of teachers, and 100% of supervisors agreed on item 6.

There is also agreement among the three categories of respondents that through in- Teachers' training, teachers learnt how to carry out formative evaluation of students. This is evident from the opinions of principals, teachers, supervisors and the officials in their response to item 7 represented by 84.2%, 78.9%, and 100% respectively. There is also evidence of consensus among respondents in their responses to item 8 which indicates that 99.9% of principals, 97% of teachers 85.7% supervisors are in agreement that through in-service training, teachers in most secondary schools of West Wollega Zone knew how to carry out summative evaluation of students.

There is also evidence to suggest that principals, teachers, supervisors and officials of Woreda Education agreed that through in- Teachers' training, teachers' knowledge increases and this helped to enhance their performance in the class. This is evident from the respondents' responses where 94.7% of principals, 98.8% of teachers, and 85.7% supervisors agreed on item 9. There is also evidence of consensus among respondents in their responses to item 10 which indicates that 99.7% of principals, 97.6% of teachers, 100% supervisors are in agreement that through in-Teachers' training, teachers in most secondary schools of West Wolega Zone practiced how to effectively communicate and this enhances their performances in and outside class.

Table 4.3 shows that the average means of teachers response on "in-Service Teachers' training programmers and teachers' job performance", which is ranging from $M=4.16$ to $M=4.36$, with standard deviation ranges from $SD=.71$ to $SD=.96$. The overall mean of teachers' response on in-

Service Teachers' training programmers and teachers' job performance for the nine items can be estimated to 4.23 with a standard deviation of 0.831 indicates, the response of teachers towards "in-Teachers' training" found in the level of agreed. The highest mean of 4.36 indicated in table 4.3 confirmed that the majority of respondents respond moderate for the statement that "Through in Teachers' training teachers in school Master their subjects and this improve their performance in the class" while the lowest mean of 4.16 indicate the majority of the teachers' agreed for the statement that "Through in- Teachers' training, teachers in the school learn how to carry out formative evaluation of students.

4.2.3. Respondents' response on Educational Conferences and the Performance of Teachers in Secondary Schools in West Wollega zone.

This section includes the analysis of data obtained from teachers, principals and supervisor on Educational Conferences and the Performance of Teachers in Secondary Schools in West Wollega zone. For the purpose of analysis, the responds were rated as; 1-1.49 = Strongly Disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Moderate, 3.5 – 4.49 = Agree, 4.5-5= Strongly agree.

Table 4.4: Teacher participation on Educational Conferences and the Performance of Teachers in Secondary Schools in West Wollega zone

	Item Statement	Category of the responders	S A		A		Un		D		SD		Mean	SD.
			F	%	F	%	F	%	F	%	F	%		
21.	Through Educational Conferences, teachers in the school learn how to plan lesson where this in turn enables them to perform better in the class	Principals	18	94.7	1	5.2				-			4.29	.71
		Teachers	137	82	7	4.2	22							
		S/Supervisor	10	57	4	43	-							
22.	Through Educational Conferences, teachers in the school learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class	Principals	19	100	-	-	-						4.33	.68
		Teachers	109	65.2	23	13.8	25							
		S/Supervisor	11	71.4	2	28.6	-							
23.	Through Educational Conferences, teachers in the school Master their	Principals	15	78.9	2	10.5	-						4.32	.67
		Teachers	157	94	10	5.9								

	subjects and this improve their performance in the class	S/Supervisor	12	71.4	1	14.3	1											
24.	Through Educational Conferences, teachers in the school learn how to Introduce and presents lesson and it helps in improving their capacity hence improved performance in the class	Principals	17	89.5	-	-	-											
		Teachers	131	78.4	23	13.7	3			1								
		S/Supervisor	13	100			-			3								
																4.14	.63	
25.	Through Educational Conferences, teachers in the school learn how to evaluate lessons, hence improve their performances	Principals	12	63.2	5	26.3	-											
		Teachers	110	65.8	43	25.7	12											
		S/Supervisor	11	57	2	28.6	-											
																	4.40	.65
26.	Through Educational Conferences, teachers in the school learn questioning techniques, which helps to improve their performances in the class	Principals	16	84.2	1	5.2	-											
		Teachers	123	73.7	43	8	1											
		S/Supervisor	7	100	-	-	-											
																	4.37	.64
27.	Through Educational Conferences, teachers in the school learn how to carry out formative evaluation of students	Principals	16	84.2	1	5.3	-											
		Teachers	150	89.8	8	4.8	2											
		S/Supervisor	12	57	1	14.3	-											
																	4.45	.64
28.	Through Educational Conferences, teachers in the school learn how to carry out summative evaluation of students	Principals	17	89.4	-	-	-											
		Teachers	144	86.2	12	7.2	1											
		S/Supervisor	12	71.4	1	14.3	1											
																	4.36	.65
29.	Through Educational Conferences, teachers' knowledge increases and this helps to enhance their performances in the class	Principals	14	73.7	2	10.5												
		Teachers	138	82.6	23	13.8												
		S/Supervisor	12	71.4	1	14.3	1											
																	4.25	.72
30.	Through Educational Conferences, teachers learn how to effectively communicate and this enhances their performances in and outside class	Principals	18	94.7	-	-	-											
		Teachers	147	88	10	6												
		S/Supervisor	13	100			-											
																	4.25	.89
Overall Mean													4.31	0.72				

Scales; 1-1.49 = Strongly Disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Moderate, 3.5 – 4.49 = Agree, 4.5-5 = Strongly agree

Items 21-30 in the questionnaire relate to this section. Items 21 and 22 solicited the opinions of respondents on whether through conferences teachers learn how to plan lesson well and master their subjects which could improve their performance in class. Item 23 attempted to find out

whether through conferences teachers learn how to control their classes which could in avertedly enhance their performance in the class, while item 24 attempted to find out whether through conferences teachers learn how to introduce and present lesson in the class.

Items 25 and 26 attempted to find out whether through conferences teachers learn how to evaluate lessons and questioning techniques which will improve their performance. However items 27 and 28 sought the opinions of respondents on whether through conferences teachers learn how to carry out formative evaluation and summative evaluation of students. While item, 29 attempted to find out from the respondents on whether through conferences teachers knowledge increases, item 30 was an attempt to find out from the respondents on whether through conferences teachers learn how to effectively communicate in and outside the classroom.

There is agreement among the four categories of respondents that through conferences, teachers in most secondary schools in West Wollega learnt how to plan lesson well and this enabled them to perform better in the class. This is evident from the opinions of principals, teachers, and supervisors in their response to item 21 represented by 99.3%, 86.2%, and 99.4, respectively. There is also evidence of consensus among respondents in their responses to item 22 which indicates that 100% of principals, 79% of teachers, and 85.7% of supervisor are in agreement that through conferences, teachers mastered their subjects and this improves their performances in the class.

There is also evidence to suggest that principals, teachers and supervisors agreed that through conferences, teachers learnt how to introduce and present lesson and it helped in improving their capacity, hence improved performances in the class. This is evident from the respondents' responses where 89.5 of principals, 92.1% of teachers, and 100% of supervisors agreed on item 24. There is also evidence of consensus among respondents in their responses to item 27 which indicates that 89% of principals, 94.4% of teachers, and 100% supervisors are in agreement that through conferences, teachers in most secondary schools in West wollega learnt how to carry out formative evaluation of students.

There is also consensus among the four categories of respondents that through conferences, teachers' knowledge increases and this helped to enhance their performances in the class. This is evident from the opinions of principals, teachers and supervisors in their responses to item 29

represented by 84.2%, 96.4%, and 100%, respectively.

Table 4.4 shows that the average means of teachers response on “educational conference and teachers’ job performance”, which is ranging from M=4.14 to M=4.45, with standard deviation ranges from SD=.741 to SD=.86. The overall mean of teachers’ response on educational conference and teachers’ job performance for the nine items can be estimated to 4.31 with a standard deviation of 0.72 indicates, the response of teachers towards “in-Teachers’ training” found in the level of agreed. The highest mean of 4.45 indicated in table 4.4 confirmed that the majority of respondents respond moderate for the statement that “Through Educational Conferences, teachers in the school learn how to carry out formative evaluation of students” while the lowest mean of 4.14 indicate the majority of the teachers’ agreed for the statement that “Through Educational Conferences, teachers in the school learn how to Introduce and presents lesson and it helps in improving their capacity hence improved performance in the class”.

4.2.4. Respondents’ response on Educational Workshops and the Performance of Teachers in Secondary Schools in West Wollegazone

This section includes the analysis of data obtained from teachers, principals and supervisor on Educational Workshops and the Performance of Teachers in Secondary Schools in West Wollega zone. For the purpose of analysis, the responds were rated as; ≤ 1.49 = Strongly Disagree, $1.5 - 2.49$ = Disagree, $2.5 - 3.49$ = Moderate, $3.5 - 4.49$ = Agree, ≥ 4.5 = strongly agree.

Table 4.5: Mean and standard deviation on teacher participation Educational Workshops and the Performance of Teachers in Secondary Schools in West WollegaZone

	Item Statement	Category of the responden	S A		A		Un		D		SD		Mea n	SD
			F	%	F	%	F	%	F	%	F	%		
31	Through Workshops, teachers learn how to plan lesson where this in turn enables them to perform better in the class	Principals	15	78.9	3	15.7	-		1				4.33	.77
		Teachers	141	84.4	20	12	6							
		S/Supervisor	13	100	-	-	-							
32	Through Workshops, teachers in the school learn how to introduce and	Principals	16	84.2	1	5.3	-						4.35	.74
		Teachers	156	91.6	10	5.9	1							

	present lesson and it helps in improving their capacity, hence improved performance in the class	S/Supervisor	8	71.4	5	28.5	-											
33	Through Workshops, teachers in the school Master their subjects and this improve their performance in the class	Principals	14	73.7	2	10.2	2											
		Teachers	111	66.5	23	13.8	1		1									
		S/Supervisor	12	100	1	14.3	-											
34	Through Workshops, teachers in the school learn how to Introduce and presents lesson and it helps in improving their capacity hence improved performance in the class	Principals	12	63.2	3	15.8	4											
		Teachers	130	77.8	19	11.4	7		1									
		S/Supervisor	10	85.7	3	14.3	-											
35	Through Workshops, teachers in the school learn how to evaluate lessons, hence improve their performances	Principals	10	52.6	6	31.6	3											
		Teachers	135	80.8	25	15	7											
		S/Supervisor	12	71.4	2	28.6	-											
36	Through Workshops, teachers in the school learn questioning techniques, which helps to improve their performances in the class	Principals	13	68.4	4	21	2											
		Teachers	138	82.6	18	10.8	1											
		S/Supervisor	9	71.4	4	28.6	-											
37	Through Workshops teachers in the school learn how to carry out formative evaluation of students	Principals	16	84.2	3	15.8	-											
		Teachers	150	89.8	10	3.6	7		-									
		S/Supervisor	11	71.4	2	28.6			-									
38	Through Workshops, teachers in the school learn how to carry out summative evaluation of students	Principals	14	73.7	2	10.5	1		-									
		Teachers	116	69.5	30	18	2		1									
		S/Supervisor	13	100	-				-									
39	Through Workshops, teachers' knowledge increases and this helps to enhance their performances in the class	Principals	11	57.9	8	42.1	1		-									
		Teachers	137	82	26	15.6	3		-									
		S/Supervisor	11	71.4	2	28.3			-									
40	Through Workshops, teachers learn how to effectively communicate and this enhances their performances in and outside class	Principals	11	57.9	8	42.1			-									
		Teachers	126	75.4	25	15	1											
		S/Supervisor	9	71.4	4	14.3	1		-									
Overall mean																4.28	0.77	

Scales; 1-1.49 = Strongly Disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Moderate, 3.5 – 4.49 = Agree, 4.5-5 = Strongly agree

Items 31- 40 in the questionnaire are related to this section. Items 21 and 22 attempted to find out whether through workshops teachers learn how to plan lesson well and master their subject areas.

While item 23 solicited the opinions of respondents on whether through workshop of teachers learn how to control their classes, item 24 try to find out if through workshops teachers learn how to introduce and present lesson in the class. Items 25, 26 and 27 attempted to find out whether through workshops teachers learn how to evaluate lessons, questioning techniques and carry out formative evaluation or students, respectively.

Item 28 was an attempt to find out whether through workshops teachers learn how to carry out summative evaluation of students. Items 29 and 30 sought the opinions of respondents on whether through workshops teachers' knowledge increases and teachers learn how to effectively communicate in and outside classes, respectively.

There is a consensus among the four categories of respondents that through workshop, teachers in most secondary schools West Wollega learnt how to plan lesson well and this enabled them to perform better in the class. This is indicated by the opinions of principals, teachers, and supervisors in their responses to item 31 represented by 94.5%, 96.4%, and 100%, respectively. There is also agreement among the respondents in their responses to item 32 which indicates that through workshop, teachers in most secondary schools in West Wollega mastered their subject and this improved their performances in the class. This opinion is resultant from the responses represented by principals 89.4% teachers 97.5%, and supervisors.

Suggestion can be drawn from the data gathered that principals, teachers, school supervisors and officials of Woreda Education Office agreed that through workshop, teachers learnt how to control their classes and this enhanced their performances. This is evident from the respondents' responses where 83.9% of principals, 81.3% of teachers, and 85.7 supervisors agreed on item 33. The data showed an evidence that there is an agreement among respondents in their responses to item 34 which indicates that 100% of principals, 80% of teachers, and 85.8% school supervisors that through workshop, teachers in most secondary schools in West Wollega Zone improved their knowledge how to introduce and present lesson and this helped in improving their capacity, hence improved their performances in the class.

There is also consensus among the respondents in their responses to item 35 which indicates that through workshop, teachers have made a progress how to evaluate lessons, hence improved their performance. This opinion is represented by the response of principals by 84.2%, teachers 95.8%, and school supervisors 100. There is also evidence to suggest that principals, teachers,

and supervisors agreed that through workshop, teachers in most secondary schools in West wollega Zone improved their questioning technique which helped to improve their performances in the class. This is evident from the respondents' responses where 89.6% of principals, 93.4% of teachers, 100% school supervisors agreed on item 36.

There is also consensus among the four categories of respondents that through workshop, teachers improved their knowledge how to carry out formative evaluation of students. This is evident from the opinions of principals, teachers, school supervisors n in their response to item 37 represented by 100%, 93.4%, 71. There is also evidence of consensus among respondents in their responses to item 38 which indicates that 84.2% of principals, 87.5% of teachers, 85.7% supervisors are in agreement that through workshop, teachers in most secondary schools in West wollega learnt how to carry out summative evaluation of students.

From the data gathered, there is suggestion that principal, teachers, supervisors agreed that through workshop, teachers' knowledge increase and this helped to enhance their performance in the class. This is evident from the respondents' responses where 90% of principals, 97.6% of teachers, 100% supervisors agreed on item 39. There is also evidence of consensus among respondents in their responses to item 40 which indicates that 100% of principals, 90,4% of teachers,85.6 supervisors are in agreement that through workshop, teachers in most secondary schools in West Wollega knew how to effectively communicate and this enhance their performances in and outside the class.

Table 4.5 shows that the average means of teachers response on "educational workshop and teachers' job performance", which is ranging from $M=4.21$ to $M=4.48$, with standard deviation ranges from $SD=.721$ to $SD=.97$. The overall mean of teachers' response on educational workshop and teachers' job performance for the nine items can be estimated to 4.28 with a standard deviation of 0.77 indicates, the response of teachers towards "in-Teachers' training" found in the level of agreed. The highest mean of 4.45 indicated in table 4.5 confirmed that the majority of respondents respond strongly agreed for the statement that "Through Workshops teachers in the school learn how to carry out formative evaluation of students" while the lowest mean of 4.14 indicate the majority of the teachers' agreed for the statement that "Through Workshops, teachers in the school learn how to evaluate lessons, hence improve their performances".

4.2.5. Respondents response on Teachers’ Mentoring and the Performance of Teachers in West Wollega Secondary schools

This section includes the analysis of data obtained from teachers, principals and supervisor on Teachers’ Mentoring and the Performance of Teachers in secondary school of West Wollega Zone. For the purpose of analysis, the responds were rated as; 1-1.49 = Strongly Disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Moderate, 3.5 – 4.49 = Agree, 4.5-5 = strongly agree.

Table 4.6: Mean and standard deviation on teacher participation on Teachers’ Mentoring and the Performance of Teachers in secondary school of West Wollega Zone

	Item Statement	Category of the respondents	S A		A		Un		D		SD		Mean	SD
			F	%	F	%	F	%	F	%	F	%		
10.	Through Mentoring teachers’ in the School learn how to plan lesson where this in turn enables them to perform better class	Principals	13	68.4	3	15.8			3				4.27	.72
		Teachers	121	72.4	37	22.2	7		2					
		S/Supervisor	13	100	-	-								
12.	Through Mentoring , teachers in the school learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class	Principals	16	84.2	2	10.5	1						4.57	.72
		Teachers	112	67	51	30	4							
		S/Supervisor	12	85.7	1	14.3	-							
1.	Through Mentoring , teachers in the school Master their subjects and this improve their performance in the class	Principals	13	68.4	2	10.5	1		3		-	-	4.37	.71
		Teachers	140	63.8	10	5.9	1		1					
		S/Supervisor	13	100	-	-								
2.	Through Mentoring , teachers in the school learn how to Introduce and presents lesson and it helps in improving their capacity hence improved performance in the class	Principals	12	63.2	5	26.3	2						4.34	.72
		Teachers	150	89.8	11	6.6	6							
		S/Supervisor	13	100	-	-								
3.	Through Mentoring , teachers in the school learn how to evaluate lessons, hence improve their performances	Principals	15	78.9	1	5.2							4.29	.74
		Teachers	137	82	19	11.4	1							
		S/Supervisor	10	57.1	3	43								
4.	Through Mentoring, teachers in the school learn questioning techniques, which helps to improve their performances in the class	Principals	15	78.9	2	10.5							4.23	.81
		Teachers	141	84.3	18	10.8	5		3					
		S/Supervisor	11	85.7	2	14.3								
5.	Through Mentoring , teachers in the school	Principals	16	84.2	2	10.5	1						4.12	.82
		Teachers	158	94.6	8	4.8								

	learn how to carry out formative evaluation of students	S/Supervisor	11	85.7	-	-	2									
6.	Through Mentoring , teachers in the school learn how to carry out summative evaluation of students	Principals	15	78.9	1	5.2	1							4.29	.82	
		Teachers	129	77.2	10	6	1									
		S/Supervisor	11	71.4	1	14.3	1									
7.	Through Mentoring , teachers' knowledge increases and this helps to enhance their performances in the class	Principals	14	73.6	3	15.7								4.52	.75	
		Teachers	146	87.4	11	6.6	1									
		S/Supervisor	11	71.4	2	28.6										
8.	Through Mentoring , teachers learn how to effectively communicate and this enhances their performances in and outside class	Principals	17	89.5	1	5.2	1							4.12	0.45	
		Teachers	129	77.2	10	5.9	1									
		S/Supervisor	13	100	-	-										
Overall Mean													4.37	0.63		

Scales; 1-1.49 = Strongly Disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Moderate, 3.5– 4.49 = Agree, 4.5-5= Strongly agree

Items 21 - 30 in the questionnaire are related to this section. Items 11 and 12 solicited the opinions of respondents on whether through mentoring teachers in secondary schools in West Wollega learn how to plan lesson well and master their subject areas which improves their performance in the class, respectively. Items 13 and 14 attempted to find out whether through mentoring teachers learn how to control their classes and how to introduce and present lessons, hence improves performance in the class.

In items 15, 16 and 17 attempts were made to find out whether through mentoring teachers learn how to evaluate lessons, questioning techniques and how to carry out formative evaluation of students, respectively. Items 18 and 19 attempted to find out whether through mentoring teachers learn how to carry out summative evaluation of students and teachers' knowledge increases which helps to enhance their performance in the class, respectively. Lastly in item 20 the researcher solicited the opinions of respondents on whether through mentoring teachers learn how to effectively communicate to enhance their performances in and outside the class. As it is seen from the data gathered, there is an agreement among the four categories of respondents that through mentoring, teachers in most secondary schools in West Wollega zone improved their knowledge how to plan lesson well and this enabled them to perform better in the class. This is clear from the opinions of principals, teachers Supervisors and officials of the woreda Education in their responses to item 11 represented by 84.2%, 94.6%, 100% and 90%, respectively. There is also agreement among the respondents in their responses to item 12 which indicates that through mentoring, teachers in most secondary schools in West Wollega mastered their subject

and this improved their performances in the class. The evidence for this opinion is resulted from principals represented by 94.1%, teachers 97% supervisors 100% and the officials of the Woreda Education 100%.

There is also evidence to suggest that principals, teachers, supervisors and officials of the Woreda Education agreed that through mentoring, teachers learnt how to control their classes and this enhanced their performances. This is evident from the respondents' responses where 78.9% of principals, 69.7% teachers, 87% Supervisors and 100% of officials of the Woreda Education agreed on item 13. There is also evidence of consensus among respondents in their responses to item 14 which indicates that 88.5% of principals 96.4% of teachers, 100% of supervisors and 85.7% of officials of the Woreda Education are in agreement that through mentoring, teachers in most secondary schools in West Wollega zone learnt how to introduce and present lesson and this helped in improving their capacity, hence improved their performances in the class.

There is also consensus among the respondents in their responses to item 15 which indicates that through mentoring, teachers learnt how to evaluate lessons, hence improved their performance. This opinion is resultant from the responses of principals represented by 84.1%, teachers 96.4% supervisors 100% and officials of the Woreda Education 90%. There is also evidence to suggest that principals, teachers, supervisors and officials of the Woreda Education agreed that through mentoring, teachers in most secondary schools in West Wollega developed their questioning techniques, which helped to improve their performances in the class. This is evident from the respondents' responses where 90.4% of principals, 95.1% of teachers, 100% Supervisors and 100% of officials of the Woreda Education agreed on item 16.

There is also consensus among the four categories of respondents that through mentoring, teachers learnt how to carry out formative evaluation of student. This is evident from the opinions of principals, teachers, Supervisors and officials of the Woreda Education in their response to item 17 represented by 94.7%, 99.4%, 57.1 and 85.7%, respectively. There is also evidence of consensus among respondents in their responses to item 18 which indicates that 84.1% of principals, 83.2% of teachers, 85.7% supervisors and 85.7% of officials the Woreda Education are in agreement that through mentoring, teachers in most secondary schools in West Wollega Zone learnt how to carry out summative evaluation of students.

There is also evidence to suggest that principals, teachers and officials of the Woreda Education agreed that through mentoring, teachers' knowledge increases and this helped to enhance their performance in the class. This is evident from the respondents' responses where 89.3% of principals, 94% of teachers 100% Supervisors and 100% of officials of the Woreda Education agreed on item 19. There is also evidence of consensus among respondents in their responses to item 20 which indicates that 94.7% of principals, 83.1% of teachers, 100% Supervisors and 100% of officials of the Woreda Education are in agreement that through mentoring, teachers in most secondary schools in West Wollega learnt how to effectively communicate and this enhances their performances in and outside the class.

Table 4.6 shows that the average means of teachers response on "educational workshop and teachers' job performance", which is ranging from $M=4.12$ to $M=4.52$, with standard deviation ranges from $SD=.45$ to $SD=.97$. The overall mean of teachers' response on educational workshop and teachers' job performance for the eight items can be estimated to 4.28 with a standard deviation of 0.63 indicates, the response of teachers towards "in-Teachers' training" found in the level of agreed. The highest mean of 4.52 indicated in table 4.7 confirmed that the majority of respondents respond agreed for the statement that "Through Mentoring, teachers' knowledge increases and this helps to enhance their performances in the class" while the lowest mean of 4.12 indicate the majority of the teachers' agreed for the statement that "Through Mentoring, teachers in the school learn how to carry out formative evaluation of students".

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary of Major Findings

As indicated earlier, the objectives of this study was to investigate the relationship between academic Teachers' development practice and teachers' job performance in secondary schools in West Wollega Zone. Therefore, an attempt was made to provide answers to the following basic questions:

1. What is the status of teachers' job performance in secondary schools?
2. To what extent does academic Teachers' development practice improve teachers' job performance in secondary schools?
3. How much does induction courses and teachers' Mentoring relate to Teachers' development and training and contribute to teachers' job performance and team working of the schools?
4. What is the contribution of educational workshops for teachers' job performance?

Average means of teachers response on "status of teachers job performance", which is ranging from M=2.28 to M=3.92. The overall mean of teachers' response on status of teachers job performance for the twenty items can be estimated to 3.61 with a standard deviation of 0.812 indicates, the response of teachers towards "status of teachers job performance" found in the level of moderate. This shows the status of teachers' job performance in secondary school of West Wollega zone was moderate.

It could be deduced from the response of the three groups that through In-Teachers' training, teachers in most secondary schools in West Wollega Zone learnt how to plan lessons well, mastered their subjects well, learnt how to control classes, learnt how to introduce and presents lessons, learnt how to evaluate lessons, learnt how to use techniques for questioning, learnt how to carry out formative and summative evaluation of students, increase their knowledge and learnt how to effectively communicate. This consistently enhanced the performance of teachers in the class. Therefore, it becomes necessary for the managers of secondary education in West Wollega Zone to use more resources to ensure that teachers are developed through In-Teachers' Training.

Responses of majority of teachers seem to suggest that through conferences, teachers in most secondary schools in West Wollega Zone learnt how to plan lessons well, mastered their

subjects, knew how to control their classes, learnt how to introduce and present lessons, knew how to evaluate lessons, learnt how to ask students certain questions, learnt how to carry out formative and summative evaluation of students, increase their knowledge and learnt how to effectively communicate. However, most principals have the opposite view. With this development, one could say conferences are not the only means through which teachers' performances could be enhanced since the principals seem to suggest that through conferences, teachers' might not know how to control classes and evaluate lessons. Perhaps, the principals may have the belief that conferences are not an only way for teachers to learn how to control classes and evaluate lessons. Respondents generally believed that through workshops, teachers learnt how to plan lessons well, mastered their subjects, control classes, introduce and present lessons, evaluate lessons, questioning techniques, carry out formative and summative evaluation, increase their knowledge and work effectively with others. Where Teachers are developed through workshops, it is the expectation of the system that the students will learn a lot and perform well in the examinations. This actually calls for more considerations to be given to education sector for workshops.

From the responses of the three categories of respondents, it is clear that through Mentoring, Teachers in most Secondary School in West Wollega Zone learnt how to plan lessons very well, mastered their subjects, controls their classes, introduce and present lessons well, evaluate lessons very well, learnt questioning techniques, carry out formative and summative evaluation of students very well, increase their knowledge and effectively communicate in and outside the classroom. Especially the newly employed teachers have their own mentors and they have time to take counsels and guidance from them. From these findings it could be concluded that there are experienced teachers in most secondary schools in West Wollega Zone who mentor the in-experienced teachers. This could be interpreted to mean there is a balance in terms of distribution of experienced teachers in most secondary schools in West Wollega Zone.

The quality of teachers is known to be a key forecaster of students' performance. Teaching as a profession demand continuous development of knowledge and ability through training programmes such as in-staff, conference, workshop, and mentoring. Teachers' development through in-staff, conference, workshop, and mentoring offer one of the most promising ways to improving the teaching learning processes. It is an attempt to assist the classroom teachers to

improve on their teaching strategies, techniques, handle new instructional materials or possessed the necessary information and skills that are required for effective provision of lesson.

The provision of Teachers' development programmes is to keep the Teachers' up-to-date on the latest development in the field, ensure the promotion of professional growth, help to improve Teaching learning skills, meet particular needs, such as curriculum development and orientation, help in leadership responsibility, help to improve mutual respect among teachers, and keep teachers side by side of expanding knowledge base on education they receive, so they can continually treat their conceptual and ability skills, it is also imperative in enhancing teachers' performance in the discharge of their duties in the secondary schools.

The study however, stressed background of the study, research questions, significance of the study and scope of the study. Several related literature were reviewed in line with formulated objectives of the study. The literature was sourced from journals, books, internet, etc. The review presented the conceptual framework which consist the meaning Teachers' development, meaning of performance, others include the relationship between in-Teachers' training and the performance of Teachers' in an schools, the relationship between conference and the performance of Teachers' in an schools, the relationship between workshop and the performance of Teachers' in a schools and the relationship between mentioning and performance of Teachers' in schools.

In respect of research methodology, the study stressed research design, population of the study, sample and sampling techniques, instrumentation, validity of the adopted instrument, procedure for data collection and methods of data analysis. The subjects of this study are the principals, vice principals, teachers, and School supervisors. All information were presented in tables, described and analyzed by use of frequency and simple percentages

5.2. Conclusion

Educational Practitioners have crucial roles to play in bringing about improved learning in students. Their ability to effectively carry out these roles would be determined largely by the quality and availability of Teachers' development programmes made, and utilized by them. Teachers' professional improvement could be made not only on off-job training, but also largely on-job training programs. Teachers' development efforts in schools should consider the complex relationship between Teachers' development and improvement in Teachers' job performance. Such improvement could then lead to marked improvement in content, process, context and outcomes of student learning in schools. Thus the student learning outcomes would be the starting point for further school improvement and Teachers' development efforts. However, on the basis of the findings, the following conclusions are made:

- ✓ The status of teachers' job performance in secondary schools of West Wollega zone was found under the moderate level
- ✓ In-service training was a good means through which teachers in most secondary schools of West Wollega zone knew how to plan lessons well, master their subjects, control classes, introduce and present lessons, evaluate lessons, employ questioning techniques, carry out formative and summative evaluation, increase their knowledge and effectively communicate in and outside class room.
- ✓ Through conferences, teachers in most secondary schools of West Wollega zone learnt how to plan lessons well, master their subject, did not learn how to control classes, learnt how to introduce and present lessons, did not learn how to evaluate lessons, learnt how to employ questioning techniques, carry out formative and summative evaluation of students, increase their knowledge and effectively communicate, which enhanced their performances
- ✓ Through Workshops, teachers in most secondary schools in West Wollega learnt how to plan lessons well, master their subjects, control classes, introduce and present lessons, evaluate lessons, employ questioning techniques, carry out formative and summative evaluation, increase their knowledge and effectively communicate, which enhances their performances in class;
- ✓ Through Mentoring, teachers in most secondary schools in West Wollega learnt how to plan lessons well, master their subjects, control classes, introduce and present lessons,

evaluate lessons, employ questioning techniques, carry out formative and summative evaluation, increase their knowledge and effectively communicate, which enhances their performances in class.

5.3. Recommendations

In line with the research findings and conclusion the following recommendations were made:

- ✓ There is the need for continuous financial and technical supports for teachers to go on in-service training programmes since their performance are enhanced through such trainings.
- ✓ A policy on conduct of conference all at local, at woreda level and zonal should be put in place to allow every teacher to benefit from such training because of its desirability.
- ✓ The need for broader and wider acquisition of knowledge by the teachers is necessary. Therefore, the study recommended that, government at all levels/starting from school up to the ministry of education should mobilize adequate funds for regular workshops of secondary school teachers.
- ✓ Teachers need to be acquainted with the current trends in education. The study has therefore recommended that school administrators should make concerned of secondary school teachers on the need for regular attendance of seminars to enable them to abreast on current educational strategies, methods etc.
- ✓ It has been recommended that there is the need for proper utilization of mentorship among teachers in secondary schools.

Moreover, Academic development at school level should be provided for better performance, greater responsibilities and higher status. As such, the training programmes should provide for continuous evaluation by both the individual and the school to determine the worth and effectiveness of the training activities. The result would form the basis for future training programmes, thereby providing a continuous pathway for development and improvement of the teachers, and lifelong learning in the students.

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APPENNDIX I

Questionnaire

Questionnaire to be filled by Principals (Principals and Vice principals), Teachers, School Supervisors and Woreda Education Officials in Secondary Schools

Dear:

This questionnaire is designed to gather data or information on the Relationship between Academic Teachers' development practice and teachers' job performance in west Wollega Zone secondary schools. So kindly I request you read all the questions in this questionnaire attentively and then give your response clearly.

The truth fullness of the information will certainly contribute to the result of this study. Your participation will not affect your present status. Your answer will be strictly confidential and it is used only for the research purpose. Thank you in advance for your cooperation.

Direction

- ✓ Put thick mark in the box where it is given
- ✓ Write short precisely word (sentence) in the blank space.
- ✓ I will apologies for grammatical error that you are going to face on this questionnaire.

Part I

Personal information

1. Status: Teacher Principal Supervisors
2. Sex : male Female
3. Age
4. Teaching experience in year

Tick the appropriate column that relates to your opinion

Part I: Respondents' opinion onteacher participation in-Teachers' training service on the Performance of Teachers in secondary school of West Wollega Zone

	Item Statement	S	A	U	D	SD	Total
1.	Through in-Teachers' training teachers' in my class learn how to plan lesson where this in turn enables them to perform better class						
2.	Through in-Teachers' training, teachers in my school learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance						

3.	Through in Teachers' training teachers in my school Master their subjects and this improve their performance in the class						
4.	Through in Teachers' training teachers in my school learn how to Introduce and presents lesson and it helps in improving their capacity hence improved performance in the class						
5.	Through in-Teachers' training, teachers in my school learn how to evaluate lessons, hence improve their performances						
6.	Through in-Teachers' training, teachers in my school learn questioning techniques, which helps to improve their performances in the class						
-	Through in-Teachers' training, teachers in my school learn how to carry out formative evaluation of students						
7.	Through in-Teachers' training, teachers in my school learn how to carry out summative evaluation of students						
8.	Through in-Teachers' training, teachers' knowledge increases and this helps to enhance their performances in the class						
9.	Through in-Teachers' training, teachers learn how to effectively communicate and this enhances their performances in and outside class						
10.	Through in-Teachers' training, teachers learn how to effectively communicate and this enhances their performances in and outside class						

SA=Strongly Agree , Un=Undecided , A=Agree , D=Disagree, SD=Strongly Disagree,

Part II: Respondents' opinion of teacher mentoring on the Performance of Teachers in secondary school of West Wollega Zone

	Item Statement	S A	A	Un	D	SD	Total
11.	Through Mentoring teachers' in my School learn how to plan lesson where this in turn enables them to perform better class						
12.	Through Mentoring , teachers in my school learn how to introduce and present lesson and it helps in improving their						
13.	Through Mentoring , teachers in my school Master their subjects and this improve their performance in the class						
14.	Through Mentoring , teachers in my school learn how to Introduce and presents lesson and it helps in improving their						
15.	Through Mentoring , teachers in my school learn how to evaluate lessons, hence improve their performances						
16.	Through Mentoring, teachers in my school learn questioning techniques, which helps to improve their performances in the class						
17.	Through Mentoring , teachers in my school learn how to carry out formative evaluation of students						
18.	Through Mentoring , teachers in my school learn how to carry out summative evaluation of students						
19.	Through Mentoring , teachers' knowledge increases and this helps to enhance their performances in the class						
20.	Through Mentoring , teachers learn how to effectively communicate and this enhances their performances in and outside class						

SA=Strongly Agree , Un=Undecided , A=Agree , D=Disagree, SD=Strongly Disagree,

Part III: Respondents' opinion of teacher participation of Educational Conferences on the Performance of Teachers in secondary school of West Wollega Zone

Item Statement	S A	A	Un	D	SD	Total
Through Educational Conferences, teachers in my school in learn how to plan lesson where this in turn enables them to perform better in the class						
Through Educational Conferences, teachers in my school learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class						
Through Educational Conferences, teachers in my school Master their						
Through Educational Conferences, teachers in my school learn how to Introduce and presents lesson and it helps in improving their capacity hence improved performance in the class						
Through Educational Conferences, teachers in my school learn how to evaluate lessons, hence improve their performances						
Through Educational Conferences, teachers in my school learn questioning techniques, which helps to improve their performances in the class						
Through Educational Conferences, teachers in my school learn how to carry out formative evaluation of students						
Through Educational Conferences, teachers in my school learn how to carry out summative evaluation of students						
Through Educational Conferences, teachers' knowledge increases and this helps to enhance their performances in the class						
Through Educational Conferences, teachers learn how to effectively communicate and this enhances their performances in and outside class						

SA=Strongly Agree , Un=Undecided , A=Agree , D=Disagree, SD=Strongly Disagree,

Part IV: Respondents' opinion of teacher participation of Educational Workshops on the Performance of Teachers in secondary school of West Wollega Zone

	Item Statement	S	A	Un	D	SD	Total
31	Through Workshops, teachers in my school in learn how to plan lesson where this in turn enables them to perform better in the class						
32	Through Workshops, teachers in my school learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class						
33	Through Workshops, teachers in my school Master their subjects and this improve their performance in the class						
34	Through Workshops, teachers in my school learn how to Introduce and presents lesson and it helps in improving their capacity hence improved performance in the class						
35	Through Workshops, teachers in my school learn how to evaluate lessons, hence improve their performances						
36	Through Workshops, teachers in my school learn questioning techniques, which helps to improve their performances in the class						
37	Through Workshops teachers in my school learn how to carry out formative evaluation of students						
38	Through Workshops, teachers in my school learn how to carry out summative evaluation of students						
39	Through Workshops, teachers' knowledge increases and this helps to enhance their performances in the class						
40	Through Workshops, teachers learn how to effectively communicate and this enhances their performances in and outside class						

Questionnaire

Questionnaire to be filled by Teachers only

This questionnaire is designed to gather data or information on the status of teachers' job performance in west Wollega Zone secondary schools. So kindly I request you read all the questions in this questionnaire attentively and then give your response clearly.

Part V: Status to teachers' job performance in secondary school of West Wollega Zone

	Item Statement	S	A	Un	D	SD	Total
	Teaching skills						
1	I apply a variety of instructional models						
2	A good number of the students in my class get good grades.						
3	I go to class fully prepared for the instructions.						
4	Difficult topics are made easy in my class						
5	I teach students to meet their learning						
6	In addition to teaching I also accomplish other tasks.						
7	Clerical duties do not affect my teaching						
8	Home problems do not interfere in my job as a teacher						
9	I quickly adjust when there is a change in my responsibilities.						
10	I do all in my power to advance my performance.						
11	I am always punctual to school						
12	When on duty I commence work on time						
13	I avoid irrelevant activities during my lesson periods.						
14	I complete instruction on my syllabus on time.						
15	I control and maintain discipline in my class						
16	My relationship with my colleagues is cordial.						
17	I also solve students' problems outside teaching						
18	I cooperate with other teachers while doing my job.						
19	To advance my students learning I also relate effectively with their parents.						
20	I assist the school head to solve our school problems.						