

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**AN ASSESSMENT OF THE IMPLEMENTATION OF CONTINUOUS
PROFESSIONAL DEVELOPMENT PROGRAM IN SELECTED
SECONDARY AND PREPARATORY SCHOOLS OF DAWURO ZONE**

BY

AFEWORK ALARO AMACHE

JUNE 2014

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ADDIS ABABA, ETHIOPIA

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BY

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DEDICATION

This work is dedicated to my beloved brother Filmon Abiche and sister Almaz Abiche who suddenly passed away in the year 1998 and 2014 respectively.

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Acronyms and Abbreviations

| | |
|----------|---|
| AAU- | Addis Ababa University |
| CPD- | Continuous Professional Development |
| CRCs- | Cluster Resource Centers |
| DZFEED- | Dawuro Zone Finance and Economic Development Department |
| ESDP- | Education Sector Development Program |
| ETP- | Education and Training Policy |
| FGD- | Focus Group Discussion |
| GEQIP- | General Education Quality Improvement Package |
| MoE- | Ministry of Education |
| NDTs - | Newly Deployed Teachers |
| NGOs- | Non Government Organizations |
| PD- | Professional Development |
| REB- | Regional Education Bureau |
| SNNPREB- | Southern Nations, Nationalities and Peoples Regional Education Bureau |
| SNNPRS- | Southern Nations, Nationalities and Peoples Regional State |
| SPSS- | Statistical Package for Social Science |
| TDP- | Teachers Development Program |
| TEIs - | Teachers' Education Institutions |
| TESO- | Teacher Education System Overhaul |
| WEO- | Woreda Education Office |
| ZED- | Zone Education Department |

ABSTRACT

An Assessment of the Implementation of Continuous Professional Development Program in Secondary and Preparatory Schools of Dawuro Zone, SNNPR.

Afewerk Alaro

Addis Ababa University, 2014

The purpose of this study was to assess the implementation of CPD program in secondary and preparatory schools of Dawuro Zone. The study attempted to identify perceptions of school leaders and teachers on the CPD program, stakeholders' support and follow up activities on the CPD program, benefits of CPD program in the teaching and learning process, the effectiveness of the implementation of CPD program and factors affecting CPD program. The study arose from a concern that, though the Government of Ethiopia planned CPD program to update the professional development of teachers to improve the achievements of students, research has shown that teachers have not improved their classroom practice which indicates that CPD program was not implemented successfully as it was planned. Descriptive survey design was employed to achieve the intended objectives and to answer the basic research questions. The survey sample consisted of 5 secondary and preparatory schools, 15 school leaders, 83 teachers, 35 CPD coordinators, 15 Woreda/Town TDP coordinators and 5 supervisors. These groups of samples were selected using purposive sampling and simple random sampling techniques. Data collecting instruments like questionnaire, semi-structured interview, FGD and document analysis were used to collect data. Quantitative data analysis approach was used to analyze close-ended questions; whereas, qualitative data analysis approach was used to analyze the data collected from open-ended, semi-structured interview, FGD and document analysis. To analyze the data collected through questionnaire, mean, standard deviation and independent samples t-test were employed. The major findings of the study were: majority of the respondents (teachers) perceived CPD program negatively; there were no stakeholders support and follow up activities on the CPD program; and the CPD program was delayed by many discouraging factors. The findings of the study concluded as CPD program was not implemented successfully due to the negative perceptions of teachers, the lack of stakeholders support and follow up activities and many more affecting factors. On the basis of these major findings and conclusion the following recommendations were made: to implement the CPD program effectively the stakeholders should reduce the work load of teachers; prepare conducive environment for training; apply licensing, re-licensing, certification and career level for teachers, and so on. In addition to this, identify CPD priorities clearly and make discussion with teachers; prepare annual and individual CPD plan; design systematic support, follow up and evaluation strategies continuously; allocate the necessary budget and, etc.

Key words: *assessment, implementation, Continuous Professional Development, program, training*

CHAPTER ONE

INTRODUCTION

Under this part, the background, statement of the problem, objectives, significance, delimitation, limitations, and definitions of key terms and organization of the study were treated successively.

1.1 Background of the Study

Professional development (PD) in a broad sense refers to the development of a person in his or her professional role. More specifically, Glatthorn (1997) argued that, teacher development is a professional growth a teacher achieves as a result of gaining increased experience and examining his/her teaching systematically. It is clear that teacher development can make a difference in students' achievement, but it depends on the type of development program and support that is put in place. Day (1999) defined CPD as a process by alone and with others, teachers, reviews, renews, and extends their commitment as change agents to the moral purpose of teaching and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice colleagues through each phase of their teaching lives.

According to Friedman and Phillips (2000), CPD is the systematic maintenance, improvement and broadening of knowledge and skills, and the development of personal qualities necessary for execution of professional and technical duties throughout the individual's working life. Within this definition, multiple purposes of CPD can be observed: CPD is concerned with maintaining knowledge and skills. More recently, this would be summarized as maintaining one's competence or competencies. Villegas-Reimers (2003:7) also defined CPD as a means of improving knowledge and skills of personnel throughout their working lives. It may be used to update knowledge and skills, prepare for changing roles and responsibilities and increase the general competencies.

As explained by Schultz (2001), our environment is complex, turbulent, contradictory, relentless, uncertain and unpredictable. Thus, to cope with this dynamic and unpredictable environment, teachers need to update their knowledge regularly in addition to their pre-service training.

Improving the knowledge and skills of teachers through training is the major function of a government because it leads to the improvement of students' academic achievement. They are expected to change themselves all the time because our world is rapidly changing in every aspect. To perform this, teacher CPD program is the essential one which is integrated with different courses for all teachers at any career level which enable them to own sustainable professional development in teaching. Although CPD is not a new idea to Ethiopia, it has not been structured and supported. All serving teachers and head teachers should have the right of access to high quality and relevant CPD opportunities. It is also essential that in order to make effective educational improvements, teachers must take advantage of these opportunities to ensure that participation in staff development activities results in change and in measurable improvement in schools. Teachers will also be expected to renew their teaching licenses periodically and clear links will be made between CPD, re-licensing and career progression (MoE, 2004). This indicates that CPD as a lifelong education, teachers teach themselves and teach each other to update and add value to their profession. According to MoE, the ultimate goal of CPD is to enable the students to acquire quality education (MoE, 2004). Thus, the motto necessitated the involvement and active participation of teachers in the CPD.

Before the introduction of General Education Quality Improvement Package (GEQIP), Teacher Development Program (TDP) of in-service and CPD were developed in 2005 in a modular approach and introduced on rigorous implementation in all primary schools (Ewnetu and Firdisa, 2010). This program has two main points; the first program is the two-year induction program for Newly Deployed Teachers (NDTs) and the transitional professional development. According to the National TDP guideline the NDTs teachers were expected to go through a two year induction program supported by experienced teachers (mentors). The second program is all other teachers who are already on the system were given the opportunity for continuous learning and update with expanding knowledge, new technologies, and share experiences, ideas, and good practices for teaching and learning approaches with colleagues from own or other schools by participating in CPD activities each semester (MoE, 2005). But, during early implementation time, there were great challenges from the teachers due to lack of awareness and they were complaining that the contents in the course books were not relevant to their school situations. Besides this, after three years of CPD implementation in schools the TDP-1 CPD impact study showed that CPD in schools

was not active and did not yet play its part in bringing change in teachers' knowledge and skill development and consequently in the improvement of students' performance.

To improve the students knowledge and behavior in the teaching learning process, it is essential to design and organize teachers' training system that can improve their professional ethics and develop their capacity in order to make them aware of the fact that education has the potential to improve one's ability, helps to avoid harmful practices and enforces science and technology (MoE, 2007).

As it was indicated in the framework of Continuous Professional Development (CPD) for primary and secondary school teachers, leaders and supervisors in Ethiopia (MoE, 2009), the Education and Training Policy (ETP) set high standards for teachers and described new approach to education. At the heart of this new approach was the promotion of more active learning, problem solving, and student centered teaching methods. In addition to this, high emphasis was given to upgrading and updating teachers in pre-service and in-service training programs.

Regarding the above important points about CPD, the researcher agrees that CPD program has positive outcomes in the teaching learning process. Because it inculcates every activities performed in school through updating the knowledge and skills of teachers and develops the competences among the staff members. Therefore this study is designed to assess the implementation of CPD program in secondary and preparatory schools of Dawuro Zone.

1.2 Statement of the problem

MoE (2005) in its Education Sector Development Program (ESDP III) document reported that, teachers do not continuously update their competencies and skills. This indicates that in rapidly changing world being certified in pre-service training is not the only guarantee to become a well informed and effective teacher. Thus, teachers must continuously teach themselves like they are teaching their students. Therefore, CPD has been designed to be the most effective process, system of learning and experience sharing throughout teacher's career. To this effect, the MoE has launched CPD program as a new reform of reaction that intended to solve the problems of educational quality by updating teachers. Accordingly, it has been reported that ultimate objective of CPD is to improve the teaching learning process in Ethiopian schools. However, it is not known whether the intended objective of CPD is

attained or not. Gizaw (2006) reported that, there is a doubt whether the CPD program is actually practiced at school/cluster levels like other responsibilities of schools and teachers. This implies that there might be a gap between what has been intended and what is going on in actuality of the CPD practices.

The government of Ethiopia has strong belief that CPD can contribute to the professional advancement of teachers, for instance, it helps them to develop knowledge, skills and to move up to the career ladder or structure. The program is also expected to introduce competent teachers with the new development in the field. Moreover, the education and training policy (ETP) of Ethiopia (1994) has given attention to teachers' issues. Accordingly, teachers CPD have been commenced in Ethiopia at all levels and career stages of teachers to bridge the gap of the pre-service training. Teachers' education institutions might have little impact on teachers' knowledge and skills development during pre-service training; for this reason, many countries have developed in-service profession of development strategies to cope with these challenges (Khan and Begum, 2012)

The 2008 TDP-1 CPD Impact Study which was carried out by Haromaya University cited in MoE (2009) has confirmed the following three major findings.

1. The study generally revealed that in nearly four out of five schools the structure of CPD is either absent or inadequate.
2. Nearly all (29 of 31) Cluster Resource Centers (CRCs) sampled were not adequately prepared to run well organized, inspiring and transforming CPD activities.
3. In schools where CPD has begun teachers are however, able to demonstrate a reasonable mastery of the contents (of the CPD courses) they covered before and up to the time of the study.

The study also identified the following six major challenges:

- Failure to synchronize the career structure and the CPD values and activities.
- CPD facilitators' high turnover.
- Time constraints on teachers as well as their school leaders.
- CPD program's lagging behind its time and the tendency of rushing to cover the course.
- Total absence or inadequacy of the minimum resources required to run CPD.

- Lack of systematic collaboration and coordination between Education Bureaus, TEIs and NGOs.

As reported by SNNPREB (2012), like other Ethiopian Regional areas and schools, teachers and principals in SNNPR were trying to go through their CPD activities, but it was challenging to teachers and school leaders. Dawuro Zone may be sharing these problems because it is one of the SNNPR's Zones.

As Dawuro Zone Education Department (ZED) report (2012) indicated, teachers have faced lack of interest and have no positive attitude to take CPD as a means for their PD and rising students' achievement, every teacher must take it as mandatory task in their career. The CPD framework stated that CPD is a compulsory requirement for those who teach in Ethiopian schools. It is the civic and professional duty of all teachers to engage in CPD (MoE, 2009).

Even though such arrangements made to improve teachers' quality, CPD of teachers at school level has not yet been fully implemented as it was designed particularly at most Secondary and preparatory schools of SNNPRs. The SNNPREB (2013) confirms this idea by stating that it is "impossible" to say that teachers CPD is fully implemented in majority of regional schools as it is desired. The major reasons mentioned were poor implementation of CPD because of teachers' attitudinal and technical problems, lack of appropriate monitoring and evaluation and lack of adequate materials. Moreover, teachers neither perceived CPD as important nor believe as instrument to improve professional skills; it is tiresome and boring program to teachers. Further, they relate CPD practice with personal benefits, promotion and qualification rather updating knowledge.

There are reports on the positive effects of CPD on different school matters like student-teacher relationship, sharing idea and experience among teachers, working in collaboration, and the like. Amare et al. (2006) reported that, CPD has laid fertile ground to build strong academic achievement. And again, Aga (2009) indicated that CPD improves classroom management, spirits of collegial work, transparency among staffs, professional ethics, creates respect to the job, teacher-student relation which is the ways to have quality of education.

In addition to this, different researchers in Ethiopia conducted researches on CPD program implementation and identified different problems. To mention some of their findings, research conducted by Alemayehu (2011), in government secondary schools of Bale Zone, revealed that lack of well organized concerned body, lack of commitment/motivation, lack of

coordination among schools, WEO, ZED and REB, lack of reliable support, lack of follow up, and lack of knowledge are the major factors which affected the implementation of CPD program.

Research conducted by Melkie (2010), in general secondary schools of South Gonder Zone indicated that, though the majority of the teachers know the purpose of teachers' CPD and perceive the program positively, there are also some teachers having negative perception. The study showed that, the initial trainings to aware the program's objective; how to implement CPD, prepare portfolio, plan CPD, and the role of facilitators were not given sufficiently to all teachers.

The research of Ewnetu (2009), that conducted in selected primary schools of Jimma Zone revealed that, school based CPD activities are less relevant to influence teachers classroom practice due to lack of subject specify skills training. i.e., they indirectly influence the ultimate objectives of school based CPD.

All the above researches that conducted in different parts of Ethiopia show that there were problems in implementing CPD in the school. On top of that, the researcher (as the former teacher and school principal) participated in various CPD activities/practices and trainings, got a good opportunity to visit different secondary and preparatory schools to share experiences and participated in preparing different trainings on CPD issues. He also got a chance to discuss with teachers about CPD implementation and led different group discussion of teachers on the CPD trainings. During these times, he observed the following important points: some teachers viewed CPD activities negatively while others had positive view and some others had been indifferent about it; some teachers do not give due attention for it; do not allocate sufficient time for it; and are not interested in the program at all. Some teachers and principals may not be well informed about the steps and procedures how to implement CPD practices; lack of sufficient training and discontinuity of training efforts, mismatch of training contents with trainer experiences and capability, lack of supervision and support. But, this study is different from the other researchers conducted researches in this area by data collecting instruments; it was conducted at secondary and preparatory schools and methodology used.

In spite of the above findings on the CPD, the researcher inspired to undertake a study that deals with an assessment of the implementation of CPD in secondary and Preparatory schools

of Dawuro Zone for some important reasons. First, even though CPD is one of the most important programs to update teachers' professional competence, knowledge and skills to attain a desired quality of education; teachers, principals, supervisors, and Woreda officials were complaining about its complexity. Second, a researcher was a teacher for five years and principal for three years; he had real doubt whether the necessary supports such as continuous training and supervision, seminars, workshops, and different motivations were in place for CPD program. Third, majority of secondary and preparatory school teachers had no interest in CPD training and group discussions and CPD coordinators also had no interest to lead the groups. Fourth, the concerned bodies like Woreda and Zone TDP coordinators do not give attention for CPD activities/practices. To this effect, this study tried to answer the following **research/basic questions.**

- (1.) To what extent is the implementation of CPD program effective in the schools?
- (2.) How do principals and teachers perceive the CPD program in the schools?
- (3.) What do the stakeholders' support and follow up CPD program in the schools look like?
- (4.) What are the benefits of CPD program in teaching learning process in the schools?
- (5.) What major factors hinder the effective implementation of CPD program in the schools?

1.3 Objectives of the study

1.3.1 General objective

The ultimate objective of this study is to assess the implementation of Continuous Professional Development (CPD) program in secondary and preparatory schools of Dawuro Zone Southern Nations, Nationalities and Peoples Regional State (SNNPRS).

1.3.2 Specific objectives

1. To explore teachers' and principals' perceptions towards CPD program in the secondary and preparatory schools.
2. To identify the extent to which of support and follow up activities on the CPD program in the secondary and preparatory schools are in place.
3. To find out the benefits of CPD program in teaching and learning process in the secondary and preparatory schools.

4. To examine the effectiveness of the implementation CPD program in the secondary and preparatory schools.
5. To identify the major factors hindering the effective implementation of CPD in the preparatory schools.

1.4 Significance of the study

The researcher believes that the study would have a vital importance in the following ways:

- The findings of the study may provide information on the practices and challenges of CPD program.
- The findings of the study will help to provide feedback for educators and policy makers.
- It may help the schools and education offices (Woreda, Zone, and, etc) to give appropriate attention to the practices of CPD at school levels.
- The study will help to identify challenges for future program implementation.
- The findings of the study will help to develop key inputs for revising the existing implementation guidelines/manuals.
- The study may serve as a starting/reference material for further study on the issues of CPD.

1.5 Delimitation of the Study

The study was delimited to selected government secondary and preparatory schools of Dawuro Zone, SNNPRS. It is the researcher's belief that this level is the preparation stage for university education which requires a great effort of teachers and administrative bodies to work on the improvement of students' achievement. It was also focused on the last three years and current practices and challenges of CPD program. On the top of this, the study focused on the assistance which teachers receive to put CPD into practice, their attitudes/perceptions, extent the CPD program implemented, benefits of the program and factors affecting CPD practices.

1.6 Limitations of the Study

The following limitations were occurred to this study. First, while conducting this research respondents were careless to fill out the questionnaires. Second, some of the respondents responded hastily, but also without correctly understanding the questionnaires and might

responded inconsistently. Third, unwillingness of the respondents' to return questionnaires as per as the schedule of the researcher. Due to this, the researcher wasted a lot of time to convince the respondents to fill out the questionnaires carefully.

1.7 Definitions of Key Terms

1. **CPD-** any process or activity, planned or otherwise, that contributes to an increase in or the maintenance of knowledge, skills and personal qualities related to learning and teaching and broader academic practice. This includes appropriate research and scholarly activity and the leadership, management and administration of academic provision and support (HEA, 2005).
2. **Induction Program-** a systematic analyzed effort (a training package) to assist Newly Deployed Teachers (NDTs) to adjust to new assignment in the first two years (MoE, 2004).
3. **Portfolio-** a form of reflection but it is a systematic and organized way of reflection, is not a sudden activity, it is a regular and continuous process, creates opportunities for teachers to learn from their own practices and prompts teachers to reflect on their practices (Seldin, 1991 and Winsor, 1998).
4. **Professional Development-** -is the body of systematic activities to prepare teachers for their job, including initial training, induction courses, in-service training, and continuous professional development within school setting (EU, 2010).

1.8 Organization of the Study

This study was organized in to five chapters. The first chapter deals with the introduction part which is mainly built with background, statement of the problem, objectives, significance, delimitation, limitations, operational definitions and organization of the study. The second chapter covers the review of related literature. The third chapter consists of the research design and methodology. The forth chapter presents the analysis and interpretation of the data. The last chapter contains summary, conclusions, and recommendations and different reference materials. In appendix part, samples of questionnaires, document analysis guide, structured interview and focus group discussion guiding questions were attached.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 The Concept of Continuous Professional Development (CPD) Program

The concept of CPD in education is often ill-defined, with the separate notions of formal training and on-the-job learning serving to confuse the issue further. The concept of CPD is defined by different scholars differently. Day (1999:4) defined CPD as:

It is a Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which contribute to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people, and colleagues throughout each phase of their teaching lives.

CPD enhances that the participant's effectiveness as well as developing new knowledge and skills. It should not be exclusively about formal courses or qualifications and may involve development in both technical and non-technical areas. It includes a wide variety of activities such as open learning private study, work experience and many more. It is therefore no surprise that research literature relevant to CPD encompassing concepts are needed to create shared understanding. Evans (2002:128) argued that the absence of a shared understanding as a problem that reveals as threaten construct validity, difficulties in establishing the parameters of the field of study, and difficulties in identifying the teacher development process.

Fraser et al. (2007) listed a number of competing claims for professional development that are evident in the literature of professional associations such as: lifelong learning for professionals; a means of personal development; a means of assuring a wary public that professionals are indeed up-to-date, given the rapid pace of technological advancement; a means whereby professional associations can verify that the standards of their professionals are being upheld; a means for employers to garner a competent, adaptable workforce.

Bolam (2000) used the term CPD program to mean, training activities engaged by teachers and principals following their initial certification and intended mainly or exclusively to improve their professional knowledge skill and attitude. To him, CPD is a series of activities were given to teachers and other educationalists to make them master in their profession.

Dadds (1997:35), argued that CPD to be a means and a lifelong career of teachers which will enable them to improve their skills and competency. David (2006:14) stated CPD as an aspect of In-service Education and Training (INSET). He argued that CPD is concerned with staff collaboration; strengthen relationships between schools and research institution and minimizing the gap between pre-service and in-service professional requirements of teachers where as INSET is a crucial activity not only for CPD but also for overall improvement of students' learning, the quality of education and school improvement.

According to MoE (2005:19 and 2009:16), CPD is anything that makes a teacher to be a better teacher and it continuously develops the skills and capabilities of teachers. It helps teachers to perform their work efficiently and this in turn improves the quality of education in general and the quality of teacher in particular.

The definitions were given by above scholars have one critical things in common. They all agreed in CPD activities mainly concerned with the improvement of schools and Professional Development (PD) of individual teacher and the school community as a whole and which help to ensure the quality of education.

One can be aware of from the above concepts that CPD activities are profession life actions to improve professional competencies and standards. It prepares teachers to manage their future responsibility because it is a future oriented process. It was considered in this research as one of the most important pedagogical activities that is used to improve teachers' effectiveness and enhance school improvement with all its constitute parts. It is also a tool for educational sectors to ensure the quality of education by empowering teachers, principals, supervisors, educational experts and officials with new knowledge and skills.

2.2 Historical Development of CPD Program

CPD is a recent phenomenon. According to Nicholas (2001), CPD was formerly known as in-service education training or INSET. He also stated that CPD was first developed in 1960's in Great Britain. According to him, the reason for its development was the reports given by

John, Hale and Parry on the quality of teaching and related problems. Accordingly, highly trained and competent teachers were assigned as mentors to improve teachers' skills. This in-service training latter developed as CPD and then it was given to all teachers to update their skills. Hence, due to a continuing internal and external pressure on the education system, CPD has emerged and got a wider attention. In support of this idea, Blandford (2000:66) pointed out the CPD program is demanded due to increasing quality of education and the need to improve teachers' skills. As a result, governments' involvement in the professional development has increased overtime and the program is now more structured and became part of government policies and targets.

2.2.1 CPD in Ethiopia

Teachers professional development was not new for Ethiopia, but there was no structured provision of CPD program for teachers in schools until 2003 (MoE, 2005). The CPD-TESO program was proposed in 2003 by preparing a draft guideline for the program. The CPD-TESO program strategies aim to put that structure in place in primary and secondary schools.

In Ethiopia, as indicated in some literatures, it is even a new issue that has not yet got the attention that is deserved. As indicated in MoE (2005), there might have been some efforts to upgrade teachers' professional competence through workshops, seminars and short term trainings. CPD was introduced in Ethiopia in 2005 with two components; a two year induction program for Newly Deployed Teachers (NDTs) and giving training for those who are already in the system where each teacher is expected to complete a minimum of 60 hours CPD training per year. Many of the ideas education quality and teaching learning are evident in Ethiopia's current policies and programs particularly in the overall guidelines for quality of teacher development in the Teacher Education System Overhaul (TESO) and the in-service CPD program, both which are natural policies adopted by all of the regional states (MoE, 2005).

As it was clearly indicated in the framework of Continuous Professional Development for Primary and Secondary School Teachers, Leaders, and Supervisors in Ethiopia developed by MoE stated that: the Education and Training Policy (ETP) set high standards for teachers and described a new approach to education. At the heart of this new approach was the promotion of more active learning, problem solving, and student centered teaching methods. Research surveys showed that with the expansion of education and large class sizes, teachers still relied

largely on teacher centered methods with limited opportunities for CPD. The policy clearly indicates that emphasis should be given to upgrading and updating both in pre-service and in-service teachers. It was recognized that teachers were the key to school improvement and therefore a program of in-service CPD was developed in 2005. A CPD Guideline was produced outlining the new strategies and courses developed for the induction of newly deployed teachers and for CPD priority programs (MoE, 2009).

In ETP, MoE clearly indicated the following main points about the training of qualified teachers. These are: ascertain that teacher trainees have the ability, diligence, professional interest, and physical and mental fitness appropriate for the profession; create a mechanism by which employers, training institutions and the Teachers Association participate in the recruitment of trainees; teacher education and training components will emphasize basic knowledge and professional code of ethics, Methodology and practical trainings; teachers will be certified before assigned to teach at any level of education; teachers starting from kindergarten to higher education will be required to have the necessary teaching qualification and competency in the media of instruction through pre-service and in-service training; the criteria for the professional development of teachers will be continuous education and training, professional ethics and teaching performance; a professional career structure will be developed in respect to professional development of teachers (MoE, 1994).

Within the framework of the ETP 1994, the government of Ethiopia launched a series Education Sector Development Programs (ESDPs) in order to improve the quality of education, relevance, efficiency, equity and expand access of education. To treat these issues related with teachers' qualification and in-service teacher education program, the TESO program was carried out on the basis of TESO report through revision to modernize teacher education was done. CPD as one aspect of Teacher Development Program (TDP) came to Ethiopia in 2005 by taking the experience of other countries (MoE, 2005). TDP program emphasizes on improving the quality of education by designing various teacher support activities and by modernizing both pre-service and in-service training to teachers.

According to TDP handout, the government has a firm belief that CPD is important to help teachers to increase their effectiveness and to discipline or weed out incompetent and unethical teachers. According to (MoE, 2005 and 2009) the aim of CPD is to improve the quality of education through a CPD program that will develop the skills and professionalism of teachers at the ground level; to improve the performance of teachers in the classroom in

order to raise student achievement and learning. It is a career-long process of improving knowledge, skills and attitudes, centered on the local context and particularly classroom practice. All teachers must be actively engaged: in understanding what is meant by good teaching; in their own learning process; in identifying their own needs; in sharing good practice with their colleagues; in a wide range of activities, formal and informal that will bring about improvement of their own practice and the practice of others.

One can understand from above clearly stated ideas about CPD in Ethiopia, CPD is a new idea and it was mainly designed to improve the performance of teachers in the classroom which leads to the improvement of students' achievement. It is directly related to the quality of education because improving the achievement of students is key issue of quality of education.

2.2.2 Overview of CPD program in Ethiopian Context

Regarding to CPD program, different researches were conducted by different scholars at different times. The researchers stated different level of implementation, awareness, benefits, strengths and weaknesses of CPD in Ethiopian context. Some of their findings were discussed below.

Hailesellasie (2004) in his study found out that, available CPD opportunities did not involve majority of teachers in secondary schools; provision of CPD opportunities was from outside the school plant. The prime responsible bodies in the educational leadership were not discharging their responsibilities in this respect. Whereas, there was fertile ground for the implementation of CPD program; teachers had awareness on CPD and also had positive attitude towards the program.

Gizaw (2006) indicated that, there was experience sharing among departments in the school and also with neighboring schools; teachers practiced mutual classroom observation, workshops (in-staff trainings) are common; teachers engaged themselves in the school pedagogical centers' work; there were monthly meetings and departmental discussion but teachers did not do action research at all.

Zenebe (2007) also concluded that there were problems in assigning professional leaders in the schools to manage CPD program of teachers. Another researcher Afework (2007) established that, there was lack of awareness on the importance and benefit of CPD program

and there were no systematic mechanisms of addressing the major problems of the program. He also indicated that teachers and principals got involved in monitoring and evaluating the program.

Yihunie (2008) in his study indicated the following findings: teachers believed the program helps to improve their competence, but they did not believe it will make them remain in the profession. In addition to this, Aga (2009) argued that CPD improves classroom management, sprits of collegial work, transparency among staffs, professional relation which are the ways to have quality of education.

Similarly, Melkie (2010) also found out the followings: majority of teachers knew the purposes of teachers' CPD and perceive the program positively. The facilitators and mentors did not get any training on how to support teachers in planning, guiding, preparing portfolios, providing immediate feedback, the support given by the different organizations to implement CPD at school level is limited, etc. Adding to this, Hussein (2011) pointed out that, teachers' motivation for and involvement in professional learning activities was very low. He added that, the few teachers' professional activities were: private readings, joint lesson planning, peer observation, and some form of educational discussions.

Abebe (2012) in his study also pointed out the following findings: majority of teachers positively perceived CPD as a life-long learning process; a means to improve their subject instructional knowledge; a support to make their work life better; helps to develop self confidence; a means developing their teaching skills; improves their teaching methods. He also stated that: majority of teachers argued that, there was no follow up system on the implementation of CPD in schools; there was no follow up which is carried out by the school administration and school CPD committee. Similarly, Chemir (2013) confirmed that both teachers and school leaders perceived CPD as a means to improve the subject and instructional knowledge but the implementation of CPD program was not linked with schools wide efforts, to career structure, and the teachers' performance in the classroom and subject content.

2.2.3 Policy grounds on Quality of Education and CPD Program in Ethiopia

The challenges for improving instruction and the need for enhance of students' achievement both requires professional knowledge and skills. One of the strategies in addressing these

challenges is to enhance pre-service and in-service training of teachers. According to Amare et.al (2006), the government acknowledges the key role that teachers play in education quality and places teachers at the core of its quality improvement strategies. This demands to evaluate different alternatives to design and implement suitable teacher professional development program. Thus the MoE has developed CPD program strategy for improving teachers' quality through in-service training program (MoE, 2003).

The Education Sector Development Program (ESDP), which is re-planned in every five years, was introduced in 1997 as a vehicle for implementing the 1994 ETP, which envisaged universal primary education by 2015. The ESDP has recognized that the capacity of the teacher training system needs to be increased in order to provide the qualified teachers necessary to teach the greatly increased enrolment. It has also identified the need to improve the quality of teaching force.

In ESDP III, the government attached significant priority to pre-service and in-service teacher training (MoE, 2005). One of ESDP III key strategies were stated in such a way that; in order to improve the quality of education, emphasis will be given to improve the academic qualifications as well as the ethical values of the teaching staff. As parents expect teachers to be professional role models to their children, efforts will be exerted to have teaching staff that is well motivated, disciplined and endowed with ethical values.'

Ethiopia has made good progress in addressing educational access in the last two decades; and currently it has begun working in quality issues. This has been expressed by Aga (2009) as the Ethiopian government has now shifted its attention from expansion to improving the quality of education. Quality of education is launched with initiative called 'General Education Quality Improvement Package (GEQIP) of 2008. The package consists of six programs; School Improvement Program (SIP), Teachers Development Program (TDP), the civic and ethical education improvement program, Management and Administration Program (MAP), Curriculum, Textbooks and Assessment (CTA) program, and Information and Communication Technology Development program (ICTDP). Accordingly, as part of teachers' PD, CPD program was designed and was put into practice to update teachers with new outlooks, approaches and policy directions.

Focusing on improving the teaching learning process, with the priorities of introducing active learning, practicing continuous assessment, and managing large classes; CPD program was

developed in a modular approach and introduced on accurate implementation in all primary, secondary and preparatory schools. The TDP guideline indicates that CPD is a program that enables teachers be efficient and effective in their teaching life through experience and continuous learning; improving their professional skill and knowledge ongoing basis and upgrading their professional level (qualification). CPD has two types; Upgrading professional level and Updating or improving professional competency.

- 1. Upgrading professional level program:** the process by which teachers can choose to participate in additional study at appropriate times in their career; e.g. convert a certificate to a diploma, a diploma to a first degree, a first degree to a master's degree through regular, summer, evening or distance programs (MoE, 2007).
- 2. Updating or improving professional competency program:** it is a continuous process in which every professional teacher participates during their career as a teacher, and focuses on classroom practices. This we call CPD is made up of two components; the first one is a two year induction program for NDTs while the second one is for those who are already in the system where each teacher is expected to complete a minimum of 60 hours CPD time (MoE, 2005). CPD for in-service teachers has four types; induction program, higher diploma program (HDP), English language improvement program (ELIP), and proper CPD (MoE, 2007).

CPD program was developed for in-service teachers that focus on clearly articulated priorities; providing on-going school based support to classroom teachers; deal with subject matter content as well as suitable instructional strategies and classroom management techniques; and create opportunities for teachers to observe experience and try out new teaching methods. As (MoE, 2009), teachers are expected to develop through their CPD program the following:

- **Professional knowledge and understanding** (up-to-date subject matter and curriculum knowledge, good understanding of classroom pedagogy, etc.);
- **Teaching skills** (learning plans for students involvement, use of active learning methods, reflect on classroom practices, etc.);
- **Values and attitudes** (love of profession, form excellent relationship with colleagues, strive for learning and self improvement, high expectation for students, etc.);
- **Learning environment** (maintain an attractive and supportive learning environment, creating a safe and orderly environment, use of appropriate teaching aids.)

It was also indicated in the guideline that, besides the benefits of CPD in improving students' performance and behavior, it is beneficial for teachers' career development, licensing, relicensing, promotion, and so on (MoE, 2007).

2.3 Importance and Objectives of CPD Program

2.3.1 Importance of CPD Program

The Ministry of Education in America has given priority for CPD believing that it is the right of teachers as well as of a great value for national development (Barrow, et. al., 2006). The school staff must have the necessary subject professional support to bring about changes in the classroom. At school level professional development programs should include school principals, teachers, technical and administrative personnel. The ETP 1994 set standards for teachers and described a new approach to education. The new approach promotes active learning, problem solving, and student-centered teaching methods. With the expansion of education and large class size teachers still rely on the teacher centered methods with limited opportunities for CPD. In Ethiopia, CPD focuses on improving the teaching-learning process, with the priorities of introducing active learning, practicing continuous assessment, and managing large classes.

The future of any country depends on the quality of manpower and technical ability. To have a qualified manpower with such ability, one time training does not sufficient. In this regard Fullan (1991) noted the following: if schools are to become responsive in reviewing institutions that they must participate the teachers in them must be purposefully engaged in the renewal process.

Moreover, there are also many research evidences on the importance of the continuous professional development as one of the mainstays in the improvement of teachers' professional skills. TESO (MoE, 2003) acknowledges that education quality improvement program involves high quality and continuous professional development programs.

TESO (MoE, 2003) also noted that, the main factors that initiate the needs for teachers CPD practices are diversification of student culture, rising demand for quality education and work conditions, varying service deliver reform, expectation of curriculum to serve immediate needs from various interested groups, students' inadequacy in social skills and self-centeredness of adults. On the other hand, Craft (2000) also listed some reasons as to the need

for CPD to improve the job performance skills to the whole staff or groups of staff; improve the job performance skills of individual teacher; extend the experience of an individual teacher for career development or promotion purposes; develop professional knowledge and understanding of teachers.

In outlook of all the above facts, somebody undoubtedly understands that continuous developmental training must be considered as a normal trait of teachers work through their entire career. Therefore, the success of this practice needs active participation of all stakeholders such as school principals, teachers, supervisors, officials, experts of the education sector, and so on.

2.3.2 Objectives of CPD Program

The overall objective of the CPD program is to raise the achievement of students in Ethiopian schools and higher education institutions. The specific objectives of the CPD are to: support teacher capacity to teach effectively using appropriate new student-centered and problem-solving approaches according to the active-learning-based curriculum that was introduced in 1994; improve teachers subject-matter knowledge based on the content of the curriculum and the teaching approaches which require teachers to engage students in the development of higher-order thinking skills; help teachers develop more positive attitudes, more cooperative approaches to their work at the school level, and strengthen professional identity; introduce the idea of reflective practice and action research through which teachers studied their practice to improve it; promotes teachers to recognize their work as a professional by providing new opportunities for growth, exploration, learning and development (Villegas-Riemers, 2003).

In addition to the above points, according to the IAESB (2008) information paper written about CPD the objectives of CPD are to:

- Improve the capacity of professionals to develop their technical and scientific knowledge.
- Improve the personal and ethical capacities of professionals.
- Ensure that professionals fulfill their responsibilities and tasks or duties.
- Allow professionals to improve their performance in their current role and to take on new roles.
- Improve career prospects with current employers or in current practice.

- Support career progression to new employers or to different practices.

2.4 Principles and benefits of effective CPD program

2.4.1 Principles of Effective CPD Program

According to Villegas-Reimers (2003) CPD has the following principles.

1. CPD is based on **constructivism** rather than on a **‘transmission-oriented level’**.
2. It is perceived as **long-term process** as it acknowledges the fact that teacher learns over time. Regular follow up support is regarded as an indispensable catalyst of the change process.
3. It is perceived as **a process that takes place within a particular context**. The most successful teacher development opportunities are ‘on-the-job learning’ activities such as study groups, action research and preparation of portfolios.
4. **A teacher conceived as a reflective practitioner**. The role of professional development is to aid teachers in building new pedagogical theories and practices and to help them develop their expertise in the field.
5. Professional development is conceived as **a collaborative process**.
6. **Professional development may look and be very different in diverse settings**, and even within a single setting, it can have a variety of dimensions.

According to MoE (2003), the principles outlined in the Ethiopia context are: there should be an initial CPD program phase for all teachers to follow. It should focus on areas of identified needs that are common across the system. Staff development program will be more effective if all on-going activities are registered or documented, and one key element of CPD will be the provision of courses related to the levels and status of teachers; the renewal of a professional teaching license will require the completion of equivalent of stated minimum number of semester hours of record of their participation in CPD programs. The mentors will also keep records of all completed activities, classroom observations and meetings held with teachers.

2.4.2 Benefits of Effective CPD Program

CPD program has different benefits. According to Hailesilassie (2004) and Hussein (2011) cited different authors stated the following commonly known CPD program benefits.

- Improve the quality of education, teachers and students know how to teach and learn better (pitts,1998);
- Enhances knowledge and skills in teaching and knowledge in subject areas, reinforcing previous trainings (Lee,2000; Kirk, 2000; MOE, 2004);
- Increases levels of students achievement (Anna, 2000; MOE, 2009);
- Increases teachers' social status and enhances human relations (MOE, 2004 and 2009); and
- Fosters collaboration and has motivating features to teachers to fulfill standards (Kirk, 2000).

2.5 CPD-Licensing: The Practicalities

2.5.1 Sequence for Teaching Licenses

According to (MoE, 2004), CPD guideline there are different practices and phases for licensing of teachers. These are discussed as follows: on successful completion of their pre-service teacher education program, all teachers are certified and placed accordingly in schools to begin their teaching careers. To date there has been no systematic support for these NDTs to enable them to fit well into the teaching profession. However, a new system is being put in place by which these new teachers will go through an induction program for two years. After the successful completion of this induction program they will be awarded the initial license.

The licensing of teachers will have two forms: one will be the initial licensing of beginner teachers after the completion of the two-year induction period; the second will be re-licensing of teachers. Re-licensing points will much the intervals in the career structure. That means that they will occur at the end of each successive transition point; i.e., from junior teacher to proper (fully-fledged) teacher, to senior teacher and then on to associate lead teacher and lead teacher levels. Once teachers have reached lead teacher level, they will be required to renew their licenses every three years.

2.5.2 Levels in the Career Structure

Linking re-licensing to the career structure in this way will provide the licensing system with teacher levels that are already delineated and are familiar to teachers. There are six levels in the career structure: beginner, junior, proper (fully-fledged), senior, associate lead and lead

teacher levels. At every level teachers will be expected to complete a minimum number of CPD hours each year (60 hours) (MoE, 2004).

2.5.3 Generic Courses in the Initial

The new ETP was introduced into the education system in 1994. This policy, among other things, requires the practice of active teaching-learning methods, continuous assessment, subject integration, action research and self-contained classroom management. However, there is evidence that the majority of the teachers in the teaching profession have limitations in employing these practices effectively in their day-to-day classroom work. As a result the initial phase of the implementation of teacher licensing will require all teachers to complete three courses in order to receive their teaching licenses. These courses will be more or less common (generic) to all except the beginner teachers at the induction phase. Each course is expected to comprise between 30 and 60 hours of learning and could be completed in a semester of 15 weeks and every teacher will be expected to take these generic courses within a period of 2 to 3 years. The courses are mentioned below.

Course One: Professional Ethics, Counseling and Mentoring using Active Learning Methodology. The course will have three parts: in the first part there will be a focus on Professional Ethics. The second part will consider student counseling and mentoring of colleagues. These two parts of the course will be constructed using a participatory, student centered approach and will involve action research. The third part of the course will focus on the development of active learning approaches.

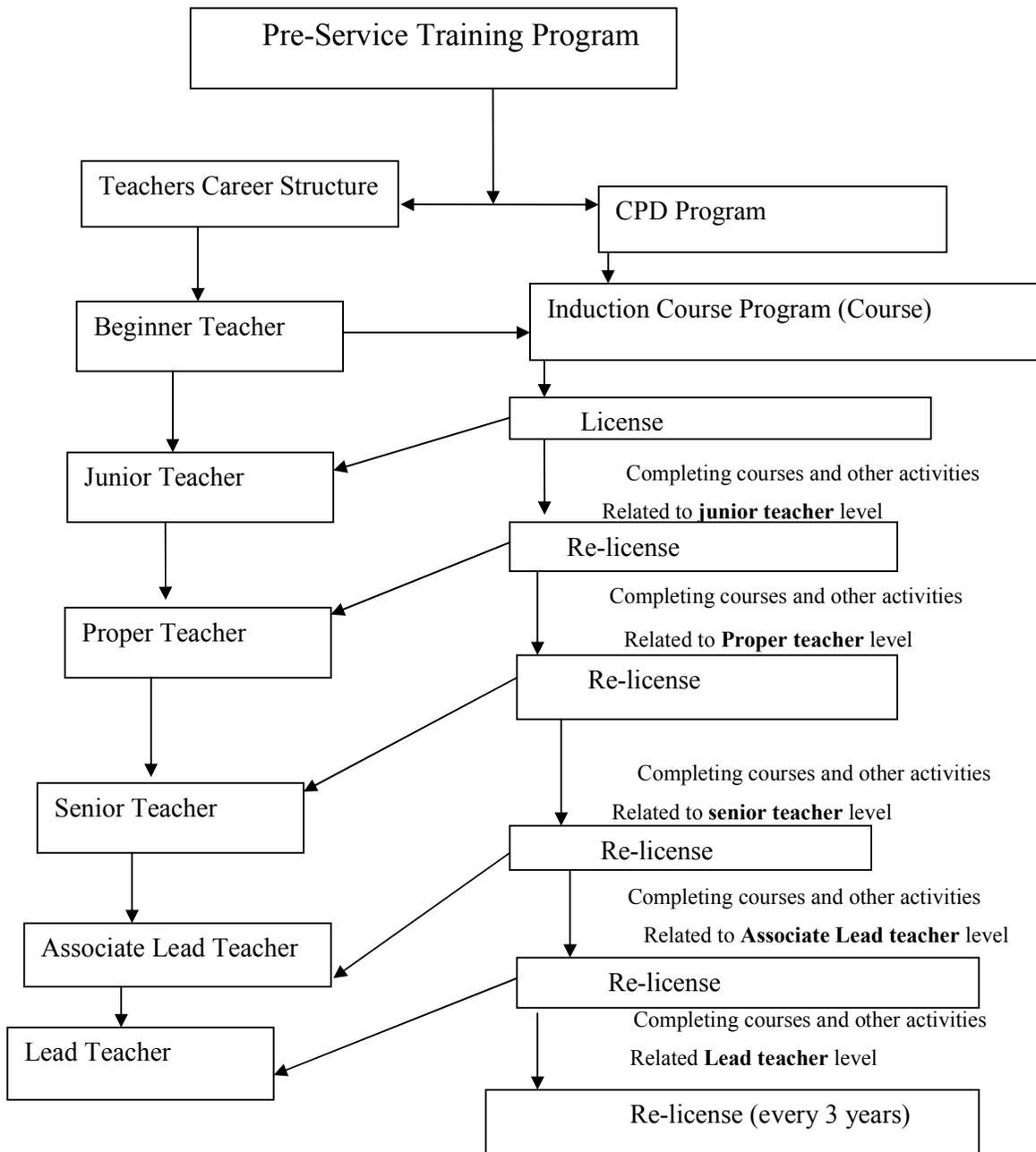
Course Two: HIV/AIDS and Gender and Methodology. The course will have three parts: in the first two parts there will be a focus on the issues of HIV/AIDS and gender, considering how to make an understanding of the facts and implications of them permeate through both the school curriculum and the ethos of the school these parts of the course will be constructed using a participatory, student centered approach will involve action research. In the third part of the course will be an opportunity to develop continuous assessment and planning approaches to individual subject areas in the context of large class size.

Course three: Rural Development, Civics and Methodology. The course will have three parts: in the first part there will be a focus in the issues of Rural Development. The second part will consider civics. These two parts will be constructed using a participatory approach and involving action research. In the third part of the course particular attention will be paid

to the further development of subject methodologies, together with integrating subject areas in the curriculum and managing a self-contained classroom (MoE, 2004)..

To conclude the above ideas, it is important to train all recognized courses to will be licensed and well trained knowledgeable and skillful teachers. Enabling of teachers from every school in the country to take part is used in shaping their own PD. The teachers, the students, the local communities and the country as a whole will all benefit from the structured provision of high quality opportunities for CPD.

Figure 1: CPD Relations to Teachers' Career Structure



Source: Adapted from CPD for School Teachers (A Guide Line), MOE (2004:11)

The above figure indicates that there is the direct relationship between CPD training and teachers' career structure. The teachers should train induction courses and CPD to promote from one career structure to another.

2.6 Practices for Effective Implementation of CPD Program

Implementation is the vital phase in any type of CPD activity. Yaekob (2009) indicated that, careful planning, open communication, cooperation among implementers and support obtained from different directions are important factors that need to be considered in implementing CPD program. This is because CPD is continuously being viewed as a means of improving learner performance and the production of required skills. Effective professional development may have a positive effect on teacher knowledge and motivation as well as in improving students' learning. However, the general acceptance of professional development as essential to improvement in education, literature has consistently pointed out the ineffectiveness of most programs (Clarke and Hollingsworth's, 2002; Cohen and Hill, 1998; Kennedy, 1998 cited in Elizabeth 2011).

Guskey (2002) elaborates that CPD program that fail do not take into account what motivates teachers to engage in professional development, and the process by which change in teachers typically occurs. According to him, what attracts teachers to PD is their belief that it will expand their knowledge and skills, contribute to their growth, and enhance their effectiveness with students. He further urges CPD program implementers, apart from looking into the motivational factors, to also consider the process of change for teachers. PD activities frequently are designed to initiate change in the classroom practices of teachers, change in the learning outcomes of students and change in teachers' attitudes and beliefs.

WestEd (2002), describes an effective professional development program as one that: focuses on teachers as central to student learning, yet includes all other members of the school community; focuses on individual, collegial, and organizational improvement; respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community; reflects best available research and practice in teaching, learning, and leadership; enables teachers to develop further expertise in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards and Promotes the continuous inquiry and improvement embedded in the daily life of schools.

From the discussion above on best practices for conducting CPD program for teachers, the researcher concurs with Kerr's (1997) summary on what the literature on teachers' CPD suggests about "best practices" that should likely be incorporated in the program. Briefly, Kerr highlighted the following points: the necessity of treating in-service professional growth

as a process that continues over time and that needs regular and long-term support; the value of encouraging teachers to work in groups and to form professional networks to exchange information about their school and their work. This gives teachers the confidence to risk change in their classroom practices and the value to teachers of having opportunities to carefully reflect on their practice, and of their being given the chance and the encouragement to do so.

2.7 Characteristics of Effective CPD Program

According to research stated in the MoE (2009), the most effective school CPD has the following characteristics:

- A broad definition that aims at improving the teacher's performance in the classroom. It covers a wide range of activities, both formal and informal;
- It is based on classroom practice. CPD needs to be conducted in school settings and linked to school wide efforts;
- It deals with subject content and teaching strategies;
- It has clear procedures for identifying and aligning training needs. Institutions must have a clear structure for identifying priorities of CPD;
- It recognizes the importance of informal systems within institutions and the locally available resources; CPD activities model the processes which are being learned. Because CPD particularly in developing countries, is often concerned with introducing new behavior and attitudes often radically different from previous experience, then its activities must clearly reflect this. Teachers learn more effectively through active learning and learning by doing than through lectures and direction. Thus active learning, participation and involvement must be part of the CPD process if these are the intended principles; there is clear local educational leadership. The role of the institution's leadership is crucial. Institution leaders have to recognize themselves as educational leaders and must be involved in the identification of the institutional CPD needs and the planning of activities. Leaders must also be involved in the CPD activities, and conduct formal professional discussions with staff.

Desimone (2009) also highlighted some characteristics of PD that are critical to increasing teacher knowledge, skills and improving their practices, and which hold promise for

increasing student achievement. She identified them as content focus, active learning, coherence, duration, and collective participation. These characteristics were discussed below.

- **Content focus:** The content focus of teacher learning may be the most influential feature. A compilation of evidence in the past decade points to the link between activities that focus on subject matter content and how students learn that content and increases in teacher knowledge and skills, improvements in practice.
- **Active learning:** Active learning, as opposed to passive learning typically characterized by listening to a lecture, can take a number of forms, including observing expert teachers or being observed, followed by interactive feedback and discussion; reviewing student work in the topic areas being covered; and leading discussions.
- **Coherence** is the extent to which teacher learning is consistent with teachers' knowledge and beliefs. The consistency of school, district, and state reforms and policies with what is taught in professional development is another important aspect of coherence.
- **Duration:** Research shows that intellectual and pedagogical change requires professional development activities to be of sufficient duration, including both span of time over which the activity is spread and the number of hours spent in the activity
- **Collective participation:** Another critical feature is collective participation. This feature can be accomplished through participation of teachers from the same school, grade, or department. Such arrangements set up potential interaction and discourse, which can be a powerful form of teacher learning.

From the viewpoint of all above mentioned characteristics of effective CPD, someone can understand that effective CPD program is energetic and integrated. The programs deal with needs of individual teachers and the support needed for teachers to carry out activities. Active learning, participation and involvement must be part of CPD program and leaders of educational institutions must be involved in the identification of CPD needs and planning of activities.

2.8 Models of CPD Program

There are different models of CPD. According to Lieberman and Wood (2002) CPD was classified into three models: **direct teaching** (such as courses, workshops, and so on); **learning in school** (such as peer coaching, critical friendships, mentoring, action research,

and task-related planning teams); and **out of school** (such as learning networks, visits to other schools, school-university partnerships, and so on).

Kennedy (2005) also described nine models of CPD, which were outlined below.

1. **Training**- focuses on skills, with expert delivery, and little practical focus.
2. **Award Bearing**- usually in conjunction with a higher education institution, this brings the worrying discourse on the irrelevance of academia to the fore.
3. **Deficit**- this looks at addressing shortcomings in an individual teacher, it tends to be individually tailored, but may not be good for confidence and is unsupportive of the development of a collective knowledge base within the school.
4. **Cascade**- this is relatively cheap in terms of resources, but there are issues surrounding the loss of a collaborative element in the original learning.
5. **Standards Based**- this assumes that there is a system of effective teaching, and is not flexible in terms of teacher learning. It can be useful for developing a common language but may be very narrow and limiting.
6. **Coaching/Mentoring**- the development of a non-threatening relationship can encourage discussion, but a coach or mentor needs good communication skills.
7. **Community of Practice**- these may inhibit active and creative innovation of practice, although they have the potential to work well through combining the knowledge bases of members.
8. **Action Research**- This is relevant to the classroom, and enables teachers to experiment with different practices, especially if the action research is collaborative.
9. **Transformative**- the integration of several different types of the previous models, with a strong awareness and control of whose agenda is being addressed.

In Ethiopian context, direct teaching, learning in school, out of school learning, training, coaching/mentoring, community of practice and action research are mostly practicing models of CPD.

2.9 The Impact of CPD Program on Teachers Teaching and Students Learning

Teachers often cite the need for CPD to be useful, relevant and appropriate if they are to take valuable time out of their classrooms. However, the impact of CPD is rarely assessed over the long term, and is often based on self-reports by teachers of the CPD experience itself, rather

than the outcomes. Evaluation does not tend to differentiate between the different purposes of CPD, and take account of the intended outcome. An emphasis on the purpose of CPD before any activities take place may enhance the CPD experience, and improve both individual and school-level outcomes (Harland and Kinder, 1997). They described an inter-relationship between teacher, pupil and school outcomes, and suggested that CPD can meet the needs of all of these, so long as there is an awareness of those needs throughout the CPD process.

Teacher learning plays in making the connection between theory and practice, and in improving education quality by recognizing and supporting the role of teachers as professionals capable of making sound decisions regarding classroom instruction and student learning. Similarly it is expressed in EU (2010) that, teacher's CPD is a process, not an event. It involves change over time and is achieved in stages. The stages are related to teachers' experience gained in instructional and management practices over their career.

Clegg (2003) has asserted that, when teachers are actively involved and empowered in the reform of their own schools, curriculum development, pedagogy, and classroom activities they are dramatically changing their teaching behavior, the classroom environment, and improving the achievement of their students. Improved support for teachers' PD is vital during emergency, chronic crisis and early reconstruction contexts as teachers can have a significant impact on their students' well-being. Conversely she added that when teachers are ignored, or when reforms come from above or are not connected to the daily realities of the classroom and local environment, even the most expensive and well designed interventions are almost guaranteed to fail.

The researcher also argues that, when teachers are involved in making decisions about change that affect them, enjoy being around students, have the skills to impart appropriate knowledge and manage their classroom and understand their role in the broader community, they usually are highly motivated and their students' achievement tends to rise. These elements are usually developed over time and with practice.

Getachew (2010) indicated that, a school does not change until individual teacher within the school successfully implements the change. Therefore, at the teacher's level the degree of change and success of school programs is strongly related to the extent to strengthen internal school conditions to promote teachers' PD is considered an important pre-requisite for addressing a continuous stream of changes in their environments.

By participating in a variety of professional activities within the school context, teachers stimulate both their own PD and the development of the school and thus make a significant contribution to improving educational practice. In this sense, teachers acquire new knowledge, skills and values which will improve the service they provide to clients, and take the responsibility for the acquiring of new knowledge and skills (EU, 2010).

In considering the quality of teaching and students' high achievement, it must begin at the teacher level by providing teachers the opportunity to be involved in PD. Bradley et.al (1994) argued that, there is a strong association between school performance and teachers' CPD. The school in which performed PD activities highly had strong professional development of teachers while the less performed schools the vice versa is true.

From the above mentioned researchers and authors we can conclude the teachers' CPD program plays an important role in improving teachers' knowledge, skills, and teaching methods which has an influence on students' learning and academic achievement.

2.10 Professional Development Portfolio (PDP)

According to MoE (2004), a portfolio is a set of recorded materials that shows what an individual teacher has done, knows and can do. Portfolios can be used to document growth and development as a final means of assessing talents, skills and abilities of teachers and also to show teachers' growth and development over the time. It allows teachers to personalize their learning experiences in a format that allows for an opportunity to reflect on their program of CPD and demonstrate the knowledge and skills necessary for licensing recommendation. In addition, it can be the basis for teachers' PD when assigned as new teachers or when progressing through the career structure. To facilitate the presentation of evidence, teachers will maintain personal portfolios in which they will write their learning experience arising from the CPD program activities. The portfolios will form the major concerning or linking device for the 'Continuous' part of CPD. PDP is an assemble professionals, lesson plans, students work, reflective writing and other materials that are used to prepare for teaching or are used directly in the classroom (Day, 1999). From this definition it is possible to depict that portfolio involves a critical self-reflection on one's own career and this makes it to be different from daily or record of achievements.

According to MoE (2009), each teacher is required to keep a portfolio of CPD activities. The portfolio should include the following: individual Curriculum Vitae (CV) (personal and

professional data and qualifications), individual CPD Action Plans; evidence of all the CPD activities which have been undertaken by the individual teacher in the last three years; feedback from mentors/facilitators, teacher's self-reflections on progress; annual appraisal reports; record of Professional Competencies achieved; other evidence of personal development activities undertaken, e.g. upgrading, summer; school programs that are not a part of the mandatory sixty hours; examples of examination results with an analysis; examples of lesson plans with evaluations.

In supporting the above idea it was stated in MoE (2007) about portfolio i.e., portfolio can give teachers a purpose and framework for presenting and starting their work, provide occasions for mentoring and collegial interactions and stimulate teachers to reflect on their own framework and on the act of teaching.

From the above details about PDP, someone can understand it is an important issue for documentation of CPD program implementation in the schools. It is a starting point for someone to assess the implementation of CPD. So, it is mandatory for principals, vice principals, school CPD team coordinators and teachers to develop their own portfolio and the supervisors and Woreda TDP coordinators should follow up its progress.

2.11 The CPD cycle

According to MoE (2009), the CPD Cycle is a carefully planned response to identified development needs. It has a continuous cycle in which institutions and individuals should continuously be aspiring to improve and therefore create better learning and achievement by all. At each level individual, group, institution, Woreda, Zone, Region, and National the CPD cycle is similar. The CPD cycle is shown in the following figure below.



Figure 2: The CPD cycle adapted from MOE (2009:19)

The components of the CPD cycle are: analyze, plan, do, evaluate and review were explained in details here under.

2.11.1 The CPD Cycle – “Analyze”

The CPD program is carried out in order to address the learning or development need of an individual, groups of individuals or an identified need of institution. Therefore, the CPD “Analyze” cycle is the stage where need is identified by a process of needs analysis or review.

2.11.2 The CPD Cycle – “Plan”

Once the development need has been identified, a program is specifically designed to meet that need can be prepared. The CPD Plan should be developed in two ways. That is institution and individual planning.

2.11.2.1 Institution planning: Each institution should develop Annual CPD Plans. This is done by prioritizing the issues identified by the analysis process. Three main priorities are recommended for each academic year. It is more effective to concentrate on fewer priorities and cover them well. Once the priorities are selected, the Annual CPD Plan should be completed. This document should describe each priority, identify the desired outcomes, say who is responsible for

leading it, and how long it will take. A program for each priority should then be written, which details events and timings.

2.11.2.2 Individual planning: Individual CPD Plans should also be developed annually. Some priorities for individuals will come from their institution's priorities. Some will be issues identified by the individuals themselves. An individual teacher's Annual CPD Action Plan should be kept in their Teacher's Professional Portfolio, and used as a guide to the type of information and evidence collected during the year.

2.11.3 The CPD Cycle – “Do”

The CPD “Do” cycle is the stage where the planned CPD program is put in to practice. Participating in CPD can involve formal and informal sessions. It is essential that these sessions are linked together to form a coherent program. The methods and activities chosen should be appropriate to the needs identified.

Some CPD methods which have successfully been used to facilitate professional development are: curriculum meetings; demonstration lessons; planning lessons together; peer observation; observation of lessons and feedback; observation of students in lessons; talking to students; assessment of students' work before and after the CPD activity; marking of students' work, giving feedback and advice for development; shadowing a teacher; action research; professional reading and research; visiting schools and teachers to see examples of good practice; sharing/showing good practice within your school; maintaining your professional portfolio; team teaching; workshops; visiting experts; mentoring; discussion meetings.

2.11.4 The CPD Cycle – “Evaluate”

Reviewing and evaluating the effectiveness of CPD is an essential part of the cycle. Ultimately CPD is carried out to help students to become better learners, so it is important to judge whether each CPD program is effective in doing that.

The CPD Action Plans, whether institutional or individual, should identify desired outcomes for each priority. These outcomes become the focus for review and evaluation. When a program is written, times for reviewing how the program is progressing should also be planned.

Review could take place: **Review'** means reflecting on what you are doing and deciding whether it is working well or not. If it is working well you can continue with your plan. If it is not, you need to decide what changes to make to achieve your objectives. This is why 'review' appears at the heart of the diagram. It is something you do all the time. During an individual's work, e.g. in a lesson or in planning time; during, or at the end of a group activity, e.g. a workshop or a staff meeting; during a regular monthly meeting of the CPD committee; at the end of the CPD program; as a planned part of a specific program, e.g. at the end of each module of the Higher Diploma Program.

At the end of the program, an evaluation should be conducted. The process of evaluation should: celebrate success; measure whether desired outcomes have been achieved; identify additional unplanned outcomes; identify less successful aspects of the program; inform future CPD needs at individual and institution level.

As it is indicated above, CPD program has a continuous cycle. According to the new CPD framework and toolkit documents (MoE, 2009), the CPD is a developmental program that moves in a cyclical path anchored at four stages namely: **Analyze→Plan→Do→Evaluate**. Therefore, it necessary to put all CPD cycles into practice.

2.12 Principals' and Teachers' Perceptions and beliefs on the CPD program

Teachers and principals are the key CPD implementers in schools. If the teachers' and principals' views on the importance of CPD for teaching methods, teaching competence, excellence and development of whole school growth are positive and show high interest to take action in identifying CPD needs, planning and implementation, then that will play great part in enhancing effective learning and teaching process in the classroom while if it is negative the vice versa is true.

In the classroom teacher has an immediate, overwhelming influence on the day-to-day details of curriculum implementation. When the teacher is left relatively free to modify, adapt, experiment, motivate and improve his/her profession, and participate in the curriculum development; there is effective teaching and learning in the classroom. Therefore, CPD based on the teachers' individual beliefs and perceptions related to their teaching, learning, and the instructional environment is more effective.

The literatures describe that principals and teachers have different perceptions and beliefs on CPD and their participation. Both principals and teachers perceptions provide valid information on the variables of CPD implementation and participation. Villegas-Reimers (2003) suggests that, a new perspective of PD should be based on constructivism; perceived as a long-term process; perceived as a process that takes place within a particular context; intimately linked to school reform; conceived as a collaborative process; and very different in diverse settings.

UNESCO (2006) stated that, different literatures in education quality indicates a strong link between teachers PD and quality; especially in the areas of teachers' belief and practices, students' learning and implementation of educational reforms. It is what teachers think, what teachers believe and what they do at the level of the classroom that ultimately shapes the kind of learning.

Consequently, teachers' beliefs and attitudes are those affective stances and cognitive models that teachers possess with respect of teaching, learning, knowledge, their teaching environment, and so on. This emphasizes that much has to be done on awareness creation to improve classroom practice and on how to transform good practice from CPD activities to classroom. According to different research reports in Ewunetu (2009), a better understanding of teachers' belief system or conceptual base with significantly contribute to enhancing CPD program effectiveness.

2.13 Evaluation of Teachers' CPD Program

According to Blandford (2000), the arrangements and evaluation of the impact of CPD program is quite significant in Great Britain primary schools. He advised that, educational institutions should consider how to monitor in-service training programs more closely and systematically and how they might evaluate the programs to determine their impact on improving subject teaching and raising the standards of pupils' achievement; his recommendations reflects, the conviction that the CPD program will be successful only with effective monitoring, evaluation and review procedures. This shows that evaluation of CPD is not only important but also is necessary to check their effectiveness and to achieve the desired result successfully.

Evaluating training and development programs is one of the significant managerial functions. Evaluation of CPD program like other training programs is paramount importance to identify the program's weakness and strength. Furthermore, it helps to find out what knowledge, skills, ability and attitudes yield from the training programs Hailesellasi (2004).

In Ethiopia context, TESO (MoE, 2003) definitely expresses that to avoid the current tragic wastage of resources; planning, monitoring and evaluating the effectiveness of educational training programs is of crucial importance. Therefore, using the proper evaluation mechanisms to evaluate teachers CPD activities is one determinants factor on the success of CPD progress. Those mechanisms should be used to evaluate CPD activities only when they are relevant to the objectives and complexity of the situation and then it should bring positive impact for further improvement.

2.14 Duties and Responsibilities of Stakeholders on the CPD Program

According to (MoE, 2004 and 2009), CPD is important for every teacher because initial education and training is short and does not always remain relevant. Teachers need to be made aware new developments within their profession on a regular basis. To achieve this comprehensive and coordinated approach needs to be established between all those stakeholders operating on the education sector. Therefore, a collaborative mechanism needs to be evolved among the Federal and Regional Education offices at the various levels, TEIs, teachers (NDTs and Licensed), school leaders, clusters, mentors, Woreda and Sub-city Education Offices, Region Education Bureaus/Zones, and the MoE. The duties and responsibilities of all those involved were detailed below.

2.14.1 Newly Deployed Teachers (NDTs)

The new CPD strategy provides a two year induction course which all NDTs must follow and complete satisfactory in order to gain their license to be a junior teacher.

The main duties and responsibilities of NDTs are to:

- Prepare a personal plan action to complete the induction program in consultation with their designated mentor.
- Demonstrate increased competence as they work through the program to fulfill the requirements.

- Keep and produce a portfolio of evidence to demonstrate the completion of the program.

2.14.2 Licensed Teachers

To meet the criteria for re-licensing, teachers must be active in pursuing their own development.

The main duties and responsibilities of Licensed Teachers are:

- Based on the set criteria and standards for judging satisfactory attainments, identifying individual development needs, seeking to address them through various means (individual study, group discussion, private courses, etc.), and preparing a personal plan of action, to be approved by their school director.
- Engaging in their own Continuous Professional Development throughout their careers
- In consultation with others (e.g. mentor, supervisor), identifying personal CPD needs in the light of the institution's Annual CPD Plan and individual Professional Competencies.
- Working collaboratively with colleagues to improve teaching and learning.
- Carrying out 60 hrs CPD each year.
- Putting CPD into practice in the classroom.
- Being committed to supporting the wider CPD needs of their institution.
- Maintaining a Professional Portfolio to record all their CPD and other professional activities.
- Demonstrating competence by participating in formally organized and self initiated activities that make a difference to their professional practices and enable them to renew their license to teach.
- Keeping a portfolio containing their CV and detailing CPD activities to be an ongoing record of individual development.

2.14.3 School Leaders

Beyond having a supportive attitude and creating an atmosphere where there is a love of learning, school leaders must enable the implementation of the new CPD strategy through their planning and management. CPD activities should become an integral part of the school's annual calendar. Identifying the development needs of each teacher and the school

staff as a whole, planning and arranging CPD opportunities, monitoring progress and evaluating performance, should be undertaken by school leaders.

The main duties and responsibilities of school leaders are:

- Identifying individual and school priorities for professional development.
- Setting annual targets for teachers' professional development at school in accordance with the identified individual needs and national priorities.
- Ensuring that learning and student achievement is inclusive, and at the centre of strategic planning and resource management.
- Creating a CPD management strategy within the institution.
- Ensuring that an effective CPD needs analysis is carried out each year.
- Identifying issues for consideration as CPD priorities. together with colleagues,
- Plan, organize, budget, manage and supervise CPD program at school level.
- Facilitate particular CPD opportunities for female teachers.
- Ensuring that the institution/department/faculty produces an Annual CPD Plan.
- Regularly monitoring the effectiveness of the changes to teaching and learning.
- Ensuring the quality of engagement of teachers in CPD activities, monitoring and assessing the content of individual Professional Portfolios and giving constructive feedback.
- Collaborating with other local institutional leaders to facilitate effective responses to shared CPD issues.
- Collaborating with Woreda, Zone and REB professionals to ensure that national and regional CPD priorities are addressed in institutional CPD planning.
- Taking part in regional and national CPD activities which ensure that their own knowledge and experience is up-to-date.
- Ensuring that all teachers in schools take part in sixty hours of CPD activities each year.
- Keeping linkage with education offices, cluster centers, TEIs and NGOs to provide further CPD opportunities for teachers.

2.14.4 Mentors

The mentors are the most important professionals who will make the CPD and licensing/re-licensing of teachers materialize. For this to happen, school leaders should make careful selection and assignment of them.

The main duties and responsibilities of Mentors are to:

- Plan the CPD program with the teacher they mentor.
- Provide continuous professional and emotional/personal support to these teachers.
- Evaluate activities/assignments done by teachers and monitor progress and quality improvements made by teachers in the classroom as indicated in the program.
- Discuss and keep records (portfolios) of all completed activities, classroom observations and meetings held with teachers, have them signed by themselves and the teachers make them available to principals and supervisors when required.
- Submit assessment reports to school leaders (principals) at the end of each semester.

2.14.5 School clusters

The main duties and responsibilities of school clusters are:

- Establishing and supporting the Cluster CPD Committee.
- Managing and coordinating CPD activities within the cluster.
- Collating and sharing individual school CPD plans.
- Supporting, as appropriate, the Annual School CPD plans.
- Supporting Teachers' Professional Portfolio development providing opportunities for collaboration and the sharing of good practice within the cluster e.g. samples of good lessons, effective teaching strategies, innovative use of readily available materials for practical lessons, etc.
- Making available resources for cluster schools to use in the classroom.
- Providing training opportunities as appropriate.
- Supporting the delivery of the Induction program for Newly Deployed Teachers.
- Supporting inclusive education.
- Reporting annually to the Woreda on cluster CPD activities.
- Maintaining an effective communication system between all the schools

2.14.6 Woreda and Sub-City Education Offices

The new guideline for management and organization has empowered Woredas and Sub-cities Education offices to carry out the major educational activities. It has enabled them to address educational problems in their localities. Parts of these responsibilities have reference to CPD and their support is vital for the successful implementation of the new strategy.

The main duties and responsibilities of Woreda and Sub-City Education Offices are:

- Producing local CPD plans annually.
- Ensuring that all schools have annual CPD plans.
- Monitoring and evaluating the CPD activities of schools.
- Collecting data about CPD activities in the woreda/sub-city.
- Collecting data of individuals' and schools' participation in CPD.
- Providing support and training to clusters and schools via the supervisors.
- Raising awareness of and promoting inclusive education in all schools.
- Collaborating with school directors to administer the 'Induction' CPD process and to moderate the judgments on passing/failing.
- Providing support and advice on the maintenance of professional portfolios.
- Overseeing and facilitating the work of clusters and kebeles in their support of the CPD effort.

2.14.7 Teachers Education Institutions

The TEIs are going to have increasing links with schools. Apart from conducting pre-service teacher education and undertaking research, the new practicum arrangements will necessitate stronger and more frequent links with schools. The new CPD strategy will also benefit from the support of TEIs. The TEIs will need to create links with relevant stakeholders to support the induction of the NDTs and the ongoing CPD program of other teachers working at the schools in their vicinity.

The main duties and responsibilities of Teachers Education Institutions are:

- Link with school leaders and supervisors to support the implementation of induction packages for the NDTs.

- Link with schools, school supervisors and cluster centers to support the implementation of CPD program.
- Provide professional support to the CPD program for teachers.
- Develop CPD packages for locally identified needs.
- Provide findings of research to schools, school supervisors and cluster centers.
- Provide reports and examples of good practice to schools, school supervisors and cluster centers.

2.14.8 Regional Education Bureaus/Zones

The CPD program of teachers is recognized as one of the key factors contributing to the improvement of quality of education. The REBs are expected to show their commitment to raising the standard of education by making great efforts to have high quality CPD program for teachers in their respective regions. They must work in partnership with the MOE towards achieving this goal, assist and encourage the TEIs, School cluster centers, and schools, who in turn will support teachers following CPD program. All should work together to improve the quality of the professional performance of teachers.

The main duties and responsibilities of Regional Education Bureaus/Zones are:

- Analyzing and identifying regional priorities, production of materials and delivering training to implement them.
- Sharing information with all stakeholders.
- Producing and circulating regional CPD plans annually.
- Appointing a responsible person for CPD.
- Allocating the resources needed to implement the regional CPD program including the development of Teachers' Professional Portfolios.
- Ensuring that resources are written in the language that teachers will understand best, with high quality translation, produced in sufficient quantities (minimum ratio of 1 booklet to twenty teachers) and distributed throughout the region.
- Monitoring and Evaluating the CPD program regionally and producing an annual report which should be submitted to the Process for Teachers and Leaders Development, Ministry of Education.
- Raising awareness of and promoting inclusive education throughout the region through CPD.

- Overseeing and facilitating the work of CTEs in their support of the CPD effort.
- Giving support to Woredas, Zones and Sub cities within the region.
- Compiling Educational Management Information System (EMIS) CPD statistics for the region and submitting them annually to the MOE.

2.14.9 The Ministry of Education

One key area in national drive for quality of education is the focus on the CPD program for teachers in schools. It is very important for MOE to take all possible steps to work in partnership with the REBs and other stakeholders to ensure high quality CPD program for all teachers in the country.

The main duties and responsibilities of MoE are:

- Analyzing and identifying national priorities, production of materials and organizing training to implement them.
- Producing and circulating national CPD plans annually.
- Raising awareness of the need for Continuous Professional Development.
- Designing, implementing and reviewing the National Framework for CPD.
- Monitoring and evaluating the CPD program nationally and producing an annual report.
- Producing support materials to be used throughout the Federal Republic.
- Helping to increase capacity by training trainers.
- Raising awareness of and promoting inclusive education through CPD.
- Producing an Annual CPD Plan for employees of the MOE.

The duties and responsibilities of stakeholders were clearly indicated to implement CPD program effectively. The effective implementation of CPD program plays a key role in the quality of education which directly related with improving the achievement of students. It is a burning issue putting the CPD program into practice. Therefore, stakeholders should practice their duties and responsibilities to achieve the desired goal of CPD program.

2.15 Factors affecting the implementation of CPD

As there are factors supporting or enhancing the implementation of CPD program, also there are factors affecting or hindering the effectiveness of CPD program. In addition to individual

factors; school program and system also influence teachers' professional learning and change either by hindering or supporting it. According to Smith and Gillespie (2007), the system factors are school leadership, coherence between school reforms adopted and individual professional development of teachers in that school, collegiality within the school, teachers' working conditions, and etc.

During the early implementation of CPD, there were great challenges from the teachers as it was the first time to be exercised in the schools. Ewunetu (2009) in his study on teachers' perceptions and practices on school based continuous professional development (SBCPD) in Jimma Zone indicated that SBCPD management is perceived as top down and doubtful, and difficult in all cases and all participants face challenges due to lack of supervision and support. They were complaining that, the contents in the course books were not relevant to their school situations.

MoE (2005) also recognized that, "lack of teachers' commitment, school initiatives, trainers'; capacity problems, and lack of supervisory support from the concerned bodies were among the various implementation problems while CPD was practiced."

In Ethiopia context as stated in TESO, the implementation of CPD program was influenced by: lack of motivation, application and training opportunities; the geographical features of many regions and the resulting problems of access to transport and communication; the Woreda personnel available to plan, manage and monitor the program is not sufficient; lack of expertise and quality knowledge in school administrative position; and the severely restricted availability resources to sustain the program (MoE, 2003).

Different scholars suggest different prevailing conditions as hindrance to CPD program implementation. According to Day (1991) cited in Craft (1996), factors contributing to the quality of professional learning can be divided in to two areas: the personal and the school factors. The personal factors will influence the individuals learning attitudes and value preferences whereas the school factors are related to the school culture influences on provision of professional learning.

According to Molley (1993) cited in Bradley et.al (1994), contextual factors which affect CPD program may include: the extent to which individual and institutional needs are each recognized as important issues; the extent to which the staff as a whole feels it has control

over the way in which the school moves forward; whether the program is against the belief, experience and practice of teachers and the question on staff experience.

It can be generalized that, to implement CPD program effectively the following things are required: critical evaluation of the quality of educational planning at desired level, a radical re-thinking of the organization and management of current CPD program offered to teachers, the allocation of both human and material resources are necessary for the program and orientation about the program to all participants and support mechanisms from stakeholders and authorities (MoE, 2003).

2.16 Summary of Review Related literature

In the review of related literature, the concept, the importance and objectives, principles and benefits of CPD program, CPD-licensing, practices for effective implementation of CPD program, characteristics of effective CPD program, models of CPD program, the impact of CPD program on teachers teaching and students learning, professional development portfolio, the CPD cycle were treated sequentially. Principals' and teachers' perceptions and beliefs on the CPD program, evaluations of CPD program, duties and responsibilities of stakeholders on the CPD program, and factors affecting the implementation of CPD program were also discussed successively.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Under this section, the research method, source of data, sampling techniques, instrument for data collection, procedures of data collection, data analysis method and description of research sites were treated sequentially.

3.1 Research Design

The descriptive survey design was employed in this study on the ground that it is helpful to obtain reliable and relevant information from a variety of groups on the actual implementation of the issue under investigation. According to Best and Kahn (2006), descriptive research design helps to describe and interpret the current condition. By using this type of research method, the researcher attempted to gather data about the past experience, recent status, and other internal and external factors that contributed to the existing problems.

3.2 Methodology

For this study mixed (quantitative and qualitative) methods were employed. Because mixed research method is convenient for social and human science as a distinct research, which is used to cover a basic deficiencies and description of the study (Creswell, 2009). Gaey, et al. (2009) also indicated that using mixed research method neutralizes or cancels the biases of any single method, and it is used as a means for seeking convergence and integrating qualitative and quantitative data. QUAN-Qual (Quantitative-qualitative) Model was used; i.e. quantitative data were collected first and more heavily weighted. The first to be read or the capitalized abbreviation is the dominant perspective and is weighted more heavily.

3.3 Sources of Data

Both primary and secondary sources of data were used in this study.

3.3.1 Primary sources of data

The primary data sources were school leaders (principals and vice-principals), Town Administration education unit, school CPD and Woreda/Town education office TDP coordinators, supervisors and teachers.

3.3.2 Secondary sources of data

Secondary sources of data include different available written documents; such as, published and unpublished CPD documents or materials and reports in MoE, SNNPREB, and report/document review on Dawuro Zone education department, and books written on the issues of CPD.

3.4 Target population, Sampling Techniques and Sample

According to Dawuro Zone Education Department first quarter of 2013 report, there were 5 (five) Woredas, one Town Administration, 8 secondary and preparatory schools (9-12) in the Zone. In these schools, 231 male and 23 female a total of 254 teachers, 8 supervisors, 8 principals, and 16 vice principals were engaged in the teaching-learning process. In order to make the research more manageable, the research was conducted in four Woredas, one Town Administration and five secondary and preparatory schools of the Zone. The remaining three schools namely, Loma Bale, Isera and Kechi were deliberately excluded with the reason that Loma Bale and Kechi have started preparatory class in 2013; whereas Isera secondary and preparatory school is too far from the capital Town of Dawuro Zone. To select sample Woredas, Town and schools the researcher used purposive sampling technique. It was used because the researcher has previous knowledge and information and he hoped that he could get sufficient information for his study from sampled Woredas, Town and schools. In addition to this, as it was indicated in the annual report of Dawuro Zone Education Department, the sampled Woreda, Town and schools have both discouraging and encouraging factors regarding the implementation of CPD program. The sampled schools were: Gesa Delba, Karawo, Tarcha, Tocha, and Waka and that of Woredas/Town were: Gena Bossa, Loma, Mareka, Tocha and Tarcha Town.

Regarding respondents, school leaders (principals and vice principals), supervisors, school CPD team coordinators and Woreda/Town education office expert were selected by availability sampling technique. In addition to this, out of 166 teachers in the sample secondary and preparatory schools, 83 (50%) of teachers who are currently teaching in the sample schools were selected by using simple random sampling technique (lottery system). Simple random sampling technique is one in which each and every member of the population has an equal and independent chance of being selected (Cohen, et al., 2005). By using this method the researcher selected the sample teachers by taking their names from the school and

writing the name of each teacher on the equally sized papers; then, drawing up the name of teachers without seeing it up to the required number of sample teachers of each school reached.

The total numbers of research participants were 153, i.e. 15(100%) TDP coordinators (3 from each Woreda), 15(100%) school leaders (1 principal and 2 vice principals from each selected schools), 5(100%) supervisors (1 from each selected schools), 35(100%) school CPD coordinators (7 from each selected schools), and 83(50%) of teachers from the selected secondary and preparatory schools. For details see table 3.1 below.

Table 3.1: Distribution of the target population, the sample and sampling techniques

| N o. | Types of respondents | Population | | | Sample size | | | Percentage of sample size | Sampling techniques |
|-------|------------------------------|------------|----|-----|-------------|----|-----|---------------------------|-----------------------|
| | | M | F | T | M | F | T | | |
| 1. | Teachers | 136 | 30 | 166 | 68 | 15 | 83 | 50% | Random sampling |
| 2. | School leaders | 15 | - | 15 | 15 | - | 15 | 100% | Availability sampling |
| 3. | School CPD coordinators | 32 | 3 | 35 | 32 | 3 | 35 | 100% | Availability sampling |
| 4. | Woreda/Town TDP coordinators | 15 | - | 15 | 15 | - | 15 | 100% | Availability sampling |
| 5. | Supervisors | 5 | - | 5 | 5 | - | 5 | 100% | Availability sampling |
| Total | | 203 | 33 | 236 | 135 | 18 | 153 | 100% | - |

Source: Dawuro Zone Education Department- “The 2013 secondary and Preparatory Schools statistical Report” (unpublished)

3.5 Instrument of Data Collection

To obtain relevant data for the study both quantitative and qualitative data gathering instruments were used. Four instruments were used in the process of gathering the necessary data for the study. These were questionnaire, interview, focus group discussion and document analysis. Qualitative data were collected through interviews, FGDs and document analysis from school supervisors and Woreda/Town TDP coordinators, school CPD coordinators and school written documents respectively. Questionnaires were used to collect the information from teachers and school leaders.

3.5.1 Questionnaire

The first data collecting instrument employed in this study was the self-developed questionnaire. It was used to collect data from teachers and school leaders and was structured with both open-ended and closed-ended questions. It contains the following issues: the perceptions of school leaders and teachers on the program, the extent of support and follow up activities of stakeholders on the program, the benefits of the program in the teaching and learning process, the extent of the implementation of the program, and the major factors that hinder the implementation of the program.

3.5.2 Interview

Semi-structured interview guide was used as the second important data gathering instrument in this study. It was used to collect information from Woreda/Town Education Office TDP coordinators and school supervisors. This data gathering instrument was selected with the belief that deeper information is obtained on issues critical to the study. It permits greater depth of response with face to face communication which is not possible through any other means. Ten interviewees participated in the interview session and the interviews took 10 hrs.

3.5.3 Focus Group Discussion (FGD)

The other data gathering instrument employed in this study was FGD. It was used to collect information from school CPD coordinators in order to reveal the beliefs, attitudes, experiences and feelings of participants through interaction. Five FGDs one in each school, consists six discussants in four groups and seven discussants in one group totally 31 discussants participated in the discussion. The time allotted for discussion was totally 5 hrs; that means an hour was used for each FGD. Finally, the data obtained were triangulated with data obtained through other tools.

3.5.4 Document Analysis

Document analysis is the other essential data collecting instrument. It was used to cross check the correspondence between what respondents responded or said and what they practically did. In document analysis, document related to the implementation of CPD such as portfolios, annual plan of CPD training both schools and trainees, minutes, modules prepared by trainees, reports written on the CPD training issues, different government documents like

guidelines, toolkit, framework, and CPD training materials were analysed and taken as sources of information.

3.6 Procedures of Data Collection

A contact was made with Dawuro Zone education department and request letter was sent to five Woreda education offices and Tarcha town Administration to get permission for data collection. Then, the four Woreda education offices and Tarcha Town Administration Education Unit sent the request letter to the sampled schools.

In order to check the reliability of the items in questionnaire, pilot testing of the questionnaires was carried out in Loma Bale secondary and preparatory school, which was not included in sampled schools. The draft questionnaires were distributed to 1 school principal, 2 vice principals, and 14 teachers who were selected purposively. After the questionnaire was filled and returned the reliability of items was measured by using Cronbach's alpha method by the help of SPSS version 20. In this regard, the items checked for reliability include: perceptions of teachers and school leaders on the CPD program, stakeholders' support and follow up activities on the CPD program, benefits of CPD Program in the teaching and learning process, the effectiveness of the implementation of CPD program, and factors affecting the implementation of CPD program. Accordingly, based on the pilot study the Cronbach's coefficient alpha measures for perceptions of teachers and school leaders on the CPD program, stakeholders' support and follow up activities on the CPD program, benefits of CPD Program in the teaching and learning process, the effectiveness of the implementation of CPD program and factors affecting the implementation of CPD program were found to be .804, .845, .970, .918 and .711, respectively. The overall Cronbach's coefficient alpha measure for the instrument was found to be .862. According to Cohen L. et al. (2005), the reliability coefficient greater than 0.7 alpha coefficients is reliable. So, this assured that the major data gathering tool was adequate and reliable to collect relevant information from the respondents concerning CPD program implementation in the study area. To check the content validity, senior colleagues were invited to provide their comments. According to their comments, from 82 total items 13 items were removed and 69 items were distributed for respondents.

The next step was giving the information and instruction for respondents about the questionnaire by the researcher. Then, the questionnaire was distributed to the respondents

and the completed questionnaire was collected after three days. In addition to this, interview was conducted based on the characteristics of the respondents; a convenient time was arranged for each of the respondents in order to maximize the quality of data. In this regard, WEO/Town TDP coordinators were interviewed in one group. In order to help the interviewee to prepare him/herself, the interview guides were distributed to the interviewee before conducting the interview.

3.7 The Method of Data Analysis

After the collection of data from the respondents, the next step was analyzing the collected data by using tables according to similarities of issues raised in the questionnaire. Depending on the nature of the variables, quantitative as well as qualitative data analysis method was employed. To begin the analysis, first respondents were categorized under different groups in terms of the practices they have in implementation of CPD program. Secondly, the quantitative data obtained through Likert Scale in questionnaire were organized and tabulated around the sub-topics related to the research questions. Descriptive statistics like arithmetic mean and standard deviation were calculated. For more advanced statistical operations and decision making, data were inserted into modern statistical software SPSS 20.

The researcher used independent samples t- test to make sure whether there was a significant statistical difference in the distribution of preferences between two groups of respondents (teachers and school leaders) in terms of a given items.

To measure the views of respondents' on the perception of school leaders and teachers, stakeholders' support and follow up activities, benefits of CPD program in the teaching and learning process, and effectiveness of CPD program implementation, strongly agree, agree, undecided, disagree and strongly disagree rating scales were used. Likewise, most serious, more serious, serious, less serious, and least serious ranking scales were used to measure the respondents' views on the factors affecting the implementation of CPD program. Corresponding quantitative values were given as 5 for highest degree of agreement and 1 for the lowest degree of agreement. The cutoff point at intervals of length is $4/5=0.8$ because there are 5 categories and the range of the data is 4 (i.e., $5-1=4$). Therefore, the **mean scores 1.00-1.80** considered as **strongly disagree**, **1.81-2.60** as **disagree**, **2.61-3.40** as **undecided**, **3.41-4.20** as **agree** and **4.21-5.00** as **strongly agree** for items scaled from **strongly disagree** to **strongly agree**. Similarly, the **mean scores 1.00-1.80**

considered as **least serious**, **1.81-2.60** as **less serious**, **2.61-3.40** as **serious**, **3.41-4.20** as **more serious** and **4.21-5.00** as **most serious** for items ranked from **least serious** to **most serious**.

Finally, the qualitative data collected through interviews, document analysis and FGD were analyzed qualitatively and reported through narrative description to complement the quantitative data.

3.8 Description of Research Sites

Dawuro Zone is one of the Zones in South Nations, Nationalities, and Peoples' Region (SNNPR). It lies in between 6° 36' to 7°21' north latitudes and 36°68' to 37° 52' east longitudes. The Gojeb and Omo Rivers circumscribe and demarcate Dawuro from northwest to southwest in a clockwise direction. It shares boundaries with Konta Special Wereda in west, Jimma in northwest, Hadiya and Kambata-Tambaro zones in northeast, Wolayita zone in east, and Gamo-Gofa zone in southeast (DZFEED, 2012).

According to the Dawuro Zone Finance and Economic Development Department (DZFEED), the zone has a total area of 4,360.70 km². In Dawuro zone, there are five *weredas* and one administrative town, namely Issara, Tocha, Mareka, Loma, and Gena Bosa and Tarcha town, which is the capital town of the Dawuro zone. Tarcha is located at 475 kms in Southwest of Addis Ababa and 286 kms far from Hawassa, the capital of SNNPRS. The zone is sub-divided in to one hundred sixty nine rural *Kebeles* and eight urban *Kebeles*.

With respect to topography, Dawuro Zone is an area of great landscape diversity. It has also great physical, altitudinal and climatic variations. The landscape of Dawuro Zone is predominantly characterized by mountainous terrains, deep gorges and fast rushing streams which range from 550 meters at the confluence of Omo and Zigina rivers to extreme of 2820 masl at Tuta Mountain in Tocha *Woreda*. The plateau covers areas which extend from Gora up land in Loma *Woreda* to the border of Konta Liyu *Woreda* in the eastwest direction and mountainous terrains covers from Waka town to the confluence of Zigina and Omo rivers in the north south direction. A large part of the area is composed of strongly dissected hilly to mountainous (65%) developed on granite rocks. The rest 35% of the land is flat and convenient for farming (DZFEED, 2012).

Agro-ecologically, Dawuro Zone has three climatic zones from lowland to highland. These climatic zones are *geziya*/highland (21%), *dashuwaa*/mid-latitude (41%) and *gadha*/lowland (38%). Average mean monthly temperature and annual rainfall varies from 15.1°C to 27.5°C and from 1200mm to 1800mm respectively (DZFEDD, 2012). The low agro-ecological zone have been experienced with drought and famine as compared to high and mid-altitude due to cattle epidemics, crop production failure and low amount of rainfall.

More than 93% of the population of the Dawuro zone is engaged mainly in agricultural activities particularly crop production and livestock rearing. Trade is the second area of economic activities. The trade activities made in many market places or towns of the zone and with neighboring zones such as Sawula, Ameya, Jimma, Hadiya, Tambaro, and Wolayita zones (DZFEDD, 2012).

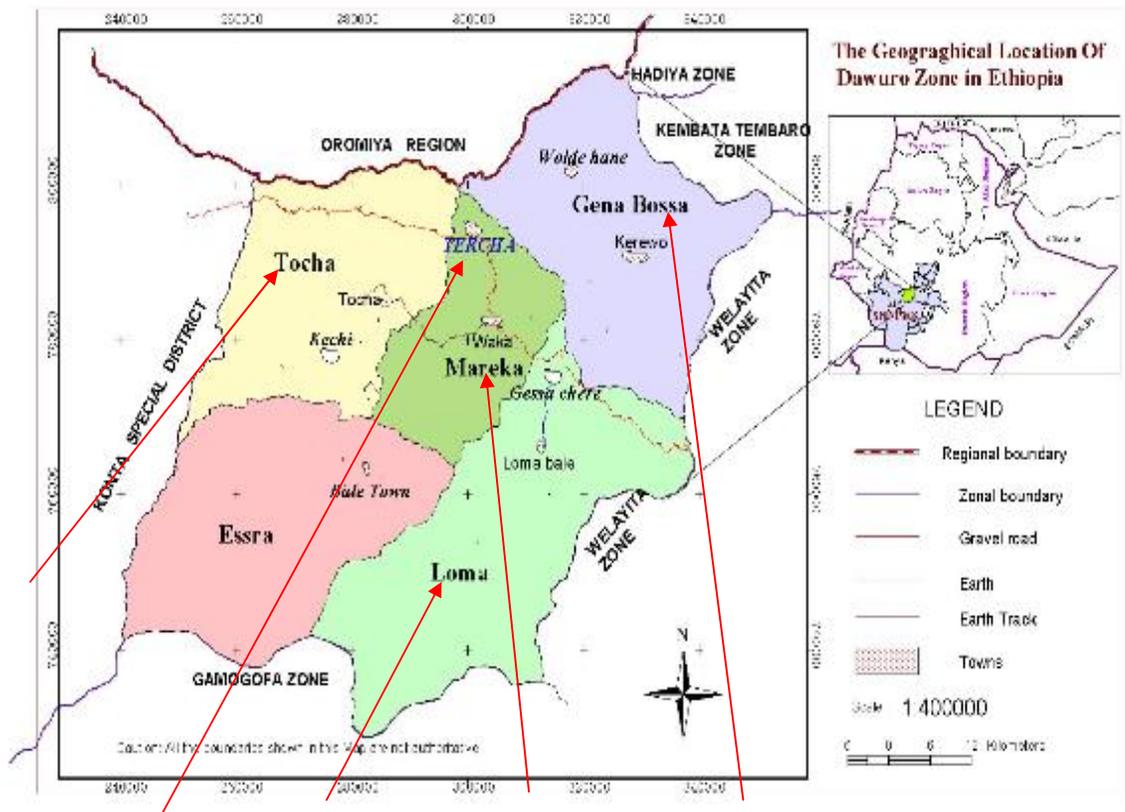


Figure 3: The Physical Map of Dawuro zone (DZFEDD, 2012)

→ Indicates sampled Woredas and Town

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This section attempts to present the analysis and interpretation of data collected through questionnaires, focus group discussions, interviews and document analysis. The quantitative as well as qualitative data were integrated in this chapter. The qualitative data were used as complementary to the quantitative data. Therefore, the qualitative data includes the data collected through interviews, FGDs, open-ended questions and document analysis; whereas, the quantitative data includes the data which were collected through questionnaires.

Questionnaires were prepared and administered for 15 school leaders (5 school principals, 10 vice principals) and 83 teachers. Therefore, the total number of questionnaires distributed to principals and teachers were 98. From the distributed questionnaires to teachers, 97.96% were completed and returned; but, two questionnaires, 2.04% were not returned; whereas, all school leaders completed and returned the questionnaires.

The plan was to conduct five FGDs with 35 school CPD coordinators in the sampled schools; but, the researcher conducted the FGDs with the 31 (88.6%) school CPD coordinators but 4 (11.4%) school CPD coordinators did not participate in the FGDs. In addition to this, it was planned to make interview with 15 Woreda/Town TDP coordinators and 5 school supervisors. From these, 5 (33.33%) of Woreda/Town TDP coordinators and 2 (40%) of school supervisors were not interviewed due to their absence in the working place. In document analysis, all written and reported materials about CPD, the duration of training, meeting and minutes on the issues of CPD, evaluation of training, and school teachers' annual plans for CPD training were checked and analyzed.

Finally, the collected data through questionnaires, interviews, FGDs, and document analysis were organized according to their similarities and appropriateness. To analysis the qualitative data collected through interviews and FGDs the codes were given as follows: the FGDs and sampled schools coded as FGD₁S₁, FGD₂S₂, FGD₃S₃, FGD₄S₄, and FGD₅S₅ which indicates that Karawo, Gesa Delba, Tocha, Waka, and Tarcha, respectively; sampled Woredas and Town coded as W₁, W₂, W₃, W₄, and T₁ which shows that Gena Bossa, Loma, Tocha, Mareka and Tarcha, respectively. Similarly, the interviewees coded as I₁, I₂, I₃...I₁₃ which designates interviewee one, two, three...thirteen, respectively.

Accordingly, this chapter includes two major parts. The first part indicates general characteristics of the respondents' and the second part deals with the presentation, analysis and interpretation of the data.

4.1 Characteristics of the Respondents

A total of 140 respondents from school leaders and supervisors, Woreda/Town TDP and school CPD coordinators participated in this study. From the total respondents 15(11%) were school leaders, 81(58%) were teachers, 31(22%) were school CPD coordinators, 10(7%) were Woreda/Town TDP coordinators and 3(2%) were school supervisors. For the details of the data see table 4.1 below.

Table 4.1: Respondents' Characteristics

| No. | Items | Category | Teachers | | School leaders | | TDP coordinator | | CPD coordinator | | Supervisor s | |
|-----|----------------------|-----------------------------------|----------|------|----------------|------|-----------------|-----|-----------------|-----|--------------|-----|
| | | | N | % | N | % | N | % | N | % | N | % |
| 1. | Sex | Male | 66 | 81.5 | 15 | 100 | 10 | 100 | 28 | 90 | 3 | 100 |
| | | Female | 15 | 18.5 | - | - | - | - | 3 | 10 | - | - |
| | | Total | 81 | 100 | 15 | 100 | 10 | 100 | 31 | 100 | 3 | 100 |
| 2. | Career level | Junior teacher | 13 | 16.0 | | | | | | | | |
| | | Teacher | 22 | 27.2 | | | | | | | | |
| | | Senior teacher | 22 | 27.2 | | | | | | | | |
| | | Associate lead teacher | 8 | 9.9 | | | | | | | | |
| | | Lead teacher | 10 | 12.3 | | | | | | | | |
| | | Senior lead teacher | 6 | 7.4 | | | | | | | | |
| | | Beginner principal/vice principal | | | 3 | 20.0 | | | | | | |
| | | Junior principal/vice principal | | | 7 | 46.7 | | | | | | |
| | | Principal/vice principal | | | 2 | 13.3 | | | | | | |
| | | Senior principal/vice principal | | | 2 | 13.3 | | | | | | |
| | | Lead principal/vice principal | | | 1 | 6.7 | | | | | | |
| | Associate supervisor | | | | | | | | | 3 | 100 | |
| | Total | 81 | 100 | 15 | 100 | | | | | 3 | 100 | |
| 3. | Level of education | Diploma | 2 | 2.5 | | | | | | | | |
| | | First Degree | 76 | 93.8 | 13 | 86.7 | 10 | 100 | 31 | 100 | 3 | 100 |
| | | Master degree | 3 | 3.7 | 2 | 13.3 | | | | | | |
| | | Total | 81 | 100 | 15 | 100 | 10 | 100 | 31 | 100 | 3 | 100 |

N.B: N=number of respondents

As shown in table 4.1 item 1, 66 (81.5%) teachers, 15 (100%) school leaders, 10 (100%) TDP coordinators and 3 (100%) supervisors, and 28 (90%) of CPD coordinators were males, while the remaining 15 (18.5%) teachers and 3 (10%) CPD coordinators were females. In this regard, from the total of 140 respondents, 122 (87%) were males; whereas only 18 (13%) of them were females. This shows that women's participation, as compared to their males

counter parts, was very low in teaching at secondary and preparatory schools and no woman was assigned as school leaders, supervisors and Woreda/Town TDP coordinators.

Item 2 of table 2 shows the career level of the respondents. It indicates that 13 (16%) were at junior teacher level, 44 (54.4%) were at teacher and senior teacher level, 8 (9.9%) were at associate lead teacher level, 10 (12.3%) were at lead teacher level, and 6 (7.4%) were at senior lead teacher level. On the other hand, when we see the career level of school leaders and supervisors, 3 (20%) were at beginner principal/vice principal level, 7 (46.7%) were at junior principal/vice principal level, 2 (13.3%) were at principal level, 2 (13.3%) were at senior principal level, only 1 (6.7%) was at lead principal/vice principal and 3 (100%) supervisors were at associate supervisor level. Thus, the majority of teachers were at teacher and senior teacher level; whereas, the majority of school leaders were at junior principal/vice principal level and all supervisors were at associate supervisor level.

In terms of level of education, as indicated in table 2 item 3, 2 (2.5%) teachers were diploma holders, 76 (93.8%) teachers were first degree holders and 3 (3.7%) of teachers were master degree holders; 13 (86.7%) school leaders were first degree holders, 2 (13.3%) school leaders were master degree holders, all TDP and CPD coordinators and supervisors were first degree holders. From this, it is possible to conclude that the majority of the respondents were first degree holders and this indicates that the required standard of MoE fulfilled.

4.2 Perceptions of school leaders and teachers on the CPD program

CPD is effective only when teacher learning occurs in an authentic way through teachers' active engagement, participation and collaboration (Landt, 2002). The literature describes that school leaders and teachers have different perceptions on the CPD and their participation. If both teachers and school leaders perceive CPD program positively, it will create suitable situation for CPD training. Table 4.2 below indicates a summary of respondents' view on the perceptions of school leaders and teachers on the CPD program.

Table 4.2 Responses of respondents on the perceptions of school leaders and teachers on the CPD program

| No. | Items | Types of respondents | N | M | SD | Df | P | T |
|-------|---|----------------------|----|------|------|----|------|-------|
| 1. | CPD is a means to improve the subject and instructional knowledge | School leaders | 15 | 4.50 | .52 | 94 | .74 | .34 |
| | | Teachers | 81 | 4.42 | .79 | | | |
| | | Total | 96 | 4.43 | .75 | | | |
| 2. | CPD is used to update my pre-service training knowledge and skills | School leaders | 15 | 4.81 | .78 | 25 | .001 | 9.72 |
| | | Teachers | 81 | 2.52 | 1.06 | | | |
| | | Total | 96 | 2.94 | 1.30 | | | |
| 3. | CPD improves students' academic achievements | School leaders | 15 | 4.50 | .64 | 94 | .10 | 1.68 |
| | | Teachers | 81 | 4.12 | .92 | | | |
| | | Total | 96 | 4.13 | .89 | | | |
| 4. | CPD plays an important role in improving my professional growth | School leaders | 15 | 4.14 | 1.22 | 16 | .25 | -1.20 |
| | | Teachers | 81 | 4.50 | .69 | | | |
| | | Total | 96 | 4.43 | .80 | | | |
| 5. | CPD can help me to use a variety of student centered teaching methods | School leaders | 15 | 4.34 | .49 | 37 | .001 | 7.00 |
| | | Teachers | 81 | 2.55 | 1.01 | | | |
| | | Total | 96 | 2.89 | 1.17 | | | |
| 6. | CPD is interesting and participatory | School leaders | 15 | 5.00 | .00 | 27 | .001 | 28.59 |
| | | Teachers | 81 | 2.35 | .86 | | | |
| | | Total | 96 | 2.76 | 1.28 | | | |
| 7. | CPD encourages me to remain in my profession | School leaders | 15 | 5.00 | .00 | 45 | .001 | 3.92 |
| | | Teachers | 81 | 2.63 | 2.35 | | | |
| | | Total | 96 | 3.05 | 2.33 | | | |
| 8. | CPD improves my teaching/leadership competence | School leaders | 15 | 4.35 | .70 | 94 | .69 | .40 |
| | | Teachers | 81 | 4.27 | .87 | | | |
| | | Total | 96 | 4.24 | .84 | | | |
| 9. | CPD is a means to develop my teaching/leadership knowledge and skills | School leaders | 15 | 4.50 | .52 | 94 | .08 | 1.79 |
| | | Teachers | 81 | 4.15 | .94 | | | |
| | | Total | 96 | 4.26 | .90 | | | |
| 10. | CPD enables me to develop self-confidence | School leaders | 15 | 4.72 | .49 | 17 | .001 | 19.85 |
| | | Teachers | 81 | 2.04 | .39 | | | |
| | | Total | 96 | 2.44 | 1.04 | | | |
| | | Teachers | 81 | 4.62 | 5.76 | | | |
| | | Total | 96 | 4.14 | 5.40 | | | |
| Total | | | 96 | 3.66 | .53 | 94 | .02 | 2.41 |

N.B:- N-is number of respondents, M=mean score, SD=standard deviation,

p=sig. (2- tailed), and Df=degree of freedom

-Mean scores 1.00-1.80=Strongly Disagree, 1.81-2.60=Disagree, 2.61-3.40=Undecided,

3.41-4.20=Agree and 4.21-5.00=Strongly Agree

As expressed in table 4.2, items 1, 3, 4, 8 and 9, both groups of respondents rated almost similarly and the mean scores of teachers' ranging from 4.12-4.50 and that of school leaders ranging from 4.14-4.50 and the total mean scores also ranging from 4.13-4.43. Both mean and total mean scores of the respondents felled between "strongly agree" and "agree" scales. This indicates that the respondents perceived CPD positively as a means to improve their subject and instructional knowledge, professional growth, teaching/leadership competence, and teaching/leadership knowledge and skills. The respondents also perceived it as a means to improve students' academic achievements.

Items 2, 5, 6, 7, and 10 of table 4.2 denote that teachers replied differently when compared with school leaders; i.e., teachers mean scores of items 2, 5, 6, 7, and 10 range from 2.04-2.63 and the mean scores fell in the “disagree” scale except mean score 2.63 item 7 which lay in the “undecided” scale. This depicts that teachers considered CPD negatively as it is not used to update their pre-service training knowledge and skills and cannot help them to use a variety of student centered teaching methods. It is not interesting and participatory and does not enable them to develop self-confidence. But, they did not decide whether or not it encourages them to remain their profession.

However, school leaders mean scores of items 2, 5, 6, 7, and 10 range from 4.34-5.00 and all mean values lay in “strongly agree” scale. This suggests that school leaders conceived CPD positively as it is used to update their pre-service training knowledge and skills and help the teacher to use a variety of student centered teaching methods. They also found it interesting and participatory, encouraging them to remain in their profession, and develop their self-confidence.

In order to check whether or not there is difference between school leaders and teachers in their response, independent samples “t” test analysis was conducted. The p-values of items 1, 3, 4, 8, and 9 range from .08-.74 were greater than .05 (see table 4.2). This indicates that there was no statistically significant difference between the mean scores of two groups of respondents. This could be because of the two groups of respondents had almost similar perceptions on the CPD training.

Nevertheless, as depicted in items 2, 5, 6, 7 and 10 to 13, the p-values were .001 and .04 and these p-values were less than .05 (see table 4.2). This describes that there was statistically significant difference of mean scores between two groups of respondents. From this data analysis, someone can understand that the two groups of respondents have different perceptions on the CPD training.

In open ended question, some teachers perceived CPD as positively and the others negatively. They perceive CPD positively as:

It fulfills skills gap in teaching methods and increases experience sharing and intimate friendship among colleagues. It is also a strategy to solve teaching and learning problems.

Whereas, they perceive CPD negatively as:

It cannot develop teaching skills and knowledge rather than consuming time and there aren't any incentives whether they participated in the training or not.

The interview was conducted with Woreda/Town TDP coordinators and supervisors how they judged the perception of school leaders and teachers towards CPD program, and they indicated that:

Almost all school leaders perceive it positively and obedient to run the CPD training in their school continuously. But, they said that teachers perceived CPD both positively and negatively.

W (1, 2, 3) I (1, 2, 3, ..., 7), February 27, March 03, and 06, 2014 morning and afternoon.

The other FGD participants added that:

The perception of most school leaders seems positive when they talk in meeting with us; they talk that they will implement each and every issue of CPD in the school but when we observe the activities/practices of CPD it is almost null. When we come to teachers most teachers tired of CPD training. They perceive it adds no value for their PD except wasting the time.

W₄T₁I (8, 9, 10, 11, 12, and 13), March 10 and 13, 2014 morning

When the researcher asked them why teachers develop negative perception towards CPD, the interviews said that:

There might be lack of sufficient time and overloaded work condition, lack of support from concerned bodies, no budget allocation and lack of evaluation and systematic follow up.

W (1, 3, 4) I (1, 2, 5, 6, 7, 8, 9 and 10), February 27, March 06 and 10, 2014 morning and afternoon

The other interviewees also listed different reasons as:

There might be lack of incentives and refreshments during CPD training, absence of well trained and experienced CPD coordinators.

W₂T₁I (3, 4, 11, 12, and 13), March 03 and 13, 2014 morning and afternoon

Regarding perceptions of school leaders and teachers, the researcher conducted FGDs in each sampled schools with school CPD coordinators. They were asked to tell how they judge the perceptions of school leaders and teachers regarding CPD and they replied that:

The school leaders talk positively about CPD but they did not implement. Regarding teachers, most of them did not understand the fact that CPD was designed to update their teaching skills and knowledge. They thought that they were taking the CPD training for the benefit of the government or for the school leaders. They also said that it is very difficult to them to run the training due to the negative perceptions of teachers.

FGD₁S₁, FGD₃S₃ and FGD₅S₅, February 28, March 07 and 14, 2014 morning and afternoon

The other FGD discussants said that:

The school leaders did not pay attention for CPD training as they give attention for other issues of teaching and learning in the school. They are disobedient to participate in the school group CPD training and when they are invited to participate in the training they say that they are too busy. Most teachers also joking when they are called to participate in the training; it is too difficult to run the CPD training in the school due to the negative perceptions of teachers.

FGD₂S₂ and FGD₄S₄, March 04 and 11, 2014 morning and afternoon

The researcher asked the discussants to explain why the perceptions of teachers became negative about CPD. They replied as follows:

There might be insufficient time because most teachers are working in two shifts. There is no conducive environment for the training, no systematic follow up and evaluation system and no payment difference whether they participated in the training or not.

FGD₁S₁ up to FGD₅S₅, February 28, March 04, 07, 11, and 14, 2014 morning and afternoon

The qualitative analysis of data clearly indicates that almost both teachers and school leaders have negative perceptions towards CPD program. This supports that the data which were analyzed quantitatively.

In conclusion, the data which were collected from informants confirm that both groups of respondents perceived items 1, 3, 4, 8, and 9 positively; teachers perceived items 2, 5, 6, 7, and 10 negatively; whereas, the school leaders perceived the items 2, 5, 6, 7, and 10 positively. This indicates that teachers perceived CPD both positively and negatively but the school leaders perceived it positively. This indicates that the negative perception of teachers for some items affected the implementation of CPD in the schools.

4.3 School leaders' support and follow up activities on the CPD program

Systematic support and follow up strategies should be designed to implement CPD program effectively. Different researchers indicated that there were no stakeholders support and follow up activities on the CPD program. Zenebe (2007) showed in his findings that teachers did not get support from education institutes and top officials. Mohammed (2012) also indicated that the implementation of CPD was not effective due to the lack of stakeholders support and follow up activities on the CPD program. Table 4.3 below introduces a summary of respondents' responses on the school leaders' support and follow up activities on the CPD program.

Table 4.3 Responses of respondents on the school leaders' support and follow up activities on the CPD program

| No. | Items | Types of respondents | N | M | SD | Df | P | T |
|-------|--|----------------------|----|------|------|----|------|------|
| 1. | The school leaders has given the necessary professional development trainings on the new CPD approach for me | School leaders | 15 | 3.31 | 1.16 | 94 | 0.02 | 2.49 |
| | | Teachers | 81 | 2.42 | 1.26 | | | |
| | | Total | 96 | 2.51 | 1.28 | | | |
| 2. | The school leaders has designed monitoring and evaluation strategies for the school teachers to support CPD program implementation | School leaders | 15 | 3.72 | 1.10 | 94 | .022 | 2.33 |
| | | Teachers | 81 | 2.90 | 1.30 | | | |
| | | Total | 96 | 3.03 | 1.30 | | | |
| 3. | The school leaders has encouraged me to participate in CPD training continuously | School leaders | 15 | 3.81 | 1.32 | 94 | .020 | 2.38 |
| | | Teachers | 81 | 2.90 | 1.32 | | | |
| | | Total | 96 | 3.11 | 1.36 | | | |
| 4. | The school leaders has given the necessary materials and support to me | School leaders | 15 | 3.90 | .88 | 94 | .001 | 3.71 |
| | | Teachers | 81 | 2.70 | 1.28 | | | |
| | | Total | 96 | 2.90 | 1.31 | | | |
| 5. | School CPD coordinators have prepared short term trainings for me on the preparation of CPD module and portfolio | School leaders | 15 | 3.64 | 1.30 | 94 | .008 | 2.72 |
| | | Teachers | 81 | 2.63 | 1.34 | | | |
| | | Total | 96 | 2.73 | 1.38 | | | |
| 6. | CPD activities of teachers' is followed up by school leaders continuously | School leaders | 15 | 3.50 | 1.25 | 94 | .020 | 2.37 |
| | | Teachers | 81 | 2.75 | 1.19 | | | |
| | | Total | 96 | 2.82 | 1.23 | | | |
| 7. | The necessary budget was allocated for CPD trainings in the school | School leaders | 15 | 3.03 | 1.22 | 94 | .011 | 2.61 |
| | | Teachers | 81 | 2.15 | 1.12 | | | |
| | | Total | 96 | 2.22 | 1.17 | | | |
| 8. | Short term trainings are given on the CPD issues for CPD coordinators by school leaders | School leaders | 15 | 2.90 | 1.13 | 94 | .110 | 1.63 |
| | | Teachers | 81 | 2.30 | 1.23 | | | |
| | | Total | 96 | 2.44 | 1.23 | | | |
| 9. | The school CPD coordinators are supporting and guiding CPD activities effectively | School leaders | 15 | 3.30 | 1.35 | 94 | .012 | 2.81 |
| | | Teachers | 81 | 2.32 | 1.02 | | | |
| | | Total | 96 | 2.50 | 1.13 | | | |
| 10. | Feedback is given for me at the end of each training sessions | School leaders | 15 | 3.31 | 1.11 | 94 | .001 | 3.52 |
| | | Teachers | 81 | 2.23 | 1.11 | | | |
| | | Total | 96 | 2.42 | 1.17 | | | |
| 11. | The school supervisor supports teachers in the preparation of portfolio and CPD Module | School leaders | 15 | 3.32 | 1.58 | 94 | .010 | 2.91 |
| | | Teachers | 81 | 2.01 | 1.13 | | | |
| | | Total | 96 | 2.25 | 1.28 | | | |
| 12. | The school supervisor cross checks the implementation of CPD by preparing checklist | School leaders | 15 | 2.56 | 1.51 | 94 | .095 | 1.77 |
| | | Teachers | 81 | 1.87 | .96 | | | |
| | | Total | 96 | 1.90 | 1.08 | | | |
| Total | | | 96 | 2.62 | .81 | 94 | .001 | 4.49 |

As shown in table 4.3 items 1 to 8 and 9 to 11 represent that teachers responded differently when compared with school leaders; i.e., the teachers mean scores of items ranging from 2.01-2.90 and these mean scores fell in between “disagree” and “undecided” scales. The mean scores of items 1 and 7 to 11 lay in the “disagree” scale. This proves that there were no professional development trainings and allocation of budget for training. It also indicates that there were no supporting and guiding in the preparation of portfolio and CPD Module and the

feedback was not given at the end of each training session. However, the mean scores of items 2 to 6 fell in “undecided” scale. This utters that teachers faced difficulty to decide whether or not the listed items implemented effectively. From this, it is possible to conclude that the monitoring and evaluation strategies for the school to support CPD program implementation, encouragement, giving the training materials for teachers and following up activities of principals/vice principals during the CPD training to some extent did not practice in the sampled schools.

On the other hand, items 1 to 8 and 9 to 11 of table 4.3 shows that school leaders reacted differently with teachers; i.e., the mean scores of items 1 and 7 to 11 ranging from 2.90-3.32 and these mean scores lay in “undecided” scale. This shows that the respondents not reached to decision and the listed items determined to be not effectively put into practice. But, the mean scores of items 2 to 6 ranging from 3.50-3.90 and these mean scores fell in “agree” scale. This describes that there were monitoring and evaluation strategies and encouragement to participate in the CPD training. It also shows that the necessary materials and support were given and school CPD coordinators had prepared short term trainings in the preparation of CPD module and portfolio.

As indicated in table 4.3 item 12, both respondents rated almost similarly. The mean score of school leaders was 2.56 and that of teachers was 1.87 and the average mean score was 1.90. Both mean and total mean score of respondents felled in the “disagree” scale. This indicates that the school supervisors did not cross checks the implementation of CPD by preparing checklist.

In addition to the above, to check if there was difference between school leaders and teachers in their reply independent samples “t” test analysis was conducted. The p-values of items 1 up to 7 and 9 to 11 range from .001-.022 are less than .05 (see table 4.3). This indicates that there was statistically significant difference of mean scores between the two groups of the respondents. From this data analysis, someone can realize that the two groups of respondents responded differently; whereas, as presented in table 4.3, items 8 and 12 p-values are greater than .05; i.e., .110 and .095. This indicates that there was no statistically significant difference of mean scores between the respondents. This may be due to the fact that both teachers and school leaders have similar thoughts on the stakeholders support and follow up activities on the CPD program.

In open ended question, the majority of respondents (teachers) responded by supporting the closed ended questions as follows:

The CPD training was not given in the regular way and nobody pay attention on the issues of CPD training; teachers do not have awareness about CPD and there was no coordination in the school for CPD training. The school leaders have also no awareness to give support and guidance for teachers and no supervisor was assigned in two Woredas.

In addition to this, the interview was conducted with the Woreda/Town TDP coordinators and supervisors to check whether or not they gave any support in implementation of CPD and they replied that:

In this year (2014) we did not give any training and did not make discussion with school leaders and teachers rather than tried to supervise the implementation of it. This is because of we gave mandates for school leaders to lead CPD training effectively.

W (2 and 3) I (3, 4, 5, 6, and 7), March 03 and 06, 2014 afternoon.

The other participants in interview responded that:

We are preparing checklists to check the practices of CPD training for second semester in this year (2014); to speak frankly we did not give attention for CPD training in the schools. We start to run when ZED/REB asks us to give reports about CPD training. We have not led the training in the regular way. We did not design systematic way of supporting and following up activities. These happened due to we have no sufficient time and overloaded in another teaching and learning process.

W (1 and 4) T₁I (1, 2, 8, 9, 10, 11, 12, and 13), February 27, March 10, and 13, 2014 morning

Concerning of stakeholders support and follow up activities on the CPD program, the FGDs was conducted in each sampled schools with school CPD coordinators. The researcher asked them to tell whether or not they gave any support and followed up CPD activities. The FGD confirmed that the data collected by above discussed instruments. The discussants said that:

We tried to prepare short trainings on the issues of CPD trainings but we did not get budget because the budget was not allocated for CPD trainings at all; to

tell the truth including us nobody give attention about CPD; the concerned bodies like Zone/Woreda/Town TDP coordinators and supervisors were coming to the school but they did not focus on the issues of CPD training; the school leaders also did not want to give support and follow up rather than asking us to give report when they were asked to write it for Woreda/Town education office.

FGD₁S₁, FGD₂S₂ and FGD₅S₅, February 28, March 04 and 14, 2014 morning and afternoon

The other group FGD discussants also stated that:

The school leaders assigned us as CPD coordinators for formality and reporting purpose. But, we have no awareness on the framework and practical toolkit of CPD program because nobody gave us awareness creation training. In addition to this, the negative attitudes of teachers towards CPD training made difficulty to follow up and give support. Therefore, we did not give adequate support for teachers.

FGD₃S₃ and FGD₄S₄, March 07 and 11, 2014 morning and afternoon

The FGD discussants clearly indicated that they did not give adequate support and followed up CPD activities in the sampled schools. The data collected from open-ended questions, interviewees and discussants confirm that there were no stakeholders support and follow up activities on the CPD program in the sampled schools which support the data collected from questionnaire.

Finally, the researcher tried to see written documents regarding stakeholders support and follow up activities. All sampled schools have training materials that were prepared by MoE but they were not organized well. Few numbers of teachers prepared CPD modules and portfolios but it was not checked and approved by the concerned bodies. Since there was no CPD training in all sampled schools in this year (2014) the researcher did not get reports and feedback, meeting and minutes and evaluation made on the training. With respect to document analysis, one can see that there were no any stakeholders' support and follow up activities on the CPD program. The school leaders and teachers also ignored CPD activities from teaching and learning process.

In conclusion, the data collected from the instruments clearly indicate that there were no school leaders' support and follow up activities in the sampled schools. However, the school leaders responded positively, someone can understand that they might be tried to defend

themselves; because, the majority of the respondents replied as there were no stakeholders' support and follow up activities in the sampled schools which lead to ineffective implementation of CPD program. The document analysis also proves that there were no stakeholders' support follow up activities on the CPD program.

The findings support with the findings of the 2008 TDP-1 CPD Impact Study, stated that in nearly four out of five schools the structure of CPD is either absent or inadequate (MoE, 2009). The findings also confirm that the findings of the following researchers. Yaekob (2009) stated that the support obtained from education office on CPD implementation is not sufficient; Melkie (2010) stated that the school CPD committee members and mentors did not get any training on how to support teachers and the support given by the different organizations to implement CPD at school level; and Hussein (2011) stated there was lack of proper and continuous support from the leadership and absence of adequate training opportunities for teachers and principals.

4.4 Benefits of CPD Program in the teaching and learning process

The need for CPD and the reason why many teachers engage in professional development is able to do a better job, to be a better teacher, to ensure the quality of education, and to improve the learning teaching process. In this respect (Ashdown and Rossi, 2005) stated that high quality professional development programs impact teachers' knowledge, commitment, motivation, and teacher efficacy. Research evidences show that it is better when professional development programs be seen from teachers' perspectives to enhance their professional knowledge and school objectives, not only as a means to improve instructional practices but also professional development in the service of program implementation potentially masks issues concerning whether or not the professional development meets the teachers' own perceived learning needs. Table 4.4 below presents a summary of respondents' responses on the benefits of CPD in teaching and learning process.

Table 4.4 Responses of respondents on the Benefits of CPD Program in the teaching and learning process

| No. | Items | Types of respondents | N | M | SD | Df | P | T |
|-------|--|----------------------|----|------|------|----|------|-------|
| 1. | Extended /Improved subject matter/ leadership/management knowledge and skills | School leaders | 15 | 4.13 | 1.06 | 94 | .82 | .23 |
| | | Teachers | 81 | 4.12 | 1.13 | | | |
| | | Total | 96 | 4.12 | 1.12 | | | |
| 2. | Encouraged me to solve students'/teachers' problems | School leaders | 15 | 4.32 | .82 | 94 | .30 | 1.05 |
| | | Teachers | 81 | 4.02 | 1.13 | | | |
| | | Total | 96 | 4.11 | 1.09 | | | |
| 3. | Enabled me/teachers to manage my/their classroom effectively | School leaders | 15 | 4.32 | .90 | 94 | .34 | .96 |
| | | Teachers | 81 | 4.14 | 1.07 | | | |
| | | Total | 96 | 4.12 | 1.05 | | | |
| 4. | Gave me direction how to implement continuous assessment | School leaders | 15 | 4.60 | .51 | 94 | .07 | 1.87 |
| | | Teachers | 81 | 4.32 | .56 | | | |
| | | Total | 96 | 4.41 | .56 | | | |
| 5. | Addressed immediate school and classroom needs | School leaders | 15 | 4.50 | .52 | 94 | .001 | 14.52 |
| | | Teachers | 81 | 1.85 | .67 | | | |
| | | Total | 96 | 2.22 | 1.16 | | | |
| 6. | Changed the way I think about teaching and learning | School leaders | 15 | 4.33 | .49 | 94 | .001 | 11.00 |
| | | Teachers | 81 | 2.05 | .80 | | | |
| | | Total | 96 | 2.44 | 1.14 | | | |
| 7. | Made me use active learning methods effectively | School leaders | 15 | 4.41 | .51 | 94 | .001 | 13.50 |
| | | Teachers | 81 | 2.03 | .65 | | | |
| | | Total | 96 | 2.42 | 1.08 | | | |
| 8. | Created cooperation between me and principals/vice-principals | School leaders | 15 | 4.11 | 1.16 | 94 | .001 | 7.11 |
| | | Teachers | 81 | 2.22 | .91 | | | |
| | | Total | 96 | 2.52 | 1.17 | | | |
| 9. | Resulted in improved achievement for students | School leaders | 15 | 4.35 | .80 | 94 | .98 | .03 |
| | | Teachers | 81 | 4.25 | 4.64 | | | |
| | | Total | 96 | 4.23 | 4.27 | | | |
| 10. | Allowed me to give counseling and guidance service to students/students and teachers | School leaders | 15 | 4.62 | .51 | 94 | .001 | 12 |
| | | Teachers | 81 | 2.11 | .80 | | | |
| | | Total | 96 | 2.51 | 1.20 | | | |
| 11. | Enabled me to get licensing and re-licensing opportunity | School leaders | 15 | 2.14 | 1.28 | 15 | .33 | 1.00 |
| | | Teachers | 81 | 1.76 | .63 | | | |
| | | Total | 96 | 1.85 | .77 | | | |
| 12. | Improved professional ethics of teachers/principals/vice-principals | School leaders | 15 | 2.55 | 1.37 | 15 | .09 | 1.79 |
| | | Teachers | 81 | 1.86 | .67 | | | |
| | | Total | 96 | 1.93 | .84 | | | |
| Total | | | 96 | 3.05 | .68 | 94 | .001 | 8.42 |

As depicted in table 4.4, items 1 to 4, and 9 both respondents rated almost similarly and the mean scores of teachers' ranging from 4.02-4.32 and that of school leaders 4.13-4.60 and the total mean scores ranging from 4.11-4.41. Both mean and total mean scores of respondents lay between "agree" and "strongly agree" scales. This indicates that both respondents agreed that CPD extended/improved subject matter/leadership/management knowledge and skills

and encouraged them to solve students'/teachers' problems. It enabled them to manage their classroom effectively and resulted in improved achievement for students. It also gave them direction how to implement/supervise continuous assessment. Items 11 and 12 both respondents also responded almost similarly but negatively as “disagree” and “strongly disagree”. This expresses that they did not believe that CPD enabled them to get licensing and re-licensing opportunity and improved their professional ethics.

Items 5 to 8 and 10 of table 4.4, present that teachers responded differently when compared with school leaders; i.e. teachers mean scores of items ranging from 1.85-2.22 and these mean scores fell in “disagree” scale. This implies that, teachers did not conceive that CPD addressed immediate school and classroom needs and changed the way they think about teaching and learning. They did not believe that CPD made them use active learning methods effectively and created cooperation between them and principals/vice-principals. They also did not accept that CPD allowed them to give counseling and guidance service to students.

Nevertheless, school leaders mean scores of items 5 to 8 and 10 of table 4.4 ranging from 4.11-4.62 and these mean scores set in “strongly agree” scale except 4.11 which fell in “agree” scale. This details that, school leaders considered CPD as it addressed immediate school and classroom needs and changed the way they think about teaching and learning. It made them supervise active learning methods effectively and created cooperation between them and teachers. It also allowed them to give counseling and guidance service to teachers and students.

In order to check if there was difference between school leaders and teachers in their reply, independent samples “t” test analysis was conducted. The p-values of items 1 to 4, 9, 11, and 12 range from .07-.98 are greater than .05 (see table 4.4). This indicates that there was no statistically significant difference between the mean scores of two groups of respondents. This might be because of the two groups of respondents’ have almost similar beliefs on the benefits of CPD program in the teaching and learning process.

On the other hand, p-values of items 5 to 8 and 10 are less than .05; i.e., .001. This shows that there was statistically significant difference of mean scores between two groups of respondents. From this data analysis, someone can understand that the two groups of respondents have different beliefs on the benefits of CPD program in the teaching and learning process.

In FGDs and interviews session the discussants and interviewees were asked to point out the benefits of CPD in teaching and learning process. They believed that CPD plays an important role in developing/improving teachers' teaching/instructional skills and knowledge which result in improving students' achievements.

In conclusion, In conclusion, the data which were collected from informants prove that there was agreement of both groups of respondents on the items 1-4 and 9. Disagreement of both groups on the items 11 and 12. The teachers disagreed items 5-8 and 10; whereas, the school leaders agreed on the items 5-8 and 10. This implies that the school leaders agreed that the CPD has benefits in the teaching learning process but the teachers didn't some benefits of CPD.

4.5 The effectiveness of the implementation of CPD program

The implementation of CPD program is based on innovation in classroom, involves change in practice and that in turn, and depends on teachers' belief about the appropriateness of any activity for their students Fullan (1991). For effective CPD program, careful planning, open communication among stakeholders, necessary support obtained, follow up and evaluation, and cooperation among implementers and stakeholders are important factors that need to be considered in implementing the CPD program. Table 4.5 below presents a summary of respondents' responses on the effectiveness of the implementation of CPD program.

Table 4.5 Responses of respondents on the effectiveness of the implementation of CPD program

| No. | Items | Types of respondents | N | M | SD | Df | P | T |
|-------|--|----------------------|----|------|------|----|------|------|
| 1. | The school CPD priorities are clearly identified | School leaders | 15 | 3.81 | 1.01 | 94 | .001 | 3.56 |
| | | Teachers | 81 | 2.62 | 1.21 | | | |
| | | Total | 96 | 2.81 | 1.25 | | | |
| 2. | The discussion is made after the identification of CPD priorities | School leaders | 15 | 3.90 | .83 | 94 | .001 | 3.81 |
| | | Teachers | 81 | 2.63 | 1.24 | | | |
| | | Total | 96 | 2.84 | 1.27 | | | |
| 3. | The school has annual CPD plan | School leaders | 15 | 3.72 | 1.23 | 62 | .001 | 3.53 |
| | | Teachers | 81 | 2.65 | 1.21 | | | |
| | | Total | 96 | 2.74 | 1.28 | | | |
| 4. | I have my own CPD plan/Teachers prepared their individual CPD plan | School leaders | 15 | 3.72 | 1.33 | 94 | .001 | 3.46 |
| | | Teachers | 81 | 2.55 | 1.20 | | | |
| | | Total | 96 | 2.73 | 1.28 | | | |
| 5. | All teachers prepared their CPD modules and portfolio in the school | School leaders | 15 | 3.33 | 1.58 | 94 | .044 | 2.04 |
| | | Teachers | 81 | 2.52 | 1.28 | | | |
| | | Total | 96 | 2.62 | 1.25 | | | |
| 6. | Portfolios of teachers are organized and checked continuously | School leaders | 15 | 3.50 | 1.13 | 94 | .009 | 2.68 |
| | | Teachers | 81 | 2.62 | 1.22 | | | |
| | | Total | 96 | 2.75 | 1.35 | | | |
| 7. | A certificate is prepared for me after completion of the trainings | School leaders | 15 | 3.50 | 1.51 | 94 | .002 | 3.25 |
| | | Teachers | 81 | 2.33 | 1.24 | | | |
| | | Total | 96 | 2.54 | 1.46 | | | |
| 8. | Sufficient time is allotted for CPD training in the school | School leaders | 15 | 3.93 | .83 | 94 | .001 | 3.71 |
| | | Teachers | 81 | 2.77 | 1.20 | | | |
| | | Total | 96 | 2.94 | 1.25 | | | |
| 9. | My instructional knowledge and skills improved after CPD training | School leaders | 15 | 3.82 | 1.21 | 94 | .004 | 2.93 |
| | | Teachers | 81 | 2.75 | 1.31 | | | |
| | | Total | 96 | 2.95 | 1.30 | | | |
| 10. | Action research is prepared after CPD training/Teachers prepared action research after CPD training | School leaders | 15 | 3.73 | 1.22 | 94 | .001 | 3.47 |
| | | Teachers | 81 | 2.55 | 1.24 | | | |
| | | Total | 96 | 2.73 | 1.41 | | | |
| 11. | Continuous assessment is applied after CPD training/Teachers applied continuous assessment after CPD training | School leaders | 15 | 3.92 | 1.25 | 94 | .002 | 3.18 |
| | | Teachers | 81 | 2.73 | 1.36 | | | |
| | | Total | 96 | 2.92 | 1.35 | | | |
| 12. | Active learning methods are implemented after CPD training/Teachers implemented active learning methods after CPD training | School leaders | 15 | 3.35 | 1.58 | 94 | .040 | 2.34 |
| | | Teachers | 81 | 2.65 | 1.28 | | | |
| | | Total | 96 | 2.72 | 1.25 | | | |
| 13. | The school report is prepared at the end of every sessions | School leaders | 15 | 3.63 | 1.55 | 94 | .001 | 3.59 |
| | | Teachers | 81 | 2.45 | 1.17 | | | |
| | | Total | 96 | 2.62 | 1.30 | | | |
| 14. | In general, CPD program is successfully implemented in this school by all teachers | School leaders | 15 | 3.50 | 1.46 | 94 | .001 | 3.92 |
| | | Teachers | 81 | 2.12 | 1.16 | | | |
| | | Total | 96 | 2.31 | 1.31 | | | |
| Total | | | 96 | 2.77 | 1.06 | 94 | .01 | 3.83 |

As presented in table 4.5, all items 1 to 14 indicate that school leaders rated quite differently when compared with teachers; i.e., the mean scores of school leaders ranging from 3.33-3.93. The mean scores of school leaders fell in between “agree” and “undecided” scales; i.e., the mean scores of items 1 up to 4, 6 up to 11, 13 and 14 set in the “agree” scale. This proves that

school leaders agreed that the school CPD priorities are clearly identified and the discussion was made after the identification of CPD priorities. The school leaders and teachers prepared annual and individual CPD plan. They confirmed that sufficient time was allotted for CPD training in the school and teachers' instructional knowledge and skills improved after CPD training. They accorded that teachers prepared action research and applied continuous assessment after CPD training. They also proved that the school report was prepared at the end of every session. Whereas, the mean scores of items 5 and 12 lay in the "undecided" scale. This expresses that school leaders faced difficulty to decide whether or not these items were implemented effectively in the sampled schools and "undecided" scale is below the "agree" scale which implies that the items were to some extent not accomplished.

On the other hand, the mean scores of teachers for items 1 to 14 ranging from 2.12-2.77 and the mean scores fell in between "disagree" and "undecided" scales. The mean scores of items 4, 5, 7, 10, 13, and 14 fell in "disagree" scale. This proves that the school leaders and teachers have no annual and individual CPD plan. It indicates that all teachers did not prepare their CPD modules and portfolio and a certificate was not prepared for teachers after completion of the trainings; action research and report were not prepared. In general, CPD program was not successfully implemented in this school by all teachers. In addition to this, the mean scores of items 1 to 3, 6, 8, 9, 11, and 12 lay in the "undecided" scale. This confirms that the identification of CPD priorities, organization and check of portfolios, allocation of sufficient training time, and preparation of CPD training report at the end of every session were not accomplished to some extent. It also indicates that teachers' instructional knowledge and skills were not improved; and continuous assessment and active learning methods were not applied after CPD training as required.

In order to check if there was difference between school leaders and teachers in their reply, independent samples "t" test analysis was conducted. The p-values of items 1 to 14, range from .001-.044 are less than .05 (see table 4.5). This indicates that there was statistically significant difference between the mean scores of two groups of respondents. This might be because of the two groups of respondents have different views on the effectiveness of the implementation of CPD program.

In the interview session, the researcher asked the Woreda/Town TDP coordinators and supervisors to explain how they evaluated the implementation status and the effectiveness of CPD program in the sampled schools. They replied as:

The CPD program was designed to update teachers' skills and knowledge which result in the improvement of students' achievement. But, the teachers' skills and knowledge were not updated and the students' achievement was not improved. The students' scores in National examination sometimes increase and the other times decrease below the average. The students always complain due to lack of teachers' teaching skills and subject matter knowledge. These all indicates the CPD training did not attain its objectives. Therefore, there was no the effectiveness of the implementation of CPD program in the sampled schools.

W (1, 3 and 4) I (1, 2, 5, 6, 7, 8, 9, and 10), February 27, March 06 and 10, 2014 morning and afternoon.

The other participants reacted that:

In the sampled schools the implementation status of CPD program is almost in bad condition. That means the school leaders and teachers ignored the CPD issues. They are focusing on other teaching and learning issues. They forget the principle that without updating teachers it is impossible to bring the desired changes in the school.

W₂ T₁ I (3, 4, 11, 12, and 13), March 03 and 13, 2014 morning and afternoon

In FGDs, all group discussants reflected that:

It is difficult to say that there is the effectiveness of the implementation of CPD program in the sampled schools. There are different indicators which show ineffectiveness of CPD program. For example, the lack professional ethics of teachers; some teachers always come late to the school; they did not teach students if the school leaders absent from the school for different cases. Each and every year the students come to the office of school leaders to change teachers due to lack of teaching skills and subject matter knowledge. The school leaders always irritates due to the wastage of the periods without any reasons. Therefore, the CPD program was not implemented in the sampled schools.

FGD₁S₁, FGD₂S₂, FGD₃S₃, FGD₄S₄ and FGD₅S₅, February 28, March 04, 07, 11, and 14, 2014 morning and afternoon

The FGDs discussants and interviewees replied that there was ineffectiveness of the implementation of CPD program in the sampled schools and this supports the responses of respondents in the questionnaire.

Lastly, the researcher checked the written documents regarding the effectiveness of the implementation of CPD program. The checked written materials were: sampled schools' annual and teachers' individual CPD plan, the identified CPD priorities of each school, CPD training certificate and action research conducted. From five sampled schools only one school prepared certificate for teachers in the last year. Four schools did not identify CPD priorities and they have no annual and individual CPD plan in this year (2014). Only 10 action researches were prepared last year but in this year nobody tried to write action research.

In conclusion, the data collected from the instruments obviously point out that school leaders witnessed that the CPD program was effective. But, teachers responded that there was no effectiveness of the implementation of CPD program in the sampled schools.

4.6 Factors affecting the implementation of CPD program

There are encouraging and discouraging factors which affect the implementation of CPD program positively and negatively respectively. This study focuses on the discouraging factors which hinder the effective implementation of CPD program. Steyn (2011) identified a number of aspects that may influence the effective implementation of CPD, such as; an emphasis on teachers' learning, the commitment of teachers, ineffective leadership, the particular school context, and feedback given on CPD practices; i.e. teachers need to know whether they are making any progress when implementing new CPD initiatives. Table 4.6 below shows a summary of respondents' responses on the factors that affect effective implementation of CPD.

Table 4.6 Responses of respondents on the factors affecting the implementation of CPD program

| No. | Items | Types of respondents | N | M | SD | Df | P | T |
|-------|---|----------------------|----|------|------|----|-----|-------|
| 1. | Teachers are not well informed about the implementation steps of CPD | School leaders | 15 | 3.93 | .99 | 94 | .82 | .23 |
| | | Teachers | 81 | 3.82 | 1.22 | | | |
| | | Total | 96 | 3.81 | 1.18 | | | |
| 2. | Shortage of appropriate training resources | School leaders | 15 | 3.45 | 1.50 | 17 | .16 | -1.48 |
| | | Teachers | 81 | 4.05 | 1.06 | | | |
| | | Total | 96 | 3.91 | 1.15 | | | |
| 3. | Poor management of CPD training time | School leaders | 15 | 3.92 | 1.19 | 94 | .94 | -.08 |
| | | Teachers | 81 | 3.90 | 1.04 | | | |
| | | Total | 96 | 3.91 | 1.06 | | | |
| 4. | Lack of appropriate support from school CPD coordinators | School leaders | 15 | 4.41 | .83 | 94 | .12 | 1.56 |
| | | Teachers | 81 | 3.92 | 1.09 | | | |
| | | Total | 96 | 4.01 | 1.06 | | | |
| 5. | Unwillingness of teachers' to implement the CPD program | School leaders | 15 | 4.16 | 1.22 | 94 | .24 | 1.18 |
| | | Teachers | 81 | 3.74 | 1.15 | | | |
| | | Total | 96 | 3.71 | 1.16 | | | |
| 6. | Teachers' overload work/lack of sufficient time | School leaders | 15 | 3.92 | 1.60 | 94 | .68 | .41 |
| | | Teachers | 81 | 3.72 | 1.26 | | | |
| | | Total | 96 | 3.71 | 1.31 | | | |
| 7. | Absence of teachers' ability or skill to implement the CPD program | School leaders | 15 | 3.60 | 1.40 | 94 | .73 | .34 |
| | | Teachers | 81 | 3.50 | 1.34 | | | |
| | | Total | 96 | 3.50 | 1.35 | | | |
| 8. | Lack of support from Woreda/Town education TDP coordinators | School leaders | 15 | 4.74 | .72 | 94 | .06 | 1.91 |
| | | Teachers | 81 | 4.10 | 1.19 | | | |
| | | Total | 96 | 4.22 | 1.15 | | | |
| 9. | The training is difficult to implement in classroom situations | School leaders | 15 | 3.31 | 1.53 | 94 | .86 | -.18 |
| | | Teachers | 81 | 3.33 | 1.30 | | | |
| | | Total | 96 | 3.32 | 1.33 | | | |
| 10. | Lack of a systematic follow up | School leaders | 15 | 3.90 | 1.22 | 94 | .79 | .26 |
| | | Teachers | 81 | 3.90 | 1.09 | | | |
| | | Total | 96 | 3.90 | 1.10 | | | |
| 11. | Absence of skilled and experienced supportive supervisory personnel. | School leaders | 15 | 4.32 | 1.10 | 94 | .30 | 1.05 |
| | | Teachers | 81 | 4.01 | 1.07 | | | |
| | | Total | 96 | 4.01 | 1.08 | | | |
| 12. | Absence of coordination between teachers and school principals | School leaders | 15 | 3.90 | .99 | 94 | .96 | .05 |
| | | Teachers | 81 | 3.90 | 1.00 | | | |
| | | Total | 96 | 3.90 | .99 | | | |
| 13. | Absence of well trained school CPD coordinators | School leaders | 15 | 3.92 | 1.03 | 94 | .37 | -.90 |
| | | Teachers | 81 | 4.20 | .93 | | | |
| | | Total | 96 | 4.11 | .95 | | | |
| 14. | Adequate budget was not allocated to support CPD activities | School leaders | 15 | 4.21 | 1.01 | 94 | .57 | -.57 |
| | | Teachers | 81 | 4.40 | .88 | | | |
| | | Total | 96 | 4.30 | .90 | | | |
| 15. | The negative attitude of principals/vice-principals towards CPD | School leaders | 15 | 3.15 | 1.62 | 94 | .62 | -.50 |
| | | Teachers | 81 | 3.26 | 1.52 | | | |
| | | Total | 96 | 3.13 | 1.53 | | | |
| 16. | The framework and toolkit materials of CPD are not clear and not helpful to implement CPD | School leaders | 15 | 3.45 | 1.50 | 94 | .35 | -.95 |
| | | Teachers | 81 | 3.86 | 1.29 | | | |
| | | Total | 96 | 3.74 | 1.32 | | | |
| Total | | | 96 | 3.83 | 0.68 | 94 | .85 | .19 |

N.B:-N-is number of respondents, M=mean score, SD=standard deviation,

p=sig. (2-tailed), and DF=degree of freedom

-Mean scores 1.00-1.80=Least Serious, 1.81-2.60=Less Serious, 2.61-3.40=Serious,

3.41-4.20=More Serious and 4.21-5.00=Most Serious

As indicated in table 4.6, items 1 to 3, 5 to 7, 9, 10, and 12 to 16, both respondents ranked almost similarly as *serious, more serious and most serious*. The mean scores of teachers ranging from 3.26-4.40 and that of school leaders 3.15-4.21 and the total mean scores also ranging from 3.13-4.30. They ranked items 9 and 15 as *serious*. This shows that both respondents approved that the difficultness of training to implement in classroom situations and the negative attitude of principals/vice principals were *serious* factors which affected the implementation of CPD program.

The respondents also ranked items 1 to 3, 5 to 7, 10, 12, 13, and 16 as *more serious*. This indicates that lack of awareness for teachers about the implementation steps of CPD; shortage of appropriate training resources; poor management of CPD training time; unwillingness of teachers' to implement the CPD program; teachers' overload work/lack of sufficient time; absence of teachers' ability or skill to implement the CPD program; lack of a systematic follow up; absence of coordination between teachers and school principals; absence of well trained school CPD coordinators; and unclearness of framework and toolkit materials of CPD were *more serious factors* which affected the effective implementation of CPD program in the sampled schools. In addition to this, both respondents ranked items 9 and 15 as *serious factors*. Furthermore, they rated item 14 as *most serious*. This utters that lack of adequate budget to support CPD activities was the *most serious* factors which influenced the implementation of CPD program.

On the other hand, there was a slight difference of the respondents in the ranking for items 4, 8, and 11; i.e., the mean scores of teachers' were determined to be 3.92, 4.10, and 4.01, respectively and all mean scores fell in "more serious" scale. This depicts that teachers assured that lack of support from school CPD and Woreda/Town education TDP coordinators, and absence of skilled and experienced supportive supervisory personnel were *more serious barriers* which influenced the effective implementation of CPD program.

The mean scores of school leaders of items 4, 8, and 11 were 4.41, 4.74, and 4.32, respectively and all mean scores lay in the "most serious" scale. This expresses that school leaders agreed that lack of support from school CPD and Woreda/Town education TDP coordinators, and absence of skilled and experienced supportive supervisory personnel were *most serious* determinants which affected the effective implementation of CPD program in the sampled schools.

In addition to the above, to check if there was difference between school leaders and teachers in their respond, independent samples “t” test analysis was conducted. The p-values of items 1 up to 16 ranges from .06-.96 are greater than .05 (see table 4.6). This indicates that there was no statistically significant difference between the mean scores of two groups of respondents. This might be because of the two groups of respondents’ have almost similar views on the factors affecting the implementation of CPD program.

In open ended question, the respondents (teachers) listed the affecting factors of CPD program as follows:

The school environment/training place is not conducive; lack of incentives, rewards and encouragement, lack of commitment, and absence of cooperation.

In FGDs and interviews section the school CPD coordinators and Woreda/Town TDP coordinators and supervisors were asked to list the factors that affecting the effective implementation of CPD and measures that should be taken to overcome the challenges of CPD program. They listed similar affecting factors with closed and open-ended questions in questionnaires.

The Woreda/Town TDP coordinators and supervisors pointed out the following measures that should be taken to overcome the challenges of CPD program. These are:

Stakeholders should design systematic follow up and support for CPD trainees continuously; the school leaders should allocate adequate budget for CPD training and follow up to check whether or not it is used efficiently; and supervisors, CPD coordinators and TDP coordinators should have desired knowledge and training skills on the CPD training.

W (2 and 4) I (3, 4, 8, 9, 10), March 03 and 10, 2014 morning and afternoon

The other participants also commented that:

We should give awareness creation training for teachers and school leaders by collaborating with schools; the school leaders ought to encourage good performed groups in CPD training and prepare conducive training place.

W (1 and 3) T₁I (1, 2, 5, 6, 7, 11, 12, and 13), February 27, March 06 and 13, 2014 morning and afternoon

The FGDs discussants recommended the following measures:

The Woreda/Town TDP coordinators should make discussion with school leaders and teachers to change the negative attitude of school leaders and teachers; school leaders and teachers should allocate sufficient time for CPD training; and the school leaders should follow to know whether or not teachers used the training time effectively (i.e., about 60 hours per year).

FGD₁S₁, FGD₂S₂, FGD₃S₃, FGD₄S₄ and FGD₅S₅, February 28, March 04, 07, 11, and 14, 2014 morning and afternoon

The findings of the study confirmed that the findings of the following researchers. Gosa (2012) stated that lack of teachers' positive attitude towards the program and lack of support from Woreda education experts and supervisors were the major obstructing factors of CPD program implementation and Chemir (2013) indicated that lack of willingness of teachers to participate in the training, lack of support from school leaders and lack of collaboration with teachers and school leaders were the factors that affected the implementation of CPD program.

In conclusion, school CPD coordinators, Woreda/Town TDP coordinators indicated that there were discouraging factors which affected the effective implementation of CPD program. In questionnaire both groups of the respondents replied the factors affected CPD program more seriously i.e., the overall total mean score was 3.83 and lay in "more serious" scale.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter contains four subsections. The first subsection deals with the summary of the major findings, the second subsection presents conclusions which were drawn from the summary of the major findings, the third one introduces alternative solutions which were recommended to ease the problems encountered during CPD program implementation and the fourth section deals with areas of future research.

5.1 Summary of the major findings

In this study the descriptive survey design and mixed (quantitative and qualitative) methods were employed. Interview, FGDs, documents analysis and questionnaires were used as data collecting instruments.

This study aimed to assess the implementation of CPD program by describing the existing evidences and various realities of secondary and preparatory schools of Dawuro Zone. It is also attempted to attain the following specific objectives: to explore teachers' and principals' perceptions towards CPD program; to identify the extent of stakeholders supporting and following up activities on the CPD program; to find out the benefits of CPD program in teaching and learning process; to examine how CPD is implemented in the schools and the link of teachers' day to day activities to their CPD program; and to identify the major factors hindering the effective implementation of CPD. In order to achieve the major and specific objectives the following **basic/research** questions were raised and answered in this study.

- (1.) To what extent is the implementation of CPD program effective in the schools?
- (2.) How do principals and teachers perceive the CPD program in the schools?
- (3.) What do the school leaders' support and follow up CPD program in the schools look like?
- (4.) What are the benefits of CPD program in teaching learning process in the schools?
- (5.) What major factors hinder the effective implementation of CPD program in the schools?

5.1.1 Perceptions of teachers and school leaders on the CPD program

Both respondents perceived CPD positively as a means to improve their subject and instructional knowledge, professional growth, teaching/leadership competence, and teaching/leadership knowledge and skills. The respondents also perceived it as a means to improve students' academic achievements.

On other hand, the majority of the respondents (teachers) believed CPD negatively as it is not used to update their pre-service training knowledge and skills and cannot help them to use a variety of student centered teaching methods. It is not interesting and participatory and does not also enable them to develop self-confidence. It is a burden loaded upon them by the government, impractical in the school situation and they also conceived its training boring. But, they did not decide whether or not it encourages them to remain their profession.

In open ended question, some teachers perceived CPD as positively and the others negatively. They perceived CPD positively as it fulfills skills gap in teaching methods and increases experience sharing and intimate friendship among colleagues. It is also a strategy to solve teaching learning problems. They perceived CPD negatively as it cannot develop teaching skills and knowledge rather than consuming time and there is no any incentives whether they participated in the training or not.

In the interviews session, the interviewees indicated that almost all school leaders perceive it positively. They further indicated that the school leaders are obedient to run the CPD training in their school continuously. But, teachers perceived CPD both positively and negatively. They said that teachers develop negative perception towards CPD due to there might be lack of sufficient time and overloaded work condition, lack support from concerned bodies, no budget allocation ,lack of evaluation and systematic follow up, lack of incentives and refreshments during CPD training, absence of well trained and experienced CPD coordinators. The difference might occur due to the school leaders tried to defend themselves.

Regarding perceptions of school leaders and teachers, the FGDs discussants replied that the school leaders talk positively about CPD but they did not implement. Regarding teachers, most of them did not understand the fact that CPD was designed to update their teaching skills and knowledge. They thought that they were taking the training CPD for the benefit of the government or for the school leaders. The school leaders also disobedient to participate in the school group CPD training and when they were invited to participate in the training they

say that they were too busy. Most of the teachers were joking when they were called to participate in the training. These perceptions of school leaders and teachers made very difficult to run the training. They responded that the negative perception of teachers occurred due to there might be insufficient time because most teachers were working in two shifts. There was no conducive environment for the training, no systematic follow up and evaluation system and no payment difference whether they participated in the training or not.

5.1.2 School leaders support and follow up activities on the CPD program

Both respondents proved that supervisors did not crosscheck the implementation of CPD by preparing checklist.

The majority of the respondents (teachers) proved that there were no professional development trainings and allocation of budget for training. They indicated that there were no supporting and guiding in the preparation of portfolio and CPD Module and the feedback was not given at the end of each training session. They also depicted that the monitoring and evaluation strategies for the school to support CPD program implementation, encouragement, giving the training materials for teachers and following up activities of principals/vice principals during the CPD training to some extent did not practice in the sampled schools.

In open ended question, the majority of teachers responded by supporting the closed ended questions; i.e., the CPD training was not given in the regular way and nobody pay attention on the issues of CPD training. They also indicated that teachers do not have awareness about CPD and there was no coordination in the school for CPD training. The school leaders have no awareness to give support and guidance for teachers and no supervisor was assigned in two Woredas.

In interviews part the Woreda/Town TDP coordinators and supervisors replied that in this year (2014) they did not give any training and did not make discussion with school leaders and teachers rather than tried to supervise the implementation of it. They said that this is because of they have no sufficient time and overloaded in another teaching and learning issues. They also said that the mandate was given for school leaders to run the CPD program by using the last year training. The other participants added that they are preparing checklists to check the practices of CPD training for second semester in this year (2014); they said that to speak frankly they did not give attention for CPD training in the schools. They start to run when ZED/REB asks them to give reports about CPD training. They also replied as they have

not led the training in the regular way. They did not design systematic way of supporting and following up activities.

Concerning of school leaders support and follow up activities on the CPD program, the FGDs discussants said that the school leaders assigned them as CPD coordinators for formality and reporting purpose. But, they have no awareness on the framework and practical toolkit of CPD program because nobody gave them awareness creation training. They tried to prepare short trainings on the issues of CPD trainings but they did not get budget because the budget was not allocated for CPD trainings at all; in addition to this, to tell the truth including us nobody give attention about CPD; the concerned bodies like Zone/Woreda/Town TDP coordinators and supervisors were coming to the school but they did not focus on the issues of CPD training; the school leaders also did not want to give support and follow up rather than asking them to give report when they were asked to write it for Woreda/Town education office. Moreover, the negative attitudes of teachers towards CPD training made difficulty to follow up and give support.

From the document analysis, the researcher observed that all sampled schools have training materials that were prepared by MoE. Few numbers of teachers prepared CPD modules and portfolios but it was not checked and approved by the concerned bodies.

5.1.3 Benefits of CPD Program in the teaching and learning process

Both groups of the respondents agreed that CPD extended/improved subject matter/leadership/management knowledge and skills; encouraged them to solve students'/teachers' problems. It enabled them to manage their classroom effectively and resulted in improved achievement for students. It also gave them direction how to implement/supervise continuous assessment. But, they did not believe that CPD enabled them to get licensing and re-licensing opportunity and improved their professional ethics.

Whereas, the majority of the respondents did not conceive that CPD addressed immediate school and classroom needs and changed the way they think about teaching and learning. They did not believe that CPD made them use active learning methods effectively and created cooperation between them and principals/vice-principals. They also did not accept that CPD allowed them to give counseling and guidance service to students.

In FGDs and interviews session the discussants and interviewees responded as they believed that CPD plays an important role in developing/improving teachers teaching skills and knowledge which results in improving students' achievements.

5.1.4 The effectiveness of the implementation of CPD program

The majority of the respondents (teachers) replied as school leaders and teachers have no annual and individual CPD plan; all teachers did not prepare their CPD modules and portfolio and a certificate was not prepared for teachers after completion of the trainings; action research was not prepared. In general, CPD program was not successfully implemented in this school by all teachers. In addition to this, the identification of CPD priorities, organization and check of portfolios, allocation of sufficient training time, and preparation of CPD training report at the end of every session were not accomplished to some extent. It also indicates that teachers' instructional knowledge and skills were not improved; and continuous assessment and active learning methods were not applied after CPD training as required.

In interview session, the Woreda/Town TDP coordinators and supervisors indicated that the teachers' teaching method skills and knowledge were not updated and the students' achievement was not improved. The students always complain due to lack of teachers' teaching method skills and subject matter knowledge. The other participants responded as in the sampled schools the implementation status of CPD program is almost in bad condition. That means, the school leaders and teachers ignored the CPD issues. They are focusing on the other teaching and learning issues. They forget the principle that without updating teachers it is impossible to bring the desired changes in the school. These all indicates that the CPD training did not attain its objectives.

In FGDs part, the discussants indicated that it is difficult to say that there is the effectiveness of the implementation of CPD program in the sampled schools. There are different indicators which show ineffectiveness of CPD program. For example, the lack professional ethics of teachers; some teachers always come late to the school; they did not teach students if the school leaders absent from the school for different cases. Each and every year the students come to the office of school leaders to change teachers due to lack of teaching skills and subject matter knowledge. The school leaders always irritate due to the wastage of the periods without any reasons.

Finally, the researcher checked the written documents about CPD issues. From five sampled schools only one school prepared certificate for teachers in the last year. Four schools did not identify CPD priorities and they have no annual and individual CPD plan in this year (2014). Only 10 action researches were prepared last year but in this year nobody tried to write action research.

5.1.5 Factors affecting the implementation of CPD program

Both groups of the respondents approved that lack of awareness for teachers about the implementation steps of CPD, poor management of CPD training time, lack of appropriate support from school CPD coordinators, unwillingness of teachers' to implement the CPD program; teachers' overload work/lack of sufficient time, lack of a systematic follow up, absence of skilled and experienced supportive supervisory personnel, absence of coordination between teachers and school principals, absence of well trained school CPD coordinators, and lack of adequate budget to support CPD activities were *more serious factors*.

Nevertheless, the majority of the respondents (teachers) ranked that lack of support from school CPD and Woreda/Town education TDP coordinators, and absence of skilled and experienced supportive supervisory personnel were *more serious barriers* which influenced the effective implementation of CPD program.

5.2 Conclusions

Based on the summary of the major findings, the following conclusions were drawn.

To run the CPD training effectively, it needs positive perceptions of stakeholders especially teachers, because teachers are the key doers to accomplish the intended quality of education through CPD. This clearly requires positive attitude of teachers towards the practice of CPD program. Furthermore, the findings expressed that the teachers perceived CPD in two angles (i.e. positively and negatively). Unless teachers perceive CPD program positively, it is very difficult to undergo the training effectively since CPD program focuses on the professional development of teachers. Therefore, it is possible to conclude that there is no fertile ground for CPD training in the sampled schools and which contributed to failures of the training.

The Ministry of Education in Ethiopia developed clear guideline of CPD for school teachers in 2004. The roles of school leaders were clearly indicated in this guideline. CPD program needs regular administration that requires the provision of clear instruction in the succession of action to be followed. These make the aims of training clear to perform support and follow up on its activities. Nevertheless, the findings indicated that the majority of the respondents (teachers) reacted that there were no school leaders support and follow up activities on the CPD program. From this, one can conclude that the CPD program was not implemented successfully in the sampled schools.

CPD program has many different benefits in teaching and learning process. The findings of the study showed that the majority of the respondents (teachers) were supporting some benefits of CPD but were not supporting the most benefits of it. Therefore, it is concluded that there is no suitable conditions for implementation of CPD program in the sampled schools. This again resulted in the failures of the CPD training in the sampled schools.

The Ministry of Education in Ethiopia planned different strategies and activities to implement the CPD program effectively. However, the findings of the study showed that there was no effectiveness of the implementation of CPD program in the sampled schools. In FGDs and interviews session the participants also said that there were no CPD activities in the sampled schools and almost all concerned bodies ignored CPD issues.

As it was indicated in the findings of the study, there were different hindering factors of CPD program. Both groups of the respondents replied that the hindering factors as *more serious*

factors. From this, it is possible to conclude that the hindering factors made difficulty to implement the CPD program successfully.

In general, the CPD program was not successfully implemented in the sampled schools due to negative perceptions of teachers and absence of school leaders support and follow up activities and many more discouraging factors.

5.3 Recommendations

Based on the findings of the study, the following recommendations were forwarded.

1. In the findings of the study negative perceptions/attitudes of teachers towards CPD training was indicated as one of the factors for failure of successful implementation of CPD program at sampled schools. Reducing teachers' negative perceptions/attitudes towards CPD requires integrated efforts of stakeholders. Therefore, the following strategies were recommended to reduce teachers' negative perceptions/attitudes.
 - ZED and Woreda/Town Education Office should reduce the work load of teachers by recruiting sufficient number of teachers. Teachers work load should not be considered only as the number of periods he/she has per week, but preparation of lesson plan and teaching aid, reading the text and reference books to present the lesson, assignment and test/examination correction and recording the scores of students are all required activities of teachers' out-of-classroom teaching periods.
 - The school should prepare interesting/conducive classroom for CPD training.
 - Woreda/Town Education Office ought to apply licensing, re-licensing, certification and career level for teachers after finishing the CPD training.
 - REB should include the completion of CPD training as one criteria when selecting teachers for upgrading (like from diploma to first degree, from first degree to second degree)
2. The findings of the study revealed that there were no school leaders support and follow up activities on the CPD program in the sampled schools and these resulted in ineffective implementation of CPD program. Therefore, to run the CPD training effectively the concerned bodies (Woreda/Town education office and school) ought to perform the following things.
 - Preparing awareness creation training in the preparation of modules and portfolios for school academic staff.

- Designing systematic support, follow up and evaluation strategies continuously.
 - Organizing the training materials.
 - Allocating the necessary budget and controlling to check whether or not it is used efficiently.
 - Cross checking the implementation of CPD and giving feedback continuously.
3. As it was indicated in the findings, the majority of respondents (teachers) conceived that CPD program has no benefit in teaching and learning process. Therefore, the school leaders should make continuous discussion with teachers by verifying the benefits of CPD in teaching and learning process.
 4. The findings of the study indicated that the CPD program was less effective in the sampled schools. Hence, the following measures should be taken to implement the CPD program effectively.
 - The school should allot sufficient training time and check whether or not the teachers use it effectively.
 - The school ought to prepare the report on the CPD issues that are its progress and challenges at the end of every sessions and the Woreda/Town education offices ought to ask the report and give feed backs by cross checking what has been done in the schools and what has been written in the report.
 - The school leaders should identify CPD priorities clearly and make discussion with teachers.
 - The school leaders and individual teacher should prepare annual and individual CPD plan respectively.
 - Teachers ought to conduct action research and the school leaders should encourage teachers to conduct it and allocate the necessary budget for the research.
 - Teachers should apply continuous assessment and active learning methods and the school leaders should cross check/supervise its accomplishment.
 - All teachers who are in junior career level ought to prepare CPD modules and portfolio and the school leaders ought to organize and check CPD modules and portfolio continuously.
 5. The findings of the study pointed that the CPD program was delayed by many discouraging factors in the sampled schools. As a result, to solve these problems it was recommended that all the concerned bodies should take the following actions.
 - The MoE should prepare adequate training materials/resources for teachers.

- The MoE should make the framework and toolkit materials of CPD clear and helpful to implement CPD program.
 - The MoE ought to redesign the training within classroom situations.
 - The school should assign well trained, skilled and experienced supportive supervisory personnel and school CPD coordinators.
 - The school ought to give support to improve teachers' ability or skill in the implementation of CPD program.
 - The school should create coordination between teachers and school leaders.
6. As it was clearly shown in the findings of the study, the CPD training is an ignored issue in the sampled schools. Thus, the concerned bodies (Woreda/Town and school) should take immediate measures; otherwise it has negative impact in the teaching and learning process.

5.4 Areas for Future Research

CPD is a very wide topic. But, this research assessed only the implementation of CPD program in five secondary and preparatory schools of Dawuro Zone. Therefore, interested researchers might sample the wider stakeholders like ZED, REB, and TEIs in advance. They may also look into primary schools across Zones/Regions.

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- ዳ/ ዘ/ ት/ መምሪያ፡፡ (2012) ፡፡ ዓመታዊ የት/ት ሥራ ሪፖርት፣ያልታተመ፡፡
- ዳ/ ዘ/ ፋ/ ኢ/ ል/ መምሪያ፡፡ (2012) ፡፡ ዓመታዊ የሥራ ሪፖርት፣ያልታተመ፡፡

APPENDICES

Appendix-A

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral studies

Department of Educational Planning and Management

A questionnaire to be filled by teachers.

Dear respondents,

This questionnaire is prepared for collecting relevant data to assess the implementation of Continuous Professional Development (CPD) in Secondary and Preparatory Schools of Dawuro Zone. All information you provided will be strictly kept confidential and will be used only for an academic purpose. The findings of this study serve to forward recommendations for possible improvements and adjustments in the program. Thus, you are kindly requested to contribute in filling out the questionnaire responsibly.

Note: - There is no need of writing your name.

-You are kindly requested to respond to all items.

Thank you very much for your cooperation!

1. General Information

The following items are presented to describe general information of the respondents. So choose one from the given alternative and put “✓” mark in the box given.

1.1. Name of the School:-----

1.2. Sex: (1) Male (2) Female

1.3. Educational level

1.3.1 Diploma

1.3.2 First Degree

1.3.3 Master degree

1.4 Position in career ladder

1.4.1 Beginner teacher

1.4.2 Junior teacher

1.4.3 Teacher

1.4.4 Senior teacher

1.4.5 Associate Lead teacher

1.4.6 Lead teacher

1.4.7 Senior Lead teacher

2. Perceptions of teachers on the CPD program.

Please use one of the following scales to indicate your level of agreement on the items below.

5=Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (DA), and 1=Strongly Disagree (SDA)

Use “✓” mark to specify your rating for each of the statements in the table below.

| No. | Perceptions and views on CPD. | SA (5) | A (4) | UD (3) | DA (2) | SDA (1) |
|------|---|-----------|----------|-----------|-----------|------------|
| 2.1 | CPD is a means to improve the subject and instructional knowledge | | | | | |
| 2.2 | CPD is used to update my pre-service training knowledge and skills | | | | | |
| 2.3 | CPD improves students' academic achievements | | | | | |
| 2.4 | CPD plays an important role in improving my professional growth | | | | | |
| 2.5 | CPD can help me to use a variety of student centered teaching methods | | | | | |
| 2.6 | CPD is interesting and participatory | | | | | |
| 2.7 | CPD encourages me to remain in my profession | | | | | |
| 2.8 | CPD improves my teaching competence | | | | | |
| 2.9 | CPD is a means to develop my teaching knowledge and skills | | | | | |
| 2.10 | CPD enables me to develop self-confidence | | | | | |

2.11 If any other, Please specify your perceptions in words about CPD in the space given below.

3. School leaders support and follow up activities on the CPD program.

Please use one of the following scales to indicate your level of agreement on the items below.

5=Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD) 2=Disagree (DA), and 1=Strongly Disagree (SDA)

Use “✓” mark to specify your rating for each of the statements in the table below.

| No. | support and follow up activities | SA (5) | A (4) | UD (3) | DA (2) | SDA (1) |
|------|---|-----------|----------|-----------|-----------|------------|
| 3.1 | The school has given the necessary professional development trainings on the new CPD approach for me. | | | | | |
| 3.2 | The school has designed monitoring and evaluation strategies for the school teachers to support CPD program implementation. | | | | | |
| 3.3 | The school has encouraged me to participate in CPD training continuously | | | | | |
| 3.4 | The school has given the necessary materials and support to me | | | | | |
| 3.5 | School CPD coordinators have prepared short term trainings for me on the preparation of CPD module and portfolio | | | | | |
| 3.6 | CPD activities of teachers’ is followed up by principal/vice-principals continuously | | | | | |
| 3.7 | The necessary budget was allocated for CPD trainings in the school | | | | | |
| 3.8 | Short term trainings are given on the CPD issues for CPD coordinators | | | | | |
| 3.9 | The school CPD coordinators are supporting and guiding CPD activities effectively | | | | | |
| 3.10 | Feedback is given for me at the end of each training sessions | | | | | |
| 3.11 | The school supervisor supports teachers in the preparation of portfolio and CPD Module | | | | | |
| 3.12 | The school supervisor cross checks the implementation of CPD by preparing checklist | | | | | |

3.13 Please specify other support and follow up activities given by stakeholders on the implementation of CPD in your school.

4. Benefits of CPD Program in the teaching and learning process

Please use one of the following scales to indicate your level of agreement on the items below.

5=Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD) 2=Disagree (DA), and 1=Strongly Disagree (SDA)

Use “✓” mark to specify your rating for each of the statements in the table below.

| No. | Benefits of CPD program | SA (5) | A (4) | UD (3) | DA (2) | SDA (1) |
|------|--|-----------|----------|-----------|-----------|------------|
| 4.1 | Improved subject matter knowledge and skills | | | | | |
| 4.2 | Encouraged me to solve students’ problems | | | | | |
| 4.3 | Enabled me to manage my classroom effectively | | | | | |
| 4.4 | Gave me direction how to implement continuous assessment | | | | | |
| 4.5 | Addressed immediate school and classroom needs | | | | | |
| 4.6 | Changed the way I think about teaching and learning | | | | | |
| 4.7 | Made me use active learning methods effectively | | | | | |
| 4.8 | Created cooperation between me and principals/vice-principals | | | | | |
| 4.9 | Resulted in improved achievement for students | | | | | |
| 4.10 | Allowed me to give counseling and guidance service to students | | | | | |
| 4.11 | Enabled me to get licensing and re-licensing opportunity | | | | | |
| 4.12 | Improved professional ethics of teachers | | | | | |

4.13 If any other benefits of CPD program, please specify.

5. The effectiveness of the implementation of CPD program

Please use one of the following scales to indicate your level of agreement on the items below.

5=Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (DA) and 1=Strongly Disagree (SDA)

Use “✓”mark to specify your rating for each of the statements in the table below.

| No. | CPD implementation | SA (5) | A (4) | UD (3) | DA (2) | SDA (1) |
|------|--|-----------|----------|-----------|-----------|------------|
| 5.1 | The school CPD priorities are clearly identified | | | | | |
| 5.2 | The discussion is made after the identification of CPD priorities | | | | | |
| 5.3 | The school has annual CPD plan | | | | | |
| 5.4 | I have my own CPD plan | | | | | |
| 5.5 | All teachers prepared their CPD modules and portfolio in the school | | | | | |
| 5.6 | Portfolios of teachers are organized and checked continuously | | | | | |
| 5.7 | A certificate is prepared for me after completion of the trainings | | | | | |
| 5.8 | Sufficient time is allotted for CPD training in the school | | | | | |
| 5.9 | My instructional knowledge and skills improved after CPD training | | | | | |
| 5.10 | Action research is prepared after CPD training | | | | | |
| 5.11 | Continuous assessment is applied after CPD training | | | | | |
| 5.12 | Active learning methods are implemented after CPD training | | | | | |
| 5.13 | The school report is prepared at the end of every sessions | | | | | |
| 5.14 | In general, CPD program is successfully implemented in this school by all teachers | | | | | |

5.15 If any other, please specify.

6. Factors affecting the implementation of CPD program

Please give rank to the following barriers from the most serious to the least serious

5=Most Serious (MS), 4= More Serious (Ms), 3= Serious (S), 2= Less Serious (LS), and 1=Least Serious (Ls)

Use “✓” mark to specify your rating for each of the statements in the table below.

| No. | Barriers in implementing CPD | MS (5) | Ms (4) | S (3) | LS (2) | Ls (1) |
|------|---|-----------|-----------|----------|-----------|-----------|
| 6.1 | Teachers are not well informed about the implementation steps of CPD | | | | | |
| 6.2 | Shortage of appropriate training resources | | | | | |
| 6.3 | Poor management of CPD training time | | | | | |
| 6.4 | Lack of appropriate support from school CPD coordinators | | | | | |
| 6.5 | Unwillingness of teachers to implement the CPD program | | | | | |
| 6.6 | Teachers’ overload work/lack of sufficient time | | | | | |
| 6.7 | Absence of teachers’ ability or skill to implement the CPD program | | | | | |
| 6.8 | Lack of support from Woreda/Town education TDP coordinators | | | | | |
| 6.9 | The training is difficult to implement in classroom situations | | | | | |
| 6.10 | Lack of a systematic follow up | | | | | |
| 6.11 | Absence of skilled and experienced supportive supervisory personnel. | | | | | |
| 6.12 | Absence of coordination between teachers and school principals | | | | | |
| 6.13 | Absence of well trained school CPD coordinators | | | | | |
| 6.14 | Adequate budget was not allocated to support CPD activities | | | | | |
| 6.15 | The negative attitude of principals/vice-principals towards CPD | | | | | |
| 6.16 | The framework and toolkit materials of CPD are not clear and not helpful to implement CPD | | | | | |

6.17 Please list if there are some more barriers which teachers are facing in CPD implementation.

Appendix-B

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral studies

Department of Educational Planning and Management

A questionnaire to be filled by school leaders.

Dear respondents,

This questionnaire is prepared for collecting relevant data to assess the implementation of Continuous Professional Development (CPD) in Secondary and Preparatory Schools of Dawuro Zone. All information you provided will be strictly kept confidential and will be used only for an academic purpose. The findings of this study serve to forward recommendations for possible improvements and adjustments in the program. Thus, you are kindly requested to contribute in filling out the questionnaire responsibly.

Note: - There is no need of writing your name.

-You are kindly requested to respond to all items.

Thank you very much for your cooperation!

1. General Information

The following items are presented to describe general information of the respondents. So choose one from the given alternative and put “✓” mark in the box given.

1.1 Name of the School :-----

1.2 Sex: (1) Male (2) Female

1.3 Your capacity/post in the school

1.3.1 Principal

1.3.2 Vice-principal

1.4 Educational level

1.4.1 Diploma

1.4.2 Degree

1.4.3 Master degree

1.5 Position in career ladder

1.5.1 Beginner principal/vice-principal

1.5.2 Junior principal/vice-principal

1.5.3 Senior principal/vice-principal

1.5.4 principal/vice-principal

1.5.5 Associate Lead principal/vice-principal

1.5.6 Lead principal/vice-principal

1.5.7 Senior Lead principal/vice-principal

2. Perceptions of principals and vice-principals on the CPD program.

Please use one of the following scales to indicate your level of agreement on the items below.

5=Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (DA), and 1=Strongly Disagree (SDA)

Use “✓” mark to specify your rating for each of the statements in the table below.

| No. | Perceptions and views on CPD. | SA (5) | A (4) | UD (3) | DA (2) | SDA (1) |
|------|---|-----------|----------|-----------|-----------|------------|
| 2.1 | CPD is a means to improve the subject and instructional knowledge | | | | | |
| 2.2 | CPD is used to update my pre-service training knowledge and skills | | | | | |
| 2.3 | CPD improves students’ academic achievements | | | | | |
| 2.4 | CPD plays an important role in professional growth of principal/vice-principals | | | | | |
| 2.5 | CPD can help a teacher to use a variety of student centered teaching methods | | | | | |
| 2.6 | CPD is interesting and participatory | | | | | |
| 2.7 | CPD encourages me to remain in my profession | | | | | |
| 2.8 | CPD improves my leadership competence | | | | | |
| 2.9 | CPD is a means to develop my leadership knowledge and skills | | | | | |
| 2.10 | CPD enables me to develop self-confidence | | | | | |

2.11 If any other, Please specify your perceptions in words about CPD in the space given below.

3. School leaders support and follow up activities on the CPD program.

Please use one of the following scales to indicate your level of agreement on the items below.

5=Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD) 2=Disagree (DA), and 1=Strongly Disagree (SDA)

Use “✓” mark to specify your rating for each of the statements in the table below.

| No. | support and follow up activities | SA (5) | A (4) | UD (3) | DA (2) | SDA (1) |
|------|---|-----------|----------|-----------|-----------|------------|
| 3.1 | The school has given the necessary professional development trainings on the new CPD approach for teachers. | | | | | |
| 3.2 | The school has designed monitoring and evaluation strategies for the school to support CPD program implementation. | | | | | |
| 3.3 | The school has encouraged teachers to participate in CPD training continuously | | | | | |
| 3.4 | The school has received the necessary materials and support from the Woreda/town to implement CPD training in the school | | | | | |
| 3.5 | The school CPD coordinators are initiated to prepare short term trainings for teachers on the preparation of CPD module and portfolio | | | | | |
| 3.6 | CPD activities of teachers’ are followed up by principal/vice-principals continuously | | | | | |
| 3.7 | The necessary budget was allocated for CPD trainings in the school | | | | | |
| 3.8 | Short term trainings are given on the CPD issues for CPD coordinators | | | | | |
| 3.9 | The school CPD coordinators are supporting and guiding teachers CPD activities effectively | | | | | |
| 3.10 | Feedback is given for the teachers at the end of each training sessions | | | | | |
| 3.11 | The school supervisor supports teachers in the preparation of portfolios and CPD Modules | | | | | |
| 3.12 | The school supervisor cross checks the implementation of CPD by preparing checklist | | | | | |

3.13 Please specify other support and follow up activities given by stakeholders on the implementation of CPD in your school.

4. Benefits of CPD Program in the teaching and learning process

Please use one of the following scales to indicate your level of agreement on the items below.

5=Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD) 2=Disagree (DA), and 1=Strongly Disagree (SDA)

Use “✓” mark to specify your rating for each of the statements in the table below.

| No. | Benefits of CPD program | SA (5) | A (4) | UD (3) | DA (2) | SDA (1) |
|------|---|-----------|----------|-----------|-----------|------------|
| 4.1 | Extended leadership/management knowledge and skills | | | | | |
| 4.2 | Encouraged me to solve teachers’ and students’ problems | | | | | |
| 4.3 | Improved subject matter knowledge and skills of teachers | | | | | |
| 4.4 | Enabled teachers to manage their classroom effectively | | | | | |
| 4.5 | Made me give direction for teachers in continuous assessment | | | | | |
| 4.6 | Addressed immediate school and classroom needs | | | | | |
| 4.7 | Changed the way I think about teaching and learning | | | | | |
| 4.8 | Created cooperation between teachers and principals/vice-principals | | | | | |
| 4.9 | Resulted in improved achievement for students | | | | | |
| 4.10 | Allowed me to give counseling and guidance service to teachers and students | | | | | |
| 4.11 | Enabled me to get licensing and re-licensing opportunity | | | | | |
| 4.12 | Improved professional ethics of principal/vice-principals | | | | | |

4.13 If any other benefits of CPD program, please specify.

5. The effectiveness of the implementation of CPD program

Please use one of the following scales to indicate your level of agreement on the items below.

5=Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (DA) and 1=Strongly Disagree (SDA)

Use “✓”mark to specify your rating for each of the statements in the table below.

| No | CPD implementation | SA (5) | A (4) | UD (3) | DA (2) | SDA (1) |
|------|--|-----------|----------|-----------|-----------|------------|
| 5.1 | The school CPD priorities are clearly identified by principal/vice-principals | | | | | |
| 5.2 | The discussion is made after the identification of CPD priorities | | | | | |
| 5.3 | The school has annual CPD plan | | | | | |
| 5.4 | Teachers prepared their individual CPD plan | | | | | |
| 5.5 | All teachers prepared their CPD modules and portfolio in the school | | | | | |
| 5.6 | Portfolios of teachers are organized and checked continuously | | | | | |
| 5.7 | A certificate is prepared for teachers after completion of the trainings | | | | | |
| 5.8 | Sufficient time is allotted for CPD training in the school | | | | | |
| 5.9 | Instructional knowledge and skills of teachers improved after they engaged in the CPD training | | | | | |
| 5.10 | Teachers prepared action research after CPD training | | | | | |
| 5.11 | Teachers applied continuous assessment after CPD training | | | | | |
| 5.12 | Teachers implemented active learning methods after CPD training | | | | | |
| 5.13 | The school report is prepared at the end of every sessions | | | | | |
| 5.14 | In general, CPD program is successfully implemented in this school by all teachers | | | | | |

5.15 If any other, please specify.

6. Factors affecting the implementation of CPD program

Please give rank to the following barriers from the most serious to the least serious

5=Most Serious (MS), 4= More Serious (Ms), 3= Serious (S), 2= Less Serious (LS), and 1=Least Serious (Ls)

Use “✓” mark to specify your rating for each of the statements in the table below.

| No | Barriers in implementing CPD | MS (5) | Ms (4) | S (3) | LS (2) | Ls (1) |
|------|---|-----------|-----------|----------|-----------|-----------|
| 6.1 | Teachers are not well informed about the implementation steps of CPD | | | | | |
| 6.2 | Shortage of appropriate training resources | | | | | |
| 6.3 | Poor management of CPD training time | | | | | |
| 6.4 | Lack of appropriate support from school CPD coordinators | | | | | |
| 6.5 | Unwillingness of teachers’ to implement the CPD program | | | | | |
| 6.6 | Teachers’ overload work/lack of sufficient time | | | | | |
| 6.7 | Absence of teachers’ ability or skill to implement the CPD program | | | | | |
| 6.8 | Lack of support from Woreda/Town education TDP coordinators | | | | | |
| 6.9 | The training is difficult to implement in classroom situations | | | | | |
| 6.10 | Lack of a systematic follow up | | | | | |
| 6.11 | Absence of skilled and experienced supportive supervisory personnel. | | | | | |
| 6.12 | Absence of coordination between teachers and school principals | | | | | |
| 6.13 | Absence of well trained school CPD coordinators | | | | | |
| 6.14 | Adequate budget was not allocated to support CPD activities | | | | | |
| 6.15 | The negative attitude of principals/vice-principals towards CPD | | | | | |
| 6.16 | The framework and toolkit materials of CPD are not clear and not helpful to implement CPD | | | | | |

6.17 Please list if there are some more barriers which teachers are facing in CPD implementation.

Appendix-C

Focus Group Discussion Guide for school CPD coordinators

The focus group discussion will concern on the following issues.

1. How do you judge the perceptions of principals, vice-principals and teachers towards CPD program? Why these perceptions happened to them?
2. What are the benefits of CPD program in teaching and learning process?
3. Have you given any support in implementation of CPD program? If yes, what type of support? If not, why?
4. How do you evaluate the implementation status and the effectiveness of CPD program in your school?
5. What Challenges are encountered during the implementation of CPD at school level?
6. What measures do you think should be taken to overcome challenges of CPD program at school level?

Appendix-D

Interview Guides for school supervisors and Woreda/Town TDP coordinators

1. Does your school (WEO) have plan for CPD program? If not why?
2. How do you judge the perceptions of principals, vice-principals and teachers towards CPD program? Why these perceptions happened to them?
3. How do you evaluate the implementation status of CPD training at school level?
4. What are the benefits of CPD in teaching and learning process?
5. Has your office given any support in implementation of CPD program? If yes, what type of support? If not, why?
6. What mechanisms do you use to support and follow up CPD program?
7. What factors do you think hinder the implementation of CPD program at school level?
8. What measures do you believe should be taken to minimize the obstacles of CPD?

Appendix-E

Document Analysis Guide

CPD program implementation reports will be analyzed with reference to the following:

- the methods used in trainings
- materials used in the training and handed to the participants for use in their schools
- Duration of the training
- portfolios and modules prepared by teachers
- school and teachers annual plans for CPD training
- reports and feedback given by the concerned bodies
- meeting and minutes on the issues of CPD program
- Evaluation of the training
- Challenges encountered during the training

Appendix-F

RELIABILITY

/VARIABLES=Q2_2.1 Q2_2.2 Q2_2.3 Q2_2.4 Q2_2.5 Q2_2.6 Q2_2.7 Q2_2.8 Q2_2.9
Q2_2.10 Q2_2.11 Q2_2.12 Q2_2.13 Q3_3.1 Q3_3.2 Q3_3.3 Q3_3.4 Q3_3.5 Q3_3.6 Q3_3.7
Q3_3.8 Q3_3.9 Q3_3.10 Q3_3.11 Q3_3.12 Q4_4.1 Q4_4.2 Q4_4.3 Q4_4.4 Q4_4.5 Q4_4.6
Q4_4.7 Q4_4.8 Q4_4.9 Q4_4.10 Q4_4.11 Q4_4.13 Q5_5.1 Q5_5.2 Q5_5.3 Q5_5.4 Q5_5.5
Q5_5.6 Q5_5.7 Q5_5.8 Q5_5.9 Q5_5.10 Q5_5.11 Q5_5.12 Q5_5.13 Q5_5.14 Q6_6.1
Q6_6.2 Q6_6.3 Q6_6.4 Q6_6.5 Q6_6.6 Q6_6.7 Q6_6.8 Q6_6.9 Q6_6.10 Q6_6.11 Q6_6.12
Q6_6.13 Q6_6.14 Q6_6.15 Q6_6.16

Scale: 0.05

| Case Processing Summary | | | |
|-------------------------|-----------------------|----|-------|
| | | N | % |
| Cases | Valid | 96 | 100.0 |
| | Excluded ^a | 0 | .0 |
| | Total | 96 | 100.0 |

| Reliability Statistics | | |
|------------------------|--|------------|
| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
| .862 | .903 | 67 |

Appendix-G

Independent Samples T-Test and Total Mean Scores

| Independent Samples Test | | | | |
|---|---|------------------------|------|--------|
| Items | Levene's Test for Equality of Variances | | | t-test |
| | df | Sig. (2-tailed) (p) | Sig. | t |
| Perceptions of school leaders and teachers on the CPD program | 94 | .020 | .223 | 2.41 |
| Support and follow up activities of stakeholders on the CPD Program | 94 | .001 | .383 | 4.49 |
| Effectiveness of the implementation of CPD program | 94 | .010 | .650 | 3.83 |
| Factors affecting the implementation of CPD program | 94 | .850 | .171 | .19 |
| Benefits of CPD program in the teaching and learning process | 94 | .001 | .802 | 8.42 |

Total Mean Scores

| | N | Mean | Std. Deviation |
|---|----|------|----------------|
| Perceptions of school leaders and teachers on the CPD program | 96 | 3.66 | .53122 |
| Support and follow up activities of stakeholders on the CPD Program | 96 | 2.62 | .80810 |
| Effectiveness of the implementation of CPD program | 96 | 2.77 | 1.06034 |
| Factors affecting the implementation of CPD program | 96 | 3.83 | .67771 |
| Benefits of CPD program in the teaching and learning process | 96 | 3.05 | .67827 |
| Valid N (listwise) | 96 | | |