



ADDIS ABABA UNIVERSITY
COLLEE OF EDUCATION AND BEAVIORAL STUDIES

**THE PRACTICE AND CHALLENGES OF CONTINOUS PROFESSIONAL
DEVELOPMENT IN SELECTED SECONDARY SCHOOLS OF KOLFE
KERANIO SUB-CITY.**

BY

GOITOM BIRHANE

SEPTEMBER 2023

ADDIS ABABA, ETHIOPIA

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ACRONYOMS

CPD- Continuous Professional Development

ETP- Education and Training Policy

ESDP-Education Sector for Development Programs

TESO-Teacher Education System Overhaul

GEQIP-General Education and Quality Improvement Program

MOE-Ministry of Education

NEA-National Education Assessment

NAE-National Agency Examination

OECD-Organization for Economic Co-Operation and Development

PD-Professional Development

SPSS-Statistical Package for Social Sciences

USAID-United States Agency for International Development

VSO-Voluntary Services Overseas

ABSTRACT

This study was designed to assess the practices and challenges of continuous professional development in secondary schools of kolfe Keranio sub city, Addis Ababa. To be successful in the study three basic questions were raised. The research design employed in the study was descriptive survey. The research method employed both quantitative and qualitative approaches. The sampling techniques employed were purposive, availability and simple random sampling. Accordingly since the number schools are few in number all the seven secondary schools were selected. The sample size was 165 teachers, 13 principals, 19 department heads, 5 schools' CPD facilitators, with the total of 202 participants out of 764 study populations. The data gathering tools were both primary sources such as questionnaires for teachers and department heads, interview for principals CPD facilitators, and sub city experts, and secondary sources includes portfolios and document analysis. The participants of interview were principals, vice principals, CPD facilitators, and sub city experts. Questionnaire was administered to 259 teachers and department heads where 78% of them were properly filled and returned. Then, the information gathered through closed-ended questionnaire was analyzed using percentage and mean score while the information gathered through interview and open-ended questions were narrated qualitatively. Results of document analysis were also described. The findings of the study indicated that the extent of teachers practices of professional development activities such as mentoring, portfolio development, conducting action researches, facilitating group discussions, peer observations, and evaluating the overall successes and failures of the implementation processes were implemented inadequately not considering as own responsibility. The school principals, professional development focal persons, head teachers, sub city supervisors were providing no support for the teachers. and no allocation of budget.

The major challenges identified were, COVID, wrong perceptions on CPD by teachers (politicize the program) lack of sufficient office for the newly established schools, lack of training manuals, irrelevance and un clarity of the available training manuals, lack of trained facilitators, no supports provided for teachers growth, and school systems were not in the way that can satisfy the training needs of teachers for the good performance, lack of interest on the program from sub city to teachers. The effects of the CPD program in the daily activities of teachers were found discouraging. To overcome the challenges encountered, recommendations have been forwarded.

These includes: All stakeholders need to reach common understanding, the program needs to be modernized, reformed and restructured the program. The necessity of CPD must be discussed and reach in to mutual understanding of all stakeholders, orienting teachers in advance with the overall contents of the professional growth, motivating teachers to willingly take more responsibilities in the implementation process, employing trained facilitators and supervisors, and allocation of sufficient resources to effectively achieve the intended goals.

CHAPTER ONE

INTRODUCTION TO THE REASERCH

This is the section of the main text and deals with background of the study, statement of the problem, objective of the study, research questions, significance of the study, scope of the study, limitation of the study, organization of the study and definition of terms.

1.1. Background of the Study

Education is a pre-requisite for the development of a country. This simply means through education people can be made to develop an in-depth awareness, favorable attitudes, values, participate in effective decision making and develop capabilities which help to contribute the societal welfare. Srinivasacharlu (2019: 19) states: “Among the workforce in education the teacher is the backbone of the system and is the architect of the society. Nothing can match and replace the excellent tasks of the teachers in building the future of citizens”

Professional development is an important factor in any industry, but perhaps none so much as for education. The general education quality improvement package (GEQIP) is a reform that has been designed to further scale up government effort to improve the quality of the general education (MOE, 2007). In this package, professional development for teachers consists of self directed or directed programs and activities designed to enhance their knowledge, skills and expertise in their teaching practice in primary and secondary education through pre-service and in service teacher education .

The complexities of 21st century require that teachers need to pursue continuous professional development (CPD) to avoid being outdated and alienated. This also helps them to improve their personality continually and do justice to the teaching profession and society (Allen, 2009).

Though teacher’s professional development was not new in Ethiopia there was no structured provision of CPD for teachers in schools until 2003 (MOE, 2004). The TESO CPD of (2003) strategies aims to put that structure in place primarily in primary and secondary school. Lockheed and Verspoor (1991) and also Yalew (2000) indicated some among many reports that the quality of education rests mainly on the quality of teachers. Teachers must continuously develop and update their range of skills, techniques and knowledge in order to best utilize new curricula and support continuous education reform initiative.

As Alamdi (2019) stated the rationale behind such importance of CPD for teachers is that the nature of teaching is complex and multifaceted as it includes delivering service, ensuring learning and facilitating knowledge regarding teaching and learning is being constantly created. Therefore teachers need to be regularly developing their craft, which includes engaging constantly in professional development programs to improve their teaching capabilities to ensure professional level that promotes student learning (p.1).

The overall aim of the CPD program in Ethiopia is to improve teachers effectiveness and raise the achievement levels of students in schools (Ministry of education (MOE. 2003; 2009). Eastwood and Louis (1992) cited in Day and Sacs (2004) strengthen this idea and suggested that creating collaborative professional learning environments for teachers is the single most important factor for the successful improvement and the first order of the business for those seeking to enhance the effectiveness of teaching and learning.

The purpose of this study is to assess the practice and challenges of continuous professional development in secondary schools of Kolfe Keranio sub city. In order to assess the practice and challenge of CPD, this research will be conducted in government secondary schools of Kolfe Keranio Sub city in Addis Ababa City Administration.

1.2. Statement of the Problem

Teachers are viewed as a significant factors with in the education system and a key to the excellence and failure of schools .Teachers play a central role not only in ensuring a good quality of education system but also in the realization of the broader national agenda of human capital development (Voluntary Services Overseas, 2006).

The role of education for development of a nation is tremendous; it brings all rounded solution for economic, political, social and cultural problems of a society. Education by itself largely depends on the magnitude of school based teachers continuous professional development (CPD) in improving students' achievement. Further teachers' professional development is a key driver of excellence in any school to contribute not only to teacher and school improvement but also the overall improvement of education system USAID (2006) as cited in Belay (2013).

Much focus was given to planning and, designing CPDs and paper works only by MOE in Ethiopia. However, implementing and evaluating these programs is, in many cases, ignored for

different reasons. Several studies found some shortcomings regarding CPD implementation in Ethiopia. MOE also shows that the ongoing teacher's professional development program is still suffering from heritage of preceding structures such as absence of the need assessment of teachers' trainings, lack of standardized training programs and the prevalence of uncoordinated CPD practice (MOE, 2009). Moreover, the ministry of education underlines that qualified teachers are essential for quality education since it is in the classroom that learning takes place. Without a competent teacher, no curriculum can be implemented effectively and quality education will not be attained. A competent teacher is the crucial element for quality education and teacher professional development including CPD is the ground for a quality teacher (MOE, 2009).

In addition to the above pressing and sensitive issues, the researcher's own experience in schools was also significant in developing an interest in teacher CPD. Thus it could be possible to say that it was not uniformly practiced and well organized at the school and cluster level. This creates an interest in assessing the practices and the challenges of the CPD program in government secondary schools of Kolfe Keranio Sub-city in Addis Ababa City Administration.

Research conducted by Gosa (2012) in some selected secondary schools of Jimma Zone stated that lack of teachers' positive attitude towards the program and lack of support from Woreda education experts and supervisors were the major hindering factors of the CPD program implementation, and Chemir (2013) conducted research in Secondary Schools of Gurage Zone which 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 the CPD program. Similarly, research conducted by Alemayehu (2011) in government secondary schools of Bale Zone revealed that lack of a 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 the CPD program. In addition to the above, research conducted by Ashebir (2014) in secondary schools of Kemashi Zone revealed that teachers' participation in professional development activities such as mentoring, portfolio development, conducting action research, peer observations was low. A study conducted by Etana (2009) in secondary schools of West Wollega Zone indicated that school-based CPD activities are less relevant to influence teachers' classroom practice due to lack of quality training, lower commitment of teachers and principals. And also, research conducted by Melkie (2010), in

general secondary schools of South Gonder Zone indicated that the majority of the teachers know the purpose of teachers' CPD and perceive the program positively; yet, there are also some teachers having negative perception. The study showed that, the initial trainings to aware the program's objective; on how to implement CPD, preparation of portfolio, planning CPD, and the role of facilitators were not given sufficiently to all teachers. All the above researches conducted in different parts of Ethiopia show that there were problems in implementing CPD program. As aforementioned findings revealed, the practice of school based CPD program seem facing tremendous problems. Thus, this study has tempted to examine the practice of school based CPD program in government secondary schools of Kolfe Keranio sub city in Addis Ababa city administration which was guided by the following basic research questions.

Therefore, the statement of the problem revolves around the following research questions to guide this study:

- ❖ What is the practice of CPD in government secondary schools of Kolfe Keranio Sub city in Addis Ababa City Administration?
- ❖ What are the teachers and school leaders' perceptions regarding the improvements resulted through CPD?
- ❖ What are the challenges of practicing CPD in government secondary schools of Addis Ababa City Administration?

1.3. Objective of the study

This study has general and specific objectives.

1.3.1 General Objective

The general objective of the study was to assess the practice and challenges of CPD program and its effect on professional developments in government secondary schools of KolfeKeranio sub city in Addis Ababa City Administration.

1.3.2 Specific Objectives

...includes the following.

1. To assess the current status of CPD practice program at school level;

2. To explore the effect of CPD program on teachers' professional development and performance;
3. To identify the challenges faced in implementing the CPD program;

1.4. Significance of the study

Darling, Hammond & Barry (1998) noted that teachers' quality is the factor that matters most in students learning. CPD programs are not and never will be transformative on their own. They require the design, planning and support of principals, the schools board of management, the ministry of education and other educators and education partner to integrate them into the curriculum, school district and ministry as activities aligned to effective teaching and learning.

Continuous professional development is designed to improve quality of education. This program is practiced at school and cluster level national wide. The finding of the study would help to give insight in to the status of CPD, practices, challenges, and its effect to professional development in the current program implementation. Hence, the result of this study would be beneficial to decision makers at different levels and generally, the finding of the study is expected to have the following benefits.

1. It may provide information for educational officials at woreda, on the current practice and activities of CPD and help them to discharge their responsibilities in schools.
2. It may provide input to the development of CPD courses and materials.
3. Provide opportunities to overcome the challenges that existed during implementation of the CPD program.
4. It may help stake holders to identify the strengths and weakness of school based CPD program to take remedial measures against the for other researchers challenges that secondary schools faced in implementing CPD program.
5. The study findings can also provide a basis to conduct studies on different aspects regarding the practice and challenges of CPD and its effect on professional development.

1.5. Delimitation of the Study

The boundary of the study is focusing on government secondary schools in Kolfe Keranio sub city in Addis Ababa City Administration for making the study manageable. Although the CPD practices at school encompass many issues, this study focuses on secondary school teachers CPD

experiences at schools situation. The scope of this study is also delimited to, Kolfe Keranio Sub City; specifically all the seven government secondary schools in the sub city are selected. Therefore, the finding of this research could be generalized for government secondary schools of Addis Ababa without considering private schools of nearby.

1.6. Limitation of the Study

The following limitations are demonstrated in the research process. It is hardly possible for the researcher to obtain recent literatures dealing with the issues under this investigation. Financial and time constraints make the study forced to be dictated in a smaller sample. It was also a bit challenging for the researcher to obtain information from some teachers because they were not enthusiastic about contribution to the research because they said there will not be any change that this research would bring in terms of improving their life style and working conditions. Unwillingness of few participants to fill in and return back the questionnaire due to the wrong perception they have on CPD are the main limitations encountered by the researcher.

Operational Definitions of Key Terms

The key terms are stated as follow:-

- **Continuous Professional Development (CPD):** it refers to the process of tracking and documenting the skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training
- **Professional development** refers to the development of teacher's knowledge, skills and attitude on the job.
- **School based CPD:** CPD programs practiced at school level by school leaders and teachers
- **CPD activities:** planned of school based CPD actions to be performed
- **Stakeholders:** the school partners, teachers, school leaders
- **Updating:** a continuous professional development course that given for newly deployed teachers

1.7. Organization of the study

This study is organized in to five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, research questions, Significance of the study, the limitation, scope of the study and operational definition of terms. The second chapter presents review of relevant literatures. Chapter three presents research design and methodology including the sources of data, the study population, sample size and sampling technique, procedures of data collection, data gathering tools and methodology of data analysis. Chapter four would include presentation of data analysis and interpretation of the findings. Chapter five would incorporate the summary, conclusion and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews national and international literature relevant to the subject area of this research into teachers' continuous professional development. First, the literature on the concept of CPD of teachers is reviewed with a critical investigation of the different aspects of professional development as commonly interpreted. In order to focus on the key questions of the study, an attempt was made to review the literature on the characteristics of continuous professional development of teachers.

2.1. Definition of Continuous Professional Development (CPD)

Many definitions of CPD are found in the literature on teachers and teachers' education. Interpretations of these definitions deepen the understanding of what is intended to be achieved.

Various terms are used in relation to continuing professional development of teachers as Lalitha in (2005, p. 37) listed continuing education, professional development, professional learning, professional growth, in service education, in service learning, renewal, continuing professional development, in service training, on-going assistance, human resource development, recurrent education, continuous career development, lifelong learning and professional growth are just a few of such terms (as cited in Wolls, 1991; Turbill, 1993; Hoban, 1996; Reimers, 2000; Chand 2000; Kalandhi; 2001; George and Lubben, 2002).

Srinivasacharlu (2019) CPD as, "One involves on-going divergent activities (formal, non-formal and informal) that aim at developing the teacher educators intellectual abilities ((cognitive domain) self-confidence, attitude, value and interest (affective domain) and skills and competencies (psychomotor domain) for improving personalities and to carry out the responsibilities of the teaching profession properly in accordance with the changing times and needs of the prospective teachers and society (p.30)".

Continuing professional development is a term used to describe all the activities in which teachers engage in, during the course of a career, which are designed to enhance their work (Dar and Sachs 2004). The main argument for CPD of teachers has been that teachers keep learning from practice and become experienced in every passing year in their careers. CPD therefore involves a wide range of activities and training program or methods used to help teachers

develop professionally throughout their career. Kelchtermans (2004) describes this as a learning process in which results not only become visible in one's professional practice but also in one's thinking about the how and why of the practice. CPD is a long-term process that includes regular opportunities and experiences planned systematically (Guskey 2000, Villegas-Reimers 2003) to promote growth and development in the profession (as cited in IJRSS and K.A.J, 2013, P. 138)

Anderson (2000 p.86) combines both the emphasis on development of the level of individual performance and updated knowledge responding to the demand of social change.

Continuing professional development is an ongoing process which is led to enhance work satisfaction, extended work relevant competences, the attainment of professional goals and leads to positive development at the level of individual knowledge and competence and keeping up to date with development within their area.

Citing Sparkes and Locks Horsley (1990) Villegas- Reimers (2003) gives characteristics of effective professional development as follows :-

- Programs conducted in school settings and linked to school wide efforts
- Teacher participating as helpers to other and as a planner with administrators of in-service activities.
- Emphasis on self instruction with differentiated training opportunities
- Teachers in active roles, choosing goals, activities for themselves
- Emphasis on demonstration, supervised trials and feedback.
- Training that is concrete and ongoing.
- Ongoing assistance and support available on request

2.2. Historical Development of Teachers' Continuous Professional Development Programs

During the 1960s and 1970s In-service Education, as PD was known and predominantly aimed at keeping individual teachers up-to-date with current changes and developments in discipline, content or pedagogy (Day and Sachs, 2004). Most CPD programs for teachers consisted of „one shot“ workshops aimed at improving teachers' skills and knowledge. This was often the only type of training teachers would receive and was usually unrelated to the teachers' work. This traditional approach was not sufficient to change teachers' mode of working. DES (1985) asserted that the existing INSET trainings were not effective. Similarly, Gaunt (1995) suggest

that until 1987, the PD of teachers focused on award-bearing courses and training for specific needs. Because of this training, there was a deficit in teachers' skills and knowledge. Due to this deficit, in the mid-1970s CPD is said to have been coined by Richard Gardner, who was in charge of PD for the building professions at New York University (Gray, 2005).

Later in the 1980's continuous PD of teachers moved towards school improvement and change of systems in the school management (Guskey, 2002). This shift has been so dramatic that many have referred to it as a „new image“ of teacher learning, a „new model“ of teacher education, a revolution“ in education, and even a „new paradigm“ of professional development (Cochran-Smith and Lytle, 1999).

Regarding to this idea, Nicholls (2001) gives accounts on forces that initiated CPD in Great Britain. Accordingly, in 1960s, the reasons for its development were the reports given by John, Hale and parry on the quality of teaching and related problems in America. Bleach (1999) also holds the same position and states that until the 1970s, little attention was paid to mentoring. In the United Kingdom, the James report (1972) recommended the assignment of mentors for beginning teachers. The coming of rival countries to the lead in scientific and economic competitions, and the use of social justice and pragmatism factors were initiated the need for CPD in America (Abdal-Haqq, 1998).

According to Commission on Global Governance (1995) as cited in Getachew (2010) CPD was emerged by pressure of globalization which universally shaped government policies for education provision in general and CPD in particular. Hence, due to a continuing internal and external pressure on the educational system, CPD has emerged and got a wider attention. In support of these ideas, Blandford (2000) stated that CPD program was more demanding today because of the pressure at national and school level.

Thus, traditional focus on factual knowledge no longer seems to meet requirements of changing society. In recent years, the acquisition of competence has become a central issue. All these problems necessitated the search for improved teacher training and restructuring of educational management. Indeed, schools are now required by government to have a policy on CPD that offers a range of ways of participating as well as forms of opportunities for staff. Therefore, instead of developing teachers in teacher training institutions only, the upgrading programs were

made to take place in schools. Thus in recent years, the term CPD has broadened in nature and scope (Westera, 2001). That is why CPD is a recent phenomenon.

Though the evidences come from Great Britain and America, CPD programs are world phenomena in the 1960s. They were meant to mitigate educational problems and to improve the quality of education.

2.3. General Concept of CPD

(Gomez and Tanti, 1989) define profession as follows: - The word profession comes from the Latin word profession- Onis which means the act and effect of recognizing one self. The term profession contains an idea of selflessness. For that to profess means to exercise knowledge or skills, and to publicly admit a belief. As the writers further defined, profession refers to an occupation that requires specialized education, knowledge, training and ethics. Although professionals make their living in what they do, this paid work is often more than just a job or occupation alone. A profession basically is an occupation, which necessitates wide spread training along with the study and mastery of specific information, and generally has a professional association ethical code and the procedure of certification or licensing (as cited in Yitayew,2013,p.9)

In the frame work document of the Ministry of Education, MoE (2009), School based CPD is defined as anything that makes me a better teacher targeting at the improvement of teachers' performance in schools situational to learners' context. As the frame work document further explained, CPD is a continuous process of enhancing personal growth in order to improve the capability and realize the full potential of teachers at school. This can be achieved by obtaining and developing a wide range of knowledge, skills and experience which are not normally acquired during initial training or routine work, and which together develop and maintain competence to practice (as cited in Getachew, 2014, p.12).

Hailu (2013) defines CPD as an ongoing process of learning: school based teachers continuous professional development can also be defined as all informal learning experiences in a school 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 class room. It is the process by which contribute to the quality of education and with others, review, renew and extend their commitment as change agents to the moral purposes of teaching and by which

they acquire and develop critically the knowledge, skills, and emotional intelligence essential to good professional thinking, planning and practiced with children, young people and colleagues throughout each phase of their teaching lives (as cited in Getachew, 2014, p. 12).

The concept of continuing professional development (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. However, Day's (1999)(definition of CPD encompasses all behaviors which are intended to effect change in the class room (as cited in Rose and Davidn.d. P. 219).

2.4. Models of CPD

Lieberman (2002) classified CPD in to three types: direct teaching (such as courses, workshops and so on); learning in schools (such as peer coaching, critical friend ships, mentoring, action research, and task- related planning teams); and out of school learning (such as learning networks, visits to other schools, school university partnerships and so on).

Kennedy (2005) described nine models of CPD, which are outlined below:-

- **Training-** Focuses on skills, with expert delivery, and little practical focus
- **Award Bearing-** usually in conjunction with a higher education institution, this brings the worrying discourse on the irrelevance of academia to the fore.
- **Deficit-** this looks at addressing short comings in an individual teachers, it tends to be individually tailored, but may not be good for confidence and is unsupportive of the development of a collective knowledge base with in the school.
- **Cascade:-**this is relatively cheap in terms of resources but there are issues surrounding the loss of a collaborative element in the original learning.
- **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.
- **Coaching /mentoring-** the development of a non- threatening relationship can encourage discussion, but a coach or mentor needs good communication skills.
- **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.

- **Action research.** This is relevant to the classroom, and enables teachers to experiment with different practices, especially if the action research is collaborative.
- **Transformative:-** the integration of several different types of the previous models, with a strong awareness and control of whose agenda is being addressed.

Kennedy (2005) suggested that the first four of these were essentially transmission methods, which give little opportunity for teachers to take control over their own learning. The following three are more transformational, giving an increasing capacity for professional autonomy with the action research and transformative models being able to provide even more professional autonomy, and giving teachers the power to determine their own learning pathways.

2.5. Objectives of Continuous Teacher Professional Development

The overall objective of the CPD program is to raise the achievement of students in Ethiopian schools and higher education institution. The specific objectives of the continuous teachers' professional development 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 attitude, more cooperative approaches to their work on the school level, and strengthen professional identify.
- Introduce the idea of reflective practice and action research through which teachers studied their practice to improve it.
- Promote teachers to recognize their work as a professional by providing new opportunities for growth, exploration, learning and development (Villegas- Riemers, 2003).

According to MOE (2009 b) the aim of continuous professional development is to improve the performance of teachers in the class room and raise student achievement. It is a career- long process of improving, knowledge, skills and attitudes all teachers must be actively engaged in: their own learning process, working with their colleagues ,identifying their own needs ,and the wide range of activities,

formal and informal, that will bring about improvement of their own practice and the practice of others (as cited in Desalegn.d. p.2)

2.6. The importance of (continuing professional development) CPD

‘An education system is only as good as its teachers’ (UNESCO, 2014: 9) and enhancing Teacher quality at all stages of a teacher’s career is thus a key factor in improving the quality of learning that students receive. This paper focuses on professional learning for practicing teachers – what is widely known as continuing professional development (CPD)– and discusses contemporary ideas about what it is and how to make it effective.

A widely cited definition of CPD is offered by Day:

‘...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 and which contribute through these to the quality of education in the classroom. It is the process by which, alone and with others, teachers ...acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice.’ (Day, 1999: 4).

This definition highlights several important elements of CPD: it is multifaceted (addressing behaviors, knowledge, emotions, and thinking); it may occur naturally (i.e. through workplace experience) or through planned activities (most discussions of CPD focus on the latter); and its benefits extend from individuals to groups and institutions, and ultimately to the quality of education in the classroom. This point about the benefits of CPD is particularly important in current debates and it is increasingly stressed that CPD should not only address teachers’ individual growth and fulfillment. The development goals of institutions also need to be addressed through CPD, as do, of course, student outcomes. In fact some commentators (Earley and Porritt, 2014) have argued that improving student outcomes is the primary purpose of CPD and that students’ needs (rather than teachers’) should be the starting point in decisions about the kinds of CPD that are pursued. CPD is thus a critical element in successful educational systems, enhancing teacher quality, organizational effectiveness and student outcomes.

David p. Et al (2008) stated that:-

A wide range of benefits are reflected in teachers and head teachers reasons for participating in CPD including opportunities to work with other colleagues, to improve their professional abilities and class room practice, to address immediate school needs, to have a positive impact on pupil learning, to improve academic achievement, to follow up previous CPD activities, to address immediate class room needs, and to gain a better understanding of national curriculum requirement. Over all, teachers tend to view the benefit of participating in CPD more in terms of individual fulfillment than for collective or collaborative reasons. However, teachers’ perceptions

of benefits of CPD vary significantly by school and teacher characteristics. Primary teachers, tend to identify wider benefits of CPD that go beyond their personal learning such as addressing immediate school needs, working with colleagues and impacting pupil learning. Secondary teachers are more likely to participate in CPD for long- term career goals. New teachers tend to favor accreditation as a tool for career development more than their more experienced colleagues. (p.6).

Only weak evidence is available to argue that increased teachers retention, a projected outcome of the changes associated with professional growth and new professionalism had directly resulted from effective CPD in schools. In our snap short schools, opinion was divided as to whether the masters in teaching and Learning (MTL) qualification would be a factor that would encourage retention. (Edmonds and Lee, 2002).

2.6.1. The Impact of CPD

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 outcome. 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; Muijs et al, 2004). Muijs et al described an inter-relationship between teacher, pupil and school outcomes, and suggested that CPD can meet the needs of all these, as long as there is an awareness of those needs throughout the CPD process. Smith (2002) suggested that evaluation should play an integral role in CPD, and will become part of a cycle; while it provides feedback on the success of the process, it can also help to determine further CPD needs. The use of data, both quantitative and qualitative, is essential for teachers in terms of learning about their practice and drawing conclusion (Knight, 2002), but it still remains easier to assess the impact of CPD on teachers than the impact of CPD on pupil's learning (Edmonds and Lee, 2002).

Teachers appear to find it difficult to articulate definitions of CPD impact, discuss causal relationships, between a change in practice and a change in pupil attainment, and describe whether CPD encouraged them to change their practice, or whether it was a desire to change

their practice that encouraged them to participate in CPD in the first place (McAteer et al, 2005). It is rare to find hard evidence of pupil improvement resulting from CPD: numerous problems surround this area, and evaluations of CPD are often more subjective, or based on “gut feeling”. In practice, it is often easier to consider the impact on teaching than on learning (Edmonds and Lee, 2002). Nonetheless, a greater awareness of positive impact on CPD can increase teachers’ enthusiasm to become more involved in the CPD process (Cordingley et al, 2005 a), so the communication of impact is of crucial importance to take up of CPD opportunities.

Harland and Kinder (1997) suggested the following nine possible types of outcomes of CPD:

- **Materials and Resources**- provisions for teaching such as work sheets or activities
- **Informational Outcomes** fact based information, e.g. about new policies or schemes.
- **New Awareness**- a perceptual shift, teachers becoming aware of new ideas and values.
- **Value Congruence**- the extent to which teacher’s own values and attitudes fit in with those which the CPD is trying to promote.
- **Affective Out comes**- how teachers feel emotionally after the CPD, may be negative (e.g. demoralized) or positive (e.g. confidence)
- **Motivation and Attitude** such as enthusiasm and determination to implement changes.
- **Knowledge and Skills**- both curricular and pedagogical, combined with awareness, flexibility and critical thought.
- **Institutional Out comes**- on groups of teachers, such as consensus, collaboration and support
- **Impact on Practice**- the ultimate aim of CPD: what effect does it have on the pupils?

Guskey (2002) described five levels of outcomes or effects, and suggested ways in which each might be evaluated. Participants reactions are best assessed in focus group or interviews as this allows for expansion in to thoughts about cause and effect, deeper explanations of outcomes and so on, which would not be possible in a questionnaire. Participants learning are harder to measure, although it could be assessed with pre- intervention and post- intervention questionnaires. Organizational support and change can be considered with in- depth case studies, and Guskey notes that if schools are supportive of CPD in general then change is likely participants’ use of new knowledge and skills can be measured using structured class room observations over a period of time. Draw backs to this include the cost of training observers, the

need for several observations to enable a fair profile of behaviors to be constructed, and teacher resistance to being observed. Finally, student learning outcomes need to be considered, although measuring these is fraught with problem.

2.7. Contemporary Views of CPD

CPD is often equated with talks, workshops and courses that teachers attend. While such activities have a role to play in teacher development, much work has been carried out internationally in recent years to extend established views of what CPD involves. A number of important reviews have been carried out (for example, Broad and Evans, 2006; Orr et al., 2013; Timperley et al., 2008) through which key characteristics of effective CPD have been identified. Borg (2015) suggests that CPD can achieve positive and sustained impacts on teachers, learners and organizations when:

- it is seen by teachers to be relevant to their needs and those of their students
- teachers are centrally involved in decisions about the content and process of CPD
- collaboration and the sharing of expertise among teachers is fostered
- CPD is a collective enterprise supported by schools and educational systems more broadly
- expert internal and/or external support for teachers is available
- CPD is situated in schools and classrooms
- CPD is recognized as an integral part of teachers' work
- inquiry and reflection are valued as central professional learning processes
- teachers are engaged in the examination and review of their beliefs
- student learning provides the motivation for professional learning
- CPD is seen as an ongoing process rather than a periodic event
- There is strategic leadership within schools.

Approaches to CPD which embody these characteristics are described variously as being developmental, socio-constructivist or inquiry-based. They share a concern for participatory, social, inquiry-driven and evidence-based professional learning which is set in context, and where teachers are the key decision-makers (although as noted above, appropriate expert support and leadership are also key contributors to effective CPD)

2.8. Teacher Development Program (TDP) and Its Component

Teachers' professional development 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 practice over their career. Professional development, in a broad sense refers to the

development of a person in his or her professional role, be it a teacher, lawyer, engineer or doctor etc.

According Glatthorn as cited in Huzri and et al. (n.d) teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically.

Previously professional development was thought as a short term process where teachers gather information on a particular aspect of work. But only in recent years it has been thought of as a process which is long- term that includes regular opportunities and experiences planned systematically to promote growth and development in the profession (Huzri and et al.n.d.). This section presents the components of teachers professional development program (TDP) program briefly as follow:-

2.8.1. Pre service Teacher's Education Program

Pre- service teacher's education program, it's a preparation program for teachers before deployed to the schools. Traditionally, pre- service teacher education aims to equip prospective teachers with the necessary competence to deliver knowledge and skills for students to meet the manpower/social needs of stakeholders in economic and social developments. Pre-service teacher preparation programs may offer foundational experiences and practice, becoming a teacher also requires substantial knowledge and experience that can only be learned in the classroom (Feiman-Nemser, 2001). In this regard, for the purpose of this study the following components of the pre- service teacher education would be discussed in the review of various literatures. These include management of intake and selection processes.

2.8.2. Management of Intake and Selection Processes

Improving teacher quality entails policies concerning recruitment, early preparation, retention and professional development. Selection of appropriate candidates has its own contribution for the quality of education. In this regard, according Solomon & et.al cited in Gezu (2012) state "the quality of teacher education is a function of the organization of the program; recruitment of suitable candidates, the kind of curriculum and training, induction of the graduates to the profession, and opportunity for continuous professional development".

Teacher development program of Ethiopia aspires to recruit teachers with interest, prepare teachers adequately with academic knowledge and skills and enhancing teacher's professional competence through in service programs.

2.8.3. In-service Teacher's Education Program

In-service training of teachers has a central place in teacher training programs. It is a comprehensive program designed to upgraded teachers' knowledge and professional competencies' to enhance the provision of quality education and students learning outcomes. According to SMAPP as cited in Gezu (2012) in-service teacher education includes "Teachers already in the education system continued to develop their teaching skills and competence using different strategies that were provided by the national and regional policies and programs" (p.35). For the purpose of this study the following components of the In-service teacher education would be discussed in the review of literatures. These include continuous professional development (CPD) .

2.9. Principles of CPD

The dynamic evolution of science, technology, culture and school system itself makes it necessary for the basic training of teachers to be complemented by the further training. According to West (1989), the principles of staff development are the following: Staff must see themselves as owners of the program, it must go well with all staffs, it must be rooted in the organizations' culture and it should be based on need assessment.

The principles are the basic rules developed to satisfy for the achievement of objectives. At present CPD is not mandatory in most countries of the world. But, governments are introduced legislation concerning CPD and linking it to carrier structure and evaluation of teachers. The legislation contains various principles and conditions of services (Schwill, Leu, e- tal, 2005).

According to the work of Leu and Gray (2005) the major principles of CPD are the content of professional development focuses on what students are to learn and how to address the different problems students may have in learning the material. And also, Professional development should be based on analyses of the differences between (a) actual student performance and (b) goals and standards for student learning. Professional development should involve teachers in identifying what they need to learn and in developing the learning experiences in which they will be involved.

Moreover, professional development should be primarily school-based and built into the day-to-day work of teaching. Most professional development should be organized around collaborative problem solving. Professional development should be continuous and ongoing, involving follow-up and support for further learning – including support from sources external to the school that can provide necessary resources and new perspectives. Professional development should incorporate evaluation by multiple sources of information on (a) outcomes for students and (b) the instruction and other processes involved in implementing lessons learned through professional development (Leu and, Gray, 2005).

Generally, the principles of CPD help to show the features of professional teachers and are based on the societal requirements and cultural development of the society. MOE (1994) noted that professional requirements focuses on creativity, knowledge and skills, collaboration and cooperation between colleagues and its positive attitude towards the needs of the society.

According to MoE (2003) principles outlined in the Ethiopian context; there should be an initial CPD program phase for all teachers to follow. CPD 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. 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 CPD credits over the period concerned.

To sum up, the principles are the most important and help to realize the goals of the organizations. Teachers became professionals, and it built the daily work of teaching.

2.10. Features of Effective CPD

The most effective forms of professional development seem to be those 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 (OECD, 2005:128).

According to Sparks and Louck (1990) features of effective continuous professional development include: Program conducted in school settings and linked to school wide efforts,

teachers participating as helpers to each other and as planners, with administrators, of in-service activities. And also, it focuses on self-instruction and with differentiated training opportunities, teachers in active roles, choosing goals and activities for themselves, emphasis on demonstration, supervised trials and feedback, training that is concrete and on-going over time, and ongoing assistance and support available upon request are the major features of effective CPD.

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

Furthermore, an effective CPD planned collaboratively by those who will participate in and facilitate development, Collaborative planning ensures ownership of the program, is driven by a coherent long-term plan. Change is a gradual process, hence, it needs to be given more time during which the teachers are monitored and given necessity evaluated ultimately on the basis of its impact on teacher effectiveness and student learning; and this assessment guides subsequent professional progress efforts. Teacher change and consequent improvements in learner performance are the ultimate goals of any CPD program for teachers (WestEd, 2002).

Another scholar, Lee (2002) conducted a study in Taiwan to examine the characteristics of effective CPD. In his study, effective staff development is described as for Treat every colleague as a potentially valuable contributor as: Teach other teachers, Share, discuss, and critique in public forums, Turn ownership of learning over to the learners, Situate learning in practice and relationships, Provide multiple access points into learning communities, Reflect on teaching by reflecting on learning, Share leadership, change professional characteristics and link it to the professional community.

Moreover, other researchers like Lieberman and Wood (2002) examine the features of good practice in CPD, in which opportunities for sharing of ideas/strategies and current developments with other teachers“ is the most recognized feature of good practice in CPD. The other most

recognized feature of good practice in CPD was „relevant content“; whilst opportunities for „hands-on“, practical experience was identified the vital advantage of CPD.

According to Desalegn (2010), effective CPD is directed towards providing teachers with the skills to teach and assess for deep understanding and to develop students“ cognitive skill. It enhances teachers understanding of the content they teach and makes use of expert teachers and attractive classroom practitioners with the active participation of the stakeholders in improving, collaboration and planning of CPD practices.

The other common characteristics of effective CPD are situated learning and professional learning communities. CPD is effective when teacher learning occurred in authentic way through teachers“ active involvement and participation. This authentic way of learning fundamentally situated in the context of the practice leading to the betterment of teaching and learning. Teachers put what they have learnt in to practice and new learning through social construction and negotiation of meanings by means of sharing, collegiality and reflection. In this learning process, collaboration is significance in shaping effective CPD. It is the basic to create professional learning communities. In collaboration can create teachers professional confidence and allow for interactions amongst teachers (Harris, 2003).

There has been a growing consensus that the most effective CPD is focused on teachers“ classroom practice and in collaborative in nature. It claims that an increasing body of professional work demonstrates the value of moving collegial learning from the margins of professional practice to the heart of it in which classroom teachers not only as classroom expert in a single school but also as members of the boarder education community.

In addition, the features of effective school based CPD focuses on classroom practices and collaborative work, improving the teachers performance in the classroom, team teaching and doing action research together, planning lessons in a group, observing each other and teachers work together (MoE,2009) .

And finally, the features of effective CPD are the support of the achievement of the students result as well as the professional development of teachers. Hence, to practice and implement CPD program helps to achieve success.

2.11. The Experiences of Selected Countries with Regard to Teachers' CPD Policy

There are different types of teacher PD programs that were developed and implemented in different countries to support PD of the teachers throughout their career. For example, in Australia, teacher CPD policy was previously linked to restructuring and an industrial accord. Recently it has been concerned with satisfying the demands of the development of standards regimes and increased accountability from governments (Day and Sachs, 2004). Besides, the desire of the government, to create an efficient and flexible workforce to support economic reform has focused attention on teacher renewal as component in the wider restructuring of education (Ashen don cited in Day and Sachs, 2004). On the bases of these demands, CPD policies need to extend teachers' knowledge and skills has been a major focus for schools and education system. Similarly, educational authorities also accepted that the process of teacher renewal can be promoted by effective professional development. The shift in focus to the schools needed to be sites of investigation and development.

In 1980s saw a move to the school as appropriate site for PD and a greater interest in educational reform by national governments. The political agenda for change was the conviction that education should be more economically efficient and effective and when organizing education according to business and market principles (Gundry, 1992).

In the early 1990s, PD began to emerge as a component of industrial agreements, rather than a professional decision taken by an individual teacher aimed at improving 18 qualifications or better responding to the needs of students in their classes. The previous emphasis on teaching and learning was largely replaced by a more indirect reform strategy in which the practices of organizing educational work became the prime focus for change (Bloam, 2006).

In Australia, the recent teacher PD objectives were to develop schools as teach communities; to examine and improve the work of schools and to enhance teacher competence; to increase the skills of teachers based on PD; to enhance the needs of teachers and leaders in schools; and to explore new possibilities for ongoing teacher PD.

Teachers CPD in Australia, is organized by a variety of education stakeholders, such as government and non-government education systems, teacher unions, professional associations

and tertiary institutions, each pursuing independent initiatives or cooperating in partnership arrangements.

According to the Australian CPD policy for Professional Learning of Teachers and School Leaders (APLTSL, 2012), the characteristics of effective professional learning are that it is relevant, collaborative, futures-focused and sustainable. The policy suggests that teachers should make decisions about types of professional activities and experiences according to what will have the greatest impact on their practice and the achievement of their students. It seeks to renew their teacher registration at the end of each five-year period of teacher registration. The policy will be reviewed every three years.

In the 19th century teachers usually were poorly equipped professional attributes and usually not given attention of advancing their own profession. During that period teacher training was aimed at correcting mistake in teachers' academic background. Schools appeared for the specific idea of training teachers and in- service education reform (Grant, Peggy and Young, 2008).

In America, as noted by Abdal- Haqq (1998) the coming of rival countries to lead in scientific and economic competitions such as the launching of the sputnik satellite by the Soviet Union and the issue of socialist justice and pragmatism were the factors that initiated the needs of CPD. Continuous professional development program is demanded because of increasing quality education and the demand to improve teachers' skills.

As a result government involvement in the professional development has increased over time and the program is now more prepared and become part of government policies and targets (Baldford, 2000). According to Nicollas, (2001) CPD was formerly known as in- service education and training. He also explained that CPD was first developed in 1960s in Great Britain. The reasons that gave for its appearance were problem identified on the issue of the quality of teaching.

Gust (2004) stated therefore, continuous professional development is the systematic progress of teachers' knowledge, skills and the improvement of learning throughout an individual working life. The programs include activities such as on the job training, conferences, seminars, workshops, and being a coach or mentor (as cited in Ashebir, 2014, p.15).

2.12. FACTORS AFFECTING TEACHERS' PARTICIPATION IN CPD

Few studies were conducted to examine factors affecting teachers' participation in CPD activities over the decade in different countries. Hustler (2003) conducted an empirical study about some factors affecting teachers' participation in CPD in the Netherlands. In her study, three factors, personal factors (that is professional attitudes, appraisals of feasibility, appraisals of meaningfulness, emotion exhaustion, loss of personal accomplishment), task factors (that is pressure of work, emotional demands, job variety, autonomy, participation), and work environment factors (that is, management support, collegial support, intentional learning support) were used to examine the effects on teachers' participation in CPD. As a result, of these three factors, personal factor seemed to be more significant in predicting teachers' participation in CPD activities than task and work environment factors. However, this study may over-generalize the factors affecting teachers' CPD (that is, personal, task and working environment), and some factors may be understated (such as, family factor) and not context-specific to other situations or cultures. Another study conducted by Lee (2005) identified some factors facilitating and inhibiting effective professional development in Taiwan. Amongst the factors contributing to effective professional development, relevant/realistic content was the most important factor, while the least important factors were presenter with recent experience and „based on practice. He also examined factors inhibiting effective professional development. The most commonly cited factor that inhibits effective professional development was insufficient resources to implement learning while the least frequently cited factor was school not supportive of CPD. Some other factors related to CPD providers, including contents, formats, and presentation of CPD activities, should be considered in affecting teachers' participation in CPD activities, and they should be supplementary to the factors in Hustler (2003) study as mentioned above. To sum up, the above studies examined some factors that affect teachers' participation in CPD activities. This study takes an exploratory approach to explore further the factors affecting teachers' participating in CPD activities in the Ethiopian context. Accordingly, Addis Ababa City Administration Education Bureau determine to realize National CPD Program, by giving support to teachers and stakeholders to avoid obstacle of CPD. As indicated in regional education supervision team field report, there is loose coordination among stakeholders and the implementation of the CPD program is poorly practiced. Even though, a great deal of effort has been made by different researchers in investigating CPD practices and

2.13. Continuous Professional Development Activities in Schools

Different authorities provide examples of CPD activities for teachers and educational leaders. Some of them are working to implement educational plans by schools; sharing experience within and with other school teachers; observing others' classes; undertaking action-research; providing trainings; mentoring; assisting students on their personal needs; participating in curriculum-based

activities; participating in educational workshops and conferences are all CPD activities Potts (1998); Attwood and Dimmock (1996); Tilahun (1990); Abdal-Haqq (1998); Darling-Hammond and McLaughlin (1995).

Teachers and educational leaders should get development opportunities through CPD activities. Development takes place by learning throughout professional life. Pre-service training of teachers and educational leaders is not sufficient. CPD opportunities should consider individual, group and organizational development needs (Wes glass and McCarthy cited in Ambissa in Amare et al. (2001); Glover and Law (1996); Attwood and Dim- mock (1996); Sims (1993). This helps teachers and educational leaders take more responsibilities and enhance institutional implementation capacities.

CPD activities are formal and informal programs. Even though, the number and types of CPD activities are many; the major and commonly used helpful program types are presented below:

2.13.1. Induction

Induction is a program for NQTs which take place during that critical period at the beginning of the teacher's career, usually the first year after qualifying as a teacher is practiced in an actual teaching with mentors. The first years of teaching are the most vulnerable to such problems (Darling-Hammond, 1999; TESO, 2000; and Ambissa in Amare et al, 2003).

Thus, NQTs should get the opportunities for development. Because, this helps them grow proactive planners, ambitious learners and successful teachers (Glover and Law, 1996 and Corcoran cited in Ambissa in Amare et al, 2001). It also provides sense of security, recognition and acceptance, togetherness, sense of accomplishment and enjoyable professional life. Thus, technical competence grows at individual and institutional level.

2.13.2. Mentoring

Mentoring is CPD activity for teachers in schools. It is increasingly being recognized as a valuable tool for CPD by teacher educators and trainers. Bleach (1999) defines it an experienced, sometimes an equal, partner encourages NQTs to reflect actively and self-critically. Furthermore, it is a process for the informal transmission of knowledge, social capital, and the psychosocial support perceived by the recipient as relevant to work, career or PD.

Mentoring is useful for the development of NQTs. It is hard for NQTs to teach without mentoring (Darling-Hammond, 1999; Glover and Law, 1996). It benefits individual teachers, schools and the teaching profession. It facilitates both personal and professional growth.

2.13.3. Coaching

Coaching is one of the CPD opportunities where a person with expertise in the field assists colleagues through structured discussions and activities on how to solve their problems or perform tasks better than they would do it without this assistance (TTA, 1998).

The main purpose of coaching is improving practical skills. It takes place at workplace when workers seek advice, explanations or demonstrations. Major coaching opportunities are research, participation in study groups, problem-solving teams, and observation on performance of their colleagues, participating in improvement endeavors (Kalinauckas in Clyne, 1995; Potts, 1998; Sparks and Hirsh, 1997).

Coaching to be successful, an atmosphere of trust, respect, collegiality and confidentiality must be fostered to provide a safe atmosphere in which teachers are willing to take risk as they learn new ways of teaching (Chase and Wolf; Kocher in Moon et.al. 2001). If coaching is successfully implemented in schools, the education system will benefit much (Noe, 1999).

2.13.4. Action Research

One of the major CPD opportunities for teachers, school leaderships and supervisors is action research. They are expected to conduct action research to solve actual classroom problems.

Cohen and Manion (1994) defined action research, is small scale intervention in the function of the real world and a close- examination of the effects of such intervention. In connection to this idea, Hill and Kerber cited in Cohen and Manion (1994) have noted:

Action research functions best when it is cooperative action research. This method of research incorporates the idea and expectations of all 28 persons involved in the situation. In education, this activity translates into more practice in research and problem-solving by teachers, administrators, pupils, and certain community persons.

This definition implies that action research is collaborative endeavors undertaken by teachers, school leadership and supervisors to be self-able or help one another in solving educational problems. Who actually undertakes action research in schools? Implementing a model of action research for CPD does not imply a process of individual inquiry or research in isolation. Cohen and Manion (1994) and Day (1998) identify three ways by which action research is undertaken: (1) Individual approach-the individual teacher operating on his own with his class to bring some kind of change or improvement in teaching and learning;(2) Collaborative approach-carried out by a group of teachers working co-operatively within one school;(3) Whole school approach-a team of teachers working alongside a team of researchers in a sustainable relationship with other interested parties.

Action-research is an effective model for teachers CPD. O’Hanlon (1996) suggested, it is inquiry-based, and allows teachers to investigate their own worlds; it is aimed at improvement of teaching and learning in schools; and it leads to deliberate and planned action to improve conditions for teaching and learning.

2.14. Continuous Professional Development in Ethiopia

In Ethiopia modern education had to be started at the beginning of the 20th century and officially commenced in 1908 with the opening of Menilk II school in Addis Ababa, (Ayalew,2008;8).The introduction of modern education in Ethiopia, therefore, has brought an increasing demand for better and improved system of education. There are various ways to ensure the improved system of education. One of the mechanisms is teachers’ continuous professional development. Therefore, teachers’ professional competency is the vital one to produce educated and skilled man power.

Continuous professional development is a recent activity in the world, as well as in Ethiopia. The policy document, MoE (1994) indicate that the former education system knotted with complex problems and low quality of education. To ensure the quality of education the Federal Democratic Republic of Ethiopia Government, (FDRE) formed a new education and training policy. The policy consists of specific and general objectives of education, areas of special concentration, prioritized actions and overall plan. From prioritized actions one focuses on teacher training and professional development of teachers.

To facilitate implementation of the policy in the area of teacher education, a task force was formed to study the problems. The duty of the Task Force was to explore the quality and effectiveness of the teacher education system. The Ethiopian Teacher Education System Overhaul (ETESO) has emerged based on the teacher development programs including school based CPD, stated in the new Education and Training Policy [ETP], (TESO Task Force, 2002).

According to some document the study report of the task force showed that the Ethiopia teachers' education had multifaceted problems, and this led to a complete teacher education system overhaul, hence, the emergence of TESO. The Ethiopian Teacher Education System Overhaul (TESO) is created to improve the overall quality education based on the new education and training policy. This was to be accomplished through teacher training and overall professional development of teachers and other personnel.

The TESO-CPD strategy has three steps to be accomplished at the school level: induction, the proper CPD training, and individual CPD. The former two are modular approaches planned for two successive years. Induction is a program for newly deployed teachers having four modules, two per year to be practiced in the actual teaching with mentors. The proper CPD on the other hand is meant for those teachers already in the system or requirement with the objective of licensing. In order to increase the effectiveness of teachers the government accomplished various activities.

As a kind of new initiatives, systematic practice of professional development and improvement of teachers' competence is an important component of the program (World Bank, 2004). In line with this, the Ethiopian Ministry of Education (MoE, 2008) developed a General Education Quality Improvement Package (GEQIP), a five-year plan (2008/9 -2011/12) comprised of six pillars: Civics and Ethical Education, Curriculum, Information Communications Technology, Management and Leadership, School Improvement Program (SIP) and Teacher Development. One of the major areas of concern is school-based Continuous Professional Development program.

These days, as stated by MoE (2007a), in the strategy of Teachers' Development 34 Program of the Ethiopian education system, the need to enhance school-based CPD is the focus of the ongoing education system. Accordingly, professional development emphasizes the improvement of profiles of teachers, principals and school supervisors to go hand in hand with the vision,

mission, goals, curriculum development and renewal of career development. The Teachers Development Program guideline further targets at sustainable standards of teachers' professional growth through the improvements of teachers quality, assuring teachers' motivation, encouraging action researches and collaborative studies, quality teacher education, continuous in-service short term trainings and experience sharing to add to the overall goal of achieving quality education.

Ethiopia has embarked on a massive expansion of education at all levels (i.e., primary, secondary, and tertiary education). Even though tremendous achievement has been made in terms of quantitative expansion, poor quality of education (Fekede&Fiorucci, 2012; Lemlem, 2010; MoE, 2003 ; Oulai et al., 2011; Tekeste, 2006; Tessema, 2006) and low student achievement (National Agency for Examinations, [NAE], 2011) remain the main challenges of the Ethiopian education system. The three National Education Assessments (NEAs) conducted in Education Sector Development Programs (ESDP) I and II (2000, 2004 and 2007) revealed low student achievement. The Ministry of Education has designed and implemented a series of policy guides to address the multifaceted problems in the education sector. These document includes: Continuous Professional Development Guideline (MoE, 2003); Teacher Education

System Overhaul (MoE, 2003); and General Education Quality Improvement Program (MoE, 2007). Notably, all of these initiatives place substantial emphasis on professional development of teachers', although, as Tekleselassie (2000) explained, embarking on an educational reform and creating as well as sustaining significant levels of improvement are not the same thing. Rather, as Tekleselassie argues, school reform is about changing the will, ability and actions of many players at different levels in the educational system, among which teachers are the most important. The guidelines of the CPD program were developed in 2003 and introduced to the schools by central reform planners in a top-down approach. As stated in the CPD guide produced by the Ministry of Education (MOE, 2003), the overall objectives of the CPD program are aimed at helping teachers to understand the concept of CPD, to engage in high quality CPD and to develop their knowledge and skills continuously, thereby bringing about improvements in student learning and achievement.

The CPD guide also intends to promote active learning, problem solving, and student centered teaching methods that are lacking in the system. Acknowledging that CPD is the most effective

process and system of learning, experiencing and sharing throughout a teachers career, the CPD guide articulates that all serving teachers and head teachers should have the right of access to high-quality and relevant CPD opportunities. The newly employed teachers are also expected to work through a two-year induction program, produced at the national level and supported by mentors. These mentors are selected from experienced members of staff in the schools. Although the CPD guide is largely aimed at improving the performance of teachers in the classroom in order to raise student achievement and learning, the evidence shows that the program has so far not been successful in fulfilling its promise. For instance, the National Learning Assessment of Grades 10 and 12 conducted in the year 2010 to measure the academic achievement levels of students revealed the overall low achievement of students (NAE, 2010). Given this fact, this study was intended to assess the existing professional development program and find out factors that hinder the successful implementation of CPD with the intention to draw implications to improve teacher learning.

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. It was recognized that teachers were the key to school improvement and therefore a program of in-service CPD was developed in 2005 (MoE, 2009). In Ethiopia continuous professional development can be placed into two categories (MoE, 2009):

- **Updating** is a continuous process in which every professional teacher participates during their career as a teacher. It focuses on subject knowledge and pedagogy to improve classroom practice.
- **Upgrading** is the process by which teachers can choose to participate in additional study outside their regular work as teachers at appropriate times in their career,
- e.g., convert a certificate diploma to a diploma of the first degree or first degree to master's degree CPD is made up of two components; the first component is a two- year induction program for new teachers 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 (ESDP III, 2005).

- During the in-service program, Ethiopian teachers expected to improve their professional competences through continuous professional development by updating or upgrading. In this regard, teachers are expected to have the following professional competencies which are to be achieved through CPD (Desalegn, n.d):-

- *Facilitating students' learning-*. Outlines how teachers plan, develop, manage, and apply a variety of teaching strategies to support quality student learning.
- *Assessing and reporting students learning outcomes'*, describes how teachers *monitor, assess, record and report student learning outcomes*.
- *Engaging in continuous professional development:* describes how teachers *manage their own professional development and contribute to the professional development of their colleagues*.
- *Mastery of Education and Training Policy, curriculum and other program development initiatives:* *describes how teachers develop and apply an understanding of ETP to contribute to curriculum and/or other program development initiatives*.

Forming partnership with the school community,describes how teachers build, facilitate and maintain working relationships with students, colleagues, parents and other care givers to enhance student learning.

2.14. CPD Links to Career Ladder, Teacher Professional Competencies and Appraisal

As stated in the 'National Framework for Professional Competencies of Teachers',(cited in MoE, 2009, p.10) the following five Professional competencies taken together represent the role of the Ethiopian teacher.

- 1. Facilitating Student Learning** outlines how teachers plan, develop, manage and apply a variety of teaching strategies to support quality student learning.
- 2. Assessing and Reporting Student Learning Outcomes** describes how teachers monitor, assess record and report student learning outcomes.
- 3. Engaging in Continuous Professional Development** describes how teachers manage their own professional development and contribute to the professional development of their colleagues.

4. Mastery of Education and Training Policy (ETP), Curriculum and other Program Development Initiatives describes how teachers develop and apply an understanding ETP to contribute to curriculum and/or other program development initiatives.

5. Forming Partnerships with the School Community describes how teachers build, facilitate and maintain working relationships with students, colleagues, parents and other care givers to enhance student learning.

This Framework and the accompanying Toolkit is for use by primary and secondary school teachers, school leaders, and all supervisors who are involved with supporting, monitoring and inspecting schools. It is also relevant for Alternative Basic Education and Adult Education Facilitators.

Summary of Reviewed Literature

Reviewed related literature indicates that the principle determinant of student and school academic achievement is the quality of teaching. It is also evident that CPD plays a role in enhancing not only teaching effectiveness but also in improvement of student achievement in schools as well as creating an enabling environment for teaching and learning to take place and produce effective and successful schools.

The literature review indicated that staff development of teachers allowed them to expand their horizons and adapt to a changing world. It was an investment in children's learning, individuals and societies to unlock their potential. This is the most important contribution a community can make to a better future. Despite it being expensive, the high costs of CPD may not be felt if the outcomes are worthwhile. It had been noted that special commitment was needed in CPD in the improvement of and maintenance of high quality education and training at the secondary school level. This was in spite of the government (KESSP, 2005-2010) addressing quality, relevance, and access and equity issues.

The literature review also indicated that teachers need a great deal of subject matter knowledge in order to teach effectively. They also need to know how to present the content and process of a subject in order to communicate to the students in a way that it will promote learning. Academic achievement of students depends on their motivation, prior knowledge, and study habits. These factors are influenced by the degree of effectiveness in teaching which in turn is mainly

dependent on teacher characteristics. Teachers like the children in their classrooms, benefit from a broad spectrum of activities that let them define, investigate, and solve real problems, reflect on their own experience, and collaborate with others. Finding time for regular teacher learning and conversation is a crucial aspect of any PD agenda. United Nations Education Science and Cultural Organization (UNESCO) (2003), specifies that the quality of teachers and learning environment they generate is one of the most important factors that explain students' learning results. The literature review indicated that teachers needed to have a sound pre-service and in-service training and other professional activities that continually renew their capabilities to deliver effectively in teaching using methods that link to students' academic achievement. CPD was therefore, thought to be important for the teachers to be effective, competent and perform well in their work and for the purpose of professional growth in the growing challenges of technology and dynamic changes among current youth.

Teachers were being asked to positively change how they interact with students. Cohen, McLaughlin and Talbert (1993) assert that the professional consensus about what constitutes professional practice has shifted from a model of "teaching as telling" to "teaching as coaching" with students actively involved in constructing knowledge. Most teachers have not been trained for this type of teaching, which has become to be known as "teaching for understanding". Teaching in these new ways also requires a depth of understanding of the subject matter that not all teachers have. Accompanying new ways of teaching are new ways of assessing students' progress, which teachers must also learn to use.

It was also noted by Dembele (2004) in the literature review that teachers needed to be provided with opportunities for PD through INSET where they may share experiences, mentor each other, update their skills and interact with innovative approaches and practices that create interest and inspire confidence in the learners. Jones (1990) also noted that effective PD enriches teaching, and improves learning for all subjects. It is an essential link to higher student achievement, supports teacher development both as an individual and as an educator. Finally, teachers were being asked to manage classrooms that are rapidly becoming more diverse culturally and linguistically. Thus, today's teachers must understand how to reach students from many different backgrounds and from backgrounds different from their own.

The literature review did not directly show how participation in CPD programs affects student achievement in secondary schools. Many studies showed how CPD was important and how it could be improved. The present study, therefore, sought to find out from the teachers and head teachers the claims of manifestation of effective teacher traits in the sample schools as perceived by the respondents. It further investigated the extent to which participation in CPD programs promoted this in governmental high schools of KolfeKeranioSubcity, Ababa Ethiopia, given evidence studies indicated that these increase teachers' pedagogical skills for effective teaching hence improving student academic achievements.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the plan and methodology that the researcher used to reach the sampled population, collect and analyze the data to answer the research questions. It consists of the research design, target population, sample and sampling procedures that was applied, data collection instruments and their administration and the data analysis procedures.

3.2 Research Design

This chapter deals with research design, source of data, samples of population and sampling techniques, instruments and procedure of data collection, and method of data analysis mentioned as follows. This study tries to assess how CPD program is practiced and what challenges they faced during the implementation in the Secondary schools of Kolfe Keranio sub-city. Descriptive survey design was employed in this study. It was adopted because it helps to describe educational phenomena in terms of the conditions or relationships that exist; opinions that are held by teachers, students and experts; process that are going on; effects that are evident; or trends that are developing (Koul, 2005). The study used mixed research method. This method was elected because it is a convenient method to describe the existing situation and also enables to understand the research problem in a better way. As many authors define it mixed method research is integrating both quantitative and qualitative data at some stage of the research process within a single study for the purpose of gaining a better understanding of the research problem than either research method approach alone (Creswell, 2009; Tashakkori & Creswell, 2007; Zohrabi, 2013).

3.3. Data source

3.3.1 Primary Data Sources:

The target population of this study will be secondary school teachers, department heads, principals, vice principals, secondary school supervisors, education officers (CPD focal persons at the sub-city) and school CPD facilitators. Since they have a vital role in CPD program the above mentioned sources were used. Furthermore, they can reveal the challenges of implementation of CPD. This is very helpful to acquire the required data about CPD easily. Data from observations are also considered as primary sources.

3.3.2. Secondary Data Sources

The secondary sources were school records such as portfolio documents which consist of CPD plans, action researches, feedback documents and CPD action reports.

3.4. Study Site and Population

The study was conducted in KolfeKeranio Sub City, Addis Ababa. The researcher preferred KolfeKeranio Sub City among other ten sub cities, because from the researcher's experience of working in different teaching and administrative positions and hence, has some exposure to observe the practice of CPD among secondary school of the sub city. KolfeKeranio is the largest sub city from Addis Ababa and the study could cover larger population. Therefore, KolfeKeranio Sub City has become the focus area for the study. The sub city has seven government secondary schools out of which two schools have preparatory schools. There are seven hundred thirty two teachers.

3.5. Sample and Sampling Techniques

Sampling 7 secondary schools (100%) 7(100%) principals, 25(100%) vice principals, department heads 30(100%) and 7(100%) CPD facilitators (one from each selected secondary schools) were selected through purposive sampling technique. These groups are close supervisors to the every-day school activities of teachers and expected to provide relevant information regarding school CPD. The total number of teachers in the sub city is 732 (M=560 and F=172). The sample was selected with stratified Sampling, researchers divide (stratify) the population on some specific characteristic i.e. gender and then, using simple random sampling, sample from each sub group (stratum) of the population females and males. This guarantees that the sample will include specific characteristics that the researcher wants included in the sample. Out of total KolfeKeranio high school teachers 732 sample was selected based on the following: Yamane formula (1967) was used with confidence level of 0.05. The sample size for this study was 180.

Figure 3.1: Yemane formula This is calculated as follows:

$n = N / (1 + N(e)^2)$ Where, n = the sample size

N = the population size (N=842)

e = the level of precision or sample error (0.05)

1=constant

Using the above formula; $n = 732 / (1 + 732(0.05)^2)$

$$n = 732 / (1 + 732 (0.0025))$$

$$n = 732 / 1 + 1.83$$

$$n = 732 / 2.83$$

$$n = 259$$

Source: -Yamane formula (1967).

Accordingly, 259 respondents were selected from the total population of 732. These 259 respondents were selected from these seven secondary schools. Therefore, $[(181/732) \times 259] = 64$ sampled for Repi Secondary School, $[(64/732) \times 259] = 23$, sampled for Hidasie Secondary School, $[(84/732) \times 259] = 30$ sampled for Yemanebiran Secondary School. $[(194/732) \times 259] = 68$, sampled for Ayertena Secondary School. $[(51/732) \times 259] = 18$, sampled for General Waqo Gutu Secondary School. $[(122/732) \times 259] = 43$, sampled for Keranio Medanialem Secondary School. $[(38/732) \times 259] = 13$, sampled for Abune Basilos Secondary School,

3.6. Data Gathering Tools

3.6.1. Questionnaires

The researcher used questionnaires to collect data from teacher respondents. Questionnaires are believed better to get large amount of data from large number of respondents in a relatively shorter time with minimum cost. Hence, questionnaires were prepared in English Language and administrated to all teachers' participants with because since they are teachers that they can understand the language. The questionnaire was consisting of two parts. The first part deals with the general background of the participant. The second and the largest part was containing both closed ended and open ended question item that can help the researcher to address the basic research questions of the study. It contains the following issues: the implementation of CPD practices, the extent of support and follow up activities of stakeholders on the program and the major challenges that affect the implementation of the program. The researcher used (Negash Embiale, 2022) as a source to prepare questionnaires. Close ended questions will be developed using rating scale to identify to what extent the respondents agree or disagree. The scale consist of five scales 5 = Very high, 4 = high 3 = medium, 2 = low, and 1 = very low

3.6.2. Interview

Semi structured interview was prepared in English language for the schools principals, school CPD facilitators and vice principals to flexibly gather more information. The interview was conducted with the interviewee in English language to avoid communication barriers. The purpose of interview was to get in- depth information that may not be easily secured by the questionnaires. Interview notes were taken: summarized in English.

3.6.3. Document Analysis

The overall CPD records of sample schools CPD plans, portfolio documents of the CPD practice, reports on CPD and feedback were assessed.

3.7. Procedure of Data Collection:

To assess the practice and challenges of CPD program and its effect to professional development in secondary school of Kolfe Keranio sub city, mixed approach (quantitative and qualitative) will be used. In this regard questionnaire will prepare to collect data from teachers; interview will be applied to collect data from management members, CPD focal persons and sub city experts.

Questionnaire will be distributed to the selected schools teachers in a group meeting after a brief orientation given on the objective of the assessment. The interview will hold on selected school management members based on the interview guide line. Finally efforts will be made for preparing and organizing data for analysis. In this case, data will coded and feed in to a computer (SPSS) with facilitate conditional for summarizing, retrieving, analyzing, and interpreting the meaning of data codes easily.

3.8. Method of Data Analysis

The data was analyzed both quantitatively and qualitatively. Quantitative data was analyzed by using frequency, percentage and mean scores. On the other hand qualitative data was analyzed by narration and description.

3.8.1. Quantitative Data

As regards to the quantitative data transcribing and translating them, responses were categorized and frequencies were tallied. Percentage and frequency counts were used to analyze the characteristics of the population as they help to determine the relative standing of the respondents. The items of the questionnaires were presented in tables according to their conceptual similarities. The scores of each item were organized statistically compiled and imported in to SPSS to calculate frequency, percentage and the mean value of each item. Percentage and frequency were used because these are easier to interpret and useful to compare the trend over item or among categories.

Moreover, the study employed mean score for the analysis of questionnaires. Mean scores takes all scores into account and support percent. Linker scale was employed to identify to what extent

the 259 respondents agree or disagree. The scale consists of five scales; 5= Very high , 4= high ,3= medium ,2= low and 1= very low. For ease of analysis interpretation the researcher used 3.0 as expected mean. The mean values of each item were interpreted as follows. The practices and challenges of CPD with a mean value of 0-1.49 as very low , 1.50-2.49 as low , 2.50-3.49 as moderate, 3.50-4.49 as high and 4.50-5.00 as very high implementation of activities. For the items related to the challenges of CPD which are negatively constructed the scale was inversely interpreted. Accordingly, 4.5-5.00 =very low, 3.50-4.49=low, 2.50-3.49=moderate, 1.50-2.49=high and 0-1.49=as very high in the magnitude of in effectiveness.

3.8.2 Qualitative Data

The data will be collected using semi structured interview; open ended question items and the documents were analyzed and interpreted qualitatively. The hand written notes of interview were transcribed, categorized and compiled together into themes; summary sheets were prepared in English. The result of document analysis and open ended questions were summarized and organized into related category. Accordingly, analysis and interpretations were made on the basis of the questionnaires, interviews, and document analysis. Finally, the overall course of the study was summarized with findings, conclusions and some possible solution.

3.9. Ethical Considerations

The researcher will present the letter of recommendation of the sub city education office and secure permission for data collection .Once cooperation is secured and respondents are identified with the help of school directors, then the researcher will assemble the participants in one room, tell them about the purpose of the research and secure their consent to participate in the research. The researcher will inform them that their responses shall be kept confidential and will not be used in ways that will harm them or for purposes other than this research. They will also be informed about instructions to be followed in providing their responses. The formal Questionnaires will be distributed to all participants in the sample.

Finally, the questionnaires were collected back at the right time. The interview was conducted with all respondents after their consent has been gotten to lessen communication barriers during in depth discussion. Accordingly, the researcher ensured confidentiality of the information by making the participants not to write their names on the questionnaire and considered as anonymous.

CHAPTER FOUR

3. PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This section presents the analysis, interpretation and discussion of the data collected from respondents. The study assessed the challenges and practices of CPD and its effect on teachers' performance in Kolfe Keranyo sub city secondary schools. . In this chapter I intend to consider the findings from my study in the light of what I have read and as a result attempt to construct an understanding of these aspects. I will also talk about how teachers' perceptions are shaped by their experiences and by the employment context, and how the activities that they engage in are reflective of existing cultures of CPD and of the „smaller cultures“ (Holliday, 1999) that they develop to enhance their own professionalism The chapter also presents the analysis and interpretation of results. The presentations are done according to the specific objectives and research questions. The first section presents the response rates. The second section presents the background information of the respondents. The third section presents descriptive and inferential statistical results along the study objectives.

4.1. Response Rate

In this study a total of 259 questionnaires were distributed. From the totally distributed questionnaire 195 were properly filled and collected (Teachers =165, Principals =13,department heads =19 ,and CPD facilitators(experts) =5 . It accounts for about 78% of the total respondents. Since this sample was sufficient to make analysis, all the discussion below are made on these groups of respondents.

4.2. Demographic Information of Respondents

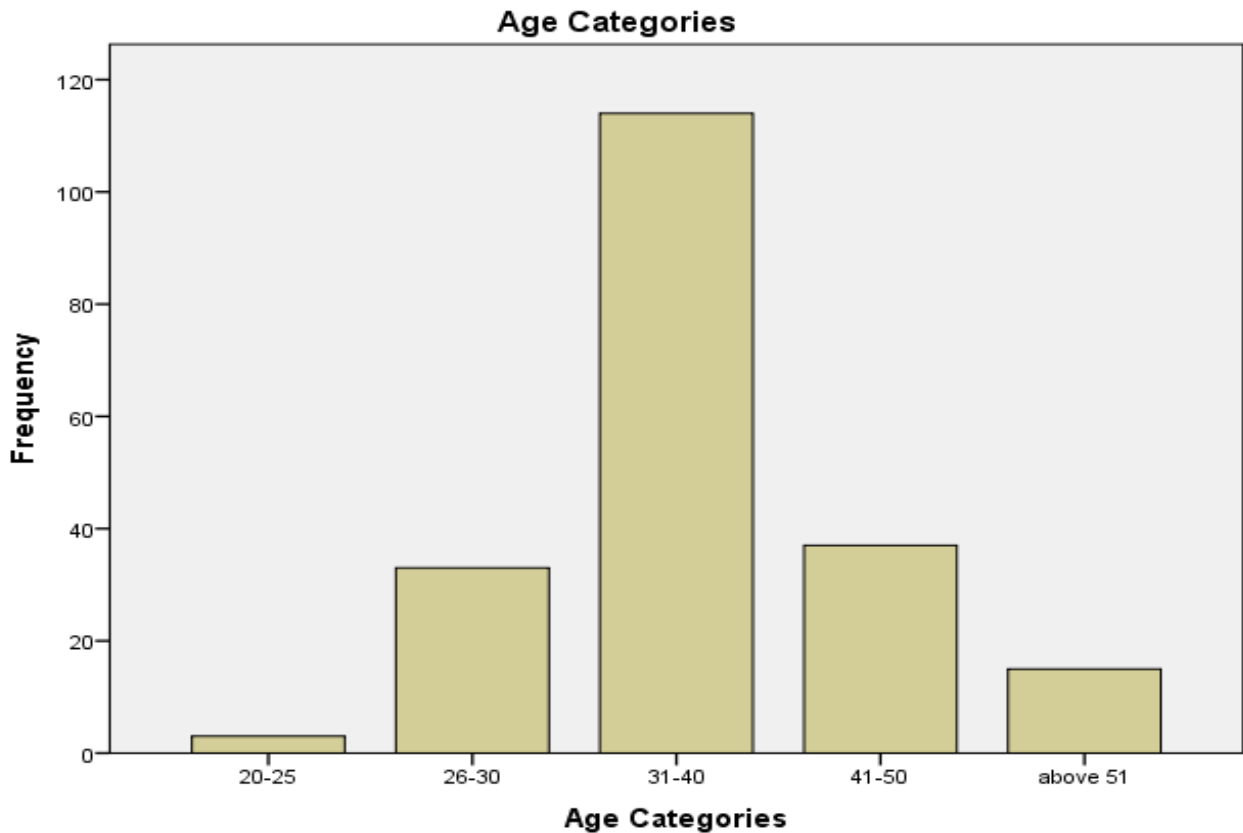
Table1.Gender Distribution

Category		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	167	63.1	76.0	76.0
	Female	35	19.9	24.0	100.0
	Total	202	83.0	100.0	100.0

Source: - Primary Data

From the table above 4.1 the study had a male respondents of 111 representing a 63.1% and a female respondents of 35 which representing 19.9% of the total respondents. Concerning principals, department heads, CPD facilitators, sub city education office experts, all respondents are males. This shows that the essential data was mainly obtained from male respondents. Moreover, one can understand that the number of females in the teaching profession is much lower than compared to males in Secondary Schools of Kolfe Keranio sub city.

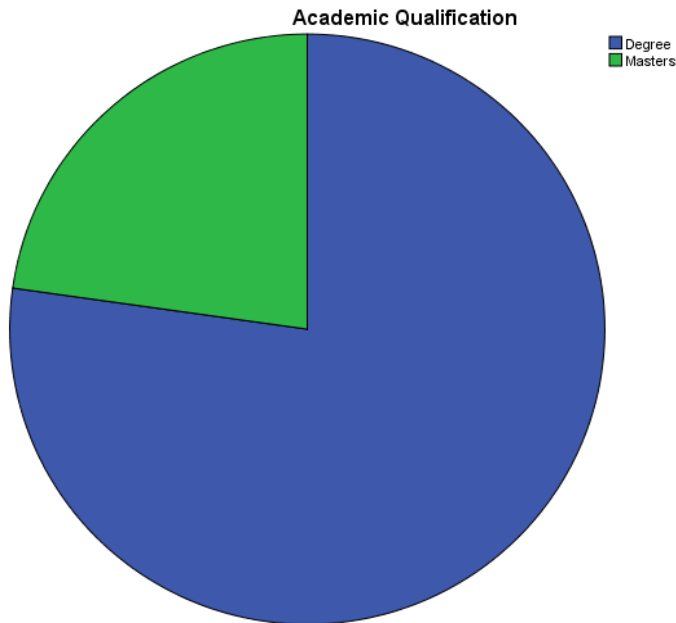
Figure 1: Age Category



Source: Primary Data

The data showed in the figure above is that the schools are mostly comprised of employees at age category between 31-40 which can be categorized as energetic and experienced employees. However, they are not engaged in practicing teachers CPD programs and CPD activity. The age categories from 20- 25, and above 51 are less available in each school. Twenty six-30 and 41-50 age categories are medium presence.

Figure 2: Academic Qualification



Source: - Primary Data

The educational level of respondents, as clearly seen from the pie chart 4.2 the majority of respondents were bachelor of degree holders as it is shown in the key with blue fraction and followed by masters degree. None of the respondents are PhD or diploma holders. This implies that the qualification standards set by MoE were almost achieved. The standard states that minimum request qualification to teach at Secondary Schools is first degree (MoE, 2006).

Table 2. Marital Status (married, unmarried and divorced)

Category		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	married	138	68.31	68.31	100.0
	unmarried	54	26.73	26.73	26.73
	Divorced	10	4.95	4.95	4.95
	Total	202	100.0	100.0	100.0

Source: - Primary Data

The above table illustrated that the majority of respondents were married which accounts 68.31% and followed by unmarried 26.73% and 4.95 % divorced.

Table 3. Teachers' Work Experience

Category		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below 2	1	.5	.5	.5
	3-6	25	12.4	12.4	12.9
	7-12	102	50.5	50.5	63.4
	13-16	46	22.8	22.8	86.1
	>17	28	13.9	13.9	100.0
	Total	202	100.0	100.0	

Source: - Primary Data

The data from Figure 4.3 above showed that a majority of the teachers 102 (50%) who participated in the study had worked for 7-12 years and followed by 13-16 which accounts 22.8% and above 17 years of experience accounts 13.9%. The remaining 12.4% and 0.5% were from 1-6. The teachers' working experience was distributed across all years. This showed that they had at least some level of experience in teaching at the same school. However, the number of teachers progressively reduced with years of working experience. The fact that more than half of the teachers had been in their respective schools for 5 years and above was an indicator of having good work experience but not put into practicing CPD activities. Longer serving teachers were adept and would likely use this as a bargaining likewise, the majority of school leaders were also less experienced in leadership position and lack of experience to implement CPD activities effectively in the schools. But, literature supports that principals are considered as a leader having the responsibility to assist teachers, particularly new and inexperienced teachers in developing and achieving educational objectives in line with the needs of the school Steyn and Vanniekerk (2002).

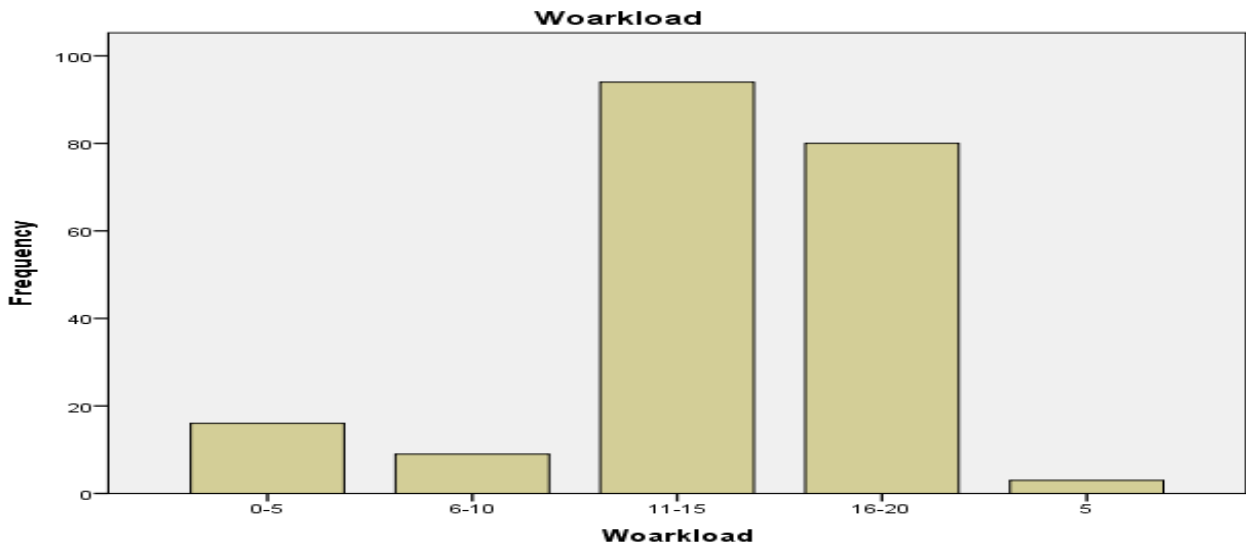
Table 4. Job Responsibilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Principal	13	6.4	6.4	6.4
	CPD facilitator	5	2.5	2.5	8.9
	Teacher	165	81.7	81.7	90.6
	Department	19	9.4	9.4	100.0
	Total	202	100.0	100.0	

Source: - Primary Data

The study additionally searched to find the level of management that respondents positioned in the schools. As the results presented in above table 4.4; showed that 81.7% of the respondents were teachers, 9.4% department heads; while the remaining 6.4% and 2.5% were principals and CPD facilitators respectively. These results clearly indicate that majority of the respondents were from teachers and seconded by lower managerial level.

Figure 3. Teaching Workload (number of period per week)



Source: - Primary Data

The above table shows the respondents characteristics in terms of numbers of periods the teachers own. Teachers workload from 11-15 constituted 46.9(94%), from 16-20 holds up (39.6%) and the rest from 0-5 and 6-10 contains 7.9% and 4.5 % respectively. This shows that teachers have sufficient time to practice CPD however the result is t reverse.

4.3. Descriptive Statistics

In this section various statistical data analysis tools such as mean, standard deviation, frequency and percentile used to analyze the collected data. The summary of descriptive statistics of all variables that are evaluated based on a 5-point Likert scale (“1”being “very low “to “5”very high”) were used whereas the ranking variables were used tools such as frequency and percentile. Thus, the detail of the analysis is presented as follows:

The first objective of the study was to examine the quality and consistency of information in the secondary schools of Kolfe Keranio sub city. The respondents were requested to respond to a number of statements regarding the quality and reliability of information.

Table 5. Teachers' response concerning contribution of CPD.

No	Items	Responses										Mean
		very low		low		undecided		high		very high		
		F	%	F	%	F	%	F	%	F	%	
1	CPD increases teachers retention	63	31.2	44	21.8	34	16.8	36	17.8	25	12.5	2.48
2	CPD improves teachers and leaders self- initiation	60	29.7	98	48.5	25	12.4	11	5.4	8	4.2	2.05
3	CPD promote teachers and head teachers to evaluate their actions	52	25.7	89	44.1	36	17.8	14	6.9	11	5.4	2.22
4	CPD improve the capacity and competency of teachers and head teachers	53	26.2	98	48.5	24	11.9	16	7.9	11	5.4	2.18
5	Develop teachers and principals self confidence	65	32.2	86	42.6	26	12.9	12	5.9	13	6.4	2.12
6	Promotes team spirit in learning and cooperative	67	33.2	82	40.6	29	14.4	11	5.4	14	6.5	2.11
7	CPD motivate teachers and education officers	68	33.7	85	42.1	24	11.9	14	6.9	11	5.4	2.08
8	CPD brings quality and improve class room activities	81	40.1	74	36.6	21	10.4	13	6.4	13	6.4	2.02
9	CPD maximize employees loyalty and commitment	73	36.1	79	39.1	24	11.9	12	5.8	14	6.9	2.08
10	Helps to improve employee performance	75	37.1	77	38.1	24	11.9	13	6.4	14	6.9	2.07
11	Improved classroom management and solving students problem	66	32.7	87	43.1	24	11.9	15	7.4	10	5.0	2.09
12	Addressed immediate school needs	76	37.6	84	41.6	20	9.9	12	5.9	16	7.5	2
13	Changed my views on teaching	85	42.1	78	38.6	18	8.9	9	4.5	12	5.9	1.99
14	Practicing active learning methodology	89	44.1	75	37.1	18	8.9	10	5.0	10	5.0	1.95
15	Implementation of continues assessment	83	41.1	82	40.6	18	8.9	7	3.5	12	5.9	1.93
Grand mean											2.09	

Key: 1.00-2.49 low level of effectiveness 2.50-3.49 moderate level of effectiveness
 3.50-5.00 high level of effectiveness Fr = Frequency Total % = 100

As we can see from the responses indicated in item 1 of table 5, the majority of respondents 63(31.2%) and 44(21.8%) replied low and very low respectively. On the other hand, 36(17.8%) and 25(12.5%) respondents showed their very high and high respectively. 34 (16.8%) respondents agree on medium. The mean of the response is 2.48. This implies that CPD doesn't increases teachers retention because more than half of the respondents didn't agree on the item , the overall CPD

practices was inadequate and got little attention. However, as revealed in the national Framework of the Ministry of Education, teachers are responsible to introduce themselves with the overall CPD practices as forefront partners throughout their career (MOE, 2009).

The next item 2 of table 5, 60(29.7%) and 98(48.7%) responses of respondents were low and very low respectively. 11(5.4%) and 8(4.2%) respondents selected very high and high level of performance respectively. and, 25(12.5%) respondents select medium. The mean of the response is 2.05. This implies that CPD doesn't improve teachers and leaders self- initiation in the schools because they were not practicing it. Here the study is not discussing about the real science but the real practice in the schools.

In response to item 3 of table 5, 52(25.7%) respondents showed very low whereas 89(48.5%) low on CPD promotes teachers and head teachers to evaluate their actions. But 36 (17.8%) respondents did show medium response. The mean of the response is 2.22. Thus, it can be concluded that teachers and head teachers were not well promoted to evaluate their actions. However,

In response to item 4 of the same table, 53(26.2%) and 98(48.5%) respondents showed very low and low respectively. However, 16(7.9%) and 11(5.4%) respondents indicated high and very high respectively. Twenty four (11.9%) of respondents medium. The mean score is 2.18 which indicate CPD doesn't improve the capacity and competency of teachers and head teachers as expected.

The next item 5 of the same table, 65(32.2%) respondents replied very low whereas 86(42.6%) low that CPD did not develop teachers and head teachers' self confidence in accomplishing their day to day activities. But 12(5.9%) and 13(6.4%) respondent showed high and very high respectively. 26(12.9%) gave moderate response. The mean score is 2.12. So, one may say that the effectiveness of CPD in developing confidence is not working in the schools.

In response to item 6 of the same table 67(33.2%) and 82(40.06%) respondents responded very low and low respectively whereas 11(5.4%) and 14(6.9%) respondents high and very high respectively. 29 (14.4%) respondents, however, could make a moderate decision. The mean score is 2.11, within the scope of low level of involvement in team spirit. Hence it is possible to recognize that teachers were less involved in working as a team due to less CPD practices.

With regard to item 7 of the same table 68(33.7%) and 85(42.%) respondents replied very low and low respectively whereas 11(5.5%) and 14(6.9%) replied very high and high respectively. Twenty four (11.9%) respondents, however, stands for moderate motivation. The mean score is 2.08 which show low level of being motivated by CPD. From this it can be said that the less practice of CPD leads to very low motivations of teachers resulted less promoting professional skills.

While responding to item 8 of the same table 81(40.1%) and 74(36.6%) respondents' replied very low and low respectively. 13(6.4%) and 13(6.4%) of the respondents showed their high and very high agreement respectively. Twenty one (10.4%) respondents replied medium. The mean score is 2.02. From the result, it can be said that CPD didn't brought quality and improve classroom quality. However, Learning from Self-evaluation is one of the purpose of school based CPD and hence every element of school based CPD activities has its role in improving the actual teaching and learning processes in the classroom. In substantiating this concept, Gallimore, James, and James (2002) stated that, CPD has the power of influencing the implementation of teaching learning practices in the classroom.

Item 9 of table 5, 73(36.1%) and 79(39.11%) respondents replied very low and low respectively on maximization of employees loyalty and commitment whereas 14(6.9%) and 12(5.8%) respondents answered very high and high respectively. 24(11.9%) respondents agreed on medium loyalty and commitment. The mean score is 2.08. From this it could be understand that the CPD s contribution toward employee's loyalty and commitment was low.

As indicated in item 10 of same table 75(37.15%) and 77(38.1%) respondents replied very low and low respectively on the improvement of employees' performance. Fourteen 14 (6.9%) and 13(6.4%) teachers answered very high and high respectively whereas 23(11.9%) lay their idea on medium. The mean score is 2.07. This result indicates that less effort was made to ensure improvement of employee performance.

With responding item 11 of table 5, Teachers were asked to respond to whether the class room management and solving students problem are improved. To this 66(32.7%) and 87(43.1%) showed very low and low respectively, whereas 14(10.5%) and 15 (7.4%) teachers replied very high and high respectively. And 24(11.9%) respondents did make medium decisions. The mean score is 2.09 which mean teachers low level of effectiveness in improving classroom management, solving in students problem, and in conducting action research. Hence it is possible to recognize that teachers were less involved in conducting action research to systematically alleviate the day to day educational problems and to further boost their professional skills. Action research empowers teachers by increasing the individual practices, improved students learning outcomes, commitment to work, cooperative work place and effective school leadership (Grandy, 1994).

Item 12 of the same table also analyzed as follow, 76 (37.6%) and 84(41.62%) of the respondents showed very low and low respectively whereas 12(5.9%) and 16(7.5%) teachers replied very high and high respectively. 20 (9.9%) respondents agreed on medium. The mean

score is 2. This shows low level of effectiveness .Thus, it could be said that school needs were not immediately addressed.

According to the results of item 13 of table 5, the respondents were asked to show their agreement whether the CPD caned their views or not. In their responses a total of 85(42.1%) and 78(38.6%) replied very low and. Whereas 12(5.9%) and 9(4.5%) respondents very high and high respectively. Yet 18(8.9%) replied medium performance. The mean score is 1.99 which showed teachers view or understanding of CPD didn't bring any change as a result of very low performance of the program.

As shown in the same table above item 14 depicts that 89(44.1%) and 75(37.1%) respondents replied very low and low respectively with regard to practicing active learning methodology. Ten(5.0%) and 10(5.0%) showed very high and high respectively. Yet 18(8.9%) answered medium performance. The mean score is 1.95from this one may recognize that active learning methodology was not practiced.

Finally table 5 item 15 illustrated regarding to the implementation of continues assessment replied as follow 83(41.1) and 82(40.6) respondents answered very low and low respectively. Where as,2(5.9 %) and 7(3.5%)the respondents replied very high and high respectively. Eighteen (8.9%) of the responses were medium. This implies that effective implementation of continues assessment is not practiced.

As we can see from the table the mean score is 2.12 which is in the range of low level of support. From the results, it can be said that the contribution of CPD in improving classroom activities was found to be inadequate.

Generally, based on the respondents and document analysis, one can concluded that the contribution of CPD on teachers' performance was very less. This could be due to the less attentions and commitments given to CPD. In my opinion our schools were not supporting the Ethiopia's education policies, which reveals continuous professional development is vital for career-long teacher learning and improvement (MOE,2004a), and relevant pre-service and in-service training and professionally empower teachers of their competence in order to enhance students learning environment.

Table 6.Items Pertinent to CPD practice (implementation)

No	Items	Responses										Mean
		very low		low		undecided		high		very high		
		F	%	F	%	F	%	F	%	F	%	
1	Annual CPD plan is available and teachers are well planned for each CPD activities	64	31.7	85	42.1	17	8.4	22	10.9	14	6.9	2.19
2	Conducting training and preplanning for CPD activities based on the evaluation of implemented CPD practice	73	36.1	77	38.1	20	9.9	18	8.9	14	6.9	2.12
3	Conducting action research with other teachers or groups	65	32.2	81	40.1	21	10.4	13	6.4	22	10.9	2.18
4	Mentoring others and being mentored by well-experienced senior teachers (peer coaching)	75	35.1	71	35.1	21	10.4	14	6.9	21	10.4	2.24
5	Selection of the school CPD priorities	75	37.1	68	33.7	28	13.9	18	8.9	13	6.4	2.18
6	Prepared portfolio by recording all CPD documents	56	27.7	86	42.6	29	14.4	13	6.4	18	8.9	2.14
7	Involving in frequent peer/ group discussions on CPD activities	78	38.6	65	32.2	28	13.9	15	7.4	16	7.9	2.26
8	Implementing the CPD activities and evaluating my effectiveness	72	35.6	74	36.6	25	12.4	15	7.4	16	7.9	2.14
9	Informing the importance of CPD for teachers	88	43.6	65	32.2	21	10.4	13	6.4	15	7.4	2.15
10	Creating team spirit among teachers	79	39.1	72	35.6	23	11.4	11	5.4	17	8.4	2.02
11	Follow up and support from your mentor	87	43.1	65	32.3	22	10.9	12	5.9	16	8.0	2.08
12	Use of ICT in learning	106	52.5	63	31.2	16	7.9	7	3.5	10	5.0	2.04
13	timely review the outcomes of the CPD practices on the students achievement	111	55.	68	33.7	13	6.4	4	2.0	6	3.0	1.77

Grand mean

2.11

Key: 1.00-2.49 low level of effectiveness 2.50-3.49 moderate level of effectiveness

In item 1 of table 6, the respondents were asked to rate the level of implementation of CPD. As we can see from the responses, the majority of respondents 64(31.7%) and 85(42.1%) replied that the availability of annual CPD plan and teachers 1 plan for each CPD activities is low and very low respectively. On the other hand, 17(8.4%), 22(10.9%), 14(6.9%) replied that the availability of annual CPD plan and teachers plan for each CPD activities is medium, high and very high respectively. The mean of the response is 2.19. This implies that the availability of annual CPD plan and teachers plan for each CPD activities is in the range of low level. From the data it can be stated that the availability of annual CPD plan and teachers plan for each CPD activities was low at school level. The response of the interview held with principals and cluster supervisors confirmed that the availability of annual CPD plan and teachers plan for each CPD activities is not as expected it is in the range of low activities.

According to table 6 item 2 ,conducting training and preplanning for CPD activities based on the evaluation of implemented CPD practice respondents replied 73(36.1%) and 77(38.1%) very low and low respectively. On the other hand,20(9.9%),18(8.9%)and 14(6.9%) replied that conducting training and preplanning for CPD activities based on the evaluation of implemented CPD practice is medium, high and very high respectively. The mean of the response is 2.12. This implies that conducting training and preplanning for CPD activities based on the evaluation of implemented CPD practice was low an inadequate at all the secondary schools. Training is often seen as an externally directed, top-down process that is time, context and agenda bound (Spratt, 1994).

Action research empowers teachers by increasing the individual practices, improved students learning outcomes, commitment to work, cooperative work place and effective school leadership (Grandy, 1994). As indicated in item 3 of table 6, the total of 22(10.9%), with 13(6.4%) respondents replied that the extent to which teachers involvement in action research is very high, and high respectively. On the other hand, 21(10.4%), the majority81(40.1%), and 65(32.2%) respondents replied that the degree to which teachers participating in action research is medium, low, and very low respectively. As stated in the table the mean of the item is 2.18, within the scope of low level of support. But in contrary to the literature, the practice of action research to solve the teaching learning activities at school is ineffective. Hence it is possible to recognize that teachers were less involved in conducting action research to systematically solve the day today educational problems and to further their professional skills.

As indicated in item 4 of table 6, various respondents were given regarding the extent to which participating on peer coaching on CPD actions. Coaching is the process where a person with expertise in the field assists colleagues through structured discussion and activities on how to solve their problems (TTA, 1998). Accordingly, 21(10.4%), 14(6.9%), and 21(10.4%) of respondents responded that the involvement of teachers on peer coaching is very high, high, and medium respectively. On the other hand, 71(35.1%) and 75(37.1%) rated that low and very low respectively. The mean of the responses is 2.24 which are in the range of low level of support. This indicates that the degree to which participation of teachers on peer coaching on CPD action is low. From this, it can be said that teachers were not always participating in peer coaching to share experiences with colleagues in order to promote their profession.

In item 5 of the same table, the respondents were asked to rate the selection of the school CPD priorities according to the plan of CPD. Significant number 13(6.4%), 18(8.9%), 28 (13.9%) of respondents replied that the selection of the school CPD priorities is very high, high, and medium respectively. On the other hand, the majority respondents 68(33.7%), 75(37.1%), replied that the selection of the school CPD priorities is low, and very low respectively. The mean of the response is 2.18 which are in the scope of low level of support. This indicates that the selection of the school CPD priorities was inadequate. The response of the interview held with school principals, D/heads, CPD facilitators and cluster supervisors confirmed that there was no frank attempt made in participating of teachers in the selection of the school CPD priorities program. From the data it can be stated that the attempt of teachers' involvement in the selection of the school CPD priorities was very low and got no attention

In item 6 of table 6, the respondents were asked to rate the extent to which the action of organizing portfolio is a compiled complete record of all CPD documents. Portfolio is a compiled complete record of teachers' professional collection of documents as evidence to professional learning. It contributes to the enhancement of professional attitude, commitment and motivation of teachers (Falk, 2001). Accordingly, 18(8.9%), 13(6.4%), 29(14.4%) of teachers rated that the practice of organizing portfolio by recording all CPD documents is very high, high, and medium respectively. Moreover, the majority 86(42.6%), and 56(27.7%) of respondents responded that the action of organizing portfolio by recording all CPD documents is low, and very low respectively. The mean score of the item is 2.14, which is in the range of low level. But, in contrary to the literature one may say that teachers' preparation of CPD portfolio by recording all relevant documents was not regularly assessed to provide feedback which has less significant role in improving the overall learning teaching process. From the data it could be said that teachers' preparation of CPD portfolio

by recording all relevant documents was found to be insufficient. By the document analysis it was confirmed that teachers were not prepare CPD portfolio by recording all useful actions of CPD. With regard to item 7 of the same table 16(7.9%), 15(7.4%) and 28(13.9%) respondents replied very high, high, and medium respectively. whereas 68(32.2%) and 78(38.6%) replied low and very low respectively. The mean score is 2.26 which shows low level of involvement in peer or group discussions. From this it can be said that teachers were not properly involving in peer or group discussions to share experiences with colleges so as to promote professional skills. The data obtained from interview revealed that peer or group discussion was not regular and frequent. Accordingly, they conduct such collaborative activities only once or twice in the quarter.

As indicating in item 8 of the same table 16(7.9%) ,15(7.4%)and 25(12.4%) respondents replied very high, high, and medium respectively on whether or not teachers continuously evaluate the success of CPD activities 74(36.6%) and 72(35.6%) respondents showed low and very low respectively. The mean score is 2.14. From the result, it can be said that continuous evaluation of the success of CPD activities was very low. However, Evaluation is reviewing and assessing to judge the effectiveness of the desired outcomes of the school based CPD action plans (MOE, 2009).

Item 9 of table 6, 15(7.4%),13(6.4%) and 21(10.4%) respondents replied very high, high, and medium respectively for the awareness created about the importance of CPD whereas 65(32.2%) and 88(43.6%) respondents replied low and very low. The mean score is 2.15From this it could be understand that the creation of awareness about the importance of CPD was low.

As depicted in item 10 of same table 17(8.4%), 11(5.4%) and23(11.4%) respondents answered very high, high, and medium respectively in creating team spirit. Seventy Two (35.6%) and 79(39.1%) teachers replied low and very low respectively. The mean score is 2.02This result indicates that very less effort was made to create team spirit.

In item 11 of table 6, the respondents were asked to answer the extent to which practicing mentoring other teachers on CPD action. Accordingly, 17(8.5%),12(5.9%) and 21(10.4%) respondents replied that the practice of mentoring other teachers on CPD actions is very high and high and medium respectively. On the other hand, 65(32.2%) and 87(43.1%), teachers replied that the practice of mentoring other teachers on CPD actions is low and very low respectively. As stated in the above table the weighed mean of the item is 2.08 which are in the scope low level of support. This indicates that the mentoring activities of experienced teachers for newly deployed teachers are not practically implemented.

With regard to item 12 of table 6 respondents replied 10(5.0%),7(3.5%) and 16(7.9%) very high and high and medium respectively on the use of ICT in learning. Whereas 63(31.2%) and 106(52.5%) replied low and very low. The mean of the item is 2.04. This implies that very low use of ICT in learning is observed.

As depicted in the last item of same table 6(3.0%) ,4(2.0%) and 13(6.4%) respondents replied that is very high and high and medium respectively as to the existence of continuous following concerning the impact of CPD implementation on pupils achievement. Sixty Eight (33.7%) and 111(55.0%) teachers answered low and very low respectively. The mean score is 1.64. This result indicates that less effort was made to ensure the impact of CPD practices in improving pupils' achievement. The new approaches to effective CPD follows five levels as means of evaluating the impact of CPD which are related with participant reaction, participant learning, organizational support and change, participant use of new knowledge and skills, and pupil learning outcomes. It also considers teachers out comes, the quality of learning experiences and the contribution of CPD to build effective professional learning communities within schools (Guskey, 2000).

To summarize the Implementation of CPD Practices , Teachers are responsible for 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 sixty hours 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 (MOE, 2009).

Generally, based on the respondents and document analysis, one can concluded that the participation of teachers in the implementation of CPD actions was very less with mean value 2.1. This could hinder teachers' professional development as well as students learning outcomes. In my opinion our schools were not supporting the Ethiopia's education policies, which reveals continuous professional development is vital for career-long teacher learning and improvement (MOE,2004a), and relevant pre-service and in-service training and professionally empower teachers of their competence in order to enhance students learning environment.

Table 7.Items Related to school role to the implementation of CPD.

No	Items	Responses										Mean
		very low		low		undecided		high		very high		
		F	%	F	%	F	%	F	%	F	%	
1	Creating conducive atmosphere and awareness about CPD	69	34.2	88	43.6	21	10.4	15	7.4	9	4.5	2.04
2	Being role model by taking part in CPD implementation	77	38.1	83	41.1	22	10.9	17	6.4	9	4.5	1.97
3	Regularly evaluating the results of CPD implementation	74	36.6	87	43.1	21	10.4	11	5.4	9	4.5	1.98
4	Professionally support teachers as they plan their CPD	70	34.7	91	45	21	10.4	16	6.3	10	5.0	2.0
5	Support teachers as they implement their CPD plan	77	38.1	84	41.6	20	9.9	11	5.4	10	5.0	1.98
6	The school principal prepares training opportunity based on my training needs	73	36.1	84	41.6	26	12.9	13	6.0	8	4.0	2.0
7	The school principal Selects a suitable facilitator for CPD activities	75	37.1	86	42.6	22	10.9	10	5.0	11	5.4	1.97
8	The school principal prepares discussion forums with other Schools	96	47.5	65	32.2	23	11.4	9	4.5	9	4.5	1.86
9	The school principal arranges visit programs within the school to consult with other groups on CPD Practices	104	51.5	61	30.2	19	9.4	9	4.5	16	8.3	1.89
Grand mean												1.97

Key: 1.00-2.49 low level of effectiveness 2.50-3.49 moderate level of effectiveness

The above table deals with the school leadership and school role to the implementation of CPD in accordance with the listed roles and responsibilities set by the MoE in the implementation of CPD.

According to item 1 of table 7 creating conducive atmosphere and awareness about CPD by principals rated as 69(34.2%), 88(43.6%) and 21(10.4%) respondents replied very low, low and medium respectively. Whereas 11(5.4%) and 26(12.9%) responded as high and very high. The mean score is 1.97. From this we can conclude that principals were very less involving in creating conducive environment and creating awareness on CPD to teachers.

In item 2 of the same table, the respondents were asked to rate being role model by taking part in CPD implementation. Accordingly, 70(34.7%), 91(45%) and 21 (10.4%) of respondents responded that principals effort to produce annual CPD plans with teachers is very low and low respectively. On the other hand, 10(5.75%), and 11(5.9%), of respondents replied principals being role model by taking part in CPD implementation with teachers is very high, and high, respectively. The mean score of the responses is 1.98 which are in the scope of low level of participation. This implies that the effort of being role model by taking part in CPD implementation was very low at the school level. In the same way the mean score 1.98 inclined in the low level of evaluating and giving feedback on CPD activities of teachers by principals.

Regarding item 3 of table 7, teachers' respondents were asked to answer principals' effort to evaluate the CPD activities of teachers. Principals expected to exercise regularly monitoring the effectiveness of the changes to teaching and learning, ensuring the quality of engagement of teachers in CPD activities, giving constructive feedback (MoE, 2009). Accordingly, significant number 74(36.6%), 87(43.1%), and 21(10.45%) of teachers answered that the degree of principals effort to evaluate and giving feedback is very low, low, and medium respectively. Whereas the 11(5.4%), and 9(4.5%) responded that the effort of principals to evaluate and giving feedback on the CPD activities of teachers is low

In item 4 of the same table, the respondents were asked to rate principals' effort to produce annual CPD plan with teachers. Accordingly, 70(34.7%), 91(45%) and 21 (10.4%) of respondents responded that principals effort to produce annual CPD plans with teachers is very low and low respectively. On the other hand, 10(5.75%), and 11(5.9%), of teachers replied that the effort of principals to produce annual CPD plan with teachers is very high, and high, respectively. The mean score of the responses is 2.00 which are in the scope of low level of participation. This implies that the effort of principals to produce annual CPD plan with teachers' participation was very low at the school level.

With item 5 of table 8, teachers were asked to rate the degree to which, principals effort to give feedback on the actions of CPD. accordingly, 9(11.25%), 7(8.75), 15(18.75%) respondents replied that principals effort to give feedback is very high, high and medium respectively. On the other hand, the majority 31(38.75%), and 18(22.5%) of respondents responded that principals effort to give feedback is low and very low respectively. The weighed mean score of the item is 2.44 which show low level of giving feedback on CPD activities for teachers.

Regarding item 6 of table 7, the respondents were asked to give their opinion about principals' effort to prepare training on CPD activities for teachers based on their need. According to Steyn and anniekerk(2002) the principal is considered as a leader, motivator of the school having the responsibility for the development of staff training program, school based and to assist teachers, particularly new and inexperienced teachers, in developing and achieving educational objectives. Accordingly, 73(36.1%), 84(41.6%), 26(12.9%) of teachers replied that principals effort to prepare training on CPD activities for teachers is very low, low, and medium respectively. Moreover, the rest11(5.4%), and 8(4.25%) of the respondents responded that principals effort to give training at school level is high, very high respectively. The mean score of the item is 2.00 which show low level of preparing training by principals on the action of CPD at school. Thus, one can learn that the principals' effort in preparing frequent training or workshops to deal with CPD practices was insufficient.

In item 7 of table 7, teacher respondents were asked to rate the extent to which principals effort to select a suitable facilitators for CPD activities. Seventy five (37.1%), 86(142.6%), and 22 (10.9%) of respondents replied that principals effort to select a suitable facilitators for CPD actions is very low, low, and medium respectively. On the other hand, 10(5%), 11(5.5%) of teachers responded that principals effort to select a suitable facilitators for CPD activities is high, and very high, respectively. The mean score of these responses is 1.97. This indicates that the principals' effort to select suitable facilitators for CPD activities is in low level at the Secondary Schools of Kolfe Keranio.

In item 8 of table 7, the respondents were asked to give their suggestion for principals' effort to organize experience sharing among the nearby schools. Principals are responsible to arrange inter-school visit programs, prepare intra –group discussion forums at school level, encourage teachers to exercise and try out peer evaluation, observe and visit CPD activities, arrange training programs and provide constructive feedback(AREB,2009).Accordingly, significant number 104(51.5%), 61(30.2),19(9.4%) of respondents replied that principals effort to organize experience sharing among the nearby schools is very low, low and medium respectively. On the other hand, the rest15(8.5%), and 9(4.5%) of teachers responded that the effort of principals to organize experience sharing among

the nearby schools is very high and high, respectively. The mean of the item is 1.89. This indicates that the roles of principals' effort to arrange experience sharing among the nearby schools are low and ineffective.

However, literature shows that in the schools where teachers are accessed to new ideas and share experiences more readily, there is a greater potential for school and classroom improvement. Improving schools' endeavor in the development of their staff creates opportunities for teachers to collaborate and to share best practices. Evidences also suggest that attention in such teacher learning can impact directly upon improvements in student learning and achievement (Day, 1999).

Table8. Items regarding challenges (factors that hinder the implementation of CPD)

No	Items	Responses										Mean
		very low		low		undecided		high		very high		
		F	%	F	%	F	%	F	%	F	%	
1	Lack of commitment/motivation of teachers and management	17	8.4	14	6.9	30	14.9	49	24.3	92	45.5	3.92
2	Lack of well organized concerned body	13	6.4	18	8.9	31	15.3	71	35.1	69	34.2	3.82
3	Lack of trained manpower on CPD	10	5.0	21	10.4	30	14.9	52	25.7	89	44.1	3.94
4	Workload inthe school and giving less focus for CPD	11	5.4	20	9.9	30	14.9	50	24.8	91	45	3.94
5	Lack of conducive atmosphere to practice CPD	13	6.4	18	8.9	31	15.3	52	25.7	88	43.6	3.91
6	Lack of resource and budget to implement CPD	12	5.9	18	8.9	38	18.8	70	34.7	64	31.7	3.77
7	Lack of follow up	21	10.4	10	5.0	37	18.3	54	26.7	80	39.6	3.8
8	Failure of understanding the intention of the program	18	8.9	14	6.9	37	18.3	52	25.7	81	40	3.81
9	Time constraints	5	2.5	3	1.5	41	20.3	59	29.2	94	46.5	4.16
10	Negative attitude towards CPD	6	3	2	1	37	18.3	72	35.6	85	42.1	4.13
Grand mean												3.92

Key: 1.00-2.49 high level of effectiveness 2.50-3.49 moderate level of effectiveness
3.50-5.00 low level of effectiveness Fr = Frequency Total % = 100

In item 1 of table 8, states that about less commitment of leaders and teachers to implement CPD activities. However, teachers were asked to respond their opinion about the commitment of leaders and teachers to practice CPD activities. While, responding to less commitment of school leaders, the majority 92(45.5%), and 49(24.3%) of teachers showed very high and high respectively. Thirty (14.9%), 14(6.9%), and 17 (8.4%) of teachers replied that less commitment of leaders to implement the action of CPD is medium, low, and very low. The mean score of this item response is 3.92 which are in the scope of high level of difficulty. The investigation showed that one of the problems to implement the CPD action is less commitment of leaders and teachers. In support of this, Gray (2005) stated that continuous professional development in school is most effective when there are strong leadership and supervisory assistance and Little (1992) stated that less committed and unwilling teachers damage the funding and coordination of CPD programs. However, teachers are the most important responsible practitioners in the process of real implementation of school based CPD.

According to item 2 of table 6 was intended to check the absence of well organized concerned bodies on the action of CPD is the obstacles of its implementation. Accordingly, 69(35. %), and 71(35.1%) of teachers responded very high and high respectively. Thirty one (15.3%),18(8.9%) and 13(6.4%) of respondent pointed out medium, low and very low respectively. The mean score of the item is 3.82 which show high level of influence. This implies that lack of well organized concerned bodies on the action of CPD was one of the challenges that hinder the actual implementation of CPD activities.

In item 3 of the above table states that lack of trained manpower and CPD facilitators is the challenges of CPD implementation. Accordingly 89(44.1%), 52(25.7%)and 40(33.61%) respondents indicated very high, high and medium respectively. on the other hand, 21(10.4%) and 10(5.0%) of teachers indicated their low and very low consent. The mean score of this item is 3.94 which are in the scope of high level lack of trained manpower. This shows that the lack of trained man power and CPD facilitators is the typical problems in the secondary schools. Literature supports the main responsibilities of the CPD facilitator is to promote CPD as a central element of school improvement and performance management, to create and sustain CPD arrangements for all staff, to monitor and report upon the quality and impact of CPD undertaken, to keep up to date with CPD developments and initiatives, both nationally and locally, maintain and develop links with sources of CPD provision (Hustler, 2003).

Regarding item 4 of the table 8, the workload in the school and giving less focus for CPD respondents replied 91(45.69%), 50(24.5%) and 30(14.9%) very high, high and medium respectively. This shows the both workload and less focus on CPD structure is the challenge of CPD implementation. On the other hand 20(9.9%), and 11(5.4%) of teachers showed that low and very low respectively. The mean value of the response is 3.94 which indicated high level of challenge for the effectiveness of CPD implementation. This implies even the workload was not identified as serious problem the focus given to CPD was very less and one of the main challenges of its effective implementation.

Item 5 of table 8, indicates whether lack of convenient atmosphere to practice CPD is the challenge of its implementation or not. Accordingly, 88(43.6%), 52(25.7%) and 31(15.3%) of teachers replied very high, high and medium respectively. Moreover, 18(8.9%), and 13(6.04%) respondents showed low and very low respectively. The mean score of this item response is 3.91 which implicated the there is no convenient room to practice CPD and it was at high level of challenge in the sub city.

With item 6 of table 8, respondents were asked to give their opinion on the lack of resources or budget for the implementation of CPD activities. Accordingly, the majority 64(31.7%), 70(34.7%) and 38(18.8%) of teachers showed their very high, high and medium respectively. On the other hand, 18(8.9%), and 12(5.9%) of respondents replied low and very low. The mean score of this item is 3.77 which is in the scope of high level of ineffectiveness. This shows that failure to allocate money to practice CPD activities was one of the serious challenges in government Secondary Schools of Kolfe Keranio sub-city. It was also indicated in AREB (2009) that, school principals are responsible to arrange training programs, visit programs and peer evaluation. Limited resources hinder the effective implementation of CPD. Almost all CPD program need a certain amount of monetary and material inputs to run. It does not matter whether it is on-school or off-school site based CPD. Without financial resources, CPD program cannot run.

In item 7 of table 8, respondents were asked to give their suggestion for the lack of follow up from all concerned bodies on CPD activity implementation. Accordingly, 80(39.6%), 54(26.7%) and 37(18.3%) of respondents answered very high, high and medium respectively. And also, 10(5.01%), and 21(10.4%) of teachers showed low and very low on the lack of follow up from principals, experts CPD facilitators for the effective implementation of CPD. The mean value

was 3.8 which represent high level of obstacle. This reveals that the lack of follow up by all concerned bodies to implement the activities of CPD was highly threaten the actual implementation of CPD. Several authors including Penuel, Fishman, Yamaguchi & Gallagher (2007) have pointed out that a common criticism of professional development activities designed for teachers is that they are too short and offer limited follow-up of teachers once they begin to teach. This results in teachers either assimilating teaching strategies into their current repertoires with little substantive change or rejecting the suggested changes altogether

Item 8 of table 8, respondents were asked their understanding the intention of the program and indicated 81(40.7%), 52(25.7%) and 37(18.3%)are very high, high and medium respectively. This showed that failure to understand the intention of the CPD program was obstacle of CPD implementation. On the other hand, 14(6.9%), and 18(8.9%) of teachers replied low and very low respectively. In this regard the rand mean (3.81) of the respondent groups sowed that failure to understand the intention of the CPD program was rated as a serious problem.

According to item 9 of the same table 8, respondents were asked whether time constraints are the challenge of the implementations of CPD action or not. While responding to this item 94(46.5%), 59(29.2%) and 41(20.3%) respondents showed very high, high and medium respectively. The rest, 3(1.5%), and 5(2.5%) of teachers answered low and very low respectively. The mean score of this item is 4.16. Thus one can say that shortage of time for teachers to implement the CPD action is high level of ineffectiveness. In support of this, duration and time span of CPD programs is another determining factor for the effective implementation of CPD.

Regarding the last item of the same table respondents were asked about negative attitude towards CPD, and 85(42.1%), 72(35.6%) and 37(18.8%) of teachers replied very high, high and medium respectively. On the other hand, 2(1.61%), and 6(3.56%) of teachers showed low and very low respectively. The mean value of the response is 4.13 which indicated high level of challenge. According to Falk (2001) teachers see it as time wasting paper work rather than as means of professional development. However this is because of low level of understanding about the significance of CPD and absence of teachers' career structure development, efficiency and teachers licensing with CPD implementation. The entire participant agreed that the principals and sub-city experts had not made any support because of the negative attitude owns. They took only data of how many hours did teachers spend their time in the practice of school based CPD

for the purpose of report. No professional aid was given to teachers. Therefore, it is possible to conclude that sub-city, regional education offices and MoE were not carrying out their responsibility.

The findings of the study confirmed that the findings of the following researchers. Ashebir (2014) stated that lack of teachers' positive attitude towards the program and lack of support from Woreda education experts and supervisors, lack of training, lack of CPD materials, lack of trained facilitators, insufficient allocation of budget, absence of systematic follow up and evaluation were the major blocking factors of CPD program implementation and Alemayehu (2011) indicated that lack of willingness of teachers to participate in the training, lack of support from concerned body, lack of motivation, and lack of adequate budget were the factors that affected the implementation of CPD program. 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 hindering 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.

Table 9. Items related to CPD facilitators' support to implement CPD on teachers daily Activity .

No	Items	Responses										Mean
		very low		low		undecided		high		very high		
		F	%	F	%	F	%	F	%	F	%	
1	The CPD facilitator usually arranges discussion programs within the school to consult with other groups on CPD practices	98	48.5	69	34.2	16	7.9	8	4.0	11	5.4	1.84
2	The school CPD facilitator prepares discussion forums with other schools	94	46.5	70	34.7	21	10.4	7	3.5	10	5.0	1.86
3	The school CPD facilitator encourages and support me to exercise peer evaluation on CPD Practice	87	43.3	79	39.1	18	8.9	5	2.5	13	6.4	1.9
4	The school CPD facilitator prepares	103	51	63	31.2	19	9.4	4	2.0	13	6.4	1.82



Key: 1.00-2.49 low level of effectiveness 2.50-3.49 moderate level of effectiveness
 3.50-5.00 high level of effectiveness Fr = Frequency Total % = 100

As indicated in item 1 of table 9, the total 202 respondents were asked to answer the extent to which CPD facilitators arrange discussion with senior teachers and peer support. Discussion with senior teachers can contribute towards the development and take –up of new practices, and further discussion progression (Bell et al, 2001). Respondents replied 98 (48.5%),69 (34.2)and 16(7.9%)about facilitators to arrange discussion with senior teachers is very high, and high medium respectively. On the other hand, 8(4.05%), and 11(5.4%), of teachers replied that the effort of CPD facilitators to organize discussion with senior teachers is low and very low respectively. The mean score of teachers’ response is 1.84. This shows that CPD facilitators were not adequately prepare discussion with senior teachers within the school on CPD practices. This shows that CPD facilitators insufficiently prepare discussion programs within the school to consult with other groups on CPD practices. However, The CPD leader is responsible annually for discussing with the head teacher and governing body on the CPD priorities and the likely budgetary implications of addressing these needs. Such needs are drawn largely, but not exclusively, from the training and development needs identified through the school performance management process (Hustler, 2003).

Item 2 of the same table is all about the investigation of the extent to which CPD facilitators prepare discussion programs with other schools to scale up experiences on the implementation of CPD activities. Accordingly 94(46.53%),70(34.7%)and 21(10.4%) of respondents showed very high, and high medium respectively. However, 7(3.52%) and 10(5.0%) respondents replied low and very low respectively. The mean score is 1.86 which is in the scope of low level. This reveals that the extent to which schools CPD facilitators prepare discussion forums with other school partners was unsatisfactory.

In item 2 of the same table, the respondents were asked to rate the effort of CPD facilitators to give training on CPD practices according to teachers need. Significant number 5(6.25%), 9(11.25%), 15 (18.75%) of respondents replied that the effort of CPD facilitators to give training for teachers on CPD actions is very high, high, and medium respectively. On the other hand, the majority respondents 23(28.75%), 28(35%), replied that the effort of CPD facilitators to give training on CPD practices in relation to their needs is low, and very low respectively. The mean of the response is 2.41

which are in the scope of low level of support. This indicates that the effort of CPD facilitators to give training on CPD activities was inadequate.

Regarding item 3 of table 9, teachers were asked to give their opinion to the efforts of CPD facilitators to arrange colleague evaluation on the implementation of CPD. Accordingly, 87(43.1%), 79(39.1%), and 18(8.9%) of respondents replied very high, high and medium respectively. The other respondents 5(2.5%), and 13(6.4%) responded low and very low respectively. As we can see from the above table the mean score is 1.92 which are in the scope of low level of support. This implies that in order to organize colleague evaluation on CPD action, the effort of CPD facilitators was insufficient. Additionally, the average mean of the above table is 1.87 which are in the range of low level of support but not practiced as the expected point.

With regard to the effectiveness of CPD facilitators in facilitating need based CPD training of item 4 of table 9, 103(51%),63(31.2%) and 19(9.4%) respondents replied very high, high and medium respectively. However, 4(2.52%) and 13(6.4%) respondents replied low and very low respectively. The mean score is 1.82 which is in the scope of low level. This implies that CPD facilitators were not effective in facilitating the provision of training based on teachers training needs. As I confirmed from the interview of facilitators and principals, there was budgetary problems in all secondary schools to facilitate training.

The data collected from the interview with principals and participants of FGDS showed that there was no close professional assistance by the school CPD facilitators in preparing both inter and intra group collaborative discussion.

4.4. Result Analysis from Interviews and Documents Available

Most of the participants, including the principals, indicated that CPD has its purpose of improving of teachers' performance, acquiring and updating skills, induction and mentoring of teachers, strengthening professional ethics. Some participants described CPD as the improvement of qualifications while others saw it as an improvement of the understanding of the learning areas that they teach as well as the improvement of teaching methods. CPD had as its ultimate purpose the improvement or maintenance of a culture in which quality education delivery should occur. Through the interviews it was established that the principals of all schools have a role to play in the CPD. However, while checking the documents of the schools and respondents answer nothing could prove that such development is indeed taking place. I found that while the principal would mention that he or she mentors new or beginner teachers, the interviews of his subordinates proved the opposite. The scrutiny of the schools' documents

proved that these schools do not have clear plans regarding the continuous professional development of teachers. Developmental issues are a rare topic in meetings as indicated by the teachers and department heads and also, minute book was not available to verify if feedback was indeed provided to others at the schools.

Almost all respondents agree that if CPD is implemented properly it is very important for teachers particularly and education sector generally. However, according to the replied response the program is failed and unwanted. The program is the major cause of the chaos for education, and also a bottleneck for our country's educational failure. It is a copy paste program, which it doesn't go parallel with in our educational curriculum. The head officials that introduce this program even doesn't understand it effectively. Although, CPD program by itself is sound able, the leaderships and the managements use it as to run their political ideology as well as a tool for scaremonger of teachers.

According to the suggestions of the respondents, for its effectiveness of , the program designers should first create awareness and understand it for themselves very well. The program should be modernized; the way it is conducting should be reformed and restructured to be effective. If these all should be done and paper value and working for the sake of report is no longer stayed.

Generally, shortage of school budget from the education office, absence of functional focal person on CPD at sub-city level, lack of continuous training , resistance of teachers to implement CPD, lack of commitment from principals and teachers to implement CPD, lack of motivation of teachers, lack of coordination among the concerned bodies, shortage of time to practice CPD actions, and absence of career structure development, efficiency and teachers licensing with the actions of CPD were mentioned by the respondents as the major challenges of CPD implementation in Kolfe Keranio sub-city Secondary Schools.

The analysis of the data collected via interviews resulted in the identification of three main challenges that hinder the development of teachers in the Ethiopian context. The first hindrance concerns conceptions and conceptual problems related to teaching, learning, professional development and mentoring. The second hindrance regards leadership and management issues and deals with school leadership, national demand and teachers' needs. The third hindrance is

devoted to work conditions and deal with the intensification of teachers' work, wages and incentives. These challenges are described in more detail in the analysis above.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

The study intended to find out the practices and challenges of CPD program and its effect on teachers performance in secondary schools of Kolfe Keranio sub city. Accordingly, this chapter dealt with the summary, conclusion, and recommendations of the study. In this section, there is a brief summary on this study with the major findings followed by the conclusions made on the basis of the leading or basic questions answered. Lastly, some possible recommendations are specified by standing on the major findings or results of this study.

5.1. Summary

The purpose of this study was to assess secondary schools teachers CPD practices, challenges and its effect on teachers performance in Kolfe Keranio sub city secondary schools .In order to achieve the objectives of the study, the following leading questions were set to be answered in the course of this study:

- ❖ What is the practice of CPD in government secondary schools of Kolfe Keranio sub city in Addis Ababa?
- ❖ What are the teachers and school leaders' perceptions regarding the improvements resulted through CPD?
- ❖ What are the challenges of practicing CPD in government secondary schools of Addis Ababa City Administration?

Based on the basic questions and specific objectives, the study was conducted in 7 secondary schools of Kolfe Keranio sub city. All the schools were selected since their number is very few to access. There were 732 teachers and 22 principals conveniently taken in the secondary schools as a participant of the study.

The data gathering instrument used in this study were questionnaire for teachers, interview for principals and focused – group discussion for sub city experts. Out of 259 questionnaires 202 questionnaires were valid but the remaining 57 questionnaires copies were not returned to the researcher for analysis. The data collected through questionnaire was carefully copied, organized, qualified and entered into the computer and analyzed by SPSS 20 software. The interview and focused group discussion responses were also narrated qualitatively. In interpreting and analyzing of the data, descriptive techniques or statistical tools such as percentage and mean value were used for computing the value of data collected. According to

the result of data analyzed, the major findings of this study are mainly summarized here under the following issues

5.2 Major Findings

As an outcome of the study, in all schools, CPD program was very less implemented by teachers the last three years especially this year. The practices and its performance of the program vary from school to school but in general it was found almost none only just for the sake of report are few documents available.

1. The program considers teachers need. However, the data obtained from qualitative and quantitative data revealed that CPD program never influenced teachers and the profession even no significant change is brought on students result. It was nominal, paper value; still no one is implemented effectively. There was lack of desire and interest of all concerned bodies, time constraints, shortage of resource, and financial shortage in implementing the CPD program.
2. Regarding the effectiveness of the CPD program on teachers' performance, the findings depicted that the majority of the respondent agreed that no positive effect is observed and it was inadequately exercised to measure the effectiveness of the program on teachers' performance.
3. The study indicated the major challenges that hinders the effective implementation of CPD in the secondary schools were such as lack of commitment and interests of the concerned bodies. To this end, the schools were not well organized too. In addition to this, teachers as well as principals were not well-trained and prepared for their role. Similarly, CPD facilitators and principals were not readily available to assist teachers at any time generally, at all level there was no follow up of sub city experts and principals, lack of awareness and interest about CPD program, highly shortage of resources (modules),and assigned facilitators were not well-trained.

5.3 Conclusions

This study has revealed the practice, challenges and perceptions of teachers regarding their CPD.

Schools do not have proper plans that lead to the CPD of all teachers. Principals are either not competent enough or simply not willing to develop their teachers. The data reflects that the development of teachers, especially new or beginner teachers, is left in their own hands with the school principals doing very little to develop them.

Based on the findings, the researcher concluded the CPD practice was not effective in Kolfe Keranio sub city due to the challenges like ; lack of awareness and detail knowledge of CPD ,lack of interests on the program by all concerned bodies ,lack of commitment and motivation of teachers and managements, negative attitude towards CPD (politicizing),lack of resource and budget allocation. This results in the facts that the implementation of CPD is almost none. CPD was not effectively implemented in the secondary schools of Kolfe Keranio sub city.

5.4 RECOMMENDATIONS

Effective delivery of the curriculum does not happen in all schools. The important tool for this all important curriculum delivery is the teachers. This emphasizes the need for teachers to be at their best when delivering the curriculum. This entails that they have to be empowered. Given the findings of the study, the following recommendations are directed to the persons or organizations mentioned:

5.4.1 Recommendations Directed at the Sub city Office

The CPD should be seen as a policy that will eventually lead to improved teachers who can provide improved education to learners. This entails that continued training should be provided to educators in schools and this includes refresher training. Mestry, Hendricks and Bisschoff (2009:488) agree when they state that “the Department of Education should provide appropriate training for all stakeholders in order for CPD to be implemented effectively in schools”. Principals should be developed annually to implement the CPD effectively. Refresher training regarding CPD should be presented in small groups. Workshops, meetings and courses should be conducted by the sub city experts should be given more frequent. Sub city experts should visit

schools to ensure that the content of workshops, meetings and courses are fully understood and implemented.

Principals and management teams should be empowered to have sufficient knowledge regarding the legislative provisions of teachers' development. They should be provided with the contacts or details of persons or organizations that may assist them regarding the CPD of teachers. Here one looks at organizations that may provide short courses that will improve the competency of teachers regarding the delivery of curriculum.

5.4.2 Recommendations directed at principals

The PAM (DoE, 1999:10) attributes the responsibility of the development of teachers to the principal. In the light of this, it is recommended that the principal:

- take overall responsibility and accountability for the CPD of teachers at his or her school and ensure that CPD meets the needs as determined by the SIP;
- Ensure that professional development activities and programs are included in the year plan of the school. These activities should be monitored;
- ensure that new and beginner teachers are expertly oriented and mentored even if it entails having an induction and mentoring policy in place;
- involve his or her teachers to develop and implement CPD programs to the benefit of the school;
- Encourage and ensure that the teachers at the school attend developmental programs such as workshops, meetings and short courses. These programs will assist them in improving their knowledge, skills, values and attitudes in order to become better equipped in the management of their classrooms (Mestry, Hendricks & Bisschoff, 2009:488). This also entails that when feedback is given, minutes of such be taken. Further reform types as means of CPD such as peer coaching and demonstrations should be included;
- Evaluate the effectiveness of CPD programs that have been conducted. This will assist in determining if the outcomes of the CPD program have been achieved;
- ensure that all phase, learning area, grade, staff meetings be seen as having a developmental element;

5.4.3 Recommendations directed at heads of departments

- Heads of departments should communicate the purposes of the CPD to all teachers in his or her grade, phase or learning area.
- All beginner or new teachers at the school should be inducted and mentored and the Head of department should perform a leading role.
- Conduct meetings with teachers and keep all minutes of all staff, learning area, phase or grade meetings.
- Ensure that teachers who attended a workshop provide feedback.

5.4.4 Recommendations directed at teachers

The following recommendations are proposed towards the teachers.

- Teachers should take all necessary steps to develop professionally, not only at a given time but continuously in order to deliver the curriculum
- As far as it is reasonably possible, Teachers should avail themselves to attend all workshops, courses and meetings
- Teachers should read books, articles and other relevant material to broaden their knowledge span regarding their learning area.
- Teachers should strive to work in teams or groups as it serves as a basis for self-development as well as the sharing of expertise regarding planning, learning activities and assessment.

Based on the above-mentioned, I would like to conclude by suggesting the following:

- Further research using a quantitative research paradigm with a large sample to study the experiences of teachers regarding CPD.
- Further research in a qualitative research paradigm to study the role of principals in implementing CPD program towards improving curriculum delivery.

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ANNEX I
Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management

Questionnaires to be filled by secondary schools teachers and principals.

General Direction:

Dear respondent, this questionnaire is to be filled by secondary school teachers and principals of Kolfe Keranio sub city for the purpose of assessing the practice and challenges of CPD and its effect on teachers' performance in the sub city. Hence your genuine and timely responses are highly crucial for the successful completion of the study. Therefore, you are kindly requested to complete each items accordingly. All the responses will be used for the purpose of the study and kept confidential.

1. No need of writing your name anywhere in this questionnaire.
2. For any additional opinion or explanation you are kindly requested to write on the space provided.

Thank you in advance!

Part I. Personal (bio) Data of the respondents

Instruction: Please put your response by marking (√) in the bracket.

Name of the school: _____

1. Sex : a. male () b. female ()
2. Academic Qualification:
 a. Diploma () b. Degree () c. Masters () d. PhD()
3. Age a. 20-25() b. 26-30() c.31-35() d. 36-40 () e.41-45() f. above 46()
4. Marital status: a. single () b. married() c. others()

5. Year of teaching experience: a. < 2 years() b. 3-6() c. 7-12() d. 13-16 () e. 17 and above years()
6. Job responsibilities: a. principal () b. supervisor () c. Teacher() d department head() e. expert ()
7. Weekly teaching workload in period:
a. 0-5 () b. 6-10() c. 11-15 () d. 16-20 () e. above 21()

Part II. The following are lists of items that are related to contribution of CPD to teachers, CPD implementation practices, School leadership and school roles to the implementation of CPD, Challenges of practicing CPD and CPD facilitators support to teachers.

Please use one of the following Likert scale to point out your response by marking (✓) in each closed ended items from the given rating scales.

5= Very high 4 =high 3= medium 2= low 1 =very low

1	Items pertinent to the possible contribution of CPD on teachers· performance in your school	1	2	3	4	5
1.1	CPD increases teachers retention					
1.2	CPD improves teachers and leaders self- initiation					
1.3	CPD promote teachers and head teachers to evaluate their actions					
1.4	CPD improve the capacity and competency of teachers and head teachers					
1.5	Develop teachers and principals self confidence					
1.6	Promotes team spirit in learning and cooperative					
1.7	CPD motivate teachers and education officers					
1.8	CPD brings quality and improve class room activities					
1.9	CPD maximize employees loyalty and commitment					

1.10	Helps to improve employee performance					
1.11	Improved classroom management and solving students problem					
1.12	Addressed immediate school needs					
1.13	Changed my views on teaching					
1.14	Implementation of continues assessment					
1.15	Helps to improve employee performance					

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2	Items pertinent to CPD practice (implementation) your school	1	2	3	4	5
2.1	Annual CPD plan is available and teachers are well planned for each CPD activities					
2.1	Conducting training and preplanning for CPD activities based on the evaluation of implemented CPD practice					
2.2	Conducting action research with other teachers or groups					
2.3	Mentoring others and being mentored by well-experienced senior teachers (peer coaching)					
2.4	Selection of the school CPD priorities					
2.5	Prepared portfolio by recording all CPD documents					
2.6	Involving in frequent peer/ group discussions on CPD activities					
2.7	Implementing the CPD activities and evaluating my effectiveness					
2.8	Informing the importance of CPD for teachers					
2.9	Creating team sprit among teachers					
2.10	Follow up and support from your mentor					
2.11	Use of ICT in learning					
2.12	timely review the outcomes of the CPD practices on the students					

	achievement					
2.13	Annual CPD plan is available and teachers are well planned for each CPD activities					

3	Items related to school leadership and school role to the implementation of CPD	1	2	3	4	5
3.1	Creating conducive atmosphere and awareness about CPD					
3.2	Being role model by taking part in CPD implementation					
3.3	Regularly evaluating the results of CPD implementation					
3.4	Professionally support teachers as they plan their CPD					
3.5	Support teachers as they implement their CPD plan					
3.6	The school principal prepares training opportunity based on my training needs					
3.7	The school principal Selects a suitable facilitator for CPD activities					
3.8	The school principal prepares discussion forums with other Schools					
3.9	The school principal arranges visit programs within the school to consult with other groups on CPD Practices					

4	Items regarding factors that hinder the implementation of CPD (challenges)	1	2	3	4	5
4.1	Lack of commitment/motivation of teachers and management					
4.2	Lack of well organized concerned body					
4.3	Lack of trained manpower on CPD					
4.4	Workload inthe school and giving less focus for CPD					

4.5	Lack of conducive atmosphere to practice CPD					
4.6	Lack of resource and budget to implement CPD					
4.7	Lack of follow up					
4.8	Failure of understanding the intention of the program					
4.9	Time constraints					
4.10	Negative attitude towards CPD					

5	Items related to CPD facilitators support to implement CPD on teachers daily activity(performance)	1	2	3	4	5
5.1	The CPD facilitator usually arranges discussion programs within the school to consult with other groups on CPD practices					
5.2	The school CPD facilitator prepares discussion forums with other schools					
5.3	The school CPD facilitator encourages and support me to exercise peer evaluation on CPD Practice					
5.4	The school CPD facilitator prepares training opportunity based on my training needs					

1. How do you see the CPD program in general? And what it lacks? Please write your opinion briefly.

2. In your opinion what do you suggest for the effective implementation of CPD in secondary schools?

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Sex:_____ **Qualification:**_____

Part I. Open Ended Questions for Principals and v. principals

1. What do you think are the major challenges of CPD practice?
2. Briefly describe your role as a leader for implementing CPD.
3. What does your institution expect of you in terms of CPD practice?
4. How regularly do you hold meetings with the teachers under your supervision?
5. How do you describe the practice of CPD in your school? Do you think that CPD is effectively implemented in your school?
6. Do support and follow up made by sub city experts in terms of training, experience sharing, distribution of modules and incentives for good performers?
7. Who plays a role in your professional development?
8. Give a few examples of Professional Development activities that you use at your school.

ANNEX III
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Guiding questions for interview with principals', CPD facilitators and sub-city supervisors. The purpose of this interview is to collect data on practice and the challenges of CPD implementation and its effect on teachers' performance in secondary school of Kolfe Keranio sub-city Addis Ababa .The information you provide will be used only for the research purpose and kept confidential.

General information about Participants:

Sex: _____ Academic qualification: _____ Service years: _____.

1. Do you think that CPD is effectively implemented in Kolfe Keranio sub-city government secondary schools? If not why?
2. What do you think about provision of sufficient timely trainings to up-to-date and implement CPD program in the secondary schools?
3. How do the responsible school CPD partners involve in the overall activities of CPD?
4. What are the major challenges you have encountered in the process of implementing CPD program in secondary schools?
5. What possible strategies do you recommend to improve the implementation Of CPD?
6. What effects do you observe on teachers performance?

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Part I. Observation/Analysis of the Documents

No	Item	Yes	No	Comments on content and availability of item
1	Modules on CPD			
2	Training manual on CPD			
3	Staff minute book pertinent to CPD			
4	See if CPD was discussed in meetings			
5	Portfolio of teachers			
6	CPD priorities plans			
7	Reports on CPD			
8	Action research done			
9	The existence of monitoring ,reporting and evaluation systems of CPD actions			
9	Previous CPD plans			
10	Feedbacks from the concerned bodies on the actions of CPD			