

The Status of Continuous Professional Development
Programmes for Secondary School Teachers in
Addis Ababa City Administration

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List of Abbreviations

AAU: Addis Ababa University

AED/BESO: Academy for Educational Development/ Basic Education
Strategic Objective

BC: British Council (Ethiopia)

CBB: Capacity Building Bureau

CAEB: City Administration Education Bureau

CPD: Continuous Professional Development

EC: Ethiopian Calendar

ELIP: English Language Improvement Programme

ESTC: Ethiopian Science and Technology Commission

ETP: Education and Training Policy

FDRE: Federal Democratic Republic of Ethiopia

ICDR: Institute for Curriculum Development and Research

MOE: Ministry of Education

MOH: Ministry of Health

NOE: National Organization for Examinations

NQTs: Newly Qualified Teachers

NSTEC: National Science and Technology Education Center

PDS: Professional Development School

SCED: Sub City Education Departments

STC: Science and Technology Commission

TEI: Teacher Education Institutions

TESO: Teacher Education System Overhaul

TTA: Teacher Training Agency

Abstract

Continuous Professional Development Programmes are the means by which teachers up-date their professional knowledge, skills, attitudes and abilities. It is held that teachers should get ample opportunities to regularly improve their professional status. Therefore, CPD activities have to be school based so as to create enough access to all teachers. The purpose of this thesis was to evaluate the status of CPD programmes for teachers in secondary schools of Addis Ababa City Administration. The study was conducted considering its timeliness in relation to the changes taking place in the education system. Besides, there were only limited efforts exerted to study the status of CPD programmers in Addis Ababa. On top of this, it was believed that findings would contribute to the improvement of CPD management in the City Administration Education Bureau. The descriptive survey method was used to study the problem.

The findings showed that available CPD opportunities were teachers' English Language Improvement Programme, In-service degree programme, limited curriculum based training activities, and educational leadership. They did not provide teachers with enough access to development opportunities. Providers were the Ministry of Education, the City Administration Education Bureau, and the Capacity Building Bureau. The planning, organizing and management practices lacked professional skills. Stakeholders that should have played active role in providing CPD opportunities to teachers did not take part. Provision of training was not determined by systematized needs assessment. The programmers were characterized by series of "one shot workshops" and they were not integrated in such a way that they contribute to the success of regional and national policies or to the needs of teachers and educational personnel. There was duplication of efforts. Reliance was on external trainers. The talents with teachers and within the system were not valued. Eventually, they are not utilized. Programmes in Addis Ababa government secondary schools were, therefore, at a very low level. They focused on few areas.

Chapter One

1. The Study and Its Approach

This chapter includes introduction, statement of the problem, significance of the study, delimitation of the study, limitations of the study, the research design, definitions of terms, and organization of the study.

1.1 Introduction

Organizations live for purposes. The purposes may be providing services or production of goods needed by society. The employees of organizations, together with other resources, if they possess the desirable knowledge and skills, are indispensable to fulfill their purposes. All their employees need to be skillful, knowledgeable, and they should possess positive attitudes toward goal accomplishment and provision of satisfactory social services.

Organizational employees accumulate these competency aspects through pre-service or through in-service training. However, knowledge and skill acquired at one-time does not suffice for career life because knowledge is not static. There is dynamic growth of new ones and obsolescence of others. Therefore, there is pressing need for continuous learning and updating (Sims, 1993: 1 and Fullan, 1998: viii –ix). Drucker quoted in Skyrme (1999:11) illustrates that societies developmentally take a leap over 50 or 60 years. For instance, the shift which took place in the 1960s and which is likely to extend up to 2010 or 2020 features a knowledge era. It is stated:

We are entering the knowledge society in which the basic economic resource is no longer capital, or natural resources, or labor, but is and will be knowledge and where knowledge workers will play a central role.

Thus, change in knowledge structure or in the procedures of practical application eventually causes the need for teachers to be continuously improving their teaching skills and their knowledge in their subject area. Continuous Professional Development/CPD/ is critically important in this regard. Nicholls (2001: 16-17) cites Layton as stating that “teachers, communication resources, students and body of knowledge” are changing. New forms of university management also bring different students and different challenges to teachers. Fullan (in Schultz, 2001:51) also agrees and states that this unique “...environment is complex, turbulent, contradictory, relentless, uncertain, and unpredictable.” This is to mean that unless teachers learn and up-date their knowledge regularly, they cannot fulfill their duties satisfactorily.

The implication to education is that we need CPD programmes for teachers. The Scottish Executive (2003) states:

The need for continuing development of knowledge and skills is well recognized in education. Rapid changes have taken place in the curriculum and in approaches to teaching and learning. Development in technology, particularly information and communication technology and the constantly evolving role of schools in our society together mean that a teacher's competencies and knowledge need frequent review and development.

The world is swiftly changing. The era in which we are in is defined as an era of knowledge explosion. Teachers educate society

cope up with the changes by selecting the appropriate knowledge and skill from the inundating flood. Teachers are likely to succeed with this respect when they themselves are in a state of continuous learning. Continuous professional development programmes become important because they provide the chance for steady developments.

1.2 The concept of Continuous Professional Development Programmes (CPD)

Change is taking place rapidly, any time everywhere. It is imperative to know the change direction well. Failure to know them will lead to devastation. Educational success greatly depends on teachers' continuous learning. Continuous professional development programmes have essential role in this regard. What are continuous professional development programmes?

Bolam quoted in Glover and Law (1996:2) defines CPD as:

Support within a portfolio of activities engaged in by teachers and education managers following on from initial teacher certification with the aim of: adding to their professional knowledge; improving their professional skills; clarifying their professional values; and enabling their students to be educated more effectively.

In short, CPD is continual enhancement of teachers' knowledge, skills, abilities and attitudes. It shows that pre-employment training is not sufficient. It requires subsequent job related reinforcements and further professional up dating throughout career life. It is this fact that makes CPD programmes requisite.

1.2. Statement of the problem

It is clear that CPD programmes are helpful for individual teacher development, school effectiveness and fulfillment of public demands. The fast changing educational environment cannot be easily managed without continuous learning. Delors (quoted in Dereje, 2002) advises that:

While the world is evolving rapidly today, teachers, like most other professional groups, must now face the fact that their initial training will not see them throughout the rest of their lives; they need to update and improve their own knowledge, and techniques throughout their lifetime.

Changes are inevitable. This is true for teaching. Like other knowledge processing professions, teaching is affected by change. The implication to teachers is that they need to continuously update their competence. Failure to improve competence level is failure to discharge teaching responsibilities satisfactorily.

Cognizant of this fact and realizing the immediate benefits, the FDRE Implementation Capacity Building Strategy (1994:E.C) emphasizes on the significance of CPD programmes. It stresses that pre-service teacher training would have been the pool of qualified teachers. However, it is not in a position to satisfy the growing demand for qualified and competent teachers. Therefore, on-job training programmes such as workshops, symposiums or seminars shall be extensively used to improve the quality of teachers. To materialize this, the document further states, these programmes need careful planning beforehand. They need to be well organized, enriched and sequentially

integrated. They shall be systematically managed in view of bringing attitudinal, cognitive and ethical changes in teachers. Training activities ought to be rigorously evaluated. They have to be in harmony with and contributing to the success of national capacity building strategies. Efforts should be synchronized to avoid duplication.

On the other hand, research findings indicate that there are problems in the education system. To list some: in-service programmes are used only to up-grade teacher qualifications. Opportunities that help improve teaching are inadequate. Programmes are not relevant to the real developmental needs. There is no systematic follow up. Support systems are not designed for trainees (BESO cited in Tekeste, 1996:67; MOE, 1991 EC; MOE, 2003, Tilahun, 1990:116)

Other researchers also found out several factors working against such programmes. Manna and Tesfaye (2000:16) listed uninviting work environment and lack of collaboration. While TESO (2003) observes mismanagement, irrelevance, transience and lack of integration among training activities. Tilahun(1990:116)and Dereje in Amare et al, (2001: 9-10)also describe lack of awareness in key implementing bodies about policies and strategies as major setbacks. Other problems were lack of incentives, financial and time constraints, indifference of educational leaders to CPD (Zenebe in Amare et al. 2001:429; Seyoum, 1998:15; TESO, 2003; Manna and Tesfaye, 2000:5-6).

Generally, according to the research findings, the variables that affect CPD activities in the Ethiopian education system are finance, equipment, time, support of educational leaders particularly school principals and colleagues, accommodations, distance of training venues, lack of motivation and skills associated with planning and management

of training programmes, lack of unity of purpose, feedback.(TESO, 2003; Yusuf cited by Seyoum, 1998:3; Manna and Tesfaye, 2000:5-6).

From the review of the research findings, we understand that there is a disparity between what ought to be and what exists in reality. There might be changes to the better or to the worse. This creates a curiosity to investigate the status of CPD programmes. Therefore, the researcher was motivated to investigate the status of CPD programmes in government secondary schools in Addis Ababa in a unified and comprehensive manner. To reach this goal, the following basic questions were raised:

1. What are the major types of CPD activities available?
2. Are the available CPD opportunities accessible to all teachers in government secondary schools?
3. Who are the major providers of CPD opportunities?
4. How are CPD programmes planned, organized and managed:
 - a) Are they planned in accordance with systematically identified development needs?
 - b) Are necessary organizational structures designed at all levels?
 - c) How are training programmes managed?
5. Are there CPD supportive school climates?
6. What are the attitudes of teachers toward CPD programmes?
7. What factors influence CPD programmes?

1.3. Significance of the Study

Continuous professional development activities are essential to improve the quality of education. Teachers have to have access to quality and sufficient CPD activities.

To ensure the level of adequacy and maintain standards of quality, it is important to evaluate programmes frequently and solve problems in time. However, there were only limited efforts to study this problem over the past years. Few studies were conducted in Addis Ababa but with limited aspects of CPD programmes. Relevant to this issue were the papers by Zenebe (2001), Seyoum (1998) and Tilahun (1990). Zenebe and Seyoum focused on research activities in Addis Ababa secondary schools, while Tilahun gave a description of in-service teacher education offered by the Addis Ababa University. However, they were not comprehensive enough to show conditions of CPD programmes in Addis Ababa. Besides, there is a considerable time lapse since the said studies were conducted. It is also true that the educational environment is dynamic. Various changes have taken place in the past few years. All these make it necessary to undertake timely assessments. Thus, undertaking this research project is timely and of significant importance. It will contribute in the following ways:

- 1) Show the status of CPD programmes in secondary schools in Addis Ababa and it will draw the attention of educational leaders to existing problems so that they will take remedial actions
- 2) Point out alternative CPD activities and methods of implementing them.
- 3) Identify major stakeholders and hint better ways of

creating collaborations among them so as to make their efforts fruitful

- 4) Pinpoint strengths and weaknesses in planning, organizing and management of CPD programmes
- 5) Identify crucial factors that positively or negatively affect CPD programmes and recommend feasible ways of enhancing strengths and improving weaknesses.
- 6) May pose issues that may initiate other researchers to fill gaps in the area
- 7) The paper would serve as a reference material for beginning readers in the field.

1.4. Delimitation of the Study

The study was delimited to Addis Ababa to make the problem easy to tackle in view of the limited time and other necessary resources available for the researcher. Besides, the researcher was convinced that findings would help in improving the planning, management and organization of training and professional development in the City Administration Education Bureau. The concentration of secondary schools is also higher in the City and studying the real conditions is possible where there are adequate samples. Moreover, Addis Ababa is believed to have the highest teacher qualification ratio in Ethiopia. Continuous professional development programmes would be more successful where there are teachers that are more qualified. This will be specifically true if programmes are skillfully managed. It is believed that Addis Ababa is the ideal place to study CPD conditions and it would give important and relevant lessons regarding the programmes.

1.5. Limitations of the Study

The researcher had a serious time constraint because he had full job responsibility on top of thesis writing. This prevented him from looking into additional relevant official documents in schools and in sub-city education departments. This might limit the depth of insight into the problem and strength of evidences.

1.6. The Research Design

1.6.1. Method

The descriptive survey method was employed to study the problem on the basic belief that it would provide sufficient data that enable to answer the basic questions.

1.6.2. Sources of Data

Sources of data were teachers, experts, team leaders and heads of departments in the City Administration Education Bureau, and in the sub-city education departments.

1.6.3. Sample Population and Sampling Techniques.

There are 19 government secondary schools in the City, excluding the technical-vocational and multifaceted/ schools accommodating both academic as well as technical vocational programmers/ schools. Ten schools were purposively selected as samples in order to see the existing CPD conditions in all the constituencies of the City Administration. Sample schools were selected based on their location. Schools from the central as well as peripheral parts of the City were included. All sub-cities, except Lideta, were represented. Two schools

were taken from Arada sub-city that has greater number of secondary schools.

There were about 900 teachers in the 10 selected schools. To increase the level of reliability of responses, it was believed that the study should include at least 25% of the teachers in the sample schools. Therefore; a sample group of 250 teachers was taken. Teachers were selected randomly. Department heads, unit leaders, school principals, experts, team leaders and heads of departments in sub-cities and City Administration Education Bureau were taken on availability basis.

Table I
Sample Schools

S. No.	Schools	Sub-city
1.	Addis Ketema	Addis Ketema
2.	Ayer Tena	Kolfe-Keranyo
3.	Bole	Bole
4.	Derartu Tulu	Akaki-Kality
5.	Ethiopia Tikdem No.1	Arada
6.	Kefteгна – 23	Nefas-Silk- Lafto
7.	Medhane Alem Secondary	Gulele
8.	Menilik II Secondary	Arada
9.	Shimelis Habte Secondary	Kirkos
10.	Wendyirad Secondary	Yeka

1.6.4. Instruments and Procedures of Data Collection

Based on the basic research questions and in light of the review of the related literature, the same set of questionnaire was designed for both teaching and leadership staff respondents. The questionnaire included variables /indicated in the Statement of the Problem/ and other statements in a Likert rating scale. There were also open-ended questions. Experts evaluated the draft questionnaire, particularly by my thesis advisor. Accordingly, the researcher improved it. Then, it was tested on a limited number of experts in the Education Bureau before it was distributed to the target study groups. Some ambiguous questions were rectified. Then the questionnaire was duplicated and distributed to respondents. Completed questionnaires were collected. Return rate was 200 (80%) from teachers and 57(95%) from leadership staff. Considering the satisfactory level of returns, data deemed valid were utilized in the study.

1.6.5. Data Analysis

Data gathered through the questionnaire were tallied, tabulated and quantified. In the rating scale, measures were “Very High”, “High”, “I don’t know”, “Low” and “Very Low”. These were used to measure activity level of stakeholders. Likewise, “Strongly Agree”, “Agree”, “Undecided”, “Disagree”, and “Strongly Disagree” were used to rate degree of agreement on statements reflecting opinions and views. Corresponding quantitative values were given as 5 for the highest degree of agreement and 1 for the lowest degree of agreement in both types.

For the table measuring variables with higher negative influence on CPD programmes, “Very High”, “High”, “No Influence”, “Low” and “Very Low” were used. The values given were 1 for the variables with the highest negative impact and 5 for the variables with the lowest negative impact.

For all measures, numbers of responses were multiplied by the value for the degree of agreement. Then, to determine the rating mean for a specific item, the scores were added and divided by the number of respondents in each study group. Grand mean was calculated by adding all rating means within a table and the sum was divided by the number of cases.

The rating mean was used to determine factors with unique characteristics in the analysis. Grand means were employed to draw conclusions on the basic questions. A grand mean was considered low if it were below 3, the average point in the rating scale. It was considered high if it were above 3.

1.7. Definitions of Terms

Climate [School]: the measurable, collective perceptions of all organization members about those aspects of their working life that affect their motivation and behavior in particular, the culture of the organization, the prevailing leadership style, degree of structure, and personnel policies and practices (French, 1990: 109).

Continuous professional development: the systematic maintenance, improvement and broadening of knowledge and skill and the development of personal qualities necessary for the execution of professional and technical duties throughout the practitioner's working duties throughout the practitioner's working life (Inter professional CPD in Construction Group, quoted in Clyne, 1995:15).

CPD activities: The range of experience, which contributes to teachers' development Anything that has progressed a teacher's existing skills or enhanced her or his professionalism (Scottish Executive, 2003).

Development: formal education, job experience, relationships, and assessment of personality and abilities that help the employees prepare for the future. Because it is future oriented, it involves learning that is not necessarily related to the employee's current job (Noe, 1999:218)

Management, [of CPD programmes]. Working with human, financial and physical resources to achieve the training department's objectives (in support of agency objectives) by performing the planning, organizing, leading and controlling functions (Sims, 1993:90)

Organization [of CPD programmes]: (1) determining what resources and activities are required to achieve the training departments objectives; (2) combining these resources and activities into workable groups; (3) assigning the responsibility for achieving objectives to responsible training staff; and (4) delegating those individuals the

authority necessary to carry out these assignments. The function provides the formal structure through which work in the training department is defined, subdivided, and co-coordinated (Sims, 1993:92)

Profession: a particular sort of fulltime occupation, the practice of which presupposes a specialized educational background. Specialized education allows the professional to secure practical and theoretical expertise relevant to his or her field as well as to acquire general knowledge and a sense of ethical values(Nicholls, 2001:25)

School, government: refers to schools financed by government

School, secondary: Grades 9-12

1.8 Organization of the paper

This paper contains four chapters. The first chapter deals with the problem and its approach. Chapter two consists of the details of the review of the related literature. Chapter three is devoted to the presentation of the data, analysis and interpretation of the findings of the study. The conclusions and recommendations are contained in chapter four.

Chapter Two

Review of the Related Literature.

2.1. The meaning of Continuous Professional Development Programmes /CPD/

Continuous professional development programmes contribute much for the enhancement of educational quality. They also provide opportunities for teachers to develop professionally. School development is also to be realized with the help of these programmes.

Authorities define CPD in various ways but they express the same theme. For example, Tilahun (1990:87) defines it as:

Whole range of planned activities by which education Personnel in active service have opportunities to further their education, develop their understanding of educational principles and techniques.

Cyril-Houle (quoted in Clyne, 1995:15) also defines it as “the ways in which professionals try, through their active lives of service, to refresh their own knowledge and ability and build a sense of collective responsibility to the society”.

Both the definitions indicate that CPD activities are career life endeavors to improve professional competencies and standards. The definitions also carry the message that the process includes renovation of knowledge, skill and attitudes so as to elevate one’s professional status to the desirable level.

The definition by Tilahun shows that it is planned and includes up-grading of qualifications, while Cyril-Houle's definition adds that it attempts to build spirit of shared professional responsibility to satisfy social demands.

In summary, both the definitions hold that CPD programmes are planned activities to renovate knowledge, skills, attitudes and abilities

of professionals and provide them opportunities for better status and professional standards in view of discharging responsibilities satisfactorily.

Many writers use CPD interchangeably with staff development (Tilahun, 1990:8; Clyne, 1995: 15; Sparks and Hirsh, 1997). However, Huberman in Soler, Craft and Burgess (2001: 141-14 2) and Abdal-Haqq (1998:21) observe differences between the two.

Both authorities conceived staff development as narrowly focusing on minor institutional missions; lacked integration among efforts, follow-up mechanisms; results were not satisfactory; attempts were just to relieve crises; and reliance was on external expertise. The learner has no right to choose the content and method of learning.

Continuous professional development, on the other hand, is concerned with staff collaboration, broadening of pedagogical and subject matter knowledge, strengthening of relationships between schools and research institutions, minimizing the gap between professional requirements and limitations in pre-service teacher training, and focuses on capacity building up to required standards. It emphasizes on empowerment and responsiveness to local needs and demand for higher quality of education. It aims at serving self identified development needs rather than prescribed ones. It is professional update. Noe (1999:218) conceives CPD as embracing formal education, job experience, relationships, and self-reflection. It is future oriented. It prepares professionals to manage the future. It is not targeted at preparing for current job. CPD, unlike staff development, focuses on total organizational development.

The researcher understands CPD programmes in the latter sense. Continuous professional development programmes are useful. Serving society is possible only through on-going learning. We can meet the dynamically changing development needs only through lifelong learning (Tilahun, 1990:88). Education reforms are likely to be successful only if they incorporate improvement programmes in teacher education (Darling-Hammond and McLaughlin, 1995). South worth (in Ribbins and Burrige, 1994: 52-53) complements this when stating that there will be no curriculum development without teacher development. School development is possible when teachers are learning. A developing school is a learning school. Student learning, teacher learning, staff learning, organizational learning and leadership learning distinguish a learning school.

CPD is getting higher recurrence with the growing importance of investors in people (TTA, 1998:4 and Dix in Clyne, 1995:105). Investing in the development of all school employees is a mark of quality. Development happens through the learning of all employees, not developing few leaders or echelons.

Knapper and Cropley (2000:1-2) advise on the importance of “lifelong learning. Deliberate learning can and should occur throughout each person’s life- time”. This is again another side view to CPD. Different countries and agencies have celebrated lifelong learning under seemingly different but actually the same banner in different years. For example, the European Union designated the year 1996 “the Year of Lifelong Learning”, the Organization for Economic Cooperation and Development (1996) “ Making lifelong Learning a Reality for All ”; UNESCO (1996) “ Learning throughout Life ”; G -8 countries (UK,

Canada, France, Germany, Italy, Japan, Russia and USA, (1999) “Life Long Retraining”.

The ideas of CPD, investors in people, learning school and lifelong learning add up together to show the theme that unless teachers are in a continuous process of carefully planned learning, they cannot adequately teach generations and prepare them for life in a dynamic and complex world. Therefore, they carry the same meaning.

Continuous professional Development programmes need to be school based. They have to be offered to the beginner as well as to the tenured teachers, according to their needs. Providers can be teachers themselves, not only trainers or developers from colleges or universities. Nevertheless, they need to be designed in such a way that they motivate teachers to learn and enhance self-confidence.

The philosophy of CPD programmes is on empowerment and responsiveness to local needs. They are school based so they are designed in accordance with school and individual teacher development needs. They are means to improve educational quality. They are also the means to promote the teaching profession and the individual teacher. It seems for this reason that in the American scene, Professional Development schools (PDSs) have emerged as typology to CPD (Kirk, 2000:52; Darling–Hammond and McLaughlin, 1995; Fullan, in Schultz, 2001:5-2; Abdal – Haqq, 1998: 25; Sagor, 2000).

The idea of PDS emanates from the understanding that reflection on self-practices and collaboration are essential to improve competence and bring quality in education. Teachers and schools are responsible for student learning. Knowledge does not pour from outsiders. It is to develop through collaborative discussions, application and reflection in

accordance with local realities. The sign of good school is its ability to provide opportunities for teachers to develop their knowledge and skills; and its willingness to create networks with teacher education institutions. The premise of PDSs is collaboration and acceptance of teachers' potential (Dadds in Soler, Craft and Burgess, 2001:52 and Sparks and Hirsh, 1997)

Professional development schools are points to relate school realities to theoretical knowledge acquired in teacher training institutions and reconcile the differences between the worlds of theory and practice so that pre-service teacher training will be enriched. Teaching prospers. Professional development schools are analogous to university medical centers in that the experienced practitioner executes surgery, the patient receives proper treatment, and the internee learns from the observation (Kirk, 2000: 101). Darling-Hammond (1999) observes that PDSs are flourishing in America. With respect to their benefits, Darling-Hammond (1999) and the Holmes Group cited by Kirk (2000:39) observe that PDSs increase interest to learn, expand knowledge, encourage research activities in schools, direct teachers' efforts toward personal and school development endeavors, reward collaborative efforts, widen and diversify teachers' experiences.

Professional development schools are grounds for the development of teachers and their profession. In fact, the Holmes Group had defined PDSs as "*A school for the development of novice professionals, for continuing development of experienced professionals, and for the research and development of the teaching profession.*"

This shows that CPD programmes are opportunities for all the teaching force and they are based in the school itself.

2.2 Historical Development of Continuous Professional Development Programmes/CPD.

Available literature shows that CPD is of recent development. Authorities agree that it was overlooked for long.

Nicholls (2001:16) gives accounts on forces that initiated CPD in Great Britain. Accordingly, three reports appeared in the 1960s. The reports were Hale Report (1967), Brynmore John Report (1965) and the Parry Report (1967). All these reports indicated that there were problems in teaching. Bleach (1999:1) 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. According to Glover and Law (1996:10-14) , education became a priority issue. Accordingly, highly trained and competent teachers were sought. In line with this, the McNair Commission proposed the provision of refreshment courses for serving teachers.

In America, According to Abdal-Haqq (1998:1-3), factors that initiated the need for CPD were:

- 1) The coming of rival countries to the lead in scientific and economic competition, such as the launching of the sputnik satellite by the Soviet Union.
- 2) The issue of social justice and pragmatism. Social justice advocates were worried about the gap in learning acquisition between the poor and the rich. Less privileged children achieved less and this was not healthy. Pragmatically, children from poor families, it was held, would end up in “welfare rolls, drug addiction, premature death,

prison, or joblessness". All these problems necessitated the search for improved teacher training and restructuring of educational management. Therefore, instead of developing teachers in teacher training institutions only, the upgrading programmes were made to take place in schools. Thus, professional development schools (PDSs) became familiar in America.

The explanations show that, even though the evidences come from Great Britain and America, CPD programmes are world phenomena in the 1960s. They were meant to mitigate educational problems and to improve the quality of education. They are gaining more and more acceptance and proving more helpful worldwide.

2.3 Factors Demanding Continuous Professional Development /CPD/ Programmes

Professional up-date is necessary because the world is continuously changing. Causes of changes are many. Major ones may be technological advancement and knowledge obsolescence (Sims, 1993:3). The need to improve quality and win in market competition requires work redesign, understanding, culture of competitors, involvement of front line workers and females in managerial functions (Noe, 1999:219). The increasing impact of World Wide Web and the need to be skillful in knowledge management has increased the need for CPD (Skyrme, 1999:45 and Shelby, 1999:2)

Others enlist different educational factors. For instance, Helsby (1999:1) observes that diversified student body, rising demand for quality education and work conditions, varying service delivery reforms

are some. Other factors are expectation of curriculum to serve immediate needs from various interest groups, student inadequacy in social skills, and self-centeredness of adults (Dale, 1997: 34; Sipe, 1997:147; Sagor, 2000:83; TESO, 2003:14; Higgins and Leat in Soler, Craft and Burgess, 2001:57; Kirk 2000:51).

These changes are pervasive and recurrent. Educational personnel at various levels are affected. Teachers and educational leaders as part of the knowledge managing forces need to learn continuously. Realizing this, Hughes, Ribbins and Thomas (1985: x) state the following.

Managers and administrators in education, whether their work is in the classroom or in the lecture room, in the study of the head teacher or college principal or in the local authority office, or national department, all face major and generally increasing pressures. These result from a number of factors: the ever widening horizons of education itself, the rapidly changing economic, social, and political context of educational management, and the continuing significant change in social expectations concerning the education service.

Even though the focus seems to be on managers, it has more implication to the changing educational scene and the need for teachers to update their knowledge accordingly. Up-dating professional knowledge and skills helps them to manage change and survive. It means knowing and managing the future systematically. Failure to up-date knowledge means failure to understand change directions and loosing control of them. Ultimately, the uncontrolled change forces may be catastrophes to organizations and individuals. They may lead to defeat in market competition and incapacitation to discharge social responsibilities. At the end, this can also become a critical question to their very existence. It may be a disaster. Wald and Castleberry (2000)

criticize school systems for not coping up with change situations. It shows the inevitability of damage for such schools

Dramatic social, economic, and political changes have occurred since this system of education was originally conceived. Diversity, mobility, and technology have emerged as prime forces shaping our daily lives- forces that were minimal to nonexistent 50 years ago. Yet our schools are still laboring under the same bureaucratic mode of organization. What we have is an educational dinosaur, slow to move and unable to adapt, living in a world of rapid fire change.

Thus, the danger could be minimized by providing appropriate CPD opportunities for education personnel. Continuous professional development programmes are considered as means to adapt to environmental changes and reins to control change forces.

2.4. The Necessity for Continuous Professional Development /CPD/ Programmes

It is clear that change is a common phenomenon. Society should prepare its youth for life in dynamically changing conditions. The responsibility of preparing youth rests on schools. Attempts to renovate schools should be envisaged by anticipating the future. Visualizing the future requires examining new experiences. We cannot sit contented with past accomplishments. Learning is never completed. Ongoing experimentation on existing knowledge is useful. The search for knowledge testing of existing ones will be successful if done in collaboration among teachers and educational professionals. Knowledge is enhanced through concerted efforts. Human efforts are usually social. Man is said to have triumphed in the struggle for survival

because of collective efforts (Fullan, 1999: 4-5 and 2000: 10; Wald and Casttebrry, 2000: 24; Darling–Hammond and McLaughlin, 1995; Dadds in Soler, Craft and Burgess, 2001: 50; TESO, 2003:12)

Man cannot sleep peacefully without knowing the trends while the world is shooting in change a head of him. In the same analogy, teachers should be up dating themselves continuously. One time training is not sufficient. Schools should provide teachers opportunities to learn and grow professionally. The programmes need to help teachers to develop positive attitudes toward professional code of ethics and initiate them to exert more effort to improve the quality of education. Fullan (1998:9) quoted Goodlad: *“if schools are to become responsive, reviewing institutions that they must, the teachers in them must be purposefully engaged in the renewal process.”*

Teachers should be critical evaluators of the status qua and they need to be always searching for the truth. They need to take advantage of available learning opportunities, share experiences with others and strive to make difference in the quality of teaching. Through research and critical evaluation, they need to develop better teaching and student learning methods. Teachers are the pioneers to build a critical society (Kirk, 2000:51; Sipe, 1997: 153; Sparks and Hirsh, 1997; Gates in Schultz, 2001:206; Southworth in Ribbins and Burrridge, 1994: 54; TTA, 1998:11). In fact, Wald and Castleberry (2000) express this emphatically when they state that, *“a teacher can never truly teach, unless she is learning herself. A lamp can never light another flame unless it continues to burn its own flame.”*

2.5 Benefits of Continuous Professional Development /CPD/ Programmes

Quality CPD programmes provide many advantages. Improving the quality of education is the major one. Other perceived benefits are that teachers and students know how to learn better (Darling-Hammond and McLaughlin, 1995; Abdal-Haqq, 1998:29; Dadds in Soler, Craft and Burgess, 2001:51). Potts (1998:126-127) also enlists productivity, self initiation, efficient utilization of resources, quality service and products, motivation of all workers, reduced absenteeism, enhanced moral, fewer disputes, acceptance of new technology, customer satisfaction and good organizational reputation. Other advantages of CPD are enhancing knowledge, skills in teaching and knowledge in subject areas, reinforcing previous CPD programmes (Lee, 2000: Raudenbush et al, 1993: 282; Wood et al, 1993:59; Henson and Shapiro, 1999:60; Glover and Law, 1996: 118; Fullan, 1998:17; Abdal-Haqq, 1998:24; Darling-Hammond, 1999: 72; Kirk, 2000:39). Continuous professional development programmes increase level of student achievement (Gansor, Marchione and Fleischmann, 1999:53; Raudenbush et at, 1993:282); they increase teacher social status and enhance human relations (Raudenbush et al, 1993: 292; Abdal-Haqq, 1998 :24);they foster collaboration (Kirk, 2000:29-40).

Appropriate CPD programmes are distinguished for: their access to all teachers; their high quality standards; their contributions to improved quality of education; their integration with career ladders; registration and licensing of practising; their motivating features to teachers to fulfill standards; their flexibility and dynamism to consider

individual learning needs (TESO, 2003: 10-11; Potts, 1998:39 and Rapkins in Clyne, 1995:54-55). To ensure quality maintenance, programmes need to be well “focused, structured, presented by people with up-to-date and first hand knowledge. They need to allow active participation to stakeholders” (Lee, 2000).

If there are quality programmes, the education system benefits much. To witness this, Darling-Hammond (1999) had quoted Stigler and Stevenson observing advantages of CPD programmes in Asian countries to the education systems:

[One of the] reasons Asian class lessons are so well crafted is there is a very systematic effort to pass on the accumulated wisdom of teaching practice to each new generation of teachers and keep perfecting that practice by providing teachers the opportunities to continually learn from each other.

It is held that CPD programmes are essential to improve quality of education and to bring teacher development. Dadds (in Soler, Craft and Burgess, 2001:50) emphasizes: “*When CPD is implemented, it will be considered as a turning point in the historical development of teacher education.*”

The forerunning explanations indicate that CPD programmers are essential. They have special place in teacher development. Therefore, they are of paramount importance to the development of teachers, their profession, and to educational institutions. They play vital role in the process of knowledge acquisition and knowledge management.

2.6. Organizational Culture Favorable for Continuous Professional Development /CPD/ Programmes

School cultures influence CPD programmes. School cultures that are supportive to CPD programmes foster CPD activities. While school cultures that are unfavorable impede CPD programmes. Therefore, Schools need to enhance CPD supportive cultures.

Before describing CPD supportive culture, it is necessary to understand what culture is.

Skyrme (1999:183) understands culture as encompassing “symbols, rites, attitudes, behaviors, values” and describes it as an abstract set of prescriptions on how things are done in a certain organization.

Glover and Law (1996:102) and Wood et al (1993) point out that some schools have paternalistic while others have participative school cultures. With regard to which type of school culture is desirable. Potts (1998:4) reminds that it all depends on organizational context. What works in one does not work in another school.

In some schools, there is culture of knowledge enrichment. Work is collaborative. Teachers and professionals as individuals as well as in groups strive to get their dreams in action. They are committed to student learning. They regularly develop and check teaching strategies and assess achievement. There are also other schools whose climate is to the contrary. School cultures supportive to CPD programmes motivate teachers and they will lead schools to success (Skyrme, 1999:184; Sagor, 2000: 75; Higgins and Leat in Soler, Craft and Burgess, 2001: 66).

Development supportive school cultures have open communication networks and there is clear understanding about others' opinions, values and attitudes. There is mutual trust among staff. Differences in opinions are accommodated. One can easily understand current situations and predict future possibilities. Programmes are carefully planned according to school contexts and efforts are directed to school goals. There is coordination among staff, between schools and institutes of teacher education. Everyone respects group ideals and there is no simple acceptance. There is critical evaluation of information and findings or points of argument (Wood et al, 1993: 3-5; TESO, 2003:12; Abdal-Haqq, 1998:6; Wald and Castleberry, 2000:24; Darling-Hammond and McLaughlin, 1995; Helsby, 1999: 97).

Other distinguishing characteristics of CPD supportive school culture are openness, sharing of resources, courtesy, rewarding and appreciating of merits, autonomy, learning from clients and from one's practices. Besides, such school cultures have clearly established performance indicators. Teachers do not fear mistakes because they understand that they have no negative consequences. Instead, they consider them as lessons for the future. There is provision of feedback; programmes have high relevance (Wald and Castleberry, 2000: 27; Skyrme, 1999:184; Potts, 1998:48).

Cultures conducive to CPD programmes have norms of learning. A learning school is inquisitive and has learning strategies. A skillful school principal builds teams, facilitates supportive learning conditions for staff and establishes shared visions. Staffs are generally encouraged to learn. Programmes are not rigid. Knowledge creation

and utilization are unique characteristics of the learning school. The school develops continuously and this helps it to control and manage change. Individuals have both opportunities as well as responsibilities for their own professional development. Human resource development strategy holds central position in the school. Programmes consider learners' background. Smaller goals are stepping-stones to strategic goals (Fullan, 1998: VIII and 2000:15; Potts, 1998: 144; Dale, 1997: 36; Southworth in Ribbins and Burrige, 1994:55-56; Turner and Bash, 1999: 80; Attwood and Dimmock, 1996: 121 and TTA, 1998:13).

Collegiality plays central role in CPD supportive culture. Development is possible only through concerted efforts of school members. School problems have to be tackled in collaboration among teachers and other professionals. Individual efforts will not bring significant and sustainable changes. Therefore, enhancing CPD supportive cultures will be beneficial to education.

2.7 Continuous Professional Development Activities

Teachers should get development opportunities. The concept of development connotes improvement, more accomplishment and more effectiveness. In this respect, it is different from training. Development implies awareness, understanding through observation and listening. It includes reflecting on and questioning old practices (Attwood and Dimmock, 1996: 122).

Development takes place by learning throughout professional life. Pre-service training is not sufficient. Thus, newly qualified teachers (NQTs) should get the opportunities for development. Because this

helps them grow proactive planners, ambitious learners and successful teachers (Glover and Law, 1996: 107 and Corcoran cited in Ambissa in Amare et al, 2001: 335). It also provides sense of security, recognition and acceptance, togetherness, sense of accomplishment and enjoyable professional life. Technical competence grows at individual and institutional level. This helps teachers take more responsibilities and enhances institutional implementation capacities. CPD opportunities should consider individual, group and organizational development needs (Wessglass and McCarthy cited in Ambissa in Amare et al, 2001: 335; Sims, 1993: 2; Attwood and Dimmock, 1996: 97; Glover and Law, 1996: 32).

Different authorities provide examples of CPD activities for teachers. Some of them are assisting students on their personal needs, participating in curriculum-based activities, the use of ICT to increase knowledge. Endeavors to meet national qualification or quality standards, reflection on self practices, consultation with professional bodies, participation in educational panels, working to implement educational plans by schools, departments or others as member of a taskforce, sharing experience with other school teachers, observing others' classes, secondments, personal reading and research, mentoring, evaluating student learning materials, discussions on personal hunches with regard to knowledge and practices, excursions, art forums, training in policies and social affairs, debates, simulations, role play, shadowing, case studies, sensitivity training, brain storming, providing services as a trainer, appraiser, leading meetings, or work as an observer are all CPD activities (Tilahun, 1990: 90; Abdal-Haqq, 1998: 21-23; Darling-Hamond and McLaughlin, 1995; Candy and

Crebert, 1991:12; Potts, 1998:46; Attwood and Dimmock, 1996: 108-109; TTA, 1998:14; Huberman in Soler, Craft and Burgess, 2001:141-142; Scottish Executive, 20003).

CPD activities are not only the formal, extended and expensive programmes. They include informal, less expensive, short term exposure to new information and techniques.

Even though the number and type of CPD activities is large, description of the major and commonly used helpful programme types are presented below.

2.7.1 Induction

Induction is an important aspect of a teacher's professional development. A properly inducted teacher is likely to get the teaching profession enjoyable and is likely to grow as a successful in his/her career. Induction is "formal *contact and receipt of training by the employee*" (Potts, 1998:180). A properly planned and delivered induction guarantees quality; socializes and integrates the professional to the staff and helps the education system to retain the teacher (Turner and Bash, 1999: 24; Potts, 1998: 120). Training units perform formal aspect of induction. Immediate superiors or supervisors (Attwood and Dimmock, 1996:56) undertake less formal aspect.

In spite of the advantages, induction is not provided to newly qualified teachers or to newly transferred ones. In fact, teaching is considered an extraordinary profession that assigns the newly qualified teacher a full teaching responsibility as much as the 25 year experienced veteran. However, leaving teachers to face all challenges

leads them to frustration and go out of the profession. The first years of teaching are the most vulnerable to such problems (Headkamp and Shapiro, 1999: 48; Darling- Hammond, 1999:73; Turner and Bash, 1999: 26; Henson and Shapiro, 1999:61; TESO, 2003:11; and Ambissa in Amare et al, 2001: 333). Henson and Shapiro (1999: 61) quote National commission on Teaching and America's Future:

Turnover in the first years is particularly high because new teachers are typically given the most challenging teaching assignment and left to sink or swim with little or no support..... Alone in the classrooms, without access to colleagues for problem solving or role modeling, discouragement can easily set in.

Induction is useful. Therefore, school principals and training personnel need to plan appropriate induction programmes.

2.7.2. Mentoring

Mentoring is CPD opportunity for teachers. Mumford (quoted in TTA, 1998:23) defines it as “a *protected relationship in which experimentation, exchange and learning can occur, and skill, knowledge and insight can be developed*”.

As to how it takes place, Bleach (1999:31) observes that an experienced, sometimes an equal, partner encourages NQT to reflect actively and self-critically. We say there is mentor – mentee or Mentor-protégé relationship (Potts, 1998:56). A mentor is an experienced person who provides assistance in an employees' development (Potts, 1998 .56 and Noe, 1999:238). Mentor was a character in Homer's

Odyssey. It was said to be responsible for the wellbeing of Telemach us. Mentor was expected to possess “wisdom, integrity and personal investment (Bleach, 1999: 23).

A trustworthy individual gets acceptance in the service provision relationship. People assigned as mentors should possess these qualities.

Mentoring is useful for the development of NQTs as well as serving senior teachers. It is the most helpful relationship between the mentor and protégé. It is hard for teachers to teach without mentoring (Darling-Hammond, 1999: 72; Halford, 1999:45; and Glover and Law, 1996: 38-39).

Realizing this importance, Lee (2000) cites Department for Education and Employment (DfEE) of England and Wales that much educational quality improvement is expected. To bring this into effect, the Government is said to be committed to provide all teachers with opportunities to develop their professional status and career development opportunities. It will be a requirement for teachers to improve their professional competence and a right to get recognition.

Mentors play decisive role in the development of the teacher. People selected as mentors should be good models and skillful (Potts, 1998:58). Wood (1999:57) stresses:

In the California program, new teacher mentors are anchors for the beginning teachers. They provide a safety net in troubling times and guide each beginning teacher on the journey from neophyte to mature teacher. Mentors make just enough ways to push new teachers gently forward in their practice.

Therefore, selecting mentors is a serious business requiring much caution. The quality of mentors determines success rate of CPD programmes.

Expected roles of mentors are leading mentees to reflect on practices and student achievement, demonstrating model teaching, helping mentees in planning and analyzing lessons and in classroom management, help in efficient ways of resource utilization (Gansor, Marchione and Fleischmann, 1999: 52). Smith and West-Burnham(cited in Turner and Bash,1999:74) also believes that observing, listening, giving feedback, negotiating, problem solving, managing stress, target setting, advising, linking theory and practice, organizing and managing learning programmes, maintaining a productive professional relationship are functions of mentors. For Noe (1999:240), the goal of mentoring is to increase the transferability of knowledge and skill to work conditions, to provide special support to females and members of minority groups. Generally, the whole purpose is to develop individual, group and organization. Gansor, Marchione and Fleischmann (1999: 51) state, “a *system wide teacher mentor programme focuses on teacher effectiveness, student achievement, and teacher longevity to support educational reform in urban schools- One classroom at a time, one teacher at a time.* ”

Mentors should be skillful and knowledgeable in enhancing mutual rapport with mentees, train for a purpose, put new teachers at ease and in confidence. They need to be knowledgeable and skillful in subject matter presentation, leading school improvement, pastoral care, school leadership; intelligibility in Policies and special needs education (Turner and Bash, 1999: 48-49 and Bleach, 1999: 8-11).

For mentoring to be successful, it should be free from compulsion and external pressures. Mentees are free to choose their mentors. Mentoring activities are fruitful if they help NQTs to develop; if relationships are cohesive and efforts are collaborative. Group achievements are celebrated more than individual efforts. Mentees have chances to reflect. Mentors have development opportunities (Glover and Law, 1996:38-39 and Bleach, 1999:38). Besides, mentoring should be based on competence. Responsibilities need to be clearly specified. The mentoring period and the frequency of mentor-mentee contact times are determined. Mentees meet among themselves to discuss their problems and needs. Their comments are sought. Mentoring and evaluation mechanisms are designed (Noe, 1999: 239 and TTA, 1998:23).

Mentoring benefits individual teachers, schools and the teaching profession. It fosters quality of education and increases cost effectiveness.

2.7.3. Coaching

Coaching is a process 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: 28).

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, observation on performance of their colleagues, writing journals, participating in

improvement endeavors (Kalinauckas in Clyne, 1995: 133; Potts, 1998: 55; Sparks and Hirsh, 1997).

Teachers who participate in coaching are those at higher career status because they are engaged in higher-level knowledge creation, utilization and problem solving.

The coach inspires, assists in developing knowledge and skills, reinforces and provides feedback. Three major roles are identified. They are (1) providing feedback (2) helping teachers learn independently, guiding which sources of information to use or refer how to get feedback from others (3) providing resources for independent use (Noe, 1999: 241).

Coaching requires humane interpersonal relationships, collegial atmosphere and collaboration. Skillful, knowledgeable and committed teachers are required to play coaching role. Selecting appropriate coaches is essential. If this process is successfully implemented in schools, the education system will benefit much.

2.7.4 Action Research

One of the major CPD opportunities for teachers is action research. What is action research? How is it useful for teachers and educational professionals, and for the education system? Different writers give the following descriptions.

Elliot (quoted in Seyoum, 1998:6) defined action research as: "*The study of social situation with a view to improving the quality of reaction within it*". This means that it is undertaken to solve immediate problems. The definition does not clearly show who makes the action

research. Therefore, it will be important to note the following definition. Action research is:

.... a form of collective self reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices as well as their understanding of the practices and the situations in which the practices are carried out (Kemmis and McTaggart quoted in Carson et al, 1989: 2)

This definition is supported by Sagor(2000: 78). It clearly indicates that action research is collective endeavor under taken by teachers and practitioners themselves to be self-able or help one another in solving educational problems. Ultimate purpose is finding practical solutions to immediate problems. Thus, teachers are expected to undertake action research that helps to alleviate or bring about educational improvement. Deepening understanding, evaluating performance are also issues of action research. Satisfying social demands is core mission.

What makes action research different from pure research is that the former is directed to increase the quality of practical application. It is intentional and practical in nature. It follows phases of “problem identification, systematic data collection, reflection, analysis, data-driven action and problem redefinition”. Action research is then improving action through systematic studies (Carson and Colleagues, 1999: 2).

Action research is democratic. It requires active involvement and collaboration of all staff. All have equal rights and responsibilities in decision. It focuses on teamwork and it is not bureaucratic (Carson et

al, 1999:2). In connection with this, Seyoum (1998:6) points out that it can be conducted in three forms: (1) collaborative approach where supportive staff, school principals, students and parents can take part; (2) individual approach – the individual teacher manages the research project; (3) whole school involvement – where all school community may be involved.

Why should teachers be involved in action research? Many researchers have accumulated enough evidence that action research pays many benefits to teachers. Some of them are: it helps teachers to participate in policy formulation and in curriculum development; it enables them foster conducive learning environment; and it promotes teaching to the status of a profession.

Contemporarily favored management style is participatory management. This means that new responsibilities are vested in teachers and executives at lower levels. This requires new knowledge and skills. Therefore, they need to acquire new knowledge refined through experimentation and testing. Action research is essential in this regard. It serves to identify development needs, find appropriate strategies and evaluate performance level. It is considered as “Total Quality Education” and “Outcomes Based Education”. Action research cultivates knowledge and skills in research methodology and paves alternative ways to change. Teachers grow sensitive and critical about their activities and practices. Ultimately, the fate of CPD programmes, teacher training, curriculum quality and relevance and school development depends on teachers’ ability to examine their practices. Action research helps teachers to change their students and their profession. It is also obvious that teachers know school problems more

than others do; unless tested through research, educational data for decision-making are erroneous. Action research by teachers can avoid such problems. If engaged in research, teachers earn social status and prestige and they become active elements in planning and improvement (Hawes cited by Seyoum, 1998:5). Sagor (2000:82) also views that action research contributes to the professionalization of teaching, to enhance motivation and efficacy of a weary faculty. It also enables teachers to satisfy the needs of a diversified student body and meet professional standards. Teaching devoid of research is mechanical. Zenebe in Amare et al (2001:420) quotes Schmit:

Teaching wears one out, that one is tired of it; and that it can become monotonous. Only the excitement of research can keep the teacher vital. Take research out of a teacher's life and you will condemn him (or her) to a robot existence

Research is then useful to generate knowledge, to disseminate it, to improve practice and to win public esteem to teachers and their profession. That is why school principals and concerned educational authorities have to undertake exemplary action research, allocate fund, furnish libraries with current education journals and related materials and involve teachers in research activities (Terry cited in Zenebe in Amare et al, 2001:420). Therefore, action research is an essential CPD opportunity for teachers.

2.8 Management of Continuous Professional Development Programmes

Success of programmes depends on the quality of management process. Poor quality management results in failure. That failure would mean wastage of resource. Continuous professional development programmes, like all other programmes need systematic management. What is CPD management? Clyne (1995:17) defines it as “*creating a CPD scheme and underpinning this with support; it may also include monitoring compliance.*” It is the provision of clear instruction on sequence of actions to be followed, the making of objectives clear, monitoring and evaluation, provision of necessary services, materials and finance. Governing policies are essential. There should be clear structure and human resources. Requisite knowledge and skills should be specified. All these can create harmonious and collaborative staffs. Policies at school level need to be in line with regional and national policies and strategies. Duties and responsibilities should be clearly assigned. Policies have to show the incentives and the sanction of conformity or nonconformity to CPD. Policies and procedures of disciplinary measures ought to be clearly known (Attwood and Dimmock, 1996; Rapkins in Clyne, 1995:57, Darling–Hammond and McLaughlin, 1995; Bleach, 1999:100; TESO, 2003: 1; and Wald and Castleberry, 2004:34). Management of CPD deals with the planning, structuring and coordination functions. Planning is important. It ought to be made in view of available time, finance, work force, space and political conditions. It also considers long and short-term

development needs. Costs, sites, activities, success indicators and evaluation mechanisms will be determined at the planning stage (Glover and Law, 1996:157; Potts, 1998:62 and Attwood and Demmock, 1996: 107).

Carefully planned CPD activities will be successful. While less systematic and inadequately planned programmes are likely to fail. An adequately planned programme bases itself on critically identified and determined training needs. Needs assessment is then an indispensable activity or process. What are training needs? What is needs assessment?

2.8.1 Needs Assessment

Identified training needs are the perceived gaps between required skills and the skills possessed by the jobholder (Attwood and Dimmock, 1996: 98-99). Needs assessment is "*the process used to determine if training is necessary*" (Noe, 1999:50). It goes beyond needs identification in that it embraces objective setting, scheduling, identifying constraints and determining evaluation mechanisms and procedures. It is fundamental for decision-making. Considering interests of stakeholders is another crucial aspect. Long-term development plans are points of departure (Scottish Executive, 2003; Potts, 1998:18; Glover and Law, 1996: 50; NCREL, 1998).

Training needs arise due to technological change, unsatisfactory job performance, employee demands, customer demands and changing tastes, new legislations and readjustments of changing missions,

intended promotions (Noe, 1999:50; Attwood and Dimmock, 1996: 100; Sims, 1993:43).

Who participates in training needs analysis? Noe (1999:52), Potts (1998: 119), Attwood and Dimmock (1996: 18) and Bleach (1999:110) believe that managers, employees, mentors and trainees (mentees) should be involved. Associated with this, Sparks and Hirsh (1992:9 ;) Darling _Hammond and McLaughlin, (1995: 4-5) Dix in Clyne, (1995: 102) Fullan in Schultz, (2001: 51) and Clyne, (1995 :16) agree on this. They state that stakeholders in the training needs analysis are employers, professional associations, administrators, parents, students, community and professionals. They also point out that all stakeholders should be involved in the needs identification, provision as well as in the management of development opportunities.

Needs identification is a collaborative act. It is to be self-felt and self-initiated. There is no need to make impositions from outside. Prescribed CPD programmes get no acceptance. Therefore, success of imposed CPD programmes is likely to be little. Needs assessment is an essential part of CPD planning.

Needs analysis may take place at three levels, namely: organization analysis, person analysis and task analysis.

Organizational analysis is the first step. It considers whether training fits organizational strategies and if the organization is ready to allocate necessary resources (Noe 1999:51). It considers future strategic changes, organizational structures and employees' demands (Attwood and Dimmock, 1996).

Person analysis is the second step and focuses on who needs training. It is done by comparing performance against criteria,

knowledge, skills and ability. It is important to determine whether performance gaps are lack of knowledge, skills and ability or lack of motivation. Person analysis helps to decide on who needs training and whether employees are trainable (Sims, 1993: 49 and Noe, 1999:51).

Task analysis describes tasks to be performed by the worker and what skills, abilities, and attitudes are required to accomplish goals (Noe, 1999: 66 and Sims, 1993:48).

As a whole, needs assessment is indispensable and integral part of CPD programme planning. It guides all long or short-term training activities. The making of it is participative. It is right as well as responsibility for stakeholders to participate in its planning. This helps to develop sense of ownership. Sense of ownership in turn determines success level.

2.8.2 Financing Continuous Professional Development programmes

The planning and management of CPD entails financing programmes. Adequate funds are at the heart of programme success (Darling-Hammond and McLaughlin, 1995:4; Kirk, 2000: 54-55; Abdal-Haqq, 1998:50). Limited budget means paralyzed activities. Employees can develop their competence when they get adequate CPD opportunities. This is possible only when there is enough budget (Dix in Clyne, 1995: 102).

Organizations differ in their willingness to commit the requested training budget. Degree of commitment is measured by the amount of money allocated (Dix in Clyne, 1995: 104). An organization that

believes in the significance of training to achieve strategic objectives devotes higher amount of financial and material resources. How much to invest, however, depends on which strategic objective takes the priority (Noe, 1999: 55-56 and Sims, 1993: 94-95). It is also evident that schools with adequate financial resources provide adequate CPD opportunities for teachers, and can provide teacher replacement. Those, who lack this, do not provide enough opportunities (Glover and Law, 1996: 158 and Abdal-Haqq, 1998:52). Continuous professional development programmes need not be seen as dependent on the other school programmes. This will lead to failure. In fact, Abdal-Haqq states:

"PDSs are doomed to early extinction as long as they are regarded as add-ons to regular school or university programmes."

Therefore, when planning training activities, it is essential to allocate budgets in a rational way.

2.8.3 Time for Continuous Professional Ddevelopment programmes

Time is a precious resource. If programmes are provided with ample time, there is more likelihood for them to succeed. Shortage of time constrains programmes. CPD activities demand much time. Major CPD involvements that take time are course works, consultations, research activities, necessary communications for collaborations, in-service training days. Mentors and NQTs need time to participate in these activities (Abdal-Haqq, 1998: 44-45; Wood et al, 1993:8; Turner and Bash, 1999: 44-45 and Hargreaves, 1994: 15).

Backlog of teaching periods and the concern of teachers to make up for wasted students learning time, large workloads, negative attitude by administrators, students, parents and other authorities toward teachers who become absent from class due to CPD involvement; teacher evaluation system that is not related to participation in CPD and renewal of skill and knowledge are hindrances to CPD programmes (Turner and Bash, 1999:27; Abdal-Haqq, 1998:46; Golver and Law, 1996:14). To end this part with a short and concise statement, it seems useful to quote Bleach (1999: 14) stating:

.... the hectic nature of the school day, the pressure of national curriculum and examination teaching, and the lack of time in general have been cited by mentors and NQTs alike as militating against their ability to utilize professional wisdom and insight into effect.

The theme is that concerned school principals and educational leaders should make due consideration and schedule activities in a way they suit teacher to teach, participate in activities and assist others.

2.8.4. Evaluation of Continuous Professional Development programmes

Evaluation of programmes is important managerial function. Professional development programmes, like all others, require proper evaluation. Designing mechanisms to insure implementation of activities according to plans is necessary. Problems, causes of deviation and methods of rectification have to be sought (Sims, 1993:93).

Evaluation helps to ensure reflection, collegiality and accountability. It shows what knowledge, skills, ability and attitudes yield from the training programmes. It also shows whether programmes are cost effective, what impact they have for succeeding generations and whether they are worthwhile. Training programmes are evaluated in terms of value for money and wastage of time (Abdal-Haqq, 1998: 29-30; Potts, 1998:89-90 and Glover and Law, 1996: 169).

In the Ethiopian context, TESO (2003:7) emphatically expresses that avoiding “*the current tragic waste of resources*” that arise from unplanned, incoherent shots of workshops with no systematic follow up and support is timely. Careful planning and monitoring of programmers is of crucial importance.

Evaluation requires setting performance indicators, evaluation methods, comparing performance with standard, and taking corrective measures (Sims, 1993:94).

The available scarce resources must be utilized efficiently. This shows that monitoring and evaluation play indispensable roles in programme success.

2.9 Current status of Continuous Professional Development Programmes in Ethiopia

Different researchers had studied about specific aspects of CPD programmes in Ethiopia in different times. All confirmed that the programmes were at low status. They had also identified common problems. This is witnessed by Dereje in Amare et al (2001: 9-10) when explaining finding of an evaluative research on curriculum

implementation. He pointed out that principals, teachers and other key implementers did not get any orientation on the new curriculum and its implementation strategies. Supervision was not supportive. Ambissa in Amare et al (2001:339-340) confirmed this in his study on graduates of Jimma Teachers' college. As many of his respondents as 61% did not receive any form of induction. Some had reported they received few orientation opportunities. Nevertheless, they complained that it was limited to information concerning the number of teachers allocated to weredas; or how to fill in probationary employment forms. Others did not get any performance appraisal feedback in their first year. Available feedbacks were not constructive. Senior teachers were not supportive. Rather, reportedly, they teased and reproached NQTs for striving to attain unattainable goals. Research was not exercised in secondary schools (Seyoum, 1998:15; Zenebe in Amare et al, 2001:421; Zenebe and Wessenu, 1999:31 ;).

Findings of the already cited studies show that the status of CPD programmes in Ethiopia is quite low. Furthermore, it was criticized for focusing on qualification upgrading; insufficiency in producing enough number of teachers and for lacking necessary quality. Moreover, CPD in Ethiopia did not equip teachers with necessary pedagogical skills and sense of professionalism (Bilillign cited in Tilahun, 1990: 110-111). The MOE (2003:1) clearly states:

Frequent observations and research surveys have shown that teachers are poorly educated and in order to cope with large class size and limited resources, they still rely on traditional teacher centered methods. There are limited or no staff development opportunities at the school level or any other supporting mechanism that will enable teachers

to use active learning methods in the classroom. There is no comprehensive and in-built in-service programme put in place as a system to operate.

Studies also indicate that CPD supportive environments are nonexistent. Main reasons are poor relationship between training and work realities, low teacher qualification (Tekeste, 1996:76); lack of motivating environment, weak collegial relationships among teachers (Manna and Tesfaye, 2000: 16) ; poor management, irrelevance, lack of integration among training programmes (TESO, 2003); disengagement and failure of the MOE to clarify objectives to teacher educators and in-service trainees, poor resource utilization (Tilahun,1990:116)

Continuous professional development programmes would have been of high value to the education system. Low teacher professionalization is one of the educational problems in the country. Systematically designed and well-fitted CPD programmes should have compensated this problem. The system was not ready to use the skills and knowledge with teachers and education personnel. This means that it did not take advantage of the excellent opportunities available.

The researchers had recommended some solutions to the problems. Some of their recommendations were to create awareness and clarify objectives; to motivate professionals collaborate; to provide training in curriculum development, textbook publishing, and educational training; to provide opportunities for principals and teachers; to design and embed accountability systems, and to develop “zero tolerance” to educational failures in society (Dereje in Amare et al, 2001: 11). Zenebe and Wessenu (1999:31) on their part advised the expansion of in-service and distance learning, the creation of strong

links between teacher education institutions, education bureaus and the MOE. Seyoum (1998:16-17) had also recommended establishment of research fund, provision of training, form subject based research clubs, minimize teaching loads, give priority to teachers to participate in seminars and workshops, and to disseminate research findings. Manna and Tesfaye (2000:19) also recommended school visit by officials.

The research overview shows that CPD programmes are very low in Ethiopia in general. The case in Addis Ababa is similar.

Generally, the review of the related literature shows that CPD programmes are very essential for teachers, for the teaching profession, for educational institutions, for the improvement of the education service in all aspects and for the benefit of society as a whole.

In spite of this, the status of CPD programmes in Ethiopia in the past was not satisfactory. The same situation prevailed in Addis Ababa.

Chapter Three

3. Presentation, Analysis and Interpretations of the Data

This chapter contains presentation, analysis of the data and interpretations of the findings. Data collected through questionnaires were tallied, tabulated and quantified. Numerical values were multiplied by corresponding values assigned to the degree of agreement. The number of respondents to obtain the rating mean divided the product. Then all rating means within a category were added and the numbers of cases to determine the grand mean divided sums. Based on the grand mean interpretations were made and conclusions drawn on basic questions. Standard deviations were used to show how far responses were scattered from the grand mean. Degree of agreement between respondent groups was indicated using correlation coefficients.

3.1 Characteristics of the study population

Table A in Appendix B.1 shows characteristics of respondents. The first major item is concerned with age range of respondents. Accordingly, all of the respondents were above 20 years of age. Those in leadership position were above 31 years of age. This means that all respondents were above 18, the legal employable age in Ethiopia. It also shows that under normal circumstances, they can express ideas related to the study consistently and with good understanding. So their opinions can be taken as acceptable to the study.

Gender wise, 24 (12%) of teacher respondents and 6 (10.53 %) of administrators were female. This shows the small percentage of female teachers and educational leaders in secondary schools and in the education system. Anyway, opinions were from both sexes. This helps to incorporate beliefs and interests of both sexes.

Regarding the work experiences of respondents, only 16(8%) of teacher respondents had 1-5 years of service as teachers. All educational leaders and great majority of teacher respondents had more than six years of work experience. We can assume that they have information about CPD programmes in the schools. Therefore, they can show what exists on the ground.

Informants had diversified work experiences. They assumed responsibilities as teachers, unit leaders, and heads of departments, experts, supervisors, team leaders, or department managers in the Bureau and in the sub-city education departments. Therefore, it is assumed that they have access to information related to CPD activities in schools, availability of resources, process of planning etc. Therefore, they can provide firsthand information regarding CPD programmes.

In terms of educational qualification, 85.50% of teachers and 94.44% of educational leaders were degree graduates and above. Nevertheless, there were 29 (14.50%) teachers and 3(5.26%) leadership staff respondents at diploma level. This indicates that majority of the respondents were qualified. We can say that majority of respondents have awareness about the importance of CPD programmes. Therefore, they can provide useful ideas. Nevertheless, the number of diploma level respondents indicates that there is remaining task to meet qualification standards.

Regarding the educational background of respondents, it is exhibited that they were from diverse fields of study. Therefore, ideas were judged from different perspectives. Diversity of points of view helps to consider problems and opportunities. Nevertheless, the proportion of educational leaders with background of educational administration was only 35.09%. Graduates in pedagogical science consisted of 3.5% only. Thus, the leadership lacked professionalism. However, since respondents had enough work experiences as teachers or as leaders, it is believed they have basic understanding about CPD programmes. Therefore, the study population had profiles that are appropriate to this study so their opinions can be accepted as valid and reliable.

Data Analysis

Table B in Appendix B -2 shows the type of major CPD activities in secondary schools and the major direction of efforts in providing training. The questionnaire included a table for respondents to list training activities in which they participated in recent years. The table included who the providers of the training opportunities were and how long the training time was. Responses were categorized into curriculum-based training for teachers, supplementary opportunities for teachers and strategic leadership training for top managers.

The curriculum based training programmes were provided for teachers because of the introduction of new subjects to the curriculum like ethics and civic education, information technology, or arrival of new textbooks. Such training programmes were provided by the

Ministry of Education/MOE/ and its specialized divisions such as Educational Mass media Agency, National Organization for Examinations, and Institute for Curriculum Development and Research. National programmes such as the English Language Improvement Programme /ELIP/ were implemented through joint efforts of the MOE, City Education Bureau /CEB/ and sub-city education departments /SCED/. This project was found to be taking much of the budgets and training time. Supplementary training opportunities come from non-governmental as well as governmental organizations other than the education sector. For example, Ethiopian Natural Heritage, Ethiopian Science and Technology Commission, National Science and Technology Education Center, Health Bureau, Ministry of Health, etc

Educational leadership training opportunities for supervisors and principals was provided by MOE in cooperation with the Addis Ababa University /AAU/. Short-term workshops were offered by CAEB in collaboration with the British Council/Ethiopia/, AED/ BESO II Project through professionals from the AAU. /The AED/BESO and the British Council were assisting in leadership development/. Strategic planning was offered by Capacity Building Bureau /CBB/ for top managers. In fact, the capacity building offices at sub-cities cascade it to middle level management.

Other general and common provisions were those conferences extending for weeks. They took place in the summers of 2002 and 2003. Topics of discussion were FDRE policies. The City Administration and the CEB along with their respective constituencies conducted them jointly.

Teacher training opportunities seem to be limited to in-service degree programmes and ELIP. Much of the resources go to ELIP. Overall, CPD opportunities were leadership biased. Experts and other medium level incumbents did not get these chances. Bureau efforts were geared to ELIP and educational leadership.

Major CPD providers were MOE and its units, CBB, CAEB, SCED, AED/BESO II, British Council and AAU. This shows that professional up-dating opportunities for teachers in secondary schools were out side the school compounds. It is obvious that quality of education cannot develop by improving quality of leadership alone. This requires more attention.

Concerning the importance of the training programmes, overwhelming majority of the respondents indicated that they were very useful for their jobs because they equipped them with new knowledge, skills and attitudes. However, only nine (4.50%) of teacher respondents were not satisfied with ELIP. However, this was not significant a number.

Table II below portrays activity level of stakeholders in providing CPD opportunities for secondary school teachers. Respondents were asked to rate the activity level of assumed stakeholders in the city. As indicated in the table, none of the supposed stakeholders was rated as performing its expected role satisfactorily. Grand mean for teacher rating was 2.31 and the grand mean for leadership rating was 2.38. Thus, both the grand means were below three, the average point in the scale. Hence, performance of all the stakeholders was poor. The standard deviation among mean rating responses by teachers was .225. Standard deviation for leadership responses was .317. Responses were not much

Table II
Activity Level of stakeholders in providing CPD

S. No.	Stake holder	Rating	
		Teaching staff mean rating	Leadership staff mean rating
1.	School leadership	2.43	2.05
2.	Sub city education department	2.32	2.45
3.	Sub city capacity building office	2.55	2.59
4.	Education Bureau	2.46	2.96
5.	Teachers' Association	1.98	1.95
6.	Subject based professional societies	2.10	2.28
7.	Community based nongovernmental organizations	2.00	2.31
8.	Teacher education institutions	2.36	2.47
	Grand mean	2.31	2.38
	Standard deviation	.255	.317
Correlation coefficient			.559

scattered from the mean. It shows that teachers had more agreement among themselves about this issue. The correlation coefficient between teachers' mean rating responses and leadership staff mean rating responses was .56. Even though there was low rating by the two respondent groups, their rating over each point did not coincide.

Table III
Accessibility of CPD opportunities for Teachers

S. No.	Statement	Rating	
		Teaching staff mean rating	Leadership staff mean rating
1	There are equal CPD opportunities for all teachers	2.67	2.93
2.	There are enough opportunities for teachers to up-grade their qualification through		
	a) Night classes (extension)	2.92	3.63
	b) Summer in-service programmed	3.33	3.72
	c) Distance programmers	2.81	3.47
	d) Arranged programmes along with regular teaching functions	2.4	2.75
3.	Teachers have the opportunity to get new information through:		
	a) Resource centers	2.44	2.86
	b) Internet	2.16	2.42
	c) journals and reference books	2.45	2.70
	d)Local research outputs	2.45	2.70
	Grand mean	2.62	3.02
	Standard deviation	.35	.43
	Correlation coefficient	.703	

Table III, depicts accessibility and adequacy of available CPD opportunities for all teachers. Questions were presented in the rating scale. The questions were concerned with how respondents evaluate adequacy and equitability of CPD opportunities. The first item probes into whether there was equitable accessibility of training opportunities

for all teachers. Respondents indicated that CPD opportunities did not reach majority of teachers. The mean ratings were 2.67 and 2.93 by teachers and leaders in the same order. This rating shows that training opportunities were very limited.

The second item aimed at investigating whether there were alternative teacher training delivery systems in up-grading teacher qualification. Thus, it was found out that, only in-service degree programme was used. Other alternatives such as evening classes, distance learning, or arrangements along with regular jobs were not used by the education departments or by the Education Bureau to develop teachers.

Item three in the same table depicts the accessibility of resource centers, internet, journals and reference books and local research outputs for teachers in search of new information. Thus, responses show that these opportunities were not adequate. Both respondent groups rated this below three, which is less than the average point in the rating scale.

The general adequacy level of CPD opportunities was poor. Grand mean for the teachers' rating was 2.62 and the grand mean for leaders' rating was 3.02. There was difference between teacher respondents and leader respondents with regard to adequacy level. The leadership staff respondents rated this above the average point. Nevertheless, teacher respondents put it below the mid point in the scale. This can be attributed to the participation in training activities and access they had to the sources of new knowledge. It can be concluded that teachers had less opportunities for CPD. It is also clear that teachers had internal agreement on the idea of inadequacy

because the calculated standard deviation was only .35. It was not far from the grand mean. However, the standard deviation for the leadership rating was .43. This means that teacher respondents had agreement on this particular issue among themselves.

The correlation coefficient for the rating means by the two respondent groups was .703. This means that even though the level of adequacy differs for the two respondent groups, they both agreed on which point was higher or lower. They had the same pattern of idea.

Table IV in the next page shows major types of CPD programmes in secondary schools of Addis Ababa.

Item 1 (a) shows that there were practices of introducing NQTs to school community. As portrayed in item 1 (b), orientations on policies and implementation strategies were also given. Therefore, some form of induction was prevailing.

Item 2 also shows that senior teachers assist NQTs design development plans. The third item also tells that new teachers were allowed to observe classes of model senior teachers. This means that there are elements of secondments and shadowing.

Item 4 examines if school environment was conducive for research. The provision of moral, material, time, reading facilities and publications, finance, and communication were at unsatisfactory level or totally non-existent.

Item 5 examines if teachers had chances to participate in task groups. Therefore, they had opportunities to enrich their knowledge and gain more experience from colleagues. This may indicate the practice of participative management. It was a good start.

Table IV
Type of CPD Activities in schools

S. No.	Statement	Rating	
		Teaching staff mean rating	Leadership staff mean rating
1.	Induction for NQTs		
	a) Introductions to school community	3.47	3.08
	b) Orientation on policies, strategies and professional ethics	3.06	2.86
2.	Senior teachers assist NQTs design development plans	3.2	3.14
3.	NQTs observe classes of model teachers	3.13	3.04
4.	For teachers to be engaged in research.		
	a) Advices and moral support are given.	2.82	2.82
	b) They are provided with materials	2.86	2.74
	c) Time is allocated	2.02	2.47
	d) There are reading centers and materials	2.03	2.54
	e) There is financial support	2.05	2.37
	f) Research outputs are disseminated	2.46	2.53
5.	They have chances to participate in taskforces	3.17	3.19
6.	Teachers consult with TEI educators	2.08	2.42
7.	Teachers share experiences with other school staff	2.54	3.08
	Grand mean	2.72	2.79
	Standard deviation	.48	.34
	Correlation coefficient		.853

Item 6 in the table examines the practice of consultations with teacher educators. Nevertheless, findings were negative.

Communication with TEIs seems to be weak. It is a disadvantage to the education system in general and to teachers' professional development in particular.

The last item exhibits the practice concerning the sharing of experiences among teachers of neighboring schools. Teachers were with the opinion that it was not practiced. The leadership staff respondents replied that there were some occasions. Nevertheless, it is the beneficiaries i.e. teachers who know what opportunities they had, since they told that they got nothing, we can conclude that there were not enough sharing of experiences among teachers. There might be some opportunities for leaders but not for teachers.

In general, the available CPD activities were induction, shadowing and participation in task forces. Other forms were either poor or not prevailing at all. Thus, they were not enough in variety and in frequency.

Both respondent groups confirmed the inadequacy of CPD varieties. The grand mean of teachers' mean ratings was 2.72. While the grand mean rating of leadership staffs' rating means was 2.71. Standard deviation for teacher rating and leader rating was .48 and .34 respectively. Scattering of responses from the grand mean were not significant. This can be more evidenced by the correlation coefficient for the two respondent groups' mean ratings. It was .853 it was significant. Thus, it was a point of consensus that CPD opportunities were not adequate.

Table V
Planning and Management of CPD programmes.

S. No.	Statement	Rating	
		Teaching staff mean rating	Leadership staff mean rating
1	CPD Activities are planned according to identified needs :		
	a) Are in line with school development plans	2.65	2.91
	b) Are in harmony with regional and national policies and strategies	2.84	3.16
	c) consider resource capacity	2.69	3.05
2	There is suitable organization:		
	a) There are clear policies	2.75	3.28
	b) There is responsible body to coordinate CPD activities	2.8	3.19
	c) There are adequate training facilities and materials	2.4	2.96
	d) There is enough budget	2.26	2.96
	e) There are competent professionals to manage CPD programmers	2.35	2.95
	f) Time is allocated for CPD	2.37	3.10
3	Impact assessment is regularly made	2.34	2.89
4	There is evaluation of training programmes	2.48	3.08
	Grand mean	2.54	3.05
	Standard deviation	.209	.124
	Correlation coefficient	.669	

Table V in the succeeding page illustrates the process of planning and management of CPD programmes in secondary schools of Addis Ababa.

Item one examines whether CPD programmes focused on serving identified development needs. Sub items a, b and c indicate that there were little relationships with school development needs and do not consider national policies and strategies. Arrangements do not consider financial capacity. This means that available training opportunities were not properly planned.

The second statement was designed to evaluate if there were clear CPD policies. Accordingly, teachers did not know CPD policies. Then, we can simply conclude that teachers lack necessary information. This means they do not understand what is expected of them, their rights and responsibilities. There is lack of transparency. Item two (b) was an enquiry into whether there was a responsible body to manage CPD programmes. Teachers were not sure that there was one

Experience shows that it was not known which body was responsible to manage school based CPD. There is ambiguity. Nevertheless, leaders believed there was a clearly designated coordinating body. This might mean the panels at sub-cities and Bureau level. However, these panels were not without confusion. Those at sub cities were responsible for educational support services and for training programmes. This was a burden for them and an obstacle to the task of training management. There is much fragmentation at Bureau level. Every department goes according to its whims. It is characterized by duplication and lack of coordination.

Sub items c, d, e, and f show that availability of facilities, materials, budgets, competent CPD management personnel and time. Responses showed that these resources were not at satisfactory level.

Item 3 inquires if there were impact assessment activities. Responses revealed that there were no training evaluation practices to determine whether they brought intended results. Programme implementation was not evaluated.

The grand mean for teachers and leadership rating means were 2.54 and 3.05 in that sequence. There is gap between the two grand means but the correlation coefficient .669 shows that there were similar patterns in rating i.e. , where teachers rate higher, leaders do similarly, no matter what they mark. There was common understanding that there were problems.

Overall, the planning and management of CPD programmes was not proper. There were weaknesses in planning activities. Training programmes directed to teachers were not adjusted to strategic development needs. There was less orchestration among efforts. This starts from the Bureau level. Every department works in disarray. Sub-city education departments, capacity building offices and schools may go according to their whims for there are no systematically identified training needs. Resource utilization was not efficient. Outcomes were not measured. Quality of inputs, processes, outputs, and impacts were not evaluated.

Table VI in the succeeding page evaluates climates in secondary schools of the city. The items indicate that there were favorable and CPD supportive climates. Sub item (a) shows that teachers worked

Table VI
School Climate

S. No.	Statement	Rating	
		Teaching staff mean rating	Leadership staff mean rating
1.	In your school, teachers:		
	a) work in collaboration	3.82	3.26
	b) have mutual trust	3.66	3.14
	c) make dialogues and discussions	3.57	3.33
	d) share books and instructional materials	3.58	3.37
	e) mistakes are seen as lessons rather than sign of weaknesses	3.39	3.26
	f) Teachers' professional competence is highly valued	3.29	3.37
	g) School leadership facilitates conditions and provides financial and material support	3.99	3.16
	Grand mean	3.47	3.27
	Standard deviation	.27	.09
	Correlation coefficient	.159	

collaboratively. Both respondent groups supported this. There were collegial relationships among staff.

The second sub item (b) also indicates that teachers had mutual trust. This means that they can interact smoothly and freely. There were no suspicions or fear to ask or forward ideas. Therefore, it means there

was free flow of ideas and open communications. There were fertile grounds for mutual learning.

As indicated in point (c), teachers hold discussions among themselves. It was also reported that (item d) they share instructional materials. That means they had a shared desire to see school goals accomplished through their collective efforts. Item (e) exhibits that teachers are not afraid of mistakes. All emphasize on the lessons rather than on failure and their consequences. Item (f) also depicts that teacher professional development was highly valued. Administration was supportive. This can be inferred from the agreement between the grand mean ratings of respondent groups. In short, there were good school climates as judged from the findings. They were CPD supportive. Nevertheless, it was not exploited. School management and other educational authorities did not creatively use this to enhance CPD programmes. This is particularly true when we consider the findings in previous tables. For example, the grand means in Table IV and Table V were lower than those in Table VI. The findings by other researchers that senior teachers do not assist NQTs were not confirmed by this study. This might need further investigation.

Table VII in the next page illustrates teachers' opinions regarding CPD programme in general. Item 1(a) tests respondents' beliefs if teachers should continuously learn. All respondents strongly agree that teachers need to learn all the way throughout their career lives. It is an encouraging state of attitude.

The second entry also shows the respondents' values on mutual learning. Similarly, both respondent groups replied that mutual

Table VII
Teachers' Opinions concerning CPD programmes

S. No.	Statement	Rating	
		Teaching staff mean rating	Leadership staff mean rating
1.	In your opinion, teachers		
	a) need to learn throughout their career lives	4.52	4.47
	b) can develop their professional competence through mutual learning.	4.46	4.46
	c) are responsible for their professional development	4.82	4.40
	d) senior teachers are responsible for supporting NQTs	4.54	4.42
2.	professional development programmes:		
	a) help to improve the quality of education	4.65	4.65
	b) are helpful to solve educational problems	4.64	4.63
	c) are useful for the professionalization of teaching	4.63	4.63
	d) help for school development	4.58	4.63
	Grand mean	4.60	4.53
	Standard deviation	.109	.107
	Correlation Coefficient		.041

learning is valuable, so teachers can update their competence level through mutual learning. In items (c) and (d), it is depicted that the respondents believed teachers have professional obligation to update their own professional competence and help beginning teachers in their professional development as well.

Item 2 portrays the picture of respondents' beliefs with respect to the importance of CPD programmes. Respondent groups believe that CPD programmes are essential to improve educational quality; they help to solve educational problems; and they are useful to promote teaching to the rank of a profession. Overall, respondents hold that CPD programmes help for the development of the individual, the whole school and the teaching profession.

All respondents strongly believed that CPD programmes are very useful. It can be seen from the grand means that teacher grand rating was 4.60 and for leader rating, it was 4.53. Such a value was unique in this paper. SD for the two rating groups was not dispersed from the mean. This shows that there was unanimity in understanding about the importance of CPD. All respondents viewed CPD programmes positively. This can be taken as a good indication for the prevalence of positive attitudes towards CPD programmes.

The correlation coefficient seems to be small because, even though there was general agreement in the significance of CPD programmes, there were minor differences in rating specific items. Difference in linear pattern in the graph made correlation coefficient minimum. Nevertheless, this does not have any indication with regard to the positive attitudes of respondents toward CPD. There is no basic attitudinal difference between the two respondent groups.

Table VIII
Variables Influencing CPD Programmes

S. No	Variable	Rating	
		Teacher Response Mean Rating	Leadership Response Mean Rating
1	Programme Relevance	2.13	1.65
2	Incentives	2.00	1.70
3	Accommodations	2.3	2.00
4	Distance and conduciveness of venues	1.82	1.95
5	Human relations in schools	2.27	1.91
6	Programme integration	2.15	1.86
7	Clarity of goals	2.12	1.86
8	Availability of Time for CPD	1.9	1.82
9	Budget	1.8	1.53
10	Administrative concern and support	1.91	1.67
	Grand Mean	2.03	1.74
	SD	.18	.16
	Correlation coefficient		

Table VIII illustrates variables assumed to have higher negative impact on CPD programmes. The study revealed that neither of them had higher influence on success or failure of programmes. It seems that these Variables affected CPD programmes

along with other factors. The combined effects constrain CPD activities. After all external factors are considered only when there are activities.

This shows us that CPD programmes were not in progress. Therefore, respondents could not prioritize influence of variables. However, it is important to bear in mind that budget and time constraints impinge on training programmes in the schools and departments, as found out from the open-ended questions. The point here is that we do not capitalize on constraints before systematic plans and endeavours.

The questionnaire included open-ended questions. Respondents were requested to list factors they see as constraints. In response to this, they supplied the following unfavorable conditions. Spontaneity and programme overlap was major problem. It can be seen from the point of view of poor planning and lack of release time. Teachers complained that programmes competed for teacher leisure time and student learning time. Age restrictions on entry to in-service degree and postgraduate programmes were also points of dissatisfaction.

It was indicated by many respondents, too, that principals and other educational leaders did not realize that CPD could take place at school level. They expected it to be offered by higher bodies such as the Bureau or MOE. There seems to be less awareness about cost efficiency in training. It is not realized that there is precious knowledge and skill resource in the teaching force. Therefore, they were not utilized. Development seems to be seen as achievable only by investing much material and financial resources through external resource persons.

Teachers were not involved in the planning of CPD activities. Therefore, available CPD opportunities were not fully satisfying teachers' interests. Eventually, Participation was considered as compulsive rather than motivating. Other constraints were high teaching load, limited opportunities of CPD programmes.

The problems with respect to limited opportunities can be attributed to lack of awareness and professional skills, lack of adequate finance, lack of creative use of time resources and rigid scheduling.

Respondents were also requested to pinpoint CPD supportive conditions, if any. Then, they listed that greater chances for in-service degree programmes, favorable teachers' attitudes toward CPD programmes, expansion of governmental and nongovernmental institutions of higher learning, availability of nongovernmental organizations that can support CPD activities, easy access to competent professional trainers, decentralized educational management (autonomy of schools) were considered as opportunities.

These responses indicate that there were favorable conditions for CPD programmes. Yet the educational leadership at all levels did not take advantage of the good opportunities.

Chapter Four

4. Research Findings, Conclusions and Recommendations

This chapter deals with the findings of the study, conclusions and recommendations.

4.1 Summary of the Research Findings

In line with the basic questions, a set of questionnaire was developed. Data collected through the questionnaire were analyzed and interpreted. Conclusions were made based on the statistical significance. Therefore, the following were the major findings of this study.

1. The proportion of female respondents was quite low. Only 12% among teachers and 10.53% among leadership staff appeared in the study. This shows low female participation in high school teaching and in educational leadership.
2. Educational leadership lacks professionalism. There were only 35.09% graduates in educational administration and 3.5% graduates in pedagogical science. The two disciplines added together raise the proportion of trained leaders only slightly. This has a negative effect on the quality of educational leadership. We can attribute the low status of CPD programmes to lack of skills in CPD management.

3. Professional development opportunities were accessible to only limited number of the teachers in secondary schools. Focus of training activities was on top leadership only. Majority of experts did not get opportunities. Efforts directed at secondary school teachers focused on ELIP and in-service summer degree programmes, predominantly. These programmes had more intake capacities. Orientation in newly introduced subjects such as Information Communication Technology, ethics and Civic education, student assessment were inadequate. They were less frequent and limited to few teachers. Other supplementary CPD activities were related to HIV / AIDS control, family planning, and preservation of the natural environment. These opportunities had the least accessibility and occurrence rate.
4. Major providers of CPD activities were the Ministry of Education along with its functional agencies, the City Administration Education Bureau, Capacity Building Bureau, along with their constituencies. Collaborators were the British Council/Ethiopia/, AED, /BESO II Project, Health Bureau, Ministry of Health, National Science and Technology Education Centre, Science and Technology Commission and others
5. Essential facilities such as resource centers, internet, and publications, were non-existent or inaccessible to teachers.
6. There were forms of induction, shadowing and task group membership opportunities for teachers. Nevertheless, they were not sufficient in terms of frequency.

7. Policies pertaining to CPD activities were not clearly known to teachers. Consequently, teachers had developed the feeling that selection for training was not fair. Selection criteria, duties and responsibilities were not clearly understood.
8. Training materials and modern devices were lacking.
9. Time was not allocated for CPD Programmes.
10. Budgetary constraints were stringent on the provision of CPD Programmers.
11. The planning of CPD Programmes was not determined on the basis of systematized needs analysis. It lacked professional knowledge and skills. There were little attempts to assess what impact was brought in the quality of leadership and in the teaching-learning process as a result of the training activities. Efforts of different departments and functional units of the Education Bureau were not synchronized. Orchestration between stakeholders was not a tradition in the City education system. Efforts were in disarray.
12. There were favorable school climates. However, the opportunities were not exploited to enhance CPD activities by the leadership.
13. Teachers believed that CPD programmes were essential to improve the quality of education; to mitigate educational problems, to bring about whole school as well as individual development and to get teaching to the level of a profession. Thus, they had positive attitude toward CPD activities.
14. Respondents believed that there were problems with regard to budgets, time, facilities, accommodations, incentives, etc. Yet,

they were in dilemma to put these factors in rank order. This seems to be a manifestation of the limitedness of activities and lack of information on the part of respondents on what the regularly encountered problems were.

15. School leadership did not work at self-initiation in providing CPD opportunities for teaches. There was a culture of dependence and expecting only from the top. The providers of CPD are believed to be the higher bodies and trainers are usually expected from outside the schools or departments. Therefore, teachers' knowledge and skills were not utilized in improving the quality of education and in attempts to bring desirable changes.
16. High teaching load and less systematic scheduling negatively affect teacher participation in CPD activities.

4.2 Conclusions

Based on the basic research questions and in line with the research findings, considering the review of the related literature, the following conclusions were drawn:

1. The major CPD activities for government secondary school teachers in Addis Ababa were ELIP, limited orientation on curriculum based subjects, and in-service summer degree programmes. Development endeavors were not holistic. There were no adequate subject related and pedagogical training

opportunities. It is an indication that teacher development is not properly understood.

2. Except ELIP, available CPD opportunities do not involve majority of teachers in secondary schools. Short-term CPD opportunities were scanty and they were accessible to only few teachers. Teacher development did not get attention. Attempts were on one-dimension (language) rather than on integrated and professional development. It is also true that training efforts tilted toward leadership capacity building. The prime forces to bring change in educational quality are forgotten. All training endeavors focused on segments. There was no equitable distribution of resources for professional development
3. Provision of CPD opportunities was from outside the school plant. The prime responsible bodies in the educational leadership were not discharging their responsibilities with this respect. Professional associations, community based indigenous non-government organizations and teacher education institutions as stakeholders do not take part in the professional development of teachers.
4. The planning, organization and management of CPD programmes lacks professional knowledge and skills. Organizational structures were not convenient. The practices in provision of training activities do not allow for integration among training efforts.

5. There were CPD supportive school climates. It shows that there is fertile ground for the implementation of CPD programmes. However, this opportunity has been sterile due to lack of creative and skillful management.
6. The attitudes of teachers toward CPD programmes were positive. There was a strong belief in the professional obligation for teachers to develop their knowledge, skill, attitudes and abilities and it was held that CPD programmes are the means to achieve this.
7. Factors negatively influencing CPD Programmes were lack of incentives, shortage of budgets, insufficiency of time, poor planning and management techniques, high workload, absence of self-initiation on the part of school principals and educational leaders, alienation of teachers from the planning and management of CPD programmes.
8. Factors positively influencing CPD programmes were favorable school climates, positive attitudes of teachers towards CPD programmes, flourishing governmental and nongovernmental institutions of learning, enough pool of and easy access to competent trainers. Then, the problems are manageable if the leadership is committed to the implementation of CPD programmes. There was nothing beyond the capacity of the education system.

4.3 Recommendations

Considering the findings and conclusions, the following recommendations are forwarded.

1. Training opportunities particularly in-service programmes have been increasing in intake and accessibility to teachers over the past few years. This is believed to have a positive effect on the quality of education and teacher morale. Nevertheless, these all efforts will be fruitful if the teachers who get learning opportunities complete the expected level. Therefore, it would be helpful to provide tutorial and supportive classes during their stay at work before they take courses in summer. Orientations to beginners, sharing of experiences with senior teacher students, alleviating administrative problems in collaboration with universities and colleges will facilitate their learning. This would increase teacher output.
2. Promoting female teachers to leadership positions will enhance morale of female teachers. It contributes to healthy and balanced social development. It will directly influence the quality of teaching learning process and educational leadership. Therefore, it would be useful to give chances of promotion for female teachers to principal ship and other positions in the hierarchy. But it is advisable that training relevant to the intended jobs precede placement.
3. To meet Professional standards, intensive works have been taking place with respect to in service teacher education. However, the only way was summer sessions. However, it would have been more cost effective, time saving, and yielding in more graduate teacher output if there would be government sponsorship for teachers in the extension (evening) classes and through arrangements for teachers to pursue their education during daytime along with their regular teaching responsibilities. This will be more favorable for female teachers because it will be suitable for them to care for their families while

pursuing their education. It will avoid their worries and discomforts due to departing from their families during the summer learning sessions.

4. Educational leadership requires meticulous training and internship. Leaders critically need professional knowledge and skills. Thus, people without training need to be provided with sufficient on-job training. Future recruitments or placements need to be determined based on field of training, qualification, merit and personal qualities.
5. Currently, CPD opportunities for teachers are limited in scope and depth. Teachers do not have enough opportunities to develop their professional status. The education system did not use the talents with teachers and its personnel to enhance CPD programmes. Therefore, it is high time for it to look inwards. There is precious resource within teachers and other educational personnel. It must be utilized. It will be more cost effective and it will help for organizational learning. Professionals will reflect on their practices and improve their competence level when they get the opportunity. Therefore, there should be a system of mentoring where teachers help others develop professionally. Training by external professionals needs to be preferred only when the internal capacity is insufficient or when the training is of high level.
6. For CPD programmes to be successful, it is essential to provide training for would be mentors on how to assist their colleagues.
7. Implementation strategies need to be designed and they need to be accepted by teachers.
9. The rewards and sanctions associated with participation in CPD programmes should be clearly known to teachers.
10. Presently, providers of CPD opportunities have been agents outside the school plant. Besides, expected stakeholders are not involved in assisting teacher development. Presumably, there is lack of awareness on the part of key leadership position holders about the significance of CPD programmes.

Therefore, it is high time that awareness raising workshops about the importance of CPD activities be organized for school principals and key educational leaders in the echelon.

11. Teacher development requires concerted efforts of stakeholders. Partners can join hands to achieve a common goal when they know each other and when they have common ground to deliberate on related issues. Therefore, the Education Bureau should create a forum for the stakeholders in the city and show how they might help teachers.
12. Professional development Programmes are possible when there are sources of new information and knowledge such as well furnished teacher centers, internet, journals and reference books. There should be mutual learning and exchange of experiences among teachers and education personnel. This will be a reality when there are accessible information centers. However, in reality, secondary schools, sub city education departments, and the Education Bureau in Addis Ababa do not have such facilities. Then, if the education system does not provide these facilities, how can teachers cope up with the dynamically changing world and meet the ever-changing demands? Hence, education managers at sub-cities and at Bureau level should consider the implications and be committed to establish resource centers, central libraries, and internet services.
13. Teacher development will be holistic only when integrated training opportunities are provided. This will be achieved by providing training in subject areas, professional (pedagogical) skills and teacher elements of teacher code of ethics. Therefore, training in teaching methodology and subject area refresher courses and workshop should supplement the current attempt to promote teacher English Language proficiency.
14. Human resource development should be valued. This is measured by how much budget is allocated for training and how training units are furnished with

necessary training materials in relation to the financial resource base. Success of training Programmes will depend on the amount of resources allocated. Financial capacity enables to employ modern technology. Messages get properly communicated if they are transmitted using appealing media. Therefore, allocation of budgets should be made in such a way that it enables provide teachers and other personnel with adequate training opportunities and furnish training units with basic training facilities. Therefore, it is critically important for the concerned authorities to consider the vital role of professional development programmes and commit sufficient amount of resources for their respective departments

15. Continuous Professional Development Programmes demand more time. Teachers who participate in CPD activities need time. Therefore, there should be a systematic and creative use of time without taking teachers' leisure time and students' learning time. When additional time is required for CPD activities, it should be decided in consultations with teachers. Persuading them is useful. Scheduling has to create harmony between teaching and CPD activities. Since teachers work whole day, teaching periods should be scheduled in a manner they allow teachers to participate in CPD activities.
16. Assigning high teaching loads may be necessary to cover the teacher demand of schools. However, this might not be always helpful. It hinders teachers from taking part in CPD activities. Therefore, this has to be handled cautiously. To ensure teacher development and thereby to bring about change in the quality of education, teaching loads need to be moderate. Participation in CPD programmes should be understood as essential to the education system. Thus, minimizing teaching loads in order to allow involvement of teachers in CPD activities has to be considered a benefit to the education system rather than wastage of learning time.

17. Management of training requires a systematic knowledge. It seems that this knowledge was missing in the education system. Capacity building (CPD) is believed to be the way to improved education service. To build the capacity of other educational professionals, training management personnel have to know what training & professional development activities are; how they are managed; and what inputs are needed. Therefore, it is essential that they receive training in "the management of training".
18. Organization structure should be revised. There should be a responsible body to manage CPD activities at school level. At sub city and at Bureau level, duplication of efforts seems to be jeopardizing CPD programmes. Redundancy and duplication of efforts is wasteful. Resources will be dissipated without bringing significant contributions to the success of regional and national policies for available resources are being divided into smaller competing units. Therefore organizational structure has to be revamped. Duties and responsibilities must be redefined.
19. The management of CPD programmes requires clearly known policies and guide lines. It was found out that teachers had complaints that teacher selection for training was not fair. They did not know selection criteria upon which decisions are made. Therefore, currently functional guide lines have to be known to all teachers.
20. The rights, responsibilities, attached rewards and sanctions, what makes one eligible for training opportunities need to be specified and accepted by teachers.
21. Duties and responsibilities of the implementers should be clear. Embedding accountability systems and ensuring system of transparency will help in developing equitable provision of training opportunities.

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Appendix A
Addis Ababa University
College of Education
School of Graduate Studies
Department of Educational Planning and Management

A questionnaire to be completed by secondary school teachers,
principals, and education personnel in leadership positions.

1. Purpose

The purpose of this questionnaire is to collect data for a thesis entitled “The Status of Continuous Professional Development Programmes in Addis Ababa City Administration”. It aims at identifying basic problems and recommends solutions.

Continuous professional development programmes refer to planned, short and long-term training programmes, educational workshops and refresher courses that assist teachers develop professional knowledge and skills so that they will satisfactorily discharge their responsibilities throughout their career lives.

Your cooperation is essential for the success of the study. So you are kindly requested to complete this questionnaire. Your responses will be kept confidential and will never be used for purposes other than the above mentioned. So please feel free in forwarding your opinion.

Thank you for your cooperation.

Note:

Please do not write your name in this questionnaire

Information

Part one - Information about respondents

Direction

- Please put a “√” in the box representing your choice

1. Age

- | | | | |
|-----------------------|--------------------------|-----------------|--------------------------|
| a) 20 Years and below | <input type="checkbox"/> | e) 36-40 | <input type="checkbox"/> |
| b) 21 - 25 | <input type="checkbox"/> | f) 41-45 | <input type="checkbox"/> |
| c) 26 - 30 | <input type="checkbox"/> | g) 46-50 | <input type="checkbox"/> |
| d) 31 - 35 | <input type="checkbox"/> | h) 51 and above | <input type="checkbox"/> |

2. Gender

- | | | | |
|---------|--------------------------|-----------|--------------------------|
| a) Male | <input type="checkbox"/> | b) Female | <input type="checkbox"/> |
|---------|--------------------------|-----------|--------------------------|

3. Service

- | | | | |
|----------|--------------------------|-----------------|--------------------------|
| a) 1-5 | <input type="checkbox"/> | e) 21-25 | <input type="checkbox"/> |
| b) 6-10 | <input type="checkbox"/> | f) 26-30 | <input type="checkbox"/> |
| c) 11-15 | <input type="checkbox"/> | g) 31 and above | <input type="checkbox"/> |
| d) 16-20 | <input type="checkbox"/> | | |

4. Job responsibility

- | | | | |
|------------------|--------------------------|----------------|--------------------------|
| a) Teaching | <input type="checkbox"/> | d) Expert | <input type="checkbox"/> |
| b) Principalship | <input type="checkbox"/> | e) Team leader | <input type="checkbox"/> |
| c) Unit leader | <input type="checkbox"/> | f) others | _____ |

5. Educational level (Qualification)

- | | | | |
|------------|--------------------------|--------------------|--------------------------|
| a) Diploma | <input type="checkbox"/> | c) Master's degree | <input type="checkbox"/> |
|------------|--------------------------|--------------------|--------------------------|

b) Bachelor degree

d) Others _____

6. Field of Study

a) Language

d) Educational Administration

b) Natural Sciences

e) Pedagogical Science

c) Social sciences

f) Others _____

Part Two:- Information concerning the status of continuous professional Development programmes.

1. Would you please write training activities you participated in the past few years in Table I.

Table I

S. No	Type of Training	Organizer of the Training	Length of the Training Time
1.			
2.			
3.			
4.			
5.			

I. Do you believe the training programmes you listed in Table I were useful for your job? _____

II. Authorities in the field agree that CPD activities are joint responsibilities of many stakeholders. In your opinion, what is the activity level of stakeholders listed in Table II in the Addis Ababa context?

Table II

S. No	Stakeholder	Activity Level				
		Very High	High	I don't know	Low	Very Low
1.	School leadership					
2.	Sub city education department					
3.	Sub city capacity building office					
4.	Education Bureau					
5.	Teachers' Association					
6.	Subject based professional societies					
7.	Community based non government organization					
8.	Teacher education institutions					

III. Table III column 2 contains statements that should hold true in schools. Every statement has five choices each. Please mark “√” in the matrix representing degree of your agreement on each statement.

S. No	Statement	Degree of Agreement				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	CPD opportunities are equally accessible to all secondary school teachers					
2.	Teachers have enough opportunities to up-grade their qualification through:					
	a) Evening (extension) classes					
	b) Summer in-service programmes					
	c) Distance programmes					
	d) Systematically arranged classes along with teaching					
3.	Teachers have access to new information through:					
	a) Resource centers					
	b) Internet					
	c) Journals and reference books					
	d) Local research out puts					

S. No	Statement	Degree of Agreement				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
4.	Induction for new teachers:					
	a) They are introduced to school community and school conditions					
	b) There is orientation on policies, strategies and professional ethics					
5.	Senior teachers help newly qualified teachers to design development plans					
6.	Beginning teachers have opportunity to observe classes of model teachers.					
7.	For teachers to be engaged in research activities,they:					
	a) get advice and moral support					
	b) have stationery materials					
	c) have time allocated					
	d) have reading rooms and materials					
	e) get financial support					
	f) have circulation and dissemination of research outputs					

S. No	Statement	Degree of Agreement				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
8.	Teachers have opportunity to participate in educational task groups					
9.	Teachers have chances to consult with TEI educators					
10.	Teachers have chances to share experiences with teachers of neighboring schools					
11.	Training programmes are arranged according to identified needs:					
	a) Training programmes are in line with school development plans					
	b) Training programmes are in line with regional and national policies					
	c) Training programmes consider financial resource capacity.					
12.	Organization					
	a) There are clear CPD policies and guidelines					
	b) There is a clearly designated CPD management body					

S. No	Statement	Degree of Agreement				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	c) There are adequate training facilities and materials					
	d) Adequate budget is allocated					
	e) There are competent and trained CPD managing personnel					
	f) Time is allocated for CPD programmes					
13.	Impact assessments are made					
14.	Evaluation is made on whether CPD activities are achieving intended results					
15.	In your school.					
	a) Teachers work for common ends in collaboration					
	b) Teachers have mutual trust					
	c) Hold dialogues and discussions					
	d) Share important books and instructional materials					
	e) mistakes are lessons rather than sign for weakness					
	f) Teacher competence is highly valued by school community					
	g) School leadership facilitates					

S. No	Statement	Degree of Agreement				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	necessary conditions and provides materials as well as financial support.					
17.	Professional development programmes:					
	a) Help to improve quality of education					
	b) Teachers can develop their competence through mutual learning					
	c) Are useful to professionalize teaching					
	d) Are useful for whole school development					

IV. Research findings by different authorities indicate that the variables in Table IV have important influence on CPD programmes. Indicate the degree of negative influence these variables have over CPD programmes in Addis Ababa.

Table IV

S. No	Variable	Degree of Influence				
		Very High	High	No Influence	Low	Very Low
1.	Programme relevance					
2.	Incentives					
3.	Accommodations					
4.	Proximity and conduciveness of venues					
5.	Good human relations among school community					
6.	Programme coordination					
7.	Clarity of training objectives					
8.	Availability of time for CPD					
9.	Budget					
10	Administrative attention and support					

- 4.1. If you believe the variables in Table IV positively influence CPD programmes in Addis Ababa, please indicate here.

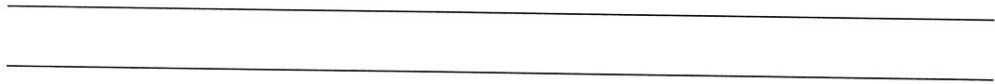
V. General

- 5.1. What is the status of CPD programmes in government secondary schools of Addis Ababa?

- 5.2. Would you please list other factors that are positively enhancing CPD programmes?

What other factors are negatively related to CPD programmes?

- 5.3. please write general comments with regard to CPD programmes, if you have any.



Thank you!!

Table A
Appendix B.1

Characteristics of the study Population

S No	Item	Teachers				Leaders			
		No. of Responses		No. Response		No. of Responses		No. Response	
		No.	%	No.	%	No.	%	No.	%
1.	Age								
	a) 20 and below	0	0	-	-	-	-	-	-
	b) 21 -30	20	10	-	-	-	-	-	-
	C31-40	16	8	-	-	-	-	-	-
	d) 41-50	44	22	-	-	5	8.77	-	-
	e)51 and above	97	48.5			7	12.28	-	-
	f) 41-45	43	21.5			17	29.82	-	-
	g) 46-50	54	27			18	31.58	-	-
	h) 51 and above	39	19.5			10	17.54	-	-
	Total	200	100			57	99.99	-	-
2	Sex								
	a) Male	176	88			51	89.47		
	b) Female	24	12			6	10.53		
	Total					57	100		
3.	Service								
	a) 1-5	16	8	-	-	-	-	-	-
	b) -10	15	7.5			2	3.5	-	-
	c) 11-15	12	6			4	7.01	-	-
	d) 16-20	32	16			11	19.29	-	-
	e) 21-25	61	30.5			19	33.33	-	-
	f) 26-30	32	16			11	19.29	-	-
	g) 31 and above	32	16			10	17.54	-	-
	Total	200	100			57	99.96		
4.	Job responsibility								
	a) Teacher	110	55	4	2	-	-	-	

S No	Item	Teachers				Leaders			
		No. of Responses		No. Response		No. of Responses		No. Response	
		No.	%	No.	%	No.	%	No.	%
	b) Principal	-	-	-	-	20	35.09		
	c) Unit leader	30	15	-	-	-	-		
	d) department head	56	28	-	-	-	-		
	e) expert	-	-	-	-	15	26.32		
	f) panel head	-	-	-	-	15	26.32		
	g) Others	-	-	-	-	17	12.28		
	Total	196	98			57	100		
5.	Qualification								
	a) Diploma	29	14.50	-	-	3	5.56		
	b) Bachelor degree	141	70.50	-	-	44	77.19		
	c) Maters' degree	28	14	-	-	7	12.28		
	d) Others	2	1	-	-	3	5.26		
	Total	200	100	-	-	57	99.99		
6.	Field of study								
	a) Language studies	56	28	-	-	6	10.53		
	b) Natural science	88	44	-	-	15	26.32		
	c) Social Science	44	22	-	-	12	21.05		
	d) Educational administration	2	1	-	-	20	35.09		
	e) Pedagogies	4	2	-	-	3	5.26		
	f) Others	6	3	-	-	1	1.75		
	Total	200	100	-	-	57	100		

Table B

Appendix B.2

Major CPD Activities and Providers

S. No	Types of CPD Activities	Providers	Length of Training	Number of Respondent
1.	ELIP	MOE, CAEB, SCED	200 hours	90 /All secondary school teachers
2.	In-service summer degree programme	MOE, Universities	5 Years	30
3.	ICT	MOE/ EMA	Two months	ICT Teachers in preparatory schools
4	Ethics and civic education	MOE	Tow weeks	Civics teachers in secondary schools
5.	Government policies	City / sub city Adm. And Educ. structure	One – tow weeks	All teachers at all level
6.	Student assessment, orientation on new text-books, science educ.	NOE, ICDR, STC, STEC, SCED	1-2 days	50 respondents
7.	Preservation of natural resources	ENHA	1-2 days	5 respondents
8.	Prevention of HIV /AIDS, Reproductive health, family planning population control	MOH, RHB, FMPA	1-2 days	10
9.	Module writing	CAEB, AED,/ BESO	5 days	teachers, team

S. No	Types of CPD Activities	Providers	Length of Training	Number of Respondent
				leaders, principals.
10.	General leadership	CBB	Not specified	10 heads of SCED
11.	Strategic planning	CBB	Not specified	10 heads of SCED and Bureau dept's
12.	Educational Leadership in the 21 st century	CAEB in collaboration with BC & professionals from UK	5 days	10 secondary schools principals and Trainers panel heads
13.	Educational Leadership in six topics.	CAEB in collaboration with BC & professionals from AAU	6 days	20 Bureau heads, heads of departments REB & SCED, CB Heads, principals
14	Principal ship	MOE in collaboration with AAU.	Three summers	Secondary school principals.
15	Supervision	MOE in collaboration with AAU.	Three summers	Secondary school supervision
16.	Training in needs Analysis	CAEB in	Tow days	Principals, team

S. No	Types of CPD Activities	Providers	Length of Training	Number of Respondent
		collaboration with AED/ BESO		leaders, and primary school principals
18.	Advanced certification in education leadership	MOE in collaboration with AAU, south African university, UNESCO	2 years	Principals from secondary and primary schools.
19.	Project planning	CBB	Not specified	1
20.	Service delivery	CBB	Not specified	1
21.	procurement	CBB	Not specified	1
22.	Result oriented performance management	CBB	Not specified	1
23.	Budget formulation	CBB	Not specified	1

Appendix B - 3.1

Activity Level of stakeholders in providing CPD opportunities

(Responses from teaching staff)

S. No	Stakeholder	S c o r e s						Mean rating
		Very high 5	High 4	I don't know 3	Low 2	Very low 1	No response	
1.	School leadership	80	156	108	108	33	22	2.43
2.	Sub city education department	70	200	123	94	36	12	2.62
3.	Sub city capacity building office	55	160	168	84	43	8	2.55
4.	Education Bureau	75	120	174	88	34	19	2.46
5.	Teachers' Association	35	36	192	62	70	19	1.96
6.	Societies and professional association	40	44	225	52	59	21	2.10
7.	Community based nongovernmental organization	25	34	228	60	53	19	2.00
8.	Teacher education institutions	65	92	201	66	47	17	2.36
Grand mean								2.31

Appendix B - 3.2

Activity Level of stakeholders in providing CPD opportunities (Responses from leadership staff)

S. No	Stakeholder	S c o r e s							Mean rating
		Very high 5	High 4	I don't know 3	Low 2	Very low 1	No response		
1.	School leadership	5	16	18	68	10	2	2.05	
2.	Sub city education department	15	28	30	64	3	2	0.97	
3.	Sub city capacity building office	10	36	48	50	3	2	0.97	
4.	Education Bureau	25	80	21	40	3	2	2.97	
5.	Teachers' Association	10	-	45	38	18	3	1.97	
6.	Societies and professional association	10	4	69	34	13	1	2.28	
7.	Community based nongovernmental organization	5	28	36	54	9	1	2.31	
8.	Teacher education institutions	5	44	39	44	9	1	2.47	
Grand mean								1.996	

Appendix B - 4.1

Adequacy of CPD opportunities for Teachers (Teachers' Responses)

S. No	Stakeholder	S c o r e s						Mean
		Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	No Response	
1.	There are equal CPD opportunities for all teachers	70	136	177	122	29	3	2.67
2.	There are enough opportunities for teachers to up-grade their qualification through:							
	a) Night classes (extension)	120	272	75	98	18	16	2.92
	b) Summer in service programme	160	360	69	66	12	10	3.34
	c) Distance programmes	100	244	126	72	20	21	2.81
	d) Arranged programme simultaneous with regular job	70	156	108	110	36	20	2.4
3.	Teachers have opportunity to get new information through:							
	a) Resource centers	70	152	114	110	41	14	2.44
	b) Internet	50	92	123	112	55	15	2.16
	c) Journals and reference books	55	180	105	100	50	9	2.45
	d) Local research outputs	85	104	156	106	38	14	2.45
Grand mean								2.63

Appendix B – 4.2

Adequacy of CPD opportunities for Teachers (Leaders' Responses)

S. No	Stakeholder	S c o r e s						Mean
		Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	No Response	
1.	There are equal CPD opportunities for all teachers	30	64	21	50	2	1	2.93
2.	There are enough opportunities for teachers to up-grade their qualification through:							
	a) Night classes (extension)	40	128	21	16	2	-	2.93
	b) Summer in service programme	60	116	12	24	-	-	3.71
	c) Distance programmes	35	104	36	22	1	-	3.47
	d) Arranged programme simultaneous with regular job	15	60	33	42	7	2	3.49
3.	Teachers have opportunity to get new information through:							
	a) Resource centers	10	72	30	48	3	-	2.86
	b) Internet	5	44	30	52	7	2	2.42
	c) Journals and reference books	5	60	30	56	3	-	2.70
	d) Local research outputs	5	56	36	54	3	-	2.70
Grand mean								3.02

Appendix B - 5.1

Types of CPD Activities in School (Teachers' Responses)

S. No	Stakeholder	S c o r e s						
		Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	No Response	Mean
1.	Induction for NQTs							
	a) Introduction staff	205	364	54	56	16	6	3.48
	b) Orientation on policies and strategies and professional strategies and professional	100	284	129	88	11	11	3.06
2.	Senior teachers assist and support NQTs design development plans	115	304	117	86	17	2	3.2
3.	NQTs observe classes of model teachers	65	320	126	102	13	1	3.13
4.	For teachers to engage in research							
	a) Advices and moral supports are given	60	268	96	110	30	4	2.82
	b) They are provided with materials	85	228	123	100	35	-	2.86
	c) Time is arranged	25	80	141	146	47	8	2.2
	d) There are reading centers and materials	25	108	129	164	33	10	2.3
	e) There is financial support	10	48	147	154	52	8	2.05
	f) Research outputs are disseminated	15	92	210	140	34	-	2.46
5.	They have chance to participate in education task forces	110	292	126	84	21	-	3.17
6.	Teachers consult with TEI educators	35	68	87	164	63	2	2.08
7	Teachers share experiences with neighboring school teachers	65	148	108	154	33	4	2.54
Grand mean								2.72

Appendix B - 5.2

Types of CPD Activities in School (Leaders' Responses)

S. No	Stakeholder	S c o r e s						Mean
		Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	No Response	
1.	Induction for NQTs							
	a) Introduction staff	15	92	24	44	1	-	3.08
	c) Orientation on policies and strategies and professional strategies and professional	15	68	30	46	4	-	2.86
2.	Senior teachers assist and support NQTs design development plans	25	76	36	42	-	-	3.14
3.	NQTs observe classes of model teachers	20	76	30	46	1	-	3.03
4.	For teachers to engage in research							
	a) Advices and moral supports are given	35	60	12	46	8	-	2.82
	b) They are provided with materials	25	52	27	44	8	-	2.74
	c) Time is arranged	15	36	27	54	9	-	2.47
	d) There are reading centers and materials	5	48	27	60	5	-	2.54
	e) There is financial support	10	28	45	48	10	-	2.37
	f) Research outputs are disseminated	10	28	45	56	5	-	2.53
5.	They have chance to participate in education task forces	35	76	36	32	3	-	3.19
6.	Teachers consult with TEI educators	10	28	45	44	11	-	2.42
7	Teachers share experiences with neighboring school teachers	20	84	33	36	3	-	3.08
Grand mean								2.79

Appendix B - 6.1

The planning and Management of CPD Programmes (Teachers' Responses)

S. No	Stakeholder	S c o r e s						
		Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	No Response	Mean
1.	CPD activities are planned according to analyzed training needs							
	a) Are in line with school development plans	25	168	201	98	37	-	2.65
	b) Are in harmony with regional and national policies and strategies	30	244	198	76	20	9	2.84
	c) Based on resource capacity	50	180	189	98	21	12	2.69
2.	There is suitable organization							
	a) Clear policies	25	196	225	78	26	6	2.75
	b) There is responsible body to coordinate CPD	30	192	243	76	19	8	2.8
	c) There are adequate training facilities and Material	15	124	192	108	41	7	2.4
	d) There is adequate budget	5	80	210	116	40	11	2.26
	e) There trained and competent training management personnel	10	148	140	126	45	6	2.35
	f) Time is allocated for CPD	20	128	171	114	40	10	2.37
3.	Impact assessment is regularly made	15	84	213	120	37	8	2.35
4.	There is evaluation of training programs	15	112	234	100	34	7	2.48
Grand mean								2.54

Appendix B - 6.2

The planning and Management of CPD Programmes (Leaders' Responses)

S. No	Stakeholder	S c o r e s						
		Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	No Response	Mean
1.	CPD activities are planned according to analyzed training needs							
	a) Are in line with school development plans	5	76	45	36	4	-	2.91
	b) Are in harmony with regional and national policies and strategies	10	92	45	32	1	-	3.16
	c) Based on resource capacity	15	72	48	38	1	-	3.05
2.	There is suitable organization							
	a) Clear policies	35	80	39	32	1	-	3.28
	b) There is responsible body to coordinate CPD	25	80	39	38	-	-	3.19
	d) There are adequate training facilities and Material	10	72	45	42	-	1	2.97
	d) There is adequate budget	25	56	39	48	1	-	2.97
	e) There trained and competent training management personnel	20	56	45	46	1	-	2.95
	f) Time is allocated for CPD	20	80	33	44	-	-	3.10
3.	Impact assessment is regularly made	25	44	45	50	1	-	2.89
4.	There is evaluation of training programs	30	64	42	38	2	-	3.08
Grand mean								2.78

Appendix B- 7.1
School Climate (Teachers' Response)

S. No	Stakeholder	S c o r e s						
		Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	No Response	Mean
1.	In your school.							
	a) Teachers work in collaboration	270	408	48	28	10	4	3.82
	b) Teachers have mutual trust	195	412	87	26	11	5	3.66
	c) Teachers make dialogues and discussions	190	388	87	36	13	5	3.57
	d) Teachers share important books or instructional materials	180	416	60	46	13	4	3.58
	e) Mistakes are taken as lessons not sign of weaknesses	140	372	105	42	18	5	3.39
	f) Teacher professional competence is highly valued	205	248	120	68	16	7	3.29
	g) School leadership facilitates conditions and provides material and financial support	90	228	177	80	22	4	2.99
Grand mean								3.47

Appendix B- 7.2
School Climate (Leaders' Response)

S. No	Stakeholder	S c o r e s						
		Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	No Response	Mean
1.	In your school.							
	a) Teachers work in collaboration	15	96	48	26	1	-	3.26
	b) Teachers have mutual trust	10	80	63	24	2	-	3.14
	c) Teachers make dialogues and discussions	30	84	48	28	-	-	3.33
	d) Teachers share important books or instructional materials	25	92	51	24	-	-	3.37
	e) Mistakes are taken as lessons not sign of weaknesses	15	96	45	30	-	-	3.26
	f) Teacher professional competence is highly valued	30	84	54	24	-	-	3.37
	g) School leadership facilitates conditions and provides material and financial support	20	72	54	34	-	-	3.16
Grand mean								3.27

Appendix B- 8.1
Teachers' Attitudes toward CPD (Teachers' Response)

S. No	Stakeholder	S c o r e s						Mean
		Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	No Response	
1.	In your opinion, teachers:							
	a) need to learn throughout their career leves	680	192	15	12	5	-	4.52
	b) Can develop their professional competence thought mutual learning	595	268	18	6	5	-	4.46
	c) Are responsible for their professional development	615	320	18	6	4	-	4.82
	d) Senior teachers are responsible for supporting NQTs	615	276	15	-	2	1	4.54
2.	Professional development programmes:							
	a) help to improve quality of education	715	196	18	-	1	1	4.65
	b) are helpful to solve educational problems	730	176	12	8	1	1	4.64
	c) help for the professionalization of teaching	720	192	9	4	1	2	4.63
	d) help for school development	705	196	12	2	-	3	4.58
							Grand mean	

Appendix B- 8.2
Teachers' Attitudes toward CPD (Teachers' Response)

S. No	Stakeholder	S c o r e s						Mean
		Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	No Response	
1.	In your opinion, teachers:							
	a) need to learn throughout their career leves	175	72	6	2	-		4.47
	b) Can develop their professional competence thought mutual learning	165	84	3	2	-	1	4.46
	c) Are responsible for their professional development	160	84	3	4	-	1	4.40
	d) Senior teachers are responsible for supporting NQTs	160	84	6	2	-	1	4.42
2.	Professional development programmes:							
	a) help to improve quality of education	205	52	6	2	-	-	4.65
	b) are helpful to solve educational problems	195	60	9	-	-	-	4.63
	c) help for the professionalization of teaching	195	60	9	-	-	-	4.63
	d) help for school development	195	64	3	2	-	-	4.63
Grand mean								4.54

Appendix B- 9.1
Variables Influencing CPD (Teachers' Responses)

S. No	Stakeholder	S c o r e s						
		Very high 1	High 2	Medium 3	Low 4	Very low 5	No response	Mean
1.	Programme relevance	74	124	60	48	120	8	2.13
2.	Incentives	90	98	39	68	105	10	2.00
3.	Accommodations	56	122	54	168	60	11	2.30
4.	Distance and conduciveness of venues	61	152	36	100	14	12	1.82
5.	Human relations in school	61	110	96	72	115	11	2.27
6.	Programme integration	60	140	54	96	80	12	2.15
7.	Clarity of goals	63	132	72	72	85	12	2.12
8.	Availability of time for CPD	79	118	63	64	55	11	1.9
9.	Budget	94	116	30	64	55	11	1.8
10.	Administrative concern and support	81	130	45	56	70	11	1.91
Grand mean								2.04

Appendix B- 9.2
Variables Influencing CPD (Leaders' Responses)

S. No	Stakeholder	S c o r e s							Mean
		Very high 1	High 2	Medium 3	Low 2	Very low 1	No response		
1.	Programme relevance	36	24	12	12	10	-	1.65	
2.	Incentives	34	24	9	20	10	1	1.70	
3.	Accommodations	24	36	12	32	10	1	2.00	
4.	Distance and conduciveness of venues	24	38	12	32	5	1	1.97	
5.	Human relations in school	26	36	12	20	15	1	1.91	
6.	Programme integration	26	40	9	16	15	1	1.86	
7.	Clarity of goals	26	34	15	16	15	2	1.6	
8.	Availability of time for CPD	26	42	9	12	15	1	1.82	
9.	Budget	33	36	9	4	5	1	1.52	
10.	Administrative concern and support	28	48	6	8	5	-	1.67	
Grand mean								1.77	