



**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

Policy and Practice of Teachers' Continuous Professional Development Program in Government Primary Schools of East Shoa Zone

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July 2021  
Addis Ababa, Ethiopia

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**College of Education and Behavioral Studies**

Policy and Practice of Teachers' Continuous Professional Development Program in Government Primary Schools of East Shoa Zone

A Thesis Submitted to Department of Educational Planning and Management in Partial Fulfillment for the Requirement of Master of Arts in Educational Policy and Planning.

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This is to certify that the thesis prepared by Girma Aboye Shumi, entitled: Policy and practice of teachers' Continuous Professional Development Program: The case of East Shoa Zone Government Primary Schools of Oromia Region and submitted in partial fulfillment of the requirements for the degree of Master of Arts in Educational Policy and Planning with the regulations of the University and meets the accepted standards with respect to originality and quality.

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## **Acronyms and Abbreviations**

**CPD** – Continuous Professional Development

**ESDP** – Education Sector Development Program me

**INSET** – In-service Education and Training

**MoE** – Ministry of Education

**NQTs** – Newly Qualified Teachers

**WEO** – Woreda Education Office

**FDRE** – Federal Democratic Republic of Ethiopia

**TESO** – Teacher Education System Overhaul

**PD** – Professional Development

**TDP** - Teacher Development Program

**TEIs** - Teachers' Education Institutions

**TGE**- Transitional Government of Ethiopia

**ETP** – Education and Training Policy

**ZEO** – Zone Education Office.

**OREB** - Oromia Region Education Bureau.

**ORAD** - Oromia Region Administrative Map.

**CRC** – Cluster Resource Center

**SIP** - School Improvement Program

**SPSS** – Statistical Package for Social Sciences

**GEQIP** - General Education Quality Improvement Package

## ***Abstract***

*The purpose of this study was to assess the policy and practice of teachers' Continuous Professional Development program in selected government primary schools of East Shoa Zone. Descriptive survey design was employed to achieve the intended objectives and to answer the basic research questions. The study was conducted in 12 government primary schools, and stratified sampling was used to select these schools. The study consists of 99 teachers, 12 school principals, 4 cluster supervisors and 3 Woreda TDP experts. Teachers were selected through simple random sampling technique. Purposely sampling method was used to select cluster supervisors and Woreda teachers' development experts. Then availability sampling technique was employed in selecting the schools principals that directly follow CPD program. Questionnaire was the main data gathering instrument while structured interview and analysis of documents such as CPD action plans and reports were employed to enrich the data gathered through questionnaire. The data so collected quantitatively were analyzed using percentages, means and grand means while qualitative data were analyzed through descriptive narration. The major findings of the study were: there was no problem of CPD policy document and implementation guideline in the school but the use of the document was as much as moderate, not all teachers perceive CPD policy and Implementation guide lines positivity in the schools, majority of teachers and principals did not make effort to participate in CPD activities as intended in the policy, majority of the respondents reported the existence of unsatisfactory support. Accordingly, the conclusion drawn is that though CPD policy has encouraging effects to develop the professional competence of teachers, the use of the document and practicability of CPD program in primary schools was low. Finally, necessary recommendations were made: stressing on the importance of using CPD policy document and implementation guidelines, creating collaborative work culture, creating awareness, apply licensing, re-licensing, certification and career level for teachers, design systematic support, follow up and evaluation strategies continuously; allocate the necessary materials, budget and giving emphasis to implementation so as to reach the intended target of CPD.*

## CHAPTER ONE

### Introduction

#### 1.1. Background of the Study

Villegas-Riemers (2003), defines the term continuous professional development (CPD) any professional development activities engaged in by teacher which enhance their knowledge and skills and enable them to consider their attitudes and approaches to education of children, with a view to improve the quality of teaching and learning process. Teachers' professional development is what a teacher attains as a result of obtaining experience and exploring his or her teaching systematically it also includes opportunities offered to educators to develop knowledge, skills approaches and dispositions to improve their effectiveness in their classroom and organization. The author agrees that professional development is an approach and it applies systematically.

Continuous Professional Development as a policy was introduced in 2003 in Ethiopia. It takes as CPD is a compulsory requirement for those who teach in all Ethiopian educational establishments. It is the civic and professional duty of all educators to engage in Continuous Professional Development. It follows that the commitment of an individual teacher to their own CPD is essential. At the heart of this new approach was the promotion of more active learning, problem solving, and student centered teaching methods. It is clear that teacher development can make a difference in students' achievement, but it depends on the type of development program and support that is put in place. Research surveys showed that with the expansion of education and large class sizes, teachers still relied largely on teacher centered methods with limited opportunities for CPD.

Continuous professional development were settled in 2005 in a modular approach and introduced on rigorous implementation in all primary schools. This program has two main parts; the first program is for Newly Deployed Teachers (NDTs) the two-year induction program and the second program is for experienced (others) staff members. As the National TDP guideline states the NDTs were expected to go through a two year induction program

supported by experienced teachers (mentors). The second program are all other teachers who are already on the system were given the opportunity for continuous learning and update their knowledge, learn new techniques and share experiences and ideas with colleagues from inside or outside the schools.

A CPD Guideline was produced outlining the new strategies and courses developed for the induction of newly deployed teachers and for CPD priority programs. The newly deployed teachers were expected to work through a two- year program, produced at national level and supported by mentors. These mentors are selected from experienced teachers in the school. Beside this all other teachers were expected to carry out the CPD program produced at national level. This program consists of three course books. Each course consisted of 3 units covering aspects of teaching and learning and school ethos. The groups were designed to be led by facilitators, usually selected from experienced teachers of the school. It was expected that region education bureau and woredas should also produce CPD training manuals to supplement the courses produced at national level.

According to MoE (2009), Continuous professional development is “anything that makes a better teacher” targeting at the improvement of teachers’ performance in school situational to learners; the framework document further explained, CPD is a continuous process of enhancing personal growth in order to improve the capability of and realize the full potential of teacher at school.

The National Framework for Professional Competencies of Teachers’ clearly sets out the core competencies that all Ethiopian teachers need in order to progress through the professional career ranking. As specified in the National Framework for Professional Competencies of Teachers’, there were five Professional Competencies taken together to represent the role of the Ethiopian teacher namely that; Facilitating Student learning outlines how teachers plan, develop, manage and apply a variety of teaching strategies to support quality student learning, Assessing and reporting student learning outcomes describes how teachers monitor, assess record and report student learning outcomes , Engaging in Continuous Professional Development describes how teachers manage their own

professional development and contribute to the professional development of their colleagues , Mastery of Education and Training Policy (ETP), curriculum and other program development initiatives describes how teachers develop and apply an understanding ETP to contribute to curriculum and/or other program development initiatives and Forming partnerships with the school community describes how teachers build, facilitate and maintain working relationships with students, colleagues, parents and other care givers to enhance student learning.

In order to develop these competencies, the principles and rationale of this document Continuous Professional Development for Primary and Secondary School Teachers, Leader and Supervisors in Ethiopia – The Framework need to be applied. To practice these competencies, teachers need to plan and carry out their Continuous Professional Development in a systematic way. The high priority given to teachers' CPD is demonstrated by the fact that it forms one of the five Professional Competencies. Achievement in the other four Professional Competencies depends on a teacher's commitment to participate in high quality CPD.

As explained in the CPD framework and toolkit the aim of Continuous Professional Development will be improving the performance of teachers in the classroom in order to raise student achievement and learning. It is a career-long process of improving knowledge, skills and attitudes, centered on the local context and particularly classroom practice. All teachers must be actively engaged; in mastery of ETP, curriculum and other program development initiatives, forming partnerships with school community, understanding what is meant by good teaching, in their own learning process, in identifying their own needs, in sharing good practice with their colleagues and in a wide range of activities, formal and informal, that will bring about improvement of their own practice and the practice of others through the designed CPD framework and Toolkit.

The main objective of this Framework and the accompanying Toolkit is to provide teachers throughout Ethiopia with a clear structure and rationale for Continuous Professional Development. It is based on the best national and international practice and designed to

function in the Ethiopian context. As a result of the implementation of this framework, all school teachers, leaders and supervisors, in all regions of Ethiopia, will be participating in high quality and appropriate Continuous Professional Development which impacts upon classroom practice to ensure improved student learning and achievement. This is achieved by a needs-based program of activities which allows all teachers to improve their knowledge, skills and attitudes in order that they become more effective classroom practitioners and contribute positively to community development. This framework is supported by other documents produced at MoE level. The first of these, “Continuous Professional Development for Primary and Secondary School Teachers, Leaders and Supervisors in Ethiopia – The Practical Toolkit” explains how to apply the new CPD Framework for teachers in schools. This document is referred to in the Framework. Stakeholders from all over the country – REB officials, zone officials, woreda officials, supervisors, directors, teachers, and instructors from tertiary education – have been consulted on these documents. The extensive consultation process undertaken means that there is wide acceptance of the principles contained in this document. CPD for Primary and Secondary School Teachers, Leader and Supervisors in Ethiopia – The Framework aims to improve teacher effectiveness and student achievement.

Even though Ministry of Education designed CPD policy and puts into practice to enable teachers, school principals and supervisors to update themselves; its effective implementation in East Shoa Zone of primary school is still not as it is expected. That means; most of teachers do not accept the program as improves his/her subject matter knowledge and pedagogical skills requirements for teaching the specific contents, school directors and supervisors is not a role model in doing the program, the supporting, monitoring and evaluation of school leaders, woreda and zone experts and CPD coordinator were not based on knowledge.

With this concept, the researcher’s intention will be to study policy and practice of teachers’ continuous professional development and the effect of the program on updating teachers’ professional competence in government Primary Schools of East Shoa Zone.

## **1.2. Statement of the Problem**

Research literatures indicate that on-going and relevant professional development activities are necessary for a teaching force to be effective (Craig et al., 1998). Adequate time, adequate budget and material resources and clear CPD policy goals are needed for programs in which teachers have a say in the context of activities and in which new skills can be learned, reflected upon, and improved over time. An interactive teacher learning process of this kind involving all teachers takes place most effectively at the school level. The government of Ethiopia has embarked on the implementation of CPD activities to upgrade and update teachers' knowledge, skills, and values to alleviate the poor education quality problems. To do so, a program of teachers' continuous professional development (CPD) is designed to be practiced at school with the trust that teachers will embrace the concepts of lifelong learning for their own benefit and for the benefit of the students they teach and the communities in which they live at large (MoE,2005).

Though teachers' continuous professional development has been given priority believing that it is the right of all teachers as well as of a great value for national development, due to different factors, its effective implementation is still not as intended (MoE, 2009). Local research findings on teachers CPD also indicated that CPD program were not adequately prepared to run well organized (Haremaya University, 2008); lack of training at school, lack of clear guidelines (AREB, 2009); lack of motivating environment, lack of support from educational leaders (Afework, 2007); absence of incentives, lack of budget and material resources (Getu, 2009);lack of teachers commitment (Mintesinot, 2008) were the major problems on the effective implementation of CPD programs. This shows that the programs were not satisfactory. In general all the aforementioned studies focused mainly on status of implementation of teachers' CPD program, practice of teachers' CPD program, and practice and challenges of teachers' CPD program. Although some studies on teachers' CPD program conducted in different primary schools, no one studies has been conducted on policy and practice of teachers' CPD program in government primary schools at East Shoa Zone. Thus, research needs to be conducted to fill the gap observed in the studies conducted previously.

Within an institution there are many informal opportunities to share good practice, to seek encouragement and suggestions for teaching and learning and to give supportive feedback. The CPD approach adopted by the organization should give formal opportunities for collaborative working - mentoring, coaching, experience sharing, team planning, peer observation, team teaching etc - which will have a significant and lasting impact on teacher improvement and student achievement. Most institutions also have professional colleagues who have a wealth of knowledge and experience and who are able to engage in formal and informal activities which enable them to share their expertise. Directors, Principals and Deans should always make a point of identifying and empowering these colleagues as Expert Teachers.

As East Shoa Zone Education Office (ZEO) report (2018) indicated, teachers have faced lack of interest and have no positive attitude to take CPD as a means for their PD and rising students' achievement, every teacher must take it as mandatory task in their career. The CPD framework stated that CPD is a compulsory requirement for those who teach in Ethiopian schools. It is the civic and professional duty of all teachers to engage in CPD (MoE, 2009). Even though such arrangements made to improve teachers' quality, CPD of teachers at school level has not yet been fully implemented as it was designed particularly at most primary schools of East Shoa Zone. East Shoa Zone Education Office (2018) confirms this idea by stating that it is "impossible" to say that teachers CPD is fully implemented in majority of our zonal schools as it is desired. The major reasons mentioned were poor implementation of CPD because of teachers' attitudinal and technical problems, lack of appropriate monitoring and evaluation and lack of adequate materials. Moreover, teachers neither perceived CPD as important nor believe as instrument to improve professional skills; it was tiresome and boring program to teachers. Further, they relate CPD practice with personal benefits, promotion and qualification rather than updating knowledge.

There were reports on the constructive effects of CPD on different school matters like student- teacher relationship, sharing idea and experience among teachers, working in collaboration, and the like. Amare et al. (2006) reported that, CPD has laid fertile ground to

build strong academic achievement. And again, Aga (2009) indicated that CPD improves classroom management, spirits of collegial work, transparency among staffs, professional ethics, creates respect to the job, teacher-student relation which is the ways to have quality of education.

In addition to this, different researchers in Ethiopia conducted researches on CPD program implementation and identified different problems. To mention some of their findings, research conducted by Ewnetu (2009), in selected primary schools of Jimma Zone revealed that, school based CPD activities are less relevant to influence teachers classroom practice due to lack of subject specify skills training. i.e., they indirectly influence the ultimate objectives of school based CPD.

Research conducted by Alemayehu (2011), in government secondary schools of Bale Zone, revealed that lack of well organized concerned body, lack of commitment/motivation, lack of 6 coordination among schools, WEO, ZED and REB, lack of reliable support, lack of follow up, and lack of knowledge are the major factors which affected the implementation of CPD program

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

The research of Goitom (2015), which conducted in selected primary schools of Arada Sub-city, revealed that, though CPD policy has encouraging effects to develop the professional competence of teachers, the practice of CPD program in primary schools under consideration was low.

Even though the previous research identifies the problems on CPD program they all have their own weaknesses. Some of their weakness were; the recommendation of the findings were not be given one by one to different stakeholders (teachers, school principals,

supervisors, woreda, zone, OEB , Ministry of education and future researchers), some of them have too many questions which is a semi-part of the research topic as examples research conducted by Goitom (2015) the research question ‘What factors promote/constrain the implementation of the CPD Policy?’ is more relevant for the topic like ‘Challenges for the implementation of CPD than policy and practice of CPD’ and as their researcher were conducted at primary school and the language policy of them were mother tongue to avoid response errors that might be created due to language barrier all the questionnaires must be prepared in English language and translate into mother tongue, but this issue was not seen in previous research. Again some objectives and findings of their study were not been much to each other on some studies./So the researcher tries to learn from the previous research and conduct a good research on the intended topics.

On the other hand, from the researcher’s past experience of being teacher, primary school supervisor, Education team leader, and Teachers’ development expert at woredas and Zone Education office of East Shoa Zone, he has got a good opportunity to visit both Primary and Secondary schools which embrace teachers that are under CPD program, teachers had varying activities and assumptions about CPD policies. Some of them view it as an additional work, while others had positive felling. Some teachers know CPD policy goals while others do not. Some teachers were putting it into practice as it is expected while others do not. This implies that there might be a gap between what has been intended and what is going on in actuality the CPD practice. Thus, it could be possible to say that it was not uniformly and smoothly practiced at the school level.

Hence, this study attempts to assess the policy and practice of CPD in government Primary Schools in East Shoa Zone of Oromia region so as to make the study different from those finding by stressing on the use of the CPD policy document for clarifying the goals and updating their knowledge to meet the intended purpose. For that matter, the study tries to seek answers to the following basic questions so as to assign the major and specific objectives.

In spite of the above findings on the CPD, the researcher inspired to undertake a study that deals with an assessment of the policy and practice of CPD in 12 government Primary Schools of East Shoa Zone for some important reasons. First, even though there was a CPD policy document in the school the use of the document for clearing the goals and updating their knowledge to meet the intended purpose was so minimal. Second, even though CPD is one of the most important programs to update teachers' professional competence, knowledge and skills to attain a desired quality of education; teachers perceive CPD both positively and negatively. Third, a researcher was a teacher for ten years, supervisors for five years and A TDP coordinators in the Zone for three years; he had real doubt whether the necessary supports such as continuous training and supervision, seminars, workshops, and different motivations were in place for CPD program. Fourth, the concerned bodies like school principals, school supervisors, and Woreda and Zone TDP coordinators do not give attention for CPD activities/practices. To this effect, this study tried to answer the following research/basic questions.

### **1.3. Research Questions**

Based on the above stated policy-practice gap this study attempts to give response for the following basic research questions.

1. To what extent do the schools use CPD policy document?
2. How do principals and teachers perceive the CPD program in the schools?
3. To what extent have primary schools practiced the CPD program as per its implementation guidelines?
4. To what extent do the school leadership and school supervisors support the implementation of CPD?

#### **1.4. Objectives of the study**

The study has both general and specific objectives.

##### **1.4.1. General Objective**

The overall objective of the study was to assess policy and practice of teachers' Continuous Professional Development program (CPD) in Primary Schools in East Shoa Zone of Oromia regional state.

##### **1.4.2. Specific Objectives**

On the basis of the major objective, the study tried to explore the following specific objectives:

1. To identify the perception of schools on CPD policy;
2. To identify the views and perception of principals and teachers on CPD policy;
3. To examine the current status of CPD practice;
4. Explore the support being provided by stakeholders in the implementation of CPD program;

#### **1.5. Significance of the study**

The significance of this study might be its contribution to the field of teachers' continuous professional development. The study dealt with the policy and current practice of CPD program in primary schools. For that matter, this study may provide information about the policy and current practice of teacher's continuous professional development in particularly in East Shoa zone. It uses for woreda education office and schools in East Showa Zone. It may also help the schools and education offices (Woreda, Zone, and, etc.) to give appropriate attention to the practices of CPD at school levels. And also this study may serve as a starting/reference material for further study on the issues of CPD.

## **1.6. Delimitations of the study**

Unless any research is delimited to a manageable size, it cannot be conducted successfully. So, it has to be delimited both in depth and scope for its effective implementation. Accordingly this study was delimited to the analysis of policy and practice of teachers' continuous professional development in government primary schools at East Shoa Zone Oromia regional state. It is also the researcher's belief that this level is the base for secondary education which requires great effort of teachers and administrative bodies to work on the improvement of students' achievement.

Schools are highly responsible for the effective implementation of CPD program. Therefore, in most cases, this study emphasizes on in-school factors such as school context and practice of teachers, school principals and supervisors. It is also confines only to CPD activities which are provides at school. Thus, the study was delimited to the investigation of the policy and practice of teachers' CPD program in selecting government primary schools (grades 1-8). Moreover, the zone was selected because of the researcher has been working as primary school teacher, supervisor, SIP expert and teachers' development expert and process owner and have the experience to the problem of implementation of teachers' CPD programs.

## **1.7. Limitations of the study**

It is obvious that research work could not be free from limitation, that matter this study was also constrained with some limitations. Some of the limitations occurred to this study were; First, while conducting this research respondents were careless to fill out the questionnaires. Second, some of the respondents responded hastily, but also without correctly understanding the questionnaires and might responded inconsistently. Third, most of the Teachers, Principals, school principals, Cluster supervisors and Woreda Education Office Experts were burdened by routine office and teaching activities and they were not devoted to fill the questionnaires and interviews on time. Due to this, the researcher wasted a lot of time to convince the respondents to fill out the questionnaires carefully.

### **1.8. Operational Definitions of key Term**

To avoid vagueness and have clearness in the study, the following terms or phrases are explained with the following operational definitions.

**Primary School:** according to the Education and Training Policy (ETP), it is an educational level in the structure of the educational system that provides basic education in the first and second cycle of primary schools (grade 1-8).

**Induction program:** a program to assist newly deployed teachers to adjust themselves to new assignment during the first two years.

**Mentoring:** an activity in which more experienced teachers serve as a counselor to less experienced teachers for the purpose of professional development.

**Policy:** as used in this study the CPD policy refers to planned activities implementing within the schools to renovate knowledge, skills, attitudes and abilities of teachers, school principals and supervisors and provide them opportunities for better professional standards.

**Continuous Professional Development:** the systematic maintenance, improvement and broadening of knowledge and skills and the development of personal qualities necessary for the execution of professional and technical duties throughout the practitioners working life (Clyne, 1995).

**Engagement:** the act or the state that teachers, school principals and supervisors participated in teachers' CPD activities in school.

**Zone:** it is an intermediary administrative division between the region and woreda.

**Woreda:** lower echelon of administrative division of FDRE that has defined authorities and responsibility.

**School Principal:** - is someone who is the leader and manager of the school organization.

**Teachers:** - is a person who provides education for students in school organization.

**Stake-holders:** - any concerned body to the proper implementation of Continuous Professional Development.

## **1.9. Organization of the Study**

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

## CHAPTER TWO

### Review of Related Literature

#### 2.1. General Overview of Teachers Continuous Professional Development Program

Teacher's professional development had been defined in a number of ways, providing different emphasis on a range of issues inherent to its complex nature. So teacher professional development can be defined as "Deepening teachers' understanding about the teaching / learning process and the student's they teach and must begin with pre-service education and continue through a teacher's career".

Effective teacher professional development encompasses teachers both as learners and teachers, and allows them to struggle with the uncertainties that accompany each role. The definition stresses on the view that teachers play both as teachers and as learners themselves. It also indicated that the dual role teachers' play extends over their career life and is one of the means to overcome the various challenges of teachers in their profession. Teachers are learners on their own professional journey and teacher professional development is an ongoing and continuous process throughout a teacher's career. Teaching is essentially, a learned profession as well as learning to teach is a lifelong development process that involves the continual deepening of knowledge and skills.

CPD enhances that the participant's effectiveness as well as developing new knowledge and skills. It should not be exclusively about formal courses or qualifications and may involve development in both technical and non-technical areas. It includes a wide variety of activities such as open learning private study, work experience and many more. It is therefore no surprise that research literature relevant to CPD encompassing concepts are needed to create shared understanding.

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

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

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

The definitions, also implies that CPD is plan, includes updating and upgrading qualifications, build spirit of shared professional responsibility, improve professional competencies and standards, career life activities, to renovate knowledge, skills, attitudes and abilities of professionals and provide them opportunities for better professional standards in view of discharging responsibilities satisfactorily.

The philosophy of CPD programs 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 qualities.

Continuous professional development refers to the process of training and developing professional knowledge and skills through independent, participation-based or interactive learning. This form of learning allows professionals to improve their capabilities with the help of certified learning. CPD courses for professionals should reflect their current expectations as well as future ambitions. As your career develops, the knowledge and skills you require will also grow.

CPD can only be effective when: It is part of a planned process; there is a clear perspective on the improvement required; it is tailored individually to each professional; it is taught by people who have the necessary expertise, experience and skills.

In addition, professionals have to set their short-term and long-term objectives while implementing a structured learning plan. They may also be required to record what they are learning and the progress they make in order to keep track of the skills and knowledge they obtain. CPD training helps professionals to: Stay up to date with the latest trends and learn new skills; improve their performance at work; Boost their self-confidence; Enhance their professional reputation and future job prospects; Obtain concrete proof of their professionalism and commitment.

Though, the concepts of CPD vary, they all express common views that CPD can bring teachers updated knowledge and skills for improvement of students learning, and the continuity and lifelong learning are the common ones. There is no unique definition upon CPD. The term is widely used interchangeably with the term professional developments.

This shows that CPD programs are opportunities for all the teaching force. Teachers CPD programs must be geared towards keeping teachers in all capacities abreast of new professional, academic, pedagogical and global society challenges. We can meet the dynamically changing development needs only through lifelong learning (Tilahun, 1990).

## **2.2. The Importance of CPD Programs for Teachers.**

The school organization must have the necessary subject professional support to bring about changes in the classroom. At school level professional development programs should include school principals, teachers and school supervisors. The ETP 1994 set standards for teachers and described a new approach to education. The new approach promotes active learning, problem solving, and student-centered teaching methods. With the expansion of education and large class size teachers still rely on the teacher centered methods with limited opportunities for CPD. In Ethiopia, CPD focuses on improving the teaching-learning process, with the priorities of introducing active learning, practicing continuous assessment, and managing large classes. The future of any country depends on the quality of manpower and technical ability. To have a qualified manpower with such ability, one time training does not sufficient.

Moreover, there are also many research evidences on the importance of the continuous professional development as one of the mainstays in the improvement of teachers' professional knowledge and skills. TESO (MoE, 2003) acknowledges that education quality improvement program involves high quality and continuous professional development programs. TESO (MoE, 2003) also noted that, the main factors that initiate the needs for teachers CPD practices are diversification of student culture, rising demand for quality education and work conditions, varying service deliver reform, expectation of curriculum to serve immediate needs from various interested groups, students' inadequacy in social skills and self-centeredness of adults. On the other hand, Craft (2000) also listed some reasons as to the need for CPD to improve the job performance skills to the whole staff or groups of staff; improve the job performance skills of individual teacher; extend the experience of an individual teacher for career development or promotion purposes; develop professional knowledge and understanding of teachers. In view of all the above facts, somebody certainly understands that continuous professional developmental training must be considered as a normal trait of teachers work through their entire career. Therefore, the success of this

practice needs active participation of all stakeholders such as school principals, teachers, supervisors, officials, experts of the education sector, and so on.

In all continuous professional development is expected to have the following profits: Improve the quality of education; teachers and students know how to learn better; self-initiation; customer satisfaction and productivity; motivate all teachers and educational leaders; have positive impact on teachers' beliefs and practice both in and out of the classroom; Sustaining change in teachers to emphasis on providing concrete; realistic and challenging goals; enables teachers to continuously acquire; expand and extend their knowledge and to develop skills and abilities; equipped with adequate competencies that prepare the teacher for challenges of modern life; and improving the quality of both teaching-learning as well as the achievements of all students.

### **2.3. Historical development of CPD.**

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

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

As a result government involvement in the professional development has increased over time and the program is now more prepared and became part of government policies and targets (Baldford, 2000). According to Nicollas, (2001) CPD was formerly known as in-service education and training. He also explained that CPD was first developed in 1960s in

Great Britain. The reasons that gave for its appearance were problem identified on the issue of the quality of teaching.

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

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

In general CPD for teachers is not new in Ethiopia; but there is no structured provision of CPD for teachers in schools (MoE, 2004). And the CPD strategy aims to put this structure in place. All teachers are expected to develop and improve their practice by participating in CPD activities each semester. A program of continuous professional development was also designed and is put into practice where teachers update themselves with new outlooks approaches and policy directions. A guide and strategy is prepared that enables teachers holding a license to join or stay in the profession. Licensing or relicensing will only be possible if teachers have successfully completed the CPD program.

#### **2.4. Duties and Responsibilities of Stakeholders on the Continuous Professional Development (CPD) Program**

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

Education Offices, Region Education Bureaus/Zones, and the MoE. The duties and responsibilities of all those involved were detailed below.

#### **2.4.1. Newly Deployed Teachers (NDTs)**

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

The core duties and responsibilities of NDTs are to; prepare a personal plan of action to complete the induction program in consultation with their designated mentor, demonstrate increased competence as they work through the program to fulfill the requirements, keep and produce a portfolio of evidence to demonstrate the completion of the program.

#### **2.4.2. Licensed Teachers**

The main duties and responsibilities of licensed teachers are; based on the set criteria and standards for judging satisfactory attainments identifying individual development needs seeking to address them through various means (individual study, group discussion, private courses, etc.) and preparing a personal plan of action to be approved by their school director, engaging in their own Continuous Professional Development throughout their careers, in consultation with others (e.g. mentor, supervisor) identifying personal CPD needs in the light of the institution's annual CPD plan and individual Professional Competencies, Working collaboratively with colleagues to improve teaching and learning, carrying out 60 hrs CPD each year, putting CPD into practice in the classroom, being committed to supporting the wider CPD needs of their institution, maintaining a Professional Portfolio to record all their CPD and other professional activities, demonstrating competence by participating in formally organized and self-initiated activities that make a difference to their professional practices and enable them to renew their license to teach, keeping a portfolio containing their CV and detailing CPD activities to be an ongoing record of individual development.

### **2.4.3. School Principals**

CPD activities should become an integral part of the school's annual calendar. Identifying the development needs of each teacher and the school staff as a whole, planning and arranging CPD opportunities, monitoring progress and evaluating performance, should be undertaken by school leaders.

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

### **2.4.4. Mentors**

The main duties and responsibilities of Mentors are to; plan the CPD program with the teacher they mentor, provide continuous professional and emotional/personal support to

these teachers, evaluate activities/assignments done by teachers and monitor progress and quality improvements made by teachers in the classroom as indicated in the program, discuss and keep records (portfolios) of all completed activities, classroom observations and meetings held with teachers, have them signed by themselves and the teachers make them available to principals and supervisors when required, submit assessment reports to school leaders (principals) at the end of each semester.

#### **2.4.5. Cluster Supervisors**

The main duties and responsibilities of school cluster supervisors are; establishing and supporting the Cluster CPD Committee, managing and coordinating CPD activities within the cluster, collating and sharing individual school CPD plans, supporting, as appropriate, the Annual School CPD plans, supporting Teachers' Professional Portfolio development providing opportunities for collaboration and the sharing of good practice within the cluster e.g. samples of good lessons, effective teaching strategies, innovative use of readily available materials for practical lessons, etc, making available resources for cluster schools to use in the classroom, providing training opportunities as appropriate, supporting the delivery of the Induction program for Newly Deployed Teachers, supporting inclusive education, reporting annually to the Woreda on cluster CPD activities, maintaining an effective communication system between all the schools.

#### **2.4.6. Woreda Education Offices**

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

The main duties and responsibilities of Woreda Education Offices are; producing local CPD plans annually, ensuring that all schools have annual CPD plans, monitoring and evaluating the CPD activities of schools, collecting data about CPD activities in the woreda, collecting

data of individuals' and schools' participation in CPD, providing support and training to clusters and schools via the supervisors, raising awareness of and promoting inclusive education in all schools, collaborating with school directors to administer the 'Induction' CPD process and to moderate the judgments on passing/failing, providing support and advice on the maintenance of professional portfolios, overseeing and facilitating the work of clusters and kebeles in their support of the CPD effort.

#### **2.4.7. Teachers Education Institutions**

The TEIs will need to create links with relevant stakeholders to support the induction of the NDTs and the ongoing CPD program of other teachers working at the schools in their vicinity.

The main duties and responsibilities of Teachers Education Institutions are; link with school leaders and supervisors to support the implementation of induction packages for the NDTs, link with schools, school supervisors and cluster centers to support the implementation of CPD program, provide professional support to the CPD program for teachers, develop CPD packages for locally identified needs, provide findings of research to schools, school supervisors and cluster centers, provide reports and examples of good practice to schools, school supervisors and cluster centers.

#### **2.4.8. Regional Education Bureaus/Zones**

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

The main duties and responsibilities of Regional Education Bureaus/Zones are; analyzing and identifying regional priorities, production of materials and delivering training to

implement them, sharing information with all stakeholders, producing and circulating regional CPD plans annually, appointing a responsible person for CPD, allocating the resources needed to implement the regional CPD program including the development of Teachers' Professional Portfolios, ensuring that resources are written in the language that teachers will understand best, with high quality translation, produced in sufficient quantities (minimum ratio of 1 booklet to twenty teachers) and distributed throughout the region, monitoring and Evaluating the CPD program regionally and producing an annual report which should be submitted to the Process for Teachers and Leaders Development, Ministry of Education, raising awareness of and promoting inclusive education throughout the region through CPD, overseeing and facilitating the work of CTEs in their support of the CPD effort, giving support to Woredas, Zones and Sub cities within the region, compiling Educational Management Information System (EMIS) CPD statistics for the region and submitting them annually to the MOE.

#### **2.4.9. The Ministry of Education**

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

The main duties and responsibilities of MoE are; analyzing and identifying national priorities, production of materials and organizing training to implement them, producing and circulating national CPD plans annually, raising awareness of the need for Continuous Professional Development, designing, implementing and reviewing the National Framework for CPD, monitoring and evaluating the CPD program nationally and producing an annual report, producing support materials to be used throughout the Federal Republic, helping to increase capacity by training trainers, raising awareness of and promoting inclusive education through CPD, producing an Annual CPD Plan for employees of the MOE.

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

## **2.5. Teachers' Continuous Professional Development Policy of Ethiopia**

In Ethiopian context the teacher Professional Development program is a national intervention program run by the Ministry of Education to improve the quality of teachers as well as education.

As stated in the ETP (1994), the pre 1994 education system of Ethiopia was entangled with complex problems of access, equity, relevance, and quality. To solve these problems the MoE has revised all aspects of its teacher education system and set high standards for teachers and described a new approach to education.

The Education and Training Policy (ETP) set high standards for teachers and described a new approach to education. At the heart of this new approach was the promotion of more active learning, problem solving, and student centered teaching methods. Research surveys showed that with the expansion of education and large class sizes, teachers still relied largely on teacher centered methods with limited opportunities for CPD. The policy clearly indicated that emphasis should be given to upgrading and updating both in pre service and in-service teachers. It was recognized that teachers were the key to school improvement and therefore a program of In Service CPD was developed in 2005. A CPD Guideline was produced outlining the new strategies and courses developed for the induction of newly deployed teachers and for CPD priority programs.

The policy clearly indicated that emphasis should be given to upgrading and updating teachers both through pre-service and In-service opportunities. It was recognized that

teachers were the key to school improvement and should update themselves with new outlooks, approaches and policy directions (MoE, 2005).

In support of this idea, Bland ford (2000) pointed out that CPD performs four major functions within a school. It serves to enhance individual performance; rectify ineffective practice; establish the groundwork for the implementation of policy; and facilitate change.

According to MoE (2009), the aim of CPD was to improve the performance of teachers and school leaders both in and out of the classroom, to improve the teaching and learning processes, raise student achievement, improve knowledge, skills and attitudes of teachers centered on the local context. The objectives of CPD are to help teachers to develop more positive attitudes, to introduce the idea of reflective practice, to work cooperatively and strengthen professional identity (Villegas-Rimers, 2003).

The Ethiopian CPD Guideline has two phases to be accomplished at school level. The newly deployed teachers were expected to work through a two year induction program and supported by mentors. Since 2007 modular approach to CPD program was introduced and all other teachers those already in the system were expected to carry out a proper CPD to enable teachers achieved the expected standards. This program consists of three course books which teachers worked through in small groups within a school. Each course consisted of three units covering aspects of teaching and learning and school ethos. According to MoE (1999) each teacher needs to complete a minimum of 60 hours in CPD of approved activities each year, as the basis for their on-going professional learning.

Currently, the MoE has worked out a new toolkit for effective implementation of school based CPD at school level. According to the new CPD framework and toolkit documents (MOE, 2009b), the CPD is a developmental program that moves in a cyclical path anchored at four stages namely: Analyze→ Plan→ Do→ Evaluate. This is called the continuous professional development cycle.

The Ethiopian teachers Continuous Professional Development Cycle: this is a carefully planned response to identified needs. To create better learning and achievement by individuals and institutions, the CPD program has a continuous cycle (MoE, 2009a). As mentioned above, it comprises: Analysis, Plan, Do and evaluate.



**Figure 1: The CPD cycle adapted from MOE (2009:19)**

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

**Plan phase-**The CPD plan that meets the need analysis is developed by an individual and the institution. Once these needs have been identified, activities need to be properly planned to support teachers in applying the knowledge (Anderson, 2001). Collinson (2000) states that the best results are obtained if the program is formally and systematically planned and presented with the focus on enhancement of individual and institution growth by broadening knowledge, skills and positive attitudes. Each academic year three main priorities are recommended. Some priorities for individuals will come from their institution’s priorities

and some will be issues identified by the individuals themselves. An individual teacher's annual CPD action plan should be checked by Teachers' Development deputy principal and be kept in their teacher's portfolio, and collected during the academic year.

**Do phase**-is another stage in the CPD cycle where the identified needs and the planned CPD program is put into practice. The methods and activities chosen should be appropriate to the needs identified in the analyze cycle stage. Some of the CPD activities are assisting students on their personal needs; participating in curriculum-based activities; demonstration lessons; peer observation; participation in educational panels; action research; sharing good experience with other school teachers; mentoring; visiting schools and teachers to see examples of good practice; working to implement educational plans by schools; reflection on self-practices; assessment of students' work before and after the CPD activity.

**Evaluate phase**-CPD programs require evaluation. It is important to judge the implementation of CPD according to the plans. Times for reviewing and evaluating how the program is progressing should also be planned. The outcomes of the individual or institutional identified needs and CPD action plan become the focus for review and evaluation.

Reviewing the effectiveness of CPD could take place at different activities. For instance, during a group activity; during an individual's work; in a lesson or in planning time; staff meeting; at the end of CPD programs. Hence, review, changes and improvements to the program can be made. At the end of the program, an evaluation should be conducted.

Evaluation helps to ensure reflection, collegiality and accountability. It shows what knowledge, skills, ability and attitudes yield from the CPD programs. It also shows success, measure outcomes that has been achieved; identify additional unplanned outcomes; identify less successful aspects of the program. Reviewing and evaluation play indispensable roles in CPD program success.

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

## **2.6. Teachers' and School Leaders Perceptions on the CPD program**

Many of scholars argue that perception is the way of understanding based on previous experience and previous knowledge and expectation. In practice, teachers' beliefs and understandings have potential to contribute to enhance learning. Literature on indicates a strong link between teacher professional development and quality of education which especially in the areas of teachers' beliefs and practices, students' learning and on the implementation of educational reforms. As per Beard & Wilson, perception is the way of understanding based on previous experience and previous knowledge and expectation. And it is described as a filter of any input based on one's belief is the root or foundation of one's way of thinking. For instance, perception is a process that filters stimulus based on perceptual factors such as previous experience, knowledge, personal need and choice. The filtered stimulus will be interpreted with relation to the previous experience and assimilated or accommodate to person's schema or rejected. Finally, cognitive, affective or behavioral response to the stimulus is observed (Beard & Wilson, 2006). In general, to understand CPD from teachers' perspective one has to understand the beliefs with which they define their work (Pajares; 1992). Pajare S (1992) further analyzed that teachers hold influences their perceptions and judgments which in turn affect their behavior in the classroom.

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

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

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

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

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

## **2.7. Features of Effective Teachers CPD**

Effective CPD is an essential and indispensable process, without which schools cannot achieve their desired goals for student achievement.

Effective CPD is embedded in the day-to-day reality of teachers' work in their own schools and classrooms. It allows for critical reflection and is internally coherent and vigorous, and it is sustained over the long-term (Little, 1993; Sparks and Hirsch, 1997).

On the other hand, professional development is deemed effective when student learning increases because teachers are able to obtain new skills and identify disadvantages of certain teaching beliefs and practices (Guskey, 2003). Effective teacher professional development is needed in schools to better meet the needs of all learners. The focus is how to best implement teacher professional development that positively affects students and allows teachers to retain the pertinent skills learned. There are studies on the effectiveness of professional development that are valid and reliable. A school might be adopting new curriculum, developing new technology policies and producing new grading criteria all in one year. These were major changes that affect personnel and their professional development. It also doesn't help that professional development is often not planned well and with clear objectives (Guskey, 2003). Teachers' ability to improve and develop throughout their career is essential for effective active learning. (Bridges 1998). Teachers who are well prepared and trained are more effective in the classroom and therefore have the greatest impact on student learning (Killion, 1999). Understandably, the need for teachers' professional development must be from the point of updating oneself or supporting ones learning in the route to cope up with the fast growing societal demand and technological advancement; that have direct bearing on the teachers' classroom practice.

Effective professional development in other way is embedded in the day to day reality of teachers' work. To be most effective, CPD activities should be spread over time, be collaborative, use active learning, be delivered to groups of teachers, include periods of practice, coaching and follow-up, promote reflective practice, encourage experimentation

and respond to teachers' needs. Bridges (1998) distinguishes 12 principles of effective teaching. These are: - 1. **Supportive classroom climate**: students learn best within cohesive and caring learning communities. The role of the teacher as model and socializer is emphasized. 2. **Opportunity to learn**: students learn more when most of the available time is allocated to curriculum-related activities and the classroom management system emphasizes maintaining students' engagement in those activities. 3. **Curricular alignment**: All components of the curriculum are aligned to create a cohesive program for accomplishing instructional purposes and goals. 4. **Establishing learning orientations**: teachers can prepare students for learning by providing an initial structure to clarify intended outcomes and desired learning strategies (e.g. providing advance organizers and cuing the kind of responses that are expected). 5. **Coherent content**: to facilitate meaning full learning and retention, content is explained clearly and developed with an emphasis on its structure and connections. When making presentations, providing explanations, or giving demonstrations, effective teachers project enthusiasm for the content and organize and sequence it so as to maximize its clarity and "learner friendliness" . 6. **Thoughtful discourse**: questions are planned to engage students in sustained discourse structured around powerful ideas. 7. **Practice and application activities**: students need sufficient opportunities to practice and apply what they are learning and to receive improvement-oriented feedback. 8. **Scaffolding students' task engagement**: the teacher provides whatever assistance students need to enable them to engage in learning activities productively. Structuring and support can be lessened as the students' expertise develops. 9. **Strategy teaching**: the teacher models and instructs students in learning and self-regulation strategies. Meta-cognitive awareness and self-regulation are sought in contexts like problem solving and general learning and study skills. An example is a teacher who thinks out loud while modeling use of the strategy. Students are stimulated to monitor and reflect on their learning. 10. **Co-operative learning**: students often benefit from working in pairs or small groups to build understanding or help one another master skills. II. **Goal-oriented assessment**: The teacher uses a variety of formal and informal assessment methods to monitor progress towards learning goals. Comprehensive assessment also examines

students' reasoning and problem solving processes. 12. **Achievement expectations:** the teacher establishes and follows through on appropriate expectations for learning outcomes. (Bridges 1998)

Effective CPD is aimed mainly at promoting learning and development of their professional knowledge, skills and values; help decide and implement valued changes in their teaching and learning behavior so that they can educate their students more effectively thus achieving an agreed balance between individual, school and national needs (Bolam, 2006).

Furthermore, features of effective CPD, is participative in nature, and should encourage teachers to evaluate their pedagogical beliefs and practices, reflect on their professional practice and working environments and to engage in professional collaboration (TCI, 2011)

## **2.8. The Major Continuous Professional Development Activities in Schools**

The activities in the continuous professional development of teachers were specific actions to be practiced or performed by teachers, principals, and school supervisors to achieve the predetermined objectives of teachers' professional growth. The following are some of the common practices addressed in the available literature.

### **2.8.1. Induction**

Induction was a form of well-organized professional assistance provided for beginner teachers and new staff to contribute for the proper accomplishment of their job. Newly deployed teachers need to understand how the school system is functioning and how to suit to it. Induction is provided for new teachers as transitional CPD in order to adapt or transform to the lifelong learning processes (Gray, 2005).

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

Induction is also a deliberate CPD program to support newly hired teachers for success. The provision of a frame work for the professional development of new teachers along with the resources and the commitment of that enables new teachers being confident professionals to embrace the challenges of the future. Induction prepares teachers to achieve standards for full registration and significantly develops their attitudes towards personal reflection and career long development. Newly hired teachers face difficulties in understanding their responsibilities due to lack of information about schools' mission and goals. Thus, induction is determinant to have clear awareness of their job and know the formal structure of school system. Eventually, teachers who have completed their induction year have the same opportunities to access CPD as their more experienced colleagues (Lee, 2000).

### **2.8.2. Mentoring**

Mentoring is conducted as proper school CPD which are the process of professional assistance to less experienced teachers guided by senior and experienced staff. Proper CPD is a continuous learning throughout the professional life of teachers (Gray, 2005).Mentoring supports beginning or less experienced teachers in order to fit to the dynamics of teaching. Mentoring is related with supports in problem solving, resource utilization and improving learning achievement. It consolidates supportive supervision, effective counseling skills and collaborative achievements (Craft, 1996).

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

### **2.8.3. Coaching**

Coaching was the school system in which expert teachers or supervisors closely assist less experienced teachers through systematically organized discussions on how to ease in-job challenges (Bell & Gilbert, 1996). It is one of the CPD opportunities where a person with expertise in the field assists colleagues through structured discussions and activities on how to solve their problems or perform tasks better than they would do it without this assistance.

The main purposes of coaching are improving practical skills. It takes place at workplace when workers seek advice, explanations. The major coaching activities are participation in study groups, problem solving teams, experience sharing and involving in school improvement programs. In the peer coaching process, skillful, knowledgeable, and committed teachers are required to create conducive school environment of stable interpersonal relationships, collegial atmosphere and collaboration.

### **2.8.4. Action Research**

Action research empowers teachers and school leaders by enhancing the individual pedagogical practices, improves student learning outcomes, encourages commitment to work, develops collegiality in decision making, creates cooperative work place and empowers for effective school leadership. According to Johnson (1993), it is described that, action research improves the teaching and learning practices towards quality education by reinforcing, modifying or changing perceptions of teachers. It asks for how to improve the existing situation and provide potential to impact school change. It also makes teachers more competent. Findings identified that action research enhances collegiality among teachers, reduces feelings of teacher isolation; and the development of an intellectual community for teachers within schools. Participating in action research positively affects teachers' careers at different levels of experiences (Grundy, 1994).

Cohen and Manion (1994) and Day (1998) identify three ways by which action research is under taken:

- (1) Individual approach-the individual teacher operating on his own with his class to bring some kind of change or improvement in teaching and learning;
- (2) Collaborative approach-carried out by a group of teachers working co-operatively within one school;
- (3) Whole school approach-a team of teachers working alongside a team of researchers in a sustainable relationship with other interested parties.

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

#### **2.8.5. Developing Portfolios**

Development of teachers’ professional portfolios was additional basic activities of school CPD. Portfolio is a compiled complete record of teachers’ professional development initiated throughout the year. Portfolios are purposeful collection of document as evidence to professional learning. It contributes to the enhancement of professional attitude, commitment and motivation of teachers (Falk, 2001).<sup>30</sup> According to Ethiopian context, the portfolio should include the following records: individuals’ professional data and qualifications; individual CPD action plans; evidence of all the CPD activities which have been undertaken by the individual teacher; feedback from mentors/facilitators; teacher’s self-reflections on progress; annual appraisal reports; record of professional competencies achieved; other evidence of personal development activities undertaken (upgrading, summer school programs); and, samples of examination results with an analysis and samples of lesson plans with evaluation (Desalegn, 2010).

## **2.9. Major Challenges /factors limiting the implementation of teachers' Continuous Professional Development Program**

The challenges of teachers' professional development refer to difficulties, complexities, barriers or hard situations against the expected outcomes of teachers' growth. These challenges need a lot of skill, energy resources, and determination to deal with in order to arrive at the predetermined goal. Accordingly, the major challenges to be dealt with for the purpose of this study are teacher related barriers, leadership, supervisory challenges and the school system.

Many factors, such as human, as well as non-human, could inhibit or facilitate CPD implementation program. A study made by Herman and Springfield (1995) indicated that unresponsiveness, a negative climate, neglect of implementation training and support, lack of emphasis given to implementation, failure to build-in systems and time for coordination and problem-solving, could kill the implementation of any policy and practice.

Craig (1990) and Fullan (1991) reviewed major factors which influence CPD implementation can be categorized into teacher related, school related, school leadership related, and policy related to implement the CPD program.

### **2.9.1. Teacher Associated factors to implementation of CPD programs**

Little (1992) states that, in most cases teachers are poorly experienced to implement reforms in subject matter teaching that end with the absence of the integration of the content with student opportunities to learn and systematic use of pedagogical skills. Moreover, the complexity and ambiguity of the school CPD program itself undermines ambitious educational reforms.

In Other cases teachers are an important resource in the teaching-learning process and their training and utilization therefore requires critical consideration. Understanding how teachers perceive CPD and factors which contribute to and those that hinder teachers' active involvement in CPD is an extremely important.

As Fullan (1991) describes CPD implementation depending on what teachers do and think. The success of CPD implementation is strongly related to the extent to which teachers interact with each other, with others who are providing technical help within the school and collegiality among teachers are positive indicators of implementation success.

In difficult school situation, teachers appears to find it difficult to articulate definitions of school based CPD impact, discuss causal relationships between a change in practice and a change in pupil attainment, and describe whether CPD encouraged them to change their practice, or whether it was a desire to change their practice that encouraged them to participate in CPD in the first place. In this case, it is rare to find durable evidence of pupil improvement resulting from CPD (Kennedy, 2005).

The experience and satisfaction that a teacher owns determines the attitudes of teachers towards their professional reforms. (Birkel and Johnson, 2003) reported that new teachers who handled successful in their profession are more likely to remain in the profession, because they like the job but are dissatisfied with the number of changes and the workload and the strong impact of the workplace on new teachers' development.

A number of studies show that teachers' career development can influence the role of teachers in updating their professional growth which can also be influenced by their experiences in the years of professional practices. Non-supportive school appeared to be the strongest negative influence on career development. A heavy workload, detachment between school based CPD achievements and teachers' career developments are teachers' inhibitors (Davidson, Hall, Lewin and Wilson, 2006).

In all, the main challenges that can hinder teachers from active involvement in the process of school based CPD are lack of skill, less commitment and teachers' resistance, low level of understanding about the significance of CPD, scarcity of need based trainings, lack uniformity on how to use the portfolio modules, and absence of consolidated collaborative school system.

### **2.9.2. School related factors for the implementation of CPD program**

As researches conclude this factor, school factors strongly affect the implementation of teachers' professional development in shaping teachers' practices and attitudes towards school CPD (Hammond, 2002). There is a high degree of confusion in schools on the practice of CPD by focusing on training, sharing new knowledge and skills. These activities often focused upon sharing the content of the CPD rather than implementation and evaluating the impact of the school based CPD (Day et al., 2005).

In supportive school cultures there are clear understanding of ideas about others' opinions, values and attitudes, there is mutual trust among staff, programs are carefully planned according to school contexts and efforts are directed to school goals. Besides, the provision of clear instruction, financial and materials for implementation of CPD programs is necessary.

Most of the schools are unsuccessful in building the sense of collective capacity. Building collective capacity referring to increasing staff's a sense of belonging, pride and loyalty to the school, respect for all colleagues and students and feedback which are essential to professional development. Capacity building ensures that all members of staff are capable of analyzing their own strengths and weaknesses. Otherwise, teachers can not contribute to the skill development of other teachers and their own (Day et al., 2005). Generally, the school system can discourage the effective achievement of the goal of PD. Some of the discouraging factors in the schools are ambiguity and complexities regarding the practices of CPD; un-integration of CPD activities with teachers' career structure; less attention provided for capacity building.

Therefore, enhancing continuous professional development supportive cultures will be helpful to implement the CPD programs.

### **2.9.3. School Leadership associated factors to implementation of CPD programs**

School leaders were because of their nearness to the school situation and their opportunity to modify workplace conditions, probably the most powerful potential source of helps or hindrance to the teacher in the implementation process of their programs in the school (Fullan, 1991).

The school leaders and supervisory factors to be treated here are the challenges related to the CPD activities executed by principals; schools' CPD facilitators; head teachers; and Woreda, zone, regional and national education superintendents.

Leadership and supervision, have the responsibility for ensuring that all staff have opportunities to engage in professional development activities. They should create professional development opportunities that address the aspirations and development of teachers at different career stages.

A school leader for professional development is distributed among teachers, principals and other administrators. School based continuous professional development is most effective when there are strong leadership and supervisory assistance. But, defects in the leaders recognition of the value of high quality professional development discourages and undermines teacher participation and communication about the benefits of professional development to stake holders (Gray, 2005).

### **2.9.4. Policy related factor for the implementation of CPD programs**

As already stated in The Education and Training Policy and its Implementation, the primary reason for the poor quality of education in the past was the training as well as the overall attitude towards teachers.

The full implementation of the new policy will bring about significant positive changes to the country and the society as a whole. However, many challenges have to be successfully met before this goal is realized. Some of these are: the ethical standards of teachers and

students, capability, resources, and finance and so on as well as the readiness of those in charge of implementing the policy. The policy can be implemented only if the larger society including, students, teachers, and parents all appreciate the policy's usefulness and work in unison with enthusiasm. If the population at large is not aroused and mobilized enough to participate in the management of the educational system and in the building of schools, our strategy cannot succeed. Students' eagerness to learn and teachers' heartfelt endorsement of the strategy are equally critical for the policy to succeed. Thus, implementing authorities at every level have to explain the strategy to teachers, students and the population as a whole if the policy is to be successfully implemented. The popularization of the policy is therefore critical to make everyone develop a sense of ownership of the system in order for the policy to succeed since success of implementation of programs depends on the clarity of the policy message and poor clarity of the policy results in failure of implementation programs.

Hades (1995) for instance, gives functional meaning for policy “an implicit or explicit single decision or group of decisions which may set out directives for guiding future decisions, initiate or retard action, or guide implementations of previous decisions”. The clarity about goals and means of the policy is that the understanding of both the goals and the means is crucial for implementation of continuous professional development. Because the greater the understanding of the goals and what is to be gained from their adoption, the greater success of implementation.

Research conducted by Gizaw (2006), confirms that though the program was functional to a certain extent, it was hampered by time and resource constraints. Similarly, Yihunie (2008) found out that teachers believed the program helps to improve their competence, but they didn't believe it makes them staying in the profession. Gossa (2012) also revealed in his research study that teachers did not give much attention to involve in CPD activities.

An impact study was also carried out in Haramaya University (2008) found out that CPD is either absent or inadequate and was not adequately prepared to run fully organized. Absence of incentives, lack of commitment, and absence of upward communication (Getu, 2009);

disengagement and failure of Ministry of Education to clarify objectives of CPD to teachers and poor resource utilization (Tilahun, 1990)

In conclusion, the literature reviewed in this section provides the use of the CPD policy document and implementation guidelines to know the meaning of CPD, need for teachers' CPD, historical development, CPD policy of Ethiopia, Duties and Responsibilities of Stakeholders on the CPD Program, features of effective CPD, and CPD activities in schools, and major factors that limit implementation of teachers' CPD have been discussed in this section.

These reviews of related literatures will help as a conceptual framework on the basis of which the investigator will be organizes data collecting instruments and interprets the gathered data.

## **CHAPTER THREE**

### **Research Design and Methodology**

This section discusses mainly about the research method and design, sources of data, samples and sampling techniques, data collection instruments, procedures of data collection and methods of data analysis.

#### **3.1. The Research Design and Method**

##### **3.1.1. Research Design**

The descriptive survey research design was employed in this study on the ground that it is helpful to obtain reliable and relevant information from a variety of groups on the actual implementation of the issue under investigation. According to Best and Kahn (2006), descriptive research design helps to describe and interpret the current condition. Additionally it allows gathering of necessary information using data collecting instruments and document analysis. On the other hand, Best and Kahn (1989) have suggested that a descriptive study concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. Furthermore, this approach was helpful to collect descriptive information directly from the population to employ simple statistical techniques and to facilitate drawing generalization about large population on the basis of the study of representative sample. The design was selected because it could investigate adequately the policy and practices and problems of implementation in government primary schools of East Shoa Zone, so as the intended purpose would have been achieved.

##### **3.1.2. Research Method**

For this study both quantitative and qualitative methods were employed. The quantitative and qualitative methods were preferred in order to address more precisely and effectively the policy and practice of teachers' CPD in the school. Gaey, et al. (2009) also indicated that using both methods neutralizes or cancels the biases of any single method, and it is used as a means for seeking convergence and integrating qualitative and quantitative data. Creswell

(2009) also indicate that the use of both quantitative and qualitative methods better to reduce the limitation of a single method. It can also provide more comprehensive answers to research questions, going beyond the limitations of a single approach.

Quantitative research methods were adopted to generate data from teachers and school principals and qualitative research method was used to elicit information from Woreda teachers' development experts and cluster supervisors in order to get their opinions on the current situation of teachers' CPD in schools. Therefore, to examine and analyze the policy and practice of teachers' CPD in promoting implementation, quantitative and qualitative methods approaches were taken on.

### **3.2. Sources of data**

Both primary and secondary sources of data were used in this study. The primary sources of data were government primary school teachers, school principals, cluster supervisors and woreda teachers' development experts. The secondary sources of data were collected from official reports and written documents from the Ministry of Education, Oromia Region Education Bureau , East Shoa Zone education office and from woreda education offices as well as records from government own sample schools of the study area.

### **3.3. The Study Area and Population**

East Shoa Zone is one of the 21 Zones in Oromia Regional state that is located in the central part of the region. It is bordered, in the north by Amhara Region, on the northwest by North Shoa, in the north-west by Western Shoa Zone and Special zone of Oromia surrounding Finfine, in the west by Western Shoa zone, in the north-east by Afar Regional State, in the south-east by Arsi Zone and in the south-west by the Southern Nation Nationalities and People region.

According to the report of East shoa Education Office, in the zone there are 93 Kinder Garden (KG) schools, 657 primary schools of which 591 government and 66 private, 48 secondary school of which 41 government and 7 private. (East Shoa, 2019/20).



### 3.4. Target Population, Sample Size and Sampling techniques

Under this heading the target population of the study, the sample size and sampling techniques were described.

#### 3.4.1. Target population

The target population of the study was government primary school teachers, principals, experts and Supervisors. The zone have 10 woredas, 1 town administration and 591 government (1-8) primary schools, 5655 (3233, 2422) government primary school teachers, 608 (486, 122) principals, 110 (103, 7) supervisors and 47 (32, 15) experts which were a total of 6420 (3854, 2566) population.

**Table 1: Target population**

No	Woreda	Number of gov. primary school	Number of primary school Teachers			Number of primary School principals			Number of experts			Number of CRC supervisors			Total target population		
			M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	Adaa	59	321	262	583	43	17	60	3	2	5	10	1	11	377	282	659
2	Adama	65	409	385	794	49	13	62	2	3	5	13	1	14	473	402	875
3	Adami Tulu	82	473	262	735	72	15	87	4	0	4	14	0	14	563	277	840
4	Bora	39	170	132	302	34	7	41	2	3	5	6	0	6	212	142	354
5	Bosat	72	407	286	693	69	8	77	3	2	5	11	1	12	490	297	787
6	Dugda	69	342	292	634	65	11	76	5	0	5	12	1	13	424	304	728
7	Fentale	36	229	116	345	25	9	34	3	1	4	7	1	8	264	127	391
8	Gimbichu	53	304	178	482	40	14	54	2	1	3	8	1	9	354	194	548
9	Liben Cukala	51	239	212	451	41	10	51	4	1	5	11	0	11	295	223	518
10	Lume	62	284	229	513	40	17	57	2	1	3	10	1	11	336	248	584
11	Metehara	3	55	68	123	8	1	9	2	1	3	1	0	1	66	70	136
	Total	591	3233	2422	5655	486	122	608	32	15	47	103	7	110	3854	2566	6420

**Source:** East Shoa Zone Education office 2012 E.C Statistical data.

### **3.4.2. Sample Size and techniques**

Ten woredas and one town administration of East Shoa Zone were clustered in to three based on their physical environment. Then one woreda from each cluster was selected using random sampling method. This sampling method was preferable because it is not possible to cover the entire woredas in the Zone due to the time and budget constraints.

Based on the physical environment East Shoa zone can be divided in to three as

- i) Woredas of hot climate (Gamojji) include Adama, Bosat. Fantale and Matahara town administration.
- ii) Woredas of moderate climate (Baddadare) include Lume, Adaa, Liban Chukala and Gumbichu.
- iii) Woredas in the rift valley lake region include Bora, Dugda and Adami Tullu.

In this study one woreda was taken from each cluster randomly and so Boset, Lume and Bora were selected respectively. In these Woredas, there were 173 government primary schools in 2019/20 where each Woredas comprises different number of primary schools. In this study, 12 primary schools were selected using proportional stratified random sampling technique to keep the balance between schools by involving four primary schools from selected Woredas so as to make all selected Woredas represented in study.

In the 12 selected sample schools, there were a total of population 356 teachers, the researcher were selected 106 teachers as respondents using simple random sampling technique. Based on the expectation that they have better information and experiences with respect to the study topic, 6 cluster supervisors and 3 Woreda teachers' development experts were selected using purposive sampling technique. Then 12 school principals were selected using availability sampling since they were directly or indirectly involve in monitoring and implementing of the whole teachers CPD program. In general, 106 teachers, 6 cluster supervisors, 3 teachers' development experts and 12 school principals which were a total of 127 respondents were participants of the study. As indicated in the research methodology course, for survey research it is common to sample 10 % to 20 % of the population. Depending on this formula the researcher believed that the sample of 32% was increase the validity of the study results.

**Table 2: Summary population, sample and sampling techniques of the study.**

No	Woreda	Schools	Number of primary school Teachers			Number of primary School principals			Number of experts			Number of CRC supervisors			Total target population		
			Po	Sam	%	Pop	Sam	%	Pop	Sam	%	Pop	Sa	%	Pop	Sa	%
1	Boset	Olanciti no. 1	83	15	18.1	3	1	33.3	5	1	20	1	1	100	92	18	19.6
		Tiyo	25	9	36.0	2	1	50				1	0	0	28	10	35.7
		Tedecha	21	7	33.3	2	1	50				1	1	100	24	9	37.5
		Olanciti no.2	39	11	28.2	3	1	33.3				1	0	0	43	12	27.9
2	Lume	Dibandiba	23	9	39.1	2	1	50	3	1	33.3	1	1	100	29	12	41.4
		Momo Shoki	12	6	50.0	1	1	100				1	0	0	14	7	50.0
		Tafi Abo	12	6	50.0	1	1	100				1	0	0	14	7	50.0
		Dekebora	22	9	40.9	1	1	100				1	1	100	24	11	45.8
3	Bora	Bote	46	12	26.1	3	1	33.3	5	1	20	1	1	100	55	15	27.3
		Dandi Gudina	50	13	26.0	2	1	50				1	0	0	53	14	26.4
		Barta	17	6	35.3	1	1	100				1	1	100	19	8	42.1
		Rado	6	3	50.0	1	1	100				1	0	0	8	4	50.0
Total			<b>356</b>	<b>106</b>	<b>29.8</b>	<b>22</b>	<b>12</b>	<b>54.5</b>	<b>13</b>	<b>3</b>	<b>23</b>	<b>12</b>	<b>6</b>	<b>50</b>	<b>403</b>	<b>127</b>	<b>31.5</b>
Sampling Techniques			Simple random sampling			Availability sampling			Purposive sampling			purposive sampling					

### 3.5. Data Collection Instruments

Numerous experienced researchers use different data gathering tools to get real and actual information used to answer the basic questions. Using different types of tools for gathering data help to get adequate and sufficient data for the problem on the study. Supporting this idea, John (1999) says that employing multiple methods of data collection helps the researcher to combine the strength and amend some of the inadequacies when only single

method used independently. One advantage of quantitative and qualitative method is the opportunity to employ both open and closed-ended questions as well as multiple forms of data collection possibilities Creswell (2009). Multiple instruments would be used to check the consistency of information and to gather supplementary ideas, which could never be obtained by one means.

Thus, to obtain real data for the study the researcher was used both quantitative and qualitative data gathering instruments. Three data gathering instruments were used in the process of gathering the necessary data for the study. These are questionnaire, interviews and documents analysis.

### **Questionnaire**

Questionnaire was the main data collecting instrument employed in this study. It was used to collect data from 99 teachers' and 12 teachers' development deputy principals so as to secure reliable and adequate information for the study. This method were used as the main source of data gathering tools because it has an advantage of mass produced and allows mass collection of very large quantity of information. It was used to collect data from teachers and school leaders and was structured with both open-ended and closed-ended questions. It contains the following issues: the perceptions of the schools, school leaders and teachers on the CPD policy and implementation guide, the extent of the implementation of the program and the extent of support and follow up activities of stakeholders on the program. Hence, questionnaires were prepared in English Language and translated into Afan Oromo to avoid response errors that might be created due to language barrier and administrated to all teachers' participants.

Close ended questions were developed using Likert scale to identify to what extent the respondents agree or disagree. Likert scale is easy to construct; it takes less time to construct; simplest way to describe opinion and provide more freedom to respond; is the appropriate sources to obtain necessary information about the current situation and problems form relatively large sample within short period of time. The scale consist of five scales 5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, and 1 = strongly disagree.

## **Interview**

Semi-structured interview guide was used as the second important data gathering instrument in this study. It was used to collect information from Woreda/Town Education Office TDP coordinators and school supervisors.

The interview was prepared in English and interviewed in Afan Oromo language for the Woreda teachers' development experts and cluster supervisors and notes were taken: summarized and translated into English. It was conducted with three Woreda teachers' development experts and four cluster supervisors. The interview is helpful to the researcher to obtain data related to support, as well as efforts being made to enhance the policy and practice of teachers' CPD activities in the primary schools. The interview was conducted by clarifying its purpose to the interviewee a face-to-face interview and the response was written down by the researcher.

## **Document Analysis**

Document analysis was another essential data collecting instrument that employed to get necessary information regarding how the policy and practice of teachers' CPD on-going in the selected primary schools. It was used to cross check the correspondence between what respondents responded or said and what they practically did.

In document analysis, the overall CPD records of sample schools CPD plans, portfolio documents of the CPD practice, reports on CPD and feedback, different government documents like, CPD policy documents, guidelines, toolkit, framework, and CPD training materials assessed.

### **3.6. Procedures of Data collection**

A contact was made with East Shoa Zone education department and request letter was sent to three Woreda education offices to get permission for data collection. Then, the three Woreda education offices sent the request letter to the sampled schools.

The next step was giving the information and instruction for respondents about the questionnaire by the researcher. All the questionnaires were prepared in English language and translated into Afan Oromo to avoid response errors that might be created due to language barrier. Then, the questionnaire was distributed to the respondents and the completed questionnaire

was collected after three days. After the data were collected, they were tabulated and analyzed. Finally, the data was interpreted by using the review of related literature.

The Semi-structured interview was conducted to Woreda teachers' development experts and supervisors. Based on the characteristics of the respondents; It carried out by the researcher himself face-to-face with the participants. a convenient time was arranged for each of the respondents in order to maximize the quality of data. In order to help the interviewee to prepare him/herself, the interview guides were distributed to the interviewee before conducting the interview.

### **3.7. Methods of Data Analysis and Interpretation**

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

Depending on the type of basic questions and the nature of the data, the frequency counts that are converted into percentages as well as other computations such as mean scores and grand mean scores were employed to analyze the data. In addition, the information that was obtained through interview and document analysis was presented through narrative description to complete the data obtained by means of questionnaire.

The quantitative data was analyzed using tabulation. The mean of the respondents was compared. The SPSS (Statistical Package for Social Science) version 25 was used. Since the data gathered from the respondents through interview and document review were analyzed qualitatively.

The interpretation was made for all five Likert scale measurements based on the quantitative values given as 5 for highest and 1 for the lowest degree of agreement. The cutoff point at intervals of length is  $4/5=0.8$  b/se there are 5 categories and the range of the data is 4 (i.e.,  $5-1=4$ ). In that the interpretation was made for all five liker scale measurements based on the following mean score results:-1. 1.00-1.80 = strongly disagree 2. 1.81- 2.60= Disagree 3. 2.61-3.40= undecided 4. 3.41 - 4.20 = agree 5. 4.20 - 5.00 =strongly agree.

### **3.8. Ethical Considerations**

According to Best and Khan (1999) involving participant work is important considering the ethical principles lay down to protect them. To make the research process professional, ethical consideration will be made. Furthermore, the information that will be given shall not be used for other purposes other than the research purpose in education. Therefore, formal clearance should be taken from the Addis Ababa University which informs the objective of the study. An agreement will be reached with each respondent before the questionnaire and interview is administered. To guarantee confidentiality, information collection is similar type whereby names of the respondents will not be mentioned.

## CHAPTER FOUR

### **Presentation, Analysis and Interpretation of the Data**

This chapter treats the description of the sample population analysis and interpretation of the data based on the information obtained from the questionnaires, interviews and document analysis. The quantitative as well as qualitative data were integrated in this chapter. The qualitative data were used as complementary to the quantitative data. Therefore, the qualitative data includes the data collected through interviews, open-ended questions and document analysis; whereas, the quantitative data includes the data which were collected through questionnaires.

Questionnaires were prepared and administered for 12 school principals and 106 teachers. Therefore, the total number of questionnaires distributed to principals and teachers were 118. From the distributed questionnaires to teachers 94.07% were completed and returned; but, 7 questionnaires, 5.93% were not returned; whereas, all school leaders completed and returned the questionnaires.

In addition to this, it was planned to make interview with 3 Woreda TDP coordinators and 6 school supervisors. From these, 2 (33.3%) of school supervisors were not interviewed due to their absence in the working place. In document analysis, all written and reported materials about CPD, the duration of training, meeting and minutes on the issues of CPD, evaluation of training, and school teachers' annual plans for CPD training were checked and analyzed. Finally, the collected data through questionnaires, interviews and document analysis were organized according to their similarities and appropriateness. To analysis the qualitative data collected through interviews the codes were given as follows: I1, I2, I3...I9 which designates interviewee one, two, and three ... nine, respectively.

In general, this chapter is concerned with data presentation, analysis and interpretation. The analysis of data obtained from sampled school teachers, school principals, school supervisors and woreda TDP coordinator on policy and practice of teachers CPD program.

#### 4.1. Perceptions of School on the CPD policy and implementation guidelines

The following items were designed to see whether the schools have CPD policy document and implementation guidelines or not and usage rates.

**Table 3: Perceptions of School on the CPD policy and implementation guidelines**

No	Item	Options	Respondents					
			Teachers		D/Principals		Total	
			N	%	N	%	N	%
1	Does your school have CPD policy document and implementation guidelines?	Yes	92	92.9	12	100	104	93.6
		No	7	7.1	0	0	7	6.4
		Total	99	100	12	100	111	100
2	How do you rate the use of the document?	Very high	-	-	-	-	-	-
		High	12	12.1	2	16.7	14	12.6
		Moderate	46	46.4	6	50	52	46.9
		Low	35	35.4	4	33.3	39	35.1
		Very low	6	6.1	-	-	6	5.4
		Total	99	100	12	100	111	100
3	To what extent the goals of CPD policy/guideline clarify in your school?	Very high	-	-	-	-	-	-
		High	14	14.1	3	25	17	15.3
		Moderate	51	51.6	7	58.3	58	52.3
		Low	34	34.3	2	16.7	36	32.4
		Very low	-	-	-	-	-	-
		Total	99	100	12	100	111	100

Minster of Education had been taking various teachers support activities to treat issues related with teachers' quality. In this regard, a CPD policy/guideline (MoE, 2003) is designed based on the 1994 ETP of the country and put into practice to enable teachers update themselves with new outlooks approaches and policy directions.

As shown from table 3 item 1, the respondents were asked to indicate the degree to which schools perceive the CPD policy and implementation guidelines in the schools. Accordingly, about 92 (92.9%) of teachers and all (100 %) of principal respondents replied "Yes". On the other hand, about 7(7.1%) of teacher respondents replied "No". The majority 104 (93.6%) of the total teachers and principals respondents reported to the questionnaire that there were a CPD policy document and implementation guidelines in the school and this implies that no effect was there with the presence of the document.

For item 2 in the same table above, the respondents were asked to rate the use of the document. Accordingly, 46 (46.4%) of teachers and 6 (50%) of principals rated “Moderate”. Whereas, 35 (35.4%) of teachers and 4 (33.3%) of principals rated “Low”. others about 6(6.1%) of teachers rated “Very low. The majority 52(46.9%) of respondents indicated that the use of CPD policy document and implementation guide in the schools was “Moderate”.

As indicated in the same table, item 3 was designed to evaluate if the goals of CPD policy were clarify in the schools. As it is clearly indicated in the analysis, about 51(51.6%) teachers and 7(58.3%) principals of respondents rated it as “Moderate”. On the other hand, about 34(34.3%) of teachers and 2(16.7%) principals respondents rated “Low”. Therefore, from this data we understand the clarity of CPD program in schools also “Moderate”.

The above data gathered from school teachers and principals revealed that there were A CPD policy /guideline in the school but in terms of the use of the documents and clarifying the goals of the document was moderate in the school.

The data obtained through interview from supervisors and teachers’ development experts as well as from the open-ended questions also showed that there is no problem of CPD policy document and implementation guideline in the school but the use of the document for clarifying the goals and updating their knowledge to meet the intended purpose was as much as moderate in the school.

#### **4.2. Perceptions of teachers and principals on the CPD Policy and Implementation guide lines.**

CPD will be effective only when teacher learning occurs in an authentic way through teachers’ active engagement, participation and collaboration (Landt, 2002). The literature describes that school leaders and teachers have different perceptions on the CPD and their participation. If both teachers and school leaders perceive CPD program positively, it will create suitable situation for CPD training.

**Table 4. Responses of teachers and principals on their perceptions of CPD Policy and Implementation guide lines.**

No	Item	Type of Respondents	N	M	SD	D f	P	T
1	CPD is a means to improve the subject and instructional knowledge	Principals	12	4.5	.552	18	.409	-.829
		Teachers	99	4.3	.801			
		Total	111	4.32	.776			
2	CPD is used to update my pre-service training knowledge and skills	Principals	12	3.92	.996	13.3	.000	-7.53
		Teachers	99	1.78	.921			
		Total	111	2.01	1.14			
3	CPD improves students' academic achievements	Principals	12	4.5	.674	14.5	.440	-.775
		Teachers	99	4.32	.754			
		Total	111	4.34	.745			
4	CPD plays an important role in improving my professional growth	Principals	12	4.25	.866	13.6	.777	.283
		Teachers	99	4.32	.843			
		Total	111	4.32	.842			
5	CPD can help me to use a variety of student centered teaching methods	Principals	12	3.67	.778	13.5	.000	-7.80
		Teachers	99	1.88	.746			
		Total	111	2.07	.931			
6	CPD is interesting	Principals	12	3.75	1.21	12.4	.000	-6.93
		Teachers	99	1.81	.887			
		Total	111	2.02	1.09			
7	CPD encourages me to remain in my profession	Principals	12	3.42	.669	16.6	.001	-3.39
		Teachers	99	2.47	.930			
		Total	111	2.58	.949			
8	CPD improves my teaching competence	Principals	12	4.08	.289	57.5	.875	.158
		Teachers	99	4.13	1.04			
		Total	111	4.13	.992			
9	CPD is a means to develop my teaching knowledge and skills	Principals	12	3.75	.622	19.3	.054	1.94
		Teachers	99	4.34	1.03			
		Total	111	4.28	1.01			
10	CPD enables me to develop self-confidence	Principals	12	3.42	.900	12.5	.000	-7.18
		Teachers	99	1.87	.680			
		Total	111	2.04	.852			

**N.B:-** N-is number of respondents, M=mean score, SD=standard deviation, p=sig. (2-tailed), and D f= degree of freedom

Mean scores 1.00-1.80=Strongly Disagree, 1.81-2.60=Disagree, 2.61-3.40=Undecided, 3.41-4.20=Agree and 4.21-5.00=Strongly Agree

As expressed in table 4, items 1, 3, 4, 8 and 9, both groups of respondents rated almost the same and the mean scores of teachers' ranging from 4.13-4.34 and that of principals ranging from 3.75-4.50 and the total mean scores also ranging from 4.13-4.32. Both mean and total mean scores of the respondents fell between "strongly agree" and "agree" scales. This indicates that the school teachers and principals perceived CPD as good as a means to improve their subject and instructional knowledge, professional growth, teaching competence, and teaching knowledge and skills. The respondents also perceived it as a means to improve students' academic achievements.

Items 2, 5, 6, 7, and 10 of table 4 indicate that teachers replied differently when compared with school principals; i.e., teachers mean scores of items 2, 5, 6, 7 and 10 range from 1.78-2.47 and the mean scores fell in the "disagree" scale. This depicts that teachers considered CPD negatively as it is not used to update their knowledge and skills and cannot help them to use a variety of student centered teaching methods. It is not interesting, does not encourage them to remain in their profession and does not enable them to develop self-confidence. However, school leaders mean scores of items 2, 5, 6, 7 and 10 range from 3.42-3.92 and all mean values lay in "Agree" scale. This suggests that school leaders conceived CPD positively as it is used to update their pre-service training knowledge and skills and help the teacher to use a variety of student centered teaching methods. They also found it interesting, encouraging them to remain in their profession, and develop their self-confidence.

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

Nevertheless, as depicted in items 2, 5, 6, 7 and 10 the p-values were .000 and .001 and these p-values were less than .05 (see table 4). This describes that there was statistically

significant difference of mean scores between two groups of respondents. From this data analysis, someone can understand that the two groups of respondents have different perceptions on the CPD training.

In open ended questions, the perceptions of teachers were different. Some were perceived CPD as positively and the others were negatively.

One of the teachers (T-1) perceives CPD positively as:

*It fulfills knowledge gap in teaching methods.*

Other teacher (T-2, T-3 and T4) perceives CPD positively as:

*It increases experience sharing and intimate friendship among colleagues.*

Also other teacher (T-5, T-6, T-7, T-8 and T9) perceives CPD positively as:

*It is a strategy to solve teaching and learning problems if it is fully participating in the training efficiently.*

Again, others (T-10, T-11, T-12, T-13, T-14 and T-15) perceive CPD negatively as:

*It cannot develop teaching skills and knowledge rather than consuming time and there are not any change gaining whether they participated in the training or not.*

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

*Almost all school principals perceive it positively and respectful to run the CPD training in their school continuously. But, they said that teachers perceived CPD differently as both positively and negatively.*

W (1, 2, 3), S (1, 2, 3, 4) I (3) February 22, 23 and 24, March 09 morning and afternoon.

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

*There might be lack of enough time and high work load condition, lack of support from concerned bodies, no budget allocation, lack of evaluation and systematic follow up and no value add for the completion of the course.*

W (1, 2, 3), S (1, 2, 3, 4) I (3) February 22, 23 and 24, March 09 morning and afternoon.

Generally, the data which was collected from different respondent's confirm that both groups of respondents perceived items 1, 3, 4, 8, and 9 positively; teachers perceived items 2, 5, 6, 7, and 10 negatively; whereas, the school principals perceived the items 2, 5, 6, 7, and 10 positively. This indicates that teachers perceived CPD both positively and negatively but the school leaders perceived it positively. This implies that the negative perception of teachers for some items implies that not all teachers perceive CPD policy and Implementation guide lines positivity in the schools.

#### **4.3. extent to which the CPD “Policy” as per its implementation guidelines is practicable in the school.**

In order to see the extent of teachers' participation in CPD activities in their schools, the following items were designed.

**Table 5: The extent of teachers' Participation in CPD activities**

No	Item	Options	Respondents					
			Teachers		Principals		Total	
			N	%	N	%	N	%
1	Do teachers participate in your school CPD program activities?	Yes	94	94.9	12	100	106	95.5
		No	5	5.1	0	0	5	4.5
		Total	99	100	12	100	111	100
2	How do you rate the participation of the teachers?	Very high	-	-	-	-	-	-
		High	6	6.1	2	16.7	8	7.2
		Moderate	15	15.1	2	16.7	17	15.3
		Low	49	49.5	8	66.6	57	51.4
		Very low	29	29.3	-	-	29	26.1
		Total	99	100	12	100	111	100

All teachers and school principals were expected to participate in continuous professional development activities in their schools. The teachers and school principal's previous knowledge and skills become effective and fruitful when it is supported by CPD activities. Table 5 item 1 aimed at investigating whether teachers and principals participate in school-

based CPD activities or not. Accordingly, 94 (94.9%) of teachers and all (100%) of principals reported that teachers was participating. On the other hand, about 5 (5.1%) of teachers responded there was no teachers participation in CPD program.

For item 2 above, the respondents were asked to rate the participation of teachers and principals in CPD activities. Thus, the majority of the respondents, about 49 (49.5%) of teachers and 8 (66.6%) of school principals rated it as “Low” and 29 (29.3%) of teachers rated it as “Very low”. The majority 57 (51.4%) of respondents indicated that the implementation of CPD activities was low in primary schools. This clearly entails that the extent of teachers’ and principals’ participation in CPD activities was low. This revealed that teachers and principals did not give much attention to involve in CPD activities. Hence, the emphasis given by teachers and principals to CPD implementation as per its implementation guidelines is low.

For this question, the interviewees were asked the practicability of CPD in the selected schools. The data extracted through interviews from woreda teachers’ development experts and supervisors as well as the response of teachers and principals to open-ended items indicated that, even though they participate in few CPD activities, it was low and their participation also varies from school to school as well as from teacher to teacher. However, the extent of their participation was not as intended in the CPD policy. The respondents suggested that the participation of teachers and principals in CPD activities was low unless the rewards and authorization associated with participation in CPD program clearly obligated them. Therefore, what we understand from the percentage value is that majority of teachers and principals did not made effort to participate in CPD activities. I think participation was considered as for self- assessment (his/her portfolio) rather than knowledge gaining.

### 4.3.1. teachers involvement in some identified CPD activities in the school.

**Table 6: Mean distribution of responses on the involvement of teachers in some identified CPD activities**

NB: VH= very high H=high; M=moderate; =L=low; VL= very low

T=teachers; P=principals

No	Item	Respondents	Responses					Total	Mean	Grand Mean
			VH(5)	H (4)	M (3)	L(2)	VL(1)			
	4.1 The extent of individual CPD activities?									
	4.1.1) Involving in the selection of the school CPD priorities	T	-	11	81	7	-	99	3.05	3.06
		P	-	4	6	2	-	12	3.17	
	4.1.2)Annual CPD plan	T	3	19	50	27	-	99	2.98	3.05
		P	1	7	3	1	-	12	3.67	
	4.1.3)Taking 60 hours of CPD activities each year	T		15	55	21	8	99	3.18	3.01
		P	-	5	4	1	2	12	3.00	
	4.1.4)conducting action research	T	-	2	30	64	3	99	2.32	2.35
		P	-		8	3	1	12	2.58	
	4.1.5)Organizing portfolio by recording all CPD documents	T	-	2	36	54	7	99	2.33	2.33
		P	-	-	5	6	1	12	2.33	
	4.2 Extent of support with the other teachers?									
	4.2.1)Mentoring	T	8	44	32	15	-	99	3.45	3.44
		P		6	4	2	-	12	3.33	
	4.2.2)Sharing of good experience within the school	T	12	55	32		-	99	3.81	3.84
		P	4	5	3	-	-	12	4.08	
	4.2.3)Team teaching	T	-	-	7	19	73	99	1.33	1.35
		P	-	-	1	4	7	12	1.50	

NB: Grand mean<2.50 “low”; Grand mean =2.50-3.00 “moderate”; Grand mean>3.00 “high”

As indicated in table 6 above, some major CPD activities were presented to the respondents to indicate their involvement. So, it can be seen that in item 4.1, sub-items 4.1.1, 4.1.2 and 4.1.3 and in item 4.2, sub-items 4.2.1 and 4.2.2 shows their grand mean ratings were 3.06, 3.05, 3.01, 3.44 and 3.84 respectively. The data shows that the respondents were involved in some of CPD activities like involving in the selection of the school CPD priorities; annual CPD action plan; taking 60 hours of CPD activities; mentoring and sharing of good practices within the school. Based on the data, the respondents practiced in some identified CPD activities.

As shown in the same table item 4.1, sub-items 4.1.4 and 4.1.5 as well as item 4.2, sub-items 4.2.3 the grand mean ratings were 2.35, 2.33, 1.35, and 1.32 respectively. This data clearly indicates that although there is an equal opportunity for every teacher of the primary school to involve in the CPD activities, their participation is low. The respondents replied that the activities like conducting action research; organizing portfolio by recording all CPD documents and team teaching did not get due emphasis and even the amount of time teachers' devoting to involve is below the CPD policy expectation. In general, teachers' involvements were either poor or not at all.

The data gain from interview, open-ended questions and document analysis also indicate that teachers, principals and supervisors did not give much attention to participate in some CPD activities. However, they participate in a few number of CPD activities. From the document analysis, it was also observed that even though teachers were maintaining their professional portfolio and annual CPD action plan, there were very limited number of CPD activities attached to their portfolio.

In all, as it can be understood from the data obtained through questionnaire, interview and document analysis, primary school teachers were practicing in some of the activities and the motivation of teachers is so negligible. School principals and supervisors are so weak to the extent no one involves in CPD activities and there were no evidences attached to their portfolio. Preparing CPD action plan only may not show teachers' effective involvement in CPD activities. However, CPD activities particularly those activities contribute a lot to

teachers' development of knowledge, skills and attitudes are questionable in the schools under consideration.

#### **4.4. The extent of support by the school principals and school supervisor to the implementation of CPD in your school.**

Systematic support and follow up strategies should be designed to implement continuous professional development program effectively. Different researchers pointed that there were no stakeholders support activities on the CPD programs. Mohammed (2012) showed in his finding that the implementation of CPD was not effective due to the lack of stakeholders support activities on the CPD program. Again, Afework (2014) in his research finding indicated that there were no schools leaders support and follow up activities on the CPD program. Goitom (2015) also indicated that the implementation process might have been negatively affected because of unsatisfactory supports from school leadership and supervisors. Table 8 below introduces a summary of respondents' responses on the school principals and supervisors support on the CPD program.

**Table 7: The extent of support by the school principals and supervisor to the implementation of continuous professional development program**

No	Item	Options	Respondents					
			Teachers		D/Principals		Total	
			N	%	N	%	N	%
1	Do you think school principals and school supervisor support the implementation of CPD programs in your school?	Yes	21	21.2	12	100	33	29.7
		No	78	78.8	0	0	78	70.3
		Total	99	100	12	100	111	100
2	How do you rate the support by school principals and supervisor to the implementation of CPD program?	Very high	-	-	-	-	-	-
		High	-	-	1	8.3	1	0.9
		Moderate	17	17.2	3	25	20	18
		Low	30	30.3	8	66.7	38	34.3
		Very low	52	52.5	-	-	52	46.8
		Total	99	100	12	100	111	100

The Ministry of Education in Ethiopia developed clear guideline of CPD for school teachers in 2004. The roles of school principals and school supervisors were clearly indicated in this guideline. CPD program needs regular administration that requires the provision of clear instruction in the succession of action to be followed. These make the aims of training clear to perform support and follow up on its activities. As indicated in table 7 item 1, the respondents were asked their responses whether or not the school principals and supervisors were supporting the implementation of CPD program. In this regard, about 78 (78.8%) of teachers responded that there were no support by school principals and supervisors to the implementation of CPD programs. whereas 21 (21.2%) of teachers and all (100%) deputy principals responded there were supports.

Item 2 in above table, the respondent was asked to rate the extent of support by school principals and supervisors to the implementation of CPD program. Accordingly, about 52 (52.5%) of teachers rated it as very low supports. About 30 (30.3%) of teachers were rated Low. whereas 17(17.2%) teachers and 3 (25%) deputy principals of respondents rated it as moderate. The above result indicates that, there was little support by school principals and school supervisors which has a great impact on the practices of CPD activities. Thus the data clearly shows that, there is a gap between what principals and supervisors ought to support for effective CPD implementation and what they are really doing.

In addition to this, the interview was conducted with woreda TDP coordinators and supervisors to check whether or not they gave any support in implementation of CPD and they replied that, the role played to support the implementation of CPD program by school principals and school supervisors were not adequate. More emphasis was not given to CPD implementation. They give more emphasis on monitoring the teaching and learning and other managerial activities rather than tried to supervise the implementation of CPD.

**4.4.1. The Support from school principals and supervisors in implementation of some CPD items.**

**Table 8: Mean distribution of responses on the support from school principals and supervisor in implementation of some CPD activities.**

NB: SA= strongly agree A=agreed; U=undecided; D=disagreed; SD= strongly disagree

T= teachers; P=principals

No	Item	Respo ndents	Responses					Tot al	Mea n	Grand Mean
			SA(5)	A (4)	U (3)	D(2)	SD(1)			
1	Make clear the goals of CPD policy or guideline.	T	-	77	15	7	-	99	3.71	3.74
		P	-	12	-	-	-	12	4.00	
2	Generating conducive atmosphere for CPD activity	T	-	20	6	73	-	99	2.46	2.49
		P	-	3	2	7	-	12	2.67	
3	Provided that financial and material support	T	-	7	9	75	8	99	2.18	2.19
		P	-	2	1	7	2	12	2.25	
4	Finding CPD priorities to be treated by each teacher	T	-	22	10	64	3	99	2.52	2.50
		P	-	3	-	7	2	12	2.33	
5	Skillfully support teachers as they plan their CPD	T	-	54	4	34	7	99	3.06	3.10
		P	-	9	-	2	1	12	3.42	
6	Professionally support teachers as they implement their CPD plan	T	-	8	3	78	10	99	2.09	2.16
		P	-	4	1	7	-	12	2.75	
7	Being role model by taking part in CPD implementation	T	-	-	5	84	10	99	1.95	1.96
		P	-	3	1	8	-	12	2.08	
8	Regularly evaluates whether implementations were achieved intended result	T	-	-	5	89	5	99	2.00	2.01
		P	-	-	2	9	1	12	2.08	
9	School compare teachers on their performance and achievement in CPD	T	-	3	6	10	77	99	1.35	1.41
		P	-	2	1	6	3	12	1.83	
10	Providing incentives for teachers	T	-	-	6	9	84	99	1.21	1.23
		P	-	-	-	4	8	12	1.33	

NB: Grand mean<2.50 “disagreed”; Grand mean=2.50-3.00 “undecided”, Grand mean>3.00 “agreed”

It is obvious that teachers CPD must be on going, systematic and supported by school principals and school Supervisors. The principal and supervisor therefore is responsible for helping teachers to grow and develop in their understanding of teaching and class room life in improving basic teaching skills and in expanding their knowledge. This part of analysis examined whether principals and supervisors effectively support teachers professional development activities in order to help teachers develop in their profession.

Concerning item 1 of table 8 above, the respondents was asked if the school leaders support in clearing the goals of CPD policy or guideline to teachers. The respondents agreed. The mean rating of teacher and principal was also indicated 3.71 and 4.00. This shows that, there was a support from school leaders (Principals and supervisors) in clarifying the goals of CPD policy. Success of implementations of programs depends on the clarity of the policy message. Poor clarity of the policy results in failure of implementation programs.

As indicated from table 8 above, item 5 respondents asked to identify weather professional support teachers as they plan their CPD or not. Accordingly, the grand mean ratings were 3.10. This indicated that there were supports from the school leaderships and supervisors concerning the items.

With regard to items 2, 3, 4,6, 7, 8, 9 and 10 in the same table, the respondents were asked if school principals and supervisors creating conducive atmosphere for CPD activity, provide financial and material support for CPD activity, Identifying CPD priorities to be treated by each teacher, support as they implement their CPD plan, being role model by taking part in CPD implementation, regularly evaluating CPD implementation, compare teachers on their performance and achievement in CPD implementation and provide incentives for teachers. Accordingly, the respondent disagreed. This implies that there is no conducive atmosphere; there is absence of financial and material support; not fully participate in identifying CPD priorities to be treated by each teachers; no support during implementation; not being role model; no regular evaluation about CPD results; no comparison of teachers on their performance and achievement in CPD; and no incentives provided for teachers who do CPD as desired.

## CHAPTER FIVE

### Summary, Conclusion and Recommendations

#### 5.1. Summary of the major findings

The purpose of this study was to assess the policy and practice of teachers' continuous professional development program in Government primary schools of East Shoa Zone.

To achieve the objectives, the study tried to answer the following basic research questions.

1. To what extent the schools use CPD policy document and implementation guidelines?
2. How do principals and teachers perceive the CPD program in the schools?
3. To what extent primary schools practiced the CPD program as per its implementation guidelines?
4. To what extent do the school leadership and school supervisors support the implementation of CPD?

To get answers for these questions, a descriptive survey method was employed. It carried out in twelve Government primary schools in East Shoa Zone. The sources of data were teachers, school principals, Woreda teachers' development experts and cluster supervisors. Questionnaire, interview guides and document analysis were used as a tool to collect data. In providing relevant data, 99 primary school teachers, 12 primary school teachers' development deputy principals, 3 Woreda teachers' development experts, and 4 primary school cluster supervisors totally, 118 respondents were involved in the study.

The data obtained through the above instruments were analyzed quantitatively using percentages, mean scores and grand mean scores, and qualitatively data gathered from Woreda teachers' development experts and supervisors were analyzed thematically following the discussion of quantitative data. Finally based on the analysis of the data and interpretation the following main findings were reflected from the study:

## **1. Perceptions of School on the CPD policy document and implementation guidelines**

Majority, 92 (92.9%) of teachers' and all (100 %) of school principals respondents replied that the schools perceive the CPD policy and implementation guidelines. 104 (93.6%) of the total teachers and principals also indicated that there were a CPD policy document and implementation guidelines in the school and this implies that no effect was there with the presence of the document. Besides, 52(46.9%) of respondents indicated that the use of CPD policy document and implementation guide in the schools was "Moderate". In addition, about 51(51.6%) teachers and 7(58.3%) school principals of respondents rated it as the clarity of CPD program in schools was "Moderate".

In general, there is no problem of CPD policy document and implementation guideline in the school but the use of the document for clearing the goals and updating their knowledge to meet the intended purpose was as much as moderate in the school.

## **2. Perceptions of teachers and principals on the CPD Policy and Implementation guide lines.**

Based on the data analyzed, both respondents perceived CPD positively as a means to improve their subject and instructional knowledge, professional growth, teaching competence, and teaching/leading knowledge and skills. The respondents also perceived it as a means to improve students' academic achievements.

Majority of the respondents believed that teachers perceived CPD negatively as it is not used to update their pre-service training knowledge and skills and cannot help them to use a variety of student centered teaching methods. It is not interesting and participatory and does not also enable them to develop self-confidence.

Some teachers perceived CPD positively as it fulfills skills gap in teaching methods and increases experience sharing and intimate friendship among colleagues. It is also a strategy to solve teaching learning problems.

Others perceived CPD negatively as it can't develop teaching skills and knowledge rather than consuming time and there is no any adds whether they participated in the training or not.

The interviewees specified that almost all school principals perceive it positively. They further indicated that the school principals were respectful to run the CPD program in their school continuously. But, teachers perceived CPD both positively and negatively. They said that teachers develop negative perception towards continuous professional development due to there might be lack of sufficient time and burdened work condition, lack support from concerned stakeholders, no budget allocation ,lack of evaluation and follow up, lack of motivations and gaining/upgrading after finishing the training.

In conclusion, teachers perceived CPD both positively and negatively but the school leaders perceived it positively. This implies that the negative perception of teachers for some items implies that not all teachers perceive CPD policy and Implementation guide lines positivity in the schools.

### **3. Extent to which the practicability of CPD "Policy" as per its implementation guidelines in the school**

Majority, 94 (94.9%) of teachers and all (100%) of school principals reported that teachers were participating on the CPD programs. But, majority 57 (51.4%) of respondents indicated that the degree of the implementation of CPD activities was low in primary schools. This clearly indicated that the extent of teachers' and school principals' participation in continuous professional development activities was low. Thus, the study indicated that teachers and school principals did not give much attention to involve in CPD activities. Hence, the emphasis given by teachers and school principals to continuous professional development implementation as per its implementation guidelines is low.

In relation to this idea, the data attained through interviews from woreda teachers' development experts and cluster supervisors as well as the response of teachers and school principals to open-ended items indicated that, even though they participate in few

continuous professional development activities, it was low and their participation also varies from school to school as well as from teachers to teachers. However, the extent of their participation was not as intended in the CPD policy and implementation guidelines.

Regarding involvement of teachers in certain identified continuous professional development activities, the finding indicated that the activities like conducting action research; organizing portfolio by recording all CPD documents and team teaching did not get due emphasis and even the amount of time teachers' devoting to involve is below the CPD policy and implementation guidelines expectation. In general, teachers' involvements were either poor or not fundamental at all.

The data obtained through interview, open-ended questions and document analysis also discovered that teachers, school principals and cluster supervisors didn't give much attention to involve in some CPD activities. However, they participate in a few number of continuous professional development activities. From the document analysis, it was also observed that even though teachers were maintaining their professional portfolio and annual CPD action plan, there were very limited number of CPD activities attached to their portfolio.

To sum up, as it can be understood from the data obtained through questionnaire, interview and document analysis, primary school teachers were practicing in some of the activities and the motivation of teachers is so negligible. School principals and supervisors are so weak to the extent no one involves in CPD activities and there were no evidences attached to their portfolio.

#### **4. The extent of support by school leadership and school supervisor to the implementation of CPD in the school.**

About 78 (78.8%) of teachers approved that there were no support by school principals and supervisors to the implementation of CPD programs. On the other hands the majority 52 (52.5%) of teachers say that their support was "low" as indicated by the percentage. There was very low support by school principals and school supervisors which has a great impact on continuous professional development implementation activities.

The study results indicated that technical and professional supports from school principals and school supervisors on some identified continuous professional development activities like clearing the goals of CPD policy and implementation guidelines and helps teachers as they plan their CPD was found to be sufficient conditions. On the other hand, supports like creating favorable environment for CPD activity, providing financial and material support, participating in identifying CPD priorities, being role model itself by doing the CPD program, regular evaluation on CPD implementation, comparing the implementer on their performance in CPD results; and providing motivations for teachers was found to be unsatisfactory support.

## **5.2. Conclusions**

Based on the major findings, the following conclusions were drawn

1. To run the CPD program as intended in the policy/guidelines, it needs positive perceptions of stakeholders starting from the organization up to the implementers, because perception was the first point to achieve the intended target. Throughout this study, there is no problem of CPD policy document and implementation guideline in the school but the use of the document for clarifying the goals and updating their knowledge to meet the intended purpose was unsatisfactory in the school. Therefore, it concludes that teachers, school principals and supervisors understanding and knowledge of the importance and goals of CPD in the Schools of East Shoa Zone were at low level.

2. Teachers are the key achievers to accomplish the intended quality of education through CPD. This clearly requires positive attitude of teachers towards the policy and practice of CPD program. Unless teachers perceive CPD program positively, it is very difficult to undergo the program effectively since CPD program focuses on the professional development of teachers. The findings indicated that teachers perceived CPD both positively and negatively but the school leaders perceived it positively. Therefore, it is possible to conclude that the negative perception of teachers for some activities implies that not all teachers perceive CPD policy and Implementation guide lines positivity in the schools and which contributed to failures of CPD programs.

3. The finding indicated that the extent of teachers' and principals' participation in CPD activities was low and the activities like conducting action research; organizing portfolio by recording all CPD documents and team teaching did not get due emphasis and even the amount of time teachers' devoting to involve is below the CPD policy expectation. In general, teachers' involvements were either poor or not fundamental at all.

4. The MoE in Ethiopia developed clear guideline of CPD for school teachers in 2004. The roles of school principals and school supervisors were clearly indicated in this guideline. CPD program needs regular administration that requires the provision of clear instruction in the succession of action to be followed. These make the aims of training clear to perform support and follow up on its activities. Nevertheless, the findings indicated that technical and professional supports from school principals and school supervisors on some identified continuous professional development activities like clearing the goals of CPD policy and implementation guidelines and helps teachers as they plan their CPD was found to be sufficient conditions. On the other hand, supports like creating favorable environment for CPD activity, providing financial and material support, participating in identifying CPD priorities, being role model itself by doing the CPD program, regular evaluation on CPD implementation, comparing the implementer on their performance in CPD results and providing motivations for teachers were found to be unsatisfactory.

In general, there was a policy-practice gap in the sampled schools due to the unsatisfactory use of the CPD policy document for clarifying the goals and updating their knowledge to meet the intended purpose and many more discouraging factors like negative perceptions of teachers and school leader's support.

### **5.3. Recommendations**

Based on the major findings of the study and the conclusions drawn, the following recommendations were forwarded.

1. There was no problem of CPD policy document and implementation guideline in the school but the use of the document for clarifying the goals and updating their knowledge to meet the intended purpose was unsatisfactory in the school. Thus, it is recommended that training opportunities particularly on CPD policy and implementation guidelines shall be giving by woreda and Zone CPD coordinators for school teachers, principals and supervisors. Again continuous follow-up should be undertaken by the woreda coordinators and school supervisors. This is believed to have a positive effect on the use of the document and may contribute to raise the use of the document and increase confidence of the schools and professional development of teachers.

2. Negative perceptions of teachers towards CPD programs were indicated as one of the factors for failure of CPD program as intended in the policy/ guidelines. Therefore, the following strategies were recommended to reduce teachers' negative perceptions on the CPD policy and implementation guidelines.

- Woreda Education Office and school leaders should reduce the work load of teachers by allocating sufficient budget and increasing number of teachers.
- Woreda Education Office ought to apply the rewards and authorization associated with participation in CPD program
- MoE, REB, ZEO and WEO are advised to properly licensing, re-licensing, certification and career level for teachers after finishing the CPD training.
- MoE and REB should include the completion of CPD training as one criterion when selecting teachers for upgrading.

3. The findings of the study indicated that the emphasis given by teachers and principals to CPD implementation as per its implementation guidelines was low. Even though they participate in few CPD activities, it was low and their participation also varies from school

to school as well as from teacher to teacher. However, the extent of their participation was not as intended in the CPD policy. Thus, it is recommended that school-based trainings in implementing CPD program could be organized so as to equip the implementers with the necessary knowledge and skill in the field and it is important to have awareness creation on teachers' continuous professional development program at school level. More-over, MoE must be introducing legislation and put in to practice concerning CPD and linking it to career structure and appraisal.

4. The findings of the study indicated that school principals and supervisor's supports on CPD program like creating favorable environment for CPD activity, providing financial and material support, participating in identifying CPD priorities, being role model itself by doing the CPD program, regular evaluation on CPD implementation, comparing the implementer on their performance and providing motivations for teachers in the sampled schools was found to be unsatisfactory and these resulted in ineffective implementation of CPD program. Enhancing intended support on the implementation of CPD as intended in the policy and implementation guidelines requires integrated efforts of stakeholders. Therefore, to run the CPD training effectively the concerned bodies ought to perform the following things.

- WEO, school principals and supervisors are advised to seek solutions to the problems which are accountable for the un-conduciveness of the school environment for implementing CPD activity.
- School principals should compare teachers on their performance and achievement in CPD in order to promote teachers' participation in CPD activities.
- School principals and supervisors must also be involved in the CPD activities, and conduct formal professional discussions with staff.
- School leaders and supervisors prepare awareness creation training in the preparation of modules and portfolios for school teachers.
- WEO, School principals and Supervisors design systematic support, follow up and evaluation strategies on the implementation of CPD continuously.

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## **List of Appendices**

**Appendix- A:** Questionnaire for Teacher and Teachers' Development deputy Principals

**Appendix-B:** Interview for Woreda Teachers' Development Experts and cluster supervisors

**Appendix-C:** Note Taking Format for Document Analysis

## **Appendices**

### **Appendix-A**

**Addis Ababa University**

**College of Education and Behavioral Studies**

**Department of Educational Planning and Management**

**A questionnaire to be filled by primary school Teachers and Teachers' development deputy principals.**

Dear respondents,

This questionnaire is prepared for collecting relevant data to assess **Policy and Practice of Teachers' Continuous Professional Development** in Government Primary Schools of East Shoa Zone. All information you provided will be strictly kept confidential and will be used only for an academic purpose. The findings of this study serve to forward recommendations for possible improvements and adjustments in the program. Thus, you are kindly requested to contribute in filling out the questionnaire responsibly.

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

-You are kindly requested to respond to all items.

**Thank you very much for your cooperation!**

## 1. Personal Information

**General direction:** Please give short and brief answers for items requiring completion in the space provided and put "X" in the box representing your choice.

1. Name of the school \_\_\_\_\_ woreda \_\_\_\_\_

2. Sex: Male  Female

3. Age in year

A) 20 or below       C) 31-40       E) 51 or above

B) 21-30       D) 41-50

4. Service in years

A) 1-5       D) 16-20       G) 31 or above

B) 6-10       E) 21-25

C) 11-15       F) 26-30

5. Job responsibility

A) Principal ship       C) Supervisor

B) Teaching       D) Expert

6) Qualification:

A) Certification       C) Bachelor degree

B) Diploma       D) Master's degree

**1. Perceptions of School on the CPD policy document and implementation guidelines?**

1.1. Does your school have CPD policy document and implementation guidelines?

- A) Yes                       B) No

1.1.1. If your response for the above question is “yes”, how do you rate the use of the document?

- A) Very High     B) High     C) Moderate     D) Low     E) Very low

1.1.2. If your response for the question number 1 is “No”, why? \_\_\_\_\_

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1.2. In your understanding, to what extent the goals of CPD policy/guideline clarify in your school?

- A) Very High     B) High     C) Moderate     D) Low     E) Very low

1.2.1. If your answer to question 1.2 above is „Low“ or „very low“, what do you think \_\_\_\_\_ is \_\_\_\_\_ the reason? \_\_\_\_\_

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**2. Perceptions of teachers and principals on the CPD Policy and Implementation guide lines.**

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

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

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

No	Perceptions and views on CPD Policy and Implementation guide lines	Degree of agreement				
		Strongly Agree(5)	Agree (4)	undecided(3)	Disagree (2)	Strongly Disagree(1)
2.1	CPD is a means to improve the subject and instructional knowledge					
2.2	CPD is used to update my pre-service training knowledge and skills					
2.3	CPD improves students’ academic achievements					
2.4	CPD plays an important role in improving my professional growth					
2.5	CPD can help me to use a variety of student centered teaching methods					
2.6	CPD is interesting and participatory					
2.7	CPD encourages me to remain in my profession					
2.8	CPD improves my teaching competence					
2.9	CPD is a means to develop my teaching knowledge and skills					
2.10	CPD enables me to develop self-confidence					

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

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**3. In your understanding, to what extent the CPD “Policy” as per its implementation guidelines is practicable in your school?**

- A) Very High     B) High     C) Moderate     D) Low     E) Very low

3.1. If your answer to question 3 above is „Low“ or „very low“, what do you think is the reason? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3.2. The extent of teachers’ engagement in CPD activities as intended in the policy.

3.2.1. Do teachers participate in your school CPD program me activities?

- A) Yes     B) No

3.2.2. If your response for the above question is “yes”, how do you rate the participation of the teachers?

- A) Very High     B) High     C) Moderate     D) Low     E) Very low

3.2.3. If your response for the question number 2.1.1. is “No”, why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4. in your opinion, to what extent do teachers involving in the CPD activities in your school?**

Please mark “√” in the matrix representing degree of your agreement for each item indicated below.

No	Item	Degree of agreement				
		Very High(5)	High (4)	Moderate (3)	Low (2)	Very Low(1)
4.1	I) To what extent do you take part in the following activities?					
	a) Involving in the selection of the school CPD priorities					
	b)Annual CPD plan					
	c)Taking 60 hours of CPD activities each year					
	d)conducting action research					
	e)Organizing portfolio by recording all CPD documents					
4.2	II) Do you take part in support or collaboration with the other teachers?					
	a)Mentoring					
	b)Sharing of good practices within the school					
	c)Team teaching					
	d)Workshops					

**5. The extent of support by school leadership and school supervisor to the implementation of CPD in your school.**

5.1. Do you think school leadership and school supervisor support the implementation of CPD programs in your school? A) Yes  B) No

5.2. If your response for the question number 3.1 is “yes”, how do you rate the support? A) Very high  B) High  C) Moderate  D) Low  D) very low

5.3. If your response for question number 3.1 is “No”, why?

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5.4. The following activities are about **supports** from school leadership and school supervisor in implementation of CPD in your school. Please mark “√” in the matrix representing degree of your agreement for each item.

No	Item	Degree of agreement				
		Strongly Agree(5)	Agree (4)	undecided(3)	Disagree (2)	Strongly Disagree(1)
5.4.1	Clarify the goals of CPD policy/guideline					
5.4.2	Creating conducive atmosphere for CPD activity					
5.4.3	Providing financial and material support					
5.4.4	Identifying CPD priorities to be treated by each teacher					
5.4.5	Professionally support teachers as they plan their CPD					
5.4.6	Professionally support teachers as they implement their CPD plan					
5.4.7	Being role model by taking part in CPD implementation					
5.4.8	Regularly evaluating whether implementations are achieving intended results					
5.4.9	School compare teachers on their performance and achievement in CPD					
5.4.10	Providing incentives for teachers					

2: open-ended questions

Please give short and brief answers in the space provided

2.1. Please list down what CPD “policy” and guideline have teachers, school leaderships and supervisor use?

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2.2. Please list down what CPD activities have teachers, school leaderships and school supervisor effectively implemented?\_\_\_\_\_

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2.3. What do the school leaderships and school supervisor do to support teachers as they implement their CPD plans?\_\_\_\_\_

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Thank you in advance for your cooperation!

## **Appendix-B**

### **Addis Ababa University**

#### **College of Education and Behavioral Studies**

#### **Department of Educational Planning and Management**

An Interview Guide questions to collect information from woreda teachers' development experts and cluster supervisors about policy and practice of teachers' CPD in primary schools.

1. Do you think that your schools have CPD Policy document and implementation guide line and use it properly? How do you justify?
2. Does your school (WEO) have plan for CPD program? if not why?
3. How do you judge the perceptions of principals, vice-principals and teachers towards CPD Program? Why these perceptions happened to them?
4. Do you think CPD is properly implemented?
5. How do you follow-up the implementation of CPD activities in each school?
6. Would you mention the major activities that the teachers are participating?
7. How do the teachers justify their participation in the CPD activities?
8. Do you think the school leaderships and school supervisors participate in CPD activities? How do you justify?
9. Has your office given any support in implementation of CPD program? If yes, what type of support? If not, why?

Thank you in advance for your cooperation!!

## Appendix-C

### Addis Ababa University

#### College of Education and Behavioral Studies

#### Department of Educational Planning and Management

Note Taking Format for Document Analysis

Name of school \_\_\_\_\_ Woreda \_\_\_\_\_

#### 1. School CPD plan

No	2012 Eth.c Academic year	Total number	No. of CPD action plans prepared	No. of CPD action plans do not prepared	No. of CPD action plans Implemented	No. of CPD action plans do not Implemented
1.1	Teachers					
1.2	School principals					
1.3	Cluster supervisors					

#### 1.4. Need analysis

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#### 1.5. Major CPD activities

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1.6. Budget for CPD programs

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1.7. CPD evaluation mechanism

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**2. Teachers' portfolio**

2.1. Activities performed

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2.2. Support given by different stakeholders\_\_\_\_\_

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2.3. Feedback given by different stakeholders\_\_\_\_\_

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**3. Report files**

3.1. Certifying performed CPD action plans duly checked and approved by teachers' development deputy principals:

3.1.1. Teachers CPD plans\_\_\_\_\_

3.1.2. Principals CPD plans\_\_\_\_\_

3.1.3. Cluster supervisors CPD plans\_\_\_\_\_

**Declaration**

I, the undersigned, declare that the thesis is my original work and has not been presented for a degree in any other University, and that all sources of material used for this thesis have been duly acknowledged.

Name: Girma Aboye

Signature\_\_\_\_\_

Date\_\_\_\_\_

Place: College of Education

Addis Ababa University

June 2021

This thesis has been submitted with my approval as University advisor.

Name: Demoze Degefa (PhD)

Signature\_\_\_\_\_

Date:\_\_\_\_\_