

Addis Ababa
University
(Since 1950)

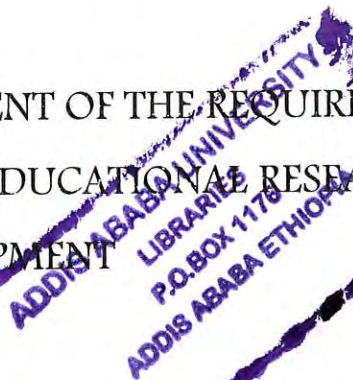


THE FACTORS INFLUENCING THE EFFECTIVE
IMPLEMENTATION OF CONTINUOUS PROFESSIONAL
DEVELOPMENT PROGRAM: THE CASE OF SELECTED
SECONDARY SCHOOLS OF ADDIS ABABA

LAMESA TURUNA

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF
ADDIS ABABA UNIVERSITY

PRESENTED IN PARCIAL FULFILMENT OF THE REQUIREMENT FOR
DEGREE OF MASTER OF ART IN EDUCATIONAL RESEARCH AND
DEVELOPMENT



ADDIS ABABA UNIVERSITY

ADDIS ABABA, ETHIOPIA

Feb 2014



THE FACTORS INFLUENCING THE EFFECTIVE
IMPLEMENTATION OF CONTINUOUS PROFESIONAL
DEVELOPMENT PROGRAM: THE CASE OF SELECTED
SECONDARY SCHOOLS OF ADDIS ABABA

LAMESA TURUNA

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF
ADDIS ABABA UNIVERSITY

PRESENTED IN PARCIAL FULFILMENT OF THE REQUIREMENT FOR
DEGREE OF MASTER OF ART IN EDUCATIONAL RESEARCH AND
DEVELOPMENT

ADDIS ABABA UNIVERSITY

ADDIS ABABA, ETHIOPIA

Feb 2014

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

THE FACTORS INFLUENCING THE EFFECTIVE IMPLEMENTATION
OF CONTINUOUS PROFESSIONAL DEVELOPMENT PROGRAM. THE
CASE OF SELECTED SECONDARY SCHOOLS OF ADDIS ABABA

BY

Lamesa Turuna Iticha

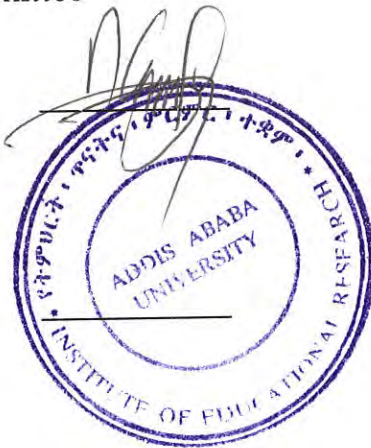
Approved by the board of Examiners

Name	Signature	Date
------	-----------	------

_____	_____	_____
-------	-------	-------

Chairman, Institute Graduate Committee

1 Daniel Desta



01.04.15

Advisor

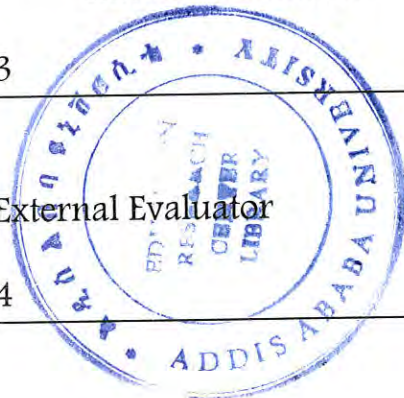
2 _____

Internal Evaluator

3 _____

External Evaluator

4 _____



ACKNOWLEDGEMENT

First and for most I would like to express my sincere and profound gratitude to my advisor, Dr Daniel Desta, for his constructive comments and unreserved guidance on crucial issues of the study. My thanks also go to those teachers who participated in this study and enrich this study with valuable information and school administration, Sub city education experts of Akaki kality, Kirkos and Nifas silk sub cities of Addis Ababa city administration and the school Communities of the Lafto, Derartu Tullu and Abyot kirs secondary school.

Table of content

Title	Page
Acknowledgement -----	i
Table of content -----	ii
List of tables -----	vii
List of acronyms -----	viii
Abstract -----	viii

CHAPTER ONE

1 Introduction-----	1
1.2 Statement of the problem-----	4
1.3 Objectives of the Study-----	6
1.4 Scope of the study-----	7
1.5 Limitation of the study-----	8
1.6 Operational Definition of terms-----	8

CHAPTER TWO

2 Review of literature-----	10
2.1 Meaning of CPD Program-----	10

2.2 Continuous Teachers Professional Development: An overview -----	12
2.3 Updating and Upgrading-----	17
2.4 Effective teaching-----	18
2.5 The CPD Cycle-----	19
2.5.1 The CPD cycle “PLANING LEVEL”-----	20
2.5.1.1 Institutional planning-----	21
2.5.1.2 Individual Planning-----	21
2.5.2 The CPD cycle “DO”-----	22
2.5.3 The CPD cycle “EVALUATE”-----	22
2.6 Factors Affecting the Effective Implementation of CPD-----	23
2.7 National and International Research-----	24
2.8 The purpose of Professional Development-----	25
2.9 Continuous Professional Development Activities-----	26
2.9.1 Induction-----	26
2.9.2 Mentoring-----	27

2.9.2.1 Challenges of Mentoring-----	28
2.9.3 Action Research-----	29
2.10 Professional Development Portfolio (PDP) -----	30
2.11 Time for CPD -----	31

CHAPTER THREE

3.1 Design of the Research-----	32
3.2 Source of data-----	32
3.3 Sampling technique-----	33
3.4 Instrument & Procedure of data collection -----	34
3.4.1 Interview-----	34
3.4.2 Questionnaires-----	34
3.4.3 Document analysis-----	35
3.5 Procedure of data collection-----	35
3.6 Method of data analysis-----	35

CHAPTER FOUR

4. Presentation Analysis and Interpretation of data-----	37
4.1 Analysis of the data -----	37
4.1.1 Background Characteristics of Respondents-----	37
4.1.2 Analysis of the Responsibilities and Activities of Stakeholders-----	41
4.1.3 Up-dating and Up-grading-----	44
4.1.4 Induction, Experience sharing and training program-----	49
4.1.5 Action research-----	51
4.1.6 Organizational input and evaluating CPD Program periodically-----	53
4.1.7 The use and role of schools in promoting CPD-----	56
4.1.8 Analysis on the variables which have influence over CPD-----	58
4.1.9 Additional Document Analysis-----	60

CHAPTER FIVE

5. Major finding Conclusion & Recommendation-----	61
5.1 Major findings of the Research -----	61
5.2 Conclusion -----	65
5.2 Recommendation-----	66
Reference-----	68
Appendix -----	

LIST OF TABLES

page

Table 1. Description of population and samples used -----	33
Table 2. Description of respondents by Age -----	37
Table 3. Description of respondents by service in years -----	38
Table 4. Description of respondents by field of study -----	39
Table 5. Description of stakeholders and their responsibility -----	41
Table 6. Description of respondents in terms of up-dating and up-grading-----	44
Table 7. Description of respondents in terms of Induction, sharing experience and training -----	49
Table 8. Description of respondents' agreement on teacher's participation on action research -----	51
Table 9. Description of respondents' agreement in terms of organizational input and evaluating CPD program periodically. -----	53
Table 10. Description of variables which have influence over CPD. -----	58

ACRONYMS

CPD- Continuous Professional Development

SIP - School Improvement Program

TDP- Teachers Development Program

ETP-Education and Training Policy

MOE- Ministry Of Education

ICT- Information Communication Technology

PDP-Professional Development Portfolio

EPDRF= Ethiopian People's Democratic Revolutionary Front

MA-Master of Art

BA/BED-Bachelor of Art/**B**achelor of Education

EDPM=Educational Planning and Management

VSO=volunteer service overseas

Abstract

The main objective of this study was to investigate the factors influencing the effective implementation of CPD Program in Addis Ababa city administration. To accomplish this purpose, a descriptive Survey method was employed. Data for the study were collected using Questionnaires, interview and document analysis. By Purposive sampling method from Addis Ababa city administration. Abiyot Kirs, Derartu Tullu and Lafto secondary schools were selected as a sample. In the study 109 Teachers participated on filing the questionnaires and 15 Teachers have Participated on interview in number 6 teachers , 3 Unit leaders, 3 directors, 3 sub city Educational Experts have Participated on an interview and document analysis is also took place in selected schools and portfolio of six teacher, two teachers from each school have been seen. Data obtained through questionnaires were qualitatively described and interpreted and combined with the information obtained through interview were qualitatively described in to supplement the quantitative data. The result of data analysis and interpretation indicated that the support given to teachers both pre-services and post practice was low, the supports provided for teachers after, they started teaching and follow up-system was also very poor it was considered the only responsibility of the sub city T DP expertise and supervisors, the attitude of teachers towards the CPD program was found negative, and the idea of the teachers and directors shows contradiction on CPD activities. On the bases of these major findings conclusions were made in chapter five. Finally recommendations were suggested.

Lamesa Turuna

Feb 2014

CHAPTER ONE

1. Introduction

Education is the bullet to fight poverty and bring sustainable development. Now a day, the government of Ethiopia is considering the issue of quality education. In the last two decades, great emphasis has been given to the coverage with the slogan of “education for all citizens or eradicating illiteracy by expanding access of school throughout the country.” Originating from this point of view number of higher institutions as well s high schools also expanded throughout the country, but the major problem with the expansion of access of education opportunity is the painless diseases which can kills a citizen is lack of quality Education. Without quality of education it is impossible to be competent in science and technology to bring sustainable development. If the quality of education is not assured in the country; its effect can be seen on the next generation. Due to the above facts the government of Ethiopia is formulating different plans of education package and standards to assure quality of education in this country from the plans of education package formulated by the government Teachers Development Program (TDP) which includes Induction and Continuous Professional Development program (CPD).From this CPD is the one which mainly focuses on up-dating and up-grading programs which are formulated to improve teachers’ skill, capacity and knowledge through service training and in-service training programs

Any organization needs service for the employees and to get enough service it needs training through pre-serves or through in- service.

However, knowledge and skills acquired at one time does not suffice for career life because knowledge is dynamic. Therefore, there is pressing needs for continuous learning and up-dating (Sims, 1993:1), Skyrme (1999, cited in HaileSilassie (2006) illustrates that the societies

developmentally take a leap Over 50/60's and which is likely to extend up to 2010/2020 features knowledge era. *It is*–stated that

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

Thus, updating and upgrading can causes the need for teachers to be continuously improving their teaching methodology, Problem solving capacity and up–date their knowledge in their subject area. Teachers must continuously develop and up–date their range of skills, techniques and knowledge in order to best utilize new curricular and support continuous education reform initiatives.

CPD is a career–long process of improving knowledge, skill and attitude centered on the local context and particularly in the classroom practice.CPD goes beyond the term “training” and it encompasses the wide range of activities including formal and informal means of developing workers professionally and it will bring the improvement of their own practice (MOE, 2003:96)

According to Galloway (In Daniel, M. and Geoff L.2008), the concept of CPD is often ill defined. However, being in many cases combined with related concepts of in–service training and on–the–job training both are more limited than CPD. It can encompass a wide variety of setting (inside and outside of the work place). It is also distinguishable from the broader concept of lifelong learning, which can include all kinds of teaching–learning process. It is seen primarily as being related to practitioners’ professional identities and roles and goals of the organization for which they are working. CPD benefits individuals in identifying their own strength and the areas which they need to work on so that they improve their own attributes, knowledge and understanding skill, which enable them to cope–up with the ever changing world. It also

benefits organizations in increasing their efficiency and to achieve their goals through professional development program (PDP). When it comes to an education sector, it even becomes more critical and complex. It is clear that competent teachers are vital to the success of any teaching institution. It is equally clear that teachers require CPD because of enabling them to address the challenges they face. Continuous Education Reforms trigger numerous demands to re-examine and reform the way teachers educate and perform their job. Academic expectations are also increasing advancement in technology encourages the change of working environment. Development of new institutional strategies and delivery methods initiate teachers to carry out a multitude of issues ranging from increased student expectations to the conditions that students would confirm in their communities. Employers are demanding for more flexible work force with ever-growing skill. As a result, teachers need to up-date them-selves with all these changes and requirements.

According to Day (1991:4) CPD is a process by which alone and with others teachers review renew and extend their commitment as change agent to the moral purposes of teaching by which they acquire and develop critically the knowledge skill and emotional intelligence essential to good professional thinking planning and practice with children. David (2006: 141) stated CPD as an aspect of INSET. He required that CPD is concerned with staff collaboration strengthening of relationships between schools and research institution and minimizing the gap between pre-service and in service professional requirements of teachers. Whereas INSET is crucial activity not only for continuous professional development of teachers, but also for overall improvement of student learning, the quality of education and school improvement.

The definitions given by the above scholars have one crucial thing in common. They all agree on CPD activities mainly concerned with the improvement of school and professional Development of individual teachers and the school community as a whole.

1. 2. Statement of the problem

The Ministry of education (2003) stated that the education and training policy (ETP) set high standards for teachers and described a new approach to education. At the heart of this new approach was the promotion of more active learning, problem solving, and student centered teaching methods. Research surveys showed that with the expansion of education, and large class size, teachers still relied largely on teacher centered method with limited opportunities for continuous professional development (MOE, 2003). Amare, Daniel, Diribsa and Wana (2006) Report that CPD has laid fertile ground to build strong academic achievement. On the other hand there are findings that show CPD has little or no effect, on teacher's classroom practice. Utilization of participatory approach of teaching, improved professional knowledge and skills. According to Giza chew (2006) for instance CPD has little effect on teacher's classroom practice. Similar observation made by Berry(2008,30)in a study commissioned by VSO Ethiopia conducted in three regional namely, Affar,Amhara and Tigray, Regional states, argue that although the policy is to update all teachers to Diploma level there is no difference in the teaching quality of certificate and diploma holders, the impact on classroom remains a challenge.

According to UNESCO (1996) the development of Trained Labor force makes significant contribution to national development by facilitating the application of science and technology for transformation of material in to goods and services (source UNESCO .1996.15)Teaching as a process of changing behavior and cognition of the Lerner demands the relevant pedagogical preparation of teachers. In this regard, the role of teachers cannot be ignored. As Lockheed and Verspoor (1991) Yalew (2000) indicated some among many reports that the quality of education rests mainly on the quality of teachers.

The national Education conference document (July, 2002) as cited in Gizaw (2006) stated that teachers were not committed to their profession and they do not employ modern method of teaching. Similarly, MOE (2004) report that the quality of teaching learning process in Ethiopian schools was very low, i.e. problem solving cooperative learning and learning by doing approaches are limited or not completely practiced.

In other words, the main idea of the Continuous Professional Development program is with the aim of improving quality of education in the country. And if the quality of education goes wrong everything becomes wrong. To protect this Continuous Professional Development program is adopted and applied in the last two decades. The policy clearly indicated that emphasis should be given to up- grading and up- dating both pre- serves and in- service training. It was recognized that teachers were the key to school improvement and, therefore, a program of in- service training of continuous professional development program was developed in 2005. A continuous professional development guideline was produced outlining the new strategies and courses developed for the induction of newly developed teachers and for continuous Professional development program for the experienced teachers of three and above year, (MOE 2003, Un- published page 2)

In addition to the above idea mentioned in MOE (2003:2) the researcher is going to see the factors that influence the effective implementation of Continuous Professional Development in selected high schools of Addis Ababa city administration. Teachers must continuously develop and up- date their range of skills, techniques and knowledge in order to best utilize new curricular and support continuous education reform initiatives. Teaching as a process of changing behavior and cognition of the Lerner demands the relevant pedagogical preparation of teachers. In this regard, the role of teachers cannot be ignored. As Lockheed and Verspoor

(1991) Yalew (2000) indicated some among many reports that the quality of education rests mainly on the quality of teachers.

The national Education conference document (July, 2002) as cited in Gizaw (2006) stated that teachers were not committed to their profession and they do not employ modern method of teaching. Similarly, MOE (2004) report that the quality of teaching learning process in Ethiopian schools were very low, i.e. problem solving cooperative learning and learning by doing approaches are limited or not completely practiced.

The CPD document (MOE, 2004a) concludes that there is a gap in the intended professional competence and the actual competence of teachers. Teacher's attitude towards program also matters in this practice. In spite of the above reviewed findings on CPD the researcher found it helpful to undertake a study that deals with the practice and challenges of teacher's CPD in Addis Ababa City administration for some important reasons. First, though CPD is one of the most important programs to up-date teachers professional competence and skill to attain a desired quality of education, nevertheless but teachers principles supervisors, Woreda education officials and the Sub-city Education bureaus complaining its complexity secondly as I was Woreda Education officer of Quality Education I had real doubt whether the necessary supports such as in-depth training seminars, workshops and different motivations were in place for school based CPD would help to understand what is actually going on in Addis Ababa City administration and what has to be done to promote the benefit from the CPD program

1.3 Objectives of the Study

The general objective of this study was to assess the practice challenges of teachers CPD program in secondary schools of Addis Ababa city administration.

Specifically, the study intended to:-

- ❖ Identify The type of Support that teachers obtain to implement the CPD program into practice;
- ❖ Assess the attitude of secondary school teachers towards CPD program;
- ❖ Investigate the methods employed to practice CPD activities in secondary schools.
- ❖ Assess the effect of CPD on the daily activities of secondary school teachers, and
- ❖ Identify those challenges, which affect the effective implementation of CPD program in Addis Ababa city administration.

To do this, the study aims to answer the following research questions.

- What type of support teachers obtain to implement the CPD program in secondary schools?
- What are the attitudes of teachers towards the CPD in secondary schools?
- How do teachers perform the CPD activities?
- What effects do the CPD programs bring to daily activities of secondary school teachers?
- What are the challenges, which influence the effective implementation of CPD program in the secondary schools?

1.4. Scope of the study

The scope of this study was confined to only three high schools of Addis Ababa City administration ;Abiyot kirs, Lafto and Derartu Tulu secondary schools. Besides this the participants of this research were teachers of sample taken schools, directors, unit leaders Woreda educational officials and the experts of sub-city education offices. Basically this research focuses on the Factors Influencing the Effective Implementation of Continuous Professional Development in the case of the three selected secondary schools of Addis Ababa city administration selected high schools selected from three Sub cities of Addis Ababa.

1.5 Limitation of the study

The following were the problems encountered the researcher when conducting this study. Respondents' reluctance to fill the questionnaires and some of the teachers were not volunteers to be interviewed, and it would have been better if the study had been included large sample size, but due to financial and time constraints the researcher is forced to use sample population. These might have affected the richness of the study in scope and depth.

1.6. Operational Definition of Terms

Continuous Professional Development. Modular Program that is

delivered at school level to improve teachers' competence and skills in the level they are Currently teaching.

Continuous Professional Development activities. The range of

experiences which Contribute to teachers' development or activities that progress teachers existing skills or enhance his/her professionalism.

Experienced Teachers. Those teachers who have position in career

Structure above beginner teacher (three year above).

Mentor. Teachers who acts as counselor or guide for newly deployed

during attending induction program.

Induction. The first phase of CPD

Secondary school. Schools that have grade level of nine to twelve

(Grade9-12)

Teachers Professional Development. the sum total of formal and

Informal Learning experiences throughout ones career

from pre-service teacher Education to retirement.

CHAPTER TWO

2. Review of Related literature

2.1 Meaning Continuous professional development program

Continuous professional development helps more the enhancement of quality of education and gives opportunity for teachers to update their profession and the school improvement program is realized with the help of these programs. Different authors define CPD in different ways but they tried to express the same idea. According to MOE (2009) CPD is “an activity that makes teachers a better teacher” Tilahun (1990:87) define CPD as the.

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

Clyne (1995) also defined CPD as the way in which professionals try through their active lives of service to refresh their own knowledge and ability and build a sense of collective responsibility to the society (Clyne, 1995:15)

Many authors use CPD similarly with staff development (Tilahun, 1990:8; Clyne, 1995; Sparks and Harish, 1997) but Craft and Burgess (2001:141-142) and Abdal-Haqq (1998:21) indicate the difference between the CPD and staff development

Four authorities conceived staff development as narrowly focusing on minor institutional missions; lacked integration among efforts, follow up

mechanisms; results were not satisfactory attempts were just to receive crises; and reliance was on external expertise the learner has no right to choose the content and method of learning on the other hand CPD is concerned with start collaboration, broadening pedagogical and subject matter knowledge, strengthening of relationship between schools and research, institutions, minimizing the gap between professional requirement and limitation and in pre-service teacher training and focusing on capacity building up to required standards. It emphasizes on empowerment and responsiveness to local needs and demand for higher quality of education. It aims at serving self-identified development needs rather than prescribed ones.

Neo (1999,218) also conceived CPD as embracing formal education, job experience, relationship, and self-reflection. It prepares professionals to manage the future. It is not targeted at preparing for current job CPD, unlike staff development focuses on total organizational development. According to Bell (1991) the professional development of teachers should then be regarded as:

A deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for furthering their job satisfaction and career prospects and of the institution for supporting its academic work and plans and the implementation of programmers of staff activities designed for the harmonious satisfaction of needs (Bell 1991. 4)

In addition to the above Dads' (2000,55) stated that

The journey of professional growth in to new and better practices is often unpredictable; often non linear; often emotional as well as cerebral. It demands the capacity and strength t to ask question; to analyze and interpret feedback; to describe the emotions generated by self-study; to change established practices in the light of new understanding and emotionally curious.

According to UNESCO report on education quality many countries mix the following approach in their Vision of quality such as :1/Humanistic approach which focuses on students constructing of knowledge, active learning and social action 2/ behaviorist approach which assumes that students must be led by increment steps to specific, pre-defined ends, 3/a critical approach which focuses on understanding and correcting inequalities, and 4/ an indigenous approach which rejects main stream education import and tend from the centers of power (UNESCO 2004)

The above definitions tries to indicate the definition of CPD as activities associated with career life endeavors to improve professional competency and standard. They also tried to transmit the idea of acquisition of knowledge, skill and attitudes so as to evaluate one's professional status to the desirable level

2.2 Continuous Teachers professional Development. An overview

According to Sharon, et.al (2009) professionalism is an idea that points in many different directions. At least two are worth signaling here. First, it points in the direction of profession that is a category of occupation classification and second in the direction of professional virtues, that is categorization of technical and ethical standards claimed on behalf of certain occupational roles. It is also possible and common place to see both

professions and professional virtues in normative terms. Treating them either more or less idealistically or contrast more or less critically, professionalism emphasizes the special nature of professional workers (Sharon, et.al (2009)

Different literatures indicate that CPD is of recent phenomenon.

Nicholls (2001:16) forwarded the forces initiated CPD in Great Britain. Accordingly, three reports appeared in the 1960's. The report was Hale report (1967), Bryn more John report (1965) and parry report (1967). All the above reports indicated that there were problems in teaching Bleach (1990:1) also stated the same idea until 1970's little attention was given to mentoring. In the Great Britain the James report (1972) recommended assignment of men to ring for beginning teachers. According to Glover and Low (1996: 10-14) Education become priority issue for the development of one country accordingly, trained and competent teachers were needed, in line with this McNair commission proposed the provision of refreshment courses for serving teachers.

The explanation shows that even though the evidences come from United Kingdom and USA CPD programmers are world phenomenon in the 1960's. They were meant to mitigate educational problems and to improve the quality of education.

As indicated in MOE (2009), even though there might have been some effort to up-grade teachers' professional competence through workshops, seminars and short term training, a dedicated training of CPD for primary school teachers was developed only in 2005.

According to MOE (2009) the aim of CPD is to improve the performance of teachers in the classroom in order' to raise students achievement and learning. It is career long process of improving knowledge, skill, and attitude centered on the local context and particularly classroom practice

According to the report of Commission of the European Communities (2000:3) cited in Julia, P. (2009)

All purposeful activity undertaken on an ongoing basis with the aim of improving knowledge, skill and competence... to adjust to the demands of social and economic change and to participate activity in the shaping of Europe future (CEC: 2000:3).

And the other cited by Julia, P. (2009) learning to be, to know, to do and to live together be not enough. Learning to “adapt to change” is not enough learning to change, to proactively direct redirect change for human well-being and development, remains a critical change and the mission of education and learning system, especially in today highly in equitable world.

From the above definition given by different authors we can conclude that, the need for CPD program is to update the skill of teachers in terms of subject knowledge, attitude, skill etc... to create a good citizen at the school levels that shape the future dream of their own as well as the country.

According to MOE (2009) the aim of CPD is to improve the performance of teachers in the classroom in order to raise student’s achievement and learning. It is clear-long process of improving knowledge, skill and attitudes centered on the local context and particularly classroom practices. It is important to recognize that CPD undertaking have a numbers of objectives. According to Village, Reamers’ (2003) teachers’ development program are aimed at enhancing teacher effectiveness and Marczely(1990)pointed out the main reason for CPD is that it helps a teacher to achieve higher level of professional competence and understanding

From the above idea of authors CPD has two main purposes one enhancing the teachers competency in skill, knowledge and effectiveness and increasing sense of competency among the teachers that indirectly promote students to learn.

According to Ministry of Education (1999) profile of all teachers contains three major professional competencies, they are professional attributes, academic and professional knowledge and professional practices. As Levis, J. Rabin (1974) indicated. The world changes so rapidly that we are likely to think of the past as totally different. Hence it is useful from time to time to examine the development over the year of institutions, issues, and problems to perceive again that they do not spring from nowhere but have been emerging and progressing from some time (Levis Rubin 1974:5)

From this we can conclude that teachers need to change with the world changing in terms of technology and science to create better future for their students and their Country as a whole.

The operation of the school system depend on the human power performance so if the teachers of the school were the vital element to change over all school. To operate this better it requires training that looks place is two forms

Pre-service and in- service. In most cases training teachers is a pre-service activity. However, several writers underline the inadequacies of pre-service program for the preparation of teachers .As coated in HaileSilasie ,2006 (Castetter, 1962; Galbe porter, (1977) Harris (1989) Jackson in Harris (1989:13) support this idea by noting that pre-service training is only the first stage of becoming a teacher. In other words, pre-service education and training can be no more than a foundation for it' is difficult to foresee all the way fall on the teaching profession in the future. Further including the in adequacies

of pre service training and the rationale for in-service education Harris (1989:12) stated "even if a fully qualified, ideally competent staff where available time will gradually erode that competence as conditions change and old competencies become absolute"

Scholars and researchers offer many variations of the definition of in-service education but there is also similarity. As cited in Haile Selassie (2006) service education to mean

The development of the individual which arises from the whole range of events and activities by Which serving teachers can extent their personal academic /practical/ education, their professional competence and their understanding of educational principles and methods. (Page)

From his we can easily understand the idea of serving teachers helps the teachers to extend their knowledge and up-grade their competence from time to time.

According to Nicolas (2001) CPD was formerly known as in service education and training for INSET. He also stated that CPD was first developed in 1960,s in Great Britain. The reason that gave birth for its emergence were problems identified on the issue of the quality of teachers in America, as cited in Tilahun (1990) noted that the factors that initiated the need for CPD were 1) The coming of rival countries to lead in scientific and economic competition, such as the launching of the sputnik satellite by the soviet union and 2/the issue of social justice and pragmatism so instead of Developing teachers training institutions only the upgrading program were mode to take place in schools. Hence, due to continuing internal and external pressure on the education system CPD has emerged and got wider. Amare and et.al (2006) indicated that the government acknowledges the key role that teachers play in education quality and practices teachers at the cone of its quality Tm prove mat strategies. Nevertheless, findings of d/t studies show that the quality of CPD program in Ethiopia is low and it was deservingly criticized

for its inefficient training to upgrade teachers, qualification and to provide adequate number of teacher.

Further more TESSO (2003) identified the problems of the CPD program in the country as poor educational management and planning, lack of crucial, effective and positive support and supervision combined with misuse of scarce resource in addition to this, the quality of educational leadership at grass root level and the role of community in the implementation process have not been satisfactory as desired.

2.3 Up-dating and Up-grading

Up-dating is a continuous process in which every professional teacher participates during their career as a teacher. It focuses on subject knowledge and pedagogy and improves classroom practice MOE (2009) and up grading is the process by which teachers can choose to participate in additional study outside their regular work as a teacher at appropriate times in their career E.g. Convert a certificate to a diploma, a diploma to a first degree /first degree to a master's degree (MOE 2009)

According to Villegas-Readers (2002) as cited in Yihunie (2008) the overall objective of the CPD is to raise the achievement of students in Ethiopian schools and higher education institutions. The specific objectives of the Continuous Teacher professional development are: Support teachers capacity to teach effectively using appropriate, new ,student centered and problem solving approaches .According to the active-learning –based curriculum that has introduced in 1994;Improve teachers' subject-matter knowledge based on the content of the curriculum and the teaching approaches which require teachers to engage students in the development of higher- order thinking skills; help teachers to develop more positive attitudes, more cooperative approaches to their works

at the school level, and strengthen professional identity; introduce the idea of reflective practice and action research through which teachers studied their practice to improve it; and promotes teaches to recognize their work as a professional by providing new opportunities for growth, exploration, learning and development.

2.4 Effective teaching

As stated in MOE (2009) from the consultation process and from other professional discussion in Ethiopia the components of ‘good teaching’ have been categorized under four heading: Professional knowledge and understanding, teaching skills, values and attitudes and the ability to create a good environment for learning.

In terms of Professional knowledge and understanding good teaching, is when a teacher uses wide and up-to-date subject knowledge of the curriculum, display a good understanding of classroom pedagogy and has abroad understanding of the impact of teacher’s role in the local community is aware of national and local initiatives and priorities, and includes then in teaching progress.

In terms of teaching skill good teaching is when a teacher: plans effectively for student involvement and learning, gives clear learning objectives and provide students with the skill necessary for study and learning, uses a wide variety of active teaching methods and strategies, appropriate to the learning preferences of the students is aware of the individual progress and learning needs of each student treat all students fairly and with respect, is reflective about classroom practice and is competent assessor of student progress and provides effective student feedback.

In terms of values and attitudes good teaching is when a teacher; has love of profession, has hunger of learning and self-improvement, forms excellent working relationship with colleagues, cares for the progress and wellbeing of students, fosters inclusion and equal opportunities within the classroom and institution and sets high standard and has high expectation of the students

In terms of learning environment good teaching is when teacher; maintains an attractive and supportive learning environment, creates a safe and ordered environment in which all students are able to learn and uses a wide range of appropriate teaching aids and materials including locally available resources MOE(2009p15-16)

From the above idea we can conclude unless teacher's up-grade and up-date their teaching profession with the professional knowledge and understanding, teaching skills, values and attitudes and learning environment then concept of good teaching is under quotation .

2.5 The CPD cycle

According to MOE (2009) the CPD cycles "a carefully planned response at each level individuals, groups, Institution, woreda, zone, and region, national... the CPD cycle is presented on *diagram 1* below





Diagram 1

All CPD programs will have the following similar characteristics. The program will be carried out in order to address the learning development needs of individual, groups of individuals or identified needs of an institution and lastly the need will have been identified by a process of need analysis or review (MOE2009,p18).

2.5.1 The CPD cycle “planning level”

As stated in MOE(2009)Once the development need has been identified, and School CPD module is specifically designed to meet that need it is viscous circle in which an individual as well as institution strives to achieve the desired goal of the need.

2.5.1.1 Institutional planning

According to MOE (2009) each institution should develop annual CPD plans. This is done by prioritizing the issues identified by the analysis process. Three main priorities are recommended for each academic year. It is more effective to concentrate on fewer priorities and cover them well.

2.5.1.2 Individual planning

As stated in MOE (2009) individual CPD plan should also be developed annually. Some priorities for individual will come from their institution's priorities. Some will be issues identified by the individuals themselves. Individual teachers' annual CPD plan should be kept with teacher's professional portfolio and used as a guide to the types of information and evidence collected during the year.

There are many ways to address a CPD need. The school CPD module should be designed to be appropriate to the need, the context, the circumstance and available resources.

According to MOE (2004a) the individually approved CPD is the program designed for the time after proper CPD. Here the individual teachers through private reading, study and reflection on their own practice may improve their performance. Teachers conduct action research on issues identified within the classroom, school or local community and seek solutions. Staff development activities that meet local needs and develop a collaborative working relationship among teachers at school level or through school clusters. Besides, teachers organize professional development workshops, or presenting research findings for fellow professionals in the school, cluster centers etc. In addition to the above, all teachers (New or experienced) should attend workshops,

seminars delivered at school or cluster level regarding national and regional priorities, various policies and cluster and cluster based issues. The activities of teachers in each workshop and seminars are also documented in their respective portfolio.

2.5.2 The CPD cycle “Do”

MOE (2009) Participating in CPD can involve formal and informal sessions. It is essential that these sessions are linked together to form coherent school CPD modules. The methods and activities chosen should be appropriate to the needs identified. The methods are the ways that you can carry out your CPD. They link directly to the classroom. Different methods serve different purposes. Some CPD methods which have successfully been used to facilitate professional development are: Curriculum meeting, Demonstration lessons, planning lessons together, Peer debriefing, Observation of lessons and feedback, Observation of students in lesson and Talking to students Assessment of students work before and after the CPD activityetc.

2.5.3 The CPD cycle “Evaluate”

Reviewing and evaluating the effectiveness of CPD is an essential part of the cycle, ultimately CPD is carried out to help students to become better learners, so it is important to judge whether each CPD should module is effective in doing. That the process of evaluation should: Celebrate success, Measures whether desired outcome have been achieved, Identity additional unplanned out comes, Identity less successful aspect of the school module and inform future CPD needs at individual and institution level CPD is a cycle in which institutions and individuals should continuously be aspiring to improve, and therefore create better learning and achievement by all (MOE (2009). From the above

idea we can conclude that in the CPD cycle there is reviewing at all level that check whether the module prepared is appropriate and going right or wrong is identified at each level.

2.6 Factors Affecting the Effective Implementation of CPD

According to many authors various obstacles can affect /hinder the effective implementation of CPD program. Bland ford (2000:81) pointed out the following possible constraints to implement CPD program. Lack of success on the part of teachers to the intention with a program resistance among teachers who feels that proposed change is a treat to how they normally do things, lack of expertise on CPD, teachers refusal to attend workshops or meetings convened by people whose expertise is doubted, program that appear to underline teachers creative thinking, lack of commitment on the part of the school management team and teachers, lack of time allowed for the training by the principal and school management team, lack of opportunity to implement what has been learnt to a program, un availability of appropriate resource, lack of funds to initiate or attend course, workshops, seminars, and learning activities and negative relationship between the teachers. According to TESSO (2003) Factors affecting the effective implementation of CPD are presented under here: one lack of motivation and application, combined with self interest and lack of training opportunities have created achievement of apathy and cynicism among teachers; two The Geographical feature of many regions and resulting problem of access transport and communication will limit access for many teachers to sustained professional their own school; Three Lack of available Bureau or woreda personnel to plan, manage and monitor the program; Four the quality of knowledge and expertise available in administrative positions; Five The severely restricted

availability of resources to sustain development, including access to electricity ,especially in schools of remote areas.

Likewise Anna(2003:172) Stated the teachers previous experience on professional development his/her understanding of the nature and purpose of CPD, Teachers own development needs and preferred learning style; the need of teachers, Schools and department(s) and the appropriate form of professional development to meet each particular need.

According to Abdel-haqqq (1998: 1-3) in America factors that initiate the need for CPD were: The coming of vital countries to the lead in scientific and economic competition, such as the launching of the sputnik satellite by the Soviet Union. The issue of social justice and pragmatism, social justice educators were worried about the gap in learning acquisition between the poor and the rich

From the above factors one can understand that the practices of CPD of teachers' has encountered with multiphase challenges those my severely hinder the effective implementation of it.

2.7 National and International Research

As stated in (MOE 2009) over the last twenty years there has been a considerable amount of research both qualitative and quantitative in to the nature, effectiveness and impact of teacher CPD. This research looked at experience in both developed and developing countries and identified the following continuum of teacher learning

Teacher fist experience is the apprenticeship of observation". This means that then are deeply affected by the way in which they were taught at school and these attitudes are

deeply ingrained. Teachers then take part in pre-service training. In their first year of teaching they take part in an induction course.

Teachers then participate in continuous professional development until the end of their career. And according to national research findings. Recommendations from the ministry of education needs analysis research project need assessment carried out by MOE with teachers and regional education bureau officials in all regions of Ethiopia resulted in the following recommendation for CPD.

These recommendations are at the heart of this new framework.

There should be at national, regional, sub-city and woreda awareness training on the nature and purpose of CPD, there should be a common understanding of what is meant by teacher CPD; teachers should have ownership of their CPD. They should be involved in identifying their own needs and the needs of their school and in planning appropriate training (MOE, 2009, Page 7)

2.8 The purpose of professional development

According to Sonia Blandford (2000) the purpose of professional development can be summarized as the acquisition of the knowledge, understanding learning organization in which they work to, develop and adapt their range of practice, reflect on their experience, research, and practice in order to meet pupil needs collectively and individually, contribute to the professional life of the school and as a practitioner interact with the school community and external area, keep in touch with current educational thinking in order to maintain and develop good practice, give critical consideration to educational policy, in particular how to raise standards and widen their understanding of society. In general the aim of CPD is to improve practice in classroom, According to MOE, (2009) the overall aim of "Continuous Professional Development for Primary and Secondary

School Teachers, Leaders and Supervisors in Ethiopia” is to raise the achievement of students in Ethiopian Schools.

2.9. Continuous professional Development activities

Even though the number and type of CPD activities is large description of the major and commonly used helpful program types are the following ones

2.9.1 Induction

Induction is an important aspect of a teacher’s professional development. A teacher who inducted properly gets the professionally enjoyable and is likely to grow as a successful in his/her career. Induction is “formal contact and receipt of training by the employee” (potts 1998: 180).A properly planned and delivered induction guarantees quality; socializes and integrates the professional to the staff and helps the education system to retain the teacher (Turner and Bash 1999:24)

In spite of the advantages induction is not provided to newly qualified teachers. I fact teaching is considered on extra ordinary profession that assigns the newly qualified teacher a full teaching responsibility as much as the 30 years’ experience veteran. However, leaving teachers to fall all challenges makes them transferred and go out of the profession. Ambissa, et.al (2001. 333) quoted national commission on teaching and America’s future.

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

discouragement can easily set in Therefore induction is useful and school principals and training personal need to plan appropriate induction program for teachers.

According to David (2006) unless teachers got sufficient information about their roles, responsibilities and other related issues, they will frustrate and may leave their profession. Schools should avoid policy newly qualified teachers to perform complex tasks. They should establish guidance and provide assistance to insure that they can demonstrate their proficiency in their teaching. To this effect, Induction programs should be customized based on analysis of individual needs to support new teachers from widely diverse backgrounds and experiences. The importance of teacher induction both for beginner teachers and the schools is that it contributes to avoid unnecessary tension and future malfunction.

2.9.2 Mentoring

Mentoring is CPD opportunity for teachers as to how it takes place different authors reflected different ideas Bleach (1999:31) observes that an experienced, sometimes an equal, partner encourages newly qualified teachers to reflect activity and self critically. Potts, 1998:56) Mentor is an experienced person who provides assistance in an employee's development.

As Bleach, (1999:23) stated it was said to be responsible for the wellbeing of new teacher. Mentor was expected to possess "wisdom integrity and personal investment (bleach 1999:23). Mentors play a decisive role in the development of the teacher people selected as mentor should be roll model and skillful (Potts, 1998:58). Wood (1999:57) stresses

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

From this we can understand that the selection of the mentor is a serious business. The quality of mentor determines success role of CPD programmers. The General the whole purpose is to develop individual, group, and organization As Haile Selassie(2004, 35) coated from Gansu, Marching and Fleishmann (1999:51) states a system wined teacher mentor program focuses on teacher effectiveness, student achievement and teacher longevity to support educational reform in urban schools – one classroom at a time, one teacher at a time.” Mane for should be skillful and knowledgeable in enhancing mutual report with mentees train for purpose, put new teachers at ease and in confidence.

2.9.2.1 Challenges of Mentoring

According to John, (2000) the factors that impact on the opportunities available to mentors to utilize and develop the necessary skills

The first is the importance of time, to enable both parties to meet often, senior teachers have the requisite experience, but because then carry many roles, lack the time to prioritize mentoring and the second the match, the interpersonal relationship between professionals its centrality lies in “attending”, that is the mentor’s openness to listening and feeding back with complete commitment and confidentiality and the other is Relative status: an emphasis on hierarchy can inhabit effective mentoring Roles tutus

In addition to the above idea the concept of mentoring is highly relevant to all teachers, lecturers and related practitioners engaged in leading professional development. In England and Wales there is a great researcher of experience in using mentoring to support the pre-service training of teachers many of the skill employed by mentors are generic, and transferable to all aspects of professional development. An interesting challenge is the extent to which the pre-service experience can be translated to the context in which professional development takes place.

2.9.3 Action Research

One of the other most important CPD opportunities for teachers are Action research Different authors gives the following descriptions

Elliot Quoted in Siyoum, (1998:6) Define Action research as "The study of social situation with a view to improving the quality of reaction with it, that is conducted to solve immediate problem and the definition does not clearly indicate who makes the action research therefore, it will be important to note the following definition. Action research is *... a form of collective self-reflective enquiry undertaken by participant in social situations in order to improve the rationality and justice of their own social or educational practices as well as their understanding of the practices and the situations in which the practices are carried out (Kemmis and McTaggart quoted in Carson et.al 1989:2).*

According to Watt (1985) Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. It is based on the

Following assumptions: Teachers and principals work best on problems they have identified for themselves. Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently

Teachers and principals help each other by working collaboratively Working with colleagues helps teachers and principals in their professional development Although there are many types of research that maybe undertaken, action research specifically refers to disciplined inquiry done by a teacher with the intent that. The research will inform and change his or her practices in the future. This research is carried out within the context of the teacher's environment that is, with the students

And at the school in which the teacher works on questions that deal with educational matters at hand. While people who call for greater professionalization say (Watts, 1985, p. 118)

2.10 Professional Development Portfolio (PDP)

Professional development Portfolio is a collection of materials made by a professional that records and reflects on key events and processes in that professionals career (Day Hall, 1992) cited in Kydd, et.al. (1996:171). from this definition it is possible to depict that a portfolio involves critical self-reflection on one owns career and this makes it to be different from a professional diary or record of achievement. In a professional Development Portfolio it is possible to assemble a collection of reflections on teaching including professional development experience (Craft, 2000:209-210). Keeping PDP can be one of the activities to be performed by participant in CPD program. This activity may benefit professionals to encourage professional confidence, prepare application for new Job and become effective (Day Hall, 1992) cited in (Kydd, & et.al, 1996:172)

2.11 Time for Continuous Professional Development

Following pre-service and induction professional training, each Ethiopian teacher has a professional, personal and civic responsibility to undertake CPD through his/her career. And each school teacher must take part in planned CPO activities for a minimum of sixty hours each year. These hours should be flexibly used to address the various CPD priorities which impact up on the work of individual teacher or institution. Each institution decides the way in which the sixty hours are allocated, responding to national, local, and institutional priorities MOE (2009)

CHAPTER THREE

3.1 Design of the Research

The method employed under this research was descriptive survey method. According to Best and Cohen, (1999) descriptive survey method is used to identify and describes current practices (Best and Kahn 1999:105). In addition to this, Koul. (1996) stated that descriptive method helps to have general understanding the problem by studying the current stages, nature of prevailing conditions, practices and trends through relevant and precise information strengthening this assumption Sharma. (2000:186) states descriptive research method makes objective description of status of phenomenon at a particular time without value judgment and with no effort to describe what underlies to happen that way. This study also aims at identifying and describing the existing factors influence the effectiveness of continuous professional development in a good manner to facilitate teaching and learning processes and to bring quality education in this country.

3.2 Source of data

For this study, both primary and secondary source of data were used. Primary source of data were obtained from teachers, Unit leaders, directors and sub city Educational Experts who took part on an interview. Secondary source of data is also collected through Questionnaire and observation of teacher Portfolio. 118 Questionnaire distributed for teachers, unit leaders Directors and the sub-city education experts from Kirkos, Nifas silk lafto and Akaki-kality sub cities and teachers of Abiyot kirs, Darartu Tulu and lafto secondary schools and 109 of them filled and returned the questionnaire. The portfolios of two teachers from each school of Abiyot Kirs, Lafto and Derartu Tulu High schools

have been observed. The selection of the teachers for questionnaire interview and document analysis is by using simple random sampling.

3.3 Sampling techniques

No	Name of school	No of teachers			Samples used						Sub-City
					Questionnaire			Interview			
		M	F	T	M	F	T	M	F	T	
1	Abiyotkirs	150	15	165	45	9	54	4	1	5	Kirkos
2	Lafto	48	5	53	24	5	29	2	-	2	Nifassilklafto
3	Darartu-Tulu	41	20	61	17	9	26	2	1	3	Akakikality
Total		239	40	279	86	23	109	8	2	10	

Table 1. Description of population and samples used

From the government secondary school of Addis Ababa city administration three high schools from Akaki kaliti, Kirkos and Nifas silk lafto sub city were selected purposively because the three High school was near my work place to collect the necessary data's from the concerned bodies. There were 279 teachers in the three selected high schools from this 118 teachers were selected for questionnaire and distributed, from this around 109 teachers have returned the questionnaire of which is around 92% and 15 teachers assigned for an interview from this 10 of them interviewed voluntarily, 5 teachers, 2 experts from kirkos and Nifas silk one experts from each sub-city, 3 unit leaders from each were interviewed. In general 10 concerned bodies took part in an interview.

3.4 Instruments and procedure of data collection

The main instruments used to collect data under this research are questionnaires, Interview and Document analysis. The first is Questionnaire which includes both close and open ended questions which were used to get detailed information. The other is interview which is prepared to guide the interviewer and document analysis mainly focuses on portfolio of the teachers to collect the necessary data from different angles to validate the research.

3.4.1 Interview

The researcher mainly used an interview as a tool of data collection to this; the researchers carry out the responsibility of interviewing the teachers, unit leaders, and Directors and sub-city Educational experts exclusively. The interview was undertaken in the form of face to face by using constructed questions, un-constructed open-ended questions and semi structured questions by proving the idea of the interviewee. Some of the questions were constructed during discussion. The answer of the participant was added to the data collected through questionnaire and the document analyzed mixed with the ideas from the other instrument such as questionnaire, and the researcher's idea was also added.

3.4.2 Questionnaires

Questionnaire is the other instrument used to collect data from samples selected teachers, which were 109 teachers. For those teachers close ended as well as open ended questions prepared and after the questionnaire was distributed for the teachers selected by use of sample the result was changed to percent and depending on the value (percent); the data

collected through interview was added and the necessary documents has been observed lastly interpretation was given.

3.4.3 Document analysis

The necessary documents such as portfolio of the teachers concerning continuous professional development in the school such as action research CPD annual plan as well as the obstacles faced are seen and analyzed by taking sample teachers from the three selected schools and the selected teacher's portfolio is observed.

3.5 Procedure of data collection

First manuscript of the questionnaire and interview were checked and the relevance of their content was commented by the thesis advisor. Based on the significant suggestions, constructive comments were forwarded; valuable items were added and the irrelevant items were rejected. The current and modified questionnaires were distributed.

3.6 Method of data analysis

Data gathered through questionnaire were tabulated and quantified. In the rating scale of measures very high (5), "high" (4) I don't know (3) low (2) very low (1) these were used to measure activity level of the responsible bodies. Likewise strongly agree (5) agree (4) undecided (3) disagree (2) strong disagree (1) were used to rate degree of agreement on statements reflecting opinions and views in addition to this rating scale level of agreement is also used under this research which is (SA) Strongly Agree, (A) Agree, (U) Undecided, (D) Disagree and (SD) Strongly disagree. For all measures, Number of responses was multiplied by the value for the degree of agreement. Then to

determine the rating mean for a specific item the score were added and divided by the number of respondents in each study groups, lastly the percentile was calculated. And qualitative data i.e. the data's collected through interview and the document analysis was added and lastly the researcher added his own personal view and conclusion is given.

CHAPTE FOUR

4. Presentation, Analysis and interpretation of data

This chapter deals with presentation, analysis and interpretation of the data. The points deals with, the information collected under this point enables us to identify whether the respondents of this research are the concerned bodies or not to validate the research.

In this section the collected data are presented, analyzed and discussed. This chapter generally consists of presentation of the statistical results obtained from questionnaires, interview and document analysis of the teachers of Abiyot Kirs, Lafto and Derartu Tulu high schools of Addis Ababa city administration.

4.1 Analysis of the data

4.1.1 Back ground characteristics of the respondents

Basing on the information obtained from teachers, unit leaders and sub city educational experts of selected schools and sub cities experts. Their characteristics are set in terms of age of the respondents, service in year, job responsibility, educational qualification and field of study. The following table and the analysis were given as follows.

Table 2: Description of respondents by Age

1. Age	<i>No of respondents</i>	
	<i>No</i>	<i>%</i>
20 and below	4	4
21-25	11	10
26-30	43	39
31-35	30	28
36-40	16	15
41-45	3	3
46-50	2	2
51& Above	-	-
Total	109	100%

As it can be seen on table2 above concerning the age of the respondent 4 teachers (4%) Are below 20 years, 11(10%) of them were from21-25years, 43(39%) of them were from 26-30 years, 30 (28%) of them were from 31-35years, 16(15%) of them were from 36-40years 3(3%) of them were 41-45 years where as 2(2%) of them were 46-50 years and none of them were above 51years as the data collected from the respondents indicated.

The above data shows that most of the teachers teaching in high schools selected are almost young because of 73(69%) of the respondents were between 26-35years.

In addition to the above data collected through questionnaire during interview one director forwarded that, *“Most of the teachers of our schools were almost new teachers which have potential to do but, most of them were lathes fair to upgrade and updating themselves by using the chance given for them by the government”.*

Even though an interview with teachers is contradicted to that of the director, one of the teachers forwarded his idea as follows:-

“The teachers are ready to change themselves but current life of the teacher is very amazing that hesitates other professionals and students because of attention was not given for the teachers in terms of salary and additional work advantage which is similar with the other professions of equivalent educational background”.

Table 3. Description of respondents by service in years

2.Service in year	No of respondents	
	No	%
1-5 year	6	6
6-10	21	19
11-15	44	40
16-20	32	29
21-25	2	2
26-30	1	1
31&Above	3	3
Total	109	100%

As it can be seen on table 3 above Concerning service in years or experience of the respondents the answer of the respondent indicates that 6(6%) of them were from 1-5year, 21(19%) of them were between 6-10years, 44(40%) of them were between 11-15years, 32(29%) of them were between an interval of 16-20years, 2(2%) of them were 21-25years , on the other hand 1(1%) of them were from 26-30years and 3(3%) of them were above 30years.

From this data we can conclude that there are experienced teachers, and majority of them are between 11-20years which accounts almost 76(70%) of the teachers from this we can conclude that there are experienced teachers who can share experience for the newly trained or deployed teachers in the school. But during interview teacher T forwarded that.

“Experienced teachers were not voluntary to help the newly trained teachers as a result of most of the experienced teacher’s emphasis on over time job or teaching outside the school compound as well as in the school compound to struggle with their life condition”.

In general we can conclude there are experienced teacher but they are not ready to share their experiences.

Table 4. Description of respondents by field of study

5.Field of study	<i>No of respondents</i>	
	<i>No</i>	<i>%</i>
Language	39	36
Natural Science	37	34
Social Science	15	14
EDPM	8	7
Pedagogical Science	7	6
Others	3	3
Total	109	100%

As table 4 above show that concerning field of the study, the data indicates that 39(36%) of them were language teachers, 37(34%) were natural science teachers, 15(14%) are social science teachers, 8(7.3%) are educational administration, 7(6%) were pedagogical science and 3(3%) were others. And this shows that most of high school teachers 76(70%) were language and natural science teachers.

In addition to this the data's collected by open ended question indicated that the participation of teachers on training related to CPD program in the last few years was not countable because majority of the teachers have participated on CPD, SIP and Action Research; but the duration of training is very short that they doesn't get something new on the previous knowledge they have about CPD, SIP and Action research.

In addition to this during interview teacher "L" forwarded his idea concerning the training on CPD as follows;

"There are trainings/Seminars/ that I have participated on but the duration of the training is very short the trainings that I have participated on are SIP, CPD, portfolio preparation and Action research but, if you may ask me about portfolio, individual CPD preparation, Action research and SIP I doubt of doing perfectly practicing by applying the train I have participated".

In addition to the idea of teacher "L" teacher "M" also expressed his idea as follows;

"Most of the time the training is prepared for the teachers to create source of income or used as a source of income generating for the experts of educational bureaus and cluster supervisors so, attention was not given for the training and also there is no responsible body after the training for the implementation".

The other is concerning the benefits of CPD training arranged for the teachers, Teacher 'X' (From Nifas silk lafto sub city Lafto Secondary school) expressed his idea as follows.-
 "It's very useful but the duration of the training is very short which created confusion rather than enabling the teachers to acquire something new on the knowledge they have before about SIP, CPD Action research and etc." This indicates that training is given for the teachers on CPD, especially individual CPD preparation and Action research but the duration of the training is very short which does not enable them to acquire something new"(Teacher X from Lafto Secondary School)

4.1.2 Analysis of the responsibilities and activities of stakeholders

Under this title the researcher tried to see who is responsible for what reason CPD was not actually implemented in school to up-date and up-grade the teachers and who is actively playing his role to help the students by creating good environment for the teacher.

Table 5. Description of stake holders and their responsibility

No	Stake holders	Level of Agreement										Total Respondents	
		SA		A		U		D		SD		No	%
		No	%	No	%	No	%	No	%	No	%		
2.1	School Leadership	4	4	5	5	2	2	23	21	75	69	109	100
2.2	Sub-city Education department	12	11	11	10	21	19	19	17	46	42	109	100
2.3	Sub-city capacity building office	-	-	1	1	2	2	3	3	103	94	109	100
2.4	Teachers Association	4	4	3	3	2	2	7	6	93	85	109	100
2.5	NGOs	79	73	16	15	9	8	2	2	3	3	109	100
2.6	Role of Universities	4	4	23	21	48	44	31	28	3	3	109	100

KEY: - SA=strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree NO=number of respondents, %=Percent of the respondents

As indicated on Table5 above, on the idea of the role of the school leadership 4(4%) of the respondents strongly agree, 5(5%) of them agree, 2(2%) of them undecided whereas 23

(21%) of the respondents disagree and 75(69%) of the respondents strongly disagree so from this we can conclude that the school leadership were not playing their role to facilitate the CPD activities in the school.

The data concerning the role of sub city Education department 12(11%) of the respondents strongly agree, 11(10%) of the respondents agree, 21(19%) of the respondents undecided, while 19(17%) of them disagree and 46(42%) of the respondents strongly disagree on the role of sub city education department role to facilitate CPD.

This indicates that the sub city education department is not supporting the teachers in a well manner to up-grade and up-date their qualification regarding to the role of sub city educational office. In addition to the above data during interview Teacher "XP" forwarded his idea as follows:-

"The role of sub-city Education office is to change teachers from school to school, examining National Examination and assigning their relatives to a conducive schools, but, I am sure of that you will never ask me who bring them to a court."(Teacher XP from Abiyot kirs)

The answer of the respondents concerning the activity level of sub-city capacity building is 1(1%) of the respondents agree, 2(2%) of the respondents undecided, 3(3%) of the respondents disagree and 103(94%) disagree .From this we can conclude that the sub-city capacity building office is totally not supporting the practical implication of CPD activities at school to make the teaching learning process conducive and fruitful.

The data collected concerning the activity level of the school teachers association is 4(4%) of the respondents strongly agree, 3(3%) of the respondents agree, 2(2%) of the respondents undecided, whereas 7(6%) of the respondents disagree and 93(85%) of the

respondents strongly disagree. This shows that the basic school teachers association in the school are not playing their own role on CPD which enables or helps the teachers to upgrade and up-date the teachers on their daily activities.

In addition to the data collected through Questionnaire "R" forwarded his idea during interview as follows:-

"The basic school teachers association is created or formed basically to sign on the change of teachers from one school to other place, career structure development and asking the concerned bodies about the right of the teachers but they have no power to perform or struggle on the right of the teachers."

The other data is collected concerning Non-Governmental Organizations the responses of the respondents show that 79(73%) strongly agree, 16(15%) agree, 9(8%) undecided, 2(2%) disagree and 3(3%) strongly disagree. This indicates that even if their power is limited, the respondents have good attitude towards the NGOs and also they are striving to create good environment in the school to motivate the teachers to update and upgrade their qualification.

The data collected concerning the role of Universities the response of the teachers shows 4(4%) of them strongly agree, 23(21%) them agree, 48(44%) undecided, 31(28%) disagree and 3(3%) strongly disagree on the role of teacher education institution. This indicates the Universities are not playing their role because of majority of the teachers undecided which reflect something hidden which can be indirectly interpreted to negative.

4.1.3 Up-dating and Up-grading

Under this title all about the opportunity to up-grade their qualification, access to new information, introducing the newly deployed to the school condition, the role of experienced teachers to share with the newly deployed, participation of teachers on action research, the organizational inputs etc. are seen depending on the response of the respondents.

Table 6. Description of respondents in terms of up-grading and up-dating

S No	Statement	Level of Agreement										Total number of respondents	
		SA		A		U		D		SD			
		No	%	No	%	No	%	No	%	No	%	No	%
3.1	CPD opportunities are equally accessible to all Secondary school teachers	4	4	27	25	46	42	32	29	-	-	109	100
3.2	Teachers have enough opportunity to up-grade their qualification through;												
	Evening(Extension)chance	13	12	8	7	25	23	32	29	31	28	109	100
	Summer program is arranged	4	4	7	6	16	15	39	36	43	39	109	100
	Distance program is arranged	4	4	5	5	21	19	38	35	41	38	109	100
	Any systematically arranged class	3	3	6	6	15	14	4	4	81	74	109	100
3.3	Teachers have got access to new information through;												
	Book centers	27	25	38	35	7	6	16	15	21	19.3	109	100
	Access to internet	49	45	22	20	2	2	21	19	15	14	109	100
	Local and International research reports	4	4	8	7	25	23	31	28	41	38	109	100
	Magazines and reference books	10	10	12	11	4	4	44	40	39	36	109	100

As indicated on table 6 above the data concerning CPD opportunities are accessible to all Secondary School Teacher showed, 4 (4%) of them strongly agree 27(25%) of the respondents agree 46(42%) of them undecided and 32(29%) of the respondents disagree. This indicates that CPD opportunities are not equally accessible because 47(41%) of the respondent undecided and 32 (28%) disagree about the opportunity of CPD in general.

Concerning the teachers have enough opportunities to up-grade their qualification through evening (extension) 13 (12%) of the respondents strongly agree 8 (7%) of the respondents agree, 25 (23%) of the respondents undecided, whereas, 32(29%) of the respondents disagree and 31 (28%) of the respondents strongly disagree. This indicates that Teachers have no enough opportunity to up-grade their qualification through Evening.

In addition to the questionnaires during interview teacher "B" also forwarded his idea that is:

"Most of the teachers in high schools were BA/BED holders and their access to up-grade to Second degree is only by self sponsored but the program always given for the political leaders, Directors of the schools, experts and cluster supervisors".(Teacher "B" from Derartu Tulu secondary School)

In addition to the above during interview the other teacher also forwarded his idea that;

"There is no enough opportunities arranged for teachers by the government to upgrade their qualification especially upgrade chance is not at all high school level because of most of the teachers of high schools are BA (BED) Degree holders and the chance of MA is always given for the political leaders even from the school those who are the member of EPDRF and having relation with the leaders can get the chance."(From Abiyot Kirs)

From the above we can understand that most of the time high school teachers are BED/BA holders and the chance to get second degree is very low for teachers except self sponsored which is very difficult.

And question related to teachers have enough opportunities to up-grade their qualification through summer Program 4 (4%) of the respondents agree, 7(6%) of the

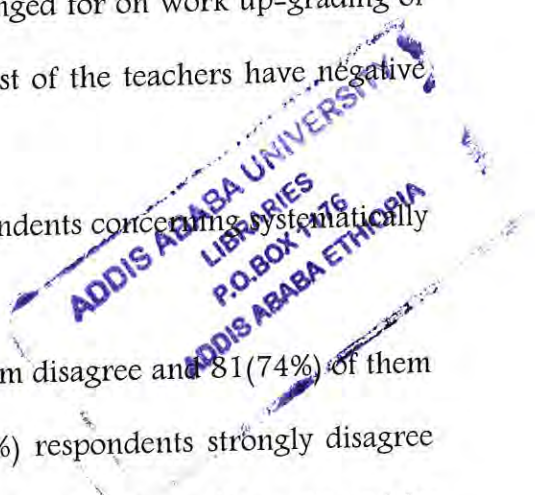
respondents undecided, 16 (15%) of the respondents Disagree, 39 (36%) of the respondents strongly disagree about the opportunity of summer program. This indicates that most of the teachers disagree about the opportunity of summer program, except few teachers. In addition to the above data collected by questionnaire teacher "D" forwarded his idea as follows.

"The chance of summer program is most of the time given only to up-grade from diploma to degree which is mostly given only for elementary and junior school a teacher except the chance to get MA program in summer is by self-sponsored only".

Concerning distance program arranged for the teachers, the response of the respondent indicated that 4(4%) of the respondents strongly agree, 5 (5%) of the respondents Agree, 21(19) undecided, 38 (35%) of the respondents disagree, while 41 (38%) of the respondents strongly disagree from this we can understand that most of the respondents disagree about distance program arranged for the teachers to up-grade their profession.

Concerning distance arranged for teaches during interview one teacher said that "ተልዕኮ የካቢኔ ነው ወይም ፊልድስመቀየር ካልሆነበቀርምንም አይነት ዲ.ስ.ታ.ንስየሚማር የለም". The Teachers have negative attitude towards distance Education which the government arranged for on work up-grading of the workers from this idea we can understand that most of the teachers have negative attitude towards distance Education.

The data collected to see level of agreement of the respondents concerning systematically arranged class shows that 3 (3%) of them strongly agree, 6 (6%) agree, 15 (14%) of them undecided, 4(4%) of them disagree and 81(74%) of them strongly disagree. The above data indicate that 81(71%) respondents strongly disagree about opportunity to get any systematically arranged. In addition to data collected by questionnaire the interview also indicated that any systematically arranged class is given



for the newly employed teachers in recent time they said "as we heard" but for sure the chance /access/ of any systematically arranged class is given for newly deployed teachers starting from 2003 graduate.

The idea that is indicating the teachers access of new information through book center; 27(25%) of the discussants strongly agree 38 (35%) of the respondents agree, 7(6.4%) of the respondents were undecided, 16 (15%) of the respondents disagree and 21 (19%) of the respondents strongly disagree. This indicates that majority of the respondents have got access of using book center in the three high school taken as a sample .In addition to the data collected through questionnaire the researcher tried to collect by interview, majority of the respondents or participants have similar idea specifically one participant said;

"We Ethiopians have no problem of human power resource rather we have the problem of using the human power, especially we have the problem of handling the human power we have and the other is we are not ready to be changed rather we like to appreciate others and talk about the past."

And the other respondent from Abiyot kirs also forwarded his idea about access of new information.

There are books on the shelf but most of the books were old and the teachers have also no time to read and up-date themselves rather most of the teachers including my selves move here and there to survive.

From the above question and interview we can conclude that there are accesses of Book centers or libraries to read and update themselves for teachers but the teachers have no culture of reading different books at the schools.

The other question is related to access of internet in the school, 49(45%) of them strongly agree 22(20%) of the respondents agree, 2(2%) of the respondents undecided, 21(19%) of

the respondents disagree and 15(14%) of the respondents strongly disagree. The above statistics reflects that most of the teachers have got the chance to up-date themselves through internet by revising new events of the world.

In addition to this the data collected through interview indicates variation from one school to the other school this indicates that there are schools where there is access of internet and also there are also school where there is no access of internet. And for those schools having the access of using internet teachers are using intermixed with their students and there are also other problems. Concerning this "K" forwarded his idea that;

Even though there is access of using new information through internet to up-date your knowledge by revising new event the savior problem over here is most of the time teachers spent their time on Face book, which mainly focuses on social life interaction especially now days most of the teachers and students of our high schools were addicted of Face book.

From the above information we can understand that there is access of updating through internet that is available at their school but most of the Teachers as well as the students of the school are using for other purpose. Concerning the local and international research reports the response of the respondent shows that 4 (4%) strongly agree, 8 (7%) agree, 25 (23%) un decided, 31(28%) disagree and 41(38%) of the respondents strongly disagree on the access of getting local and international research reports .This shows that most of the respondents disagree on enough local and international research reports materials. In addition to this, during interview one teacher expressed his idea as follows "there are hedase pamphlets and brushers that contains the slogan of the government that can be distributed again and again by the directors especially for the EPDRF members of our schools rather any material that can add something new is not distributed in our school."

On the availability of Magazines and reference books 10 (10%) strongly agree 12 (11%) agree and 4 (4%) undecided, 44 (40%) disagree were as 39 (36%) strongly disagree this shows most of the teachers answered strongly disagree because of no access to get magazines and recent reference books in the school easily.

4.1.4 Induction, Experience sharing and training Program

Table 7. Description of respondents in terms of Induction, sharing Experience and training Program

S No	Statement	Level of Agreement										Total number of respondents	
		SA		A		U		D		SD			
		No	%	No	%	No	%	No	%	No	%	No	%
3.5	senior teachers help newly qualified teachers to design their own development plan	42	39	35	32	13	12	17	16	2	2	109	100
3.6	Beginning teachers have opportunity to observe classes of senior teachers	18	17	23	21	5	5	37	34	26	24	109	100
3.8	Teachers have chance of experience sharing	49	45	24	22	12	11	8	7	16	15	109	100
3.9	Schools have chance of experience sharing	3	3	5	5	18	17	52	48	31	28	109	100
3.10	Training programs are arranged according to identified needs by; Government	10	9	18	17	6	6	59	54	16	15	109	100

As indicated table 7 above concerning the idea of the senior teachers help newly deployed teachers to design their own development plan. 42(39%) Strongly Agree, 35 (32%) agree, 13 (12%) undecided, whereas 17(16%) Disagree and 2(2%) of the respondents strongly disagree therefore most of the teachers have the culture of helping each other or the senior teachers help the newly qualified teachers to design their own development plan.

Beginning teachers have the opportunity to observe classless of senior teachers 18 (17%) of them strongly agree, 23 (21%) of them Agree, 5(5%) of the undecided, were as 37 (34%) of them disagree and 26 (24%) of the Strongly Disagree this shows that even though the senior teachers are helping the newly qualified teachers; the newly qualified teachers are not observing the senior teachers that will up-date the newly qualified teachers on their teaching profession. From the above two ideas of experienced teachers are ready to help the newly deployed teachers and the newly deployed teachers to observe the classis of experienced teachers, totally we can conclude that experienced teachers are helping the newly deployed teachers informally out of the class.

Teachers have the chance of experience sharing from each other this also indicates 49 (45%) Of the discussants strongly Agree, 24 (22%) of the discussants agree, 12 (11%) of the discussants undecided were as 8 (7%) of the respondents Disagree and 16 (15%) of the discussants Strongly Disagree this indicates that in the school there is share of experience among each other in the school.

Schools have chance of experience sharing the data is 3 (3%) of them Strongly Agree, 5 (5%) of them Agree, 18 (17%) of them Undecided, 52 (48%) of them Disagree and 31 (28%) of them strongly Disagree. From this we can conclude that most of the respondents disagree concerning chance of experience sharing between schools so there is no experience sharing among schools.

For the idea of training program arranged for teachers according to identified needs by the government 10 (9%) of them Strongly Agree, 18(17%) of them Agree, 6 (6%) of them undecided, whereas 59 (54%) of the respondents Disagree and 16 (15%) of them strongly Disagree. From this we can conclude that most of the respondents disagree that there is

no training arranged for the teachers by the government to up-grade themselves on their profession and also continue with the education.

4.1.5 Action research

Table 8. Description of respondents Agreement in terms of Teachers participation in action research

S No	Statement	Level of Agreement										Total number of respondents	
		SA		A		U		D		SD		No	%
		No	%	No	%	No	%	No	%	No	%		
3.7	Teachers participating in research activities;												
	Got advice& Moral support	-	-	4	4	16	15	31	28	58	53	109	100
	Got stationary materials	-	-	7	6	-	-	71	65	31	28	109	100
	Have enough time to do Research	-	-	-	-	-	-	101	93	8	7	109	100
	Have got financial support	6	6	9	8	13	12	43	39	38	35	109	100

As shown on teachers' participation in research activities; the first one is teachers participating in research activities have got advice and moral support and 4(4%) of the table 10 above participant Agree, 16 (15%) of the participant Undecided, 31 (28%) of the participant disagree and 58 (53%) of the participant Strongly Disagree. And this indicates most of the respondents disagree that is there is no advice and moral support given for the teachers from the school to do action research which enables the teachers to solve their problem immediately.

The second is teachers have got stationary materials 7 (6%) of the respondents Agree, 71 (65%) of the respondents Disagree and 31 (28%) of the respondents Strongly Disagree. This is also indicating that most of the respondents disagree on stationary materials given for the teachers from the school to do action research his is clearly indicating that the necessary stationary material is not fulfilled for the teachers in the school.

The third one is teachers have enough time to do research 101 (93%) of the respondents disagree and 8 (7%) of the respondents Strongly Disagree. Most of the respondents disagree on time to do action research this reflects there is no time to do research for the teachers but according to my view there is time to do action research but majority of the teachers use overtime by helping students by moving here and there. In addition to the data collected by the questionnaire one teacher also forwarded his idea as follows;

“There is no time to do action research, if we spent our time at school by doing action research we cannot survive with the current condition of life so we have to teach at home over time”.

The fourth one is teachers have got financial support 6(6%) of the respondents strongly agree, 9(8%) of the respondents agree, 13(12%) of the respondents Undecided, 43 (39%) of the respondents Disagree and 38 (35%) of the respondents Strongly Disagree. This also reflects that most of the teachers disagree on financial support of the teachers; this reflects that there is no financial support given for teachers to participate in action research. The interview also indicated that;

“Most of the teachers raised similar idea which is there is no financial support for the teachers rather the teachers have to pay for the government as example Abay dam”.

Generally the activity of action research at school level is influenced by current life condition of the teachers rather the teacher’s attitude is negative for the effective implementation of action research in our high schools.

4.1.6 Organizational Input and Evaluating CPD program

Table 9: Description of respondents Agreement in terms of Organizational input and evaluating the CPD program periodically

S No	Statement	Level of Agreement										Total number of respondents	
		SA		A		U		D		SD			
		No	%	No	%	No	%	No	%	No	%	No	%
In terms of Organizational inputs;													
	There is clear CPD policies and guide line	21	19	19	17	17	16	31	28	21	19	109	100
	There is clearly identified CPD management body from Education bureau to school	9	8	3	3	43	39	29	27	25	23	109	100
	There are adequate facilities and materials	4	4	7	6	2	2	31	28	63	56	109	100
	There are adequate budget allocated for CPD	3	3	11	10	5	5	51	47	39	36	109	100
	There is competent and trained personnel in the school on CPD	6	6	5	5	4	4	76	70	18	17	109	100
	CPD activities are evaluated periodically	3	3	5	5	2	2	17	16	82	75	109	100

As shown table 9 above concerning organizational inputs; There is clear CPD policies and guidelines the agreement level of the respondent is 21 (19.3%) of them strongly agree, 19(17%) of them Agree, 17(16%) of them undecided, 31 (28%) of them Disagree and 21 (19%) of them strongly disagree. And this data indicates that most of the respondents disagree on teachers have the understanding of clear CPD policies and guidelines while some others have now how of CPD polices and guide line. But actually as the researcher tried to see the guide lines there are clearly indicated guidelines formulated by MOE in 2002 CPD Guide line. Frame work

On behave of clearly identified CPD managing bodies from educational bureau up-to school? For this the agreement level of the respondent shows that 9(8%) of them strongly agree, 3(3%) of them Agree, 43(39%) of them undecided, 29 (27%) of them Disagree and 25 (23%) of them strongly disagree. And this indicates that most of the respondents disagree on there is clearly identified CPD managing bodies from top to bottom. And this shows that there is no clearly identified CPD managing body from education bureau to school.

Even though the responses of the respondents show this the CPD guide line formulated 2000shows that the vice principal of TDP is the facilitator or responsible of the CPD in the school and also TDP expert at sub-city level are already the assigned body or responsible for secondary schools.

Concerning facilities and materials the agreement level of the respondent shows 4 (4%) of them strongly agree, 7(6%) of them Agree, 2(2%) of them undecided, 31 (28%) of them Disagree and 63 (58%) of them strongly disagree. This reflects that most of them disagree that there are no adequate facilities and materials arranged for the teachers by the school.

S N o	Statement	Level of Agreement										Total number of respondents	
		SA		A		U		D		SD			
		No	%	No	%	No	%	No	%	No	%	No	%
	In your school;												
	Teachers work for common end in collaboration	7	6	3	3	17	16	25	23	57	52	109	100
	Teachers competence is highly evaluated in the school	1	1	8	7	15	14	17	16	68	62	109	100
	CPD programs;												
	Help to improve quality education	33	30	38	35	6	6	15	14	17	16	109	100
	Help teachers to improve their Knowledge, Skill and problem solving	31	28	39	36	27	25	9	8	3	3	109	100
	Are useful to professionalize teaching	5	5	23	21	4	3.6	35	32	42	39	109	100
	Are considered in promoting teachers	4	4	7	6	31	28	29	27	38	35	109	100

Table 10. Description of respondents Agreement in terms of Organizational input evaluating the CPD program periodically.

In addition to data collected through questionnaires teacher "P" forwarded his idea as follows

Most of the time we can speak on the necessity of the facilities, but if all the facilities are not fulfilled for the teachers such as Book center, internet rooms, etc. it's simply wasting our time and the other is teaching profession is also on a way of death because of what we are hearing and watching, salary of the teacher was also very hard to survive today.

Additionally the other teacher from Abiyot kirs also stated that **"CPD መምህራንን ለማለማት ሳይሆን መምህራንን ለማለፍት የተዘጋጀ መመሪያ ነው"**

This reflects that some teachers have negative attitude towards CPD so for the practical implication of CPD emphasis should be given and the teacher's attitude towards CPD should be changed.

Concerning budget allocated for CPD the agreement level of the respondent indicates 3(3%) of the respondents strongly agree, 11(10%) of the respondents agree, 5(5%) of the respondents undecided, 51(47%) of the respondents disagree and 39(36%) of the respondents strongly disagree. This also indicated that most of the teachers disagree about budget allocation for CPD and this shows that there is no adequate budget allocated for CPD in the school which can facilitate the implementation of CPD.

There are competent and trained personals in the school on CPD 6(6%) of the respondents strongly agree, 5(5%) of them agree, 4(4%) of them undecided, 76(70%) of the respondents disagree and 18(17%) of the respondents strongly disagree. This also reflecting that most of the respondents disagree on the training arranged for the teachers

and shows enough training is not given for teachers except short term training that is given for them as indicate under the open ended question.

For the idea of CPD activities are evaluated periodically the responses of the respondents shows that 3(3%) of the respondents strongly agree, 5(5%) of the respondents agree, 2(2%) of them undecided, 17(16%) of the respondents disagree and 82(75%) of the respondents strongly disagree. This also indicates that most of the respondents disagree concerning the evaluation of CPD periodically and this indicated CPD is not evaluated periodically.

4.1.7 The use and role of schools in promoting CPD

As indicated table 10 above the other big issue is in your school; teachers work for common end in collaboration 7(6%) of the respondents strongly agree, 3(3%) of them agree, 17(16%) of the respondents undecided, 25(23%) of them disagree and 57(52%) of the respondents strongly disagree. This data show most of the respondents disagree about teachers working for common in collaboration and this also reflects the reality that teachers are not working for common end in collaboration in the school rather all teachers' moves for survival independently.

The other is related to teachers competence is highly evaluated periodically in school 1(1%) of the respondents strongly agree, 8(7%) of the respondents agree, 15(14%) of the respondents undecided, 17(16%) of the respondents disagree and 68(62%) of the respondents strongly disagree. This result shows that most of the respondents disagree about competence of the teachers which in turn reflects teacher's competence is not evaluation periodically and this is reflecting the reality of there is also no competition among teacher in Selected School.

Concerning the CPD programs helps the teachers to update and upgrade themselves which enables the teachers to improve quality of education; the answer of the respondent shows 33(30%) of the respondents strongly agree, 38(34.8%) of the respondents agree, 6(6%) of the respondents undecided, 15(14%) of the respondents disagree and 17(16%) of the respondents strongly disagree. This shows that majority of the teachers agree that CPD can improve or play its own role concerning quality of education

The other is CPD program help the teachers to improve their knowledge, skill and problem solving ability; 31(28%) of the respondents strongly agree, 39(36%) of the respondents agree, 27(25%) of the respondents undecided, 9(8%) of the respondents disagree and 3(3%) of the respondents strongly disagree. This shows that most of the respondents agree on the idea of CPD can improve their knowledge, skill and problem solving ability on their daily life and profession.

The third one is CPD programs are useful to professionalize teaching and 5 (5%) of the respondents strongly agree, 23(21%) of the respondents agree, 4(4%) of the respondents undecided, 35(32%) of the respondents disagree and 42(39%) of the respondents strongly disagree. This also shows most of the respondents agree on the idea of CPD program are useful to professionalize teaching.

The fourth one is related to the CPD programs are considered in promoting teachers and the answer are 4(4%) of the respondents strongly agree, 7(6%) of the respondents agree, 31(28%) of the respondents undecided, 29(26.6%) of the respondents disagree and 38(35%) of the respondents strongly disagree. This shows that most of the respondents agree on the idea of CPD can promote teachers on their profession. Totally concerning the CPD program majority of the teachers have positive reflection or they believe in CPD program can improve quality of Education in our country.

4.1.8 Analysis of the Variables which have influence over CPD

Under this title the researcher tried to see which variable is influential for the practical implication of CPD in schools to up-date and up-grade the teachers and who is actively playing his role to help the students by creating good environment for the teachers.

Table 11: Description of variables which have influence over CPD

S No	Statement	Activity Level									
		5		4		3		2		1	
		No	%	No	%	No	%	No	%	No	%
1	Training arranged for teachers	56	51	38	35	10	9	3	3	2	2
2	Incentives	49	45	41	38	7	6	9	8	3	3
3	Budget	84	77	11	10	7	6	3	3	4	4
4	Program coordination	49	45	22	20	13	12	14	13	11	10
5	Availability of time for CPD	21	19	20	18	31	28	13	12	24	22
6	Good human relation among school	47	43	35	32	13	12	9	8	5	5
7	Administrative attention support	12	11	10	9	21	19	15	14	51	47

As indicated on table 11 indicating the variables those have their role for the practical implication of CPD at school .And the first idea is related to arranging training for the teachers 57(51%) answered very high, 39(35%) high, 10(9%) don't know were as 31(27%) low and 2(2%) answered very low. And this showed that most of the teachers agree on the idea of training is very important for teachers' to perform their activities well.

And the other idea is related to the necessity of incentives for the teachers 51(46%) answered very high, 43(38%) high, 7(6%) don't know were as 9(8%) low and 2(2%) answered very low. And this reflects the reality of incentive is very important for the

teachers to participate on CPD to up-date and up-grade themselves .In other words the incentive may be interpreted to giving summer courses which helps the teachers to up-grade themselves from one step to the other as example from diploma to degree, degree to masters etc. During interview teacher "G" also

“forwarded his idea that is incentive can motivate the teachers to love and stay with the profession but the government is not giving attention for this profession now a days and most of the teachers are changing their profession from the field to other profession”.

The other is related to budget for the teachers 84(77%) answered very high, 11(10%) high, 7(6%) don't know were as 3(3%) low and 4(4%) answered very low. This also indicated the reality of budget is important to facilitate CPD activities.

The other one is associated with Program coordination for the teachers 49(45%) answered very high, 22(20%) high, 13(12%) don't know were as 14(13%) low and 11(10%) answered very low. We can interpret this idea program coordination is very important for teachers to perform their CPD activities in a well manner.

One teacher said that *“there is symbolic representation of coordination of CPD program in our school”.*

On the other hand availability of time to do CPD for the teachers indicated that 21(19%) answered very high, 20(18%) high, 31(28%) don't know were as 13(12%) low and 24(22%) answered very low. From this we can conclude that the availability of time to do CPD is very important in the school as well as outside the school for the teachers.

But as interview indicates there is time to do CPD rather the problem is with attitude towards the profession and lack of motivation in the school and lack of government attention realistically.”

The other is concerning good human relationship among school community; 47(43%) answered very high, 35(32%) high, 13(12%) don't know were as 9(8%) low and 5(5%) answered very low. The above data reflects the reality of good relationship among school community is necessary because of the teachers develop the culture of helping each other at school as well as outside the school compound to develop their own development plan which may include up-dating and up-grading programs.

At the other hand there should be Administrative attention given to support the teachers 12(11%) answered very high, 10(9%) high, 21(19%) don't know were as 15(14%) low and 51(47%) answered very low. This indicates that teachers dislike administrative attention support.

4.1.9 Additional Document Analysis

As the researcher tried to see the portfolio of 10 Teachers from Abiyot kirs and 5 Teachers from Derartu Tulu and 5 teachers from Lafto secondary school teacher .And the result shows that Teachers have CPD plan in their portfolio but the basic problem is the CPD plan of the teaches shows that there is direct copy from or duplication from each other. And as the researcher try to ask the teachers some of the teachers were not voluntary to answer why they did not prepared their CPD plan. The major problem is the teacher's attitude towards preparing their CPD is not good. The other problem the researcher have seen with the portfolio of the teachers is few of the teachers who have CPD plan in their portfolio is very similar this indicates that they were not preparing by thinking over their problem rather duplicating, basically most of the teachers are not doing action research. So the problems that the teachers were encountering in their daily teaching process are not analyzed appropriately to prepare themselves. And also this shows teachers are not focusing on their vision towards tomorrow.

CHAPTER FIVE

5. Major finding, Conclusion and recommendation

This chapter of the study deals with the major findings of the study, Conclusion drawn from the finding and Possible suggested Recommendations. The first part of this chapter deals with the major findings of the study. The second part deals with conclusions drawn from the major findings of the study and the third part deals with the possible recommendations depending on the major findings of the study.

5.1 Major finding of the Research

The major objective of this study was to assess the practices and challenges of teachers CPD in selected secondary schools of Addis Ababa. To meet this purpose, research questions related to responsibility activities of the stakeholders, updating and upgrading Basic questions. To address these basic questions of the study, descriptive survey research method was employed. Based on this, first the schools were selected by purposive sampling method from the secondary schools of Addis Ababa city Administration. Teachers were selected by using simple random sampling, those, 109 teachers, unit leaders and directors of the school were included under questionnaire. To collect primary data questionnaire with open ended and close ended questions, interview and document analysis were employed. The quantitative data collected from close ended questions were organized, edited and tabulated and then analyzed by using percentage. The data collected through interview and open ended questions and document analysis were analyzed by using narrative description and intermixed with

the data collected through questionnaire. On the basis of the analysis the following major findings were drawn.

- A. Most of the teachers teaching in high schools selected were almost young because of 79 (72.4%) of the teachers were between an interval of 26-35 are so this indicates that most of the experienced teachers were leaving this profession by changing their field from education to other or non- educational departments such as accounting, management, nursing etc.
- B. There are mixture of experienced and newly deployed teachers in high schools as the data indicated 76(70%) of the respondents were with the range of 11-20 years, so most of high schools teachers were the newly deployed teachers. In addition to this the trained or experienced teachers were not voluntary to share experience for the newly deployed as the data collected through interview indicated.
- C. The data collected concerning the job responsibilities of the respondent indicated that 98 (89.9%) of the responsibilities of the respondent is teaching so the data collected is directly related to the teachers. As the data indicated almost all of the respondents were degree & above holders so in recent time the problem of educated persons /teachers/ were totally solved in our high schools.
- D. Concerning the field of study most of the teachers were language and Natural science teachers and this reflecting that 70:30. Ratio of university entrance that the government is applying now and accordingly the aim of 70:30 is creating citizens who can create new thing /participate on Enovation/ that can change the country by creating new knowledge and technology; so this is true in our high schools today.

- E. For the open – ended question duration of training that is given for them is very short which can't bring change on their profession. And according to the respondents idea the training given no contributing on the experience they have previously. And the other question is concerning benefit of the training that they have participated and the response of the respondent showed that have nothing benefit because of the duration it creates confusion. The school leadership were not contributing anything for CPD activities and sub-city education department, sub-city capacity building wereda educational offices, teachers association and teacher education institutions all are not following and guiding the CPD activities in the school. This may in turn reflects that they were not playing their own role for the quality of education but NGO's are striving for the quality of education.
- F. The CPD opportunities are not equally accessible for all second any school teachers.
- G. Teachers have no enough opportunity to up-grade their qualification through evening, summer distance, and any systematically arranged classes because of such chance is arranged for Primary and junior school teachers but in high schools most of the teachers were degree holders and the chance to get MA education is given for political leaders, Directors, sub-city as well as regional educational bureaus. So, mostly the above mentioned programs were only arranged for the leaders. Teachers does not get access to new information through book center, local and international research reports & Magazines and reference books the answer of the respondent also shows variation and as the researcher tried to observe in some schools there are access to getting the above mentioned for Abiyot Kirs there is internet room for the teachers but for the others not, so the

response is indicating positive value of internet. The newly trained or qualified teachers were introduced to the school community and condition and also there is orientation on policies, strategies, and professional ethics. Senior teachers' help newly qualified teachers to design their own development plan this shows the teachers have the culture of helping each other. But beginning teachers were not observing the loss of senior teachers that will enable them to up-date their qualification.

- H. The teachers participating on research activities have no chance of getting advice and moral support, stationary materials, enough time to do as well as financial support from the school that will enable them to solve their own problems they faced on their profession. In the schools there is chance of experience sharing among each other's of the members. But there is no chance to share experience between two schools of enough experience.
- I. Concerning training program the NGO's were playing their own role but the government is not arranging training for teachers that will enable them to do/play/their own role today. Concerning the organizational input of clearly indicated CPD policies and guide lines in the guideline formulated by MOE in 2002 as CPD guide line but the response of the respondent is in dilemma because of some of them agree while some others disagree on the idea, the other is there is no clearly identified CPD managing body from education bureau to school. Concerning facilities and materials there is no adequate materials arranged for the CPD by the school for the teachers. There is no adequate budget allocated for CPD in the school which can facilitate the implementation of CPD.

J. Senses of competition between teachers were very low or we can say competition between teachers is not concerning the profession rather than on others and enough training is not given for teachers to up-date their knowledge. CPD activities are not evaluated periodically as the data collected through interview indicated the directors raised that CPD activities are evaluated periodically but the questionnaire indicated opposite so there is ideological difference between teachers and directors of the schools on the CPD.

5.2 Conclusion

Based on the Analysis and Summary of the major findings, the following conclusion were drawn

- ❖ Most of the teachers teaching in high schools selected were almost young and this indicates that most of the experienced teachers were leaving teaching profession by changing their field from education to other or non- educational.
- ❖ There are mixtures of experienced and newly deployed teachers in our high schools. In addition to this the data collected through interview indicated that trained or experienced teachers were not voluntary to share experience for the newly deployed.
- ❖ The duration of training that is given for teachers to update their qualification is very short which can't bring change on their profession.
- ❖ The school leadership were not contributing anything for CPD activities and sub-city education department, sub-city capacity building woreda educational offices, teachers association and Universities all are not following and guiding the CPD activities in the schools.

- ❖ The CPD opportunities are not equally accessible, secondary school Teachers have no enough opportunity to up-grade their qualification through evening, summer distance, and any systematically arranged classes because of such chance is arranged for Primary and junior school.
- ❖ The newly trained or qualified teachers were introduced to the school community and condition and also there is orientation on policies, strategies, and professional ethics. Senior teachers' help newly qualified teachers to design their own development plan this shows the teachers have the culture of helping each other.
- ❖ The teachers participating on research activities have no chance of getting advice and moral support, stationary materials, enough time to do as well as financial support from the school that will enable them to solve their own problems.
- ❖ Sense of competition between teachers is very low or we can say competition between teachers becomes very low and CPD activities are not evaluated periodically.

5.3 Recommendation

In light of the findings and conclusions of the study, the following recommendations are suggested.

- The government must give due attention for the teachers by giving especial incentives' and salary that makes the teachers to stay on the profession, during this time the experienced teachers can stay within teaching and they can easily mold the students to have sense of patriots .
- The other is to bring quality of education which in turn brings sustainable development in the country; especial attention should be given for the teachers to have experienced teachers to change the chance of this county in the future.

- The chance to Up-grade their profession should be given for the teachers that make the teachers to stay on teaching profession
- Training should be arranged for the teachers to adopt themselves with current condition such as CPD cycle such as plan, do, evaluate and analysis etc. and the training given for the sake of report must be stopped
- The stake holders of education such as school leadership, sub-city education department, sub-city capacity building, and teacher association and universities must create collaboration and play their own role. Most of the time they have gone to school for the sake of report previously, then after they have to go to school to help the teachers and to ask their problems and to find solution.
- Teachers have to get access of new information through book centers, internet, local and international research reports to up-date themselves.
- The teachers participating on action research should got advise and moral support, stationary materials , financial support and also praised and rewarded for their activity that motivate the others to do action research.
- The school must arrange experience sharing for the teachers by selecting one experienced and model school from the surrounding schools.
- Need assessment must be conducted periodically to identify the area of the gap that the teachers have mainly having the aim of giving trainings to fill the gap.
- The CPD activities must be evaluated periodically and the teachers must work for common end in collaboration.

Reference

- Aggarwal, J. (2004). *The teacher and Education in developing Society*. Delhi. UBS Publishers' Distributors Pvt, Ltd.
- Ambissa Kenea "primary School Teachers View of the adequacy of their pre-Serves professional Training and the Support. Addis Ababa University Addis Ababa.
- Amare Asgedom, Direbsa Dufera, Nuru Mohammed and Ed (2001) *Quality of Primary school education in Ethiopia proceeding of the national Conference Held in Adama Ras Hotel, Nov 9-11, 2001 (IER. Addis Ababa university press)*
- Amare Asgedom, et.al. (2006). *Ethiopian pilot study of Teachers Professional Development Quality in Education, Teaching, and learning: Perception and practice. The Ethiopian Journal of Education, 26 (2)1-23*
- Anna, C. (2000). *Continuous Professional Development. A practical Guide for Teachers and schools*. New York printing press.
- Bell, L (1991) *Approaches to the Professional Development of Teachers in Bell l and C. Day (Eds) managing the professional development of teachers*. Philadelphia. open University press.
- Berry. (2008). *Putting children at the center of Education: How VSO Support Practice and policy in primary Schools*. Addis Ababa. VSO.
- Best, J and Cohen (1999) *Research in Education*. New Delhi prentice hall of

- Blandford, S. (2000) *Managing Professional Development in Schools*. Great Britain's Edmunds Bury press.
- Bleach, Kevin (1999) *The Induction and Mentoring of newly qualified Teachers. A new Deal for Teachers*, London. David Fulton publisher.
- Brew Angela (2006) *Universities in to the 25st Century Research and Teaching; beyond the divide* (Palgrave mc Milan) china
- Bush, J.and Bell.(Eds).(2002).*The Principles and Practice of Educational Management* .London: Paul Chapman publishing
- Craft, A. (2004). *Continuous Professional Development. A Practical Guideline For Teachers and Schools. (2nd Ed)* .London Rout Ledge Flamer.
- Clyne, S. (1995) *Continuing Professional Development Perspective on CPD in Practice*. London. Kogan page Ltd.
- Craft, A. and Burgess (2001).*Continuous Professional Development: A Practical Guideline for Teachers and Schools. (1nd Ed)* .London Rout Ledge Flamer.
- D. Brassard, et.al (2005) (Eds) *Teacher Professional Development in Changing Condition*. Springer.
- Day (1991), *Quality Assurance and Professional Development*. *British Journal of in-service Education*, 17(3); 189-95.
- David, G. (2006). *Professional Development for Leaders and managers of Self governing Schools*. Springer Printing Press. Newcastle. The

Netherland and Australia.

Hall & Hordes. (1987) Change in schools. Facilitating the process. Albany:

State university New York press. (check)

Daniel M. and Geoff L. (2008) Where are we at? An empirical study of levels and

Method of evaluating CPD. New York. Palgrave Macmillan Press.

Feleke Delelo (2012). The practices and challenges of Teachers' CPD in Primary

Schools of Halaba Special Woreda, SNNPR AAU; Curriculum.

Fraser, L.E. and S.C Conley (1994) Creating Learning Places for Teachers.

California: crown press Inc.

Gizaw T. (2006) Teaching professionalism school level CPD. Case study of

Holy primary school proceedings of the conference on teacher

Education for sustainable development in Ethiopia may 5-6

Ethiopian management Institute Debrezeit College of education

AAU.p.76103

Haile Selassie, F. (2006). The Current Status of Continuous Professional

Development Program for secondary school Teachers in Addis

Ababa City administration A.A.U. MA. Thesis.

Harris, B. (1989). In service Education for staff Development. Washington

D.C.: Ally and Bacon, \inc

Julia, P. (2009) Lifelong Learning and Development. a southern perspective. a

Continuum Studies in educational research

- Galloway, S. (200) Issues and challenges in CPD: Looking head, proceeding of a Symposium by the center on skill; knowledge and organizational Performance. Oxford, May.
- Kerry, T., & Mayes, A. S. (1995). Issues in Monitoring. London and New York: Routledge for Open University.
- Koul, L. (1996) Method of Educational Research, and New Delhi: Hindustan Offset.
- Kydd, L et.al (1996) Professional Development for Educational Management. Buckingham, Philadelphia: Open University Press
- Lesley, K. et al (1997) Professional Development for Educational Management: Open University press
- Levis, J. Rabin (1974) Improving In-service Education. Proposal and Procedures for Change. Ally and beaconing Boston Massachusetts (USA)
- Lockheed, M. E. & Verspoor, A.(1991). Improving quality of Education in Developing countries. New York: Oxford University Press.
- Marczely, B (1990) Personalizing Professional Growth: staff development that Work. California: crown press
- MOE (2003) Continuous Professional Development Program. unpublished, Draft Guideline. Addis Ababa
- MOE (2004a) Continuous Professional Development Program. Draft Guideline. Addis Ababa

- MOE (2009a) Continuous Professional Development Primary and Secondary School Teachers, Leaders and Supervisors in Ethiopia: The frame work.
- MOE (2009b) Continuous Professional Development Primary and Secondary School Teachers, Leaders and Supervisors in Ethiopia.
The frame work.
- MOE (2009) A Continuous Professional Development for Teachers in Ethiopia. Practical toolkit .Un published Draft
Guideline; Addis Ababa
- Nicolas, G. (2001). Professional Development, in higher Education. A resource Book for Trainer-Trainers. Cambridge University Press.
- Potts, Michael (1998). An A-Z of training and development. London: Cogan Page Ltd)
- Sharma, R.A. (2000) Fundamentals of Educational Research. Meerut. New Agrawal offset Printing Press.
- Sharon, G. et al (2009) Policy, Professionalism and Practice: Understanding and Enhancing Teachers' work.
- Sharma, B.M (2005).Teacher Training and Educational Research. Delhi.
Rosh an of set Printers
- Sims, Ronald R (1993) Training Enhancement in Government Organization
(West port Quorum books)
- Siyoum, T. (1998) the Current Status of Research Activities among Addis

Ababa Senior High school Teachers" the Ethiopian journal of
education. Vole XVII. NO. 1 June 1998. IER

Skyme, David. J (1999) Knowledge Networking, Creating the Collaborative
Enterprise (oxford: Butter worth Heinemann)

Sparks, D. & Harish, S. (1997).A new vision for staff Development.
Alexandria: Association for supervision and curriculum
Development and National staff Development council.

TESO (2003). National Guideline for Teacher Educators. Addis Ababa.
MOE (unpublished)

Tilahun, W.(1990)."Thirty years of University Based in service Teacher
Education (INSET)." The Ethiopian Journal of Education. Vol,
XI No.2, P.115 Addis Ababa AAU

Turner, Mike and Bash, Leslie (1999) Sharing Expertise in Teacher Education
(London: Cassel)

UNESCO (2004). EFA Global Monitoring Report 2005. Education for All. The
Quality Imperative Paris: UNESCO.

Village and Reamers, et.al (2003) Teachers Professional Development. An
International Review of the literature. Paris: UNESCO

Watt, H. (1985). When Teachers are Researchers, Teaching Improves *Journal
Of staff Development*

Wood, Fred. S. Killian. F MC Quarries and S. Thompson (1993) How to
Organize School Based Staff Development Program me" A new

Vision for staff development.

World Bank. (1991) World Development Report: Challenges of Development. New York. Oxford University Press.

Yallew I. (2006). The need for Continuing Professional Development (CPD) of Professionals in higher Education. A comparative case study of AAU and St.mary's University College. Proceedings of the fourth national conference on private higher education Institutions (PHEIs) in Ethiopia(pp.184-219). Addis Ababa. Ethiopia.

Yehunie Melak, (2008). The Practice and Challenges of CPD Program in Primary Schools of West Gijjam.

Appendix 1

Addis Ababa University

School of graduate studies

Institute of Educational Research

A questionnaire to be filled by secondary school teachers and principals

The purpose of this questionnaire is to collect data for a thesis entitled Factors Affecting the Implementation and Effectiveness of CPD Program in some Selected High Schools of Addis Ababa". Your cooperation is essential for the success of the study.

So you are kindly requested to complete the questionnaire; your responses will be kept confidential and will never be used for other purpose except the above mentioned .So please feel free without any doubt in forwarding your opinion. I would like to thank for your cooperation.

Note

Please do not write your name in this questionnaire

Part one

Information *about respondents* Direction: please put an x sign in the box corresponding to your choice. 1 Age`

- | | | | | | |
|---|------------------|--------------------------|---|--------------|--------------------------|
| A | 20 years & below | <input type="checkbox"/> | E | 36-40 | <input type="checkbox"/> |
| B | 21-25 | <input type="checkbox"/> | F | 41-45 | <input type="checkbox"/> |
| C | 26-30 | <input type="checkbox"/> | G | 46-50 | <input type="checkbox"/> |
| D | 31-35 | <input type="checkbox"/> | H | 51 and above | <input type="checkbox"/> |
| 2 | Gender | | | | |
| | Male | <input type="checkbox"/> | | Female | <input type="checkbox"/> |

3 services in year

- | | | | | | |
|---|-------|--------------------------|----|--------------|--------------------------|
| A | 1-5 | <input type="checkbox"/> | E | 21-25 | <input type="checkbox"/> |
| B | 6-10 | <input type="checkbox"/> | F | 26-30 | <input type="checkbox"/> |
| C | 11-15 | <input type="checkbox"/> | G. | 31 and above | <input type="checkbox"/> |
| D | 16-20 | <input type="checkbox"/> | | | |

4 Job responsibilities

- A Teaching D Team leader
 B Director E Others.....

Part II. Information concerning the status of CPD program

Please write training activities you have participated in the last few years in the following table I?

No	Types of training	Organizer of training	Length of train
2.1			
2.2			
2.3			
2.4			
2.5			

2 If you believe that the training programs you listed in table above were useful for your professional development, please briefly explain how you benefited from the program

.....

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

Table II

S No	Stake holder	Level of agreement				
		SA	A	U	D	SD
2.1	School leadership					
2.2	Sub city education department					
2.3	Sub city capacity building office					
2.4	Teachers Association					
2.5	Community based NGO					
2.6	Teacher Education Institution					

Table III column 2 contains statement that should hold true in schools. Every statement has five choices each. Use mark "X" in the matrix representing degree of your agreement on each statement by choosing one from given options Strongly Agree(SA), Agree(A), Undecided(U), Disagree(D), Strongly Disagree(SD)

S No	Statement	Level of agreement				
		SA	A	U	D	SD
3.1	CPD opportunities are equally accessible to all secondary school teachers					
3.2	Teachers have enough opportunities to up-grade their qualification through					
	a. Evening(extension) chance					
	b. Summer program is arranged					
	c. Distance program is arranged					
	d. Any systematically arranged class with their class					
3.	teachers have got access to new information on through					
	a. Book centers (resource centers)					
	b. Access to internet in the school					
	c. Magazine & Reference Books					
	d. Local & International research reports					
3.4	Induction for newly trained teachers.					
	a. Introduced to the school community and condition					
	b. There is orientation on policies, strategy and professional ethics					
3.5	Senior teachers help newly qualified teachers to design their own development plan					
3.6	Beginning teachers have opportunity to observe classes of senior teachers					
3.7	Teachers participation in research activities					
	A Got advise and moral support					
	B Get stationery materials					

	C have time to do research					
	D Have reading rooms and materials					
	E Have got financial support					
3.8	Teachers have chance of experience sharing					
3.9	Schools have chance of experience sharing with other schools					
3.10	Training programs are arranged according to identified needs by:					
	A government					
	B Non-Governmental Organizations (NGOs)					
3.11	Organizational inputs:					
	A There is clear CPD policies and guide line					
	B There is a clearly identified CPD management body from education bu to school					
	C There are adequate facilities and material					
	D There is adequate budget allocated for CPD					
	E There is competent and trained personnel in the school on CPD					
3.12	CPD activities are evaluated periodically					
3.13	In your school					
	A Teachers work for common end in collaboration					
	B Teachers competence is highly valued in the school					
14	CPD programs					
	A Help to improve quality Education					
	B Help teachers to improve their knowledge, skill and problem solving					
	C Are useful to professionalize teaching					
	D Are considered in promoting teacher					

IV Research findings by different authorities indicate that the variables in table IV have influence on CPD programs. Indicate the degree of influence these variables have over CPD programs in Addis Ababa the case of selected schools Choose Very High (5),High(4),Don't Know(3),Low(2),Very Low(1)

Table IV

	Statement	Activity level				
		5	4	3	2	1
1	Trainings arranged for the teachers					
2	Incentive					
3	Budget					
4	Program coordination					
5	Availability of time for CPD					
6	Good human relation among school community`					
7	Administrative attention support					

V, General

Would you please list the factors influencing the implementation of CPD program in your

school?.....

.....

.....

Please write your suggestions to improve CPD program in your school ...

Thank you for your Cooperation

Appendix 2

Interviews prepared for Teachers

1. Is there any training arranged by the school or anybody that you have participated before? If yes who are the facilitators of the training?
2. Is there enough opportunities arranged by the school to up- grade and up- date your qualification
3. Is there access to get New information through books, internet, etc. that enables you to up- date your Knowledge?
4. Would you please tell me how you have planned, organized and managed your CPD?
5. Would you please explain your view about CPD?
6. Please, would you mention the factors behind the implementation of CPD?
7. is there action research you have conducted to solve your problem (to fill your gap) in the school as well as outside the School?
8. Please indicate (tell me) your general comment Concerning the factors inflecting the implementation and effectiveness of CPD in your school?

Thank you for your cooperation

Appendix 3

Interview for Directors of the Schools

1. Is there any training arranged by the school for teachers?
2. Does your school prioritize the three most important school needs?
3. Does your school have annual CPD plan?
4. Does all teachers prepared individual CPD annual plan?
5. Who are the responsible to facilitate training in the school?
6. is there enough opportunities arranged for the teachers that upgrade and up-fate the teachers on their job?
7. Are all teachers doing their CPD properly in your school?
8. How are Continuous professional Development program planned, organized and managed and who is the facilitators?
9. How many of the teachers were doing Action research to solve their problem is the school?
10. Please would you give me general comment concerning the factors influencing the implementation and effectiveness of CPD program in your school?

Thank you in advance

Declaration

I declare that this thesis is my work my original work has not been presented for a degree in any University and that all source of materials used for this thesis have been duly acknowledged.

Name: Lamesa Turuna

Signature: _____

Date _____

This thesis has been submitted for the examination with my approval as university advisor.

Advisor: _____

Signature: _____

Date: _____

