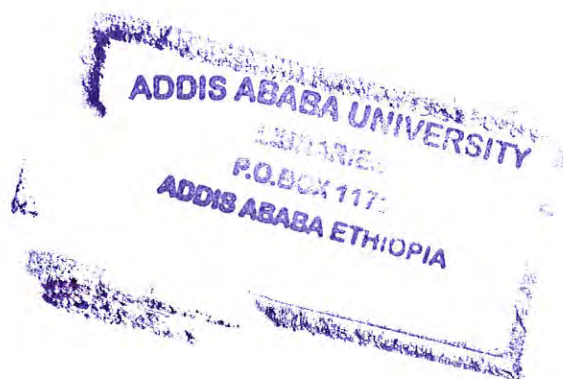


**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**

**THE IMPLEMENTATION OF CONTINUOUS PROFESSIONAL  
DEVELOPMENT PROGRAM IN GENERAL SECONDARY SCHOOLS  
OF SOUTH GONDAR ZONE**

**BY**

**MELKIE JENBER**



**JUNE, 2010**

**ADDIS ABABA**

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**A Thesis Presented to the School of Graduate Studies, Addis Ababa University,  
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## Acronyms

|         |                                      |
|---------|--------------------------------------|
| CPD:    | Continuous professional development  |
| ETP:    | Education of Training Policy         |
| ETs:    | Experienced Teachers                 |
| INSET:  | In-service Education and Training    |
| MoE:    | Ministry of Education                |
| REB:    | Regional Education Bureau            |
| AREB:   | Amhara Regional Education Bureau     |
| TPD:    | Teachers' professional development   |
| WEO:    | Woreda Education Office              |
| ZEO:    | Zone Education Office                |
| ssELIP: | English Language Improvement program |
| Fs:     | Facilitators                         |
| Ps:     | Principals                           |
| ESDP:   | Education Sector Development Program |
| ITE:    | Institute of Teachers Education      |
| NDTs:   | New Deployed Teachers                |

## **Abstract**

*Teachers' CPD is being viewed as a key ingredient in improving teachers' professional knowledge, skill and attitudes. The main purpose of this study was to assess the implementation of teachers' CPD program in general secondary schools of 'South Gondar Zone. To realize this study four basic research questions were asked; the attitude of teachers, the support given to teachers on how to practice the program, the effects of implementation CPD program on teachers' daily activity and challenges in implementing CPD. To address these questions, descriptive survey method was employed. Three Woredas and three schools were selected by stratified, random and purposive sampling techniques. From these sample 120 teachers, 15 facilitators, 6 principals, one expert from each WEO, ZEO and REB were selected. Questionnaire and interview were employed to collect primary data. The analysis of portfolio and training material were used as secondary data. The quantitative data were first organized, tabulated and then analyzed using mean and percentage. The qualitative data were analyzed according to the response and the researcher understands. The result of data analysis and interpretation indicated that some teachers have negative attitude towards the CPD program due to lack of awareness, supports and time; the schools did not adapt the training module prepared by MoE; the CPD training was not implemented based on teachers' career structure, there was no responsible body to assess ,make follow up evaluate and give immediate feedback; and teachers are not offered any incentives related to CPD implementation. Finally, the study made recommendation.*

# CHAPTER ONE

## Introduction

### 1.1 Background of the Study

There are many reforms in education system around the world at different times. Many societies are engaging in serious and promising educational reforms. One of the key elements in most of these reforms is a professional development of the teachers. Societies are acknowledged that teachers are not only one of the “Variables” that needs to be changed in order to improve their education system. But they are also the most significant change agents in these reforms. This double role of teachers in education reforms being both subject and object of change-makes. Hence, the field of teachers’ professional development is growing and challenging area, and one that has received major attention during the past few years (Villegas-Remier, 2003).

Among the major functions, teachers are to be changing agent of knowledge, skill, and attitude. And they are preparing the young generation for different responsibilities in the society. To this effect, teachers should develop professionally through out their life in a sustainable way. In this dynamic world, teachers are advised to change themselves all the time to cope up with the changes and to fit them with the need of the society. Teachers educate the society to cope up with the change by selecting the appropriate knowledge and skill from updated sources. Teachers are likely to success with this respect when they themselves believe and have interest in continuous learning.

According to Villages-Remers (2003), teachers are both subjects and objects of change. Moreover, several studies reveal that quality of education correlates with quality of teachers and has become a major concern all over the world. For instance a study made by World Bank (1991) witness that teachers are central to the delivery of quality education. Hence, it is believed that the academic and professional development of teachers have direct and positive bearing on the quality of the performance and the achievement of the students. Likewise, Lockheed and Verspoor (1991) reported that the core determining element of students’ achievement is the quality of teaching. This results from effective pre-service and in-service

training of teachers. Teachers who feel professionally unfulfilled and trapped impede students' achievement either directly or indirectly. Teachers have been the term coined to describe the emotional and intellectual capitulation of a profession without options. But meaningful personal changes embodied in real career choice for teachers can give new hope directly to teachers and indirectly to the children they served (Marczely, 1996:10).

With respect to teachers' education, Villegas-Reimers (2003) reported that those many societies consider pre-service teacher education to be the only professional preparation teachers receive through their careers. The current tendency is to acknowledge that this is merely the first step in a long process of professional -development. Thus, learning of teachers commences in a pre-service training and continues through time until one leaves the profession.

From the foregoing discussion, it is possible to say that teachers are always professional learners no matter how extensive excellent their formal education and preparation might be. It is this inseparable nature of teaching and learning that results the emergence of a new approach called Continuous Professional Development (CPD). The 1994 Education and Training Policy of Ethiopia has given emphasis for teachers' education in pre-service and in service training programs. Continuous Professional Development was introduced to the education system of Ethiopia in 2003 as a result of an extensive study by Ministry of Education (MoE) in 2002. The study entitled "The quality and effectiveness of teacher education in Ethiopia." has five major objectives. The objectives aimed at identifying the existing educational problems with particular emphasis on teachers, and coming up with some solutions and concrete action plan. The study revealed that the system enables to provide education in accordance with the goals of the 1994 Education and Training Policy is weakened by several factors, the following were identified as major ones.

i) The difficult conditions of work environment; ii) Weak pre- service preparation and lack of continuing in service professional development; iii) An entirely academic, often irrelevant and not well understood curriculum; iv) an examination system that discourages active learning, creative thinking and the development of higher order thinking skills and v) weak management and leader ship (MoE, 2003).

The study also recommended an extensive series of programs to transfer the education and development of teachers. The recommendations were soon accepted by MoE and other government organs and pre-eminent individual. This study produces a further document known as the “National Framework for Teacher Education System Overhaul” (TESO) program. From TESO, programs given priority were teacher trainings such as i) upgrading untrained (under qualified) teachers to the level which they are assigned to teach, through extension ii) updating teachers in the field of change takes place in current education system of Ethiopia (MoE, 2003). Thus, the study focuses on the implementation of the second type of training mentioned in TESO program. The MoE believes that the new approach (CPD) will solve the shortcoming of the pre-service training program. These problems include poor management of education development, lack of motivation of teachers and lack of sustained, coherent and professional development program. This program is intended to be practiced either at school and/or cluster level (MOE, 2003).

Concerning implementation of teachers’ Continuous Professional Development Program in the general secondary schools of the target area was not conducted any research. However, Zenebe, (2007) studied about the practice of teachers’ CPD program in primary and secondary schools of Oromia region indicated some problems. Such as: lack of training materials, lack of time and financial support; lack of incentives and lack of awareness training. Based on these findings the researcher will study the implementation of teachers’ CPD in general secondary schools of South Gondar Zone. To study how schools adapt the program; their culture of support; the effects of CPD implementation in general secondary school and how they facilitate the implementation are very important and timely issues. Hence conducting a research on the mentioned issues is a timely and very important.

## **1.2 Statement of the Problem**

Teaching as the process of changing behavior and cognition of the learner, demands the appropriate pedagogical, academic and psychological preparation of teachers. The role of the teachers in this respect can not be over looked. Various educators, Lockheed and Verspoor (1991), Yalew (2000) indicated some among many reports that the quality of education rests mainly on the quality of teachers.

To attain the required professional knowledge, skill and attitude, teachers must go through a lengthy, pre-service and in-service teacher preparation. The current tendency is to recognize the pre-service teachers' preparation as merely the first step in a long process of continuing professional development. Successful professional development experiences have a remarkable impact on teachers' work on the assumption that significant number of teachers through out the world are under prepared for their profession (Villegas-Reimer, 2003).

In addition, there are a number of critics on secondary school teachers' skills, attitudes and knowledge necessary for effective teaching. In other words, a significant number of secondary school teachers have different problems on their teaching practice. Lack of practical skills of teaching, inadequate knowledge and lack of professional commitment are identified as the main problems (MoE 1998 E.C 21-26).

Hence, teachers should continuously improve and update their competence and skills for the benefit of the society and the students they serve. This shows that in the dynamic world being certified in the pre-service training is not the only guaranteed to become a well competent and effective teacher. Thus teachers should continuously update themselves as they teach their students. The effectiveness and efficiency of an institution are highly relied on the quality of performance of professional competences. That is why globally there is a growing interest in the concepts of competence learning in various areas of education training and professional development.

As Gizaw (2006:77) reports that "the competency of teachers and sustainability of their professional development is always under question in all countries and more in developing countries..." The National Education Conference Document (July, 2002) as cited in Gizaw (2006) stated that teachers are not committed to their knowledge; they do not have the necessary professional and academic profession; and they do not employ modern methods of teaching. The 1994 Education and Training Policy and the various subsequent documents produced by MoE also underline that teachers are essential since it is in the classroom that the real learning takes place.

But, in spit of the above reality, the quality in the Ethiopian education system has suffered much at present time. This is mainly because MoE in its ESDP II document reported that

teachers do not continuously update their competency and Skill (MoE, 2005). To this fact, Craft (2000) discussed that the dynamic nature of educational environment can not be easily managed without continuous learning. This is why the MoE designed different packages for quality improvement in education under several programs. Therefore, continuous professional development is one of the most important programs which is currently operating in all schools in the country through improving professional competences and to attain a desired quality education. However, the implementation of CPD in school was not effective as intended because of the lack of in-depth training for practitioner. Leave alone the teachers and the principals complain not to have clear knowledge about the Continuous Professional Development in general secondary schools. For instance, portfolios of many teachers in different schools were often found to be copies of a few active teachers, teachers were not committed to practice the program, absence of motivation and continuous follow up. Most teachers used traditional method of teaching and evaluation (Zenebe, 2007). There is a gap between what teachers did and the intended teachers' CPD program implementation.

Based on the above research finding, the researcher (formerly work in woreda education office and director of the secondary school in South Gondar Zone) has participated in different activities in implementing teachers' CPD program, shared experience of different Woredas' and Zones' practice in Amhara Region. Therefore, from the researcher's experience, it is possible to say that the program was not effectively implemented. This has initiated the researcher to conduct research on the implementation of Teacher Continuous Professional Development program in general secondary schools of South Gondar Zone.

Therefore, the following basic questions were formulated to address the problems of the study.

1. How do teachers perceive the importance of CPD implementation in their teaching in general secondary schools of South Gondar Zone?
2. How far do schools adapt the course modules of CPD Program developed by MoE in general secondary schools of South Gondar Zone?
3. What type of support was given to teachers in implementing CPD program in general secondary schools of South Gondar Zone?
4. What is the encouraging and impeding factor in implementing teachers' CPD program in general secondary schools South Gondar Zone?

### **1.3 Objectives of the Study**

The general objective of this study was to assess the implementation, the encouraging and hindering factors of teachers' CPD program in general secondary schools of South Gondar Zone. Specifically, the objectives were stated as follow:

1. To identify the perception of teachers regarding the implementation of CPD program available in general secondary schools.
2. To investigate activities incorporated in planning and implementing CPD program in general secondary s schools.
3. To identify the types of support given for teachers in implementing CPD program in general secondary schools.
4. To identify the constraints and effects in implementing teachers CPD in general secondary schools.

### **1.4 Significance of the Study**

The main purpose of this study was to assess the implementation of teaches' CPD program in general secondary schools of South Gondar Zone. The study helps to understand both hindering and fostering factors in implementing CPD, and the supports offered from the stakeholders. In general the researcher believes that the significant of the study would be the following.

- It helps to identify the teacher's perception about CPD program in general secondary schools.
- It helps to identify the degree of implementation of CPD program in general secondary schools. This in turn helps to provide relevant information to the responsible bodies.
- It helps to find out the strategies on how to implement Teachers' CPD program in general secondary schools.
- It helps to find out the factors promoting the implementation of CPD.
- It helps to find out the constraints in implementing Teachers' CPD Program in schools and then suggest the possible solution to alleviate the problems.
- It helps as steppingstone or reference material for other researcher in this area.

## **1.5 Delimitation of the Study**

This study was delimited to the implementation of the teachers' CPD program in general secondary schools of South Gondar Zone. It was also confined to deal with the teachers' CPD program implementation in 3 general secondary schools in South Gondar Zone. The study included the implementation of CPD program from 2006 to 2009/10 academic years.

## **1.6 Limitation of the Study**

In conducting this study the researcher faced some problems. The main problems were; lack of budget and time hence the researcher limited the sample size to three woredas. Using the audio visual recording is very important to make the responses of the interviews more clear and manageable. But the researcher did not use it which was one limitation of the study.

## **1.7 Operational Definition of Terms**

**CPD:** is a continuous training program for teachers to enhance their competence and efficiency in teaching-learning process (Leu, 2004)

**Updating:** Improving one's knowledge, skill and attitude to cope up with a dynamic world or changing environment

**Facilitator:** a teacher who is responsible to facilitate the implementation of the proper CPD activity in a group

**Mentor:** is a teacher who acts as counselor or guider for NDTs during attending induction program.

**Perception:** is the way someone thinks about CPD program or the impression someone has on CPD program.

**Attitude:** is a learned beliefs that develops over time about CPD (Reynold and Fletcher, 1990)

## **CHAPTER TWO**

### **Review of the Related Literature**

#### **2.1 Theoretical Framework of CPD Implementation**

Education is a process by which man transmits his experiences, new findings and values accumulated over the years in his struggle for survival and development through generation (Teklehimanot, 1999). Hence teachers should improve their profession by different opportunities of in service training program. Continuous professional development program is preparing teachers to manage their future responsibilities, because it is a current and future oriented process. It is considered as one of the most important pedagogical activities that is used to update teachers knowledge, skill and fostering school improvement with all its constitution parts (MoE, 1994).

The implementation of teachers' CPD contributes much for enhancement of educational quality. Scholars define teachers' CPD in various ways, but they express the same concept. For instance, Hayes (2004:22) cited in Yihune(2008) defined CPD as; "The activities designed to support teachers in using standard based instruction and also to help them to develop and interpret standard based assessment." Another scholars Leu (2004) also defined as CPD is the process of continually updating one's professional skills and knowledge through out his/her working life.

The definitions given by those scholars have common consensus in which CPD activities are mainly concede with the improvement of the school and professional development of individual teachers and school community as a whole continuous professional development. The implementation, on the other hand, concerned with staff collaboration, increasing pedagogical and subject matter knowledge, strengthening of relationships between scholars and research institutions. It also minimizes the gap between professional requirements and limitations of pre-service teachers training, and focused on the capacity building up to the required standards.

Teachers' CPD implementation is the process of putting the developed plan into practice. Implementation involves the reduction of differences between existing practices and practice suggested by planners. It includes attempts to change individuals' knowledge, actions and

attitudes. Implementation of CPD incorporates the following important activities (Ornstein, 1988) Such as:

- Planning is essential for effective implementation which addresses the needs of teachers, resources, the need of the society, adapted the plan developed at central level outside the school.
- Communication is the process of making people to get the right kind of information about CPD program. The awareness about the program is created in teachers, principals and other responsible bodies by means of workshop, meeting, demonstration role playing situation, seminars, etc.
- Cooperation: in implementing teachers' CPD the teachers, school principals, supervisors and other personnel should collaboratively participated.
- Support: in implementing teachers' CPD, financial, technical and material supports are very important to be effective.

Recent researchers on curriculum implementation categorized curriculum implementation approaches into three categories. These are fidelity perspective, mutual adaptation perspective, and enactment perspective. These approaches are different concerning curriculum knowledge, curriculum change and role of the teacher.

#### **a) Fidelity perspective**

In fidelity perspective, curriculum knowledge is primarily developed outside the school. The curriculum change in the fidelity perspective is a linear process. Concerning the role of the teachers, the teachers implement the curriculum following the directions designed by experts (curriculum development)

#### **b) Mutual adaptation perspective**

In mutual adaptation, the curriculum knowledge is created outside the schools by experts but the curriculum can be adapted by teachers based on the school (classroom) context. The curriculum change is viewed as a more unpredictable, less linear process with the more active consumer at the end of the process. The teacher's role is becoming more active in shaping the curriculum to meet the demand of the local context.

### **c) Enactment perspective**

In the enactment perspective, the curriculum is not depending on externally developed curriculum. The teachers and students create the enacted curriculum and give meaning to it. They are creators rather than primary receiver of the curriculum knowledge. The curriculum changes as a process of growth for teachers and students, change in thinking and practice rather than organized procedures for design and implement a new curriculum. Thinking, feeling and assumptions must be changed, not just content and materials. The role of teachers is integral to the process, for there would be no curriculum with out teachers and students giving form to the classroom. A teacher is a curriculum developer with his students based on enacted experience (Jackson 1996).

From the above approaches of implementation, I argue that the mutual adaptation approach is more convenient to implement teachers' CPD program in school. Since this approach allows re-plan and adapt the training materials developed nationally or by responsible organizations out of a school. The teachers or/and the school could able to modify the guidelines (training materials) developed by external experts based on their needs and school context. Therefore, teachers' continuous professional development program is effectively implemented by planning based on the school context, teachers' need and the guidelines developed based on national priorities and professional requirements. In fidelity approach, the teachers should implement with out changing the training material prepared outside the school by experts without considering the needs of trainees and school context Fullan (1982:54) in Jackson stated that, legislations and policy matters seemed to ignore the fact that what people did and did not do was the crucial variable. In the enactment approach, the teachers or the school plan the training program without considering the national guidelines and the national objectives. In this case, the program may loss the national priorities or central objectives and becomes more individualized. Hence the researcher undertaking this study focused on the implementation of teachers' CPD program in the schools.

Introducing a number of models and frameworks should provide us tools for analyzing the CPD concerned with learning of teachers and students. According to Les and Chris (1991), there are three models of CPD

a) The first models are individualistic approach to CPD: this model is professional development through apprenticeship process model. Teachers act as more or less isolated individuals in identifying, prioritizing and finding ways of meeting his /her development needs. It is sometimes referred as anticipatory socialization that takes place before the actual work. It is the process through which the entrance into an occupation and for professional consciously or unconsciously acquires attitudes, values, behavioral patterns and the appearance of member of the profession.

b) The second model is a group approach to CPD: Teachers act in group as well as responding as individuals though conversation, interaction and common work, member find ways to influence one another, to provide collegiality and support, and encourage self improvement and progress.

c) Third model is the school development approach to CPD. This characterizes the extent at which teachers make the whole school level as well as the group and individual levels. This model is based on the view of learning community. It identifies many of its problems including INSET and needs of its staff.

## **2.2 Teachers' Continuous Professional Development (CPD)**

Every person is engaged in a life long learning process. From our earliest years we learn continually in both formal and informal situations. At school, the formal learning becomes more structured and subsequently is focused on the chosen vocational or academic career path. For those who enter pre-service courses in Teacher Education Institution, to be educated and qualified as teachers, this marks the beginning of their professional education (MoE, 2004).

According to smith and Gillespie (2004), in 1990s some experts began suggest that the existed forms of teacher professional development lacked the focus on, intensity and continuity to change classroom practices. Thus, CPD as they called it "Job embedded professional development" became popular approach in 1990s. It locates professional development with in the school or local contexts. It was rooted in the belief that students would benefit more when teachers learn in their work place. Villegas-Reimers (2003) reported that CPD emerged out of the limitations of the pre-service and in-service teachers' education. Leu (2004) also state that CPD emerged out of two independent paradigm shifts. The first was that the shift in approach to

both students and teacher learning from passive to active learning. The second was the shift to more decentralized forms of authority, activity and agency. These two reasons are accompanied by rapid expansion of enrollment. Literatures have categorized the reason that necessitated CPD, into three major groups as the continuous nature of learning to teach, the issue of globalization and complex social changes and emergence of constructivist.

It is paramount importance to raise the recommendation adopted by the 1975 Education Conference, and addressed to Ministry of Education of the member states of UNESCO as quoted in Goble and Porter (1977:15) which states that “a comprehensive policy is needed to ensure that teachers’ education is recognized as a continuous co-ordinate process which begins with pre-service education and continues through out teachers’ professional career.” Different educators proposed the importance of teachers’ Continuous Professional Development before the conference. For instance, Dent (1961) said that a teacher should have the kind of mind which always wants to go on learning. This shows that the teaching is a job at which one will never be perfect. Deighton (1971) also reported that even the best pre-service teacher education program can not do more than produce a beginning teacher. According to Balam (1981) in-service education is defined as “Education and training activities engaged by primary and secondary school teachers” The definition indicates that the main aim of an INSET program for teachers is to enhance the professional knowledge and skills of unqualified teachers or under qualified teachers following their initial certificate that leads to upgrading, updating, salary employment and able to teach children effectively

Continuous Professional Development is the process of continually updating ones professional skill and knowledge through out his/her working life. Updating refers to programs that bring new idea to teachers’ and encourage them to share it and to generate new ones about good practice (Leu, 2004). Therefore, CPD is the process in which teachers maintain the quality and relevant of professional service though out their professional life. CPD has a constructivist based knowledge which is dynamic and subjective. And thus, the learning of teachers should take place at their working place (school) (Leu, 2004). As a strategy for the management of change, CPD continuously inform teachers about any educational and technological change. To this fact Kirk (2000) said that there is no curriculum change without teacher development.

The quality of teaching profession can not be secured simply by ensuring the highest standard at initial teacher education.

Even though different educators have different definitions and assumptions about the CPD program, according to Marczely (1996),

- ① It should be conducted in a supportive climate of trust, peer support, open communication and staff commitment to a set of clearly understood norms for functioning in an institution.
- ② It requires support from administration and school board including time, personnel, training materials and fund to enable the training necessary to implement educational programs in their school.
- ③ Decisions concerning the objectives, experiences and assessment of in service education should be co-operatively developed by those involved in and affected by the training programs.
- ④ It should be based upon assessed needs of participants. A need is defined as the gap between the expected professional performance and actual performance in the working set.
  - It should have three major components a) attitude b) Pedagogical skill c) substantive knowledge,
- ⑤ It should be decentralized, focus on the actual school problem, goal, need and plans, and be conducted, whenever feasible in the school setting
- ⑥ It should emphasize use of reward (such as opportunity of increased autonomy, participating in decision making, increased competence, success and advancement) which has been shown to promote high commitment and performance.
- It should be experientially based with opportunities to select, adapt and tryout new professional in real and simulated work setting
- It should provide for follow up and “on call” assistance to educators as they use their skills and understanding in the work setting after they have been trained.
- ⑦ Evaluation of CPD program should be both formative and summative and should examine the immediate effect on participants, extent of transfer to the work setting and the effect on achieving institutional goals.

## 2.3 Characteristics of Effective Implementation of CPD Program

Every movement in the lives of teachers and pupils bring critical decision of motivation, reinforcement, reward, ego enhancement, and goal direction. Proper professional decisions enhance learning and life; improper decision sends the learners to wards increment death, in openness to experience and in ability to learn. Teaching is definitely a matter of life and death. It should be entrusted only to the most thoroughly prepared professionals. The professional states of teaching will not improved merely by expanding the knowledge and skill base of teachers. If the content of teachers' education can not be used in the work place of the teachers, then colleges of education will continue to be viewed as out of touch and absolute. Educators have listed down various characteristics of effective CPD programs depend on their professional priority and philosophy and circumstance in which they practice. But what they have mentioned is more or less similar. It is also believed that no professional development approach is always useful in all circumstances (Craft, 2000).

Corcoran (1995) cited in Villegas-Reimers (2003) proposed the following characteristics of effectively implementing CPD program. The program must: Stimulate and support site based initiatives; be grounded in knowledge about teaching; model constructivist teaching; offer intellectual, social and emotional engagement with ideas, materials and colleagues; demonstrate respect for teachers as professional and as adult learners; be accessible and inclusive; and provide sufficient time and follow up.

Moreover, Craig et al. (1998) as cited in McNeil (2004) state that, an effective professional development program has the following qualities.

- Its designing requires a thorough and participatory need assessment of teachers and staff;
- The over all strategic vision and framework for the continuous implementation of professional development efforts service as a base to design it;
- Teachers, school staff and administrator should participate in all stages of planning and implementation;
- There should be a balance between pedagogy and content in its program, rather than over emphasis one over the other; and

- There should be commitment to continuous improvement through ongoing guidance, mentoring and feedback, and technical support.

Fenwick (2001) cited in Yihune (2008) also listed down the extensive characteristic of high quality professional development. Any professional development should: Encourage teachers to development a variety of classroom base assessment skills; focus on teachers as central to students learning, yet includes all other member of the school community; focus on individual, collegial and organizational improvement; respect and nurture, the intellectual and leadership capacity of teachers, principals and others in the school community; reflect best available research and practice in teaching learning and leadership; enable teachers and directors further expertise in subject, content, teaching strategies, and other essential elements in teaching to high standards; promote continuous inquiry and improvement embedded in the daily life of school; be planned collaborative by those who will participate in and facilitate that development; maintain a coherent long term plan; be evaluated on the basis of impact on teacher effectiveness and student learning, and use this evaluation as a guide to subsequent professional development

Villegas-Reimer (2003) by acknowledging different educators summarized that CPD has the following characteristics. 1) it is based on constructivist model; 2) it is perceived as a long term process (teacher learning over time); 3) it is perceived as a process that takes place within a particular context (it is based on schools); 4) this process is intimately linked to school reform; ✓ 5) a teacher is conceived of as a reflective practitioners; 6) it is conceived of collaborative process; 7) it may look and be very different in diverse setting; and even within a single setting, it can have a variety of dimensions.

Based on the above listed qualities, it is possible to say that CPD programs are dynamic and integrated. The program, address the needs of individual teachers and the support needed for teachers to undertake activities. They also consider teachers as professionals and central to students' learning, encourage teachers do individually or collegially over time in their working place and give balance for content and pedagogy. Besides, CPD is not working towards a minimum standard; it is about continuous improvement and making such a commitment transparent.

## **2.4 Modalities of School-Based CPD**

Teachers preparation and Continuing Professional Development program is continuum beginning in college career and extending through the experience of professional educators. The term professional development program implies “Training teachers by providing them with prescribed knowledge in workshop to add their existing knowledge.” Learning does occur in a professional development program because teachers sometimes gain a better understanding of what they already do but a one-off workshop tends to reinforce the existing practice rather than transform them, which is consistent with no time of single loop training (Hoban, 2002) cited in Zenebe (2007).

In general teachers’ continuous professional development includes different programs. Such as: Induction program, higher diploma English language Improvement program and proper CPD program. Among these programs, induction and proper CPD are offered for primary and secondary school teachers in schools. This study is focused on the implementation of these two programs.

### **2.4.1 Induction, and Mentoring and Mentor**

#### **2.4.1.1 Induction**

The process of induction at the start of career recognizes the transmission from the student to the professional. Under the induction arrangements, the induction tutor tasks recognizable from the formal mentor role in initial training. The new deployed teachers should be oriented about the school environment, the social conditions, the working principles of the schools, etc. The induction program is given to NDTs in the first two years of their employment. The beginning teacher may faced to some problems related to the classroom, such as a provision of work and teaching materials, measuring achievements, teachers and pupils participation in the recitation, teachers participation, making assignment of the classroom.

MoE (2004b) stated that the aim of this program (course) is to support new teachers during their years of teaching. It also ensures that NDTs may have the skill and knowledge to become increasingly competent professional. Thus, the NDTs will be competent in:

1. The knowledge of values, attributes, ethics and abilities essential to professionalism.
2. The subject matter and methodologies

3. The management of classroom; and
4. Understanding of the school, its community and the educational system.

The effective results of an induction program includes workshops, homework assignments, journal writings, didactic seminar, school experience such as observation and giving lesson project work and assigning experienced teachers to mentor beginners. In addition, the mentor teachers also able to participate in workshop and receive other forms of support during the program (Javinen and Kohoe, 1995) cited in Villegas Reimer (2003).

#### **2.4.1.2 Mentoring and Mentor**

**Mentoring:** is a continuous staff development activity which a system is once in place happen during normal school life (Blandford, 2000). Mentoring skills are exercised in context. The constant professional dialogue has the potential to elicit development needs, even if the mentoring is not formally codified. Effective mentoring creates realistic framework for support and know how to exploit contextual factors. They demonstrate the process of listening and counseling, motivating, supporting, consultation, drawing out, renewing and reflecting, sharing experience, problem solving and developing common approaches. Mentoring enhance other areas of the professional role and improve work with pupils, and under standing learning needs.

**Mentor:** - Provides that new comer teachers with support guidance, feedback, problems solving guidance and a net work of colleagues (Rubbin 1999:40) in Villegas-Reamer (2003) stated the role of mentor as sharing of information, provide access to resource, role modeling, counseling, coaching, encouraging reflection, advising, career moves and supporting new teachers. Similarly MoE (2004) mention the responsibilities of mentors as followings;

- a. Plan the CPD program with the trainees
- b. Provide CP and personal support to those learners
- c. Evaluate activities/assignments done by teachers and monitor program and quality improvement made by teachers in the classroom as indicated in the program.
- d. Discuss and keep records (portfolios) of all completed activities, classroom objectives and meeting held with teachers, have them signed by themselves and make them available to principals and supervisors when required.
- e. Submit assessment report to school directors at the end of each semester.

### 2.4.2 Experience Sharing

Any one who think about the source of teacher knowledge will have admit the single most important source is the act of teaching itself. In deed the acceptance of this fact is clearly reflected the salary schedule of most schools system. Teachers who did nothing but teaching presumably would grown his professional ability even if he/she never read professional journals or attending professional convention. Thus, from this point of view the greatest contribution to in-service training is the experience of teaching itself (Rubin 1971).

According to Wallance (1996:19) in Burham, and O'salivan defines experiential learning as:

*The emphasis is an active engagement of learners, the primacy of their learning experience facilitation (as opposed to transmitting knowledge) and making sense of experience through reflective dialogue between facilitator and learner. However, no distinction is made between different kinds of experience and the degree to which they relative to the context in which the learning is designed to be used.*

It is the important insight of this last sentence that raises the central issues with experiential learning, the extent to which learning as applicable. Collegiality is valuable professional development activity of teachers. Because it takes teachers' development beyond once own reflection. To a point where teachers can learn from one another, sharing of experiences build expertise all colleagues. It is important for Teachers' Professional Development even though it is often underestimated (Craft 2000:29). CPD encourages horizontal learning rather than vertical cascade model.

Obviously, for majority of teachers, collegiality leads to a commitment to continuous improvement and development on essential obligation. Villegas-Reimer (2003:99), listed specific activities of collegial development as: professional dialogue to discuss professional issues; curriculum developers were teams of teachers develop curriculum units; peer supervision; peer assistance; collaborative action research; report to colleagues on teachers own personal case study.

From the above discussion, teachers' net works bring teachers together to address the problem which they experience in their work, and this promotes their own professional development as individuals and as groups. The number of professional development program offer teachers the opportunities to observe colleagues who have been recognized for their expertise and

excellence in teaching. Thus, teachers have the opportunities to learn and reflect on the knowledge, skills and attitudes that excellent teachers implement in the classroom.

### **2.4.3 Action Research**

Researchers define action research in different ways. For example, Elliot (1991) defines action research as “the study of social situation with a view of improving quality of action with in it.’

Action research is a process of investigating, reflecting and taking action which deliberately aims to improve, or make an impact on the quality of real situation which forms the focus on the investigation. Action research involves self evaluation, critical awareness and contributes to the existing knowledge of the educational community (O’Hinlon, 1996), in Villages-Reimer 2003).

According to Elliot (1991) action research is taken as part of a teachers’ professional development. In relation to this, Mekennon (1995) suggested the reason why teachers conduct action research. The reasons are: naturalistic settings are best studied and researched those participants experiencing the problems; behavior is highly influenced by naturalistic surroundings in which it occurs; and qualitative methodology as best suited for researching naturalistic setting. In addition to the above reason for conducting action research, Sachs (2003) noted the purpose of conducting action research is; it serves as strategy for broader change initiative with in school or classroom; it helps to improve classroom practice; it contributes to better understanding of nature of teacher’s knowledge; and it serves as a basis for teacher development

In general the main objective of action research is to solve teaching problems, to make systematic change in teaching practice that results in increasing students learning. In line with this, Mills, (2000); Cohen, Manion and Marrison, (2003) reviewed the characteristic of action research as follows; can help teachers to investigate a relevant classroom problem; involve teachers reflection at each step in the inquiry process; can be used to improve practice, solve problems, institute change, enhance teachers development; is a naturalistic and often uses participant observation in techniques of study a phenomenon; is a collaborative process with the individuals who are responsible for action conducting the research; often involves solving practical problems and exploring classroom issues; expend teachers professional knowledge in

a specific discipline; dynamic change is an inherent part of the action research process; and involves teachers engaging in the cyclical process of planning, acting and reflecting.

#### **2.4.4 Active Learning Approach**

Educators define active learning in different forms. But all definitions have one thing in common, that is in active learning, students are not passive receivers of information rather they actively participate in teaching learning process. Active learning as the name indicates is the process where by learners is actively engaged in the learning process rather than passively observing lectures ([http://www student's smart-com/ resources active learning htm](http://www.student's-smart-com/resources/active-learning.htm)).

From the above expression one can understand that in contrast to the traditional teaching method, in active learning, students are actively engaged in their own learning. According to ICDR (1998) as quoted by Mekonnen (2006:11), effectively learning is stated as:

*Teaching is effective only when students are learning. Learning is effective when it is meaningful to students. Learning is meaningful only when students can use it, connect it to their lives or actively participate in it. Memorizing, facts and bits of knowledge alone is not effective learning. We will prevent meaningful learning from taking place when we teach only by giving facts. This implies that teaching without students' active involvement is meaning less.*

In active learning as Temechegn (2002:vol. 1) points out,

- Teaching is not confined to classroom base;
- Teaching integrates subject matter;
- Teaching involves students active participation
- Teaching learning pre dominantly by discovery techniques
- External reward and punishments not necessary i.e., intrinsic motivation
- Teaching learning includes little testing
- Focus on cooperative group work, creative expression and process is valued.

#### **2.4.5 Continuous Assessment**

Assessment is a way of observing, collecting information and making decision based on information. Good assessment of students' learning provides valid and reliable evidence of

students' performance to take appropriate decisions Choilore et al. (2003) cited in Zenebe (2007). Continuous assessment is a classroom strategy implemented by teachers to ascertain the knowledge, understanding and skills attained by pupils. From the above definition, it is possible to say the continuous assessment is a classroom strategy which is useful to assess the overall achievement of students. And thus MoE in its ESDP III document, consider continuous assessment as an integral component of teaching learning process (MoE, 2005). National Institution for Education Development (NIED) stated that the assessment is continuous because it occurs at various time as a part of instruction by asking oral questions to check whether the instruction is going well; to use it students achieve objectives by giving different exercises it may occur following a lesson and usually occurs following a topic and frequently following a theme as a mechanism.

To sum up, continuous assessment is important because it helps teachers to get regular information about the teaching learning objectives and his/her competence. When teachers practice continuous assessment, their every day classroom experience becomes an important means for their own professional development. On the other hand, successful implementation of continuous assessment demands to become professionally more competent. Therefore continuous assessment and professional development are interdependent.

#### **2.4.6 Teachers' Professional Development Portfolio**

Portfolio is a collection of evidence gathered over a certain period of time, to illustrate different aspect of teaching work; professional development and abilities (Rigges and Sadline, 2000). It includes information to a particular teaching activity and on the explanation for the rational behind the specific teaching experience. Reece and Walker (2003:23) also defined portfolio as a mixture of evidence typically gathered from diverse sources. It therefore, describes and documents multiple aspects of teaching ability, teaching experience, as well as selected important work as scholar. The successful use of portfolio provides an opportunity for teachers to reflection their own work, goals, activities in and out of the classroom. More specifically, Seldin (1997) has listed the purpose of portfolio as follows:

Reflecting on your goals as a teacher; assessing one's teaching strength and area which need improvement; document one's progress as a teacher; generating idea for future teaching development; identify your personal teaching style; use elements of portfolio to promote

dialogue with fellow teachers; considering new ways of gathering students feedback; gathering detail data to support your goals and collecting multiple source of evidence that documents the implementation of your teaching goals and their success. The general categories on developing portfolio that are deemed necessary to follow are: Start as clear as possible, plan well and systematically collected data, develop a good filing system, regularly sort through organized and update information, involve assess as consultant and contributors.

Based on the above idea, it is possible to say that teachers should be selective and follows the proper procedures of preparing portfolio. Teachers will maintain personal portfolio in which they will write their learning experience arising from the CPD program activities. In portfolio, teachers will devise and implement their own personal action plans with reference to the target set annually with their school director or head of department and other progress to wards these (MOE, 2004).

## **2.5 Teachers Attitude toward Implementing CPD Program in**

### **School**

The term attitude has been defined in different ways. For instance, Reynold, and Fletcher (1990:108) defined it as “learned belief that develops over time.” According to these definitions attitude is a feeling development from ones experience with other and the environment, and it influences the way people behave. Rokeach (1962:159) also defined it as “A package of beliefs consisting of inter connected assertion of the effect that certain things about a specific object or situation are true or false, and other things about it are desirable or undesirable.” This definition implies that attitudes are an organization of several beliefs that focus on a specific objective of situation. Some of these beliefs about an objective or situation concern matter of fact and others concern matter of evaluation.

From the above definitions one can note that one’s attitude plays a great role to facilitate or hinder what he/she does. Regarding this, various literatures reveal that attitude and practice have strong relationship. Pertinent to this , Nisbet and Nisbet (1985) as quoted in Hussen (2000:236) stated that “The effectiveness of innovation, no mater at what level it is initiated in a school organization is dependant on the extent to which people concerned perceived a problems and realize the existence of need...” This shows that an ill conceived program can

not be effective no matter how well it is organized and how feasible it may be. Bishop (1976) also reported that attitude of teachers is one of those variables that affect instructional outcomes. Consequently attitude may predispose individuals to accept or reject the practice of a specific program. Houl (1900) as cited in Toddy (1987) clearly showed that the effect of teachers attitude on the practice of CPD. He indicated that CPD may not have a good effect on the day to day activities of teachers. To explain this failure, he suggested it is helpful to draw distinction between what a teacher knows /competence/, what a teacher does /performance/, what a teacher achieves /effectiveness/. Then, he argues that it is relatively easy to affect what a teacher knows. It is less easy to affect what a teacher does with what he/she knows; attitude, pre conceptions and prejudices may all combine to produce little change in action terms from the new knowledge and understanding. This implies that teachers may not reform what they are supposed to do in the classroom though they know very well. The above discussion shows that the favor or disfavor perception of teachers about the CPD program facilitate or hinder their practice. Teachers who feel professionally fulfilled will generate the programs, procedure and research that create successful schools. It will require the development of professional trust among all accepted parties (Marezely, 1996).

According to James (2005:107-108), teachers are most ready to accept ideas for change if they resonate with their existing or previous beliefs and experiences. However, this does not make them right or appropriate; teachers need to develop the knowledge and skills to evaluate evidence and the confidence to challenge taken for general assumptions including their own.

## **2.6 Coordination of School Based Teachers' CPD Program Implementation**

Nothing is more important than knowing the starting point of a journey in relation to the direction it determines both the direction and pace of travel. Need analysis provides the crucial information to ensure that professional learning is appropriate, valid and relevant. A variety of techniques are available all of which are essentially concerned with diagnosis on the basis of evidence in order to inform perceptions and so determination (Burnham and O'Sullivan, 1998).

In implementing of the CPD programs, the individual variation of teachers' experiences expertise, skills and knowledge and their right to further professional development to improve the quality of teaching take into account in the capacity of proper designing and managing of the program (MoE,2003:13).

Professional CPD management is the provision of clear instruction on sequence of action to be followed, and making of objectives clear, monitoring and evaluation, provisions of necessary services, materials, finance and governing policies are essential. Management of CPD practices deals with the planning, structuring and coordinating functions (Fullan, 1998:74, TESO, 2003: 99).

### **2.6.1 Planning School Based Teachers' CPD Program**

In any in-service training program, the planner considers the needs of each teachers, and taking into account his/her unique qualities. The difference in teaching ability noting that some teachers perform better in certain areas than the others, and certain approaches may be more appropriate for certain outcomes than for others (Rubin, 1971). Professional growth should relate to life in classroom test and the teacher continuing education should be directly upon the problems she/he encountered in his work.

Concerning planning, the schools must come to recognize that the same needs to individualization exist in professional development for teacher themselves. Teachers differ not only on the professional goals they set for themselves but also in their learning modes, stages of development, philosophies and abilities.

- x Researches and experiences suggest that it is best to involve teachers in planning training program to give them a vested interest in the success of the program. Teachers must participate in the governance of his/her professional growth. Those who serve as facilitating agent must themselves acquire the skill of collaborative interaction which permits them to work effectively with teachers. The improvement of teaching skill must be come a routine aspect of professional life. Teachers must be given time, and other resources with which to assess the professional needs and to carry on improvement activities (Tyler, 1949).

According to Burnham and O'sullivan (1998), any systematic planning ( approaches) to professional Learning should be take the following elements in to consideration: There has to be clear and explicit link with school improvement strategies and integration with relevant management; professional Learning has to be expressed through learning policy which embraces all member of school community; individual and organizational needs has to be reconciled recognizing the equal integrity and validity of both; individual learning progress has

to be designed on the basis of negotiated diagnosis; professional learning has to be focused on the actual work of the individual and on their capacity to grow and develop; any external provision should be planned so as to reinforce and integrate with internal provision; all professional learning should serve as a model, an exemplification of best practice for learning of students; professional learning needs to be focused on research based, problem solving , critical and analytical studies; whenever possible professional learning should be team-based to facilitate learning; coaching has to become the most significant working relationship in the school.

The success or failure of teachers CPD relies on the developed plan. Therefore, the school based teachers' CPD program should be planned based on the needs of the individual teachers, the school and the nationally developed guidelines. And teachers should participate in planning the CPD program in the schools.

### **2.6.2 The Role of Principal to Foster Teachers' CPD Program**

In order for professional development to be successful, the principal should be a model for teachers. Regarding this Smith and Gillespie (2004), wrote that since CPD is a new experience for teachers, they need assistance to overcome their nature reluctance to share their concerns and students' work with other teachers. The systematic leadership of the effective school principal can not underestimated as a change agents. Thus, the school principal should a learner as well as a leader.

Beyond having a supportive attitude and creating an atmosphere where there is a love of teaching, school principals must be a primary CPD developer. Because, the principal has high responsibility to control the factors affecting the school based CPD (Marczely, 1996:98; MoE 2003:14). Identifying the development needs of each teacher and the school staff as a whole; arranging CPD opportunities; mentoring progress and evaluating performance must be taken by school principal.

The principals' role nurturing CPD is significant and it begins with sensitivity to the school development needs and needs of the trainees. Regarding this, MoE (2004) stated the responsibilities of the schools director as:

Identify individual and school priorities for development; set annual target for teachers' professional development at school level in accordance with the individual needs and national priorities; designate suitable staff to be mentors for NDTs closely monitor and support them in fulfilling the induction requirements; plan, organize, budget, manage and supervise CPD program at school level; ensure that the ongoing of professional development opportunities either school or cluster based is available for all teachers of the school; facilitate particular CPD opportunity for female teachers ; provide supportive guidance to initiate and mobilize professional resource at school level; keep linkage with education offices, cluster centers, TEIs and NGOs' to provide further CPD opportunities for teachers; monitor CPD teachers through checking portfolio, as part of annual evaluation and performance management and provide constructive feedback to teachers from observation and evaluation in a fair and equitable manner; keep portfolios of teachers and provide evidence of Good practices as necessary; provide evaluation reports to Woreda education office at the end of each semester on teachers CPD performance; identify individuals and school priorities to support the future identification of national priorities' on years to years; participate in CPD program, for their own CPD and keep a portfolio recording their own activities

#### **2.6.3 The Role of Woreda, Zone and Region Education Office in Implementing Teachers' CPD Program in Schools**

For successful school based teachers' CPD program, a comprehensive and coordinated approach needs to be established between all those educational sectors and concerned stakeholder. Schools are small community centre where different individuals, groups and organizations are involved in improving its effectiveness directly or indirectly. There should be smooth relationship between the school and the stakeholder to facilitate CPD activities at school level.

In the Ethiopian context, TESO (2003: X) and MoE (2003:9) expressed that "A collaborative mechanism needs to be evolved among the federal and regional education office at the various levels, teachers' education institution, school clusters, school board, and parent and teachers association." Especially it is obvious that the woreda and zone education officials are the near by facilitations of school improvement. MoE (2004), list the responsibilities of Woreda/Zone Office and Regional Bureau to the successful teachers CPD implementation.

### **2.6.3.1 Woreda/Zone Education Offices Responsibilities**

For the successful teachers' CPD implementation, the Woreda/Zone Education Office responsibilities are, planning, organizing, coordinating, supervising and supporting teachers' CPD program. And ensure their effective implementation on the local context; plan and develop communication system to ensure the effective dissemination of information and the sharing of good practice at the Woreda level; ensure all staff are aware and capable of managing effectively and efficiently all aspect of CPD program of teachers; posses modern and relevant professional knowledge and skill to support the program at Woreda level; provide opportunities in cooperation with the Regional Education Bureau for the delivery of centrally and locally developed CPD courses and individually initiated activities related to school improvement; provide practiced support to schools and cluster centers and facilitate implementation of CPD program at the Woreda level; arrange particular CPD opportunities for female teachers; provide license /re-license based on the evaluation reports from mentors, principals and supervisors; maintain accurate record /register the CPD program progress, licensing decision and the status of teachers; and communication these at the end of each academic year to the REB.

### **2.6.3.2 The Regional Education Bureau Responsibilities**

The Regional Education Bureau responsibilities are: plan and develop communication system to ensure the effective dissemination of information and sharing of good practice with in the region; translate and adapted the centrally developed guidelines, induction package and courses as appropriate to their context and arrange for delivery of the course books, for the NDTs and mentor to the schools; provide training support and supervision for local delivery of CPD courses and teachers evaluation, licensing and re-licensing; provide technical, professional, materials and capacity building support to Zones/Woredas and TEIs for the effective implementation of CPD program of teachers in the region.

Therefore, they are required to do their best in the organizing and provision of school based practices of teachers CPD in schools.

## **2.7 Overview of the School Based CPD in Ethiopia**

The challenges for improving instruction and the need for enhance of students' achievement both requires professional knowledge and skills. One of the strategies in addressing this challenge is to enhance the expertise of teachers. As Amare et al. (2006.81) indicated. "The

government acknowledges the key role of that teachers play in education quality and places teachers at the core of its quality improvement strategies.” This demands to evaluate different alternatives to design and implement suitable teacher development program. Before the late 1990s, Ethiopia depends mainly on cascade or the training model of teachers’ professional development through which selected teachers are trained and intern trained their colleges. This can help to introduce new strategies and make teachers clear about policy issues. Effective teaching, however, must be responsive to a number of variables involving students’ classroom and school environment. Apart from centralized occasional workshop, CPD is intended to carryout pre-dominantly at the school and cluster level. In other words, beginning in 2004, the MoE developed CPD programs as its primary strategy for improving teacher’s quality through in-service training program. In relation to the designed objectives of the CPD program, it was intended to enhance the capacity of teachers to cope up with new technological changes, through out their professional life (MOE, 2005). The immediate objectives, specific to the practical needs for the implementation of CPD in schools were as follows: develop the awareness of teachers on the necessity of CPD; enable teachers to have positive attitude towards CPD so as to make them active participant and beneficiaries in the program; provide teachers with wide opportunities for ongoing CPD program; to offer the opportunities for improving teachers professional knowledge and skill; to ensure that CPD program has to be part of the school program.

It is worth noting that the CPD program was designed to developed teachers by raising the awareness of the program as well as through active participation of them in their schools. To implement the strategies of CPD program, teachers, principals and supervisors were made aware of the induction program designed for beginner teachers and the proper CPD program for experienced teachers (MoE, 2005). Once it is understood that the CPD program could help to promote teachers professional development. The Amhara Region Education Bureau distributed induction handbook to facilitate the implementation of CPD at schools. Apart from this, CPD course modules were also distributed to schools that promote teachers to implement professional development program at schools.

In addition to the above initiatives, the teachers also motivated by the outcome of the CPD program such as all teachers will: have access to high quality CPD programs; systematically

build their professional skills, knowledge's and attitudes require of them in accordance with the ETP; remain competent and up-to-date in their own level of specialty of expertise through a compulsory ongoing programs of staff development opportunities to meet the need of both the school and the individual teachers; consider CPD as integral part of their evaluation licensing /re-licensing career development; and offer higher quality of education to the benefit of students at every level. The specific objectives of CPD stated by MoE (2003b) are: to improve and sustain professional development; to improve opportunities for teacher to keep up with change in education; to provide an opportunity to share professional experiences; to encourage and assist teachers to produce local teaching materials; to enable teachers to localize the curriculum to include their environment; to facilitate mentoring of teachers; and to motivate teachers to under take action research.

In general, the objectives of CPD in Ethiopia reveal that it has multidimensional purposes firstly; changing the attitudes of teachers and other stakeholders to think that learning to teach is continuous. Secondly, continuous improvement of the CPD activities accessible to all teachers to improve the skills and knowledge they have had. Thirdly, informing teachers the priorities of the government and innovation in their filed of specialization and lastly, taking the performance of individual teachers in CPD activities as one criterion in their evaluation, licensing/re-licensing and career promotion.

However, CPD is implemented in schools and various problems are observed. The major problems witnessed are the lack of the supervisory support, train capacity program and lack of trainer commitment to schools initiatives (MoE 2005). This implies that the continuous attention and support is crucial to run the program effectively. To sum up, even though school based CPD program has been introduced, it is yet at its early stage.

# CHAPTER THREE

## Research Design and Methodology

This Chapter consists of the method used, the source of data, samples and sampling techniques, the instrument employed and data analysis procedures.

### 3.1 Research Methods

The methodology of research study emerges out of the nature of the problem and purpose of the study. As mentioned in Chapter One, the main purpose of this study was to assess the implementation of School Based Teachers' Continuous Professional Development Program, the challenges and effects of implementation of CPD Program in general secondary schools of South Gondar Zone. Descriptive survey method was employed in this study .Because this method is helpful to obtain reliable and relevant information from different groups on the actual implementation of the program. In line with this, Koul (1996) stated that the descriptive method helps to have general understanding of the problem by studying the current status, nature of the prevailing conditions, practices and trends through relevant and precise information. In addition to this, Gay and Airasia (2000) wrote that descriptive survey is concerning with the assessment of attitude, opinion, preferences, demographic practices and procedures. On the other hand, Singsidhu (1985:69) stated descriptive survey is the method of investigating which attempts to describe and interpret what exists at present in the form of conditions, practices, procedures, trends, effects, attitude, beliefs etc. Consequently, in describing the status of CPD, the descriptive survey method was employed to be relevant and convenient. Hence, on the basis of this assumption, it was found to be convincing to employ descriptive survey predominated by quantitative approach.

Survey method gathers data from relatively large number of cases at a particular time. It is not concerned with the characteristic of individuals as individuals. It is concerned with the statistics that results when the data are abstracted from a number of individual cases.

The characteristics of descriptive survey that distinguishing it from the others are:

- It involves hypothesis formulation and tests.

- It uses the logical methods of induction-deduction reasoning to arrive at generalization
- It often employs method of randomization so that error may be estimated when population characteristics are inferred from observation of samples.
- The variables and procedures are described as accurately and completely as possible so that the study can be replicated by other researchers.

Descriptive research methods are non-experimental because they deal with the relationship among non-manipulated variables. Because the events or conditions have already occurred, the researchers merely select relevant variables to analyze their relationships (Best, 2006:129).

### **3.2 Sources of Data**

The choice of particular method of collecting data depend upon the purpose of collecting information, the types of information being collected, the resource available for the researcher and the skill of the researcher (Kumar, 1996)

The researcher used both primary and secondary sources of data. The primary sources of data were secondary school teachers, principals, facilitators, and WEO, ZEO and REB experts. The secondary sources of data were portfolios of teachers which were recorded at school with respect to CPD activities and training materials developed by MoE.

### **3.3 Sample and Sampling Techniques**

Pertaining to sampling techniques, both purposive and random sampling techniques were employed to select the sample Woredas, schools and respondents. South Gondar Zone has eleven Woredas. These Woredas were stratified into three categories based on their facilities: a) well facilitated Debre Tabor, Laygayint, Woreta and Addis Zemen; b) Medium facilitated, Farta, East Estie and Dera; and c) Least facilitated Woredas Simada, Tachgayint, West Estie and Ebnat. There are twenty general secondary schools in South Gondar Zone. Among eleven Woredas, three Woredas were selected using the sampling technique mentioned above. These are Debre Tabor Woreda which is well facilitated, the second is Farta Woreda which is located near Debre Tabor and categorized under the medium facilitated, and the third Semada Woreda is under the category of least facilitated Woreda. From the sample Woredas, Debre Tabor and Semada Wored as were selected purposively because Debre Tabor Woreda easily reachable by

experts to provide any supports from REB and ZEO experts. And Semada Woreda is the former work place of the researcher, hence the researcher enables to obtain necessary data easily. And Farta Woreda was selected randomly from its category. The sample schools from the selected Woredas were also selected using purposive and random sampling techniques. In Farta Woreda, there are two secondary schools. The researcher selected Gasagn Secondary School randomly. In the case of Semada Woreda, Tagel Secondary School is purposively selected the reason is the researcher was the director of the school hence it enables the researcher to gather the necessary data easily. In Debre Tabor Woreda, Tewodros secondary school is selected randomly.

In general, from the total of 20 secondary schools in the target area, 3 schools were selected. Because of the homogeneity of the population in each category, one school can represent the other schools. From the total population, 15% were selected. When we come to the respondents, 120 teachers, 15 facilitators, 6 principals, and three Woredas, one Zonal and one Regional expert were selected.

From the total number of teachers in the selected general secondary schools, the researcher selected purposely the experienced teachers assuming that the experienced teachers were familiar with both induction and proper CPD programs. Hence, they are able to provide the relevant and sufficient information. Tewodros General Secondary High School has 81 experienced teachers and 8 teachers have one and two years of service. Among the experienced teachers, 67 teachers were randomly selected. The other sample school, Tagel General Secondary High School has a total number of 77 teachers. From these teachers, 45 of them were experienced and the rest were less with experience than 2 years of services. Hence proportionally 36 teachers were selected by random sampling technique. The third sample school is Gasagn General Secondary High School; it has 28 teachers, out of these 20 teachers were experienced. From 20 experienced teachers, 17 teachers were selected randomly by lottery system; fifteen facilitators (8 from Tewodros, 5 from Tagel, and 2 from Gasagn General Secondary Schools) randomly selected by lottery system and six principals (one principal and one vice principal from each school) were selected. The teacher professional development and training program experts were selected purposively (one from each sample Woreda, Zone and Region). The Woreda, Zonal and Regional Education Office experts were selected purposely.

The experts were selected purposively because they are under the department of teacher professional development and they are few in number.

Table 1: Number of Respondents across their Respective Places

| No | Name of Woreda | Name of Schools | No of respondents |    |    |         | Remark                     |
|----|----------------|-----------------|-------------------|----|----|---------|----------------------------|
|    |                |                 | ET                | Fs | Ps | Experts |                            |
| 1  | Semada         | Tagel           | 36                | 5  | 2  | 1       |                            |
| 2  | Farta          | Gasagn          | 17                | 2  | 2  | 1       |                            |
| 3  | Debre Tabor    | Tewodros        | 69                | 8  | 2  | 1       |                            |
|    | Total          |                 | 120               | 15 | 6  | 5       | 2 experts from REB and ZEO |

P- Principal, F- Facilitator, ETs- Experienced Teachers

### 3.4 Instruments and Data Collection Procedures

Qualitative and quantitative data were collected using the questionnaire, interview and document analysis instruments. According to Kumar (1996), the methods used to collect primary data were mainly determined by the purpose of the study, the resource available and the skills of the researcher. Accordingly, questionnaire and semi-structured interviews were developed from the reviewed literature to collect primary data for the study. The qualitative data were collected from open ended questions, interviews as well as the training modules and portfolios. Whereas the quantitative data were mainly collected through questionnaire (closed ended).

#### 3.4.1 Questionnaire

The researcher should make sure that respondents clearly understand the purpose and relevance of the study, especially when a questionnaire is used to collect data (Kumar, 1996). Thus, the questionnaire had three parts. The purpose of the questionnaire and the importance of their responses for the success of the study are clearly stated in the first part of the questionnaire. The

second part concerned the bio-data of the respondents and the third part presents questions related to the basic research questions. To gather the relevant and necessary data, the questions should be clear and easy to understand. Therefore, to check the reliability and validity of the questionnaires, a pilot study was carried out in one school on five teachers and principals, and two education experts who worked in South Gondar Zone Education Office. Validity shows the linkage between the questions and the objectives of the study. That is the quality of data gathering instruments to measure the supposed to be measured. The reliability test was conducted using Cronbach alpha. This was done with the intention that the reliability of items would be determined based on the correlation coefficient alpha 0.7(70%) to be acceptable. Other wise it needs to be modified. After the respondents have completed filling the questionnaire, the reliability level of the two questionnaires was analyzed separately. The result of reliability index of the questionnaires was 0.84(84%). Based on the results obtained from the pilot study and the suggestions from Zone Education office experts, the questionnaire for the department heads was discarded, the question saying what is the importance of CPD, and why teachers implement CPD are related to the same objective. Hence these two questions generalized under why teachers involved in CPD program to one question and Typing errors and other unclear questions were modified.

The piloted and then modified questionnaires were distributed to sample teachers, principals and facilitators in each school one day after orienting the respondents about the purpose of the study, their kindly and genuine participation determines the success of the study. The questionnaires were collected with in two days.

### **3.4.2 Interview**

Semi-structured interview was made to collect qualitative data from Woreda, Zone and Regional Bureau experts. The interview was conducted in Amharic and response was translated into English. The structured interview is used to provide uniform information, which assured the comparability of data (Kumar, 1996). From the interview, the responses were collected by taking notes. (i.e. important points). Then coding and categorizing the data to support the data from questionnaires.

### **3.4.3 Document Analysis**

The researcher checked the activities incorporated in modules, whether the modules prepared by the trainees or not, the teachers' performance by referring their portfolios, and the relation between the teachers' daily activities and the contents.

The researcher has analyzed the activities incorporated on training materials of teachers' CPD and portfolios prepared by teachers. Thus document analysis was employed to cross check the correspondence between what respondents said and what they practically did.

### **3.5 Data Analysis Procedures**

The quantitative data collected from questionnaire were first edited, classified and tabulated, and finally described by using statistical techniques. These techniques are percentage (frequency) and mean. The qualitative data were first organized, categorized and then interpreted with respect to the basic questions described as understood by the researcher. The data obtained from the secondary source of data were described in such a way that where they were in favor or contradictory with the primary data.

## **CHAPTER FOUR**

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

This Chapter deals with presentation, analysis and interpretation of the data collected from sampled respondents to address the basic research questions. This Chapter has two parts. These are the background of the respondents and the description of the results of the study. The data collected from the questionnaire, first presented in table and statistical tools were used for analysis. The data obtained from the interview and document analysis were also narrated or quoted as it was so as to strengthen the data obtained from questionnaires.

#### **4.1 Characteristics of the Respondents**

The characteristics of the respondents who answered the questionnaires and were interviewed were presented under this section. Totally, 141 copies of questionnaires (120 copies for experienced teachers, 6 for principals and 15 facilitators) were distributed. From the total copies distributed, 133 (93.7%) copies were filled in and returned. That means, from the distributed questionnaires, 112(93.3%) returned by experienced teachers, 15 (100%) by the facilitators and 6(100%) by principals were incorporated in the analysis of this thesis. Interview was conducted with three Woreda experts, one Zonal Education Office expert and one Regional Education Bureau expert.

The detail information concerning the distribution of respondents by sex, and age is given in Table 2 below. In the table below, from the total of 133 respondents, 125 (94%) are males while 8 (6%) are females. The table also shows the sex proportion against the three types of respondents. Accordingly, from the ETs the sex proportion is 104 (92.9%) are males and 8(7.1%) are females and all the principals and facilitators are males.

**Table 2: Distribution of Respondents by Sex and Age**

| Description              | ETs |      | Ps and Fs |      | Total respondents |      |
|--------------------------|-----|------|-----------|------|-------------------|------|
| a) Sex                   | N   | %    | N         | %    | N                 | %    |
| M                        | 104 | 92.9 | 21        | 100  | 125               | 94   |
| F                        | 8   | 7.1  | 0         | 0    | 8                 | 6    |
| Total                    | 112 | 100  | 21        | 100  | 133               | 100  |
| b) Age in years interval |     |      |           |      |                   |      |
| 20 and below             | 0   | 0    | 0         | 0    | 0                 | 0    |
| 21-25                    | 4   | 3.6  | 0         | 0    | 4                 | 3    |
| 26-30                    | 22  | 19.7 | 1         | 4.8  | 23                | 17.3 |
| 31-35                    | 24  | 21.4 | 6         | 28.6 | 30                | 22.6 |
| 36-40                    | 18  | 16   | 5         | 23.8 | 23                | 17.3 |
| 41-45                    | 31  | 27.7 | 6         | 28.6 | 37                | 27.8 |
| 46 and above             | 13  | 11.6 | 3         | 14.3 | 16                | 12   |
| Total                    | 112 | 100  | 21        | 100  | 133               | 100  |

F- Facilitators, P-Principals, ETs-Experienced Teachers

The above table represents the age distribution of respondents. All the teachers are above 20 years. Specifically 4(3.6%), 22 (19.7%), 24 (21.4%) 18(16%), 31 (27.7%) and 13 (11.6%) respondents are in the age range of 21-25, 26-30, 31-35, 36-40, 41-54 and 46 and above respectively. Concerning the Facilitators and Principals respondent, 1(4.8%) are found in the age range 26-30 and 6(28.6), 5 (23.8) and 3 (14.3%) are found in the age range of 31-35, 36-40, 41-45 years and 46 years and above respectively. There is no any respondent in the age range of 21-25 years. Teacher respondents consisted of both males and females 104(92.9%) and 8(7.1%) respectively while the facilitators and principles are all males. Therefore the teacher respondents are found in all age ranges and consisted of males and females. The data shows that females are not empowered as facilitator and principal. This less participation of females in the leading position may affect the initiation of females to implement and actively participate in CPD program. The teacher respondents are both males and females which properly represents

the population. Concerning the respondents age, they are found in different age ranges this helps to represent teachers at different age level.

Table 3: Description of Respondents by Qualification and Work Experience

| Description                        | ETs |      | Fs & Ps |      | Total Respondents |      |
|------------------------------------|-----|------|---------|------|-------------------|------|
| a) Qualification                   | N   | %    | N       | %    | N                 | %    |
| Diploma                            | 03  | 2.7  | 0       | 0    | 03                | 2.3  |
| Degree                             | 109 | 97.3 | 21      | 100  | 130               | 97.9 |
| Others                             | 0   | 0    | 0       | 0    | 0                 | 0    |
| Total                              | 112 | 100  | 21      | 100  | 133               | 100  |
| b)Service year in current position |     |      |         |      |                   |      |
| 3-5                                | 15  | 13.4 | 0       | 0    | 15                | 11.3 |
| 6-9                                | 19  | 17   | 7       | 33.3 | 26                | 19.5 |
| 10-13                              | 14  | 12.5 | 3       | 14.3 | 17                | 12.8 |
| 14-17                              | 27  | 24.1 | 2       | 9.5  | 29                | 21.8 |
| 18-21                              | 21  | 18.7 | 3       | 14.3 | 24                | 18.1 |
| > 21                               | 16  | 14.3 | 6       | 28.6 | 22                | 16.5 |
| Total                              | 112 | 100  | 21      | 100  | 133               | 100  |

As shown from the table 3 above, 3(2.7%) of the teachers respondents are diploma holders while the rest 109(97.3%) of teachers respondents and all the Facilitators & Principals respondents are degree holders. Based on the data presented above, it is possible to say that almost all teachers are qualified with respect to standards stated by ETP (MoE 1994). But from the teacher respondents 3 (2.7%) of them are under qualified, i.e. they are Diploma holders. This shows that almost all teachers have taken the pre-service training developed for secondary school teachers. This has positive impact on CPD implementation since CPD stats from pre-service education

Regarding work experience, all teacher respondents have the experience of teaching but they do not have any service in other working place. Principals have experience in teaching before coming to the current position. From teachers respondents 15(13.4%), 19(17%), 14(12.5%), 27(24.1), 21(18.7%), 16(14.3%) are found in the work experience ranges of 2-5, 6-9, 10-13,14-17,18-21 and above 21 years respectively. The Facilitator & Principal respondents are served for more than 6 years, 28.6% of the facilitator & Principal experienced longer than 21 years, the rest 7(33.3%), 3(14.3%), 2 (9.5%) and 3(14.3%) served in the experience range of 6-9, 10-13, 14-17, 18-21 years respectively. The Principals reported that they were teachers before appointed in the current position. From the ongoing discussion, it can be noted that all principals were teachers and they had an experience of teaching before being a principal. Teachers and facilitators were found in different ranges of service year. The respondents have different years of experience. The vacation in service helps to represent teachers of different experience. Teachers with different experience have different professional knowledge hence their variation in experience helps to obtain the necessary data.

#### 4.2 The perception of teachers about CPD program implementation

Successful implementation of the CPD program may be depends on how teachers perceive the importance of the program. Concerning teachers’ perception about CPD program, the responses of teachers, principals and facilitators are presented as follow (see table 4).

Table 4: Teachers perception on CPD program implementation

| Respondents               | Options |      |    |      |             |     |       |     |
|---------------------------|---------|------|----|------|-------------|-----|-------|-----|
|                           | Yes     |      | No |      | No response |     | Total |     |
|                           | N       | %    | N  | %    | N           | %   | N     | %   |
| Experienced Teachers      | 74      | 66.1 | 29 | 25.9 | 9           | 8   | 112   | 100 |
| Principal and facilitator | 15      | 71.4 | 6  | 28.6 | 0           | 0   | 21    | 100 |
| Total                     | 89      | 66.9 | 35 | 26.3 | 9           | 6.8 | 133   | 100 |

As is depicted in the table above, the respondents replied as 74 (66.1%) of teachers and 15(71.4%) of principals and facilitators replied that teachers have positive perception to CPD

Program while 29(25.9%) of teachers and 6(28.6%) of principals and facilitators responded that teachers do not positively perceive. Nine (8%) of teachers did not provide any response.

They also answered open ended questions which concerned with the reasons for their present perception of CPD. As they responded, teachers' perceive CPD program positively due to the implementation of CPD has shows some encouraging effects in teaching-learning process. To the contrary, teachers perceived the CPD program negatively due to lack of awareness, lack of assistance, lack of time. In line with this, the interviewee at Zonal Education Office expert expressed as:

Even though the teachers perceived the program as very important to their profession and explain its impact on teaching learning process, the CPD program is not implemented effectively.

Table 5: The perception of Teachers about the CPD Program

| N<br>o | Item                                      | Level of teachers' agreement |      |           |      |               |      |              |      |                      |      | Mean |
|--------|-------------------------------------------|------------------------------|------|-----------|------|---------------|------|--------------|------|----------------------|------|------|
|        |                                           | Strongly agree (5)           |      | Agree (4) |      | Undecided (3) |      | Disagree (2) |      | Strongly disagree(1) |      |      |
|        |                                           | N                            | %    | N         | %    | N             | %    | N            | %    | N                    | %    |      |
| 1.     | The program is interesting                | 2                            | 1.8  | 29        | 25.9 | 22            | 19.6 | 21           | 18.8 | 38                   | 33.9 | 2.43 |
| 2      | The program is relevant                   | 21                           | 18.8 | 43        | 38.4 | 12            | 10.7 | 30           | 26.8 | 6                    | 5.3  | 3.38 |
| 3      | The program is participatory              | 19                           | 17   | 52        | 46.4 | 16            | 14.3 | 20           | 17.9 | 5                    | 4.4  | 3.54 |
| 4      | The program is feasible                   | 25                           | 22.3 | 32        | 28.6 | 9             | 8    | 26           | 23.2 | 20                   | 17.9 | 3.14 |
| 5      | The program is cost effective             | 47                           | 42   | 2         | 1.8  | 23            | 20.5 | 40           | 35.7 | 0                    | 0    | 3.5  |
| 6      | The program improves teachers' competence | 27                           | 24.1 | 43        | 38.4 | 12            | 10.7 | 22           | 19.6 | 8                    | 7.1  | 3.53 |
| 7      | The program is up-to-date                 | 37                           | 33   | 54        | 48.2 | 6             | 5.3  | 15           | 13.4 | 0                    | 0    | 4.01 |

The degree of agreement concerning the perception of teachers about CPD program in table 5 was interpreted as, the mean values less that 1.5 is strongly disagree; from 1.5 to 2.49 is disagree; from 2.5 to 3.49 is undecided; from 3.5 to 4.49 is agree; and above 4.5 is strongly

agree. The mean value of item 1 is in the range of disagree. That means teachers perceived the CPD program was not interesting. Items 3, 5, 6, and 7 have the mean values of 3.54, 3.53 and 4.10 respectively. This shows that teachers perceived the CPD program participatory. Cost effective up-to-date and increases teachers competence. Whereas items 2 and 4, the mean value occurred in the range of undecided. That is teachers did not decide about the relevance and feasibility of the program.

However most of the teachers perceived positively the characteristics of the program, they did not perceive as the program is interesting. As teachers replied from the open-ended questions why teachers were not interested in implementing CPD program as; lack of stationary materials, incentives and time, large class size, and the activities in the module are not related to the need of individual teacher. The interview from ZEO and WEO also confirmed that the problems indicated by teachers were appeared in CPD implementation.

### **4.3 The Implementation of CPD Activities**

Continuous Professional Development is the process of continually updating ones professional skills and knowledge through out his/her working life. CPD continuously informs teachers about an educational and technological change (Leu, 2004). Teachers as a practitioner have varieties of learning opportunities in their daily activities in classroom and the frequent contact with colleagues. Amhara Region Education Bureau distributed induction and proper CPD course modules prepared by MoE. In preparing induction course modules, MoE was prioritized activities focused on classroom management conducting action research, formal and classroom observation done by mentors or other experienced teachers. There are three course modules for experienced teachers. The activities prioritized by MoE in a) CPD course one are professional ethics, counseling and mentoring using active learning methodology; b) CPD course two are Gender and HIV/AIDS issues, continuous assessment and planning approach to individual subject area; and c) CPD course three are rural development, civics and methodology. In addition to the course modules, the training guideline was distributed. The guideline states the role of stakeholders, as the career promotion is teaching will be given after CPD implementation, the CPD training related to career structure and the school and teachers and adapt the courses prepared by MoE based on their needs. Planning lesson together, sharing of good practice, maintain professional assessing students work continuously, text book evaluation

reflection of self practice etc. The CPD activities available in the course modules are observed by the researcher which is in line with the activities mentioned above. Teachers' attitude towards CPD program with respect to the importance of training and the opinion of teachers, principals and facilitators on the benefits of the CPD program in teaching learning process is presented in the table 6 below.

Table 6: The Reasons Why Teachers Involved in CPD Program

| No | Item                                                                              | Respondents | Option |      |          |      |
|----|-----------------------------------------------------------------------------------|-------------|--------|------|----------|------|
|    |                                                                                   |             | True   |      | Not true |      |
|    |                                                                                   |             | N      | %    | N        | %    |
| 1  | To be competent in teaching profession                                            | ETs         | 63     | 56.3 | 49       | 43.7 |
|    |                                                                                   | Fs & Ps     | 19     | 90.5 | 2        | 9.5  |
| 2  | To be involved in action research                                                 | ETs         | 71     | 63.4 | 41       | 36.6 |
|    |                                                                                   | Fs & Ps     | 18     | 85.7 | 3        | 14.3 |
| 3  | To get general and professional knowledge in the subject                          | ETs         | 82     | 73.2 | 30       | 26.8 |
|    |                                                                                   | Fs & Ps     | 20     | 95.2 | 1        | 4.8  |
| 4  | To learn new methods and techniques to increase performance efficiency            | ETs         | 79     | 70.5 | 33       | 29.5 |
|    |                                                                                   | Fs & Ps     | 21     | 100  | 0        | 0    |
| 5  | To get career promotion                                                           | ETs         | 95     | 84.8 | 17       | 15.2 |
|    |                                                                                   | Fs & Ps     | 13     | 61.9 | 8        | 38.1 |
| 6  | Teaching needs continuous learning                                                | ETs         | 76     | 67.9 | 35       | 32.1 |
|    |                                                                                   | Fs & Ps     | 16     | 76.2 | 5        | 23.8 |
| 7  | Due to the interest of the government                                             | ETs         | 84     | 75   | 28       | 25   |
|    |                                                                                   | Fs & Ps     | 15     | 71.4 | 6        | 28.6 |
| 8  | Due to inadequacy of the knowledge and competence got in the pre-service training | ETs         | 40     | 35.7 | 72       | 64.3 |
|    |                                                                                   | Fs & Ps     | 5      | 23.8 | 16       | 76.2 |
| 9  | To update myself with a current innovations                                       | ETs         | 91     | 81.3 | 21       | 18.7 |
|    |                                                                                   | Fs & Ps     | 21     | 100  | 0        | 0    |
| 10 | To facilitate professional experience sharing among teachers                      | ETs         | 81     | 77.7 | 25       | 22.3 |
|    |                                                                                   | Fs & Ps     | 20     | 95.2 | 1        | 4.8  |

Most of the respondents replied that teachers are involving in CPD training program due to various reasons (see table 6). However, concerning the reason due to the inadequacy of knowledge and competence teachers got in pre-service, 72(64.3%) of teachers, 16(76.2%) of facilitators and principals responded teachers are not involved. On the other hand, teachers engaged in the program to update themselves as responded by 91(81.3%) of teachers, and 21(100%) facilitators and principals). Teaching needs continuous learning is the one reason why teachers involved in the program as revealed by 76 (67.9%) of teachers, 16(76.2%) of facilitators and principals. Thus, the respondents believed that teaches attend the program to updating themselves, to know current innovations and teaching profession needs a continuous learning. But they did not accept the reasons, due to lack of knowledge and competence in pre-service training.

Teachers practice the CPD program to be competent in the profession, to get general and professional knowledge and to learn new methods of teaching as responded by 63(56.3%) of teachers, 19(90.5%) facilitators and principals, 82(73.2%) of teachers 20(95.2%) facilitators and principals, and 79(70.5%) of teachers, and 21(100%) of Facilitators and Principals respectively. From this one can understand that teachers attending the CPD program since it contributes more to their profession (teaching-learning process). Teachers' involvement in the program to learn basic skill to conduct action research is accepted by 71(63.4%) of teachers, 18(85.7%) of facilitators and principals. Regarding items 5 and 7, the respondents replied 95(84.8%) of teachers, 13(61.9%) of facilitators and principals and 84(75%) of teachers, and 15(71.4%) of facilitators and principals respectively as teachers are involved in the program to get career promotion and due to the interest of the government.

From the foregoing discussion, it was clear that the teachers are involved to get career promotion and due to the interests of the government. In line with the idea of career promotion the Semada Woreda Education Office expert replied that all teachers were not benefited from career promotion. Even though CPD is important to improve their teaching competence and other professional issues the leading teachers (in teachers' career structure) complained to practice CPD program. The response from interviews and open ended questions made at various levels were in line with the responses presented in Table 5 above. Teachers will get license of teaching and career promotion by implementing CPD. Continuous Professional

Development is the process in which teachers maintain the quality and relevant of professional service through out their professional life (Leu, 2004). In relation to this Kirk (2000) stated that there is no curriculum change with out teachers` development.

Regarding how they adapted training material prepared by MoE based on the school needs and implemented it was asked to the respondents using five point scales. Their responses are presented in the table 7 below.

Table 7: The Coordination of CPD Activities in School

| Item                                                             | Types of respondent | Coordinating level |     |          |      |            |      |         |      |              |      |      |
|------------------------------------------------------------------|---------------------|--------------------|-----|----------|------|------------|------|---------|------|--------------|------|------|
|                                                                  |                     | Very high (5)      |     | High (4) |      | Medium (3) |      | Low (2) |      | Very low (1) |      | Mean |
|                                                                  |                     | No                 | %   | No       | %    | No         | %    | No      | %    | No           | %    |      |
| Identify and prioritizing teachers needs                         | ETs                 | 0                  | 0   | 3        | 2.7  | 23         | 20.5 | 67      | 59.8 | 19           | 17   | 2.08 |
|                                                                  | Fs &Ps              | 0                  | 0   | 4        | 19   | 8          | 38.1 | 9       | 42.9 | 0            | 0    | 2.76 |
| Incorporation CPD program in annual plan                         | ETs                 | 5                  | 4.5 | 16       | 14.3 | 31         | 27.7 | 54      | 48.2 | 6            | 5.4  | 2.64 |
|                                                                  | Fs &Ps              | 0                  | 0   | 6        | 28.6 | 11         | 52.4 | 4       | 19.0 | 0            | 0    | 3.1  |
| Teachers participate in planning the CPD program in school       | ETs                 | 0                  | 0   | 07       | 6.3  | 21         | 18.6 | 59      | 52.7 | 25           | 22.3 | 2.23 |
|                                                                  | Fs &Ps              | 0                  | 0   | 0        | 0    | 7          | 33.3 | 12      | 57   | 2            | 9.5  | 2.23 |
| provision of course modules and assigning facilitator and mentor | ETs                 | 0                  | 0   | 22       | 19.6 | 76         | 67.9 | 13      | 1.6  | 1.0          | 0.9  | 3.06 |
|                                                                  | Fs &Ps              | 2                  | 9.5 | 10       | 47.6 | 6          | 28.6 | 3       | 14.3 | 0            | 0    | 3.52 |
| Evaluation of school based CPD activities                        | ETs                 | 0                  | 0   | 19       | 17   | 41         | 36.6 | 51      | 45.5 | 1            | 0.9  | 2.7  |
|                                                                  | Fs &Ps              | 0                  | 0   | 5        | 23.8 | 10         | 47.6 | 6       | 28.6 | 0            | 0    | 2.95 |
| Adapting the CPD courses prepared by MoE based on their school   | ETs                 | 0                  | 0   | 0        | 0    | 29         | 25.9 | 72      | 64.3 | 11           | 9.8  | 2.16 |
|                                                                  | Fs &Ps              | 0                  | 0   | 1        | 4.8  | 10         | 47.6 | 9       | 42.9 | 1            | 4.8  | 2.52 |

As portrayed in Table 7, the coordinating level of CPD activities listed in the table is discussed with respect to the expected average mean values. The teachers replied mean values for the activities identifying the needs of teachers, including the CPD in school annual plan, teacher's

Participation in CPD planning, evaluation of CPD activities and adapting the CPD modules prepared by MOE were less than the average mean value that is 2.08, 2.64, 2.09, 2.7 and 2.16 respectively. This indicates that the coordination of CPD program is low. Most of the teachers replied that they do not participate in adapting and planning the CPD program based on their needs. On the other hand, the result regarding coordination is above the expected mean for provision of course modules and assigning the facilitators and mentors (i.e., mean=3.06). The responses of principals and facilitators are above the average mean in activities like incorporating CPD program in annual plan and in provision of course modules and assigning facilitators and mentors. The mean values of their responses are 3.1 and 3.06 respectively. Whereas in activities like identifying and prioritizing teacher needs, participation of teachers in planning the CPD program in the school, evaluation of CPD activities and adapting the training module prepared by MoE, teachers and principals responded below the average mean specifically, 2.76, 2.23, 2.95 and 2.52 respectively. Therefore, from both respondents almost the coordination in implementing CPD program is limited. In line with this, the interviews were conducted at different levels. The assistance by WEO, ZEO REB was providing course modules and provision of training how teachers implement CPD for experts and principals. Regarding this and Craig et al. (1998) stated that CPD has the qualities of designing that requires thorough and participatory need assessment of teachers and staffs. Teachers, school staff administrators of should participate in all stages of planning and implementation. They also should be committed to continuous improvement through ongoing guidance, monitoring, and give feedback and technical support. In implementing CPD, teachers have to plan and revise the course module to make it localized. According to Jackson (1996), in mutual adaptation perspective, implementation of the program should not be linear process. The teacher becomes more active in shaping the curriculum (CPD program) to meet the demand of the local context. Marczely (1996) also described about the CPD program as the decisions concerning the objectives, experiences and assessment of CPD training should be cooperatively developed by those involved in and affected by the training program. It should assess the needs of the participants, becoming decentralized and focus on the actual school problems.

**Table 8: Implementation of CPD Activities by Teachers**

| Types of respondents | Options     |      |           |      |       |      |            |     |       |      |       |      |
|----------------------|-------------|------|-----------|------|-------|------|------------|-----|-------|------|-------|------|
|                      | NDTs        |      |           |      |       |      | ETs        |     |       |      |       |      |
|                      | Individuals |      | In groups |      | Mixed |      | Individual |     | Group |      | Mixed |      |
|                      | N           | %    | N         | %    | N     | %    | N          | %   | N     | %    | N     | %    |
| ETs                  | 81          | 72.3 | 11        | 9.8  | 20    | 17.9 | 3          | 2.7 | 69    | 61.6 | 40    | 35.7 |
| Fs & Ps              | 12          | 57.1 | 3         | 14.3 | 6     | 28.6 | 0          | 0   | 5     | 23.8 | 16    | 76.2 |
| Total                | 93          | 69.9 | 14        | 10.5 | 26    | 19.6 | 3          | 23  | 74    | 55.6 | 56    | 42.1 |

NDTs- New Deployed Teachers

The majority of teachers, 81(72.3%) for NDTs and 69 (61.6%) for ETs replied they implemented the activities individually and in group respectively (see table 8). While the principals and facilitators also replied that 12(57.1%) for NDTs practiced individually and for ETs, 16(76.2%) practiced the activities both individually and in group.

As observed from the above table, the NDTs practice most of the activities individually with the help of their mentors. Some respondents replied that NDTs practice in group based on the fact that when teachers discussed with their mentors and with their colleagues about some issues (activities) considered as a group.

Concerning those experienced teachers, the table indicates that teachers implement the CPD activities in group but some respondents of the teachers and majority of the principals and facilitators replied in both individually and in group. The respondents considered that after every group activities there are individual tasks like doing action research, classroom management, preparing portfolio, preparing teaching materials, applying new method teaching etc. From this point of view, some respondents replied teachers implement CPD activities individually. In line with this, the researcher read CPD for school teachers (guidelines) and the training module and approved that similar to the above discussion, most of the induction activities can be done individually even though there might be some activities done in group like discussing with mentor, self reflection, observation etc. In the case of proper CPD program,

most of the activities can be done in group arranged by facilitators. Of course there are activities which can be done individually out of class and in class during teaching learning process.

Table 9: Group Formation in Implementing CPD Program

| Item                                               | Type of respondents |     |         |      |       |      |
|----------------------------------------------------|---------------------|-----|---------|------|-------|------|
|                                                    | ETs                 |     | Fs & Ps |      | Total |      |
|                                                    | N                   | %   | N       | %    | N     | %    |
| By department without considering career structure | 2                   | 1.8 | 0       | 0    | 2     | 1.5  |
| By department of the same career structure         | 10                  | 8.9 | 2       | 9.5  | 12    | 9    |
| Inter department of the same career structure      | 7                   | 6.3 | 0       | 0    | 7     | 5.3  |
| Mixed type                                         | 93                  | 83  | 19      | 90.5 | 112   | 84.2 |
| Total                                              | 112                 | 100 | 21      | 100  | 133   | 100  |

From Table 9, 93(83%) of teachers and 19(90.5%) of principals and facilitators) replied that teachers are organized in group by mixing teachers with different educational backgrounds and career structure. From the open ended questions, regarding the number of teachers in a group the respondents revealed that the number of teachers in a group varies depend on different factors as mentioned by them like number of experienced teachers, the school facility, and the availability of facilitators and training materials. In line with this idea, the researcher observed the document of training material (CPD Course 1, 2, 3) prepared by MoE. This ensures that the number of teachers can range from three to eight in a group. Similarly, the interviewees from each Woreda Education Office strengthened this idea. The number of teachers in a group depends on the different factors on the range of three to eight.

In table 8 above, those respondents replied as in group, requested to answer how often the group meets together. They responded as presented in the table below.

**Table 10: Number of Group Meeting**

| Type of respondent | Once per week |      | Twice per week |     | Once per month |   | Twice per month |     |
|--------------------|---------------|------|----------------|-----|----------------|---|-----------------|-----|
|                    | N             | %    | N              | %   | N              | % | N               | %   |
| ETs                | 96            | 85.7 | 10             | 8.9 | 0              | 0 | 6               | 5.4 |
| Ps and Fs          | 19            | 90.5 | 2              | 9.5 | 0              | 0 | 0               | 0   |

As is portrayed in Table 10 above, from the eligible respondents, 96(85.7%) of the teachers and 19(90.5%) of the principals and facilitators responded that the group met once per week on the other hand, 10(8.9%) of teachers and 2(9.5%) of principals and facilitators replied that the group met twice per week. From teachers respondents 6(5.4%) of them replied as the group met twice per month. The researcher was observed through the documents like training module and portfolio, to check the time allocated per each session. From the document analysis, the researcher approved that the time allotted for one session is two hours, which is in line with the majority of the respondents.

#### 4.4 The Assistance Given for Teachers to Implement CPD Program

For the successful implementation of CPD program, a comprehensive and organized approach should be established between educational sectors and concerned stakeholder. To implement the program, a technical, financial and material support is important for both NDTs and ETs. The question intended to investigate the assistance delivered to teachers before and after starting the program were provided to the respondents. Their responses are presented as follow

**Table 11: The Training is given to Teachers to Aware the School Based CPD Program**

| Types of respondents | Options |      |    |      |
|----------------------|---------|------|----|------|
|                      | Yes     |      | No |      |
|                      | N       | %    | N  | %    |
| ETs                  | 36      | 32.1 | 76 | 67.9 |
| Fs and Ps            | 16      | 76.2 | 5  | 23.8 |
| Total respondents    | 52      | 39.1 | 81 | 60.9 |

As presented in Table 11, 36(32%) of teachers and 16(76.2%) of principals and facilitators responded that the initial training was provided to teachers how they implement the CPD program. On the contrary, 76(67.9%) of teachers and 5(23.8%) of principals and facilitators replied that the initial training to start the program was not offered for teachers. Out of the total respondents, 81(60.9%) of total revealed that they were not given training on how to implement the program.

Therefore, majority of the teachers responded initial training is not offered. And principals and facilitators replied as teachers were assisted to start the program by school principals and facilitators who trained earlier. This shows that teachers do not aware how to practice the program. In line with this, Fullan (1998), TESO (2003) expressed as professional CPD management is the provision of clear instruction on sequence of action to be followed and making objective clear, monitoring and evaluation, provision of necessary services, finance and governing policies are essential. The training to aware teachers how to start implementation is very important. Burnham and O'sullivan (1998) explain as nothing is important than knowing starting point of a journey in relation to the direction it determines both direction and pace of travel.

For the open ended questions, those who replied that initial training is not provided mentioned their own opinion why the training is not offered; the program was not clear to the principals and facilitators; the training material is prepared out of the school; and there is no responsible body. In contrary to the teachers, and principal and facilitator respondents, the education experts at WEO, ZEO and REB replied for the forwarded interview regarding the initial training, the training was provided at regional and zonal level for all experts, supervisors and principals of each Woreda. But at school level the supervisors and principals were expected to provide the training continuously for teachers and facilitators.

The respondents who replied as they received the training to start implementing CPD program also asked to mention the extent of their training and presented the topics involved and their response in Table 12 below.

**Table 12: The Types of Training given for teachers about CPD Program**

| No | Item                                                     | Respondents | Options  |      |          |      |          |      |
|----|----------------------------------------------------------|-------------|----------|------|----------|------|----------|------|
|    |                                                          |             | Good (3) |      | Fair (2) |      | Poor (1) |      |
|    |                                                          |             | N        | %    | N        | %    | N        | %    |
| 1  | How to implement CPD program                             | ETs         | 10       | 8.9  | 23       | 20.6 | 79       | 70.5 |
|    |                                                          | Ps &Fs      | 12       | 57.1 | 4        | 19   | 5        | 23.8 |
| 2  | Informing the importance of CPD for teachers             | ETs         | 29       | 25.9 | 59       | 52.3 | 24       | 21.4 |
|    |                                                          | Ps &Fs      | 14       | 66.6 | 6        | 28.6 | 1        | 4.8  |
| 3  | Creating team in teachers and better working environment | ETs         | 43       | 38.4 | 53       | 47.3 | 16       | 14.3 |
|    |                                                          | Ps &Fs      | 13       | 61.9 | 7        | 33.3 | 1        | 4.8  |
| 4  | Motivating teachers to engage in CPD                     | ETs         | 7        | 6.3  | 68       | 60.7 | 37       | 33   |
|    |                                                          | Ps &Fs      | 10       | 47.6 | 9        | 42.5 | 2        | 9.5  |
| 5  | Orienting the role of facilitators and mentors           | ETs         | 13       | 11.6 | 36       | 32.1 | 63       | 56.3 |
|    |                                                          | Ps &Fs      | 8        | 40   | 11       | 55   | 1        | 5    |

As presented in the table above, 10(8.9%), 23 (20.6%) and 79(70.5%) of teachers replied good, fair and poor respectively about the training offered how to implement CPD. This shows majority of the teachers said that training is not given for teachers. On the other hand, principal and facilitators responded on the same topic 12(57%), 4(19%) and 5(23.8%) of them replied good, fair and poor respectively. This indicates that the initial training how to implement CPD is given to teachers. 29(25.9%) 59(52.3%) and 24(21.4%) of the teachers respondents replied good, fair and poor respectively. Almost above half of the teachers' response said that the training about the importance of CPD is provided. 14(66.6%), 6(28.6%) and 1(4.8%) of Principals and Facilitators responded good, fair and poor respectively. Therefore the majority of P and F replied as train is supplied for trainees about the importance of CPD program.

Table 12 also indicated about the initial training how to create team and peer groups and create better working atmosphere, regarding this, 43(38.4%), 53 (47. 3%) and 16(14.3%) of teachers replied good fair and poor. This shows that teachers are aware of the program employed in group and in collegiality. Whereas the Principal and Facilitator respondents on the same topic, 13(61.9%), 7(33.3%) and 1(4.8%) replied good, fair and poor respectively. Therefore, the majority of the respondents responded the training is given to teachers on how to from group before starting the program. As depicted in the same table, 7(6.3%), 68(60.7%) and 37(33%) of teachers said good, fair and poor respectively and from the principal and facilitator respondents 10(47.6%), 9(42.9%) and 2(9.5%) were responded good, fair and poor respectively. The teachers are initiated to engage in the program. From both respondents the majority of the respondents are fair and good which is above the average.

Regarding the role of the facilitators and mentors 13(11.6%), 36 (32.1%) and 63(56.3%) of the teachers replied good, fair and poor respectively. This shows that the teachers do not aware about the roles of facilitators and mentors well. On the other hand, 8(40%), 11(55.0%) and 1(5%) at Principal and Facilitator responded good, fair and poor. The largest proportion of the Principal and Facilitator said the training given was good and fair which is contrary to what the teachers replied. In this regard, Rabbin (1999) in Villegas Reimer (2003) stated the role of mentors and facilitators as sharing of information, providing access to resources, role modeling, counseling, coaching, encouraging, reflecting, advising, career moves and supporting teachers, providing feedback, problem solving, guidance etc.

The assistance to teachers in implementing CPD does not terminate at a point. Teachers need a continuous support from the responsible bodies (facilitators, mentors, principals, and other stakeholders). The implementation of CPD needs financial, technical and material provision. The assistance from stakeholders in implementing CPD are: provision of training material, planning based on the teachers' need, preparing portfolio, coaching, peer observation and give immediate feedback, how to solve problems, in preparing teaching material in school and assigning facilitators and mentors, arrange groups and orient how to practice and evaluate the effects of the program arranging the opportunity of experience sharing, guide how to conduct action research etc. The assistance given while teachers were implementing CPD was the question for respondents. Their responses are presented in the Table 13 below.

**Table 13: The Assistance Given to Teachers while they were attending the CPD Program**

| Respondents | Option |      |    |      | Total respondents |
|-------------|--------|------|----|------|-------------------|
|             | Yes    |      | No |      |                   |
|             | N      | %    | N  | %    |                   |
| ETs         | 41     | 36.6 | 71 | 63.4 | 112               |
| Ps and Fs   | 17     | 81   | 4  | 19   | 21                |
| Total       | 58     | 43.6 | 75 | 56.4 | 133               |

As shown in the table 13 above, 71(63.4%) of teachers are replied that the assistance was not given and 41(36.6%) of teachers responded that the assistance is given for teachers in contrast to teachers, 17(81%) at principals and facilitators responded the assistance is given to teachers when they were attending the program and 4(19) of principals and facilitators responded there is no assistance given to teachers.

From this, someone can understand that sufficient support is not given to teachers in school by principals, facilitators and other stakeholders. Concerning the managing of CPD implementation, Fullan,(1998),TESO,2003) stated managing is the provision of clear instruction on the sequence of action to be followed, making of objectives clear, monitoring and evaluation, provision of necessary services, materials, finance and governing polices are important. The respondents who replied that teachers did not given any support while they implementing CPD provided reasons as presented in the table below.

**Table 14: The Reasons for not Getting Support in Implementing CPD**

| Item                                                         | Respondents |      |           |      |       |      |
|--------------------------------------------------------------|-------------|------|-----------|------|-------|------|
|                                                              | ETs         |      | Ps and Fs |      | Total |      |
|                                                              | N           | %    | N         | %    | N     | %    |
| There is no any concerned body at any level for this purpose | 25          | 22.3 | 0         | 0    | 25    | 18.8 |
| Lack of commitment on the part of the concerned body         | 27          | 24.1 | 4         | 19   | 31    | 23.3 |
| Lack of expertise on the concerned body                      | 96          | 85.7 | 10        | 47.6 | 106   | 79.7 |
| There is no budget for this purpose                          | 10          | 8.9  | 14        | 66.7 | 24    | 18   |
| The implement of CPD does not require any support            | 0           | 0    | 0         | 0    | 0     | 0    |

As observed from the table 14 above, the numbers of respondents in the table are greater than the numbers of respondents who said no support given due to the multiple response of one respondent. The table shows that from the given alternatives the majority of the respondents aggregated percentage of 106 (79.7%) replied that they did not receive any assistance due to the reason that lack of expertise on the concerned body at any level. Lack of commitment on the concerned body 31(23.3%) absence of concerned body 25(18.8%), there is no budget for this purpose 24(18%) are the reasons responded for the absence of assistance.

For effective implementation of CPD program there should be continuous assistance for teachers. To know the types of support teachers' received, teachers who gain support were asked what types of support they received. The options of the types of support were material, technical and financial. Majority of the teachers responded the support is material provision and some of the teachers replied that the support is technical support. The facilitators and school principals responded that the types of support offered for teachers are; assigning facilitator, and mentors; Supply training to increase teachers' awareness; Arranging groups and orienting how to they practice the program; Provision of training materials. Therefore, the assistances given to teachers are materials and technical. Financial support is limited hence trainees did not share experiences from other school and buying stationary materials from their pocket.

The respondents were asked who are supporting and the extent of support for those responded positively. Their responses are displayed in the table 15 below.

Table 15: The Extent of Assistance Given by Different Organizations

| Name   | Respondents | Very high (5) |      | High (4) |      | Fair (3) |      | Low (2) |      | Very low (1) |      | Mean |
|--------|-------------|---------------|------|----------|------|----------|------|---------|------|--------------|------|------|
|        |             | N             | %    | N        | %    | N        | %    | N       | %    | N            | %    |      |
| School | ETs         | 12            | 10.7 | 27       | 24.1 | 43       | 38.4 | 14      | 12.5 | 16           | 14.3 | 3.0  |
|        | Ps & Fs     | 3             | 14.3 | 7        | 33.3 | 9        | 42.9 | 2       | 9.5  | 0            | 0    | 3.5  |
| WEO    | ETs         | 0             | 0    | 12       | 10.7 | 27       | 24.1 | 48      | 42.9 | 25           | 22.3 | 2.2  |
|        | Ps & Fs     | 0             | 0    | 3        | 14.3 | 11       | 52.4 | 6       | 28.6 | 1            | 4.8  | 2.8  |
| ZED    | ETs         | 0             | 0    | 5        | 4.5  | 16       | 14.3 | 54      | 48.2 | 37           | 33   | 1.9  |
|        | Ps & Fs     | 0             | 0    | 1        | 4.8  | 8        | 38.1 | 5       | 23.8 | 7            | 33.3 | 2.1  |
| REB    | ETs         | 0             | 0    | 0        | 0    | 13       | 11.6 | 59      | 52.7 | 40           | 35.7 | 1.76 |
|        | Ps & Fs     | 0             | 0    | 0        | 0    | 4        | 19   | 9       | 42.9 | 8            | 38.1 | 1.8  |
| MOE    | ETs         | 0             | 0    | 0        | 0    | 1        | 0.9  | 41      | 36.6 | 70           | 62.5 | 1.4  |
|        | Ps & Fs     | 0             | 0    | 0        | 0    | 2        | 9.5  | 9       | 42.9 | 10           | 47.6 | 1.6  |
| MGOS   | ETs         | 0             | 0    | 0        | 0    | 1        | 0.9  | 71      | 63.4 | 40           | 35.7 | 1.7  |
|        | Ps & Fs     | 0             | 0    | 0        | 0    | 3        | 14.3 | 4       | 19   | 14           | 66.7 | 1.48 |

As indicated in table 15, above the average mean is taken as 3. The table shows that the support given by the school as responded by teachers, and P and F, the means are 3 and 3.5 respectively. Hence the school provided the support to teachers which are fair as compared to the average mean. The assistance provided by WEO was as portrayed in the table the mean of teachers responses is 2.2 and the mean of P and F is 2.8. This shows that the support provided from WEO for teachers are below the expected mean (3). The support from ZEO, REB, MoE and NGOs as responded by teachers, and P and F have the mean value (1.9 and 2.1), (1.76 and 1.8), (1.1 and 1.6) and (1.7 and 1.48) respectively. This indicates the assistance supplied for the teachers from ZEO, REB, MoE and NGOs are very limited (low or very low).

Regarding the assistances given for teacher's interview was made with WEO, ZEO and REB experts with respect to before the program started and during practice. At WEO level there is the department named as teacher development program processor under this department the researcher consulted one expert who was assigned by the department to reply the interview. The WEO supported teachers by providing training modules and orienting teachers about the objectives of CPD program. They follow up the implementation through the school report and clinical supervision gave immediate feedback. In line with this, the researcher also analyzed the document that the WEO experts had commented and put his suggestions.

The ZEO and the REB interviewees replied that they gave training for WEO experts and the school principals. The REB interviewee said that they evaluated the CPD program and it was not effective as intended. As the study indicates, the students' achievement, teachers' professional ethnics, doing action research, solving problem, practicing active learning method of teaching continuous assessment and other activities of the CPD were not effective as intended. Therefore, as he replied the REB prepared a new training framework and provided the training for the ZEO and WEO experts about the new framework. For instance the new framework focused on cyclic process of implementing using both formative and summative evaluation (planning practicing evaluating then planning), they designed as the training direct related to the career promotion etc.

#### **4.5 The Effects of CPD Program Implementation**

The training program has its own prescribed objectives which intended to be achieved. The primary objectives of teachers CPD program is to improve the quality of Ethiopian Education System via developing teachers' competence. Hence to know the effects of implementing CPD on the teachers daily activities, the questions were developed and were presented to the respondents with five alternatives (see table 17). The mean result was interpreted as less than 1.5 was not at all; from 1.5 to 2.49 was limited extent; from 2.5 to 3.49 was to same extent; from 3.5-4.49 to target and above 4.5 greatest extents.

**Table 16: The Effect of CPD Program on the Daily Activities of Teachers**

| No | Item                                                    | Respondent | Options             |      |                    |      |                 |      |                   |      |                |      |      |
|----|---------------------------------------------------------|------------|---------------------|------|--------------------|------|-----------------|------|-------------------|------|----------------|------|------|
|    |                                                         |            | Greatest extent (5) |      | Greater extent (4) |      | Some extent (3) |      | Limited extent(2) |      | Not at all (1) |      | Mean |
|    |                                                         |            | N                   | %    | N                  | %    | N               | %    | N                 | %    | N              | %    |      |
| 1  | Practicing activities learning methodology in classroom | ETs        | 0                   | 0    | 27                 | 24.1 | 67              | 59.8 | 18                | 16.1 | 0              | 0    | 3.08 |
|    |                                                         | Ps & Fs    | 0                   | 0    | 2                  | 9.5  | 13              | 61.9 | 5                 | 23.8 | 1              | 4.8  | 2.76 |
| 2  | Implementing continuous assessment                      | ETs        | 5                   | 4.5  | 23                 | 20.5 | 71              | 63.4 | 11                | 9.8  | 2              | 1.8  | 3.16 |
|    |                                                         | Ps & Fs    | 0                   | 0    | 6                  | 28.6 | 12              | 57.1 | 3                 | 14.3 | 0              | 0    | 3.14 |
| 3  | Conducting action research                              | ETs        | 0                   | 0    | 0                  | 0    | 63              | 56.3 | 31                | 27.7 | 18             | 16.1 | 2.4  |
|    |                                                         | Ps & Fs    | 0                   | 0    | 1                  | 4.8  | 9               | 42.9 | 7                 | 33.3 | 4              | 19   | 2.33 |
| 4  | Solve students problem                                  | ETs        | 3                   | 2.7  | 37                 | 33   | 56              | 50   | 15                | 13.4 | 1              | 0.9  | 3.2  |
|    |                                                         | Ps & Fs    | 1                   | 4.8  | 6                  | 28.6 | 12              | 57.1 | 2                 | 9.5  | 0              | 0    | 3.29 |
| 5  | Collegial learning among teachers                       | ETs        | 32                  | 28.5 | 61                 | 54.5 | 17              | 15.2 | 2                 | 1.8  | 0              | 0    | 4.09 |
|    |                                                         | Ps & Fs    | 9                   | 42.9 | 8                  | 38.1 | 4               | 19   | 0                 | 0    | 0              | 0    | 4.4  |
| 6  | Creating teachers self initiation                       | ETs        | 0                   | 0    | 27                 | 24.1 | 43              | 38.4 | 41                | 36.6 | 1              | 0.9  | 3.02 |
|    |                                                         | Ps & Fs    | 0                   | 0    | 1                  | 4.8  | 11              | 52.4 | 7                 | 33.3 | 2              | 9.5  | 2.52 |
| 7  | Improve students learning                               | ETs        | 11                  | 9.8  | 29                 | 25.9 | 46              | 41.1 | 17                | 15.2 | 9              | 8    | 3.14 |
|    |                                                         | Ps & Fs    | 2                   | 9.5  | 6                  | 28.6 | 9               | 42.9 | 3                 | 14.3 | 1              | 4.8  | 3.24 |
| 8  | Increase professionalism                                | ETs        | 0                   | 0    | 13                 | 11.6 | 39              | 34.8 | 52                | 46   | 8              | 7.1  | 2.51 |
|    |                                                         | Ps & Fs    | 0                   | 0    | 3                  | 14.3 | 12              | 57.1 | 6                 | 23.6 | 0              | 0    | 2.86 |

As portrayed in the table 16 above, the effects of CPD implementation listed in the table existing in the mean range of 2.5 and 3.49 for most items by teachers, and principals and facilitators respondents. Concerning conducting action research, the means of all teachers and principals and facilitators respondents are below 2.5. This indicates that teachers do not significantly engage in conducting action research. According to Elliot (1991), action research is taken as part of teachers' professional development .It is the process of investigating,

reflection and taking action which deliberately aims to improve, or make an impact on quality of real situation which form the focus on investigation

As it is depicted in the same table, the effects of CPD implementation are mentioned. Teachers, and principals and facilitators replied about the extent of the effects on teachers activities. Regarding the practicing of active learning methodology, the mean value of the respondents are 3.08 and 2.76 for teachers, and principal and facilitators respectively. That means teachers practiced active learning methodology to some extent. Similarly, continuously assessing students' performance, solving student's problem, self motivation, improving student's achievement, all these activities are the effects of continuous professional development program as responded by teachers, and principals and facilitators in the range of same extent (mean range from 2.5 to 3.49. From the table, one can understand that CPD implementation increase collegiality to greater extent (the means of both respondents are above 3.5). From the given alternatives to determine the extent of the effects of CPD in teachers' daily activity, some respondents said "limited extent and not at all" they replied the reason why they said limited extent or not at all as: The program was not related to teachers' career structure; Lack of time, expertise, stationary materials and initial assistance

Interviews were made to experts at various levels regarding the effects of CPD implementation. The ZEO and WEO experts responded that there are improvements to some extent in practicing active learning methodology, conducting action research, solving students' problem collegial learning and teachers' attitude towards the program. These are the encouraging effects of CPD implementation. Whereas the REB, expert (in the department of teacher development program) replied as the program was not effective due to different factors. The expert mentioned some problems such as the CPD module was prepared by MoE not considering the needs of individual teachers, teachers efficiency is not directly related to teachers' career promotion, there was no any responsible body or department related to teacher development except pre service and in service training expert. Concerning this the MoE document (MoE; 2004) stated the CPD program should be implemented after planning by prioritizing the needs of school and the individual teachers in addition to the national and regional issues.

## 4.6 Challenges of the Implementation of Teachers' CPD Program

It is obvious that the implementation of any program may face challenges. Concerning this, open ended questions were presented to respondents to identify the problems faced teachers in implementing CPD program. All the respondents indicated the problems faced them during implementation. Even though the problems listed by the respondents were large in number, the researcher classified them into the major groups. The groups made were with respect to teachers' attitude, assistance, provision of training materials, and planning the program.

From the attitudinal perspective, they identified the following problems:

- Teachers assume the program makes them busy and pre-service training is sufficient
- Lack of interest, awareness i.e. teacher do not accept that CPD helps them to improve their competence;
- Teachers did not relate the CPD program to the students' achievement;
- Experienced teachers (leading teachers) believe that they do not be beneficiary from the implementing the program; and
- Teachers assume that CPD does not have professional benefit but imposed by government.

Regarding to the assistance, they mentioned the problems as:

- Lack of responsible body to support technically. This is to mean that experts from WEO, ZEO and REB had lack of expertise to give support and training;
- Unavailable of resourceful person to make clear concepts in the module;
- Lack of provision of stationary materials, training module, budget, internet access, motivation and some incentives
- No opportunity to share experience with teachers in other school;
- Inconvenience of place and time to discuss in group accordingly the group arrangement;
- Lack of continuous follow up and revise the plans and encouraging the teachers with good performance;
- The portfolio has lack of reliability. In most teachers, the portfolio is copied from their colleagues instead of documenting (recording) daily performance with respect to the CPD program; and

- Large class size.

The other challenges that respondents replied are concerning training module preparation as:

- The training module for proper CPD is the same for all level of experienced teachers (different career structure);
- The module preparation did not incorporate the need of individual teachers.
- Lack of coordination how to plan the CPD program in school;
- The CPD training was not initially planned in relation to the school improvement program;
- In Gasagn Secondary School teachers replied that there is the shortage of training module; and
- There is no reference materials regarding the CPD implementation and to conduct action research.

The teachers, and principals and facilitators made suggestion on how to alleviate the problems during implementing CPD as follow;

- Evaluate the implantation of CPD continuously, then, discuss about the effects of the program with respect to the objectives. Thus, this frequent discussion changes teachers' awareness about the program.
- The shortage of time was solved by doing the activities on Sunday and Saturday, and out of the working hours.
- The facilitators and principals provided orientation to teachers at the beginning of the academic year to develop the awareness about the CPD program and its objectives.
- Teachers having best practice and experience are assigned as coordinator and played a great role to change the attitudes of teachers towards CPD.

Teachers, principals and facilitators suggested the following solutions for the future;

- Implementing the program needs continuous assistance. Hence at each level, there should be experts who are competent professionals and responsible to assist teachers.
- The facilitator should be well trained, know the way how to help teachers and facilitators should get an incentive.
- The module should be prepared considering teachers' career structure.
- The stationary material and budget should be available for teachers.
- There should be the opportunities to share experience with neighboring school teachers
- Career promotion and some kinds of incentives should be given based on CPD implementation.
- The computer and internet access should be available digitally.
- The WEO, ZEO and REB should be prepare different training program, create the opportunity to share best practice, continuously follow up and give immediate feedback.

The interviewees also replied similar suggestions for the problems proposed by them. In addition to these, the Woreda and Zone Education office experts, accepting the problems raised by teachers, and the ZEO expert said that:

**በ2001 የትምህርት ዘመን በተመጀመረው የአሰራር አደረጃጀት ለውጥ የመምህራንን ስልጠና የሚከታተሉት የመምህራን ልማት ዲፓርትመንት ባለሙያዎች ስላሉ አስፈላጊውን እገዛና ክትትል በማድረግ በአፈፃፀም ላይ የማታዩ ችግሮች ሊፈቱ ይችላሉ።**

That indicated there is a responsible body to follow up, continuously assist, give training and feed back about the implementation of CPD.

The expert from REB also stated that: The new deployed teachers deny the implementation of the CPD program. Therefore it's better to relate the in-service and pre-service training in the case of professional and pedagogical activities incorporated in the training. This is why teachers raised some ideas concerning the program as they know in their pre-service training. The other point he raised was the module should be prepared (planned) from bottom to top. That is the CPD program should be planned by trainee teachers based on the modules prepared by MoE.

## CHAPTER FIVE

### Summary, Conclusion and Recommendation

This Chapter includes three main parts: summary, conclusion and recommendations. That means the general summary and the main findings of the study, the major conclusion drawn based on the findings, and the recommendations of the study.

#### 5.1 Summary

The main purpose of the study is to assess the implementation, effects and challenges of the CPD program in general secondary school of South Gondar Zone. To realize these objectives, the following basic questions were formulated related to the perception of teachers about the CPD implementation; adapt the course modules of CPD developed by MoE; the type of support and the encouraging and impeding factors in implementing CPD in the schools.

The descriptive survey method was employed to address the leading questions. The sampling techniques employed were purposive and random sampling. The relevant data were collected using questionnaire, interview and document analysis. Finally, the data gathered were interpreted by applying percentage and mean. From the discussion made concerning the data collected, the following major findings are drawn.

1. Concerning the perception of teachers 74(66.1%) of teachers and 15(71.4%) of principals and facilitators responded that teachers have positive attitude towards CPD and 29(25.9%) of teachers and 6(28.6%) principals and facilitators responded that teachers do not have positive attitude towards CPD is implementation. Therefore, teachers' attitude towards CPD is improved and majority of the teachers have positive attitude towards the program
2. Concerning some characteristics and the importance of the CPD program the mean score of the respondents are greater than the expected means for the program is participatory, feasible, increase teachers' competence, cost effective, up-to-date, (table 5). And from table 6, the respondents replied the program is important to get career promotion, initiate to conduct action research, motivate collegial learning, help to solve students' problem. Therefore, from these points of view most of the teachers' attitude towards CPD

implementation is positive. However, there are some teachers whose attitudes are not positive. The reason as mentioned by the respondents are lack of incentives, the program is not directly related to the career promotion, lack of time and stationary materials and the training modules are the same for all teachers attending either induction or proper CPD.

3. As the researcher observed from the training modules, activities like active learning methodology, continuous assessment, action research classroom management, experience sharing, rural development, HIV/AIDS and gender issues, civics and professional ethics are incorporated in the training module which are given priority by MoE. This indicates that the schools did not plan the CPD activities based on the need of the teachers and priority of the schools. Teachers did not participate in planning the CPD program (table 7). According to Tyler (1949), teachers must participate in the governance of his/her professional growth and teachers must be given time and other responses to assess the professional needs and to carry on improvement activities.
4. The school based CPD program includes induction and proper CPD. The respondents revealed that induction program offered to NDTs and a mentor was assigned for individual teachers. Most of the activities were done individually. And some activities were done in groups like reflection, observation and dealing with a mentor. The experienced teachers (ETs) are attending the proper CPD program in group. The groups were formed by mixed types without considering the career structure, qualifications and department. As majority of the respondents replied, the group met once a week. The trainees did many activities individually in the rest six day of a week.
5. With respect to the support given related to the CPD implementation 76(67.9%) of teachers responded that they didn't get initial training how to implement. 36 (32.1%) of the teachers responded that they were received initial training; 16(76.2%) of principals and facilitators replied that initial training was given to teachers. But the majority of the total respondents 81(60.9%) revealed that the initial training was not given to all teachers. Some teachers do not aware about the objectives of the program and how to implement it. The REB and ZEO experts responded that training was offered to WEO experts, supervisors and principals. But the training was not given for teachers at school level. Related to this, Burnham and O'sullivan (1998) described that nothing is more important than knowledge the starting point

of a journey. In relation to this, starting point of a journey determines both the direction and pace of travel.

6. The mentors and facilitators are assigned to NDTs and ETs respectively. But as they replied the facilitators and mentors do not have a special training how to coordinate the mentees and they are too loaded to assist the trainees. Regarding these 72(63.4%) of teachers replied that they do not properly supported by the school. They also replied about the reasons for the low support as 96(85.7%) of teachers said lack of expertise on the concerned body, 25(22.3%) of teachers responded due to the absence of the responsible body, and 27(24.1%) of teachers replied due to lack of commitment. Similarly principals and facilitators responded due to lack of expertise and budget, 10(47.6%) and 14(66.7%) respectively the support is to low extent. According to Fullan (1998) and TESO (2003), clear instruction on sequence of action to be followed and making of objectives clear, monitoring and evaluation, provision of necessary services, materials, finance and governing policies are essential in CPD coordination.
7. Concerning the support provided by different organizations presented in table 6 indicated that the support given by the school is better than given by other organizations. The mean values of the respondents are 3.0 and 3.5 for teachers and principals and facilitators respectively. The mean score of the support from WEO are 2.2 and 2.8 by teachers, and principals and facilitators respectively. But the support from ZEO, REB, MoE, NGOs and other stakeholders were very low.
8. Concerning the effects of implementing CPD, the respondents revealed implementation of CPD help teachers to employ active learning methodology, practice continuous assessment, solve students' problem, motivated collegial learning and enhanced teachers' professional competence to some extent. Most teachers are not involved in conducting action research (table 16) because of lack of expertise and experience, related literature and stationary materials. Some respondents replied implementing CPD in school has a limited extent effects and not at all on teachers' daily activities due to; the modules are not related to individual teachers' needs. Teachers do not attend properly because of lack of time, awareness and continuous assistance. There is no responsible body to lead the program in all education offices. In line with this, the experts at each level revealed that there is no responsible body specifically to lead the program. The REB practiced the BPR since 2009; hence the expert from REB replied that in this

structural reform, there is a department that follows the teachers' development program implementation at each level.

## 5.2 Conclusion

According to the above findings, the following conclusions were drawn.

- Though the majority of the teachers know the purpose of teachers' CPD and perceive the program positively, there are also some teachers having negative perception. The study indicated that the initial training to aware the program's objective; how to implement CPD, prepare portfolio, plan CPD; and the role of facilitators were not given sufficiently to all teachers
- The CPD modules prepared by MoE did not adapt in school based on the priorities of the school and the needs of the individual teacher. And CPD modules are the same for experienced teachers having different career structures.
- Teachers did not get any opportunity to share experience between different groups in school and inter schools, no panel discussion and reflection program prepared by the school.
- The facilitators and mentors didn't get any training on how to support teachers in planning, guiding, preparing portfolio, providing immediate feedback, etc in implementing CPD program.
- The support given by different organization in implement CPD at school level is very limited. The support from the school is confined to provision of training modules, and assigning facilitators and mentors.
- The encouraging effects of implementing CPD are: teachers are practicing active learning method of teaching, assessing students continuously, sharing experience, updating themselves, improved students' achievement and increase personal reading to some extent, and most of the teachers understand the objective of CPD.
- Some of the impeding factors in implementing CPD in general secondary school are:
  - Lack of time, support and internet access, absence of resourceful person, some kind of incentives and awareness about CPD, and the training modules do not satisfy the need of teachers.

- The modules are similar fall all teachers attending the same program (for induction or proper CPD)

### 5.3 Recommendation

Based on the major finding and conclusion the following recommendations are suggested:

1. It is found that the perceptions of most of the teachers towards implementing CPD program are positive. However, some teachers have negative perception to implement CPD. Therefore, the teachers, principals and facilitator should be given training on how to implement the program, the role of teachers, principals, facilitators, mentors and other stakeholders,
2. Teachers are implementing the CPD courses prepared by MoE without adaptation. Therefore:
  - The schools should be incorporated CPD program in annual plan and School Improvement Program based on the school needs and priorities given from MoE.
  - The school based teachers' CPD training program should be related to the career structure and the school should prioritize the activities expected from teachers at each career level.
3. The implementation of CPD program needs supportive climate. Therefore;
  - The REB and ZEO should plan the program and give training to the WEO Experts, supervisors, principals, facilitators, teachers and other stakeholders on how to plan the program in school, prepare the training module, facilitate or support trainees, prepare portfolio, evaluate the implementation and give immediate feedback.
  - The school should allocate the sufficient budget from the money given by WEO, by finding a fund from NGOs and generating other means of income for stationary materials and experience sharing with in school and inter schools.
  - The school should prepare panel discussion to reflect ones individual work, evaluate the implementation of the CPD program and give immediate feedback.

- The school should make the CPD training materials available digitally.
4. Teachers should be encouraged based on the implementation of CPD by providing some kinds of incentives like career promotion, teaching license, chance of upgrading, recognition, etc. based on the implementation of CPD. Related to this, Marczely (1996) stated that CPD should emphasize use of reward such as increase autonomy, participating in decision making, increase competence, success and advancement which have been shown to promote high commitment and performance.

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## **Appendix A**

**Addis Ababa University**

**College of Education**

**School of Graduate Studies**

**Department of Curriculum and Teachers Professional Studies**

### **A Questionnaire to be filled by General Secondary School Teachers**

#### **General Direction**

Continuous Professional Development (CPD) program has been given for primary and secondary school teachers throughout the country. The purpose of this questionnaire is to collect data on the implementation of teachers' Continuous Professional Development program from general secondary school teachers in South Gondar Zone in partial fulfillment for post graduate degree. The study aims at investigating how secondary school teachers implementing the CPD program, and identifying the hindering and motivating factors in implementing. Finally, to suggest the possible solutions to alleviate the problems and thus, your genuine, frank and timely responses are vital to determine the success of this study. Therefore realizing the information you provide will be used only for this research purpose, you are kindly requested to contribute your own in filling the questionnaire honestly and responsibly

#### **Note**

1. No need of writing your name on any page
2. To those questions with alternatives, mark your response on the space provided by putting "✓" or encircle the letter (for the letter type and more than one response is possible)
3. For any additional opinion or explanation, you are kindly requested to write briefly on the space provided.

Thank you in advance for your cooperation

### Part I: Personal Bio-data

1. Name of School \_\_\_\_\_
2. Woreda \_\_\_\_\_
3. Respondent's sex, age, education level, field of study and work experience

| Sex |   | Age | Education level | Department/field of study | Years of service in |              |
|-----|---|-----|-----------------|---------------------------|---------------------|--------------|
| M   | F |     |                 |                           | Teaching            | Other if any |
|     |   |     |                 |                           |                     |              |

### Part II: Teachers' perception about CPD Program

1. do you perceive the CPD program positively? How do you perceive the CPD program?  
Please indicate how much you agree or disagree on each of the following statements by putting "✓" (use: 5 to strongly agree; 4 to agree; 3 to undecided; 2 to disagree; and 1 to strongly disagree)

| No  | Item                                     | Level of agreement |   |   |   |   |
|-----|------------------------------------------|--------------------|---|---|---|---|
|     |                                          | 5                  | 4 | 3 | 2 | 1 |
| 1.1 | The program is interesting               |                    |   |   |   |   |
| 1.2 | The program is relevant                  |                    |   |   |   |   |
| 1.3 | The program is participatory             |                    |   |   |   |   |
| 1.4 | The program is feasible                  |                    |   |   |   |   |
| 1.5 | The program is cost effective            |                    |   |   |   |   |
| 1.6 | The program improves teachers competence |                    |   |   |   |   |
| 1.7 | The program is up-to date                |                    |   |   |   |   |

### Part III: Why Teachers Participate in CPD Program?

2. Why do you involved in CPD program? Please indicate your response by putting “√” in the table below

| No   | Item                                                                                          | Options |          |
|------|-----------------------------------------------------------------------------------------------|---------|----------|
|      |                                                                                               | True    | Not true |
| 2.1  | To be competent in teaching profession                                                        |         |          |
| 2.2  | To be involved in action research                                                             |         |          |
| 2.3  | To get general and professional knowledge and in the subject I teach                          |         |          |
| 2.4  | To learn new methods and techniques to increase performance efficiency                        |         |          |
| 2.5  | To get career promotion                                                                       |         |          |
| 2.6  | Teaching needs continuous learning                                                            |         |          |
| 2.7  | Due to the interest of the government                                                         |         |          |
| 2.8  | Due to inadequacy of the knowledge and competence or skills I got in the pre-service training |         |          |
| 2.9  | To get opportunity to update myself with the current innovations and educational reforms      |         |          |
| 2.10 | If there is any reason left out, please specify _____<br>_____                                |         |          |

#### Part IV: How Teachers are implementing CPD Program?

3. What are the activities available in CPD modules?
4. The following statement refers to the way in which continuous professional development activities can be coordinated in schools. Indicate the level of coordination in the table below by putting “√” (use: 5 to very high; 4 to high; 3 to medium; 2 to low; and 1 to very low).

| No  | Activity                                                              | Coordinating level |   |   |   |   |
|-----|-----------------------------------------------------------------------|--------------------|---|---|---|---|
|     |                                                                       | 5                  | 4 | 3 | 2 | 1 |
| 4.1 | Identify and prioritizing teachers' needs                             |                    |   |   |   |   |
| 4.2 | Incorporating CPD program in school annual plan                       |                    |   |   |   |   |
| 4.3 | Teachers participation in planning teachers CPD program in school     |                    |   |   |   |   |
| 4.4 | Provision of course modules and assigning facilitators                |                    |   |   |   |   |
| 4.5 | Evaluation of school based CPD activities                             |                    |   |   |   |   |
| 4.6 | Adapting the CPD course modules prepared by MOE based on their school |                    |   |   |   |   |

5. Who is responsible for coordinating school based CPD activities?
- A. Appointed teachers as coordinator B. The principals
- C. Department heads D. The vice principals
- E. If any other, specify \_\_\_\_\_
6. How do you practice the activities in the modules?
- A. Individually B. In group C. Both in group and individually
7. If you said “individually” to Q. 6, how often do you carry out your activities?
- A. Daily B. On every Saturday and Sunday C. Once per week
- A. Once per month E. Others if any, specify \_\_\_\_\_
8. If you said in “group” to Q. 6, How was the group formed



14. Do you have any support during practicing CPD activities?

A. Yes B. No

15. If your response is "No" to Q.14, what do you think is the reason?

A. The practices of CPD activities do not require any external support and I don't need any

B. There is no concerned body at any level for this purpose

C. Lack of commitment on the part of the concerned body

D. Lack of expertise on the part of the concerned body

E. There is no budget for this purpose

F. Specify others, if any more \_\_\_\_\_

16. If your response is "Yes" to Q.14, what are the main supports given to you?

A. Technical B. Material C. Financial

17. Indicate the extent of support you have got from different sources? (use: 5 to very high; 4 to high; 3 to medium; 2 to low; and 1 to very low)

| No   | Name                         | Rating seals |   |   |   |   |
|------|------------------------------|--------------|---|---|---|---|
|      |                              | 5            | 4 | 3 | 2 | 1 |
| 17.1 | School                       |              |   |   |   |   |
| 17.2 | Wereda Education Office      |              |   |   |   |   |
| 17.3 | Zone Education Department    |              |   |   |   |   |
| 17.4 | Regional Education Bureau    |              |   |   |   |   |
| 17.5 | Ministry of Education        |              |   |   |   |   |
| 17.6 | NGOs                         |              |   |   |   |   |
| 17.7 | Others if any, specify _____ |              |   |   |   |   |

18. How do you rate the support and follow up of your mentor in each activity in your CPD program?

A. Very good B. good C. fair D. poor E. very poor

#### Part VI: Effects of CPD Program

19. In your opinion what effect has the implementing of CPD program in the day to day activities of teachers?

Please indicate your response about the extent of the effects of the CPD on the following activities of teachers (use: 5 to greatest extent; 4 to greater extent; 3 to some extent 2 to limited extent; and 1 to not at all).

| No   | Activities                                          | Rating indicate |   |   |   |   |
|------|-----------------------------------------------------|-----------------|---|---|---|---|
|      |                                                     | 5               | 4 | 3 | 2 | 1 |
| 19.1 | Practicing active learning methodology in classroom |                 |   |   |   |   |
| 19.2 | Implementing continuous assessment                  |                 |   |   |   |   |
| 19.3 | Conducting action research                          |                 |   |   |   |   |
| 19.4 | Solve students problems                             |                 |   |   |   |   |
| 19.5 | Collegial learning among teachers                   |                 |   |   |   |   |
| 19.6 | Creating teachers' self initiation                  |                 |   |   |   |   |
| 19.7 | Increase professionalism                            |                 |   |   |   |   |
| 19.8 | Improving students learning                         |                 |   |   |   |   |
| 19.9 | Improving the school                                |                 |   |   |   |   |

20. If you choose "limited extent" or "not at all" to the activities stated under Q. 28, what do you think is the reason? \_\_\_\_\_

\_\_\_\_\_

21. From your own experience, how do you rate whether or not CPD activities link contents with subject methodology?

A. Very high B. High C. Medium D. Low E. Very low

**Part VII: Challenges in Implementing CPD Program**

22. What are the major challenges you have faced in implementing activities of the CPD at school level? \_\_\_\_\_

23. How do you over came the problems you faced? \_\_\_\_\_

24. What is your suggestion to over come the problems that hinder the implementation of CPD program in the future?

25. If you have any general suggestion on the implementation procedures and content of the CPD progra please mention them on the space provided below .

The End

Thank you for your cooperation!

## **Appendix B**

**Addis Ababa University**

**College of Education**

**School of Graduate Studies**

**Department of Curriculum and Teachers Professional Development Studies**

A questionnaire to be filled by secondary school principals and facilitators

### **General Direction**

Continuous professional development (CPD) has been given for primary and secondary school teachers through out the country. The propose of this questionnaire is to collect data concerning the implementation of CPD program from secondary school principals, vice principals and facilitators in South Gondar zone in partial fulfillment for post graduate degree.

The study aims at investigating how the secondary school teachers implement CPD program: assess how they adapt the guidelines of the program prepared by MOE, investigating hindering factors and the impact of CPD in the school improvement. Thus, your genuine, frank and timely responses are vital to determine the success of this study. Therefore realizing of the information you provide will used only for this research purpose, you are kindly requested to contribute your own in filling the questionnaire honestly and responsibly.

### **Note:**

1. No need of writing your name on any page
2. To those questions with alternatives, mark your response on the space provided by putting (v) or encircle the latter (for the letter type and more than one response is possible).
3. For any additional opinion or explanation, you are kindly required to write briefly on the space provided

*Thank you in advance for your cooperation.*

Part I Personal Bio-Data

- 1. Name of the school \_\_\_\_\_
- 2. Woreda \_\_\_\_\_
- 3. Respondents' sex, age, educational level and work experience

|     |   |     |                   |                  |              |
|-----|---|-----|-------------------|------------------|--------------|
| Sex |   | Age | Educational level | Years of service |              |
| M   | F |     |                   | Principal        | Facilitators |

Part II: Teachers perception about CPD Program

- 1. Do teachers have positive perception about CPD program? Why did you think these perceptions came into being? \_\_\_\_\_
- 2. Why teachers are involved in the CPD program? Please indicate your response in the table below by putting “√” on the respective space provided.

| No   | Item                                                                                                         | Option |    |
|------|--------------------------------------------------------------------------------------------------------------|--------|----|
|      |                                                                                                              | Yes    | No |
| 2.1  | To be competent in teaching profession                                                                       |        |    |
| 2.2  | To get involved in action research                                                                           |        |    |
| 2.3  | To get general and professional knowledge in the subject he/she teaches                                      |        |    |
| 2.4  | To learn new methods and techniques for increased performance efficiency                                     |        |    |
| 2.5  | To get career promotion                                                                                      |        |    |
| 2.6  | Teaching needs continuous learning                                                                           |        |    |
| 2.7  | Due to the interests of the government                                                                       |        |    |
| 2.8  | Due to inadequacy of the knowledge and competence skills he/she got in the pre-service training              |        |    |
| 2.9  | To give opportunities for teachers to update themselves with the current innovations and educational reforms |        |    |
| 2.10 | To facilitate professional experience sharing among teachers                                                 |        |    |

- 3. If there is any reason left out, please specify \_\_\_\_\_

### Part III. How Teachers Implement CPD Program?

4. What are the activities available in CPD modules

5. Who is responsible for coordinating school based CPD activities?

A. Appointed teachers as coordinator B. The principals

C. Department heads D. The vice principals

E. If any other, specify \_\_\_\_\_

6. The following statement refers to the way in which continuous professional development activities can be coordinated in schools. Indicate the level of coordination like in question no 5 by putting “√”

| No  | Activity                                                              | Coordinating level |   |   |   |   |
|-----|-----------------------------------------------------------------------|--------------------|---|---|---|---|
|     |                                                                       | 5                  | 4 | 3 | 2 | 1 |
| 6.1 | Identify and prioritizing teachers' needs                             |                    |   |   |   |   |
| 6.2 | Incorporating CPD activities in school annual plan                    |                    |   |   |   |   |
| 6.3 | Teachers participation in planning teachers CPD program in school     |                    |   |   |   |   |
| 6.4 | Provision of course modules and support                               |                    |   |   |   |   |
| 6.5 | Evaluation of school based CPD activities                             |                    |   |   |   |   |
| 6.6 | Adapting the CPD course modules prepared by MOE based on their school |                    |   |   |   |   |

7. How do teachers practice the activities in the module

A. Individually B. In group C. Both in group and individually

8. If you said in 'group' to Q. 7, how was the group formed?
- A. By department without considering the career level
  - B. In groups by department of the same career structure
  - C. In group by inter-dependant of the same career structure
  - D. By mixing teachers of difference educational background and experience;
  - E. Others if any, specify \_\_\_\_\_
9. If you said in "group" to Q 7, how many teachers does one group have?
- \_\_\_\_\_
10. If you said in "group" to Q. 7, how often does the group meet together?
- A. Once per week B. twice per-week C. once per month D. twice per moth E. others, if any, specify \_\_\_\_\_

#### Part IV: Assistance to Implement CPD Program

11. Did teachers receive any training concerning CPD before they started its implementation?
- A. Yes B. No
12. If your answer is "No" to Q.15, what do you think is the reason? \_\_\_\_\_
13. If your answer is "yes" to Q. 15, to what extent is the train given related to the following topics? (5 to very good; 4 to good; 3 to fair 2 to poor; and 1to very poor)

| No   | Activity                                                             | Rating scale |   |   |   |   |
|------|----------------------------------------------------------------------|--------------|---|---|---|---|
|      |                                                                      | 5            | 4 | 3 | 2 | 1 |
| 13.1 | How to implement CPD program                                         |              |   |   |   |   |
| 13.2 | Informing the importance of CPD for teachers                         |              |   |   |   |   |
| 13.3 | Creating team spirit among teachers and better working atmosphere    |              |   |   |   |   |
| 13.4 | Motivating teachers to engage in CPD                                 |              |   |   |   |   |
| 13.5 | Orienting the role of facilitator, principals and other stakeholders |              |   |   |   |   |

14. If there is any topic that is not included in the table, please list down:
- \_\_\_\_\_

15. Did teachers receive any support while they have been implementing CPD activities? A.

Yes

B. No

16 . If your response is “No” to Q.20, what do you think is the reason?

A. There is no concerned body at any level for this purpose

B. Lack of commitment on the part of the concerned body

C. Lack of expertise on the part of the concerned body

D. There is no budget for this purpose

E. The implementation of CPD activities does not require any external support?

F. Specify others, if any more

17. If your response is “yes” to Q.20, what are the major supports given to teachers by the school?

18. How do you follow up and evaluate the implementation of CPD program?

19. In your opinion, do you think that the support given to teachers from different sources is adequate? Indicate the extent of the support teachers have got from different sources?  
(use: 5 to very high; 4 to high; 3 to fair, 2 to low; and 1 to very low)

| No   | Name                      | Rating scale |   |   |   |   |
|------|---------------------------|--------------|---|---|---|---|
|      |                           | 5            | 4 | 3 | 2 | 1 |
| 19.1 | School                    |              |   |   |   |   |
| 19.2 | Woreda Education Office   |              |   |   |   |   |
| 19.3 | Zone Education Department |              |   |   |   |   |
| 19.4 | Regional Education Bureau |              |   |   |   |   |
| 19.5 | Ministry of Education     |              |   |   |   |   |
| 19.6 | NGOs                      |              |   |   |   |   |
| 19.7 | Other if any specify      |              |   |   |   |   |

20. In your opinion, what effects has the implementation of the CPD program to encourage teachers in their day to day activities? Please indicate the extent of the effect of the CPD on the following activities of teachers (use: 5 to greatest extent; 4 to greater extent; 3 to some extent; 2 to limited; and 1 to not at all)

| No   | Activity                                      | Rating scale |   |   |   |   |
|------|-----------------------------------------------|--------------|---|---|---|---|
|      |                                               | 5            | 4 | 3 | 2 | 1 |
| 20.1 | Practicing active learning methodologies      |              |   |   |   |   |
| 20.2 | Implementing continuous assessment            |              |   |   |   |   |
| 20.3 | Conducting action research                    |              |   |   |   |   |
| 20.4 | Classroom management                          |              |   |   |   |   |
| 20.5 | Solving students problem                      |              |   |   |   |   |
| 20.6 | Collegial learning among teachers             |              |   |   |   |   |
| 20.7 | Creating teachers' self initiation            |              |   |   |   |   |
| 20.8 | Career promotion                              |              |   |   |   |   |
| 20.9 | Others if any, please specify, _____<br>_____ |              |   |   |   |   |

21. If you chose "limited extent" or "not at all" to the activities stated under Q.20, what do you think is the reason? \_\_\_\_\_  
\_\_\_\_\_

**Part VI: Challenges in Implementing Teachers' CPD**

22. What are the major /problems in implementing the activities of the CPD at school?

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23. How did you overcome the problem you faced at school level?

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24. What is your suggestion to overcome the problems that hinder the implementation of the CPD program for the future?

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25. If you have any general suggestion on the implementing procedures and contents of the CPD program, please mention them on the space provided below

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**The END**

**Thank You for Your Cooperation!**