

113

**The implementation of Teachers Continuous Professional Development
In gullele sub-city government preparatory schools of
Addis Abeba**

Yeibeyo Asmelash

*A Thesis Summated to
The institute of educational research*

*Presented In Partial Fulfilment of the Requirement for the Degree of
Masters of Arts (Educational Research and Development)*

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LIST OF ACRONYMS/ABBREVIATIONS

CPD	Continuous Professional Development	CRC	Cluster Resource Center
ESDP	Education Sector development Program		
ETP	Education and Training policy		
ETS	Experienced Teachers		
INSET	In-Service Education and Training		
MOE	Ministry of Education		
NDTS	Newly Deployed Teachers		
NGO	Non Governmental Organization		
PTS	Parent Teachers' Association		
PD	Professional Development		
REB	Regional Educational bureau		
SPSS	Statistical Package for the Social Sciences		
TESO	Teacher Education System Overhaul		
TGE	Transitional Government of Ethiopia		
TDP	Teachers' Development Program		
WEO	Woreda Educational office		

Abstract

The purpose of this study was to assess the current implementation status of teachers CPD program in government preparatory schools of Gullele Sub-City. To realize the purpose of this study, quantitative and qualitative methods were employed. The study was carried out on two government preparatory schools that were selected using purposive sampling and survey technique. The study also involved 104 Teachers, 30 school leaders(4 principals and 26 department heads).the data of this study was collected through questionnaires, interview and document analysis. The quantitative data were analyzed through SPSS and interpreted by chi-square. The qualitative data were used to support the quantitative data .The result of the data analysis and interpretation indicated that the engagement of teachers in different types of CPD activities was not sufficient. And the methods that were used to acquire new skill and knowledge through training and induction program were not satisfactory. The extent of results of CPD program was moderately helped teachers to apply effective teaching methodology and improved teacher's achievement. The challenges which hindered the program was lack of competent facilitators, lack of coordination between the schools and sub-city and education bureaus, failure to synchronize CPD with career structure, the school environment and management were not supportive. The role played by school stakeholders' principals and the sub-city level education office was not active in monitoring assessing the program and to support teachers in the CPD program. To improve the implementation of the CPD program, the concerned bodies should allocate adequate budget, provide trainings, seminars, workshops and Continuous discussions should be arranged for all stakeholders, and the monitoring and evaluation system should be constructive finally to increase the commitment of teachers the program should be synchronized with incentives such us, career structure, and should be as a prerequisites for teachers' licensing and up grading programs.

CHAPTER ONE

1. THE PROBLEM AND ITS APPROACH

1.1 Background of the Study

Professional development in professions took the form of apprenticeship in the past. There was little formal training available and continuing professional development (CPD) was not compulsory (Cheetham and Chivers, 2005). However, it has been recognized in recent years that the knowledge acquired through initial education does not equip practitioners with the skills and knowledge they need for their entire careers. As driven by many factors such as economy, society, and technology changes, CPD has increased considerably and many professions have adopted some form of CPD policy and strategy to help members of the organizations to maintain and develop their professional competence (Cheetham and Chivers, 2005). Several literatures, for instance, Coolahan (2002); Fraser, Kennedy, et.al (2007); considered as the wider policy agenda of lifelong learning as well as to the view of CPD as a means of improving learner performance and production of required skills.

CPD categorizes the idea that individuals aim for continuous improvement in their professional skills and knowledge beyond the basic training initially required to carry out the job Gray(2005). Guskey (2002) described professional development programmers as systematic efforts to bring change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students. This is also supported by Clarke and Hollingsworth (2002) who argued that the most immediate and significant outcome of any successful CPD for teachers is a positive impact in changing teachers' knowledge and practice.

A literature on educational quality indicates that there is a strong link between continuous professional development (CPD) and quality especially in the area of teacher's beliefs and practices. Eaton and Carbon (2008) stressed that focusing on highly quality teaching as

prerequisite for high quality education and training highlights the school duty to provide young citizens with the competencies they need to adapt to globalized ,complex environments where creativity innovation, initiative entrepreneurship and commitments to continuous learning are important as knowledge. Students learning will improve as a result of the implementation of educational reforms UNESCO,(2006). This is mainly because reforms leading to improved quality in pre service and in service teacher education cannot succeed unless they are backed by ongoing professional development and continuous teachers learning and teaching has been identified in numerous studies as crucial variable for improving learning outcomes. The way teachers teach is of critical concern in any reform designed to improve quality. According to World Bank (1991), teachers are central to the delivery of quality education. In the twenty first century where there is a pressing need for high quality professional development, trying to teach without conceptual thought seems like trying to build a house without “a blue print.

Indeed teacher’s lifelong professional development is one of the most urgent needs for teachers at present time and it is no longer an opinion but an expectation of all professionals regarding this Dereje, (2001) states;

While the world is evolving rapidly today, professional groups must know fact that their initial learning will not fit them through the rest of their lives. They need to update and improve their own knowledge and technologies throughout their life time.

This reveals that teachers’ continuous professional development is urgent and essential for teachers since changes are an avoidable and inevitable. Hence, the schools are within this active and constantly changing social environment. So, teacher will be encouraged with new and dynamic changes as every time is imperative and inevitable. From the ongoing discussion, it is possible to say that the world of teachers is the world of learning and they are professional learners no matter how extensive and excellent their formal education and preparation.

The present government of Ethiopia has placed great importance on quality education and recognizes it as an essential component for development needs of the society. As one of the government educational quality improvement strategy, CPD was the top of other educational issues. Therefore, with the framework of the Education and Training Policy (1994) the Education sector program (ESDP) is launched a twenty-year education sector plan with one of the main priorities quality improvement at all levels of educational system.

Consequently, a program of continuous professional development CPD is designed and is put in to practice to enable teachers to update themselves with new outlooks, approaches and policy directions. Though teachers professional development was not new in Ethiopia there was no structured provision of CPD for teachers in schools until 2003(MOE, 2004).The TESO CPD of (2003) strategies aimed to put the structure in place in primarily and secondary schools. Teachers' professional development is to be practiced at school or at cluster center with the trust that teachers will embrace the concept of lifelong learning for their own benefit and for the benefit of the pupils they teach and the communities in which they live at large (MOE, 2004).

To this end, in Ethiopia, since 2007 modular approach for CPD program was introduced on gregarious implementation in all primary and secondary schools. This program has two main parts; the two year induction program for newly deployed teachers and the actual professional development, for teachers who have been on the system. The opportunity is a continuous learning and update with expanding knowledge and share experience, ideas and good practice with colleagues from own and other school (MOE,2005).

The newly deployed teachers were expected to work through a two year induction program produced at national level and supported by mentors .Those mentors were selected from experienced members of staff within the school MOE (2009). All the teachers were expected to carry out the CPD programmers produced at national level. Thus it seems timely to conduct a research on the practice in the selected area.

1.2 Statement of the Problem

Teacher development is a never ending cycle of teacher learning that begins with initial teacher training and continues for as long as a teacher remains in the profession. The fact that teaching is a public profession places teachers in the spotlight of societal expectations of continually finding ways to improve student learning. The way to make this possible is by enabling teachers to “continue to evolve in the use, adaptation and application of their art and craft” Lange (1990).

Hence, the term continuing professional development (CPD) implies “all the activities in which teachers engage in during the course of a career which are designed to enhance their work” Day and Sachs (2004). Such activities are intended to result in on-going teacher learning, a process by which teachers move towards expertise Kelly (2006)

The new Ethiopian education and training policy (ETP,1994) envisages teachers continuing professional development program can improve the performance of teachers in the class room and rise students achievement at all levels. This program CPD) is necessary for all teachers teaching at different levels.

Taking this in to account, MOE (2003) stresses the importance of CPD on job training programs such as workshops, symposiums or seminars shall be extensively given as part of CPD to improve the quality of teachers. With this regard, MOE in its ESDP III document reports that teachers do not continuously update their competence and their skills MOE (2005). To this end, craft 2000 discussed that the dynamic nature of the educational environment cannot easily managed without the continuous learning. Hence, Teachers continuously improve and update their competence and skills for the benefit of the society and the students they serve. This asserts that in an ever changing world being certified in the pre service training cannot be a gerent to become a well informed and effective teacher since some kind of knowledge and skills are not long lasting. Based on this teachers advised to continuously teach themselves as they teach their students. The national education conference document (july,2002) as cited in Gizaw (2006) stated that teachers

were not committed to their profession and they do not employ modern methods of teaching similarly MOE reported that the quality of teaching learning process in Ethiopian schools was very low, i.e. problem solving, cooperative learning and learning by doing approaches are limited or not completely practiced.

The CPD document (MOE, 2004) concludes that there is a gap between the intended professional competence and the actual competence of teachers. In spite of the above reviewed findings on CPD the researcher found it helpful to undertake the study in gullele sub-city government preparatory schools for important reasons. Firstly, in one of the schools the vice principals who follow up the TDP program was not assigned for several months, secondly, friends who works in those preparatory schools were not interested to participate in the CPD program. Regarding their views some of the viewed as positively while majority of them were considered as negatively.

Generally the program is considered as an obligation that designed to busy teachers. Due to this reason the researcher decided to assess the overall CPD program implementation specially to assess the implementation of CPD program and challenges in government preparatory Schools of Gullele sub-city.

Therefore, this study was designed to find out answers to the following key questions;-

- What are the type/methods of CPD used in preparatory schools?
- What impact does the CPD program brought to the teachers and Teaching learning process in government preparatory schools of Gullelle sub city?
- To what extent do the school and the stakeholders play their role in supporting the implementation of teachers CPD program?
- What challenges are faced in the implementation of CPD programs in Gullele sub-city government preparatory schools?

1.3 Objectives of the Study

1.3.1 General Objectives

The general objective of this study has to assess how Continuous Professional Development programs have been implemented in government preparatory schools of Gullele sub-city of Addis Ababa administration.

1.3.2 Specific Objectives

- 1) To identify the types/methods of teachers CPD implemented in government preparatory schools of Gullele sub-city.
- 2) To examine the effect of CPD program brought the teachers and the teaching learning process.
- 3) To find out the methods of acquiring new knowledge and skill by preparatory school of teachers.
- 4) To assess the roles being played by stakeholders in the implementation of teachers CPD program.
- 5) To investigate the teachers CPD program major challenges that hinder the implementation of CPD program

1.4 Significance of the Study

This study is to evaluate the extent to which CPD was implemented in the selected area under investigation. Finally to suggest possible solutions for improving the implementation of the program. Hence, the findings identified at the end of the study are expected to have potential importance for preparatory schools to improve the implementation of CPD program.

To this end the study has the following significance:

1. The study could show the current status of CPD program so that educational administrative bodies and other stakeholders can take corrective measures to fill the gap and enhance the implementation of CPD program.

2. It could help to find out the challenges in implementing CPD program and then suggest the possible solution to alleviate the problem.
3. It may serve as a reference for further research in the area of teachers' continuous professional development program in government preparatory schools of Gullele sub-city.

1.5 Limitations of the Study

The study was not totally free of limitations. One of the constraints in this study was the reluctance of some teachers to fill out and turn back the questionnaire in time. Five teachers were refused to return the questionnaire. It was also very difficult to get the office head of Gullele sub-city educational office for interview due to meeting and training. Finally because of financial constrains, the findings of the study may not generalized the whole government preparatory schools in Addis Ababa administration region.

1.6 Delimitation of the Study

Teachers' continuous professional development is a planned process and it is implemented at various levels. This study was delimited to teachers CPD in government preparatory schools of Gullele sub-city in Addis Ababa. This study assessed school factors such as school context and the implementation of teachers, school administrative bodies and sub-city level supervisors and TDP coordinator. It was confined only to CPD activities which are provided at school. Including the involvement of teachers, principals and the sub-city level officials especially the types and methods employed, the way of teachers acquiring new skill and knowledge, the role played by stakeholders, the CPD program and its effect on teachers teaching learning process and challenges of teachers CPD in Gullele government preparatory schools including the involvement of teachers principals and the sub-city level officials the focusing on the types and methods employed, the role played by stakeholders, its effect on teaching learning process and challenges faced in implementing the CPD program in gullele government preparatory schools.

1.7 Definition of Terms

The following key terms may have the following definitions:

Assessment:- Assessment is used to refer to the processes of collecting evidence and making judgments relating to the way CPD program are implemented. This definition is a modified version of Harlen's (2007)

Continuing Professional Development (CPD):- CPD is an on-going process improving knowledge, skill, attitude in the level they are teaching on local context and particularly classroom practice (MOE2009)

CPD activities: range of experiences or activities which contribute to teachers' professional development.

Implementation: - The term "Implementation" in this study referred to the way CPD program delivered and their consequent translation into practice at classroom level. Fullan's (1982).

Effect: outcome brought as a result of the implementation of teachers CPD program

Preparatory school:- structure of educational system that refers to grade 11 and grade 12 (MoE 1995))

CHAPTER TWO

2. REVIEW AND RELATED LITERATURE

2.1 Conceptual Framework for Studying CPD

2.1.1 Meaning of CPD

The term Continuing Professional Development (CPD) is said to have been coined by Richard Gardner, who was in charge of professional development for the building professions at York University in the mid-1970s (Gray, 2005). Continuous professional Development (CPD) is among the new initiatives that targeted to develop the professional competence and professional ethics of teachers, teaching at all levels of the school system (educational structure). Mintesnot (2008), described CPD as follows “Continuous refers to throughout the Practitioner’s working life, professional refers to maintaining the quality and relevance of professional service, and Development implies the progression in personal quality to the acquired knowledge and skill”.

Continuous professional development (CPD) has unique definition as it is varied from different educational traditions and contexts. It is variously called teacher development, in service training (INSET) staff development, human resource development, continuing education and lifelong learning the term is used interchangeable with the term professional development (Naziha, 2010).

CPD is defined by different scholars differently for instance, Day (1991:4) stated that CPD is a process by which alone and with others, teachers review, renew and extend their commitment as a change agents to the moral purpose of teaching and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children. Moreover Bolan (1981) quoted in Golover and law 1966:2) used the term CPD program to mean training activities engaged by teachers and principals following their initial certification and intended mainly or exclusively to improve their professional knowledge, skill and attitude. To Bolan, CPD

is a series of activities given for teachers and other professionals to make them enough in their profession.

According to Gray (2005), CPD embraces the idea that individuals aim for continuous improvement in their professional skills and knowledge beyond the basic training initially required to carry out the job. Gray (2005) further states that, in teaching, such development used to be called 'in-service training'. In line with Gray's idea, Mohammed (2006) says that Continuing Professional Development may be regarded as all forms of 'in service', 'continuing education', 'on-the-job-training', 'workshop', 'post qualification courses' etc. whether formal or informal, structured or unstructured, teacher initiated or system-initiated, accredited or not. Desimone (2009) concurs with Gray (2005) and Mohammed (2006) and writes that;

Teachers experience a vast range of activities and interactions that may increase their knowledge and skills and improve their teaching practice, as well as contribute to their personal, social, and emotional growth as teachers. These experiences can range from formal, structured topic specific seminars given on in-service days, to everyday, informal "hallway" discussions with other teachers about instruction techniques, embedded in teachers' everyday work lives (p.182)

Further, Guskey (2002) describes professional development programs as systematic efforts to bring about change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students. Desimone, Porter, Kwang Suk Yoon & Birman (2002) concur with Guskey (2002) in looking at Professional development as an essential mechanism for deepening teachers' content knowledge and developing their teaching practices. In addition, Fraser *et al.* (2007), list a number of competing claims for professional development that are evident in the literature of professional associations such as: lifelong learning for professionals, a means of personal development, a means of assuring a wary public that professionals are indeed up-to date, given the rapid pace of technological advancement, a means whereby professional associations can verify that the

standard of their professionals are being upheld and a means for employers to garner a competent, adaptable workforce

In the Ethiopian context, Continuing Professional Development refers to the career-long process in teachers' lives those results in developing teachers' professional knowledge, skills, attitudes, & aspirations, and a general understanding of their changing roles and tasks to raise student achievements and learning (MOE, 2009).

From the above definitions of CPD, it can be noted that Continuing Professional Development is designed to contribute to learning of teachers who have completed their initial or pre-service training. For the purposes of this study, the term Continuing Professional Development refers to the formal courses and programs that are attended by primarily and secondary school teachers with the purpose of enhancing their professional skills so that they become better teachers. These formal courses and programs may be in the form of but not limited to the following as outlined by Gray (2005): whole-school training days; undertaking joint training exercises with other schools; joining teacher networks, engaging with specialist subject associations; and attending short courses in the form of workshops and seminars at sub-city or zonal, district or national levels.

2.2 The Purpose for CPD

CPD programs for teachers should aim at forming a better and more effective teacher capable of adapting to different school or classroom situations. At the same time, the end result of the change should be improved learning outcomes for the learners. Clarke & Hollingsworth (2002) stress that the most immediate and significant outcome of any successful CPD is a positive impact in changing teachers' knowledge and practice, which in turn should lead to improved learner performance.

In a research study on professional development of teachers reported by Guskey (2002), it was revealed that most teachers engage in CPD activities because they want to become better teachers. These teachers see professional development programs as among the most

promising and most readily available routes to growth on the job. It is also important to note that, for the vast majority of teachers, becoming a better teacher means enhancing student learning outcomes. Fullan and Hargreaves (1996); and Fullan (1999) also report similar findings that, teachers are attracted to professional development because they believe that it will expand their knowledge and skills, contribute to their growth, and enhance their effectiveness with students. Any development programs therefore, that fail to address these needs, are unlikely to succeed (Fullan and Miles, 1992). Craft (1996) captured in Mwanza (2008) has identified the following purposes for undertaking CPD for teachers:

1. To improve the job performance skills of whole staff and individuals;
2. To develop the professional knowledge and understanding of an individual;
3. To extend the personal or general education of an individual;
4. To make staff feel valued;
5. To promote job satisfaction among staff;
6. To prepare teachers for change.

Similarly, Friedman and Woodhead (2008) identify three multiple purposes of CPD as: 1) To maintain knowledge, skills, and competence 2) To improve and broaden the knowledge and skills 3) To develop personal qualities necessary to execute professional and technical duties.

Friedman and Woodhead (2008) argue that a further aspect of the purposes of CPD relates to who is the intended beneficiary of CPD. The first purpose of CPD identified above contributes to the reputation of the profession and the professional body, as well as the general public good. The second purpose relates largely to the individual professional as the beneficiary. Finally, the third purpose benefits individual professionals, and in turn, impacts on clients and employers. In the teaching profession, CPD for teachers serves many different purposes and is intended to benefit individual teachers, staff members, administrators, students, and the schools as a whole with the ultimate beneficiaries being

pupils as a result of maintained or improved effectiveness. Craft (2000) identifies the purposes for teachers to undertaking CPD.

These include, but are not limited to the following:

- a. To clarify the school's policy
- b. To make staff feel valued
- c. To promote job satisfaction
- d. To improve the job performance skills of the whole staff, groups of staff, or individual teachers
- e. To extend the experience of teachers for career development or promotion purposes
- f. To develop the knowledge, skills, and understanding of teachers
- g. To enable teachers to prepare for the changes and challenges
- h. To increase the effectiveness in the teaching and learning process

Shaha, et.al.(2004) argued that the primary purpose of CPD is to help teachers become better teachers and educators. Continuing professional development is intended to equip teachers with new or refined skills and techniques for educating students effectively, and helping teachers themselves to be more confident, capable, and fulfilled. In addition, Day and Sachs (2004) summarized three common interconnected purposes of CPD for teachers, including *extension*, *growth*, and *renewal*. *Extension* is to introduce new knowledge or skills to teachers. *Growth* is to develop teachers to greater levels of expertise. *Renewal* is to transform or change the knowledge and practice of teachers. Although the purposes of CPD vary widely, Craft (2000) and Guskey (2000) stated that the ultimate purpose of all CPD in a school is to improve the learning outcomes of the students.

These purposes, however, accrue more to the individual teacher. Eraut (1995) emphasizes that in-service education raises the cultural and professional standard of the teaching force as a whole. Therefore, in-service education is also an indicator of the health of an education system as it contributes to a better teaching force and improved learner outcomes as noted earli

2.3 Objective and Principles of Professional Development

2.3.1 Objectives of Continuous Teacher Professional Development

According to MOE (2009) document the overall objective of the CPD program is to raise the achievement of students in Ethiopian schools and higher education institutions. The specific objectives of the continuous teacher professional development are to: 1) support teacher capacity to teach effectively using appropriate new student-centered and problem-solving approaches according to the active-learning-based curriculum that was introduced in 1994. 2) Improve teachers' subject-matter knowledge based on the content of the curriculum and the teaching approaches which require teachers to engage students in the development of higher-order thinking skills. 3) Help teachers develop more positive attitudes, more cooperative approaches to Their work at the school level, and strengthen professional identity. 4) Introduce the idea of reflective practice and action research through which teachers studied their practice to improve it. 5) Promotes teachers to recognize their work as a professional by providing new opportunities for growth, exploration, learning and development (Villegas-Riemers, 2003).

The aim of Continuous Professional Development is to improve the performance of teachers in the classroom and raise student achievement. It is a career-long process of improving knowledge, skills and attitudes - centered on the local context and, particularly, classroom practice. According to MOE (2009b) all teachers must be actively engaged in: (a) their own learning process, (b) working with their colleagues, (c) identifying their own needs and (d) the wide range of activities, formal and informal, that will bring about improvement of their own practice and the practice of others.

2.3.2 Principles of Continuous Teacher Professional Development

The major principles of continuous teachers' professional development are drawn from the works of Leu (2004), Giable and Burns (2005), Gray (2005), Hooker (n. d.) and Weiss (2010). The content of professional development focuses on what students are to learn and how to address the different problems students may have in learning the material.

Professional development should be based on analyses of the differences between a student performance and (b) goals and standards for student learning. Professional development should involve teachers in identifying what they need to learn and in developing the learning experiences in which they will be involved. Professional development should be primarily school-based and built into the day-to-day work of teaching, Most professional development should be organized around collaborative problem solving, Professional development should be continuous and ongoing,

Involving follow-up and support for further learning-including support from sources external to the school that can provide necessary resources and new perspectives, Professional development should incorporate evaluation by multiple sources of information on (a) outcomes for students and (b) the instruction and other processes involved in implementing lessons learned through professional development.

2.4 Professional Competencies of Ethiopian Teachers

Teachers have to be knowledgeable in their content areas and extremely in a wide range of teaching approaches to cater for the diverse learning needs of every student. Despite the fact that different studies indicated teachers have critical gaps in competence, teaching skills and methodologies MoE(2012).

In the Ethiopian context teachers are expected to have the following professional competencies which are to be achieved through CPD: Facilitating students learning: Outlines how teachers plan, develop, manage, and apply a variety of teaching strategies to support quality student learning, Assessing and reporting students learning outcomes: describes how teachers monitor, assess, record and report student learning outcomes, Engaging in continuous professional development: describes how teachers manage their own professional development and contribute to the professional development of their colleagues, Mastery of Education and Training Policy, Curriculum and other program development initiatives: describes how teachers develop and apply an understanding of ETP to contribute to curriculum and/or other program development initiatives, forming

partnership with the school community: describes how teachers build, facilitate and maintain working relationships with students, colleagues, parents and other care givers to enhance student learning, Learning environment (maintaining an attractive and supportive learning environment, creating a safe and orderly environment, use of appropriate teaching aids).

2.5 Types of CPD for Teachers

Continuing professional development (CPD) is a collection of activities offered in response to serve the needs of teachers and school staff members, as well as government, school improvement initiatives, accreditation requirements, and funding agencies (Pritchard & Marshall, 2002). The Concept of CPD is one that moves away from attending courses and training days to all forms of teachers' professional learning on a continuing basis. Fraser (2005) also holds a similar view that CPD includes any activities that teachers engaged in to develop professionally. It incorporates a broad range of learning experiences, both formal and informal learning.

Clark and Hollingsworth (2002), Ling and Mackenzie (2001), and Craft (2000) propose several types of CPD for teachers. These include: self directed study, workshops, seminars, short courses, coaching, mentoring, or tutoring, job shadowing, networking, collaborative learning, action research, personal reflection, distance education, professional learning teams, observations, portfolios, information technology mediated learning.

Lieberman (in Goodal *et al*, 2005) further classified CPD into three settings in which teachers' learning may occur: *direct teaching* (e.g. conferences, courses, workshops, consultations), *learning in schools* (e.g. peer coaching, action research, working on tasks together), and *learning out of the classroom* (e.g. reform networks, school-university partnerships, professional development centers.) Day (1999) also adds *learning in the classroom* (e.g. student responses) as a forth setting of possible learning opportunities for teachers. These four settings provide a comprehensive insight that teachers can acquire

CPD through a variety of ways; on the job training, at home, and in the classroom/workplace.

In Ethiopian context the types of continuous professional development can be placed in to two categories (MOE, 2009). The first one is updating it is a continuous process in which every professional teacher participates during their career as a teacher. It focuses on subject knowledge and pedagogy to improve classroom practice. and the second is Upgrading it is the process by which teachers can choose to participate in additional study outside their regular work as teachers at appropriate times in their career, e.g., convert a certificate diploma to a diploma of the first degree or first degree to master's degree. Different authors suggest various activities to be in launched under CPD program. Some of them are assigning students in their personal needs participating in the curriculum based activities.

The use of CPD is to promote knowledge, reflection on staff practice, participation on educational panels, induction, mentoring, peer coaching, action research and keeping professional development portfolio (craft, 2000; 10-11).

The presence of wide Variety of teachers CPD activities in the school indicated that one size fits all approach to all professional development is not effective. Even though the number and types of CPD activities are very large giving some descriptions on the major and commonly used activities are very important. Therefore induction, mentoring, peer coaching, action research and professional development portfolio (PDP) are described below in the following way;

2.5.1 Induction

Induction is a systematic organizational effort to adjust to new assignment (casteller, 1992). It could be argued that induction is an intended activity to help bingers and/or new staff so as to properly perform their duties. This is because the first year of teaching has always been difficult at almost any serving teaching will satisfy newly hired teachers need to understand how the system is functioning and how they fit in to it. More especially new

haired teachers face difficulties in understanding their responsibilities due to lack of information about the schools mission and its goals. It can be crucial for new staff to have job description and knowledge of the formal structure of the school (craft, 2004).

According to David (2006), unless teachers get sufficient information about their roles, responsibilities and other related issues. They will frustrate and may leave their profession. Schools should avoid placing newly qualified teachers to perform complex tasks. They should establish guidance and provide assistance to insure that they can demonstrate their efficiency in their teaching. To this effort induction program should be customized based on analysis of individual needs to support new teachers. From widely diverse backgrounds and experiences the importance of teacher's induction both for the binger teachers and the schools is that it contributes to avoid un necessary tension and future malfunction.

Research studies on CPD identified that teachers who have been left to support themselves in the first year of teaching tend to develop a strongly survival oriented repertoire of actions sometimes called kill. As Andrew (1986) cited in mike turner and Leslie bash (1999) analyzed induction schemes in five countries and found that successful characteristics; a) professional seminar workshops are regularly held for beginning teachers to meet and exchange ideas as well as to extend their professional knowledge and skill, b) experienced teachers or mentors are assigned to work with beginning teachers and provide formative supervision and school principals are responsible to support the binging teachers c) beginning teachers are giving opportunities to observe other teachers and to discuss instructional and curricular practices. d) Beginning teachers receive reduced work load and release time.

In general induction program plays significant role for teachers CPD when they begin their career. Therefore department heads school principals, supervisors and other concentrated bodies need to plan appropriate induction programs.

2.5.2 Mentoring

According to Bradford (2000) mentoring can be defined as a process (assistance) to other practitioners offered by experienced staff to other practitioners who needs other professional skills. The experienced practitioner is appointed as a mentor to assist beginning or in experienced teachers to adopt demands of a complex job of teaching. Mentoring recognizes that growth in teaching is a process that takes time. A mentor focuses on learning rather than teaching. And engage in support to encourage reflection on teaching as a process. This reflective model incorporates a more critical element in the mentoring process to move teachers from novice to expert status .a mentor provides a new comer with a new support, problem solving guidance and network of staff who shares resource in sight practices and materials.

Mentors are also expected to establish a supportive supervisory material, establish a supervisory relationship and apply effective counseling skills (bleach,1999) more over induction tutors in the day to day work with newly qualified teachers are expected to respect encourage, motivate and understand them to take increasing responsibility for their own development. For mentoring to be successful it would be free compulsion and external pressure. Mentors are free to choose their mentors. Mentoring activities are fruitful if they help newly qualified teachers to develop. If relationships are to celebrated more than individual efforts. Mentees hove chances to reflect and mentees hove development opportunities (Glover &low1996).

Kerry & Myers (1995) defined mentoring as nurturing process in which a more skilled or more experienced person serving as a role model, teachers, sponsors encourages, councils and be friends to a less skilled or less experienced person for the purpose of promoting the letters professionals or personal development. Mentoring functions are carried out within the context or an ongoing caring within relationship with the mentor and the mentees. Mentor benefits individual teachers (mentees) school and the teaching profession in relation to individual teacher it will help to maintain and enhance confidence rise

awareness about classroom practice and develop professional knowledge, skill, attitude and an overall professional competence.

In the mentor mentee relationship the experienced partner shares his/her experience to the newly qualified teachers (mentees) on how to effectively perform his/her duties and how to solve problems. In this case mentors (experienced ones) play a significant role for the professional development of the less qualified teachers. In short mentoring is a process through which knowledge and understanding skills and abilities transferred to practitioners. Mentoring as developing teachers, professional competence, it plays decisive roles.

2.5.3 Peer Coaching

Coaching is the process where a person with expertise in the field assists colleagues through structured discussion and activities on how to solve their problems and how to perform their tasks better than they would do it without this assistance (TTA 1998). As cited in MOE (2003). The main purpose of coaching is improving practical skills. It takes place at work place when workers seek advice, explanations or demonstrations.

Major coaching opportunities are research participation in study groups, problem solving teams' observation on performance of their colleagues groups, writing journals participating in improving endeavors' (Kalinauckas in Clyne, 1995). In class coaching may take different forms depending on the purpose and goals for coaching i.e. technical coaching evolves the transfer of teaching methods introduced in workshops to the classroom (moon et.al, 2001) expert coach utilizes specially trained teachers with experts using particular methods. They observe, support and provide feedback to other teachers. In general coaching requires human interpersonal relationships, collegial atmosphere and collaboration, skill full, knowledgeable and committed teachers are required to play caching role. Selecting appropriate coaching is essential. If this process is successfully implemented in schools, the education quality will be realized.

2.5.4 Action Research

The action research is one of the major activities of teachers that play an important practice in developing educational profession in educational system. the study is done by the individuals themselves as investigators to improve the quality of their action. The quality of action can be comprehended as the participants' understanding of the situation, as well as the practice within the situation. Kennedy (2005) argues that this type of CPD has been acknowledged as being successful to allow teachers to ask critical questions of their practice.

According to day (1999; 34) action research is the study of social situation involving participants as a researcher with the aim of improving with the quality of action within it. From this definition it is possible to recognize that teachers can improve their practice in class room by doing action research. Action research is not a "library work" where teachers learn more about a topic that interest them but rather it is considered as a tool used by teachers to understand and improve their practice (craft, 2000). Action research in education is a small scale practice of the practitioner (teacher).It focuses only on a particular problem to get mediate solution .educational action research is about the self interaction of teachers or school in their ongoing practice).

Different scholars viewed action research from different perspectives. According to gay and Airasian (2000) action research is a form of collective staff reflective inquiry undertaken by participants in order to improve the rationality and justice of their own social or educational practices as well as their understanding of their practices and the situations in which the practices are carried out. ICDR (1998) viewed action research as a small scale intervention in the as cited in MOE (2003) function of real world and close examination of the effects of such intervention. "this entails that it is the process by which the research evolves in the function of real world. What makes action research different from pure research is that the former is directed to increase the quality of practical application. It is international and practical in nature. It follows phases of problem

identification systematic data collection, reflection, analysis data driven action and problem re definition. It is then improving action through systematic studies (gray and Airasian, 2000).

According to McLaughlin (1996) there are three basic reasons why action research is good for teachers professionals development ,a) it is inquiry based and allows teachers to investigate their own words,(2) it is aimed as the improvement of teaching and learning in schools: and (3) it leads to deliberate and planed action to improve conditions for teaching and learning. Research is then useful to generate knowledge, to disseminate it to improve practice and to win public steam to teachers and their profession. That is why school principals and concerned educational authorities hove to undertake exemplary action research. Allocate fund furnish libraries with current educational journals and related materials and improve teachers in research activities (terry cited in amare, and et.al, 1998)

2.5.5 Professional Development Portfolio

A professional development portfolio is a collection of materials made by a professional that records and reflects on key events and processes in that professionals career (day hall, 1992 cited in kydd, and et.al.1996; 171). From this definition it is possible to deficit that a portfolio involves critical self reflection on one owns career and this makes it to be different from a professional diary or record of achievement. In a professional development portfolio it is possible to assemble a collection of reflections on teaching including professional development experiences (craft 2000;209-210) keeping professional development portfolio can be one of the activities to be performed by participants in CPD program.

According to MoE (2009) each teacher is required to keep a portfolio of CPD activities. The purpose of this is to: Plan their CPD activities, ,Keep a record of activities undertaken, Provide evidence of participation in professional learning, Reflect on progress and identify areas for development, Provide a record of all development activities and identify

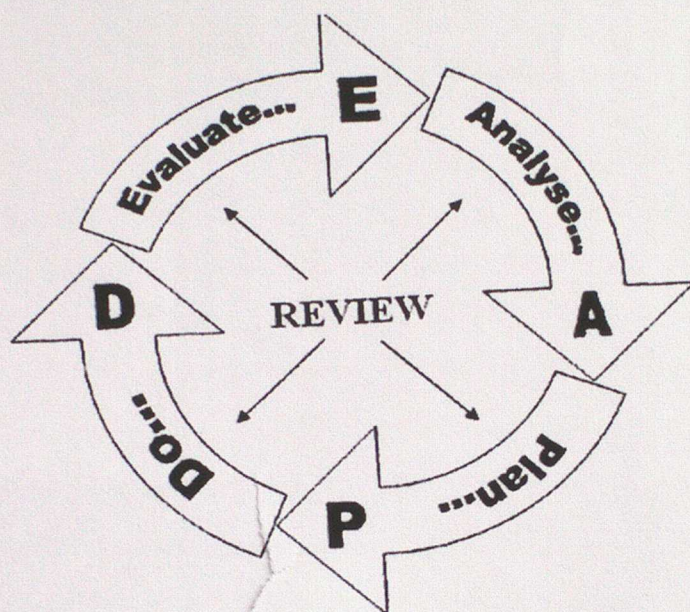
improvement, against the criteria for “Good Teaching”, Provide a record of all development activities and identify improvement against the criteria for “Professional Competencies”, Provide evidence that contributes to the annual performance review carried out for each teacher.

The appropriate members of each institution are responsible for monitoring and assessing the content of individual teachers’ Professional Portfolios and providing constructive feedback. The portfolio should include; individual CV (personal and professional data and qualifications) individual CPD Action Plans ,evidence of all the CPD activities which have been undertaken by the individual teacher in the last two years ,feedback from mentors/facilitators, teacher’s self-reflections on progress, annual appraisal reports, examples of examination results with an analysis, examples of lesson plans with evaluations furthermore The portfolio could include any of the, details of any Action Research undertaken, attendance certificates for local, regional or national courses/workshops, examples of materials prepared by the teacher as part of CPD activities, reports on classroom observations by peers or line managers/mentors, examples of curriculum development materials developed by the teacher ,examples of audio visual materials prepared by the teacher ,examples of assessment tasks and tests written and/or marking schemes developed by the teacher, an analysis of the achievement of students in the teacher’s classes, awards received, extra-curricular activities, other evidence of personal development activities undertaken – e.g. Upgrading, Summer School programs - that are not a part of the mandatory sixty hours.

This activity may benefit professionals to encourage professional confidence, prepare application for new job, and become effective (day hall, 1992 cited in kydd. and et.al.1996; 172). Portfolio also fosters the readiness and competence of professionals.

2.6 The CPD Cycle

There are four main phases of CPD cycle and it is important for teachers to continuously review progress during each phase of the cycle. According to MOE(2009;16-24) the CPD program has continuous cycle in which institutions and individuals should continuously be aspiring to improve and therefore create better learning and achievements' by all. The CPD cycle is shown below;



2.6.1 The “Plan” Cycle

According to (MOE, 2009b) The CPD Cycle is a carefully planned response to identified needs. And it is similar at individual, group, Woreda, Zone, Region and National levels. And once the development needs identified a program specially designed to meet that need can be prepared. Annual CPD plan should be developed both by the institution and individual as described below;

- i. **Individual Planning:** Individual CPD plan is developed annually based on the priorities of the individual teacher and institution. The individual teacher's Annual CPD Action Plan contains list of three priority CPD issues, the person who take part in the CPD, the time when it start and finish and the changes we want to see

should be included clearly in table form. The CPD plan is kept in their Teacher's Professional Portfolio and used as a guide for the type of information and evidence collected during the year.

- ii. **Institutional Planning:** Each institution should develop an annual CPD plan on the basis of the issues identified by the need analysis process. Three main priorities are recommended for each academic year. Once the priorities are selected, the annual CPD plan should be completed. This document should describe each CPD priority, list the responsible persons/group/institution who take part in the CPD, identify the person responsible to the CPD, outline the time needed to implement the plan. And what changes do we want to see or identify the desired outcomes after the end of our plan.

2.6.2 The "Do" Cycle

The CPD "Do" cycle involves activities that are chosen to meet the identified needs through the needs analysis. Participating in CPD can involve formal and informal sessions. It is essential that those sessions are linked together to form a coherent program. The methods and activities should be appropriate to the needs identified MOE (2009). According to the document, The CPD methods are; Curriculum meetings, Demonstration lessons, Planning lessons together, Peer observation, Observation of lessons and feedback, Observation of students in lessons, Talking to students, Assessment of students work before and after the CPD activity, Marking of students work, giving feedback and advice for development, Shadowing a teacher, Action research, Professional reading and research, Visiting schools and teachers to see examples of good practice, Sharing/showing good practice within a school, Maintaining a professional portfolio, Team teaching, Workshops, Visiting experts, Mentoring and Discussion meetings. All those activities can contribute to improving and updating teacher performance.

2.6.3 The “Evaluate” Cycle

Reviewing and evaluating the effectiveness of CPD is an essential part of the cycle which should be included in the plan. The effectiveness is judged whether or not it is effective in improving students' learning (MOE, 2009b). as stated in the document The review can take place: During an individual's work, e.g. in lesson or planning time, During or at the end of a group activity, e.g. workshop or staff meeting, During regular monthly meeting of the CPD committee, At the end of the CPD program, As a planned part of a specific program, e.g. at the end of each module of the Higher Diploma Program At the end of the program, an evaluation should be conducted. The process of evaluation should: Celebrate success, Measure whether the desired outcomes have been achieved, Identify additional unplanned outcomes, Identify less successful aspects of the program and inform CPD needs at individual and institutional level.

2.6.4 The “ANALYZE” Cycle

The CPD program is carried out in order to address the learning or development need of an individual, group of individuals or an identified need of an institution. Therefore, the CPD analyze cycle is the stage where need is identified by process of need analysis or review. From the CPD stakeholders, the contents of the needs analysis, responsible persons need analysis for the CPD MoE (2009).

According to MoE (2009) there are many CPD needs in Ethiopia. They involve not only the individuals and groups but also the nation. there are a number of stages that a school has to go through: a) identify woreda regional and national priorities for the year, b) consult with all people involved with the school stake holders (students teachers parents and local community), c) make a list of the CPD needs of the school and with the involvement of school coordinators supervisors CPD committee senior and experienced staff. after the discussion, list down the most important a maximum of 10 issues and consider which are those realistic urgent that will have big impact on students behavior or achievement that related to CPD.

As stated in MOE (2009) document CPD can arise from a need analysis collected from each stakeholder. These are 1) The individual teacher is responsible, to identify the need analysis of meeting with mentor or supervisor, self reflection in the class room and preparation of a new job or opportunity.2) a group of teachers with in an institution are responsible to analyze the need of regular group meeting, introduction of new initiatives.3) The head teacher content of need analysis focus on annual school review, annual CPD plan evaluation and introduction of new initiative.4) The head teachers of cluster schools are responsible to the need analyze on consulting meeting, professional discussions with colleagues and annual appraisal process.5) The head of education sections of the woreda/sub city analyses a supervisors team meeting of educational planning review.6) A zone or regional head of ZEO and REB analyses an expert team meeting and regional CPD evaluation plan. 7) The nation expert of MOE analyze consultation meeting with experts and other educational professionals, national examination results review and policy review conference MOE(2009).

2.7 The Effectiveness of CPD

Whilst it has been recognized that CPD can take many forms, there has been much debate on the effectiveness of different approaches in the literature on CPD. Boyle, Lamprianou, & Boyle (2005) claimed that certain types of CPD activities are more likely than others to offer sustained learning opportunities, provide teachers with sufficient time, activities and content necessary to increase knowledge and encourage meaningful changes in their classroom practice. These types of CPD activities include *study groups*, in which teachers are engaged in regular, structured, and collaborative interactions around topics identified by the group; *coaching* or *mentoring*, where teachers work one on one with an equally or more experienced teacher; *networks*, which link teachers or groups, either in person or electronically, to explore and discuss topics of interest, pursue common goals, share information, and address common concerns; and *immersion in inquiry*, in which teachers engage in the kinds of learning

that they are expected to practice with their students. The strategy for CPD strongly advocates the use of coaching, mentoring and peer-networking mechanisms to enhance teacher professional development and performance in schools (Rhodes & Beneicke, 2002.) Coaching, mentoring, and peer networking are complex activities deeply associated with the support of individual learning. These methods offer the potential benefits of raising teacher confidence, facilitating teacher learning, and embedding improvements in professional practice within the classroom (Rhodes and Beneicke, 2002).

Li & Chan (2007) also describe the use of coaching as a means to enhance professional development of teachers in a school. Teachers were found to be more likely to change their own instructional practices when Coaches come into their classrooms and work together with them on some innovative instructional techniques. However, feedback on performance can affect teachers' confidence, damage learning relationships, and encourage teachers to have negative views on their own abilities. Resulting in teacher participant's loss of confidence. Recent research has shown that some CPD activities now take the form of collaborative action research.

Teachers who get involved in this type of activity can become more reflective, critical, and analytical when they think about their teaching style in the classroom (Boyle, Lamprinou, and Boyle, 2005). Campbell (2003) also explores the current context for the professional development of teachers develops an argument for an approach to teachers doing research. Classroom research promotes teachers as practitioner researchers and teachers' research into thinking, practice and professional development. The author supports the idea of teachers to engage in action research, practitioner research, collaborative inquiry, and teacher research in schools and classrooms in order to improve teaching and learning, to develop and refine the curriculum and teaching practice, and to innovate and evaluate their teaching. She argues that researching classroom and school contexts is a vital part of a teacher's professional development.

There are many types of CPD activities that have been recognized as being relevant to the acquisition of knowledge. Researchers report evidence for certain types of CPD activities as being more effective than the others. These includes research, secondments, award bearing courses or study visits, coaching, mentoring, peer-networking, collaborative working, and so on (Boyle, Lamprianou and Boyle, 2005; Clark and Robson, 2005, Goodall et al, 2005; Rhodes and Beneicke, 2002.) James (2000), however, argues that there is no single form or model of professional development that is better than others. He suggests that schools and educators should evaluate their needs and practices in order to decide which professional development model would be most beneficial to their particular situation. Different factors within a workplace, such as school structure and school culture can influence the teachers' sense of efficacy and professional motivation. He quotes Guskey in support of his argument:

"The uniqueness of the individual setting will always be a critical factor in education what works in one situation may not work in another our search must focus, therefore, on finding the optimal mix-that assortment of professional development processes and technologies that work best in a particular setting" (Guskey 1995 p.117 cited in James, 2000).

2.8 Characteristics of Effective CPD

According to various authors, effective CPD should firstly be aware of and address the specific needs of teachers (Bredeson, 2003:9; Muijs, Day, Harris and Lindsay, 2004:291). Once these needs have been identified, activities need to be properly planned to support teachers in applying the knowledge and teaching methodology creatively and confidently (Anderson, 2001:1). Collinson (2000:125) states that the best results are obtained if the program is formally and systematically planned and presented with the focus on enhancement of personal and professional growth by broadening knowledge, skills and positive attitudes.

According to MOE (2009b) the characteristics of effective continuous professional development were listed ; as Broad definition that aims at improving teachers performance in the classroom , class practice based , Subject content and teaching strategies centered, Clear procedures for identifying and aligning training needs, Excellent use of classroom practitioners, The importance of an informal system within institutions and locally available, resources is recognized, The processes which are being learned are modeled, Linking programs to school settings and school wide efforts is conducted, Participation of teachers as helpers, facilitators and planners, Emphasis on self-instruction and with differentiated training opportunities, Teachers in active roles, choosing goals and activities for themselves, Emphasis on demonstration, supervised trials and feedback, On-going support and assistance available upon request. Furthermore, across a number of different studies, the following common characteristics have been identified by research as characteristics of successful professional development:

Type: The literature has suggested that *reformed* types of professional activities were superior to *traditional* approaches such as short courses and workshops. Desimone, Porter, Birman, Garet & Yoon (2002) investigated the effects of the types of professional development on the overall quality of the program. They compared “*reformed types*” of professional development activities, such as networking, internships, study groups, and resource centers to “*traditional types*” such as workshops or conferences. They found that schools that support such reformed types of activities are more likely to be engaged in continuous improvement efforts and to have increased teacher active learning. The appropriate model of CPD might be a change process model or a skill-training model. It could involve action research, clinical supervision, reflective practitioners, distance education, learning networks, and study groups or expert-presenters (Pritchard & Marshall, 2002).

Content: The content of professional development programs and activities is related to the success of the effort. Continuing professional development is most effective when it is focused on practical and relevant issues for the participants incorporates their prior experience, active learning, and links to theory and practice (Irvine, 2006). Professional development activity should be focused specifically on improving and deepening teachers' content knowledge (Desimone et al., 2002.) High quality professional development enables teachers to develop further expertise in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards (Bredeson, 2002.) Moreover, the content of professional Development needs to be applicable to the target audiences and their respective needs. Professional development should involve teachers in the identification of what they need to learn and is designed according to teacher-identified needs (Brown, Edmonds & Lee, 2001.)

Duration: Continuing of Professional Development of any variety requires time and, professional development should be perceived as a long term process, acknowledging the fact that teachers learn over time. It is suggested that professional development activities that extend over a period of time rather than short courses or conferences have been shown to produce higher participant performance and greater sustained positive change (Brown et al., 2001.) Traditional forms of professional development such as short courses or one-day workshops are considered less effective. Professional development should, it is argued, be a continuous and on-going Process, involving follow up and support for further learning (Bredeson, 2000; Pritchard & Marshall, 2002).

Time and resources: Effective CPD requires substantial time and other resources (Bredeson, 2002; Knight, 2002). Without the financial resources, CPD for teachers may be problematic and less effective. Continuing professional development that seeks real and exhaustive curricular change must be accompanied by resources to enact the new content. The resources enable teachers to improve their instruction, providing the necessary equipment essential for teachers' learning and practices (McCaughtry, Martin, Kulinna &

Cothran, 2006). Teachers must be given time to reflect and practice in order to successfully effect changes in schools. They need the time and opportunity to reflect on and practice what they are learning as they acquire new skills. Heaney (2004) suggests that sufficient time is needed for teachers to consolidate their learning and to further develop their use of new knowledge and skills. With appropriate time and resources,

Teachers can enhance their knowledge and skills through inquiry and critical reflection on their daily practices and its outcomes” (Vandenberghe, 2002:655).

Small/ Cognate groups: Fleming, Shire, Jones, Pill & McNamee (2004) claim that CPD is perceived to be achieved more effectively in small groups or within 5-10 group members. The composition of groups is also thought to be optimal when cognate rather than deliberately mixed. This composition of groups can be based on shared subject, shared school, and shared field or course.

Collegiality/collaboration: There is evidence that collaborative learning is an effective form of professional development. It is equally important therefore that providers of CPD for teachers recognize the importance of collaborative learning in their provision and actively incorporate opportunities for its development (Keay, 2006). Teachers need opportunities to collaborate and work with colleagues in their professional communities and effective professional development is characterized by having gained staff commitment and is valued. Effective professional development allows colleagues to engage in dialogue that leads to learning and change (Craft, 2004).

2.9 Challenges of CPD in Ethiopia

According to ministry of education CPD document (2009b) the challenges encountered in CPD in Ethiopia include: In nearly four out of five schools the structure of CPD is either absent or inadequate , 93.5% of the CRCs (Cluster Resource Centers) were not adequately trained to run well organized, inspiring, and transforming CPD activities , Failure to synchronize the career structure and the CPD values and activities , CPD facilitators high

turnover , Time constraints on teachers as well as their school leaders , CPD programs lagging behind its time and the tendency of rushing to cover the course, total absence or inadequacy of the minimum resources to run CPD, Lack of systematic coordination between the education bureaus, Teacher Education Institutions and NGOs.

2.10 Roles & Responsibilities of CPD Stakeholders in the Ethiopian Context

Each stakeholder in CPD has responsibilities. These can be either as an individual or as an institution. The responsibilities of stakeholders are: (MoE, 2009b) according to the document the responsibilities of different level of education system is stated as follows;

- I. Teachers are responsible for:** engaging in their own Continuous Professional Development throughout their careers, consulting with others (e.g. mentors, supervisors), identifying personal CPD needs in the light of the institution's Annual CPD Plan and individual Professional Competencies, working collaboratively with colleagues to improve teaching and learning carrying out sixty hours of CPD each year. Putting CPD into practice in the classroom, being committed to supporting the wider CPD needs of their institution, maintaining a Professional Portfolio to record all their CPD and other professional activities.
- II. School leaders are responsible for:** ensuring that learning and student achievement is inclusive, and at the centre of strategic planning and resource management, creating a CPD management strategy within the institution, ensuring that an effective CPD needs analysis is carried out each year, identifying issues for consideration as CPD priorities together with colleagues. Ensuring that the institution/department/faculty produces an Annual CPD Plan and manages the budget. Regularly monitoring the effectiveness of the changes to teaching and learning, ensuring the quality of engagement of teachers in CPD activities, monitoring and assessing the content of individual professional Portfolios and giving constructive feedback, collaborating with other local institutional leaders to facilitate effective responses to shared CPD issues, collaborating with Woreda, zone and REB professionals to ensure those national and regional CPD priorities are addressed in institutional CPD planning, taking part in

regional and national CPD activities which ensure that knowledge and experience is up- to-date, ensuring that all teachers in schools take part in sixty hours of CPD activities each year.

- III. Clusters are responsible for:** establishing and supporting the Cluster CPD Committee, managing and Coordinating CPD activities within the cluster, collating and sharing individual school CPD plans, supporting, as appropriate, the Annual School CPD plans, providing opportunities for collaboration and the sharing of good practice within the cluster (samples of good lessons, effective teaching strategies, innovative use of readily available materials for practical lessons etc.) , making available resources for cluster schools to use in the classroom, providing training opportunities as appropriate, supporting the delivery of the induction program for Newly Deployed Teachers, Reporting annually to the Woreda on cluster CPD activities, Maintaining an effective communication system between all the schools.
- IV. Woreda and Sub City Education Offices are responsible for:** annually producing local CPD plans ensuring that all schools have annual CPD plans, monitoring and evaluating the CPD activities of schools , collecting data about CPD activities in the Woreda/sub-city , collecting data of individuals' and schools' participation in CPD , providing support and training to clusters and schools via the supervisors , raising awareness of and promoting inclusive education in all schools, collaborating with school directors to administer the 'Induction' CPD process and to moderate judgments on passing/failing , providing support and advice on the maintenance of professional portfolios , overseeing and facilitating the work of clusters and Kebeles (the lowest level of administration below Woreda) in their support of CPD.
- V. Regional Education Bureaus/Zones are responsible for:** analyzing and identifying regional priorities, production of materials and delivering training to implement them, sharing information with all stakeholders, annually producing and circulating regional CPD plans, appointing a responsible person for CPD, allocating the resources needed to implement the regional CPD program including the development of Teachers'

Professional Portfolios, ensuring that resources are written in the language that teachers will understand best, with high quality translation, produced in sufficient quantities (minimum ratio of 1 booklet to twenty teachers) and distributed throughout the region, Monitoring and evaluating the CPD program regionally and producing an annual report which should be submitted to Teachers and Leaders Development of the Ministry of Education, Raising awareness of and promoting inclusive education throughout the region through CPD , Overseeing and facilitating the work of teacher education institutions in their support of the CPD effort , Giving support to Woredas, zones and sub cities within the region , Compiling Educational Management formation System (EMIS) CPD statistics for the region and submitting them annually to the MoE.

- VI. The Ministry of Education is responsible for:** Analyzing and identifying national priorities, production of materials and organizing training to implement them annually producing and circulating national CPD plans raising awareness of the need for Continuous Professional Development designing, implementing and reviewing the National Framework for CPD monitoring and evaluating the CPD program nationally and producing an annual report, producing support materials to be used throughout the Federal Republic, helping to increase capacity by training trainers, raising awareness of and promoting inclusive education through CPD, collating and reporting EMIS CPD statistics, Producing an Annual CPD Plan for employees of the MO.E, Giving support to regions, Conducting consultation meetings on achievements and challenges.

CHAPTER THREE

3. RESEARCH METHOD AND PROCIDURES

3.1 Research Method

The purpose of this empirical study is to assess the implementation of CPD program. For this study both qualitative and quantitative approaches were used. Using mixed research method could neutralize or cancel the biases of any single method and it is used as a means for seeking convergence and integrating qualitative and quantitative data (Creswell, 2009).

The descriptive survey method was employed for this study. On the ground that it was found to be helpful to obtain reliable and relevant information from a Variety of groups from on the actual implementation of the issue under investigation. According to Leedy and Ormrod (2005), descriptive survey involves acquire information about one or more groups of people-perhaps about their characteristics, opinion, attitude or previous experiences- by asking them questions and tabulating their answers.

The quantitative data were gathered from teachers and school leaders through questionnaire. In addition interview and document analysis was employed to collect qualitative data.

3.2 Data Sources

Primary data was collected from Gullele sub-city government preparatory schools teachers, leaders (principals and department heads) and sub-city level TDP coordinator and office head of the study area for the reason that they can provide relevant information to understand the problem under the study. In addition to this various recorded documents and observation with respect to CPD activities wered use as data source.

3.3 Study Area(s)

The study was focused on Addis Ababa City Administration particularly in Gullele sub-city government preparatory schools. The schools are Yekatit 12 preparatory government school which is found in Sidest Killo area and Medhanialem government preparatory

school which is found between Enkual Fabrica and General Winget Technical & vocational training polytechnique College. The study area was convenience to the researcher who employed in Gullele sub-city educational office as expert.

3.4 Sampling Population and Sampling Technique

Random sampling, available sampling and purposive sampling were employed to select sample from, teachers, leaders (principals and department heads) and sub-city level TDP coordinator from the population. This is because the researcher is believed that those members of the school and sub city level TDP coordinator and office head are the responsible peoples who can provide relevant information to understand the problem under the consideration.

In the section of sample population the researcher employed all procedures appropriate to get representative samples. In gullible sub-city there are two government preparatory schools and 268 teachers, school leaders (6 principals, 28 department heads) and 1 sub-city level TDP coordinator. As seen from the data the number of teachers are huge in number I will take 40% using random sampling principals, department heads and TDP coordinator and office head are few in number when compared to teachers and because of their responsibility, survey sampling was employed for the study.

In the selection of the sample population the researcher employed all procedures appropriate to get representative samples in the sub- city. To select the sample schools I used purposive sampling and available sampling. And to select sample teachers from the two preparatory schools the researcher used simple random sampling because this type of sampling is a biased and gives equal chance for teachers to be selected.

In this regard there are 278 teachers in the site from the total number of teachers 40% were selected. In addition 34 leaders (6 principals, 28 departments' heads were selected using purposive sampling lastly 1 TDP coordinator and 1 office head from Gullele sub city were included by using available sampling.

Table 1: Sample Research Site and Numbers of Population

Sample schools	Total number Teachers	School leaders		Sub city level		Sample Population			
		Principals	Department heads	TDP coordinator	Office head	Teaches	School leaders	Sub city TDP coordinators And supervisors	Sub city level office head
Yekatit 12 preparatory school	131	3	14	-	-	52	14	-	-
Medhanialew Preparatory school	137	3	14	-	-	52	16	-	-
Sub city level	-	-	-	1	1	-	-	1	1
Total	268	6	28	1	1	104	30	1	1

3.5 Sample Size

The population of this sample consisted of 268 teachers 6, principals 28 department heads and from the sub city level office (2 supervisors 1 teachers' development experts and 1 office head) was included. The researcher used 104 (40%) sample from the total teachers, and 30(88%) all the populations of school department heads school principals, and sub-city officials (supervisors, TDP coordinator) were the sample size for this study.

3.6 Data Collection Instruments

In order to achieve the purpose of this study, the researcher used questionnaire interview and document analysis as data collection instruments.

3.6.1 Questionnaire

According to Best and Khans (2005;301), questionnaire is advantageous to gather data from a number of respondents' at one place which makes possible to save time and expense, and Review of related literatures, one set of questionnaire were prepared and administered by the researcher for teachers and school leaders (principals and department heads). The questionnaire consists of both closed ended and open ended questions.

The closed-ended questions contained multiple choices type items and scale questions particularly, likert type items on which the respondents' were asked to show their agreements on the level of variables. In addition, the open-ended questions were prepared to give their additional response in the space provided using their own words.

3.6.2 Interview

The researcher used structured and unstructured interviews to collect qualitative data from TDP experts and supervisors of Gullele sub-city officials. These types of data collection instrument were used to collect verbally in face-to-face situation. So that the researcher can understand the fillings what was in the respondent mind (Best and Khan).

3.6.3 Document Analysis

Document pertaining to teacher CPD such as portfolio, CPD action plan, CPD reports, and policy document were analyzed with the aim of supplementing the data obtained through questionnaires and interviews. This was done by setting checklist and document analysis note taking format in advance.

3.7 Procedures of Data Collection

Before the administration of the questionnaire to the actual subjects in the study, the organized tools were amended through a pilot test. Pilot test is used to check the relevance, clarity and chance of ambiguity of each item in the questionnaire (Lodico, et.al.2006) in order to calculate the internal consistency of the items, pilot test was conducted at Bole preparatory school. Bole preparatory school has similar characteristics with that of informants in the final study. In addition senior researchers and experts in the area of research were commented. Based on the comments irrelevant items were rejected and valuable items were substituted.

Then the questionnaire was administered face-to-face by the researcher to the sample respondents'. After the data were collected, they were tabulated and analyzed using SPSS program and finally, the data was interpreted by using the review of related literature. The

entire questionnaire was prepared in English language. Due to the fact that the respondents' were preparatory school teachers and school leaders. The researcher also believed that the participants who have minimum of first degree holders could understand the issue under investigation for English the medium of instruction. The semi structured interview was conducted to principals, sub-city level supervisors and TDP coordinator. Questions were conducted face-to face with the participants.

3.8 Methods of Data Analysis

The quantitative data collected through questionnaire was edited, categorized and tabulated, after this using appropriate statistical tools which was proceed through SPSS version 20.0 computer software to give the picture of the data and provide better understanding of the results, accordingly to analyze the data percentage, frequency, chi-square was analyzed to describe the implementation of CPD in government preparatory schools of Gullele sub-city.

The data obtained through interview and document analysis and was grouped in to themes based on the basic questions and thematically described following the discussion of qualitative data. The data was analyzed using description.

4. Ethical Considerations

I have tried to establish good relationship with all the interviewee by making myself clear where I come from, why I decide to conduct the research. Why I choose the interviewees for the study. I have also arranged the interview time without affecting or without consent of each informant and interviewee.

In similar way I have made myself clear to the principals and sub city level TDP coordinator and supervisor. Before the beginning of the document analysis I have also asked permission from the school directors to see how teachers documented their CPD work in portfolio.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter is about the presentation and analysis of data. Data in this study were categorized in to two forms those are characteristics of respondents and analysis of data obtained through various instrument (Questionnaire, Interview and document analysis). The main data are summarized in tables for clarity following the tables' quantitative and qualitative analysis and discussions of the major results are presented in this order.

4.1 Characteristics of Respondents

Table 2: Profile of Respondents

Respondents' category		School teachers		Preparatory School leaders		Total	
		N	%	N	%	N	%
Sex	male	82	78	28	93.3	110	86
	female	22	21.2	2	6.7	24	14
	total	104	100	30	100	134	100
Age	< 3years	3	2.9	-	-	3	17.16
	28-28	17	16.3	4	13.3	21	15.67
	29-33	23	22.1	6	20.0	29	21.64
	34-39	14	13.5	6	20.0	20	14.92
	40-45	23	22.1	7	23.3	30	22.38
	>15	24	23.1	7	23.3	31	23.13
	total	104	100	30	100	134	100
Service years	< 3	5	4.8	-	-	5	3.73
	3-6	10	9.6	-	-	10	7.46
	6-9	23	22.1	-	-	23	17.16
	9-12	6	5.8	7	23.3	13	9.8
	12-15	7	6.7	3	10	10	7.46
	>15	53	51.0	20	66.7	73	54.47
	Total	104	100	30	100	134	100
Qualification	BA/MA	71	68.3	21	70	92	68.7
	MA/MSC	21	20.2	8	26.7	29	21.64
	BED/BSC	12	11.5	1	3.3	13	9.70
	total	104	100	30	100	134	100

In this section the background and characteristics of all study groups were discussed. The respondents of all study groups are discussed. The respondents of the study involved 104

teachers, 30 school leaders (26 department heads and 4 principals) 2 supervisor and 1 TDP coordinator of Gullele sub-city Office totally 134 respondents'. Out of those distributed questionnaires 30 (83%) of school leaders (26, department heads and 4 principals) and 104 (93%) from government preparatory school teachers Totally 134(91%) was returned the questionnaire in addition to the questionnaire 2(100%) of principals and 2(100%) sub city level supervisor and TDP coordinator was given an interview.

Table 2 shows the age, sex service years and educational background of the group consisted of teachers and school leaders (Department heads and principals). These respondents were key informants who have direct relationship in the implementation of Continuous Professional Development (CPD) of teachers in government preparatory schools of Gullele sub-city.

Regarding their sex composition from the total number of 134 respondents 110 (86%) were males while 24 (14%) were females. As it could be seen in terms of the two categories of respondents the table shows that 82 (78%) were male teachers while 22(21.21) were females teachers on the other hand the male school leaders consisted of 28 (93.3%) and the female school leaders were 2(6.7%) respectively. This implies that the participation of female teachers and female school leaders' participation in preparatory schools were very low. Nevertheless, their opinion on the implementation of CPD was collected from both sexes. This helped to incorporate their reliable responses from the two sex groups. Concerning the age of respondents 20(19.2%) teachers and 4(13.3%) of school leaders were between the age of 23-28 years, 60(57.7%) of teachers and 19(76.6%) of school leaders was between 29-45 years the rest 24(23.1%) of teachers and 7(23.3%) of school leaders were served more than 45 years. This data implied that there were adequate numbers of respondents that can provide better information on the implementation of CPD in government preparatory schools of Gullele sub-city.

With respect to respondents educational background 71(68.3%) of teachers and 21 (70%) of school leaders had first degree holders where as 33 (31.7%) of teachers and 9 (30 %) of

leaders were second degree holders from the total of 134 respondents 96 (69.15%) were teachers with bachelor degree and 42 (31.3%) were Masters Degree holders. This can show that all of the respondents had the minimum requirement to teach in preparatory schools. Hence, it can be concluded that all the teachers and school leaders in Gullele government preparatory schools were qualified for the position that they were working.

Table 3: Types and Methods of CPD Activities used by Teacher

Item	Responses	Respondents'		Total column%				Chi-square (df=4)	p-value
		teachers		leaders		Teachers	leaders		
		O	E	O	E	%	%		
1 Self directed study	SDA	3	2.3	0	7	2.2%	0.0%	6.774	1.48
	DA	2	1.6	.4	2.0	1.9%	0.0%		
	UD	7	10.1	6	2.9	6.7	20.0		
	A	15	13.2	2	3.8	14.4	6.7		
	SA	77	76.8	22	22.2	74.0	73.3		
2 Workshops seminars, and short courses	SDA	23	19.4	2	5.6	22.1	6.7	4.175	.383
	DA	71	74.5	25	21.5	68.3	83.3		
	UD	4	3.9	1	1.1	3.8	3.3		
	A	5	5.4	2	1.6	4.8	6.7		
	SA	-1	.8	0	.2	1.0	0		
3 Coaching, mentoring /tutoring/	SDA	8	8.5	3	2.5	7.7	1.0	10.394	.034
	DA	14	10.9	0	3.1	13.5	0.0		
	UD	6	4.7	0	1.3	5.8	0.0		
	A	5	7.8	5	2.2	4.8	16.7		
	SA	71	72.2	22	20.8	68.3	73.3		
4 Job shadowing	SDA	2	1.6	0	.4	1.9	0.0	4.988	.288
	DA	4	6.2	4	1.8	3.8	13.3		
	UD	13	11.6	2	3.4	12.5	6.7		
	A	4	6.2	4	1.8	3.8	13.3		
	SA	80	79.2	22	22.8	76.9	73.3		
5 Conducting action research	SDA	8	7.8	2	2.2	7.7	6.7	3.111	.375
	DA	8.7	84.6	22	24.4	83.7	73.3		
	UD	7	9.3	5	2.7	6.7	16.7		
	A	2	2.3	1	.7	1.9	3.3		
6 Study groups/group activities	SA	7	5.4	0	1.6	6.7	0	3.483	.480
	SDA	86	88.5	28	25.5	82.7	93.3		
	DA	8	7.0	1	2.0	7.7	3.3		
	UD	2	2.3	1	.7	1.9	3.3		
	A	1	.8	0	2	1.0	0.0		
7 Observations	SA	22	17.9	1	5.1	22.2	3.3	9.182	0.057
	SDA	7.2	73.7	23	21.3	69.2	76.7		
	DA	5	7.8	5	2.2	4.8	16.7		
	UD	4	3.9	1	1.1	3.8	3.3		
	A	1	.8	0	.2	1.0	0.0		
8 Induction	SA	5	3.9	0	1.1	4.8	0.0	13.827	.008
	SDA	6	5.4	1	1.6	5.8	3.3		
	DA	11	10.9	3	3.1	10.6	10.0		
	UD	12	18.6	12	5.4	11.5	40.0		
	A	70	65.2	14	18.8	67.3	46.7		

Table 3 above shows some major CPD types or methods were presented to the respondents' so that they could indicate the extent to which those types and methods were being implemented in their schools.

As it indicated in table 3, the distribution of opinion preference between teachers on one hand and school leaders on the other hand was compared and its significance tests all using chi-square.

Item 1 deals with respondents' level of agreement with regard to types and methods of CPD activities used by teachers in government preparatory schools of Gullele sub-city. Accordingly (75%) of teachers and (73.3%) of school leaders strongly agreed that preparatory school teachers were used self directed study. The chi-square test result revealed that there is no statistically significance difference between the two groups ($\chi^2 = 6.774, p > 0.05$). This implies that the two groups of respondents' equally perceived regarding the involvement of teachers in self directed study.

With respect to item 2 of the above table (68.3%) of teachers and 83.3% of school leaders disagreed that teachers were not used workshops, seminars and short courses as one of the CPD activities. The result of chi-square result indicated that for 4 degree of freedom ($\chi^2 = 4.175, p > 0.05$). This implied that there was no statistically difference between the two groups of respondents'.

Regarding to item 3 of the same table above shows that (68.35) of teachers and (73.3%) of school leaders strongly agreed that coaching and mentoring were used as one of the types and methods of CPD activities in government preparatory schools of Gullele sub-city. The chi-square test showed that there is statistically significant opinion between the two groups ($\chi^2 = 10.394, p > 0.05$) this implied that coaching and mentoring was used for in experienced teachers.

As it indicated in item 4 of table 3 replied that (76.9%) of teachers and (73.3%) of leaders strongly agreed that preparatory school teachers were used job shadowing what model and experienced teachers done. The chi-square of the two respondents' ($\chi^2=4.988$, $p>0.05$). This showed that teachers in preparatory schools were learned what model teachers do for the effectiveness of teaching learning process.

Item 5 of the above table revealed that (83.7%) of teachers and (73.3%) of school leaders were disagree on conducting action research in preparatory schools of Gullele sub-city. were not used by teachers. The chi-square indicated that ($\chi^2 = 3.111$, $p > 0.05$). This implies that there were no statistically differences between the two groups of respondents'.

As presented in the same table of item 6 of similar table on the above, (82.7%) of teachers and (93.3%) of school leaders were strongly disagree on study groups or group activities of teachers did not used as one of CPD activities. The chi-square ($\chi^2=3.483$, $P>0.05$) indicated that, there is no significant difference among the two groups respondents' for the obtained P-value is greater than 0.05.

As illustrated in item 7 of the table (69.2%) of teachers and (76.7%) of school leaders were strongly disagree on observation was not commonly considered as one of CPD activities in government preparatory schools of Gullele sub-city. The chi-square result ($\chi^2 =9.182$, $P>0.05$) implied that there were not statistically significant difference among the two groups of respondents'.

Item 8 of the above table revealed that (67.3%) of teachers and (46.7%) of school leaders were agree on induction was used as one of the type and methods of CPD activities for the newly employed teachers in preparatory schools of Gullele sub city. The chi-square result was ($\chi^2 =13.827$, $P>0.05$). This implied that there is no significant difference among the two groups of respondents'.

In general the type and methods of CPD activities which are mostly used in government preparatory schools of Gullele sub city were self directed study, coaching and mentoring, job shadowing, observations and induction program for newly employed teachers.

However, participating in workshops, seminars, short courses conducting action research and group activities were not given emphasis in government preparatory schools of Gullele sub-city government preparatory schools.

Table 4: *The effect of CPD program on Teachers teaching learning Process*

item	responses	Respondents'				Total column%		Chi-square (df)=3	p-value	
		Teachers		Leaders		Teachers	Leaders			
		O	E	O	E	%	%			
1	Helped teachers to upgrade their qualification	SDA	41	37.3	7	10.7	38.5	23.3	4.688	.196
		DA	40	44.2	1777	12.8	39.4	56.7		
		UD	19	19.4	6	5.6	18.3	20.0		
		SA	4	3.1	0	.9	3.8	0.0		
2	Enable teachers to develop positive attitude	SDA	16	18.6	8	5.4	15.4	26.7	15.818	.001
		DA	81	74.5	15	21.5	77.9	50.0		
		UD	4	8.5	7	2.5	3.8	23.3		
		SA	3	2.3	0	.7	2.9	0.0		
3	Helped to improve Knowledge and skills of teachers	SDA	54	59.0	22.0	17.0	51.9	73.3	11.600	.009
		DA	32	25.6	1	7.4	30.8	3.3		
		UD	4	3.1	0	.9	3.8	0.0		
		SA	14	16.3	7	4.7	13.5	23.3		
4	Organizational changes /overall school improvement	SDA	10	7.8	0	2.2	9.6	0.0	11.336	0.023
		DA	23	22.5	6	2.5	22.1	20.0		
		UD	57	59.8	20	17.2	54.8	66.7		
		SA	14	12.4	2	3.6	13.5	6.7		
5	Related teachers with technological advancement	SDA	13	14.0	5	4.0	12.5	16.7	1.664	.797
		DA	75	73.0	19	21.0	72.1	63.3		
		UD	3	3.9	2	1.1	2.9	6.7		
		SA	11	10.9	3	3.1	10.6	10.0		
6	Improved performance /behavior/ of students	SDA	2	3.1	2	.9	1.9	6.9	28.186	.000
		DA	17	16.3	4	4.7	16.3	13.3		
		UD	66	55.1	5	15.9	17.3	18		
		A	18	27.9	18	8.1	63.5	60		
		SA	1	1.6	1	.4	1.0	3.3		
7	Helped teachers to apply effective teaching methodology	SDA	11	10.1	2	2.9	10.6	6.7	3.117	.538
		DA	7	5.4	0	1.6	6.7	0.0		
		UD	11	10.9	3	3.1	10.6	10		
		A	66	69.1	23	19.9	63.5	76.7		
		SA	9	8.5	2	2.5	8.7	6.7		
8	Improved students achievement	SDA	13	10.9	1	3.1	12.5	3.3	5.369	.252
		DA	17	15.5	3	4.5	16.3	10.0		
		UD	4	3.1	0	.9	3.8	0.0		
		A	55	59.8	22	17.2	52.9	73.3		
		SA	15	14.7	4	4.3	14.4	13.3		

As indicated in table 4 above the two group of respondents' were requested to rate their views regarding the effects of CPD program on teachers teaching learning process in government preparatory schools, accordingly as it can be seen in item 1 (39.4%) of teachers and (56.7%) of school leaders disagreed that CPD were not helped Teachers to upgrade their qualification. The chi-square result was ($x^2 = 4.688, P>0.05$). This implies that there is no significance difference among the two groups of respondents. Supporting this idea during an interview session with majority of respondents' explained that:

CPD has an effect on teachers to apply effective teaching methodology and improved students' achievement. However, regarding improving teachers' individual skill and knowledge through summer in service courses was limited (April 1-2014)

As indicated in the same table of item 2 the above, (79.9%) of teachers and (50%) of school leaders disagree that were not enable teachers to develop positive attitude of teachers. The chi square result ($x^2 =15.818, P<0.05$). This implied that there is significant difference among the two groups' respondents' for the obtained P-value is less than 0.05. This might be resulted because of the different view of respondents'.

Regarding item 3 of similar table on the above (51.9%) of teachers and (73.7%) of school leaders were strongly disagree that the effect of CPD activities were not Helped to improve Knowledge and skills of teachers. The chi square result was ($x^2 =11.600, P<0.05$). This implied that both groups of respondents' hove equal understanding on the dissatisfaction of CPD in improving knowledge and skill of teachers.

Item 4 of table 4 revealed that (54.8%) of teachers and (66.7%) school leaders undecided to agree that the effect of CPD for Organizational changes /overall school improvement. The chi-square result showed ($x^2 =11.336, P<0.05$). This implied that there is significant difference among the two groups' respondents' for the obtained P-value is less than 0.05.

The two groups of respondents' were not sure to decide the effect of CPD program whether or not it helped for school improvement/ organizational change.

As similar table of item 6 above (63.5%) of teachers and (60%) of school leaders agree on the effect of CPD program was Improved performance /behavior/ of students. The chi-square result was ($\chi^2 = 28.186$, $P < 0.05$). This implied that there is significant difference among the two respondents' this may be due to different view of respondents' regarding the behavior of students.

Concerning item 7 of table 5 (63.5%) of teachers and (60%) of school leaders agree on the effect of CPD activities were helped teachers to apply effective teaching methodology. The chi-square result ($\chi^2 = 3.117$, $P > 0.05$). This implies that there is no significant difference among the two respondents'.

As revealed in item 8 of table (52.9%) of teachers and (73.3%) of school leaders agree on the effect of CPD activities Improved students achievement. The chi-square result ($\chi^2 = 5.369$, $P > 0.05$). This implies that there is no significant difference among the two the two group of respondents'

Table 5 Responses Regarding the Roles and Responsibilities of Stakeholders

N O	Item	Responses	Respondents'				Total column%		Chi-square (df)=3	p-value
			Teachers		Leaders		Teacher	Leaders		
			O	E	O	E	F	%		
Roles and responsibilities of teachers										
1	Consulting with others (mentors, supervisors)	SDA	19	18.6	5	5.4	18.3	16.7	.913	.923
		DA	42	41.9	12	12.1	40.4	40.0		
		UD	28	27.9	8	8.1	26.9	26.7		
		A	14	14.0	4	4.4	13.5	13.3		
		SA	1	1.6	1	.4	1.0	3.3		
2	Identifying personal CPD needs in light of the school annual CPD plan	SDA	13	14.0	5	4.0	12.5	16.7	12.136	.016
		DA	5	8.5	6	2.5	4.8	20.0		
		UD	37	31.0	3	9.0	35.6	10.0		
		A	46	47.3	15	13.7	44.2	50.0		
		SA	3	3.1	1	.9	2.9	3.3		
3	Maintaining professional portfolio to record all CPD activities	SDA	17	18.6	7	5.4	16.3	23.3	2.629	.622
		DA	55	55.3	15	15.7	52.9	50.0		
		UD	9	8.5	2	2.5	8.7	6.7		
		A	18	16.3	3	4.7	17.3	10.0		
		SA	5	6.2	3	1.8	4.8	10		
Roles and responsibilities principals										
4	Ensuring that learning and student achievements is in inclusive	SDA	13	10.9	1	3.1	12.5	3.3	3.263	.515
		DA	24	24.8	8	7.2	23.1	26.7		
		UD	17	17.9	6	5.1	16.3	20.0		
		A	37	38.8	13	11.2	35.6	43.3		
		SA	13	11.6	2	3.4	12.5	6.7		
5	Ensuring the annual CPD plan and manages the budget	SDA	9	8.5	2	2.5	8.7	6.7	7.932	.094
		DA	56	62.1	24	17.9	53.8	80.0		
		UD	8	7.8	2	2.2	7.7	6.7		
		A	20	16.3	1	4.7	19.2	3.3		
		SA	11	9.3	1	2.7	10.6	3.3		
6	Monitoring and assessing the content of individual portfolios and giving constructive feedback	SDA	19	18.6	5	5.4	18.3	14.2	.913	.923
		DA	42	41.9	12	12.1	40.4	40.0		
		UD	28	27.9	8	8.1	26.9	26.7		
		A	14	14.0	4	4.0	13.5	13.3		
		SA	1	1.6	1	.4	1.0	3.3		
Roles and responsibilities sub-city level officials										
7	Producing annual CPD plans	SDA	5	4.7	1	1.3	4.8	3.3	1.743	.783
		DA	71	73.0	23	21.0	66.3	76.7		
		UD	9	7.8	1	2.2	8.7	3.3		
		A	12	12.4	4	3.6	11.5	13.3		
		SA	7	6.2	1	1.8	6.7	3.3		
8	Monitoring and evaluating the CPD activities of schools	SDA	14	14.0	4	4.0	13.5	13.3	1.496	.827
		DA	35	35.7	11	10.3	33.7	36.7		
		UD	29	30.3	10	8.7	27.9	33.3		
		A	23	21.7	5	6.3	22.1	16.7		
		SA	3	2.3	0	.7	2.9	0.0		
9	Providing support and training to schools via supervisors	SDA	13	10.9	1	3.1	12.5	3.3	3.263	.515
		DA	37	38.8	13	11.2	35.6	43.3		
		UD	24	24.8	8	7.2	32	32.0		
		A	17	17.9	6	5.1	16.3	20.0		
		SA	13	11.6	2	3.4	12.5	6.7		

Different questions were raised regarding the role of teachers, principals and sub-city level officials. The respondents' were asked whether or not the stakeholders were playing their role and responsibilities in the implementation of teachers CPD program. As clearly indicated in table 5 items 1 above the respondents were asked to point out the role played by teachers in CPD program. Accordingly it can be seen that (58.7%) of teachers and (56.7%) of school leaders were disagreed that teachers were not Consulting with others (mentors, supervisors). The chi-square result ($\chi^2=.913$, $P>0.05$). This implies that there is no significant difference among the two groups of respondents'. From the data obtained we can conclude that weak and in experienced teachers did not supported by experienced teachers and supervisors therefore, they have to give more emphasis' to fill their gap with mentors and supervisors.

Regarding Item 2 of the same table above (58.7%) of teachers and (56.7%) of school leaders disagree that teachers were identifying their personal CPD needs in light of the school annual CPD plan. The chi-square result ($\chi^2=12.136$, $P>0.05$). This revealed that there is no statistically significant difference among the two groups of respondents'. As shown the document analysis' majority of the teachers were planed their annual CPD plan in light of their school annual CPD plan however either of the plans were not included how their personal skill and knowledge improved.

On the contrary of item 3 of the above table (52.9%) of teachers and (50.0%) of school leaders were disagreed that maintaining professional portfolio to record all CPD activities by teachers were not used by teachers. The chi-square result ($\chi^2=2.629$, $P>0.05$). This implied that there is no statistically significant difference among the two groups of respondents' as observed from the document analysis teachers majority of teachers portfolios was not included the necessary documents. However, According to MoE (2009) each teacher is required to keep a portfolio of CPD activities. The purpose of this is to: Plan their CPD activities, ,Keep a record of activities undertaken, Provide evidence of participation in professional learning, Reflect on progress and identify areas for development, Provide a record of all development activities and identify improvement,

against the criteria for “Good Teaching”, Provide a record of all development activities and identify improvement against the criteria for “Professional Competencies”, Provide evidence that contributes to the annual performance review carried out for each teacher. Similarly as indicated in item 4 of table 5 above (35.6%) of teachers and (43.3%) of school leaders were agreed on the roles played by principals were Ensuring that learning and student achievements is inclusive. The chi-square result ($\chi^2=3.263$, $P>0.05$) implied that there was no statistically significance difference among the two groups of respondents’. From this It can be possible to say that principals were given good attention for inclusive learning in their schools.

As presented in the same table of item 5 above (53.8%) of teachers and (80.0%) of school leaders agreed that preparatory school principals were ensuring the annual CPD plan and manages the budget. The chi-square result was ($\chi^2=3.263$, $P>0.05$). The implication showed that the two groups of respondents’ have positive agreement on the issue rose.

As clearly indicated in the table above of item 5 majority of (58.7%) of teachers and (54.2%) of school leaders disagreed that Monitoring and assessing the content of individual portfolios and giving constructive feedback. The chi-square result was ($\chi^2=.913$, $P>0.05$). This implied that there is no statistically significance difference among the two groups of respondents. From the data obtained it can be concluded that school principals did not given necessary support to school teachers.

As presented in item 7 of table 5 above (66%) of teachers and (76.7%) of school leaders were disagreed that the sub city level officials were not producing annual CPD plan. The chi-square resulted($\chi^2=1.743$, $P>0.05$). This implied that there is not statistically significance difference among the two groups of respondents’. As data obtained from interview with the sub-city level TDP coordinator and supervisors said that;

We do not prepared CPD plan in sub-city level because the plan of individual school and teachers is determined on their school context here our mandate was focusing in supervising schools and teachers in addition we facilitate training for facilitating training for facilitators.

However, the sub city level office did not prepare local CPD plan. This shows that the CPD plan does not get due attention from sub city officials.

Item 8 on table 5 above revealed that (47.2%) of teachers and (50.0%) of school leaders were disagreed that the role of sub-city level officials in Monitoring and evaluating the CPD activities of schools. The chi-square result is ($\chi^2 = 1.496$, $P > 0.05$). This implied that there were no statistically significant differences among the two groups of respondents'. From the data obtained it can be concluded that the sub-city officials did not play given attention for monitoring and evaluating the CPD activities of schools.

As indicated in item 9 of table 5 above (48.1%) of teachers and (46.6%) of school leaders disagreed that the sub-city officials were not providing support and training to schools via supervisors. The chi-square result ($\chi^2 = 3.263$, $P > 0.05$). This implied that there is no statistically significant difference among the two groups of respondents'. From the data obtained above we can conclude that sub city level supervisors were not given trainings. Supporting these ideas as interview conducted with the sub-city level supervisors explained that;

Our mandate is supervising teachers and the schools. When we identified problems we reported to TDP job process to provide training this is the trend what we have do in our sub-city. (April 1/2004).

Table 6: Challenges that affect the Implementation of CPD Program

	item	responses	Respondents'				Total column%		Chi-square (df)=3	p-value
			teachers		leaders		teacher	leaders		
			O	E	O	E	%	%		
1	Failure to synchronize the career structure and CPD values and	US	2	2.3	1	.7	1.9	3.3	.285 ^a	.963
		NS	11	10.	3	3.1	10.6	10.0		
		S	16	15.	4	4.5	15.4	13.3		
		VS	75	75.	22	21.7	72.1	73.3		
2	High turnover of CPD facilitators	US	10	7.8	0	2.2	9.6	0.0	13.515	.00432
		NS	32	26.	2	7.6	30.8	6.7		
		S	42	49.	22	14.3	40.4	73.3		
		VS	20	20.	6	5.8	19.2	20.0		
3	Time constraints on teacher as well as their leaders	US	6	5.4	1	1.6	5.8	3.3	.877	.831
		NS	19	17.	4	5.1	18.3	13.3		
		S	15	14.	4	4.3	14.4	13.3		
		VS	64	66.	21	19.0	61.5	70		
4	Lack of systematic coordination between the education bureaus, sub city & schools	US	3	3.1	1	.9	2.9	3.3	1.299	.729
		NS	15	13.	2	3.8	14.4	6.7		
		S	27	27.	8	7.8	26.0	26.7		
		VS	59	60.	19	17.5	56.7	63.3		
5	Lack of trained and competent facilitators	US	3	2.3	0	.7	2.9	0.0	4.768	.190
		NS	10	8.5	1	2.5	9.6	3.3		
		S	58	62.	23	18.1	55.8	76.7		
		VS	33	30.	6	8.7	31.7	20.0		
6	The school environment including administration was not supportive enough	US	0	1.6	2	.4	0.0	6.7	8.111	.044
		NS	14	15.	6	4.5	13.5	20.0		
		S	63	60.	15	17.5	60.6	50.0		
		VS	27.	26	7	7.6	26.0	23.3		

As indicated in table 6 above respondents were asked to rate their possible challenges that hinder the effective implementation of teachers CPD program. Accordingly, as shown in item 1 above, (72.1%) of teachers and (73.3%) of school leaders reported that the challenge of CPD program was Failure to synchronize the career structure and vary sever problem reported by the two groups of respondents'. The chi-square result was ($\chi^2=285$, $P>0.05$). This implied that there is no significant difference among the two groups of respondents.

Regarding item 2 of table 6 above,(40.4%) of teachers and (70%) of school leaders high turnover of CPD facilitators was sever challenge that affected the CPD program. The chi square result ($\chi^2=13.515$, $P<0.05$). This implied that there is significance difference among the two groups of respondents'. From this we can conclude that the problem was highly challenged for the school leaders rather than the view of teachers in government preparatory schools of Gullele sub-city.

Item 3 in table 6 displayed that (61.5%) of teachers and (70%) of school leaders reported that Time constraints on teacher as well as their leaders were very sever challenge in CPD implementation program of Gullele sub-city government preparatory schools. The chi square result was ($\chi^2=.887$, $P>0.05$). It revealed that there is no significant difference among the two groups of respondents'.

On the contrary of item 4 in the same table on the above (56%) of teachers and (63.3%) of school leaders reported that lack of systematic coordination between the education bureaus, sub city and schools was sever challenge in the implementation of CPD program. The chi-square result ($\chi^2=1.299$, $P>0.05$). This implied that there is no significance difference among the two groups of respondents'. From this we can conclude that the without the coordination of school leaders and higher officials it was difficult to expect effective implementation of the CPD program.

Similarly as indicated in item 5 of table 7 revealed that (55.8%) of teachers and (76.7%) of school leaders severely reported that lack of trained and competent facilitators was considered as challenge of the implementation of CPD program in government preparatory schools of Gullele sub-city. The chi-square result($\chi^2=4.768$, $P>0.05$). This implies that there is no significant difference among the two groups of respondents.

As clearly indicated in item 8 of table 7 majority of (60.6%) of teachers and (50%) of school leaders severely reported that, the school environment including administration was not supportive enough .The chi-square result ($\chi^2=8.111$, $P<0.05$). This implies that there is significant difference among the two groups of respondents'. From this someone can conclude that schools need highly competent and committed administration.

Furthermore the data obtained through interview from the sub city level officials:

The vice-principals who coordinating the CPD program salary has a big difference with comparing to the principles because of this reason their commitment to run the CPD program was vary low in addition when principals leave the school by different cases the sub city education office was very late to fill the gap by responsible persons .because of this reason some were completely ignored the implementation of the CPD program.(April 1-2014)

CHAPTER FIVE

5. Summary, Conclusion and Recommendations

This chapter deals with the summery conclusions and recommendations. The first part of this chapter deals with summary and major findings of the study. The second part deals with the major conclusions, finally, some possible recommendations were given on the basis of the major findings of the study.

The Summery of the current study was conducted with the objective of assessing the implementation of teachers CPD program in government preparatory schools of gullele sub-city in Addis Ababa city administrative region.

In order to attain these objectives, the following basic research questions were formulated to achieve the desired goals.

- What are the type/methods of CPD used in preparatory schools of Gullele sub-city?
- What results does the teachers CPD program brought to the effectiveness of teaching learning process in government preparatory schools of Gullele sub city?
- To what extent do the school and the stakeholders play their role of support in the implementation of teachers CPD program?
- What challenges are faced in the implementation of CPD programs in Gullele sub-city government preparatory schools?

In dealing with the research problems both quantitative and qualitative method was employed to assess the implementation of teachers CPD Program. Descriptive survey design was employed in this study. Because this design enables the researcher to gather relevant and sufficent information's through questionnaire, interview and document analysis were used as instrument of data collection from the area under investigation.

In providing relevant data 104 preparatory school teachers, 30 school leaders (Department heads and principals), 1 sub city level supervisor and 1 TDP coordinator totally 13 respondents were involved in the study.

The obtained quantitative data was analyzed using frequency, percentage, mean, chi-square which were completed with SPSS soft ware. The qualitative data gathered through interview and document analysis from the principals and sub city level officials was used as supportive to the quantitative data and after completed the data analysis the following major findings have been obtained.

5.1 Findings

- ❖ Concerning the implementation of different types/methods of CPD program majority of the respondents agreed that teachers in government preparatory schools were used self-directed study, coaching, mentoring, job shadowing, and information technology mediated learning, and induction program for newly deployed teachers were being practiced. However as majority of respondents' indicated conducting action research, participating in workshop, seminar, short courses, group study and observing others were not given equal attention as expected from the program.
- ❖ Regarding the effect of CPD program on the teacher and teaching learning as rated by majority of respondents were agreed that the participation of teachers in CPD program were improved performance Behavior of students, helped them to apply effective teaching methodology and it was improved students achievement. Whereas, majority of respondents were undecided to agree that the CPD program was not helped for the overall the school improvement program. Teachers related teachers with technological advancement, and in helping teachers to upgrade their qualification was the main issue that need to give high emphasis Specially as majority of respondents' rated the CPD program was not helped teachers to improve skill and knowledge of teacher and it was not helped them to upgrade their qualification. Unless the knowledge and skill of teachers developed it can be difficult to achieve the necessary changes as expected from the program.
- ❖ With respect to the roles played by stakeholders' majority of respondents' agree that teachers were identifying their CPD needs in light of their school annual CPD plan, and the principals were insuring learning and student achievements was inclusive.

However, as replied by majority of respondents' consulting with other mentors, maintaining professional portfolios to record CPD activities, monitoring and assessing individual portfolios and giving constructive feed back by principals. And teachers were not maintaining professional development portfolios' not consulting with other mentors' this is the series problem that need high emphasis by the stakeholders.

- ❖ The sub-city education office was not producing annual CPD plan. it was ignored, more over as data gathered through interview the supervisors do not concern about CPD implementation and providing training the task is considered only for the sub-city TDP job process.
- ❖ The implementation of teachers CPD program has different challenges that hinder the effective implementation as indicated by majority of respondents', the major challenges were failure to synchronize the career structure , lack trained and competent facilitators, lack of systematic coordination between the education Bureau, the sub city office, the school environment including the school management were not supportive. Whereas regarding the the turnover of CPD facilitators were moderately affected the program.
- ❖ With respect to roles and responsibilities of teachers respondents reported that, the respondents strongly agree that teacher were played their role in identifying their own CPD needs in light of the school annual plan. Whereas, consulting with other mentors, in maintaining proessional portfolio the roles and responsibilities moderately used by respectively. However, as observed by document analysis the portfolio does not include the necessary documents this implies the teachers know how about CPD may be less. The roles and responsibilities played by principals were moderately insuring the annual CPD plan and maintaining the budge, monitoring and assessing of the individual portfolio and giving constructive feedback with grand mean, .however, the feedback given to teachers were not help them to use the necessary document of CPD activities Furthermore, the role being played by the sub city level officials indicated with the grand mean that activities providing training via supervisors was moderately played by the sub city but.

5.2 Conclusion

Based on the findings of the study the following major conclusions were drawn below.

- ❖ Continuing professional development is a career long process designed to teachers to develop their skill and knowledge, attitude in general, understanding of their changing roles and tasks to raise students' achievement. However, the preparatory school teachers were engaging a few types of CPD activities such as self directed study, coaching mentoring, personal reflection, and maintaining personal reflection where as conducting action research, participating in different workshops, seminars and group study were not given due attention as expected from the program.
- ❖ The effect gained as a result of CPD was helped teachers to apply effective teaching methodology and improved students' achievement. However, regarding improving performance behavior of students and in bringing organizational change, it was ineffective and that needs to give high emphasis by educational officials.
- ❖ The roles and responsibilities played by stakeholders specially. Teachers were participating in coaching, mentoring, job shadowing; collaborative learning technology mediated learning and maintaining professional portfolio and induction program was moderately engaged by teachers however. As observed by document analysis the portfolio of teachers does not include the necessary document due to this reason it makes difficult to follow up individual teacher's improvement in the implementation program. The role played by Principals was moderately used their roles in insuring annual CPD plan, maintain budget, monitoring and assessing of content of individual portfolio and giving constructive feedback. Nevertheless, as the interview and document analysis revealed that they were not helped teachers to maintain portfolio and to ensure the budget for CPD program due to this reason teachers were not used the budget for the aim intended. Finally the sub city level officials played their role in monitoring and evaluation of the CPD activities, providing training via supervisors were moderately done however, as data gathered through interview there was no CPD plan in the sub-city level.

- ❖ The challenges that hinder the program were Lack of strong coordination between education Beuro, sub city office, and the schools, failure to synchronize the career structure the school environment including the school management were the challenges that hinder the effective implementation of CPD. Unless these are solved by another way it is difficult to expect satisfactory changes in the implementation program.
- ❖ In general, the implementation of CPD program in government preparatory schools were severing due to a coordination of the school and the facilitators and the school, sub city and educational office, it is difficult to expect satisfactory changes in teachers activities and the teaching learning process in particular.

5.3 Recommendations

In order to make effective CPD implementation, the school principals, sub city level officials and the city administrative educational Beuro should.

- ❖ Facilitate trainings, seminars, workshops, and continuous discussions for teachers, facilitators' principals and supervisors on how the different types of CPD activities being implemented.
- ❖ Monitor, and evaluate whether or not the CPD program were being implemented, and provide constructive feedback for individual teachers, facilitators and the schools.
- ❖ Allocate sufficient budget to run the program effectively.
- ❖ Substitute vice principals who live their position in short period of time Allocate enough budget (from the school grant) to sustain the CPD implementation program.
- ❖ Synchronize the CPD program with career structure, and it ought to be a prerequisite for incentives, promotion, upgrading from the level what they have qualification to the next degree and for teachers License.
- ❖ Create strong coordination and regular and continuous discussions with the school, and sub city level TDP coordinators. Unless it is difficult to observe the necessary changes what is expected from the program.

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APPENDIX A
ADDIS ABABA UNIVERSITY
POST GRAGUATE STUDIES
INSTITUTE OF EDUCATIONAL RESEARCH AND DEVELOPMENT

A. Questionnaire to be Filled by Preparatory School Teachers

General direction: the need of CPD is an urgent and essential program that provided for primary and secondary school teachers, supervisors and principals throughout Ethiopia.

The main purpose of this questionnaire is to gather relevant and appropriate information of continuing professional development (CPD) in government preparatory schools of Gullele sub city. The information collected through questionnaire will be treated confidentially and be used only for academic purpose i.e. partial fulfillment of the requirements of masters in educational research development.

Your genuine, frank and timely response is vital to determine the success of the study. Therefore, you are kindly requested to fill the questionnaire carefully and honestly.

Note:

1. No need of writing your name on any page
2. Read the instructions carefully before answering
3. Where you are required to show your reactions (rating) please put thick " ✓ " the number of your choice opposite or parallel to each statement.
4. In answering the open ended questions. Please, be as brief as possible.

Thanks you in advance for your cooperation

PART ONE: *Background Information of Respondents*

Introduction: - Please give the relevant information by marking think "✓" in the box or by writing on the space provided bellow.

1. **Name of School** _____

2. **Sex:** Male Female

3. **Age:** Below 23 29-33 40-45
24-28 34-39 above 45

4. **Service in years**

Below 3 years 6-9 years 12-15 years
3-6 years 9-12 years above 12 years

5. **Qualification**

BA/BSC MA/MSC

Other (please specify) _____

PART TWO: Types /methods of Continuous Professional Development (CPD)

There are several types /methods of CPD activities that offered for teachers to update and upgrade their profession in schools. Some of them are listed in the table below. Please indicate to which teachers are participating in those activities in your school. By marking thick "✓" in appropriate column use.

5 = Vary high 4 = High 3 = Moderate 2 = Low 1 = Very low

No	Types /methods of Teachers CPD	Scaling				
		5	4	3	2	1
1	Self directed study					
2	Workshops seminars, and short courses					
3	Coaching, mentoring or tutoring					
4	Job shadowing/follow what model teachers do					
5	Conducting action research					
6	Study groups/group activities					
7	Observations					
8	Maintaining professional development portfolio					
9	Information technology mediated learning					
10	Induction					

If other, please specify _____

PART-THREE: The extent of results of Teachers CPD Program

In your opinion what result has the implementation of CPD program brought in the day today activities of teachers? Please indicate your agreement on the following results use

5 = Strong agree 4 = Agree 3 = Undecided 2 = Disagree 1 = strongly disagree

No	Effects of Teachers CPD	Rating Scale				
		5	4	3	2	1
1	Helped teachers to upgrade and upgrade their qualification					
2	Enable teachers to develop positive attitude					
3	Helped to improve Knowledge and skills of teachers					
4	Organizational changes /overall school improvement					
5	Related teachers with technological advancement					
6	Improved performance or behaviors of the students					
7	Helped teachers to apply effective teaching methodology					
8	Improved students achievement					

PART- FIVE: Roles /responsibilities of stakeholders

The following are the roles/responsibilities of stakeholders (teachers, principals and sub-city educational office). To what extent do those stakeholders play their role in the implementation CPD program of teaches? Scale your response using.

5 = Strong agree 4 = Agree 3 = Unsure 2 = Disagree 1 = strongly disagree

No	Roles /responsibilities/ of Teachers	Rating Scale				
		5	4	3	2	1
1	Consulting with others (mentors, supervisors)					
2	Identifying personal CPD needs in light of the school annual CPD plan					
3	Carrying out sixty hours of CPD each year					
4	Maintaining professional portfolio to record all CPD activities					
Roles and responsibilities of school leaders/principals						
1	Ensuring that learning and student achievement is inclusive					
2	Ensuring the annual CPD plan and manages the budget					
3	Monitoring and assessing the content of individual portfolios and giving constrictive feedbacks					
Roles and responsibilities of sub city educational office						
1	Producing annual CPD plans					
2	Monitoring and evaluating the CPD activities of schools					
3	Providing support and training to schools via supervisors					
4	Raising awareness and promoting inclusive education in schools					

If other, please specify _____

_____.

PART- SIX: Challenges of Teachers Professional Development (CPD)

The following are possible challenges that hinder the effective implementation of CPD program. Use

4 = Vary sever 3 = Sever 2 = Not sever 1 = Undecided

No	Challenges of CPD	Rating scale			
		4	3	2	1
1	Failure to synchronize the career structure and CPD values and activities				
2	High turnover of CPD facilitators				
3	Time constraints on teacher as well as their leaders				
4	Lack of systematic coordination between the education bureaus, sub city				
5	Lack of trained and competent facilitators				
6	The school environment including administration was not supportive enough				

If you experienced other challenges, please list them down _____

_____.

The questionnaire is complete thank you for time in providing this valuable information

PART ONE: *Background Information of Respondents*

Introduction: - Please give the relevant information by marking think "✓" in the box or by writing on the space provided bellow.

1. **Name of School** _____

2. **Sex:** Male Female

3. **Age:** Below 23 29-33 40-45
24-28 34-39 above 45

4. **Service in years**

Below 3 years 6-9 years 12-15 years
3-6 years 9-12 years above 12 years

5. **Qualification**

BA/BSC MA/MSc

Other (please specify) _____

APENDIX- C

C. Interview guide for Gullele sub- city supervisors, TDP coordinator and office Head

The purpose of this interview is to gather the information on the implementation of teachers CPD program in Gullele sub city government preparatory schools. The researcher confirms that the information you provide will be kept confidential and only be used for this research propose. Thus you are kindly requested to contribute your own response honestly and genuinely.

1. What are the major types /activities of CPD for teachers? _____

2. What do you think the effectiveness of teachers CPD implementation in yours sub city government preparatory schools? _____

3. How do you monitor and evaluate the CPD implementation in the government preparatory schools? _____

4. What are the major changes encountered (effects) by the implementation of CPD? What are the major challenges that hinder the implementation of teachers CPD in government preparatory schools of Gullele sub city? _____

