

Addis Ababa University

**College of Humanities, Language Studies, Journalism and
Communication**

Department of Foreign Languages and Literature

**Exploring Primary School English Language Teachers'
Perceptions of Continuous Professional Development
Program: The Case of Bole Sub-city Government Primary
Schools**

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By

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Communication**

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Table of Contents

Acknowledgements.....	i
List of Tables.....	v
Acronyms	vi
<i>Abstract</i>	vii
CHAPTER ONE: INTRODUCTION	1
1.1. Background of the Study	1
1.2. Statement of the Problems.....	3
1.3. Objective	5
1.4. Research Questions.....	5
1.6. Limitations of the Study	6
1.7. Significance of the Study	6
1.8. Operational Definitions of Key Terms	7
CHAPTER TWO	8
2. REVIEW OF RELATED LITERATURE	8
2.1. Introduction	8
2.2. The Concept and Definitions of Continuous Professional.....	8
Development (CPD) Program	8
2.3. The Need for Teachers' Continuous Professional Development(CPD) Programs	11
2.4. Historical Development of teachers' Continuous Professional Development (CPD) Programs...12	
2.5. The Experiences of Selected Countries with regard to Teachers' CPD Guideline	14
2.5.1. Teachers' Continuous Professional Development Guideline of Australia	14
2.5.2. Teachers' Continuous Professional Development Guideline of South Africa	16
2.6. Teachers' CPD Guideline of Ethiopia	18
2.7. Features of Effective Continuous Professional Development(CPD)	22
2.8. Continuous Professional Development Activities in Schools	23
2.8.1. Induction	23
2.8.2. Mentoring	24
2.8.3. Coaching.....	24
2.8.4. Action Research	25

2.9.	Continuous Professional Opportunities for School Teachers	25
2.9.1.	Workshops	26
2.9.2.	Conference	26
2.9.3.	Team learning.....	26
2.10.	Major Factors Limiting the Implementation of Teachers'Continuous Professional Development (CPD) Programs.....	26
2.10.1.	Teacher Related Factors for the Implementation ofCPD Programs	27
2.10.2.	School Related Factors for the Implementation of CPD Programs	27
2.10.3.	School Leadership Related Factors for theImplementation of CPD programs	28
2.11.	Language Teachers' Continuing Professional Development	28
CHAPTER THREE		31
3.	RESEARCH METHODOLOGY	31
3.1.	The Research Method	31
3.2.	Data Collection Instruments.....	32
3.2.1.	Questionnaire	32
3.2.2.	Interview	32
3.3.	Subjects and Sampling Techniques	33
3.4.	Methods of Data Analysis and Interpretation	35
CHAPTER FOUR.....		36
4.	PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA.....	36
4.1.	Characteristics of Respondents	36
4.2.	Relevance of CPD Guideline as Perceived by Primary Level English Language Teachers	39
4.3.	The Extent to which the School Leadership and SupervisorsParticipate in CPD Activities	41
4.4.	The Level of Support Provided by School Leadership andSupervisors	42
4.5.	Factors that Promote the Implementation of CPD Guideline inPortraying English Language Teachers Satisfaction.....	44
4.8.	Factors that Constrain the Implementation of CPD Guideline	46
CHAPTER FIVE.....		49
5.	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	49
5.1.	Summary.....	49
5.2.	Based on the overall findings of the study, the following conclusions were drawn:	52
5.3.	Recommendations	53

Bibliography	55
List of Appendices	63

List of Tables	Pages
Table 1: Summary of Sample Population.....	34
Table 2: Respondents' Characteristics	37
Table 3: Perception of CPD by primary level English language teachers.....	39
Table 4: Participation of school leadership and school supervisors in CPD activities	41
Table 5: Mean distribution of responses on the support from school leadership and supervisor in implementation of some identified CPD activities.	42
Table 6. Factors promoting the implementation of CPD program	45
Table 7. Factors constraining the implementation of CPD program	47

Acronyms

AR - Action Research

BSCEO – Bole Sub-City Education Office

CPD – Continuous Professional Development

CPTD – Continuous Professional Teachers Development

EFL - English as a Foreign Language

ELIP - English Language Improvement Program

ELQIP - English Language Quality Improvement Program

EMI - English as a Medium of Instruction

ESDP – Education Sector Development Program

ETP -Education and Training Policy

FDRE – Federal Democratic Republic of Ethiopia

GEQIP - General Education Quality Improvement Program

HDP - Higher Diploma Program

INSET – In-service Education and Training

MoE – Ministry of Education

NQTs – Newly Qualified Teachers

PD – Professional Development

SACE- South African Council for Educator

SBEM - School-Based English Mentoring

TDP - Teacher Development Program

TGE - Transitional Government of Ethiopia

TTA – Teacher Training Policy

WEO – Woreda Education Office

WTDE – Woreda Teachers’ Development Expert

Abstract

The main aim of this thesis is to explore primary school English language teachers' perceptions of the Continuing Professional Development (CPD) in the chosen government primary schools /5-8/ of Bole Sub-City in Addis Ababa city Administration. In order to address the objectives of the study descriptive survey method was employed. The study was conducted in 10 government primary schools, and random sampling was used to selecting these schools. The study consists of 63 English language teachers, 10 teachers' development deputy principals, 6 cluster supervisors and 4 Woreda teachers' development experts. English teachers were selected through available sampling technique. Purposive sampling method was used to selecting cluster supervisors and Woreda teachers' development experts. Then, in selecting the teachers' development vice principals availability sampling technique was employed. Questionnaire was the main data gathering tool while semi structured interview was employed to supplement the data collected through questionnaire. The data collected quantitatively were presented using percentages, standard deviation and means through SPSS Statistics 20 while qualitative data were analyzed through descriptive narration. Based on the analysis and interpretation of data, it was found out that lack of conducive atmosphere; lack of teachers' commitment; lack of budget and material resources; lack of incentives; lack of efficient support from school leadership and supervisors; lack of emphasis given to CPD implementation; and neglect of trainings were the major constraints that affect the implementation of effective CPD program. Accordingly, the conclusion drawn is CPD guideline has no encouraging effects to develop the professional competence of English language teachers; the relevance of CPD program in primary schools under consideration was low. Finally, to turn out to be relevant and serve to the very purpose of teachers' professional competence development, schools, WEO, BSCEO, AAEB, and MOE need to work collaboratively so as to give more stress to arouse English teachers' curiosity and commitment to make them involve vigorously in their CPD.

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

In order to meet the changing needs of learners in the modern world, teachers have to pursue professional development. Gabriel (2004) states all teachers are by definition curriculum developers in that they select, sequence, organize, plan, deliver, and evaluate their students' learning experiences. They have to do this by assessing and reexamining their teaching beliefs and practices. They also need to take the responsibility for their professional development in their teaching. Teacher professional development is considered as an essential factor for teachers to function successfully. On the other hand, teacher professional development has to be viewed as an absolute necessity not only for professional reasons, but also for moral ones. Teachers have a moral obligation to be the best professionals they can.

Peter, et al. (2011) state CPD model and guidelines provide a real opportunity for teachers to start reclaiming the initiative and to take responsibility for their own learning and development and for organizations and managers to move away from 'sheep-dip' approaches to CPD to personalized learning. They do nurture learners' minds and expose them to skills and current techniques that will make them successful and thoughtful learners. The role that teachers have to play in their societies is crucial because teachers shape future generation and help create a better tomorrow for learners, themselves and all the society. As professional development is important for any career, it is equally important for all teachers. Teaching materials, techniques and methods are constantly being updated and changed. This implies that teachers' education alone will not be enough to serve them throughout their career. Teacher professional development means life-long learning and growing as an educator because teachers' work is never complete.

Gabriel (2004) defines professional development as "A career-long process in which educators fine-tune their teaching to meet students' needs". As such, it directly tackles teachers' teaching styles—the patterns of decisions teachers make when mediating their students' learning. Teachers always have something new to learn, something else to share

with others or another strategy or resource to create. This is the true nature of the profession: disseminating, learning and reflecting. Teachers have to be given the time to learn frequently and in a supportive manner. This provides them with regular improvement and will be useful for them and their learners.

Teachers in the present Ethiopia are expected to be reflective and change-oriented to meet the government, public and private demand for quality education. They are expected to consider the dynamic nature of the learners and the society. This situation signifies the importance of continuous teacher professional development (CTPD) aiming at improving the teaching learning process thereby improving quality of education. Teachers are expected to employ interactive methods of teaching to help students learn better.

In countries in which English is not an official language, the prominence of English as an international language has been widely recognized. Thus, ELT has become a part of both secondary and tertiary education systems in countries, like Ethiopia, where English is acknowledged as a foreign language. For more than two decades, the Ethiopian Ministry of Education (MoE, 1994) has been striving to develop the country's education status through increasing primary, secondary, and higher education enrolment rates. In 1994, a national 'Education and Training Policy (ETP)' framework was launched to ensure education advancement through an initiative called 'Education Sector Development Program (ESDP)'.

Over the years, the reform has enabled the sector to register notable progress on access to education, a significant drop in repetition rates in schools and a rapid expansion of school infrastructures. Nevertheless, all these achievements have been massively challenging the sector as the success was not accompanied by adequate improvements in quality. This being a national issue, ESDP III was launched in 2005/06, integrating the nationwide 'General Education Quality Improvement Program (GEQIP)' is working hard towards achieving a quality education at all levels of the sector. Among other components, GEQIP primarily includes 'Teacher Development Program (TDP) and 'English Language Quality Improvement Program (ELQIP)'.

Under TDP and ELQIP, the ministry has been undertaking vigorous activities to develop the country's pre-service and in-service teacher education among which the following are the major ones:

- The English Language Improvement Program (ELIP) which includes English Language Teaching methodology training, school-based English Mentoring, and CLIL (Content and Language Integrated Learning), was established, from which more than 150,000 teachers have already benefited.
- A Higher Diploma Program (HDP) was created to enhance the quality of teacher educators in both teacher colleges and universities.
- Continuing Professional Development (CPD) for teachers was introduced in most schools, employing weekly sessions, drawing on either school-based, cluster or district level expertise (MOE 2009).

In this study, therefore, the CPD initiatives and experiences of English language teachers in some selected governmental schools in the capital of Addis Ababa were explored to shed a light on the opportunities and the obstacles that still exist.

1.2. Statement of the Problems

As the quality of education depends, to a great extent, on the quality of teachers who play a key role in the school system, teacher development programs have an important place in the education system of any country as they are supposed to produce academically competent and professionally skilled individuals who can ensure effective implementation of school curriculum. Education appears to be in a constant state of change. The government's phrase: 'Education, Education, Education', seems to mean 'change, change and more change'. At the sharp end of many of these changes are teachers and managers in schools, who are expected to respond to them, develop initiatives and maintain or raise standards in schools. This time of change is, however, an exciting time of tremendous opportunity. There are more options for personal and professional development, more chances of gaining promotion and different pathways through the system.

Despite the effort underway to achieve quality English language teaching in government schools so far, the quality of teaching the language has critically continued to deteriorate particularly when it comes to satisfying the enormous demand of the country's high school and higher education English-medium sectors. Ethiopia uses English as a medium of instruction for academic subjects in high school and onwards allowing the language to play a decisive role in the education sector.

Depending on specific regional policies, government schools in some regional states use English as a Medium of Instruction (EMI) from grade 5 onwards, some from grade 7, but all at a national level, apply EMI from grade 9 onwards (MOE 2009; Heugh et al 2007). This policy continues deteriorating the quality of education in the country as the language is poorly taught in government schools and students are unable to cope with the EMI environments. Tekeste Negash, a local expert in the field described the worsening consequence of the language in the country's education saying, 'the curse of English as a medium of instruction' in his book- '**Education in Ethiopia: from crisis to the brink of collapse**' (Negash 2006: 31). The fact that Ethiopian students in government schools fail to learn the language properly in their elementary schools, poses a risk on their high school and continuing education later. Students barely speak the language by the time they reach high school and they are expected to learn all subjects in the language which makes the situation hazardous.

This problem observed in the teaching of the language at primary schools is largely attributed to the lack of qualified teachers, mainly caused by lack of appropriate Continuing Professional Development. English language teachers in Ethiopia cannot give beyond what they have and what they know as suitable and sustainable professional development does not exist in their career'. However, the government has been striving to overcome this problem and there have been CPD undertakings in schools at a national level. Then, how do English language teachers perceive their development if the English language teaching quality is still suffering despite the effort underway to develop them?

This situation of teachers' perceptions and experiences intrigued me and made me interested in exploring the perceptions of English language teachers' CPD in governmental primary schools.

1.3. Objective

The objective of this study was to explore the perceptions of English language teachers on continuous professional development in governmental schools found in Addis Ababa.

1.4. Research Questions

On the basis of the research objective, the following research questions have been designed to conduct this study more deeply and thoroughly.

1. How do primary level English language teachers perceive the relevance of CPD in government primary schools?
2. To what extent do the school leadership and school supervisors support the implementation of CPD in enhancing English language teachers' perceptions?
3. How does CPD promote the satisfaction of English language teachers in governmental school?
4. What are the factors that constrain primary level English language teachers' participation and development in the environment?

1.5. Delimitation of the Study

This study is delimited to the analysis of guideline, English language teachers' perceptions and development of continuous professional development in government primary schools at Bole sub-city, Addis Ababa city administration. It is also the researcher's belief that this level is the base for secondary education which requires great effort of teachers and administrative bodies to work on the improvement of students' English language achievement.

This study emphasized on in-school factors such as school context and perceptions of English language teachers, school principals and supervisors. It is also confined only to CPD activities which are provided at school. Thus, the study is delimited to the investigation of the guideline, English language teachers' perceptions and development of CPD program in selected government primary schools (grades 5-8). Moreover, the sub-city is selected because of the researcher has been working as primary and secondary school English

language teacher and has the experience to the problem where English language teachers face problems in perceiving the right implementing CPD programs.

1.6. Limitations of the Study

This study was done on some selected primary school English language teachers in Bole Sub City. It is clear that the results of the study would be more valid, reliable and can be generalized for the whole sub-city if the data were obtained from wider population of sub-city. However, since the study was delimited only to one sub-city because of the researcher has a serious time constraint because he had full time job responsibility on top of thesis writing. So, the findings of the study would not be generalized for all sub-cities. Hence, it might be possible to generalize this study results to Bole sub-city Administration. However, the study was described in sufficient detail to enable readers to connect the findings and insights to other contexts if appropriate.

1.7. Significance of the Study

I expected that my investigation was able to provide insight into the CPD experiences of English language teachers employed in government schools in Ethiopia, the types of CPD options opened to them, the factors which influenced their choice of CPD, the benefits and their perceptions towards CPD. The results of the study were expected to be significant in better understanding the local CPD situation from the perspectives of English language teachers by gaining insight into their experiences.

I also expected my study to draw attention to the significant amount of untapped expertise that existed within the researched context and the lack of shared dissemination of this within the government primary schools among English language teachers. In looking at governmental schools' English language teachers in primary institutions; I intend to contribute to the government 'primary school English language teachers' CPD as a whole, as this too presumably and to the best of my knowledge has not received much attention in research or in the literature. My objective is thus to contribute to existing knowledge and research relating to CPD of English language teachers.

1.8. Operational Definitions of Key Terms

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

Continuous Professional Development: Is the whole range of planned activities by which education personnel in active service have opportunities to further their education, develop their understanding of educational principles and techniques (Tilahun, 1990).

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

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Introduction

It is argued that CPD is a consistent cycle of teacher learning beginning with initial training and lasting for as long as a teacher remains in the profession. To be effective, teachers need a combination of professional knowledge and specialized skills as well as their own personal qualities and experiences. Moreover, acquiring new skills and adding to their knowledge are among the major reasons teachers endeavor to attend activities designed for professional development (Bailey et al., 2001). In sum, it seems that teachers tend to do a variety of activities to develop professionally. They also view CPD as needed so that they can keep themselves updated. Ethiopian EFL teachers, owing to the nature of their profession (teaching English as a foreign language and being non-native speakers of English) need to emphasize CPD as an integrated part of their profession.

This chapter presents review of related literatures on teachers' Continuous Professional Development (CPD). In so doing, it tries to understand the meaning of teachers' CPD, the need for teachers' CPD, historical development of CPD, CPD Policies of selected countries, teachers' CPD Policy of Ethiopia, features of effective CPD, CPD activities in schools, some CPD opportunities for teachers and language teachers CPD. Finally, major factors that limit implementation of teachers' Continuous Professional Development are also presented.

2.2. The Concept and Definitions of Continuous Professional Development (CPD) Program

Teachers' CPD programs contribute much for the enhancement of education quality as well as provide opportunities for teachers and educational leaders to develop professionally. Many scholars define teachers' CPD in different ways viewing it from their educational perspectives and philosophical backgrounds. For instance, Peter Scales and et al. (2011) define, CPD means maintaining, improving and broadening relevant knowledge and skills in your subject specialism and your teaching so that it has a positive impact on practice and

learner experience. According to Guskey (1986); Borko (2004), CPD is the provision of policy or other factors to school and teachers. Whereas Day (1999) defines CPD as a serious business, central to maintaining and enhancing the quality of teachers and the leadership roles of principals.⁵

Authorities also define CPD in various ways. For instance, Tilahun (1990) defines as whole range of planned activities by which education personnel in active service have opportunities to further their education, develop their understanding of educational principles and techniques. For Glatthorn (1997) CPD is the professional growth a teacher achieves as a result of gaining increased experience. Christopher Day and Judyth Sachs (2004), Continuing professional development (CPD) is a term used to describe all the activities in which teachers engage during the course of a career which are designed to enhance their work. Peter Scale and et al. (2011), continuing professional development is defined as the 'critical reflection on learning experiences and activities that improve practice and demonstrate continuous development as a teacher or trainer'.

According to Megginson and Whitaker (2004), CPD applies to all teaching professionals irrespective of their age or seniority. It is a process by which individuals take control of their own learning and development, by engaging in an on-going process of reflection and action. For Galloway (2000), CPD is the planned elements of PD, as well as an informal professional learning to ensure that learning is a systematic process that involves renewal, acquisition, and development of knowledge and skills. That is what CPD is meant.

The definitions imply that CPD is plan, includes updating and upgrading qualifications, build spirit of shared professional responsibility, improve professional competencies and standards, career life activities, to renovate knowledge, skills, attitudes and abilities of professionals and provide them opportunities for better professional standards in view of discharging responsibilities satisfactorily. For Day (1999), the purpose of professional development can be summarized as the acquisition or extension of the knowledge, understanding, skills and abilities that will enable individual teachers and the schools-learning organizations.

In general term, teachers' CPD is an on-going learning process. It results in the improvement of the school, individual and collegial knowledge and skills. In connection to this idea, Day (1999) states that:

Continuous professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others teachers review, renew and extend their commitment as change agents to the moral purpose of teaching and by which they acquire and develop critically the knowledge, skills and practice with children, young people and colleagues through each phase of their teaching lives (Day,1999:4)

This implies that CPD encompasses a wide variety of approaches and teaching and learning takes place in a variety of settings (inside or outside of the work place). Many writers use CPD interchangeably with staff development. However, Huberman in Soler, and Abdal-Haqq (1998) observe differences between the two. Staff development as narrowly focusing on minor institutional missions; lacked integration among efforts; attempts were just to be relieving crises; and reliance was on external expertise. Moreover, the learner has no right to choose the content and method of learning. Thus, CPD is broader than staff development and INSET.

A distinction is also made between professional learning and CPD. Professional learning refers to teachers move towards a greater level of expertise as an outcome of formal and informal professional development; whereas, CPD refers to the planning, organization and delivery of PD activities within schools (Kelly, 2006). On the other hand, CPD concerned with staff collaboration, minimizing the gap between formal education professional requirements and limitations in pre-service teacher training, and broadening of pedagogical and subject matter knowledge.

The philosophy of CPD programs is on empowerment and responsiveness to local needs. They are school based so they are designed in accordance with school and individual teacher development needs. They are means to improve educational qualities (Sagor, 2000). Though, the definitions and concepts of CPD vary, they all express common views that CPD can bring teachers updated knowledge and skills for improvement of students' learning, and the continuity and lifelong learning are the common ones. There is no unique definition upon CPD. The term is widely used interchangeably with the term professional development.

The ideas of CPD emanates from the understanding that teachers and schools are responsible for students' learning and to improve quality in education. It is to develop through collaborative discussion, application and reflection in accordance with local realities. The sign of good school is its ability to provide opportunities for teachers to develop their knowledge and skills (Dadds in Soler, 2001; Sparks and Hirsh, 1997). To improve the current status of teaching quality, teachers' CPD is hoped to provide with a way to directly apply what they learn to their teaching.

CPD programs need to be school based. They have to be offered to all teachers and educational leaders, according to their needs. Providers can be teachers themselves. This shows that CPD programs are opportunities for all the teaching force. Teachers CPD programs must be geared towards keeping teachers in all capacities abreast of new professional, academic, pedagogical and global society challenges. We can meet the dynamically changing development needs only through lifelong learning (Tilahun, 1990).

2.3. The Need for Teachers' Continuous Professional Development (CPD) Programs

The world is continuously changing, any time everywhere. Professional up-date is necessary to cope with the fast growing technological advancement; societal demand and knowledge obsolescence (Sims, 1993). As, Sharma (2005), the need for CPD is to minimize the gap in in-service training and real working situations, introduction of new roles of teachers and the defects in pre-service training and education. Day (1999), the nature of teaching demands that teachers engage in continuing career-long professional development, but particular needs and the ways in which they may be met will vary

according to circumstance, personal and professional histories and current dispositions. Growth involves learning which is sometimes natural and evolutionary, sometimes opportunistic and sometimes the result of planning.

Aggarwal and Craft (2004) describe the need for CPD is to improve the job performance skills of an individual teacher; to extend the experience of an individual teacher for career development or promotion purpose; to grow in one's capacity to work with other teachers, educational leaders, parents and community leaders in a variety of activities. According to Wald and Castleberry (2000), the need for CPD is as a means to adapt to environmental changes and reins to control change forces. Teachers and educational leaders as part of the knowledge managing forces need to learn continuously. Furthermore, teacher and educational leaders continue functioning efficiently and productively to contribute meaningfully towards quality education; and to be able to face global society challenges.

In general, CPD is expected to have the following benefits: Improves the quality of education; Teachers and students know how to learn better; Self-initiation; Customer satisfaction and productivity; Motivates all teachers and educational leaders; Has positive impact on teachers' beliefs and practice both in and out of the classroom; Sustains change in teachers to emphasis on providing concrete, realistic and challenging goals; Enables teachers to continuously acquire; Expands and extends their knowledge and develops skills and abilities; Equips with adequate competencies that prepares the teacher for challenges of modern life; and improves the quality of both teaching-learning as well as the achievements of all students.

2.4. Historical Development of teachers' Continuous Professional Development (CPD) Programs

During the 1960s and 1970s In-service Education, as PD was known and predominantly aimed at keeping individual teachers up-to-date with current changes and developments in discipline, content or pedagogy (Day and Sachs, 2004). Most CPD programs for teachers consisted of "one shot" workshops aimed at improving teachers' skills and knowledge. This was often the only type of training teachers would receive and was usually unrelated to the teachers' work.

This traditional approach was not sufficient to change teachers' mode of working. Gaunt (1995) suggests that until 1987, the PD of teachers focused on award-bearing courses and training for specific needs. Because of this training, there was a deficit in teachers' skills and knowledge. Due to this deficit, in the mid-1970s CPD is said to have been coined by Richard Gardner, who was in charge of PD for the building professions at New York University (Gray, 2005).

Later in the 1980's continuous PD of teachers moved towards school improvement and change of systems in the school management (Guskey, 2002). This shift has been so dramatic that many have referred to it as a new image of teacher learning, a new model of teacher education, a revolution in education, and even a new paradigm of professional development (Cochran-Smith and Lytle, 1999).

Regarding to this idea, Nicholls (2001) gives accounts on forces that initiated CPD in Great Britain. Accordingly, in 1960s, the reasons for its development were the reports given by John, Hale and parry on the quality of teaching and related problems in America. Bleach (1999) also holds the same position and states that until the 1970s, little attention was paid to mentoring. In the United Kingdom, t

he James report (1972) recommended the assignment of mentors for beginning teachers. The coming of rival countries to the lead in scientific and economic competitions, and the use of social justice and pragmatism factors were initiated the need for CPD in America (Abdal Haqq, 1998).

According to commission on global Governance (1995) as cited in Getachew (2010) CPD was emerged by pressure of globalization which universally shaped government policies for education provision in general and CPD in particular. Hence, due to a continuing internal and external pressure on the educational system, CPD has emerged and got a wider attention. In support of these ideas, Blandford (2000) stated that CPD program was more demanding today because of the pressure at national and school level.

Thus, traditional focus on factual knowledge no longer seems to meet requirements of changing society. In recent years, the acquisition of competence has become a central issue. All these problems necessitated the search for improved teacher training and restructuring of educational management. Indeed, schools are now required by government to have a policy on CPD that offers a range of ways of participating as well as forms of opportunities for staff. Therefore, instead of developing teachers in teacher training institutions only, the upgrading programs were made to take place in schools. Thus in recent years, the term CPD has broadened in nature and scope (Westera, 2001). That is why CPD is a recent phenomenon. Though the evidences come from Great Britain and America, CPD programs are world phenomena in the 1960s. They were meant to mitigate educational problems and to improve the quality of education.

2.5. The Experiences of Selected Countries with regard to Teachers' CPD Guideline

2.5.1. Teachers' Continuous Professional Development

Guideline of Australia

There are different types of teacher PD programs that were developed and implemented in different countries to support PD of the teachers throughout their career. For example, in Australia, teacher CPD policy was previously linked to restructuring and an industrial accord. Recently, it has been concerned with satisfying the demands of the development of standards regimes and increased accountability from governments (Day and Sachs, 2004). Besides, the desire of the government, to create an efficient and flexible workforce to support economic reform has focused attention on teacher renewal as component in the wider restructuring of education (Ashen Don cited in Day and Sachs, 2004). On the bases of these demands, CPD policies need to extend teachers' knowledge and skills has been a major focus for schools and education system. Similarly, educational authorities also accepted that the process of teacher renewal can be promoted by effective professional development.

In Australia, during the 1960s and 1970s, In-service education as PD was predominantly aimed at keeping individual teachers update with currently changes and developments in discipline, content or pedagogy. The shift in focus to the schools needed to be sites of investigation and development. In 1980s saw a move to the school as appropriate site for PD and a greater interest in educational reform by national governments. The political agenda for change was the conviction that education should be more economically efficient and effective and when organizing education according to business and market principles (Gundry, 1992).

In the early 1990s, PD began to emerge as a component of industrial agreements, rather than a professional decision taken by an individual teacher aimed at improving qualifications or better responding to the needs of students in their classes. The previous emphasis on teaching and learning was largely replaced by a more indirect reform strategy in which the practices of organizing educational work became the prime focus for change (Bloam, 2006).

In Australia, the recent teacher PD objectives were to develop schools as teach communities; to examine and improve the work of schools and to enhance teacher competence; to increase the skills of teachers based on PD; to enhance the needs of teachers and leaders in schools; and to explore new possibilities for ongoing teacher PD.

Teachers CPD in Australia, is organized by a variety of education stakeholders, such as government and non-government education systems, teacher unions, professional associations and tertiary institutions, each pursuing independent initiatives or cooperating in partnership arrangements.

According to the Australian CPD policy for Professional Learning of Teachers and school Leaders (AITSL, 2012), the characteristics of effective professional learning are that it is relevant, collaborative, futures-focused and sustainable. The policy suggests that teachers should make decisions about types of professional activities and experiences according to what will have the greatest impact on their practice and the achievement of their students. It seeks to renew their teacher registration at the end of each five-year period of teacher registration. The policy will be reviewed every three years.

The CPD Framework embeds critical reflection, development and strengthening of practice. CPD is flexible, relevant and integral to an individual teachers' professional practice. CPD activities includes pilots and projects; workshops, seminars and conferences; syllabus and curriculum assessment; professional support for beginning teachers; educational research/action research projects; professional reading linked to activities such as research, preparation of article, presentation to colleagues and professional practice. The teacher practiced for the prescribed duration (100 days) within the five-year period of registration.

2.5.2. Teachers' Continuous Professional Development Guideline of South Africa

In South Africa, Continuing Professional Teachers Development (CPTD) is an essential component of a comprehensive teacher education system of high quality, as envisaged in the Minister of Education's National Policy Framework for Teacher Education and Development (2007). The CPTD system will be managed and administered by the South African Council for Educators (SACE), supported by the Department of Education. It will consist of professional development (PD) activities, endorsed by SACE on the grounds of their fitness of purpose and quality, for which educators earn PD points.

The document, prepared by the South Africa Council for Educators Task Team, presents a management system for Continuing Professional Teacher Development keeping with the National Policy Framework. This document presents an expanded concept of CPTD activities and underlying principles that teachers, individually and collectively, will have a high degree of responsibility for their own professional development and the identification of their own professional. Professional development activities undertaken individually or collectively by educators throughout their careers to enhance their professional knowledge, understanding, competence and leadership capacity, in particular to increase their mastery of the curriculum and their teaching areas, their skill in teaching and facilitating learning, their understanding of children and young people and their developmental needs, and their commitment to the best interests of their learners and their schools, the wellbeing of their communities and the ethics of the education profession.

The CPTD system has six main purposes: To improve schooling and the quality of learner achievements; to coordinate professional development activities with a view to achieving focus and effectiveness; To revitalize the teaching profession and foster renewed commitment to the profession's seminal role in the development of the country; To contribute to the responsible autonomy and confidence of the teaching profession; To enable the profession to re-establish its professional standing and role in advancing the ideals of social justice; and To acknowledge the effective participation of teachers in PD activities which are priorities for the education system and the teaching profession.

The CPTD system will become available to all SACE registered school based teachers. They will be expected to earn a target number of 150 PD points in each successive rolling three-year cycle by undertaking a variety of professional development activities endorsed by SACE on grounds of their fitness of purpose and quality. The implementation of the system will be sensitive to the conditions under which teachers work in different parts of the country

Professional development activities will be grouped into three kinds according to the main basis of their priority: Individual teachers priority activities - chosen by teachers themselves for their own development and the improvement of their own professional practices; School priority activities- undertaken by the school leadership and staff collectively, focused on whole school development, the institutional conditions for the improvement of learning, and improved teaching; and Profession priority activities - directly to do with enhancing the professional status, practices and commitments of teachers in areas of greatest need, as defined by the Department of Education, SACE, national teachers' unions or other national professional bodies. The criteria for endorsement approved by SACE, and the weighting system for the allocation of points, will influence all concerned with professional development.

2.6. Teachers' CPD Guideline of Ethiopia

In the Ethiopian context the teacher PD program is a national intervention program run by the MoE to improve the quality of teachers as well as education. As mentioned in the Education and Training Policy (1994), the pre 1994 education system of Ethiopia was entangled with complex problems of access, equity, relevance, and quality. To solve these problems, the MoE has revised all aspects of its teacher education system and set high standards for teachers and described a new approach to education.

Within the framework of ETP (1994), the Government of Ethiopia launched a series of ESDP in order to improve education quality at all levels of the education system. In line with this, teachers' CPD launched since 2005 as one part of Teachers' Development Program (TDP) and has been implemented in schools. In addition, as the teacher development program blue print pointed out teachers are required to develop their skills and knowledge by taking continuous training in their school (MoE, 2007).

The policy clearly indicated that emphasis should be given to upgrading and updating teachers both through pre-service and In-service opportunities. It was recognized that teachers were the key to school improvement and should update themselves with new outlooks, approaches and policy directions (MoE, 2005). In support of this idea, Bland ford (2000) pointed out that CPD performs four major functions within a school. It serves to enhance individual performance; rectify ineffective practice; establish the groundwork for the implementation of policy; and facilitate change.

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

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

Currently, the MoE has worked out a new toolkit for effective implementation of school based CPD at school level. According to the new CPD framework and toolkit documents (MOE, 2009b), the CPD is a developmental program that moves in a cyclical path anchored at four stages namely: Analyze→ Plan→ Do→ Evaluate. This is called the continuous professional development cycle. The Ethiopian teachers Continuous Professional Development Cycle: this is a carefully planned response to identified needs. To create better learning and achievement by individuals and institutions, the CPD program has a continuous cycle (MoE, 2009a). As mentioned above, it comprises: Analysis, Plan, Do and Evaluate.

Analysis phase-According to various authors, effective CPD should firstly be aware of and address the specific needs of teachers (Bredeson, 2003).The need of an individual, group of individuals or an institution is identified in order to address the learning or development.

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

individual teacher's annual CPD action plan should be checked by Teachers' Development deputy Principal and be kept in their portfolio, and collected during the academic year.

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

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

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

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

In conclusion, when we compare the teachers' CPD policy of these three countries, they have similarities as well as differences in some issues. Regarding to Ethiopian context, the teachers' CPD program is a national intervention program run by the MoE to improve the quality of teachers as well as education. Besides, CPD priorities undertaken by each teacher come from their institutions' priorities as well as from the individuals themselves. Each teacher will be expected to undertaking a variety of PD activities of 60 hours per year.

Whereas, Teachers' CPD policy in Australia, is organized by a variety of education stakeholders, such as government and non-government education systems, teacher unions, professional associations and tertiary institutions, each pursuing independent initiatives or cooperating in partnership arrangements. The CPD policy seeks to renew their teacher registration at the end of each five-year period of teacher registration. May renew registration if reasonably satisfied the person has undertaken the required CPD under the CPD framework. Accordingly, the type of CPD undertaken spread across the three identified areas of employer directed and supported, school supported and teacher identified type of CPD. The policy will be reviewed every three years. Each teacher will be expected to practicing 100 days within the five-year period of registration.

Concerning South Africa teachers' CPD policy is managed and administered by South Africa council for Educators. The professional activities come from individual teacher priority activities, school priority activities, and profession priorities activities. Each teacher will be expected to earn a target number 150 PD points in each successive rolling three-year cycle.

The similarity of the three countries teachers' CPD policy is that all gives strong emphasis to develop professional competence of teachers in order to bring quality of education in general and students' achievement in particular. What we are going to learn from these two countries' CPD policy experience is that CPD program should also be organized by different education stakeholders with in the context of our country needs.

2.7. Features of Effective Continuous Professional Development (CPD)

It is clear that change is a common phenomenon. Teachers and educational leaders should prepare students for life in dynamically changing conditions. Effective CPD is an essential and indispensable process, without which schools cannot achieve their desired goals for student achievement. Effective CPD is embedded in the day-to-day reality of teachers' work in their own schools and classrooms. It allows for critical reflection and is internally coherent and vigorous, and it is sustained over the long-term (Little, 1993; Sparks and Hirsch, 1997).

As Joyce and Showers (2002), effective CPD includes peer support. It provides scope for identifying the focus of their development; provides opportunities to work with other colleagues and share practice; opportunities to receive regular and structured feedback; and opportunities for independent self-study. In connection to this idea, Craig (1998) effective CPD has several features: it is based on constructivism in which teachers are treated as active learners; it is a long term process teachers learn over time; it is a process that takes place within a particular context; it is intimately linked to school reform; it is a reflective process; and it may look and be very different in diverse settings.

According to American Federation of Teachers (AFT, 2005) effective features of CPD, it may address the complex of teaching; it is a measurable improvement in student achievement; and it is based on deepen and broaden knowledge of content. In spite of these facts, success of effective CPD seems to be based on successful engagement of teachers and educational leaders and need to be frequent and regular activities within the school.

According to Westera (1989) features of effective CPD include staff must see themselves as owners of the program; it must suit all staff; it must have the support of stakeholders; it must be rooted in the schools' culture and it should be based on an assessment of needs. Effective CPD is aimed mainly at promoting learning and development of their professional knowledge, skills and values; help decide and implement valued changes in their teaching and learning behavior so that they can educate their students more effectively thus achieving an agreed balance between individual, school and national needs (Bolam, 2006).

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

2.8. Continuous Professional Development Activities in Schools

Different authorities provide examples of CPD activities for teachers and educational leaders. Some of them are working to implement educational plans by schools; sharing experience within and with other school teachers; observing others' classes; undertaking action-research; providing trainings; mentoring; assisting students on their personal needs; participating in curriculum-based activities; participating in educational workshops and conferences are all CPD.

Teachers and educational leaders should get development opportunities through CPD activities. Development takes place by learning throughout professional life. Pre service training of teachers and educational leaders is not sufficient. CPD opportunities should consider individual, group and organizational development. CPD activities are formal and informal programs. Even though, the number and types of CPD activities are many; the major and commonly used helpful program types are presented below:

2.8.1. Induction

Induction is a program for NQTs which take place during that critical period at the beginning of the teacher's career, usually the first year after qualifying as a teacher is practiced in an actual teaching with mentors. Thus, NQTs should get the opportunities for development because this helps them grow proactive planners, ambitious learners and successful teachers (Glover and Law, 1996 and Corcoran cited in Ambissa in Amare et al. 2001). It also provides sense of security, recognition and acceptance, togetherness, sense of accomplishment and enjoyable professional life. Thus, technical competence grows at individual and institutional level.

2.8.2. Mentoring

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

Mentoring is useful for the development of NQTs. It is hard for NQTs to teach without mentoring (Darling-Hammond, 1999; Glover and Law, 1996). It benefits individual teachers, schools and the teaching profession. It facilitates both personal and professional growth.

2.8.3. Coaching

Coaching is one of the CPD opportunities where a person with expertise in the field assists colleagues through structured discussions and activities on how to solve their problems or perform tasks better than they would do it without this assistance (TTA, 1998).

The main purpose of coaching is improving practical skills. It takes place at workplace when workers seek advice, explanations or demonstrations. Major coaching opportunities are research, participation in study groups, problem-solving teams, and observation on performance of their colleagues, participating in improvement endeavors (Kalinauckas in Clyne, 1995; Potts, 1998; Sparks and Hirsh, 1997).

Coaching to be successful, an atmosphere of trust, respect, collegiality and confidentiality must be fostered to provide a safe atmosphere in which teachers are willing to take risk as they learn new ways of teaching (Chase and Wolf; Kocher in Moon et.al. 2001). If coaching is successfully implemented in schools, the education system will benefit much (Noe, 1999).

2.8.4. Action Research

One of the major CPD opportunities for teachers, school leaderships and supervisors is action research. They are expected to conduct action research to solve actual classroom problems. Richards and Farrel (2005) defined action research as referring to teacher-conducted classroom research that seeks to clarify and resolve practical teaching issues and problems. The term “action research” refers to two dimensions of this kind of activity: The word research in “action research” refers to a systematic approach to carry out investigations and collecting information that is designed to illuminate an issue or problem and to prove classroom practice. The word action refers to taking practical action to resolve classroom problems. Action research takes place in the teacher’s own classroom and involves a cycle of activities centering on identifying a problem or issue, collecting information about the issue, devising a strategy to address the issue, trying out the strategy, and observing its effects.

Who actually undertakes action research in schools? Implementing a model of action research for CPD does not imply a process of individual inquiry or research in isolation. Cohen and Manion (1994) and Day (1998) identify three ways by which action research is under taken: (1) Individual approach-the individual teacher operating on his own with his class to bring some kind of change or improvement in teaching and learning; (2) Collaborative approach-carried out by a group of teachers working co-operatively within one school; (3) Whole school approach a team of teachers working alongside a team of researchers in a sustainable relationship with other interested parties. Action-research is an effective model for teachers CPD.

2.9. Continuous Professional Opportunities for School Teachers

CPD has entailed a number of opportunities and useful experiences in terms of empowering school teachers and bettering school-based problems related to the teaching learning process. Some of the major CPD opportunities are:

2.9.1. Workshops

CPD provides workshop opportunities for teachers to present their ideas and work to their colleagues in a non-threatening and collegial atmosphere where everyone is co learner and critical friend. It is essential to enabling participants to propose alternative views and possibilities and to challenge and clarify their own and others' suggestions (Day and Sachs, 2004).

2.9.2. Conference

Another CPD opportunity is conference. It gives an opportunity for teachers to develop the sense of community among teachers by enabling them to network across schools and learning. Encourage teachers to establish collegial contacts with each other (Day and Sachs, 2004).

2.9.3. Team learning

This is also another CPD opportunity for school teachers where practitioners who come together with a facilitator to collaboratively identify and solve common problems, challenge assumptions and address real classroom concerns (Darling Hammond's, 1998).

2.10. Major Factors Limiting the Implementation of Teachers' Continuous Professional Development (CPD) Programs

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

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

2.10.1. Teacher Related Factors for the Implementation of CPD Programs

Teachers are an important resource in the teaching-learning process and their training and utilization, therefore, requires critical consideration. Understanding how teachers perceive CPD and factors which contribute to and those that hinder teachers' active involvement in CPD is an extremely important. As Fullan (1991) described, CPD implementation depends on what teachers do and think. The success of CPD implementation is strongly related to the extent to which teachers interact with each other, with others who are providing technical help within the school and collegiality among teachers are positive indicators of implementation success.

Craig (1990) argued that teachers might still represent a major obstacle to the implementation of a new policy. Some teachers may believe that CPD "policy" implementation cannot attain the intended goals. Others teachers view that CPD implementation means additional work without additional compensation or incentives (Fullan, 1998). Besides seem to perceive CPD equated with INSET programs. Another teacher believes that CPD is the state responsibility and that they are incapable of doing anything on their own.

2.10.2. School Related Factors for the Implementation of CPD Programs

Teachers' CPD takes place when favorable learning environments are provided in which teachers are responsible for their own learning. Schools should play an important role in creating favorable learning environments for teacher learning (Borko, 2004). School cultures that are supportive to CPD programs foster CPD activities. While school cultures that are unfavorable impeded implementations of CPD programs. School cultures supportive to CPD programs motivate teachers and they will lead schools to success (Skyrme, 1999).

In supportive school cultures, there is a clear understanding about others' opinions, values and attitudes, there is mutual trust among staff, programs are carefully planned according to school contexts and efforts are directed to school goals. Besides, the provision of clear instruction, financial and materials for the implementation of CPD programs is necessary (Lieberman, 1994). Therefore, enhancing CPD supportive cultures will be beneficial to implement the CPD programs.

2.10.3. School Leadership Related Factors for the Implementation of CPD programs

School leaderships because of their closeness to the school situation and their opportunity to alter workplace conditions, probably the most powerful potential source of help or hindrance to the teacher in the implementation process of their programs in the school (Fullan, 1991).

Ornstein and Hankins (1998), facilitating implementation, helping teachers' work together, assessing and furnishing school CPD implementation programs are some of the roles of the school leaderships. Effective school leaderships regularly and frequently check work more with teachers to clarify and support the use of the programs. Hall (1980) noted that he/she has to work with the teachers, helping them plan what they are going to do with policies. If teachers are empowered; they can play their social and technical roles more efficiently (Masha, 2006).

School leaders, have the responsibility for ensuring that all staff have ample opportunities to engage in professional development activities. They should create professional development opportunities that address the aspirations and development of teachers at different career stages (Fernandez, 2002).

2.11. Language Teachers' Continuing Professional Development

For more than four decades, Continuing Professional Development has been part and parcel of language teacher education and development in the world (Mann & Walsh 2017). For language teachers, Continuing Professional Development (CPD) is a compulsory requirement in their career which has the potential to create connections between their

past, present and future professional-selves. Various experts in the field define and interpret the term differently and it has apparently been given an overlapping meaning with 'In-Service Education and Training' (INSET) (Dean 1991). CPD is most of the time interchangeably used with INSET as it was formerly called INSET or in-service training and education. Craft (2000: 6) explains these two terms saying, 'formerly known as in-service education and training, or INSET, a phrase now with a much wider currency to describe in-service training is Continuing Professional Development.' Hargreaves (1994) also claims that INSET and professional Development should be differently understood.

INSET is mostly interpreted as in the form of one-off course whereas CPD is generally considered a life-long and ongoing progress. CPD includes in-service training and education (INSET) and many other undertakings satisfying teachers' developmental needs in the profession. INSET, however, cannot be CPD on its own.

According to Padwad and Dexit (2011), teachers' CPD can take two shapes- the narrow type and the broader one. The narrow type is when teachers need to acquire specific skills and knowledge for a new requirement such as new curriculum, technology or text book within a certain time limit which can be recognized as INSET. The broader or according to Day (1999: 2) the 'expanded' one is, 'the wider, deeper and long-lasting process' in which teachers not only develop specific skills for specific undertakings within restricted time but is the one which develops their thinking, maturity and overall identity as a person in the profession for a longer and productive impact on the education they deliver. It is a naturally constant progression a teacher consciously or unconsciously engages in, to enhance their professional wellbeing through time. This is the common literal explanation of CPD many researchers and authors currently agree with in the field (Day 1999; Bailey et al 2001; Mann & Walsh 2017; Hayes 2014; Richards & Farrell 2005; Day & Sachs 2004).

According to them, CPD can literally be anything professionals engage themselves in as part of their career development path with a reason, goal, and motive for change and growth attached to it. To professionally grow, motivated teachers engage in various activities throughout their lives which can start from the most informal day-to-day activities like watching YouTube videos, participating in social media, talking to peers, reading or writing a reflective journal to the more formal types such as reflecting on classroom practices,

joining professional associations, participating in training, collaborating with colleagues and conducting action research.

In conclusion, the literature reviewed in this section provides the meaning of CPD, need for teachers' CPD, historical development, CPD policy of selected countries, CPD policy of Ethiopia, features of effective CPD, Language Teachers' Continuing Professional Development, CPD activities in schools, and major factors that limit implementation of teachers' CPD have been discussed in this section.

CHAPTER THREE

3. RESEARCH METHODOLOGY

This chapter gives an account of the research design of my study. This is followed by a discussion of the research methodology chosen and the methods of data collection. Subsequent sections in the chapter focus on sources of data, subjects and sampling techniques, data collection instruments, and methods of data analysis.

3.1. The Research Method

A mixed method research methodology was used for this research as it would require an innovative combination of qualitative and quantitative data collection through questionnaires and interviews combined with a study of statistical records, primary and secondary documents. The researcher has chosen to use interviews because, they are flexible and adaptable ways of finding out about things and are widely used as a research instrument in qualitative research (Arksey and Knight 1999).

May (1997), claims that interviews yield rich insights into people's experiences, opinions, aspirations, attitudes and feelings and are, therefore, very suitable for this study. The researcher used semi-structured interviews and the order could be modified based upon the perception of what seems most appropriate to the interviewer (Robson 2002). Therefore, the researcher employed both quantitative and qualitative methods. The quantitative and qualitative methods were preferred in order to address more precisely and effectively the guideline, relevance and practice of teachers' CPD in the schools. They can also provide more comprehensive answers to research questions, going beyond the limitations of a single approach.

For this research, quantitative research method was adopted in primary schools found in Bole sub-city administration to generate data from English language teachers using questionnaire and qualitative research method was used to elicit information from teachers development vice principals, Woreda teachers' development experts and cluster supervisors using interview in order to get their opinions on the current situation of teachers' CPD in schools. Hence, to examine and analyze the guideline, relevance and

practice of teachers' CPD in promoting implementation, quantitative and qualitative methods approaches were adopted.

3.2. Data Collection Instruments

Data collection instruments were questionnaire and interview.

3.2.1. Questionnaire

Questionnaire was the main instrument used to collect data for the study and administered for 63 Primary level English language teachers' /5 to 8/ so as to secure reliable and adequate information for the study. Most of the items in the questionnaire were close-ended supplemented with few open-ended items. Questionnaire was used as the main source of data gathering tool because it has an advantage of mass produced and allows mass collection of very large quantity of information. Besides, they are easy and quick to answer; they have response categories that they are easy to code; and they permit the inclusion of more variables in a research study.

In particular, the scale type known as the Likert scale was used all over the questionnaire. This sort was used in order to appreciate its suitability and find data at a time and for its intrinsic characteristics that it provides an opportunity for informants to express their ideas and sentiments without obstruction. Furthermore, Best and Kahan (2003) have also added that a Likert scale method is a summed rating that offers an interesting possibility for the student of descriptive study. Thus, Likert scale type is the suitable sources to attain essential information about the existing condition and problems from relatively large sample within short period of time.

3.2.2. Interview

Semi-structured interview guide question was prepared by the researcher, with the intention of focusing on the issues assumed to be appropriate to the study. Semi-structured interview was conducted with four Woreda teachers' development experts, ten teachers' development deputy principals, and six cluster supervisors. The interview is helpful to the researcher to obtain data related to support, as well as efforts being made to

enhance the guideline, and practice of teachers CPD activities in the primary schools. The interview was conducted by clarifying its purpose to the interviewees a face-to-face interview and the response was written down by the researcher.

3.3. Subjects and Sampling Techniques

In this study, the data was collected from various sources. These sources included both primary and secondary sources of data. The primary sources of data were government primary school English teachers, teachers' development vice principals, cluster supervisors and Woreda teachers' development experts. In addition, the secondary sources of data were collected from official reports, and documents from the Ministry of Education, Addis Ababa City Administration Education Bureau and from Bole Sub-City Education and Training Offices.

In the administrative structure of Bole Sub-City Administration, there are 15 Woredas but one of the woredas, Woreda 8, does not have primary level school. In Bole Sub-City Administration, there are a total population of 150 employees in 21 primary schools /from 5 to 8/: 101 English language teachers, 14 Woreda teachers development experts, 14 cluster supervisors and 21 teachers development vice principals. There are a total of 21 primary schools in Bole Sub-City Administration in 2018/19. For this study, eight woredas were selected based on the number of schools found in each Woreda and the distance coverage using random sampling technique. Therefore, Woredas two, three, four, six, nine, ten, thirteen and fourteen were selected using simple random sampling technique. In these Woredas, there are 12 government primary schools where each Woreda comprises different number of primary schools. In this study, 10 primary schools were selected using stratified sampling technique to keep the balance between schools by involving one primary school from each Woreda so as to make all Woredas represented in the study and two primary schools were included from two Woredas, Woredas 9 and 13 using purposive sampling technique.

There are a total population of 63 primary level English language teachers /from 5-8/ in the selected ten primary schools /5-8/. The researcher used all the 63 English language teachers as respondents from 10 primary level schools using available sampling technique. Based on the expectation that they have better information and experiences with respect to the study topic, 6 cluster supervisors out of 8 and 4 Woreda teachers' development experts out of 8 were selected using purposive sampling technique. Then 10 teachers' development vice principals /TDP/ were selected using availability sampling since they are directly or indirectly involved in monitoring and implementing of the whole teachers CPD program. In general, 63 English language teachers, 6 cluster supervisors, 4 teachers' development experts and 10 teachers' development vice principals were participants of the study. This means a total of 83 respondents participated in this study.

Table 1: Summary of Sample population

No	Name of the Schools	Woreda	Sample Population				
			English Teachers	Experts	Vice Principals	Supervisors	Total
1.	March 8	2	5		1		7
2.	Birhanih Zare	3	3	1	1	1	7
3.	Misrak Dil	4	3	1	1	1	6
4.	Misrak Ber No. 2	6	4		1	1	6
5.	Bole Addis	9	10	1	1	1	11
6.	Goro	9	9		1		8
7.	Meri	10	4		1		7
8.	Chefie	10	10		1	1	9
9.	Bole Gerji	13	8	1	1		11
10.	Hidassie	14	7		1	1	7
	Total	8	63	4	10	6	83

3.4. Methods of Data Analysis and Interpretation

In view of the descriptive nature of the study, the raw data were collected through both close-ended and open-ended questions which were analyzed through IBM SPSS statistics 20 data analysis. Depending on the type of basic questions and the nature of the data, the frequency counts that were converted into percentages as well as other computations such as mean scores were employed to analyze the data. In addition, the information that was obtained through interview was presented through narrative description to complete the data obtained by means of questionnaire.

For the purpose of this analysis, the five scales of measurements were combined in to three measurements for more clarity and easy analysis and interpretation. As a result, the replies to “Strongly agree” and “Agree” were combined to generate a complete score of “agreement” with each item, and the sum of responses to “disagree” and “strongly disagree” were likewise calculated to gain a measure of “disagreement”. So, the compressed scales of measurements were agreed, undecided, and disagreed. For straightforwardness of summary, the responses to Likert scale rating items mean scores greater than 3.00 were considered as indicators of agreement; mean scores less than 2.57 were remained as signals of disagreement; and mean scores between 2.57 and 3.00 were considered as pointers of moderate agreement/disagreement, and the ideal mean is 3.00.

The data obtained through interview was grouped into themes based on the basic questions and thematically described following the discussion of quantitative data and analyzed qualitatively through descriptive narration to complete the data obtained by means of questionnaires.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with presentation, analysis and interpretation of the data collected from primary level English language teachers, teachers' development vice principals, cluster supervisors and Woreda teachers' development experts through questionnaire, and interview. The data were presented in tables and analyzed using appropriate statistical tools such as percentages, and mean scores. Moreover, the most important points were discussed qualitatively through descriptive statements.

4.1. Characteristics of Respondents

A total of 83 respondents were included in this study. A total of 63 copies of questionnaire distributed for primary level English language teachers and 63 (100 %) copies were filled and returned. Interviews were conducted with 10 teachers' development vice principals, 4 Woreda teachers' development experts and 6 cluster supervisors.

The background information of primary level English language teachers was asked through questionnaire, while teachers' development vice principals, Woreda teachers' development experts and cluster supervisors' information obtained during interview. Thus, responses of the samples of the study on their sex, age, educational qualification, job responsibility and service years were described below.

Table 2: Respondents' Characteristics

No	Characteristics	Variables	Respondents									
			Teachers		Cluster Supervisors		Vice Principals		Woreda Experts		Total	
			No	%	No	%	No	%	No	%	No	%
1.	Respondents' sex	Male	31	49.2	4	66.7	6	60	3	75	44	53.1
		Female	32	50.8	2	33.3	4	40	1	25	39	46.9
		Total	63	100	6	100	10	100	4	100	83	100
2.	Respondents' age	20/below	1	1.6	-						1	1.2
		21-30	21	33.3	-		1	10			22	26.5
		31-40	30	47.6	4	60	5	50	3	75	42	50.6
		41-50	4	6.3	2	40	2	20	1	25	9	10.8
		51/above	7	11.1			2	20			9	10.8
		Total	63	100	6	100	10	100	4	100	83	100
3.	Respondents' educational background	MA/MSc	2	3.2	1	10					3	3.6
		BA/BSc/BED	37	58.7	5	90	10	100	4	100	56	67.5
		Diploma	24	38.1							24	28.9
		Total	63	100	6	100	10	100	4	100	83	100
4.	Respondents' job responsibility	Teaching	63	100							63	75.9
		Principals					10	100			10	12
		Supervisor			6	100					6	7.2
		Expert							4	100	4	4.8
		Total	63	100	6	100	10	100	4	100	83	100
5.	Respondents' years of services	1-5	12	19							12	14.5
		6-10	13	20.6							13	15.7
		11-15	27	42.9	2	40	2	20			31	37.3
		16-20	2	3.2	4	60	5	50	3	75	14	16.9
		21-25	3	4.8			3	30	1	25	7	8.4

		25-30	-	-								
		31/above	6	9.5							6	7.2
		Total	63	100	6	100	10	100	4	100	83	100

Table 2 above reveals features of respondents. Concerning about respondents sex, 31 (49.2 %) of teachers, 4 (66.7%) supervisors, 6 (60 %) vice principals, and 3 (75 %) experts were males, whereas 32 (50.8 %) teachers, 4 (40 %) vice principals, 2 (33.3 %) supervisors were females. Therefore, majority of respondents, about 44 (53.1%) were males and 39 (46.9 %) were females. This aids to incorporate beliefs and interests of both sexes.

With respect to age of respondents, the majority about 30 (47.6 %) of teachers, 4 (60 %) cluster supervisors, and 5 (50 %) vice principals and 3 (75 %) experts are between 31 and 40 years old. Others about 21(33.3 %) teachers, 1 (10 %) vice principals' age lie between 21 and 30 years old respectively. In addition, 4 (6.3 %) teachers, 2 (40 %) cluster supervisors, 2 (20 %) vice principals, 1 (25 %) experts are between 41 and 50 years old. About 1 (1.6 %) of the teachers are 20/below years old. And about 7 (11.1 %), 2 (20 %) vice principals are above 51 years old. Thus, the study shows that majority 30 (47.6 %) of teachers were in their middle ages of 31 to 40 years old. About 4 (60 %) experts and 5 (50 %) vice principals' age also lie between 31 and 40 years old respectively.

In relations to educational qualification, the table presents that, 37 (58.7 %) of teachers, 5 (90 %) of cluster supervisors, 10 (100 %) of vice principals and 4 (100 %) of experts are degree holders, while 24 (38.1 %) teachers are diploma holders. And 2 (3.2 %) of teachers and 1 (10 %) cluster supervisors were second degree holders. This reflects that, a majority 37 (58.7 %) of the respondents were first degree holders.

Informants have diversified job responsibilities. They assumed responsibilities as teachers, supervisors, and experts. Therefore, it is assumed that they have access to information related to CPD activities in schools, availability of resources, process of planning CPD action plan, etc. Therefore, they can provide firsthand information regarding CPD programs.

With high opinion to respondents' service of years, the majority about 27 (42.9 %) of teachers had service year of 11 to 15 years. About 13 (20.6 %) of teacher had service years 6 to 10. While 2 (3.2 %) of teacher, 4 (60 %) of supervisor, 5 (50 %) of principal and 3 (75 %) expert respondents had experience of 16 to 20 years respectively. About 3 (4.8 %) teacher, 3 (30 %) principal, and 1(25%) expert respondents had service year 21 to 25. And about 12 (19 %) teacher respondents had service year 21 to 25. The remaining 6 (9.5 %) of teacher respondents were those who have a service year of 31 or above years. Majorities 31(37.3 %) of respondents were therefore having a service year of 11 to 15 years.

4.2. Relevance of CPD Guideline as Perceived by Primary Level English Language Teachers

The following item was designed to see whether the relevance of CPD is perceived by English language teachers or not.

Table 3: The perception CPD by primary level English language teachers

No	Item	Options	Respondents	
			No	%
1.	To what extent is the CPD relevant in your school?	Very high	2	3.2
		High	14	22.2
		Moderate	42	66.7
		Low	5	7.9
		Very low	-	-
		Total	63	100

Ministry of Education has been captivating numerous teachers support actions to treat matters associated with teachers' excellence. With this respect, a CPD guideline (MoE, 2003) is designed based on the 1994 Education and Training Policy of the country and put into practice to enable teachers update themselves with new outlooks, approaches and policy directions. Besides, (MoE, 2009a) states that all teachers, principals and supervisors must be engaged in a wide range of CPD activities regularly within schools that will bring about improvements in their activities. In relative to the above idea, the respondents were asked to specify whether or not the CPD is relevant in their schools.

As shown in the table, item 1 was designed to assess if the CPD guideline was relevant in the schools or not. As it is plainly specified in the analysis, about 42 (66.7 %) the respondents rated it as "Moderate". On the other hand, about 14 (22.2 %) of respondents rated "High", about 2 (3.2 %) of the respondents rated it as "Very high" and 5 (7.9 %) English teachers rated it as "Low". Therefore, from this data, we understand that the relevance of CPD program in the schools is "Moderate". The overhead data collected from school English teachers exposed that CPD is neither perceived as relevant nor irrelevant in the schools environment. It only exists for the sake of existence; for no importance

The data found through interview from teachers' development vice principals, cluster supervisors and teachers' development experts revealed that CPD program is used in each school, the problem is the weigh given by the teachers. They also underlined that if teachers can go through CPD program, it can strengthen English teachers' profession if they work properly, can fill knowledge gap, can help them improve their students' performance, can help them tackle any problems/challenges they face in their day-to-day activities, can help them prepare teaching aids in better way and so on. The open-ended questions that are given for English teachers showed that CPD program has positive impact in developing teachers and educational efficiency and practice of sharing experience among staff; however, they have doubt about the relevance of CPD in order to be feasible and relevant to the need to develop the professional competence of teachers and to serve to the very purpose of teachers' development.

4.3. The Extent to which the School Leadership and Supervisors Participate in CPD Activities

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

Table 4: Participation of school leadership and school supervisor in CPD activities

No	Items	Options	Respondents	
			No	%
1.	Do school leaders and school supervisors participate in CPD program activities?	Yes	59	93.7
		No	4	6.3
		Total	63	100
2.	How do you rate the support of school leaders and school supervisors?	Very high	2	3.2
		High	11	17.5
		Moderate	49	77.8
		Low	-	-
		Very low	1	1.6
		Total	63	100

School leaders and school supervisors play a major role in the designing and facilitating the implementation of CPD program. Table 4 item 1 intended to examine whether school leaders and school supervisors participate in school-based CPD activities or not. In view of that, 59 (93.7 %) of teachers reported that school leaders and school supervisors participated in CPD activities. On the other hand, about 4 (6.3 %) of teachers responded that there was no school leaders and school supervisors' participation in CPD program. Therefore, from the above data, we can conclude that majority of the school leaders and supervisors participate in CPD program.

For item 2 in the same table overhead, the respondents were asked to rate the support they gain from their leaders and supervisors in the designing and implementation of CPD. In this respect, majority of the respondents, about 49 (77.8 %) of the teachers rated school leaders and school supervisors' support "Moderate", 11(17.5 %) of the teachers rated it as "High", 2 (3.2 %) of the teachers rated it as "Very high and 1 (1.6 %) of the teachers rated it as "Very low". The majority 49 (77.8 %) of the respondents exhibited that school leaders and supervisors' support is not to the extent they deserve. This clearly entails that the extent of school leaders and supervisors' support in CPD activities is not sufficient.

In relation to this idea, open-ended items given to English teachers indicated that even though school leaders and supervisors participate in CPD activities, they did not put much effort in supporting them. On the other hand, the interview I gathered entails that some teachers are not willing to go through this program. They rather think that CPD is there to put burden on them for nothing. This implies that there is miscommunication between English teachers and school leaders and supervisors.

4.4. The Level of Support Provided by School Leadership and Supervisors

Accomplishment of CPD application depends on the support of school leadership and supervisors. The following items were designed to gather data on support factors.

Table 5: Mean distribution of responses on the support from school leadership and supervisor in the implementation of some identified CPD activities.

NB: A=agreed; U=undecided; D=disagreed

No	Items	Respondents					
		A(4)	U(3)	D(2)	Total	Mean	SD
1.	Clarify the goals of CPD guideline	14	5	44	63	2.52	.84
2.	Create conducive atmosphere for CPD activity	16	11	36	63	2.68	.86
3.	Provide financial and material support	13	11	39	63	2.59	.82

4.	Identify CPD priorities to be treated by each teacher	15	7	41	63	2.59	.85
5.	Professionally support teachers as they plan their CPD	15	6	42	63	2.57	.86
6.	Professionally support teachers as they implement their CPD plan	10	7	46	63	2.43	.76
7.	Being role model by taking part in CPD implementation	13	13	37	63	2.63	.81
8.	Regularly evaluate whether implementations are achieving intended results	11	13	39	63	2.56	.78
9.	School compare teachers on their performance and achievement in CPD	10	12	41	63	2.51	.76
10	Provide incentives for teachers	8	7	48	63	2.37	.70

NB: mean <2.57 “disagreed”; mean =2.57-3.00 “undecided”; mean >3.00 “agreed”

Like all other programs, teachers want experts who know the actual ground situation to support or train them, as then it would be more meaningful and useful. Therefore, CPD program implementation also needs support. Success of CPD implementation in schools depends on the excellence of supports from school leadership and school supervisors. Ornstein and Hunkins (1998) considered the school leadership and school supervisor as a key sponsor of successful implementation.

Regarding item 1 in table 5 above, the respondents were asked if the school principals and supervisors support in describing the goals of CPD guideline (policy) to English teachers. The respondents did not agree or disagree. The mean ratings of teachers were also indicated 2.52. This shows that, the school leaderships and supervisors support is not to the extent of clarifying the goals of CPD guideline. Thus, teachers may not be at all clear what they should do and gain from it. Success of implementations of programs depends on the clarity of the policy message. Poor clarity of the guideline/policy results in failure of implementation programs.

As can be seen from table 5 above, items 2, 3, 4, 5 and 7 respondents asked to identify whether the school principal and supervisors create conducive atmosphere for CPD activity; provide financial and material support; are role models by taking part in CPD implementation; identify CPD priorities to be treated by each teacher in CPD implementation and professionally support teachers as they plan their CPD or not. Accordingly, the mean ratings were 2.68, 2.59, 2.65, 2.59, and 2.57 respectively. This pointed out that the mean ratings indicated that the respondents were undecided.

With regard to items 6, 8, 9 and 10 in the same table, the respondents were questioned if school principals and supervisors professionally support teachers as they implement their CPD plan; regularly evaluate if the implementations are achieving the intended results; compare teachers on their performance and achievement in CPD, and provide incentives for teachers. Accordingly, the respondent disagreed. This implies that there is no professional support during implementation; no regular evaluation about CPD results; no comparison of teachers on their performance and achievement in CPD; and no incentives provided for teachers who do CPD as desired. The mean ratings ranged from 2.37 to 2.56.

4.5. Factors that Promote the Implementation of CPD Guideline in Portraying English Language Teachers' Satisfaction

As it was described in the review literature of this study, numerous factors could facilitate or inhibit CPD guideline/policy implementation. Be acquainted with these factors may help to take helpful actions. Thus, in this section aspects that promote the implementation of CPD guideline are presented. Here the respondents were requested to designate their responses on the extent to which the listed factors promote the implementation of CPD programs in their schools.

Table 6: Factors promoting the implementation of CPD program

NB: A=agreed; U=undecided; D=disagreed

No	Items	Respondents					
		A(4)	U(3)	D(2)	Total	Mean	SD
1.	There is clarity of goals	18	4	41	63	2.63	.90
2.	There are equal opportunities to all school teachers in CPD activity	14	10	39	63	2.60	.83
3.	There is conducive atmosphere to practice CPD	13	9	41	63	2.56	.82
4.	There is adequate time available for CPD	11	7	45	63	2.46	.78
5.	Teachers are committed to doing CPD	9	12	42	63	2.48	.74
6.	There is adequate budget allocation	10	12	41	63	2.50	.76
7.	There are adequate material resources.	10	12	41	63	2.51	.76
8.	There are incentives for teachers who do CPD as desired	8	11	44	63	2.43	.71

NB: mean <2.57 “disagreed”; mean =2.57-3.00 “undecided”; mean >3.00 “agreed

Concerning about factors that promote the implementation of CPD program, the respondents were asked to designate their agreement on the attendance of some of the identified factors listed in the table above. For items 1 and 2 in the table above, the respondents asked to specify whether there is clarity of CPD guideline goals as well as equal opportunities to all school teachers in CPD activity, the mean ratings of teachers were 2.63 and 2.60 respectively. These depict that the respondents were unable to decide if there is clarity of CPD guideline goals and equal opportunities for all school teachers in CPD activity. It is certainly true that the understanding of both the goals and the means by teachers is crucial for implementation, because the greater the understanding of the CPD guideline and what is to be gained from their implementation, the greater success of implementation. Besides, success of CPD implementation is strongly related to the extent to

which all school teachers had equal opportunities to participate in CPD activity. However, the above mentioned qualities could not be determined by the respondents' responses. They rather preferred to be neutral.

For item 2, 3, 4, 5, 6, 7, and 8 in the same table, the respondents disagreed. Accordingly the respondents revealed that there is no conducive atmosphere to practice CPD; there is no adequate time available for CPD; teachers are not committed to doing CPD; there are inadequate material resources; there is inadequate budget allocation, and there are no incentives for teachers who do CPD as desired.

The data attained through interview from teachers' development vice principals, supervisors and Woreda teachers' development experts also revealed that the existence of clarity on CPD guideline/policy goals and equal opportunities for all teachers in CPD could have positive factor for promoting CPD implementation. However, most teachers believe that putting effort to clarify the CPD guideline is to purposefully waste their time and energy. They know that there is no any punishment for not properly following up the instructions given by the school leaders and supervisors, even not to do the CPD at all. They know that they do not lose or gain anything.

4.8. Factors that Constrain the Implementation of CPD Guideline

As it was described in the review literature of this study, numerous factors could facilitate or inhibit CPD guideline/policy implementation. Be acquainted with these factors may help to take helpful actions. Thus, in this section aspects that constrain the implementation of CPD guideline are presented. Then, they were asked the extent of their agreement on the occurrence of some recognized issues that constrain to the effective implementation of CPD program in their schools' settings.

Table 7: Factors constraining the implementation of CPD program

NB: A=agreed; U=undecided; D=disagreed

No	Items	Respondents					
		H(4)	M(3)	L(2)	Total	Mean	SD
1.	Lack of clarity of CPD goals	54	4	5	63	3.78	.58
2.	Lack of conducive atmosphere to practice CPD	52	6	5	63	3.75	.59
3.	There is inadequate time for CPD	52	6	5	63	3.75	.59
4.	Lack of commitment of teachers	51	5	7	63	3.70	.66
5.	Lack of adequate budget allocation for CPD	52	8	3	63	3.78	.52
6.	Lack of adequate material resources	48	8	7	63	3.65	.68
7.	Lack of incentives for teachers who do CPD as desired	56	5	2	63	3.86	.43

NB: mean <2.57 “disagreed”; mean =2.57-3.00 “undecided”; mean >3.00 “agreed

Regarding factors that constrain the implementation of CPD program, the respondents were asked to indicate their agreement on the presence of some identified factors listed in the table above. For all items in the table above, the respondents were asked to indicate their agreement on the lack of clarity of CPD goals, lack of conducive atmosphere to practice CPD, inadequate time for CPD, lack of commitment of teachers, lack of adequate budget allocation for CPD, lack of adequate material resources, and lack of incentives for teachers who do CPD as desired. Accordingly, the mean ratings of teachers were 3.78, 3.75, 3.75, 3.70, 3.78, 3.65 and 3.86 respectively. The analysis indicated disagreement.

The data showed there were lack of clarity of CPD goals, lack of conducive atmosphere, inadequate time to implement CPD program, lack of commitment of teachers, lack of adequate budget allocation, lack of adequate material resources, and lack of incentives for teachers. Participants saw CPD program as supplementary task; as imposing from the top; teachers and principals focus mostly on academic activities. Baker (1997) asserted that lack of teachers' enthusiasm can wipe out programs effectiveness. It is unlikely a program will be implemented if it does not receive. The data gathered from English teachers through open-ended questions also revealed similar suggestions with the questionnaire data.

Therefore, the lists suggested by teachers, experts and supervisors about possible ways of promoting teachers' CPD guideline were found to be almost similar both with the findings of open-ended data and with the findings of teacher development vice principals, Woreda teachers' development experts and supervisors interviews.

In general, the data obtained through open-ended questions and interview portray that there are constraining factors that affect the CPD guideline/policy and its practice. Particularly lack of conducive atmosphere; lack of support from school leaderships and supervisors; lack of regularly evaluating the achievements of the intended results and feedback by teachers' development; lack of commitment to implement CPD activities; neglect of training on CPD implementation; lack of incentives; lack of emphasis given to implementation; lack of adequate budget allocation and material resources for CPD program implementation are the major constraints for CPD program implementation.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary, conclusions and recommendations. The summary unit summarizes major findings of the study in line with the foremost objectives and research questions, conclusions drawn on the foundation of the findings and recommendations are offered so as to ease the problems come across the guideline and relevance of teachers' CPD program activities.

5.1. Summary

The objective of this study was to explore the impact of CPD on professional development of English language teachers in governmental schools found in Bole Sub-City Addis Ababa City administration. In order to achieve this objective, the following basic research questions were stated and treated:

1. How do primary level English language teachers perceive the relevance of CPD and how it looks in government school?
2. To what extent do the school leadership and school supervisors support the implementation of CPD?
3. How does CPD promote the satisfaction of English language teachers in government school?
4. What are the factors that constrain primary level English language teachers' participation and development in the environment?

The study was carried out in ten government primary schools /5-8/ in Bole Sub-City. The sources of data were English language teachers, teachers' development vice principals, Woreda teachers' development experts and cluster supervisors. To deal with these basic questions, descriptive survey design was employed. Questionnaire and interview guides were used as instruments of data collection. In providing pertinent data, 63 primary level English language teachers, 10 teachers' development vice principals, 4 Woreda teachers' development experts, and 6 primary school cluster supervisors totally, 83 respondents were involved in the study.

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

1. Majority 42 (66.7 %) of the respondents rated the relevance of CPD program as "Moderate". This entails that the relevance of CPD program in the schools is "Moderate". Therefore, the primary level English language teachers /5-8/ exposed that CPD is either relevant/irrelevant. The interview responses gathered from TDP, CS and WTDE revealed that CPD is existed in each school; however, its relevance is hindered by the negative perception of teachers.
2. Majority 59 (93.7) the respondents reported that school leaders and supervisors participated in CPD activities. But concerning about supports English teachers get from them, 49 (77.8 %) of the respondents rated as "Moderate". This plainly entails that the extent of school leaders and supervisors' support in CPD activities is insufficient or not to the desired level. The open-ended also indicated the same result. On the other hand, the data gathered through interview revealed that most English teachers are not willing to go through the CPD guidelines; they rather consider it as putting burden and wasting their time for nothing.
3. Concerning about the supports from school leadership and school supervisors in some identified CPD activities, the respondents had two perspectives. Some of the identified items are "Moderate" and some are "Disagree". Accordingly, the respondents were undecided/ neutral if the school leaders and supervisors create conducive environment for CPD activity, provide financial and material support, identify CPD priorities to be treated by each teacher, professionally support English teachers as they plan their CPD, and are role models by taking part in CPD implementation with the mean ratings 2.68, 2.59, 2.59, 2.57, and 2.63 respectively. This pointed out that the respondents were unable to agree/disagree about the mentioned items.

On the other hand, items 1, 6, 8, 9, and 10 with the mean ratings from 2.37 to 2.56, the respondents disagreed. This means the school leaders and supervisors do not support English teachers during CPD implementation; do not regularly evaluate CPD results; do not compare teachers based on their performance and achievement, and do not provide them any incentives. The interview result indicated that teachers are forced to do CPD. They do not want to do it because there is nothing they lose or gain about doing it. They considered it as wastage of time and energy. And these bad perceptions created challenges to school leaders and supervisors for the proper implementation of CPD program.

4. With regard to factors promoting the satisfaction of English teachers in the implementation of CPD program, the respondents disagreed. Accordingly, English teachers do not have conducive atmosphere to practise CPD; they are not given adequate time for CPD; they are not committed to doing CPD; they do not have adequate budget allocation; they do not have adequate material resources, and they are not given incentives even if they do CPD as desired. The data gathered through interview revealed that there is no budget allotted for CPD. There is a 10% budget taken from each school's total budget; however, this little amount of money is used for tea or coffee i.e. teachers use it during planning session just for tea or coffee. But concerning about resources like papers, charts, pens . . . , their schools offer them. Apart from these, teachers are not given any incentives for doing CPD better or worse.
5. Concerning about factors constraining the implementation of CPD program, lack of clarity of CPD goals; lack of conducive atmosphere in schools; lack of adequate time; lack of commitment towards CPD program; lack of adequate budget allocation; lack of material resources for CPD program implementation; and lack of incentives provided for those who do CPD as desired were the major constraining factors in implementing CPD program. The mean ratings of teachers showed that 3.78, 3.75, 3.75; 3.70, 3.78, 3.65, and 3.86 respectively. The data obtained through open-ended questions strengthened that the constrain that affect CPD guideline/ policy and its relevance.

5.2. Based on the overall findings of the study, the following conclusions were drawn:

1. CPD guideline was designed but it was not properly put into practice to permit teachers, school principals and supervisors update themselves with new outlooks, approaches and policies. The result of this research revealed that the extent of CPD guideline serve to the very purpose of teachers' professional competence development and its relevance was moderate. Thus, it can be concluded that moderate relevance and serves might have negatively affected the perception of the primary level English language teachers.
2. CPD implementation is contingent with what teachers do and think. The success of CPD implementation was also strongly connected to the degree to which teachers and supervisors involved in CPD activities. In this regard, the finding of the study revealed that partaking of primary level English language teachers and supervisors of Bole Sub-City under study was moderate in the study school. Hence, it can be concluded that the exertion made by English teachers and supervisors participation in CPD implementation were moderate.
3. School principals and school supervisors because of their closeness to the school situation and their opportunity to change workstation circumstances, possibly the most influential potential sources of helps or hindrance to CPD implementation procedure in schools. Supports such as conducive opportunities to all teachers in CPD activities; identifying CPD priorities to be treated by each teacher; providing financial and material support; being role models by taking part in CPD implementation; and professional support teachers as they plan their CPD were considered to be moderately given by school principals and supervisors. And the finding indicated that supports like clarifying the goals of CPD policy; professional supporting during CPD implementation; regularly evaluating the intended results; comparing teachers on their performance and achievement in CPD; and providing incentives for teacher who do CPD as desired was low. Thus, it can be concluded that the implementation process might have been negatively affected because of unsatisfactory supports from school leadership and supervisors.

4. Factors that constrain/affect the proper implementation of CPD like unclear CPD goals, not conducive atmosphere to practice CPD, inadequate time, inadequate budget allotment, inadequate material resources and not given incentives for English teachers who do CPD as desired directly affect the implementation of CPD program.

5.3. Recommendations

In view of the findings and conclusions, the following recommendations were furthered:

1. School principals and supervisors are counselled to prepare regular and constant panel discussion to carry on the practice of English teachers' CPD program. This could be done by shining individual's better performance and achievement work in CPD implementation program. In addition, evaluating the achieving intended results of CPD implementation program and supplying abrupt productive comments and feedback to English teachers.
2. It is recommended that training chances chiefly on CPD guideline and on implementation CPD program should be obtained to English teachers. This is supposed to have a positive outcome on the participation of English teachers in CPD activities. This may contribute to increase consciousness and raise self-initiation and confidence of English teachers. And to guarantee English teachers' development and thereby to convey about modification in the excellence of education, school principals should compare English teachers on their performance and achievement in CPD in order to endorse teachers' involvement in CPD activities. The rewards and sanctions connected to participation in CPD programs should be clearly known to them.

3. It is recommended that the sub-city education office, WEO, and schools are required to generate consciousness regarding research as a right and responsibility of English teachers. CPD itself should be amended so as to attract English teachers' attention. It should be based on the teacher's needs. Whatever CPD program is preferred to be employed in schools, the teachers' professional needs should primarily be taken into consideration.

4. Finally, to turn out to be relevant and serve to the very purpose of teachers' professional competence development, schools, WEO, ASCEO, AAEB, and MOE need to work collaboratively so as to give more stress to arouse English teachers' curiosity and commitment to make them involve vigorously in their CPD.

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List of Appendices

Appendix- A: Questionnaire for primary level English language teachers

Appendix-B: Interview for Woreda Teachers' Development Experts and Cluster

Supervisors

Appendix- C: List of Pictures

Appendix- D: Letter of Confirmation

Appendix-A

Addis Ababa University

College of Humanities, Language Studies, Journalism & Communication

Department of Foreign Languages and Literature

A questionnaire to be filled by Primary School English Language Teachers

Purpose

The purpose of this questionnaire is to collect necessary data for a thesis entitled “Exploring Primary School English Language Teachers’ Perceptions of Continuing Professional Development”. It aims at identifying basic problems with the implementation of CPD and hopes to recommend possible solutions. So for the success of the thesis, please, answer every question on the basis of the situation in your school.

Your cooperation to offer relevant and essential information is highly important for the success of the study. So, you are kindly requested to complete this questionnaire. For security purpose, you do not need to write your name on the questionnaire paper. Any data collected for this research work will be kept confidential and anonymous. The answers you offer won’t be available to anyone other than the student and if necessary my advisor.

Thank you in advance for your cooperation!!

Part I. Personal Information

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

1. Name of the School _____

2. Sex: Male Female

3. Age

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

B) 21-30 D) 41-50

4. Service in years A) 1-5 C) 11-15 E) 21-25

B) 6-10 D) 16-20 F) 26-30

G) 31 or above

5. Job responsibility A) Teaching C) Expert

B) Supervisor

6) Qualification: A) Certification C) Bachelor degree

B) Diploma D) Master's degree

E. PhD

Part II: The relevance of CPD as perceived by primary level English Language Teachers

2.1. In your understanding, to what extent is the CPD relevant in your school?

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

2.2. If your answer to question 2.4 above is “Low” or “very low”, what do you think is the reason? _____

Part III: The extent of leaderships and school supervisors’ participation in CPD activities.

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

3.2. If your response for the question number 3.4 is “yes”, how do you rate the support?

A) Very high B) High C) Moderate D) Low E) very low

3.3. If your response for question number 3.4 is “No”, why?

Part IV: The support from school leadership and supervisors in the implementation of some identifies CPD items.

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

No	Items	Degree of agreement Strongly				
		Strongly Agree(5)	Agree (4)	undecided(3)	Disagree (2)	Strongly Disagree(1)
4.1.1	Clarify the goals of CPD guideline					
4.1.2	Create conducive atmosphere for CPD activity					
4.1.3	Provide financial and material support					
4.1.4	Identify CPD priorities to be treated by each teacher					
4.1.5	Professionally support teachers as they plan their CPD					
4.1.6	Professionally support teachers as they implement their CPD plan					
4.1.7	Being role model by taking part in CPD implementation					
4.1.8	Regularly evaluate whether implementations are achieving					

	intended results					
4.1.9	School compare teachers on their performance and achievement in CPD					
4.1.10	Provide incentives for teachers					

Part V: Factors promoting the implementation of CPD on Teachers'

Satisfaction

5.1. To what extent do you agree/disagree with the following activities regarding factors that promote the implementation of CPD? Please mark "X" for your response representing degree of your agreement/disagreement for each item indicated below.

No	Item	Degree of agreement Strongly				
		Strongly Agree(5)	Agree (4)	undecided(3)	Disagree (2)	Strongly Disagree(1)
5.1.1	There is clarity of CPD goals					
5.1.2	There are equal opportunities to all school teachers in CPD activity					
5.1.3	There is conducive atmosphere to practice CPD					
5.1.4	There is adequate time available for CPD					
5.1.5	Teachers are committed to doing					

	CPD					
5.1.6	There is adequate budget allocation					
5.1.7	There are adequate material resources					
5.1.8	There are incentives for teachers who do CPD as desired					

5.2. If any, please specify.

Part VI: Factors constraining the implementation of CPD

6.1. To what extent do you agree/disagree with the following activities regarding factors that constrain the implementation of CPD? Please mark "X" for your response representing degree of your agreement/disagreement for each item indicated below.

No	Items	Degree of agreement Strongly				
		Strongly Agree(5)	Agree (4)	undecided(3)	Disagree (2)	Strongly Disagree(1)
6.2.1	Lack of clarity of CPD goals					
6.2.2	Lack of conducive atmosphere to practice CPD					
6.2.3	There is inadequate time for CPD					

6.2.4	Lack of commitment of teachers					
6.2.5	Lack of adequate budget allocation for CPD					
6.2.6	Lack of adequate material resources					
6.2.7	Lack of incentives for teachers who do CPD as desired					

6.2. If any please specify.

6.3. What do you think are there possible solutions? Please suggest them.

Part VII: Open-ended questions

Please give short and brief answers in the spaces provided

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

7.2. What do the school leaderships and school supervisors do to support teachers as they implement their CPD plans?

7.3. What factors do you think are promoting the implementation of CPD programs?

7.4. What factors do you think are hindering the implementation of CPD programs?

Thank you in advance for your cooperation!!

Appendix-B

Addis Ababa University

College of Humanities, Language Studies, Journalism & Communication

Department of Foreign Languages and Literature

An Interview Guide questions to collect information from teachers' development vice principals, Woreda teachers' development experts and cluster supervisors about guideline and relevance of teachers' CPD in primary schools.

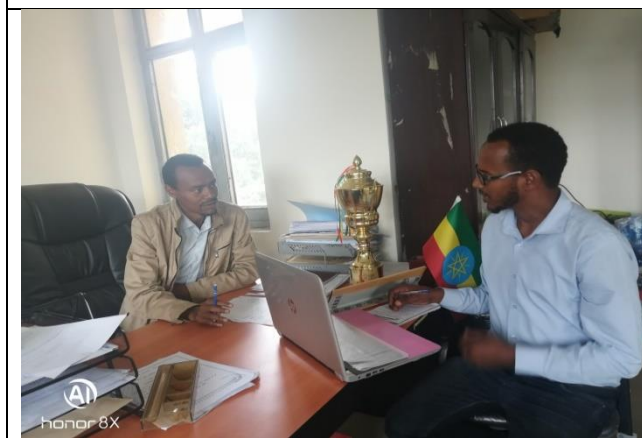
1. How do you see the relevance of CPD programs for teachers?
2. Do you think English teachers are engaging in CPD activities?
3. Do you think CPD is properly implemented?
4. To what extent do English teachers are engaging in CPD?
5. How do you follow-up the implementation of CPD activities in each school?
6. Would you mention the major activities that English teachers are participating?
7. How do English teachers justify their participation in the CPD activities?
8. Do you think the school leaderships and school supervisors participate in CPD activities? How do you justify?
9. Do you think the school leaderships and school supervisor support English teachers as they implement their CPD plans?
10. Do the schools allocate budget and material resources for the implementation of CPD programs?
11. What factors hinder the implementation of CPD?
12. To promote the implementation of the CPD, what do you suggest?

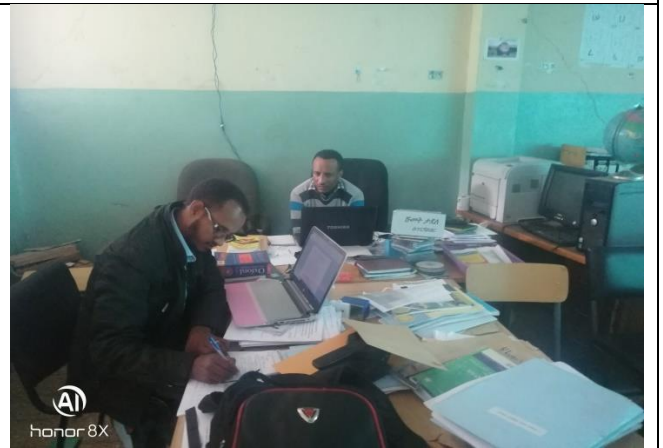
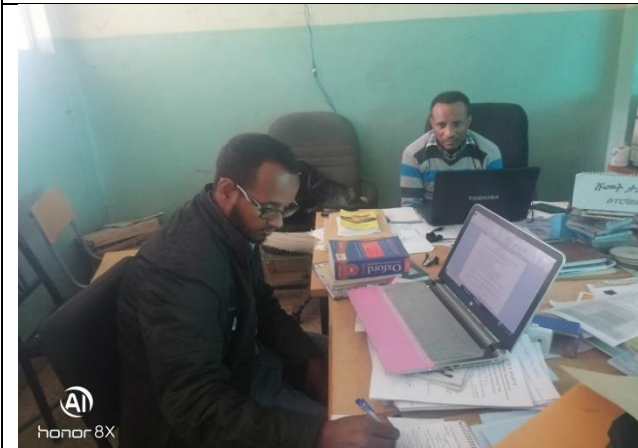
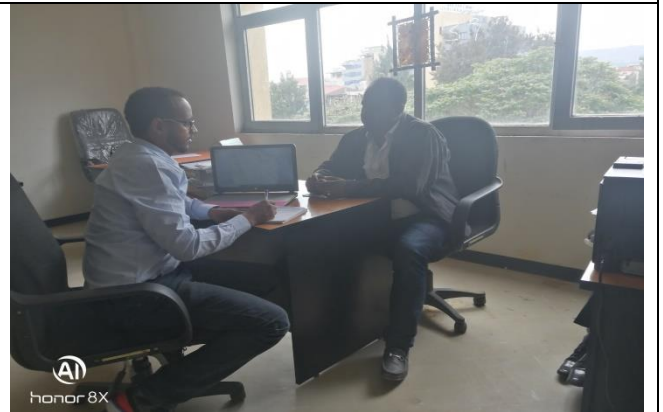
Thank you in advance for your cooperation!!

Appendix- C: List of Pictures

Participants

Cluster Supervisors, TDP and WTDE





English Teachers' Pictures










**Appendix- D:
Letter of Confirmation**

DECLARATION

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

Name: Yoseph Feleke Sahle

Signature: 

Date: May 2019

Place: College of HLSJC

Addis Ababa University

May 2019