

**Perception and Practice of Teachers in
Continuous Professional Development
in Five Sub-Cities of Addis Ababa**

Tsion Gebreyesus

**A Thesis Submitted to
Institute of Educational Research**

**Presented in Partial Fulfillment of the Requirements for the
Degree of Master of Arts in
Educational Research and Development**



**Addis Ababa University
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Acronyms

AAEB:	Addis Ababa Education Bureau
CPD:	Continuous Professional Development
MoE:	Ministry of Education
REB:	Regional Educational Bureau
SPSS:	Statistical Package for the Social Sciences
ETP:	Education and Training policy
CRCs:	Cluster Resource Centers
ELIP:	English Language Improvement Training
TVET:	Technical and Vocational Education and Training
ESDP:	Education Sector Development Program
GDP:	Gross Domestic Product
TTI:	Teacher Training Institute
TESO:	Teacher Education System Overhaul
GEQIP:	General Education Quality Improvement Package
TTC:	Teacher Training College

Abstract

The purpose of this study was to explore primary school teachers' perceptions and practices of continuous professional development in primary schools of five sub cities in Addis Ababa, in which teachers and CPD coordinators were participated. The study was focused on teachers' perceptions of CPD activities as well as their perceptions about its implementation. In order to accomplish this purpose, the following research questions were generated: what is the effect of CPD implementation on the practice of teaching, what is the effect of CPD implementation on teachers professional development need, what opportunities did CPD created in schools & what factors affect CPD implementation. This study took a multi-methods approach, i.e. quantitative and qualitative research, in which the data were collected through a questionnaire for teachers and focus group discussion with school CPD coordinators. It was concluded in the study that most respondents were appreciated opportunities for CPD and valued the benefits of CPD for teachers and for schools as a whole. In addition, with a higher percentage, it was showed that CPD is a means of career development. The results and information provided here would be valuable for anyone who is interested in, as well as for those who are responsible for an improvement and implementation of CPD.

CHAPTER ONE

1. INTROUDCUTION

1.1 Background

Continuous Professional Development (CPD) is about training of school staff or teachers for professional development. It's a linear evolution that covers the entire career of the teacher: from the very start as a student teacher, via the initial guidance of junior educator's right up to the professional practice of senior teachers (Coretzer, 2001:78).

Continuous Professional Development helps to become a better teacher and helps to improve student learning and achievement. In Ethiopia, CPD focuses on improving the teaching-learning process, with the priorities of introducing active learning, practicing continuous assessment, and managing large classes. It can also cover the professional development of other school staffs such as administrators, but the context here is often different as their roles are more supportive. MoE (2009b)

To set forth a clear description of CPD, we also need a clear idea about the goals that education must reach. The main benchmark, against which we will always evaluate the professional development of a teacher or a school, is how to foster individual learning of the pupils. The pupils' learning process is dependent upon the curriculum on the one hand and their teachers' competences on the other hand. Both are based on a clear vision

on education: there must be transparency in educational goals and a mutual agreement on curriculum. It's the responsibility of the Teacher Training Institutes to see to it that beginning teachers are sufficiently equipped with basic competences. In turn, it is the teacher's own responsibility and moral obligation to continuously strive to become a better teacher. The standards that are set for quality education can be derived from the educational goals and be used by the institutes that inspect and coach the teachers and schools. (MoE, 2009b)

According to Bredeson, teacher's professional development process must take into account that the nature of society changes constantly, as do the pupils and their families. Therefore, new knowledge and evolving demands must feed into this process. Every time when new knowledge is applied in educational processes, the teacher needs not only to grasp and understand it, but also practice it. During this time the following two processes occur. Bredeson (2003:9).

1. The teacher is uncertain about him- or herself, concerned about the new task at hand, and also concerned about others (for example the pupils and colleagues).
2. The educational change has to be learned by the teacher. This is not only about learning the new content but also very much about the teacher's belief that this new content will really deliver better results with the pupils and make the teacher's life easier.

There are three types of approaches when we talk about CPD according to Bredeson (2003:9). These are:-

1) Top-down and bottom-up approach

In the top-down approach, CPD is organized from a central, national, ministerial etc. level while 'facilitators' are cascading information down to lower levels. In the bottom-up approach, CPD is treated at school level where local priorities are made and certain goals are agreed upon. In CPD, a combination of the two approaches is essential. From the top down, we take the curriculum as a point of reference and look for supportive methods and materials. From the bottom up we start from an analysis of the teacher trainers' daily challenges with different topics and support them with relevant strategies and materials.

2) Theoretical and practice-oriented approach

The purely theoretical approach leads to an immense practice shock, while a practice-only approach leads to an unreflective socialization of student teachers into the teaching profession.

3) Motivation and accountability

Teachers have to be motivated to engage fully in continuing professional and personal development in the school. The process of rewarding should help to distinguish between those who perform the role well, and those who perform the role with excellence. On the bases of skills and improved

performances brought into the classroom that will, obviously is, resulted in students learning improvement. Motivation in line with classroom performance on top of in school performance will result in improved teaching and learning.

In the other way every teacher must be accountable to the society and have the individual moral duty to innovate because they work with pupils as a human capital. Therefore, the core question is not about which approach is best, but how to integrate all so as to have the best. Bredeson (2003:9)

The major principles of continuous teachers professional development are drawn from the works of Leu (2004), Gioble and Burns (2005) and Gray (2005).

- It should be based on the differences between actual student performance, goals and standards for student learning.
- The content should focus on what students are to learn and how to address the different problems students may have in learning.
- It should be primarily school-based and built into the day-to-day work of teaching.
- It should be continuous and ongoing, involving follow-up and support for further learning.
- It should incorporate evaluation by multiple sources of information on outcomes for students and the instruction and other processes

involved in implementing lessons learned through professional development.

There are two types of CPD in Ethiopia (MoE,2009b). These are updating and upgrading. Updating is a continuous process in which every professional teacher participates during their career as a teacher. It focuses on subject knowledge and pedagogy to improve classroom practice. And upgrading is the process by which teachers can choose to participate in additional study outside their regular work as teachers at appropriate times in their career.

In the Ethiopian Context, there are two stakeholders for CPD. (MoE, 2009b) These are teachers and school leaders. Each stakeholder in CPD has responsibilities. To explain some of the responsibilities, teachers are responsible for CPD practice in the classroom and they should work collaboratively with colleagues to improve teaching and learning; in the other hand, school leaders are responsible for creating a CPD management strategy within the institution, regularly monitoring the effectiveness of the changes to teaching and learning, ensuring that the institution produces an Annual CPD Plan and manages the budget, ensuring that an effective CPD need analysis is carried out each year, ensuring that all teachers in schools take part in sixty hours of CPD activities each year, monitoring and assessing the content of individual professional Portfolios and giving constructive feedback and collaborating with Woreda, zone and REB

professionals to ensure that national and regional CPD priorities are addressed in institutional CPD planning. (MoE, 2009b)

MOE (2009b) listed many characteristics of effective CPD. To illustrate some of effective CPD characteristics; effective CPD is subject content and teaching strategies centered, teachers in active roles, choosing goals and activities for themselves, excellent use of classroom practitioners, broad definition that aims at improving teachers performance in the classroom, the processes which are being learned are modeled, participation of teachers as helpers, facilitators and planners and emphasis on demonstration, supervised trials and feedback.

Following the above, this study is assumed to address primary school teachers' perception and practice of Continuous Professional Development in Addis Ababa and tries to address how well CPD achieves its goals.

1.2 Statement of the Problem

Continuous Professional Development (CPD) helps in improving teacher's knowledge of the subject-matter, support teacher capacity to teach effectively using appropriate new student-centered and problem-solving approaches and increasing teacher's professional competencies by developing more positive attitudes, more cooperative approaches to their work at the school level and strengthen professional identity. Similarly, the Education and Training Policy of Ethiopia, described issues related to CPD

in its objectives, to promote the profession of teachers in the subject matter.

In Ethiopian context teachers are expected to have professional competencies which are to be achieved through CPD. Some of these are facilitating students learning, assessing and reporting students learning outcomes, engaging in continuous professional development, mastery of Education and Training Policy, curriculum and other program development initiatives and forming partnership with the school community. Despite these facts, according to MoE (2009b) there are factors that affect the effective practice of CPD. Some of them are stated below.

- CPD facilitators high turn over
- Time constraints on teachers as well as their school leaders
- Total absence or inadequacy of the minimum resources to run CPD
- In nearly four out of five schools the structure of CPD is either absent or inadequate
- Failure to harmonize career structure and CPD values and activities
- CPD programs lagging behind its time and the tendency of rushing to cover the course
- Lack of systematic coordination between the education bureaus, Teacher and Education Institutions

Following the above, this study is designed to understand the perception and practice of Continuous Professional Development for primary school

teachers, in Addis Ababa and tries to address or investigate the effect of Continuous Professional Development implementation on the practice of teaching, the effect of Continuous Professional Development implementation on teachers professional development need, the constraints for implementing Continuous Professional Development and finally tries to trace the opportunities what CPD created in schools.

1.3 Objective of the Study

The main objective of the study was to investigate primary school teachers perception and practice of Continuous Professional Development in Addis Ababa.

Specific Objective:

- This study specifically aims:-
 - to examine primary school teachers understanding of CPD in terms of its relevance
 - to assess how CPD improved teacher's class room practice
 - to assess how well CPD is achieving its goals in selected primary schools

1.4 Basic Research Questions

This study attempts to address the following major research questions:

- What is the effect of Continuous Professional Development implementation on the practice of teaching?
- What is the effect of Continuous Professional Development implementation on teachers professional development need?

- What are the constraints for implementing Continuous Professional Development?
- What opportunities did CPD create in schools?

1.5 Significance of the Study

This study will be a significant support to understand perception and practice of Continuous Professional Development for primary school teachers in Addis Ababa. The study will also be beneficial to discover primary school teachers understanding of Continuous Professional Development in terms of its relevance.

It will also serve as a future reference for researchers on the subject of Continuous Professional Development. And importantly, this research will educate how well CPD is achieving its goal in selected primary schools.

1.6 Delimitation of the study

This study was delimited to the investigation of primary school teachers' perceptions and practices of CPD in 15 primary schools in Addis Ababa. It is also limited only with CPD activities at school. Moreover it is delimited to government primary schools for the sake of in depth analysis and currently CPD program is being practiced in government schools only. However, the cases are described in sufficient detail to enable readers to connect the findings.

1.7 Limitation of the study

The study was carried out under some constraints. The below points were noted and stated:

- The major limitation of this study was lack of participating school supervisors, directors and students as part of the study even if it is known that their contribution has a great relevance
- The other limitation was that due to time constraint, only ten teachers were selected from each school. As a result, the findings of this study may not be generalizable as all schools do not have equal number of teachers.
- Moreover, due to lack of time factor other secondary data were not used in this study
- Finally, as the FGD were carried out in the busy months, this may affect teachers' willingness in giving more responses and time to the FGD.

However, the cases are described in sufficient detail to enable readers to connect the findings.

1.8 Operational Definitions of Terms and Phrases

For the purpose of this research the following terms are defined to describe the idea of the researcher:

1. **Perception** – a particular way of understanding or thinking that teachers manifests about CPD
2. **Belief** – Strong feeling that something is right and good practice and will be effective
3. **Continuous Professional Development (CPD)** – a modular program that is delivered at school level to improve teachers competence and skills in the level they are teaching
4. **Coordinator** – a teacher who is responsible to coordinate the practice of the proper CPD activities in a group
5. **Cluster** – a group of nearby primary schools usually three to five, run by one supervisor
6. **Woreda** – Local administrative authority with high degree of authority and responsibility for administrating all sectors in the woreda

1.9 Organization of the Study

This research work has five chapters. The first chapter begins with the introductory part of the study. It looks the background of the study, the statement of the problem, objective of the study, basic research questions, significance of the study, delimitation of the study and limitations of the

study including definition of terms. In the second chapter, the review of literature is described to substantiate the results of the discussion. In the third chapter, methods of the study are presented in details. The fourth chapter deals with data presentation and interpretation of collected data. Based on the findings, the last chapter presents the summary and the conclusion part of the study. And finally possible recommendation is forwarded.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 Concepts & Definition of Continuous Professional Development

The foregoing definitions and concepts of teacher professional development are different as scholars might approach it from different perspectives they share common views. They all emphasize its importance for the improvement of students' learning, the proper place for teachers professional development are the main ones. They are different only on the model of professional development sought but also on the central role of the teachers as lifelong learners or as short term trainers.

In order to understand the concept of **Continuous Professional Development (CPD)** more, it is first worth looking at the differences between Teacher Training and Teacher Development. **Teacher Training** can be seen as the process of equipping an individual with the means to carry out the job of teaching. This is normally done by means of a course of training that presents the individual with a series of skills that meet the requirements of different aspects of teaching. In the specific field of language teaching, these would consist of skills and techniques to teach grammar, pronunciation, reading, writing, listening and speaking, plus the more general skills involved in classroom management.

Teacher Development, on the other hand, comes from within the individual and requires a commitment from that individual to move forward in some way as a teacher. **Teacher Development** according to MoE, is the process of becoming the best teacher one is able to be, a process that can be started but never finished. In this context, CPD implies both the commitment of the individual and the commitment of the institution.

Teacher Development can be regarded as more or less a voluntary activity but CPD is much more a requirement for all employees of a given organization, the aim of which is to benefit not only the individual but also the organization and, ultimately, the profession as a whole. In order to implement CPD, the individual teacher makes a commitment to develop and move in some way and that commitment is endorsed and actively supported by the organization. There are numerous ways in which a teacher can develop and the active support of the organization will greatly expedite this process. Some of these modes of development may involve teacher training, others will simply involve discovery. MoE (2005).

The term, continuous professional development, is said to have been coined by Richard Gardner, in the mid-1970s (Gray, 2005). Then it becomes common to many professions embracing the idea that individuals aim for continuous improvement in their professional skills and knowledge.

More comprehensive explanation of teachers professional development, comparing the concept of understanding human development and

living is more than skill and knowledge development. (Aggarwal, 2004:425) It reads as:-

Teaching is a learning profession and like any other professionals, teachers are expected to be life-long learners. This expectation is not matched by a wide-spread professional learning culture in the teaching profession. An important reason for this is the lack of recognition of CPD in its own right as a life-long, continuous and largely voluntary process, and the consequent lack of support to sustain this process. CPD is usually found reduced to a series of isolated in-service teacher training events focusing on short-term goals of acquiring a set of skills and/ or some knowledge. (Aggarwal, 2004:425)

Professional development available for teachers, as commented by Villegas-Reimers (2003:11) was only staff development or in-service training usually consisting of workshops or short trainings or short term courses that would offer teachers new information on particular aspects of their work. In-service training was offered with the emphasis on delivery rather than the outcome. The change in terminology holds on the change in concept too: from in service training to in-service education, and then to continuous professional development.

Researchers found that the most important factor in student achievement is teacher quality (Hanushek, Kain, & Rivkin, 1998). Constructivist and active-learning approaches require teachers to develop deep understanding of their practice and of the reforms that guide changes in that practice

(Santiago and McKenzie 2006). In the other way, professional development for teachers (i.e., staff development, in-service education, continuing education, teacher training) is the range of formal and informal processes and activities that teachers engage in both inside and outside of the school, in order to improve their teaching knowledge and skills (Jackson & Davis, 2000).

Other Scholar Aggarwal, read the concept of teachers' professional development as follows:-

"The continued education of teachers' means much more than making up defects in the preparation. It means continuous growth in the capacity to teach and a broadened understanding of human development & living. And now more than any previous period in school history it means growth in one's capacity to work with others with class-room teachers and principals in a variety of activities with the administration, parents, community leaders and with children of different age group". (Aggarwal, 2004: 425)

In many occupations, being professional involves meeting strict criteria, including having entrance qualifications before being able to practice (Hillier, 2003). This initial professional education is followed by further training during practice until people become fully qualified and certified to the practice. In other occupations, being professional includes taking examinations to become a members of a professional body, and again this membership license people to practice. Therefore professional development

is regarded as an essential component in maintaining and advancing individual personal and professional abilities.

In general, according to Villegas-Reimers (2003) teachers' professional development opportunity can be created together by teachers and supporting people, either by choosing to focus on a new task which the teacher is interested in learning about, or by focusing on a practice which the teachers implement regularly but would like to change. TPD is new model of teachers' learning that assumes pre-service teacher education as the first step in a career long program of professional development with several characteristics.

2.2 Characteristics of Professional Development

The characteristics that influence the effectiveness of professional development, however, are multiple and highly complex (Guskey, 2003). Of the many characteristics that have been examined, the ones most commonly supported by educational experts as improving the quality and effectiveness of professional development of teachers include: enhances teachers' content knowledge and pedagogical knowledge, based on the best available research evidence, incorporates principles of adult learners, relevant and focused (i.e., results-driven), standards-based, ongoing and continuous, embedded in day-to-day responsibilities, aligned with school-wide improvement goals, collaborative and collegial, provides opportunities

for discussion, reflection, and follow-up and schools should offer a wide variety of professional development opportunities to teachers.

Some of other characteristics supported by other scholars are teachers are treated as active learners, CPD is perceived as a long term process as it knowledge's the fact the teachers learn over time, it is perceived as a process that takes place within a particular context, it is intimately linked to school reform, it is perceived as a process that takes place within a particular context, it is intimately linked to school reform and it is conceived as a collaborative process.

2.3 Types of Teachers Professional Development

According to Joyce and Nicholson (1976), there are two types of professional development for teachers. These are Job Embedded Job Related. **Job Embedded** method includes committee work for program planning and organization, the instruction in team teaching, interaction with consultants provided by district and professional reading and curriculum analysis. **Job related** method includes workshops, teachers exchanges and visit. From these activities, teachers have the opportunities to observe other teachers in action and to see how other schools operate, teacher center. Its basic data is that teachers should be able on their initiative and at their convenience, to go to plan at or near their school where they can interact with their colleagues and receive supplementary training.

As per other scholar Villegas Reimers, (2003), teachers make to professional development as involving the following types:-

- **Practitioner development:** which includes school based development, self-development, induction, mentoring, observation, job shadowing and team teaching
- **Professional education:** award bearing courses managed and taught at higher education institutions
- **Professional training:** conferences and workshops that emphasize practical information and skills managed and delivered by schools external consultants or trainers from HEIs
- **Professional support:** provided by colleagues and managers.

2.4 Principles in Continuous Professional Development (CPD) for Teachers'

CPD refers to any activities aimed at enhancing the knowledge and skills of teachers by means of orientation, training and support (Coetzer, 2001:78). According to Bredeson, effective CPD should firstly be aware of and address the specific needs of teachers (Bredeson, 2003:9). Once these needs have been identified, activities need to be properly planned to support teachers in applying the knowledge and teaching methodology creatively and confidently (Anderson, 2001:1).

As a principle, professional development should be a continuous process which contributes to the general improvement of education. The development is also likely to affect attitudes and approaches and may therefore contribute to the improvement of the quality of the learning and teaching process (Bredeson 2003:14; Muij D. & Lindsay 2004:291). Collinson (2000:125) states that the best results are obtained if the programme is formally and systematically planned and presented with the focus on enhancement of personal and professional growth by broadening knowledge, skills and positive attitudes.

According to Bredeson, the principles of staff development include the concept of one must see himself as owner of the program, it must suit all staff, it must have the support of higher authorities, it must be rooted in the organizations' culture and it should be based on an assessment of need (Bredeson, 2003:16).

As same as the above point, American Federation of Teachers enumerates a number of principles. Some of the points are; professional development should deepen and broaden knowledge of content, professional development should provide a strong foundation in the pedagogy of particular disciplines and knowledge about the teaching and learning process, the content of professional development should be aligned with the standards and curriculum teacher's use, professional development should contribute to measureable improvement in student achievement,

professional development should be intellectually engaging and address the complexity of teaching, professional development should provide sufficient time, support and resources to enable teachers to master new content and pedagogy and to integrate this knowledge and skill into their practice, professional development should be designed by teachers in cooperation with experts in the field and professional development should be job-embedded and site specific (American Federation of Teachers, 2005).

Personal development is also enhanced by the diversity of the teaching corps regarding training, background and needs. Professional development does not only require the informal and spontaneous learning of teachers from one another (Bunting, 1997:30; Kaagan, 2004:3) but also relies on the prior knowledge (Bredeson, 2003:9), wealth of potential and experience of each participant, which can be built upon and incorporated into further initiatives (Early & Bubb, 2004:17; Greenberg, 1998:31). Obtaining knowledge and sharing existing knowledge and skills with others to join forces (Kaagan, 2004:4) are valuable tools for change and improvement.

As per Waddington explanation, teachers do not necessarily see teacher training as a lifelong process of critical thinking, reflection and self-direction rather they often rely on rote learning of meaningless facts in their preparation for the teaching profession (Waddington, 1995:76).

The purpose of CPD programmes should be to both enable and support teachers, wherever they teach or whatever their professional background is and to provide the best possible instruction so that they become excellent by gaining competence, confidence, commitment and a sense of the joy of teaching (Anderson, 2001:1).

2.5 Teachers' Perception and Practice of CPD

Hargreaves (1994) emphasis that teachers thought process as the base for what teachers do in practice is what teachers think, believe and do at the level of the classroom that ultimately shapes the kind of learning that people get.

A number of scholars argue that perception is the way of understanding based on previous experience and previous knowledge and expectation. In practice, teachers' beliefs and understandings have potential to contribute to enhance learning. Literature on indicates a strong link between teacher professional development and quality of education which especially in the areas of teachers' beliefs and practices, students' learning and on the implementation of educational reforms.

As per Beard & Wilson, perception is the way of understanding based on previous experience and previous knowledge and expectation. And it is described as a filter of any input based on one's belief is the root or foundation of one's way of thinking. For instance, perception is a process

that filters stimulus based on perceptual factors such as previous experience, knowledge, personal need and choice. The filtered stimulus will be interpreted with relation to the previous experience and assimilated or accommodate to person's schema or rejected. Finally, cognitive, affective or behavioral response to the stimulus is observed (Beard & Wilson, 2006).

In general, to understand CPD from teachers' perspective one has to understand the beliefs with which they define their work (Pajares; 1992). Pajares (1992) further analyzed that teachers hold influences their perceptions and judgments which in turn affect their behavior in the classroom.

2.6 Elements of Effective Teachers' CPD

Professional development is deemed effective when student learning increases because teachers are able to obtain new skills and identify disadvantages of certain teaching beliefs and practices (Guskey, 2003).

Effective teacher professional development is needed in schools to better meet the needs of all learners. The focus is how to best implement teacher professional development that positively affects students and allows teachers to retain the pertinent skills learned.

There are studies on the effectiveness of professional development that are valid and reliable. Schools are changing at a rapid rate in more than one

area at a time. A school might be adopting new curriculum, developing new technology policies and producing new grading criteria all in one year. These are major changes that affect personnel and their professional development. It also doesn't help that professional development is often not planned well and with clear objectives (Guskey, 2003).

Teachers' ability to improve and develop throughout their career is essential for effective active learning. (Bridges 1998). Teachers who are well prepared and trained are more effective in the classroom and therefore have the greatest impact on student learning (Killion, 1999). Understandably, the need for teachers' professional development must be from the point of updating oneself or supporting ones learning in the route to cope up with the fast growing societal demand and technological advancement; that have direct bearing on the teachers' classroom practice.

According to Bredeson, a better understanding of teachers' belief has a basic significant effect on contribution of educational effectiveness. (Bredeson, 2003:9).

We also know that the best way to increase teacher effectiveness in the classroom is through regular and high quality professional development. Effective professional development in other way is embedded in the day to day reality of teachers' work. To be most effective, CPD activities should be spread over time, be collaborative, use active learning, be delivered to groups of teachers, include periods of practice, coaching and follow-up,

promote reflective practice, encourage experimentation and respond to teachers' needs.

Bridges (1998) distinguishes 12 principles of effective teaching. These are:-

1. *Supportive classroom climate*: students learn best within cohesive and caring learning communities. The role of the teacher as model and socializer is emphasized.
2. *Opportunity to learn*: students learn more when most of the available time is allocated to curriculum-related activities and the classroom management system emphasizes maintaining students' engagement in those activities.
3. *Curricular alignment*: All components of the curriculum are aligned to create a cohesive programme for accomplishing instructional purposes and goals.
4. *Establishing learning orientations*: teachers can prepare students for learning by providing an initial structure to clarify intended outcomes and desired learning strategies (*e.g.* providing advance organizers and cuing the kind of responses that are expected).
5. *Coherent content*: to facilitate meaning full learning and retention, content is explained clearly and developed with an emphasis on its structure and connections. When making presentations, providing explanations, or giving demonstrations, effective teachers project

- enthusiasm for the content and organize and sequence it so as to maximize its clarity and “learner friendliness”.
6. *Thoughtful discourse*: questions are planned to engage students in sustained discourse structured around powerful ideas.
 7. *Practice and application activities*: students need sufficient opportunities to practice and apply what they are learning and to receive improvement-oriented feedback.
 8. *Scaffolding students’ task engagement*: the teacher provides whatever assistance students need to enable them to engage in learning activities productively. Structuring and support can be lessened as the students’ expertise develops.
 9. *Strategy teaching*: the teacher models and instructs students in learning and self-regulation strategies. Meta-cognitive awareness and self-regulation are sought in contexts like problem solving and general learning and study skills. An example is a teacher who thinks out loud while modeling use of the strategy. Students are stimulated to monitor and reflect on their learning.
 10. *Co-operative learning*: students often benefit from working in pairs or small groups to build understanding or help one another master skills.
 11. *Goal-oriented assessment*: The teacher uses a variety of formal and informal assessment methods to monitor progress towards learning goals. Comprehensive assessment also examines students’ reasoning and problem solving processes.

12. *Achievement expectations*: the teacher establishes and follows through on appropriate expectations for learning outcomes. (Bridges 1998)

2.7 Challenges of CPD in Ethiopia

According to MoE (2009b) the challenges encountered in CPD in Ethiopia include: in nearly four out of five schools the structure of CPD is either absent or inadequate; 93.5% of the CRCs (Cluster Resource Centers) were not adequately trained to run well organized, inspiring, and transforming CPD activities; failure to synchronize the career structure and the CPD values and activities; CPD facilitators high turnover; time constraints on teachers as well as their school leaders; CPD programs lagging behind its time and the tendency of rushing to cover the course; total absence or inadequacy of the minimum resources to run CPD; lack of systematic coordination between the education bureaus, Teacher Education, institutions and NGOs. (MoE 2009b)

2.8 Systems and Models of Teachers Professional Development

According to Gaible and Burns (2005:25) teachers' professional development can be divided into three broad categories; standardized TPD, Site-based TPD and self-directed TPD.

Standardized TPD is the most centralized approach and best used to disseminate information and skills among large teacher populations. This approach typically represents a centralized approach involving workshops

and training sessions. Generally focus on the exploration of new concepts and the demonstration and modeling of skills. When employed in accordance with best practices standardized approaches can effectively: expose teachers to new ideas, new ways of doing things and new colleagues; disseminate knowledge and instructional methods to teachers throughout a country or region; visibly demonstrate the commitment of a nation or vendor or project to a particular course of action.

Site-based TPD is intensive learning by groups of teachers in a school or region, promoting profound and long-term changes in instructional methods. This model often takes place in schools, resource centres or teachers colleges. Teachers work with local ("in house") facilitators or master teachers to engage in more gradual processes of learning, building master of pedagogy, content and technology skills. This model often focuses on the specific, situational problems that individual teachers encounter as they try to implement new techniques in their classroom practices. Site-based models tend to bring people together to address local issues and needs over a period of time, encourage individual initiative and collaborative approaches to problems, allow more flexible, sustained and intensive TPD and provide ongoing opportunities for professional learning among a single set of teachers.

Self-directed TPD which is independent learning, sometimes initiated at the learner's discretion, using available resources. In self-directed TPD,

teachers are involved in initiating and designing their own professional development and would share materials and ideas as well as discuss challenges and solutions(Gaible and Burns ,2005:25).

Based on Villegas-Reimers, teachers' professional development is categorized into traditional system and standard based system. **Traditional system** refers to the system in which employer have control and the government sets the goal in which universities or employers' consultants play the implementation. The models for this system are usually short-courses or work-shops which are not necessarily related to the practical issues. **Standard based system** refers to the system in which professional bodies have control when deciding on goals and helping to implement the models and the opportunities are designed based on the real needs identified by the teachers in their daily activities. The researcher compares the traditional system of professional development with the standard – base system teachers' professional development system and concluded that even though the traditional system is necessary, it is no longer sufficient.(Villegas-Reimers, 2003:16)

Villegas-Reimers (2003:69) groups models of teachers' professional development into two. The first is **organizational partnership models** that requires certain organizational or inter institutional partnerships in order to be effective. It comprises: Professional development schools; other university-school partnerships; other inter-institutional collaborations;

school networks; teachers networks; and distance education. Second, **small group or individual techniques**, refers to those can be implemented on the smaller scale, like a school, a classroom. Some of these techniques are: students' performance assessments; workshops, seminars, course, etc; cooperative or collegial development; observation of excellent practices; portfolio, action research coaching, mentoring etc.

2.9 Teachers' Professional Development in Ethiopia

Though CPD for teachers is not new in Ethiopia, there is no structured provision of CPD for teachers in schools (MoE, 2004). And the CPD strategy aims to put this structure in place. All teachers are expected to develop and improve their practice by participating in CPD activities each semester.

A program of continuous professional development is also designed and is put into practice where teachers update themselves with new outlooks approaches and policy directions. A guide and strategy is prepared that enables teachers holding a license to join or stay in the profession. Licensing or relicensing will only be possible if teachers have successfully completed the CPD program. (MoE 2005)

Under ELIP, 56 key English language training advisors, close to 1,000 key English language trainers and more than 70,000 teachers have been trained. Currently, close to 150 KELTAs are completing an advanced post graduate certificate program. (MoE, 2005)

Pre-service teacher training has already started in five higher learning institutions for the new trades (Technical and Vocational Education and Training (TVET) stream) and large numbers of teachers have started their summer degree training program in order to upgrade their qualification. Accordingly, 2285 teachers are attending the course in five higher education institutions. Skill training was given to 643 new teachers recruited to teach in the TVET schools. Moreover 118 information technology teachers were given training on how to use and maintain computers. Professional profile is also developed for technical and vocational teachers to be implemented as of 2005/6. (MoE, 2005)

To discuss TPD Program further, Education Sector Development Program and teacher education system overhaul will be discussed.

2.9.1 Education Sector Development Program (ESDP)

The Education Sector Development Program (ESDP) is an expenditure program that translates the Government's far-reaching policy and strategy into action. The program covers the first five years of a 20-year sector development program and was launched by the Government in 1997/98 with the objective to improve the overall educational attainment of the population while achieving greater social equity. Its longer-term objective is to achieve universal basic education by 2015.

For the first five-years phase of ESDP the Government has set the targets to expand access to education with special emphasis on primary education in rural areas, raising enrollment from 3.1 million to 7 million and increasing the primary enrollment ratio from 30% to 50%; to improve equity by improving enrollment ratios for disadvantaged groups: increase girls' enrollment from 38% to 45%, and increase rural relative to urban enrollment; to improve efficiency of the education system by reducing dropout and repetition rates; to improve quality and relevance by providing books, reducing the student to book ratio from 5:1 to 1:1 in core subjects and by curriculum improvements and teacher training; and to improve financing for education by increasing public spending on education from 3.8% to 4.6% of GDP and facilitating private sector and community financing of education within the target of 5% of ESDP spending.

The program has six components. The first component, **Basic Education**, consists of (a) building, upgrading, and renovating primary schools; (b) reforming curriculum; (c) upgrading teachers; and (d) increasing book provision. The second component, **Secondary Education**, (a) expands secondary schools facilities, (b) revises curriculum, (c) upgrades teachers, and (d) increases instructional materials and equipment. The third component is **Technical and Vocational Education and Training (TVET)** that embraces (a) employer and market surveys; and (b) encouraging private sector participation in the design of TVET programs and in the provision of training. The fourth component, **Teacher Training Institutes**

(TTI) and Colleges, (a) upgrades and expands teacher training facilities; (b) helps revise teacher training curricula; (c) introduces teacher training through distance education; (d) assists training of head teachers; and (e) facilitates establishment of national standards for teacher training. The fifth component, **Tertiary Education**, assists expansion of the tertiary sector which will be limited to meeting the immediate needs of the country for educators, engineers, health workers, and public administrators. The Government encourages investments in higher education by the private sector from home and abroad. Moreover, cost sharing schemes will be designed and implemented for Grades 11-12 and tertiary institutions. The sixth component, **Institutional Development**, is tailored to improve planning, finance management, implementation and monitoring and evaluation capacities of the MOE (Ministry of Education).

Activities of the first year of the program are supported by Government and donors through on-going projects. The framework for the ESDP, developed by the Government was presented to the Consultative Group meeting of donors in December 1996. This resulted in a partnership between the Government and the donors to jointly prepare the program for external financing. Teachers play key role in education quality and places teachers at the core of its quality-improvement strategies. Primary teachers now prepare through two kinds of pre-service programs: 1) a grade 10 + 1-year certificate course for first cycle (grades 1-4) teachers; and 2) a grade 10 + 3-years diploma course for second cycle (grades 5-8) teachers that includes a

sandwich year of supervised teaching. An induction period is now built into the initial two years of practice. Teacher educators in all teacher education institutions are now required to earn a higher diploma in education, one of the programs initiated under TESO. (Ministry of Education 2005b, pp. 18-19).

Before the late 1990s, Ethiopia relied almost exclusively on cascade or multiplier models of TPD through which selected teachers and principals attended centralized workshops and returned to their schools to disseminate their new knowledge. Although centralized workshops are still used occasionally, national and regional state policies now call for continuous professional development - compulsory, comprehensive and on-going programs of professional development carried out predominantly at the school and cluster levels to guide in-service teacher and principal professional development.

Although patterns vary widely throughout the country, most of the regional states organize schools into clusters of between four and 10 schools which are close to each other. Clusters, most of which are made up of cluster-center and satellite schools, are used as the primary structure for carrying out professional development activities and for facilitating a two-way flow of information between regional state education bureaus and the schools. Beginning in 2002, the Ministry of Education developed TESO and CPD as its primary strategies for building teacher quality through a continuum of

improved pre-service and in-service programs. Both programs work to improve teachers' understanding of and ability to implement active-learning approaches which form the philosophical and policy base for curriculum and instruction in Ethiopia (MoE, 2005b, pp. 18-19).

ESDP II launched in 2002/03 to 2004/05 as a continuation of ESDP I with the aim of ensuring quality of education. ESDP III was also launched in 2005/6 to 2010/11 with the intention of providing insight into the achievements and challenges witnessed during the implementation of ESDP I and II and also with aim of providing the government's targets and strategies for the following five years (ESDP III). (MoE 1997)

ESDP III (2005) gives high priority to quality improvement at all levels of the education system in which MoE has developed a General Education Quality Improvement Package (GEQIP) that comprises: Teacher Development, Curriculum, Management and Leadership, school Improvement, Civics and Ethical Education and Information Communications Technology out of which Teachers' Development, /TD/ is designed systematic strategy for professional development /PD/ of teachers at all level of schools to improve quality of education.

2.9.2 Teacher Education System Overhaul (TESO)

This program is an extensive and radical reform of the teacher education system encompassing areas from pre-service teacher education to continuing professional development. Professionalizing of teacher

educators, selection of teacher education program and organization and advancing of teacher education system itself. In this light, new curriculum materials for Teacher Training Institute (TTIs), Teacher Training College (TTCs) and universities faculty of education have been developed and put into practice. The materials are to emphasize active learning by way of modular approach. In addition to this development of teaching skills of teacher trainers was also underway through a higher diploma program which was hoped to enable teachers to go along with the newly developed materials and approaches.

Continuous Professional Development strategy has been two phases to be accomplished at school. These are introduction, the proper CPD training and individual CPD. **Introduction** is a program for newly developed teachers having four modules two per year to be practiced in the actual teaching with mentor. **Proper CPD training** is for teachers already in the system and has three modules. Here each teacher is expected to complete a minimum of 60 hours CPD time. It means, the opportunity for continuous learning and update with expanding knowledge as to create professional forum in which they share experiences, ideas, and knowledge with colleagues from own and other schools. English language improvement program is also introduced in order to improve the quality of teaching by raising language proficiency of teachers. (MoE, 2005)

2.10 Duration of Teachers' Professional Development

Many studies have shown that the amount of professional development a teacher receives affects how much the teacher learns (Guskey, 2003). Further studies have shown that teachers who spend more time attending professional development report feeling more prepared to implement a number of classroom activities and more competent in teaching the respective content area (Guskey, 2003). In the reality, more professional development did lead to better student achievement.

Even if, the time that teachers spend matters, duration alone cannot make them more effective. The time must be well-spent in carefully designed and implemented approaches. Researchers have suggested that:-

“professional development incorporates time for instructional planning, discussion, and consideration of underlying principles of curriculum may be more effective in supporting implementation of innovations”

Hargreaves (1994).

Other researchers have found that duration did not yield statistically significant results further suggesting that quality of professional development might be more important than simply the time spent in professional development activities.

CHAPTER THREE

3. METHODOLOGY

3.1 Design

This study aimed at evaluating the perception and practice of CPD in primary school teachers in five sub-cities of Addis Ababa. To fulfill the purpose, the approach followed is both qualitative and quantitative methods. In this part, an attempt will be made to clearly describe method of the study, data collection instrument, method of data analysis, sampling techniques, procedures and validation followed by study population.

3.2 Method of the Study

Since the focus of the study is to investigate the practice, views and perceptions on professional development issues, survey method is suggested appropriate for this kind of study by Bryman (2004). Accordingly, to gather adequate data, both quantitative and qualitative data collection approaches were employed. And finally, the quantitative and qualitative data were integrated so as to reach to concrete results.

3.3 Instrument of Data Collection

To collect the necessary data on teachers' perception on CPD, both open and close ended questionnaires were prepared and administered. Three focus group discussions were also conducted with school CPD coordinators at Addis Ababa Education Bureau.

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3.4 Description of Tools

3.4.1 Questionnaire

Questionnaire is used extensively in educational research to collect information that is not directly observable. This data collection method typically inquires about the feelings, motivation, attitudes, accomplishments and experiences of individuals

The questionnaire of this study has three parts. The first section of the questionnaire was to collect background information of the respondents, the second section presents the main research question and the last section was for comments and opinion.

A questionnaire (both close and open ended) were used to determine the perception and practice of teachers in Continuous Professional Development. To this effect 150 questionnaires were distributed and returned. The open ended items have given opportunities for the respondents to provide additional opinions on the related issues and to explore the need of organizing and providing short term continuous professional development programs. Teachers' thoughts about the importance of CPD and describing the most significant things that they learned from CPD were addressed.

3.4.2 Focus Group Discussion (FGD)

Focused Group Discussion guide were used as data collection tool for revealing beliefs, attitudes, experiences and feelings of participants through

interaction in a way which would not be feasible using other method. Each school has one CPD coordinator. To the effect of this study three FGDs were conducted at Addis Ababa Education Bureau with CPD coordinators. Five CPD coordinators were participated in each group of FGD. Therefore, total number of participants in all the FGDs was 15.

3.4.3 Method of Data Analysis

The data were organized and analyzed based on the research problems. The first step was transcribing the qualitative data from Amharic to English which were obtained through FGD. After that, they were logically analyzed and interpreted by relating evidences to the research questions.

Quantitative data were obtained through questionnaire. The collected data were analyzed and tabulated through SPSS version 20 statistical software. And the results were expressed in percentage (%) using frequency distribution tables. Finally, the quantitative and qualitative data were integrated so as to reach to concrete results.

3.5 Sampling Techniques and Sample Size

3.5.1 Sampling Techniques

Among the 10 sub cities in Addis Ababa city administration, the study was delimited to five sub cities. The researcher felt that half of the sample sub cities; Gulele, Arada, Yeka, Kirkos and Addis Ketema can be representative

for the whole sub cities. Random sampling technique was applied to select three schools from each five selected sub cities.

3.5.2 Sample Size

Out of 10 sub cities, five sub cities were selected randomly by using lottery method. Out of each sub cities, the following targeted populations were included.

Table 1: Targeted Populations

List of targeted population:

Name of Sub-city	Name of School	No. of Teachers	No. of CPD Coordinator	Total No./Sub City
Gulele	1. Tshehay Chora E.School	10	1	33
	2. Eyerusalem E.School	10	1	
	3. Atse Nakuteleab E.School	10	1	
Arada	1. Biherawi B.Mengist P.School	10	1	33
	2. Dej. Belay Zeleke No.1 P.School	10	1	
	3. Dagmawi Minilik P.School	10	1	
Yeka	1. Kokebe Tsibah P.School	10	1	33
	2. Tesfa Berhan P.School	10	1	
	3. Yeka Terara P.School	10	1	
Kirkos	1. Tinsae Birhan P.School	10	1	33
	2. Yelibie Fana P.School	10	1	
	3. Kidus Urael P.School	10	1	
Addis Ketema	1. Tsehay Gibeat P.School	10	1	33
	2. Felege Birhan P.School	10	1	
	3. Dej Omer Semeter P.School	10	1	
S.Total		150	15	
Total Sample Population			165	

As per the above table, the total numbers of targeted populations for the study were 150 teachers and 15 CPD coordinators. Therefore, the total number of total targeted population were 165.

3.6 Procedures and Validation

Questionnaire and Focused Group Discussion guide were used as data collection tool for revealing the beliefs, attitudes, experiences and feelings of participants. To this effect three FGDs were conducted at Addis Ababa Education Bureau with School CPD coordinators of each selected sub city schools at different time. Total number of FGD participants in this study was 15 and the FGD were facilitated through a higher support of Addis Ababa Education Bureau. In regard to questionnaire, pretest was conducted to test and improve the data collection instrument. It was useful to come up with the final version of the questionnaire. SPSS software was used to see the reliability of the items which was found to be 0.86. To this effect, the second part which is the main research questions were revised, unpack some of the items which were too general and deletion of redundant ideas to increase the reliability. In addition, questions were added to this particular part to increase the reliability of the tool.

3.7 Study Population

From the selected five sub cities, teachers and CPD coordinators were the study population.

CHAPTER FOUR

4. DATA PRESENTATION AND INTERPRETATION

4.1 Presentation of Data

This chapter discusses about teachers' perceptions and practice of continuous professional development. The data were drawn from in-depth analysis of questionnaire and FGD with teachers and school CPD coordinators in the selected sub cities. The findings were presented as follows.

The research questions focused on probing of the perception and practice of continuous professional development for teachers were effect of CPD implementation on the practice of teaching, effect of CPD implementation on teachers' professional development needs, the constraints for implementing CPD and opportunities that CPD create in schools.

4.1.1 Gender Ratio

From the total respondents sampled for this study, there were 56% of male and 44% of female respondents. Table 2 below presents the SPSS summary on gender of respondents.

Table 2: Gender Ratio

Percentage of gender ratio:

Variables	Frequency	Percent
Female	66	44.0
Male	84	56.0
Total	150	100.0

4.1.2 Participation in CPD Training

Even if CPD for teachers is not new in Ethiopia, there is no structured implementation of CPD in schools (MoE, 2004). And the CPD strategy aims to put this structure in place. Ministry of Education (MoE 2004) stipulates that all teachers are expected to develop and improve their practice by participating in CPD activities each semester. However, as per this research, majority of the respondents which is 97.3% have got the chance to take CPD training and the rest 2.7% of the respondents couldn't get the chance to get the training. Simply, they are applying CPD by getting information or informal trainings from their colloquies which may have a direct effect on the output of the implementation.

Furthermore, the result indicates the high range of opportunity and this indicates that the school and the government bureaus are giving a high level of attention for CPD training.

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Table 3: Participation in CPD Training

Participation in CPD training result:

Variables	Frequency	Percent
Yes	146	97.3
No	4	2.7
Total	150	100.0

4.1.3 Achievements of CPD

Continuous Professional Development (CPD) helps in improving teacher's knowledge of the subject-matter, support teacher capacity to teach effectively using appropriate new student-centered and problem-solving approaches and increasing teacher's professional competencies by developing more positive attitudes, more cooperative approaches to their work at the school level and strengthen professional identity. Similarly, the Education and Training policy of Ethiopia describe issues related to CPD in its objectives to promote the profession of teachers in the subject matter.

Following the above and as seen in table 4 below, 49.3% of the respondents indicated that CPD as student centered approach and reflected as it upgrades students' performance. Similarly 13.3% of the respondents indicates that CPD improves problem solving capacity of teachers. On the other hand, the participants also reflected their perception as CPD gives

opportunity for teachers to develop their career and it helps to apply action research with 32% and 5.3% respectively.

Following this, the finding shows that CPD achieves its goal in terms of teachers' performance through improving their problem solving capacity, giving opportunity to develop their career and also gives opportunity to practice action research.

Table 4: Achievements of CPD

Achievements of CPD in terms of teachers' performance:

Variables	Frequency	Percent
CPD is student centered approach	74	49.3
CPD improves problem solving capacity of teachers	20	13.3
CPD gives opportunity for teachers to develop their career	48	32.0
CPD gives opportunity to practicing action research	8	5.3
Total	150	100.0

4.1.4 Strategies used to implement CPD

Respondents reflect their perception on the strategy that should be used as the best way to implement CPD. Following this, giving group assignment and group discussions were reflected with 44%, using teachers guiding books for daily lesson were reflected with 26% and recognizing individual differences in the class room were reflected with 30%.

Following this, the finding shows that giving group assignment is used as a more and better strategy to implement CPD.

Table 5: Strategies used to implement CPD

Below points are the strategies used to implement CPD:

Variables	Frequency	Percent
Giving group assignment and discussion	66	44.0
Using teachers guiding books for daily lesson	39	26.0
Recognize individual difference in the class room	45	30.0
Total	150	100.0

4.1.5 Significance of CPD in Career Development

The majority of the respondents which is 96.7% have good perception about the significance of CPD in career development in the class room practice. Under this situation, the level of motivation teachers have towards CPD implementation seems higher.

Following this, the following points were reflected regarding CPD significance in career development at the time of FGD implementation.

In my view, CPD is the opportunity to learn from colleague and the way forward to my career development. It is like a forum of experts for exchanging of knowledge.

FGD, July 13/2013 Morning

Table 6: Significance of CPD

Significance of CPD in career development:

Variables	Frequency	Percent
Yes	145	96.7
No	5	3.3
Total	150	100.0

4.1.6 Effect of CPD Practice

Regarding effect of CPD practice 56% of the respondents have gratified feelings and stating it as it develops teachers reading habit. 38% of the respondents articulate CPD as it gives opportunity to use different teaching methods and 1.3% and 4.7% of the respondents express their idea as it helps teachers to love their profession and it gives opportunity to practice action research respectively.

Beside the other effects that CPD brings, we can see that a high percentage of respondents were indicated as CPD gives a great effect on teachers reading habit. As the teachers took more time in reading at the time of preparation for CPD classes, it gives him a higher opportunity to develop his reading habit which has a direct positive effect on teachers and students performance. Table 7 below presents the percentage result of the SPSS data.

Table 7: Effect of CPD

Effect of CPD practice implementation:

Variables	Frequency	Percent
It gives opportunity to use different teaching methods	57	38.0
Developing teacher reading habit	84	56.0
Love of profession	2	1.3
Practicing action research	7	4.7
Total	150	100.0

4.1.7 Problems/Obstructions of CPD Implementation

Under this sub-section, obstruction of CPD respected as per research question “*what are the constraints for implementing continuous professional development?*” The study shows that CPD has been a good introduction on a number of aspects of the teaching profession for primary school teachers. The willingness of working together and to apply group work as an active learning method has in particular improved. In contrast, motivation of teachers is the issue which needs to be addressed. As indicated below in percentage, lack of interest on CPD implementation and taken as a burden were reflected with a high percentage. This problem should be addressed to implement CPD in the expected quality. In addition, lack of follow up from supervisors and directors were also reflected as an essential constraint. Poor socio economic background of students together with lack of awareness of parents/guardians in the subject of CPD practice was also

reflected as another drawback for successful implementation of CPD. The percentage rate is presented as per Table 8 below.

On the other hand, the following points were discussed by participants at the time of FGD implementation and it was evidence for the problem.

CPD has a problem from the beginning to the end. For example, no one says what we have done is good or bad from the higher level supervisors or directors. As we can see they don't have time to follow teachers or coordinators. Whenever you do something new for you can be sure you need some help. How can one be encouraged to do the next step without knowing or checking his or her performance in the first step is right. Nobody is there to supervise what we are doing. This always discourage us.

FGD, July 13/2013 Morning

I am always in doubt on the activities and action research we try. You know if we can have somebody to check our work no problem. Otherwise sometimes I feel as doing things in illusions.

FGD, July 27/2013 Morning

Table 8: Problems in CPD

List of problems re CPD implementation:

Variables	Frequency	Percent
Lack of interest and taken as a burden	50	33.3
Lack of follow up from Supervisors and directors	27	18.0
Poor socio economic background of students	39	26.0
Lack of awareness of Parents/guardians re CPD practice	30	20.0
Absence of checking mechanisms by the trainers or sub city educational officers	4	2.7
Total	150	100.0

4.1.8 Improving mechanisms of CPD Challenges

As a solution, factors which needs improvement for proper CPD implementation were reflected from the respondents. These are participatory in planning of CPD (9.3%), proper follow up from supervisors and directors (36.7%), formulate checking mechanism from trainers (10%), continuous awareness of parents/guardians about CPD (19.3%) and improving the socio economic background of parents (24.7%).

From the above, the need for proper follow up from supervisors and directors to check how CPD is implemented were indicated in a high percentage from majority of the respondents. And improvement of the socio economic background of parents follows with a high percentage.

Table 9: Improving mechanism of CPD Challenges

Management of CPD Challenges:

Variables	Frequency	Percent
Participatory in Planning	14	9.3
Proper follow up from supervisors and directors	55	36.7
Formulate checking mechanism from trainers	15	10.0
Continuous awareness of parents/guardians about CPD	29	19.3
Improve the socio economic background of parents	37	24.7
Total	150	100.0

4.1.9 Support requested to relieve challenges

A high percentage of respondents addressed salary increment or special payment of incentive as a main support for proper implementation of CPD. Material support were also requested at the time of FGD and reported as follows.

We have a problem of equipment like computer. To facilitate fast implementation of CPD this support should be in place.

FGD, July 20/2013 Morning

According to Table 10 below, more than 74.7% of the participants reflected “increment of teachers’ salary” as a major support; proper follow up from the supervisors and directors were reflected as a second point with 15.3%, full participation of parent-teacher association with 6.7% and availability of checking mechanisms with 3.3%.

As per the finding of the study, salary increment or special payment arrangement were reflected in a high percentage. Hence, the government bureau should address the case to perceive a proper and high level of CPD implementation which has a direct influence on students’ performance.

Table 10: Support to improve CPD

Support to improve CPD:

Variables	Frequency	Percent
Increment of teachers salary	112	74.7
Proper follow up from the supervisors and directors	23	15.3
Availability of checking mechanisms	5	3.3
Full participation of parent-teacher association	10	6.7
Total	150	100.0

4.1.10 Opportunities of CPD in School

Majority of the respondents with 90% says CPD implementation creates opportunity in school and 10% of the respondents reflected as CPD doesn't create any opportunity in school.

The below idea were reflected during FGD regarding opportunities that CPD can creates in schools.

CPD is the opportunity to think and work together in most of class room matters. I mean, for example when we choose topic for action research we are trying to identify school problems together. Such activities are usually done in group with in colloquies.

FGD, July 13/2013 Morning

As some of the activities of CPD force to work together, teachers spend lots of time together in doing different activities of CPD. This creates great friendship among teachers.

FGD, July 20/2013 Morning

Table 11: CPD opportunities in school

CPD opportunities in school:

Variables	Frequency	Percent
Yes	135	90.0
No	15	10.0
Total	150	100.0

4.1.11 List of opportunities of CPD in School

As per Ministry of Education, the opportunity for continuous learning and update with expanding knowledge as to create professional forum in which they share experiences, ideas, and knowledge with colleagues from own and other schools. Parallel to the above, the respondents reflected points as opportunities of CPD implementation. These were, CPD creates opportunity to interact with other teachers, it creates career development and it develops strong interaction between teachers and students.

As per the below table, the effect of CPD in creating strong interaction between teachers and students were reflected in a higher percentage. This indicates the advantage of CPD to ensure a smooth relationship in school environment.

Table 12: List of CPD opportunities in school

List of CPD opportunities in school:

Variables	Frequency	Percent
It creates opportunity to interact with other teachers and supervisors	20	13.3
It creates career development	23	15.3
Develop strong interaction between teachers and students	107	71.3
Total	150	100.0

During Focus Group Discussion, the below idea were reflected regarding CPD opportunities.

CPD is the opportunity to learn skills; it is the opportunity to know how others solve teaching and learning problem. Moreover, as most of the problems in the module are similar, all CPD activities mostly needs discussion, we find solution together. Therefore CPD activities are like skill training with in school from colleagues.

FGD, July 13/2013 Morning

For instance I were very serious on students to get them do their assignment effectively and timely. I insult and sometimes beat them. After CPD was started, I started thinking other ways of doing that, like advising, showing affection, being close to them. And I also found it better than my previous doing.

FGD, July 27/2013 Morning

4.1.12 Discussion of Findings

I) Relevance

Participants across the sub-cities described the importance of CPD as it strengthens collaboration among teachers. It gives opportunity to use different teaching methods, helps to develop teachers' reading habit and improves problem solving capacity were expressed. Though they reflected the relevance of CPD all in general terms and implicitly reported as it

should be continued. Strengthening collaboration with in teachers were also reflected across all sub cities and CPD relevance were shown also in this matter. They said, CPD increases team spirit in all schools. Improving of problem solving capacity were also reflected above and they describe it as a benefit from CPD. These ideas were expressed almost in similar ways across all cases.

II) Problems/Obstructions of CPD

Lack of supervision from supervisors & directors were the main problems reflected for CPD that were described in all sub cities. Teachers believe effectiveness of their efforts with regard to CPD is highly dependent on the support of close supervision in the process of CPD activities. The participants underscored that without close supervision they didn't have confidence in what they are doing. In the other way, lack of proper awareness of parents/guardians about CPD were reflected as a problem. These ideas were reflected similarly almost across all sub cities.

III) Supports Requested

Increment of teachers' salary by the government or in other way arranging extra payments/incentives for teachers because of CPD implementation were requested as a support from all sub-cities both through questionnaire and FGD implementation time. Lack of doing this could bring direct negative effect in the implementation. Equipment supports like computers were also other supports requested.

CHAPTER FIVE

5. Summary, Conclusion and Recommendation

5.1 Summary

Researchers found that the most important factor in student achievement is teachers quality. Following this all teachers are provided with the modular approach to school based continuous professional development. The aim of this study was to explore teachers' perception and practice of CPD. The basic research questions were:

1. What is the effect of Continuous Professional Development implementation on the practice of teaching?
2. What is the effect of Continuous Professional Development implementation on teachers professional development need?
3. What are the constraints for implementing Continuous Professional Development?
4. What opportunities did CPD create in schools?

To attend to these questions both qualitative and quantitative methods were employed. Questionnaire and Focus Group Discussion were used as a tool to collect data. Teachers were participated through questionnaire from each selected sub cities and for more understanding three FGDs were conducted with school CPD coordinators at Addis Ababa Education Bureau (AAEB) with strong assistance of the bureau. The data were analyzed and the following main findings were reflected.

Achievements of CPD: CPD helps in improving teacher's knowledge of the subject-matter, support teacher capacity to teach effectively using appropriate new student-centered and problem-solving approaches and increases teacher's professional competency by developing more positive attitudes, more cooperative approaches to their work at the school level and strengthen professional identity. Following this, majority of the respondents in the selected schools reflected there ideas as CPD improves problem solving capacity of teachers and helps in career development.

Strategies used to implement CPD: Participants reflected that giving group assignment and discussion, using teachers guiding books for daily lesson and recognizing individual difference in the class room is used as a better strategy to implement CPD.

Significance of CPD in Career Development: Majority of the respondents reflect that CPD has great significance in career development.

Problems/obstructions in CPD: Teachers lack the interest to implement CPD and they consider it as a burden, lack of follow up from supervisors and directors, poor socio economic background of students, lack of awareness of parents/guardians regarding CPD practice and absence of checking mechanisms by the trainers or sub city educational officers were reflected as a major problem of CPD proper implementation.

Improving mechanisms of CPD Challenges: Proper follow up from supervisors, continuous awareness of parents/guardians about CPD and improving the socio economic background of parents were reflected as a mechanism to minimize challenges of CPD.

5.2 Conclusion

This study was intended to understand teachers' perceptions and practice of continuous professional development. The main findings of the study were in terms of its effect, constraint to implement and opportunity that CPD creates. Based on the above major themes the following concluding points are made.

Efforts to improve students learning achievement through teachers' Continuous Professional Development are becoming necessary. Throughout this study, it was possible to identify a number of barriers of CPD implementation that has directly or indirectly influence teachers' perceptions and practice. These are:-

- Lack of awareness of parents/guardians regarding CPD practice and poor socio economic background of students
- As there is no special arrangement of payment or incentive for implementation of CPD, there is lack of interest by the teachers for implementation of CPD

- Absence of checking mechanisms by school directors, supervisors trainers and or sub city educational officers

Therefore, to improve student's learning which is at the heart of teachers' profession, the above factors need to be altered in some way.

The Need for alerting parents/guardians regarding the importance of CPD implementation

Lack of awareness of parents/guardians concerning CPD practice has a direct impact on student's output and teacher's performance. Following the findings, most of the parents are not properly aware of the importance of CPD implementation and as a result they restrict their children's to attend CPD classes. In addition poor socio economic background was addressed as a barrier factor which should be addressed by the concerned bodies.

The Need to Assist Teachers

As stated in the literature, it is what teachers believe and what they **do** at classroom level that has direct influence on students learning improvement which has a direct impact on the development of the country. To alter the current teachers' classroom performance with CPD, proper support should be addressed.

Following this, as it is expressed in both questionnaire and FGD part, salary increment or special payment arrangement should be in place to see proper implementation of CPD.

The Need to Maintain Proper Motivations

Teachers have to be motivated to engage fully in continuing professional development in the school. To address this point, there should be implementation of checking mechanisms by school directors, supervisors, trainers and or by sub city educational officers

5.3 Recommendations

The finding of this study is believed to have important implication for education bureaus and may find useful in their effort to improve teaching quality as way of improving education quality.

1. The need for proper follow up from supervisors and awareness of parents/guardians regarding CPD

Efforts to improve students learning achievement through teachers became very crucial. To achieve this goal, proper follow up from supervisors how CPD is working is one factor. In addition, continuous awareness of parents/guardians about the importance and privilege of CPD were reflected as important for proper implementation of CPD.

2. Proper supervision of teacher regarding CPD implementation

As stated in the literature, it is what teachers believe and what they do at classroom level that has direct influence on students learning improvement. Following this, different problems were reflected in the

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findings of this study. These are teacher's lack of interest to implement CPD and taken as a burden which has a direct effect on the achievement of the goal of CPD. In addition, lack of supervision both from trainers and school supervisors and directors were reflected.

This can be improved through:

- Continuous and proper follow up from school supervisors and directors how CPD is implemented by teachers
- Formulate checking mechanism from trainers. Trainers should check schools how they implement CPD and periodic follow up should be at hand.

3. Giving proper support from the Government Bureaus

Teacher's performance is one of the major factors determining school effectiveness. To alter the current teachers' classroom performance through CPD, proper support needs to be offered. The result of this may pave way to the long term plan. Teachers as main actors in this regard need to be supported of various kinds. The main ones are salary increment of teachers or in the other facilitating incentive. As it is evidenced from FGD, to facilitate fast implementation of CPD, material support like computers were also requested to be available.

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APPENDICES

Appendix 1: Questionnaire for Teachers

Addis Ababa University

School of Graduate Studies

Institute of Educational Research

This major objective of this questionnaire is to investigate the perception and practice of Continuous Professional Development for primary school teachers, in Addis Ababa. Specifically it examines primary school teachers understanding of Continuous Professional Development in terms of its relevance, to assess how much Continuous Professional Development is improving teacher's knowledge of the subject-matter and to assess how well Continuous Professional Development is achieving its goal in selected primary schools. Therefore, you are kindly requested to fill in the questionnaire responsibly.

General Directions

1. No need of writing your name
2. Mark your response in the space provided by putting "√" mark
3. For any additional opinion or explanation, you are kindly requested to write your idea as briefly as possible in the space provided.
4. Try to read each questions before you attempt to complete it

Thank you in advance for your cooperation!

Part One

I. Background Information

1. Please write the name of your School.

2. Name of the Woreda and Sub-city

3. Gender

Female _____

Male _____

4. Work experience in teaching

4.1. (1-5) _____

4.2. (6-10) _____

4.3. (11-15) _____

4.4. (16 and above) _____

5. Academic Qualification

5.1. 12 complete _____

5.2. 12 + TEI _____

5.3. 12 + Dipp _____

5.4. Above _____

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Part Two

II. Main Research Questionnaire

1. Have you ever participated in CPD program?
Yes _____ No _____
2. If yes, what are the expected achievements of CPD in terms of teacher's performance?
 - 1) Improve problem solving capacity of the learners
 - 2) Loved the profession by the teachers
 - 3) Practicing action research
 - 4) All
 - 5) Other _____
3. In your opinion, in what level did the program achieves its goal?
 - 1) Excellent
 - 2) Very Good
 - 3) Good
 - 4) Fair
 - 5) Not yet
 - 6) I don't know
4. What are the strategies you employed to follow-up the reflective practice of CPD?
Please mention it.
 - 1) Giving group assignment and discussion
 - 2) Encouraging parents/guardians participation
 - 3) Rewarding best achievers
 - 4) Using teachers guiding books for daily lesson
 - 5) Recognizing individual difference in the class room

5. Do you think that CPD is significant for your career development in classroom practice?

Yes _____ No _____

6. Do you think that Continuous Professional Development has an effect in practice of teaching in general?

Yes _____ No _____

7. If yes, state below.

- 1) It helps to use different teaching methods
- 2) It developing teacher reading habit
- 3) Helps the teacher to love his profession
- 4) It gives opportunity to practice action research
- 5) All
- 6) Other _____

8. Have you ever noticed any problem in CPD?

Yes _____ No _____

9. If yes, list the major problems in CPD.

- 1) Teachers lack of interest and taken as a burden
- 2) Lack of follow up from supervisors and directors
- 3) Poor socio economic background of students
- 4) Lack of awareness of parents/guardians regarding CPD practice
- 5) Absence of checking mechanisms by the trainers or sub city educational officers
- 6) All
- 7) Other _____

10. In your opinion, what do you think to be done in order to improve CPD in the future?

- 1) Proper follow up from supervisors and directors
- 2) Regular checking mechanism from trainers
- 3) Continuous awareness of parents/guardians about CPD
- 4) Improve the socio economic background of parents
- 5) All
- 6) Other _____

11. In your opinion, what kind of support would be helpful to avoid such challenges?

- 1) Increment of teachers salary
- 2) Proper follow u from the supervisors
- 3) Availability of checking mechanisms
- 4) Full participation of parent – teacher association
- 5) All
- 6) Other _____

12. Do you think that taking Continuous Professional Development creates opportunities in school?

Yes _____ No _____

13. If yes, state.

- 1) It creates opportunity to interact with other teachers and supervisors
- 2) It creates career development
- 3) Develop strong interaction between teachers and students
- 4) All

5) Other _____

Any other comments

Thank you for taking the time to complete this questionnaire

Greatly appreciate