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DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGMENT

AN ASSESSMENT OF THE IMPLEMENTATION OF

TEACHERS' CONTINUOUS PROFESSIONAL DEVELOPMENT. IN

CASE GOVERNMENT SECONDARY SCHOOL IN ADDIS ABABA

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Acronym and Abbreviation

AAEB	Addis Ababa education bureau
AAU	Addis Ababa University
CPD	Continuous Professional Development
CRCs	Cluster Resource Centers
ESDP	Education Sector Development Program
ETP	Education and Training Policy
GEQIP	General Education Quality Improvement Package
MoE	Ministry of Education
NDTs	Newly Deployed Teachers
NGOs	Non-Government Organizations
PD	Professional Development
REB	Regional Education Bureau
SPSS	Statistical Package for Social Science
TDP	Teachers Development Program
TEIs	Teachers' Education Institutions
TESO	Teacher Education System Overhaul
WEO	Woreda Education Office
ZED	Zone Education Department

ABSTRACT

The purpose of this study was to assess the implementation of teachers' continuous professional development (CPD) in government secondary schools of Addis Ababa selected sub-city. The research has shown that teachers have not improved their classroom practice which indicates that CPD program was not implemented successfully as it was planned. The study employed descriptive survey method with both quantitative and qualitative approaches. Secondary schools, School Principals, Sub-City supervisors and Education Bureau TDP coordinators. The random sample consisted of 5 sub-city /Education Bureau TDP coordinators and 8 sub city supervisors, 5 school principals, 136 teachers. These groups of samples were selected using multistage random sampling techniques. Data collecting instruments like questionnaire, interview and document analysis were used to collect data. Quantitative data analysis approach was used to analyze close-ended questions; whereas, qualitative data analysis approach was used to analyze the data collected from open-ended, interview and document analysis. To analyze the data collected through questionnaire, mean, standard deviation and were employed. The findings of the study were: the respondents perceived CPD program negatively; there were no stakeholders support and follow up activities on the CPD program; and the CPD program was delayed by many discouraging factors. The study concluded as CPD program was not implemented successfully due to the negative perceptions of teachers, the lack of stakeholder's support and follow up activities and many factors that are more affecting. Recommendations were made: to implement the CPD program effectively the stakeholders should reduce the workload of teachers; prepare conducive environment for training; apply re-licensing, licensing, certification and career level for teachers, and so on. In addition to this, identify CPD priorities clearly and make discussion with teachers; design systematic support, follow up and evaluation strategies continuously; allocate the necessary budget etc.

CHAPTER ONE

1. Introduction

This study to assess the implementation of Teacher Continuous Development Program in selected government secondary school in Addis Ababa City Administration. This chapter highlights the background to the study and contextualizes the problem that led to the study. The chapter begins by discussing the background to the problem, states the problem and research questions, highlights the research objectives, significance of the study, and then gives the delimitations of the study and Limitation of the study; hereafter, the chapter defines key terms as used in the study and finally gives an outline of the organization of the chapters.

1.1 Background of the Study

Education is undoubtedly one of the major and vital instruments that promote social, cultural and economic development of any nation. It is well understood that teachers are one of the most active participants in education sector. In order to enhance educational quality, teachers should be supported to develop their skills and knowledge of the profession. Throughout the world, teacher professional development program has been designed and implemented. Villegas–Reimers (2003) expresses that teachers’ professional development becomes one of the reforms in education sector across the world. This reform on teachers’ professional development stresses that teachers should not only acquire the professional support to improve education, but they are also the most crucial change agents on the movement.

According to Benjam and Espinet (1992), in many countries (Germany, Japan, Spain, United Kingdom etc.) in-service programs are being designed and offered by the schools as a way to train their own staff and teachers. Each school can therefore decide on the content of their inservice program.

In Africa, the implementation of continuous professional development (CPD) has been indicated in literature. For illustration, a study conducted on teacher education reform projects in East Africa has mentioned important factors that add values to effective teacher professional development. According to Anderson (2002), effective CPD involves the following activities: teacher-centered and school-based workshops; in-class coaching by consultants, supervisors, or peers; team planning and problem-solving by collegial work groups; action research; teacher inter-visitation; and professional study groups.

With regard to educational system of Ethiopia, school led professional development practice had been implemented since 1994 E.C. In the 1994 E.C guideline, there were limited or no Staff development opportunities at school level. For instance, it was very difficult for traditional teachers to apply active learning methods in the classroom. In addition to this, there is no comprehensive and inbuilt in service program as a system to operate CPD before 2000 E.C. In Ethiopia, it is not usual to assess the status of the implemented program whether the program achieved its goal or not. Therefore, the absence of systematic follow-up and, in general, supporting the system is weak (MoE, 2003a).

This program aims that the existing teaching-learning practice must be diverted to student centered method which is still dominated by teacher centered method. It is also stated that the CPD program is designed for both 'pre-service' and 'in-service' teachers (MOE, 2009a). According to Hiebert J., R. Gallimore and J. Stigler (2002), there is a growing consensus that professional development yields the best results when it is long-term, school based, and collaborative, actively involving all teachers, focused on students' learning, and linked to the curriculum.

The framework produced by MOE (2009a) indicated that "All Ethiopian schools are required to produce school improvement plans in order to improve the quality of teaching and learning. CPD is an essential part of school improvement". These all efforts indicate that teachers are the closest to observe and identify the needs that create gaps on methodology, understanding of the subject matter, learning atmosphere, school needs as well as career of their profession. According to OECD, as cited in MOE (2009a)," The most effective forms of professional development seem

to be those that focus on clearly articulated priorities, providing an on-going school based support to classroom teachers, deal with subject matter content as well suitable instructional strategies and classroom management techniques”.

Since CPD is an ongoing process, this study aimed to assess the implementation of Teachers’ Continuous Professional Development (CPD) in government secondary schools of Addis Ababa selected sub- city.

1.2 Statement of the Problem

The Education and Training Policy of Ethiopia (1994) asserts that “ Teachers starting from Kindergarten to higher education was required to have the necessary teaching qualification and competency in the media of instruction through pre-service and in-service training; the criteria for professional development of teachers will be continuous education and training, professional ethics and teaching performance”. Even though, so many efforts have been made in the education and training of teachers both in colleges and schools, yet it is abundantly clear that this effort has been largely ineffective in that it has not been matched by significant changes in the classroom practice of most teachers throughout the country (MOE, 2010). To change this condition, CPD is designed as one of the most important programs, which are currently operating in all schools in the country. In line with this, MoE (1994) design a strategy in which all teachers can pass through this life-long learning CPD program and proposed the strategy in 2003 by preparing draft guidelines for the program. But the program has got a special attention in schools only after the inclusion of school improvement program in 2006/07.

In Ethiopia quality of education has become series concerning among all stakeholders. The national assessment result of 2013, 2014 and 2015 (MOE, 2015a) indicated that, in many schoolteachers professional development programs still have substantial problems. Despite the concerted efforts by the government, improving quality education while at the same time keeping the expansion of the education program has become a challenge.

Besides studies, which are, produced in Addis Ababa secondary school indicated that the area of teachers professional development programs have not implemented appropriately. Because of

this, students in government secondary schools were not mastering basic skills. Hence assessing this issue from the context of secondary schools found in Addis Ababa is critical because different stakeholders have raised similar CPD implementation problems. (Daniel, Desta, Desalegn, Chalchisa and Girma Lemma 2013)

In Addis Ababa different researchers have been conducted on continuous professional development/CPD/. For instance Gemechu Merga(2014)the current status of CPD program in secondary school of Bole Sub-City: the case of Leme-Scondary School. The finding result show that to implement CPD program; lack of motivation by teachers, incentives and interests of teachers, insufficient training, less budget allocation, unsatisfactory support from principals and supervisors, shortage of CPD materials, lack of on time follow-up and unwillingness of playing thier role by all the concerned bodies in teaching and learning process.

Zeyneba Ahmed (2014), the practice and challenge of teacher CPD in government secondary school of kirkose Sub-City in Addis Ababa Administration. The finding result shows that CPD program implementation in secondary school were largely based on experience sharing in school among colleagues while there were very much limited training for teachers from external bodies, the supports, including incentives provided to teachers were not to also sufficient to implement the program effectively. Daniel Desta, Desalegn Chalachisa, and Girma Lemma (2013), School based Continuous Teachers Professional Development in Addis Ababa: An investigation of practice, opportunities and challenge.

The findings show that to implement CPD lack of knowledge and experience on theoretical underpinning implementation in consistencies, lack of budget to run the program at school level, lack of incentive procedure to recognize teachers who made utmost efforts to change themselves and their colleagues were major problem identified from the qualitative data.

Whereas this study was crucial because of the fact that there is a wide, knowledge gaps about the implementation of teachers professional development /CPD/ program on students' academic achievement and educational progress in Addis Ababa city government secondary schools. Therefore, this day, as the government is giving more emphasis of CPD most of the school in

Ethiopia are practicing CPD despite the arguments about the effectiveness of the program. Even though a great deal of effort had been made by different researchers in investigating CPD practice and challenges, principals role and implementation. Still there are a wide gap in implementation of CPD in selected government secondary school in Addis Ababa City Administration.

It is however very important to identify effective CPD from non-effective one so as to take corrective measure. This study differ from the others mentioned studies are to assess the implementation of teachers continuous professional development(CPD) program in selected government secondary school in Addis Ababa City Administration. In order to address the problem of the following basic questions have raised.

1.3 Research Questions

This research was answer the following questions

1. How do principals and teachers perceive the CPD program in the schools?
2. What do the stakeholders' support and follow up CPD program in the schools look like?
3. What are the benefits of CPD program in teaching learning process in the schools?
4. What major factors hinder the implementation of CPD program in the schools?

1.4. Objective of the Study

1.4.1. General Objective of the Study

To assess the implementation of Teachers' Continuous Professional Development (CPD) in government secondary schools of Addis Ababa selected sub- city.

1.4.2. Specific Objectives of the Study

To explore teachers' and principals' perceptions towards the approaches of CPD implementation in Government secondary schools of Addis Ababa selected sub-city.

1. To identify the extent to which of support and follow up activities on the CPD in Government secondary schools of selected sub –city
2. To find out the benefits of CPD program in teaching and learning process in Government secondary schools of Addis Ababa selected sub- city, and
3. To identify the major factors hindering the implementation of CPD in Addis Ababa selected sub-city Government secondary schools.

1.5. Significance of the Study

The researcher believes that the study would have a vital importance in the findings of the study will help to provide feedback for educators and policy makers, it may help the schools and education offices (Woreda, Sub-city, and, etc) to give appropriate attention to the practices of CPD at school levels, the study will help to identify challenges for future program implementation; the findings of the study will help to develop key inputs for revising the existing implementation guidelines/manuals and the study may serve as a starting/reference material for further study on the issues of CPD.

1.6. Delimitation of the Study

Addis Ababa has 10 sub city namely; Arada, AdisKetema, Ledeta, Gulele, Kirkose, Bole, Yeka, Nefaseslek, Kolfekeranio, Akakikaliti sub city and 99 kebeles in Addis Ababa. This study was delimited selected five sub cities out of ten sub cities namely Kirkose, Bole, Yeka, Ledeta, and Kolfekeranio by using random sampling. Again, choosing one secondary school from each sub city by random sampling which is found Kefitegna 12 in yeka sub-city, Beshale in Bole sub-city, Temenja Yazsh in Kirkos sub-city, in Balcha Aba Nefso in Lideta sub-city and Kolfe secondary in Kolfe sub-city government secondary schools.

1.7 Limitation of the Study

The following limitations were occurred to this study. First, while conducting this research respondent were careless to fill out the questionnaires. Second, some of the respondents responded hastily, but also without correctly understanding, the questionnaires and might responded inconsistently. Third, unwillingness of the respondents to return questionnaires as per as the schedule of the researcher. As a result, it was managed by taking annual leave from the bureau in which the researcher was employed.

1.8. Operational Definition of Key Terms

Status-is the current situation of the implementation of CPD program in the sample Sub-cties secondary schools

Implementation- is putting the theory in to practice and an act of accomplishing an aim or executing order.

Leaders- are those individuals who are in a position to lead, assist, influence and organize teachers on the sphere of educational activities.

Profession - a paid occupation, especially one that involves prolonged training and a formal

Professional Development (PD)-The term 'professional development' means a comprehensive sustained and intensive approach to improving teachers' and principals' effectiveness in raising students' achievement.

School principal - refers to management of the school that includes school director and Vice-director.

1.9 Organization of the Study

This study was organized in to five chapters. The first chapter deals with the introduction part which is mainly built with background, statement of the problem, objectives, significance, delimitation, limitations, operational definitions and organization of the study. The second chapter covers the review of related literature. The third chapter consists of the research design

and methodology. The fourth chapter presents the analysis and interpretation of the data. The last chapter contains summary, conclusions, and recommendations and different reference materials. In appendix part, samples of questionnaires, document analysis guide and structured interview guiding questions were attached.

CHAPTER TWO

Review of Related Literature

This chapter is the review of related literature included some definition, issues related to profession, and national professional standard for teacher and world experiences. It is highly emphasized on Continuous Profession Development which includes its definition, characteristics, objectives, Continuous Profession Development cycle, and finally it focused on duties and responsibilities of stakeholders in implementation of Continuous Profession Development.

2.1. Conceptualizing Continuous Professional Development/CPD/

Professionals in all fields need to engage themselves in a continuous lifelong learning to update their competencies. New knowledge and skill will be required to become up-to-date with new situation as previous knowledge and skill became obsolete. So, professionals should involve in continuous life-long learning in order to fit for the current condition. Thus, making one self-competent and appropriate for the current condition in continuously self-learning process is called Continuous Professional Development.

It is not quite clear that when and where CPD was first emerged. However, Villegas-Reimers (2003) reported that CPD emerged out of the limitations of pre-service and in-service teacher education. Smith and Gillespie (2004) also stated that in the 1990s some experts began to suggest that the existed forms of teacher professionals' development lacked the focus, intensity and continuity needed to change classroom practices. Thus, CPD, as they called it "job-embedded professional development" became popular approach within school or local contexts in 1990s. It was rooted in the belief that students would benefit more when teachers learn in their work place.

Developing one's profession continuously means knowing and managing the future systematically. Now days, professionals updating of oneself became extremely necessary because it helps to manage change and helps to survive as well. Furthermore, CPD program is considered as a means to adapt environmental changes and rains to control changing forces

(Fullan, 1999). Therefore, a teacher without learning her/himself ever can truly teach as a lamp can never light another flame unless it continuous to burn its own flame (Hailesillasie, 2004).

2.2 Historical Development of CPD Program

CPD is a recent phenomenon. According to Nicholas (2001), CPD was formerly known as in-service education training or INSET. He also stated that CPD was first developed in 1960's in Great Britain. According to him, the reason for its development was the reports given by

John, Hale and Parry on the quality of teaching and related problems. Accordingly, highly trained and competent teachers were assigned as mentors to improve teachers' skills. This in-service training latter developed as CPD and then it was given to all teachers to update their skills. Hence, due to a continuing internal and external pressure on the education system, CPD has emerged and got a wider attention. In support of this idea, Blandford (2000:66) pointed out the CPD program is demanded due to increasing quality of education and the need to improve teachers' skills. As a result, governments' involvement in the professional development has increased overtime and the program is now more structured and became part of government policies and targets.

2.2.1. Continuous Professional Development in Ethiopia

In Ethiopia, as indicated in some literatures, it is even a new issue that not yet has the attention that deserved. As indicated in MoE (2005), there might have been some efforts to upgrade teachers' professional competence through workshops, seminars and short-term trainings. CPD was introduced in Ethiopia in 2005 with two components; a two year induction program for Newly Deployed Teachers (NDTs) and giving training for those who are already in the system where each teacher is expected to complete a minimum of 60 hours CPD training per year. Many of the ideas education quality and teaching learning are evident in Ethiopia's current policies and programs particularly in the overall guidelines for quality of teacher development in the Teacher Education System Overhaul (TESO) and the in-service CPD program, both which are natural policies adopted by all of the regional states (MoE, 2005).

As it was clearly indicated in the framework of Continuous Professional Development for Primary and Secondary School Teachers, Leaders, and Supervisors in Ethiopia developed by MoE stated that: the Education and Training Policy (ETP) set high standards for teachers and described a new approach to education. At the heart of this new approach was the promotion of more active learning, problem solving, and student centered teaching methods. Research surveys showed that with the expansion of education and large class sizes, teachers still relied largely on teacher centered methods with limited opportunities for CPD. The policy clearly indicates that emphasis should be given to upgrading and updating both in pre-service and in-service teachers. It was recognized that teachers were the key to school improvement and therefore a program of in-service CPD was developed in 2005. A CPD Guideline was produced outlining the new strategies and courses developed for the induction of newly deployed teachers and for CPD priority programs (MoE, 2009).

In ETP, MoE clearly indicated the following main points about the training of qualified teachers. These are: as certain that teacher trainees have the ability, diligence professional interest, and physical and mental fitness appropriate for the profession; create a mechanism by which employers, training institutions and the Teachers Association participate in the recruitment of trainees; teacher education and training components will emphasize basic knowledge and professional code of ethics, Methodology and practical trainings; teachers will be certified before assigned to teach at any level of education; teachers starting from kindergarten to higher education will be required to have the necessary teaching qualification and competency in the media of instruction through pre-service and in-service training; the criteria for the professional development of teachers will be continuous education and training, professional ethics and teaching performance; a professional career structure will be developed in respect to professional development of teachers (MoE, 1994). Within the framework of the ETP 1994, the government of Ethiopia launched a series Education Sector Development Programs (ESDPs) in order to improve the quality of education, relevance, efficiency, equity and expand access of education. To treat these issues related with teachers' qualification and in-service teacher education program, the TESO program was carried out on the basis of TESO report through revision to modernize teacher education was

done. CPD as one aspect of Teacher Development Program (TDP) came to Ethiopia in 2005 by taking the experience of other countries (MoE, 2005). TDP program emphasizes on improving the quality of education by designing various teacher support activities and by modernizing both pre-service and in-service training to teachers.

According to TDP handout, the government has a rigid belief that CPD is important to help teachers to increase their effectiveness and to discipline and unethical teachers. According to (MoE, 2005 and 2009) the aim of CPD is to improve the quality of education through a CPD program that will develop the skills and professionalism of teachers at the ground level; to improve the performance of teachers in the classroom in order to raise student achievement and learning. It is a career-long process of improving knowledge, skills and attitudes, centered on the local context and particularly classroom practice. All teachers must be actively engaged: in understanding what is meant by good teaching; in their own learning process; in identifying their own needs; in sharing good practice with their colleagues; in a wide range of activities, formal and informal that will bring about improvement of their own practice and the practice of others. One can understand from above clearly stated ideas about CPD in Ethiopia, CPD is a new idea and it was mainly designed to improve the performance of teachers in the classroom which leads to the improvement of students' achievement. It is directly related to the quality of education because improving the achievement of students is key issue of quality of education.

2.2.2. The current form of Continuous Professional Development

One way of employed globally is the 'workshop' which in recent years has been broadened to include 'reflective action' and 'learning networks' so that teachers themselves become more effective learners (Murchan et al., 2009). However, effective learning by teachers is increasingly influenced by the extent to which CPD can optimally and meaningfully draw on adult learning theory, teachers' own experiences as learners, their perception of the need for learning, existing demands on their time and the rewards for such involvement (Claxton, 1996; Daines, Daines and Graham, 1993). Based on this notion of ongoing and lifelong learning embedded in schools, research has stressed the need for this to be a natural and

expected component of teachers' professional activities and a key component of school improvement (Putnam and Borko, 2000; Smylie and Hart, 1999)

In line with changing perspectives of CPD, there have been changes too in what society demands or expects of its teachers. Education reform movements internationally reflect high expectations for student achievement which require changes in classroom practice by teachers. If teachers are to meet these expectations, they require supports and guidelines (Borko, 2004). The dimensions of a teacher's role have been identified; these provide an insight into the multi-faceted and complex nature of teaching and by implication, of learning to teach, and the demands of designing quality teacher education. They include viewing the teacher as: an instructional manager caring and moral personal generous expert learner; a cultural and civic being (Conway et al., 2009).

Now "CPD for Primary and Secondary School Teachers, Leader and Supervisors" in Ethiopia can be placed into two categories. 'Updating' is a continuous process in which every professional teacher participates during his or her career as a teacher. It focuses on subject knowledge and pedagogy and improves classroom practice. 'Upgrading' is the process by which teachers can choose to participate in additional study outside their regular work as a teacher at appropriate times in their career, example convert a certificate to a diploma, a diploma to a first degree, or a first degree to master's degree(MOE, 2003b).

The program linked to Career ladder, Teacher Professional Competencies and Appraisal. Therefore, in order to practice these competencies and progress through the professional career ladder, teachers need to plan and carry out their Continuous Professional Development in a systematic way. It aims to improve teacher effectiveness and student achievement, and it is an essential part of School Improvement. It is also relevant for Alternative Basic Education and Adult Education Facilitators, and it can be used by any organization that is involved in providing CPD modules or support for teachers, including NGOs. Each stakeholder in new CPD has responsibilities. These can be as an individual or as an institution and each teacher is required to keep a portfolio of CPD activities. The purpose of portfolio is to Plan their CPD activities, keep a record of activities undertaken, provide evidence of participation in professional learning,

reflect on progress and identify areas for development, provide a record of all development activities and identify improvement against the criteria for “Good Teaching”, Provide a record of all development activities and identify improvement against the criteria for “Professional Competencies”, and Provide evidence that contributes to the annual performance review carried out for each teacher(MoE, 2009b).

In general statement of CPD is to capacitate both the pre-service and in- service teachers with a better teacher and to bring change of quality in education at national level and produce competent educated citizens for the country to make them change agent for their country development and to contribute their role at international level (MoE, 2009b).Modern views of professional development characterize professional learning not as short-term intervention, but as a long-term process extending from teacher education at tertiary level to in-service training at the workplace (Ball and Cohen, 1999; Feiman-Nemser, 2001; Putnam and Borko, 2000). CPD is said to build on existing knowledge and understandings and aims to ensure that teachers have access to the up to date knowledge needed to be effective (Starkey et al., 2009).

2.3. The Purpose of Continuous Professional Development

The take-up of formal and informal learning opportunities for teachers has been the subject of much debate in education research internationally. Furthermore, attracting, retaining and developing teachers across the professional life cycle have become policy priorities in many countries (OECD, 2005). Studies show that formal and informal professional developments are essential for improved instructional practices, pedagogy and student outcomes (Day et al.2007). Much of the focus has been on the outcomes of Continuous Professional Development, such as teacher skills and instructional practices; the effectiveness of various processes for adult learning; and whether professional development has an impact on children (Garet et al., 2001; Desimone et al., 2002). According to Ministry of Education (2009b), the purpose of CPD is to bring improvement in the quality of education through improving student achievement and classroom practice. Moreover, teachers become better practitioners by improving their professional competencies.

As long as teachers with opportunities for professional dialogue, the sharing of ideas and allowing for shared reflection and feedback are highlighted in the research as predictors of successful CPD programs (Ofsted, 2001). Furthermore, CPD is increasingly characterized by collegial rather than autonomous professionalism, which has significant implications for how best to prepare teachers (Hargreaves, 2003).

Research shows how cooperative, friendly, collegial relationships, open communication and the free exchange of ideas may be sources of emotional and psychological support for teachers' work and promote their professional development. However, the intensity of this cooperation and learning among staff also depends on leadership within the school and the degree to which opportunities are created for teachers' professional learning. An emphasis on greater collegiality and teacher involvement is also evident in international reports by the OECD, UN and EU, who highlight the 'need for and emergence of a new extended teacher professionalism characterized by greater collegiality than typical in the past, by increasing the complexity of professional practice, by the challenges of teaching a more diverse student body to higher levels of academic attainment and by challenges of equality and inclusion' (OECD, 2005; Barber and Mourshed, 2007; World Bank, 2005; UNESCO, 2005).

According to TESO (2003), the purpose of CPD is to prepare and support teachers and school communities to help students achieve the highest learning standard through improving learning process and school environment. Because the purposes of the whole education systems are the production of good caring citizens who are enterprising problem solvers, endowed with a belief in democratic principles. To meet these long-term purposes, the teachers' education system must implement practical and effective continuous professional programs.

2.4 Principles and benefits of effective CPD program

2.4.1 Principles of Effective CPD Program

According Villegas-Reimers (2003) CPD has the following principles. CPD is based on constructivism rather than on a 'transmission-oriented level; it is perceived as long-term process

as it acknowledges the fact that teacher learns over time. Regular follow up support is regarded as an indispensable catalyst of the change process; it is perceived as a process that takes place within a particular context. The most successful teacher development opportunities are ‘on-the-job learning’ activities such as study groups, action research and preparation of portfolios; a teacher conceived as a reflective practitioner. The role of professional development is to aid teachers in building new pedagogical theories and practices and to help them develop their expertise in the field; professional development is conceived as a collaborative process. Professional development may look and be very different in diverse settings, and even within a single setting, it can have a variety of dimensions.

According to MoE (2003), the principles outlined in the Ethiopia context are: there should be an initial CPD program phase for all teachers to follow. It should focus on areas of identified needs that are common across the system. Staff development program will be more effective if all on-going activities are registered or documented, and one key element of CPD will be the provision of courses related to the levels and status of teachers; the renewal of a professional teaching license will require the completion of equivalent of stated minimum number of semester hours of record of their participation in CPD programs. The mentors will also keep records of all completed activities, classroom observations and meetings held with teachers.

2.4.2 Benefits of Effective Continuous Professional Development (CPD) Program has Different Benefits.

According to HaileSilassie (2004) and Hussein (2011) cited different authors stated the commonly known CPD program benefits.

Improve the quality of education, teachers and students know how to teach and learn better (pitts,1998); enhances knowledge and skills in teaching and knowledge in subject areas, reinforcing previous trainings (Lee,2000; Kirk, 2000; MOE, 2004); increases levels of students achievement (Anna, 2000; MOE, 2009); increases teachers’ social status and enhances human relations (MOE, 2004 and 2009) and fosters collaboration and has motivating features to teachers to fulfill standards (Kirk, 2000).

2.5 CPD -Licensing: The Practicalities

2.5.1 Sequence for Teaching Licenses

According to (MoE, 2004), CPD guideline there are different practices and phases for licensing of teachers. These are discussed as follows: on successful completion of their Service teacher education program, all teachers are certified and placed accordingly in schools to begin their teaching careers. To date there has been no systematic support for these NDTs to enable them to fit well into the teaching profession. However, a new system is being put in place by which these new teachers will go through an induction program for two years. After the successful completion of this induction program, they will be awarded the initial license.

The licensing of teachers will have two forms: one will be the initial licensing of beginner teachers after the completion of the two-year induction period; the second will be re-licensing of teachers. Re-licensing points will much the intervals in the career structure. That means that they will occur at the end of each successive transition point; i.e., from junior teacher to proper (fully-fledged) teacher, to senior teacher and then on to associate lead teacher and lead teacher levels. Once teachers have reached lead teacher level, they will be required to renew their licenses every three years.

2.5.2 Levels in the Career Structure

Linking re-licensing to the career structure in this way will provide the licensing system with teacher levels that are already delineated and are familiar to teachers. There are six levels in the career structure: beginner, junior, proper (fully-fledged), senior, associate lead and lead teacher levels. At every level, teachers will be expected to complete a minimum number of CPD hours each year (60 hours) (MoE, 2004).

2.6. The Continuous Professional Development (CPD) Cycle

The CPD Cycle is a carefully planned response to identified development need (MoE, 2009) the circular model represents the CPD cycle with a “ray” for each phase of the cycle:

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. The aim of the new CPD is “to improve the performance of teachers in the classroom in order to raise student achievement and learning. It is a career-long process to improve knowledge, skills and attitudes centered on the local context particularly classroom practice” (MoE, 2009a, p.16)

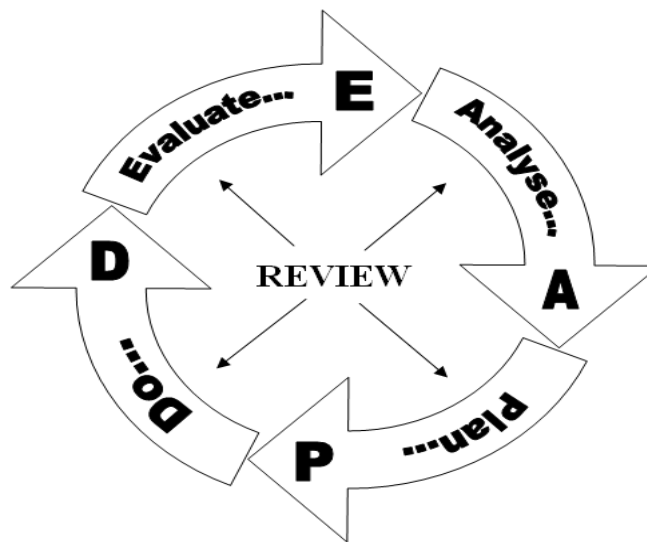


Figure 1. The CPD Cycle

2.6.1 CPD Cycle – Analyze

It is obvious that before rejecting and implementing one program, one should analyze and should study deeply the impact of the program that had implemented before or the new one. This is because a process of needs analysis or review will have identified the need. Then it becomes easy to implement that program. Analysis is the process of observing and breaking down a complex topic or substance into smaller parts to gain a better understanding of it. This implies that whatever the program is when one individual or organization analysis the program it gets

clear picture of the program and creates a clear understanding to implement it. Thus, analysis is very crucial in CPD Cycle.

2.6.2 CPD Cycle – “Plan”

Once the development need has been identified, a program, specifically designed to meet that need plan, can be prepared. Each institution and individual teacher should develop Annual CPD Plans. This is done by prioritizing the issues identified by the analysis process. Once the priorities are selected, the Annual CPD Plan should be completed.

An individual teacher’s Annual CPD Action Plan should be kept in their Teacher’s Professional Portfolio, and used as a guide to the type of information and evidence collected during the year.

Institution Planning

Each institution should develop Annual CPD Plans. This is done by prioritizing the issues identified by the analysis process. Three main priorities are recommended for each academic year. It is more effective to concentrate on fewer priorities and cover them well. Once the priorities are selected, the Annual CPD Plan should be completed. This document should describe each priority, identify the desired outcomes, say who is responsible for leading it, and long it will take. A program for each priority should then be written, which details events and timings.

Individual Planning

Individual CPD Plans should also be developed annually. Some priorities for individuals will come from their institution’s priorities. Some will be issues identified by the individuals themselves. An individual teacher’s Annual CPD Action Plan should be kept in their Teacher’s Professional Portfolio, and used as a guide to the type of information and evidence collected during the year.

2.6.3 CPD Cycle – “Do”

Participating in CPD can involve formal and informal sessions. It is essential that these sessions are linked together to form a coherent program. The methods and activities chosen should be appropriate to the needs identified.

Some CPD methods which have successfully been used to facilitate professional development are: Curriculum meetings, Demonstration lessons, Planning lessons together, Peer observation, Observation of lessons and feedback, Observation of students in lessons, Talking to students, Assessment of students' work before and after the CPD activity, Marking of students' work, giving feedback and advice for development, Shadowing a teacher, Action research, Professional reading and research, Visiting schools and teachers to see examples of good practice, Sharing/showing good practice within your school, Maintaining your professional portfolio, Team teaching, Workshops, Visiting experts, Mentoring and Discussion meetings

2.6.4 CPD Cycle – “Evaluate”

Reviewing and evaluating the effectiveness of CPD is an essential part of the cycle. Ultimately CPD is carried out to help students to become better learners, so it is important to judge whether each CPD program is effective in doing that. The CPD Action Plans, whether institutional or individual, should identify desired outcomes for each priority. These outcomes become the focus for review and evaluation.

From above CPD-cycle ones can say that the aim of the new CPD is to improve the performance of teachers in the classroom in order to raise student achievement and learning by assessing individual and school needs. It is a career-long process to improve knowledge, skills and attitudes of teaches. Teachers operate effectively at all stages of the teaching and learning cycle, including planning for learning and assessment, developing learning programs, teaching, assessing, providing feedback on student learning and reporting to parents / caregivers Teachers model effective learning. They identify their own learning needs and analyze, evaluate and expand their professional learning both collegially and individually.

2.7. The Importance of CPD

Professional development plays an important role in the teaching learning process by introducing new strategies and teaching methods. Borko and Putnam (1995) stated changing teachers teaching methods and that these changes have a positive impact on students learning. This statement clearly depicts that introducing new teaching methods and changing the teaching method in the classroom has its own impact in the teaching learning process which is directly related with students' achievement. Researches also approved 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.

According to Borko and Putnam (1995), Teacher professional development has great impact in classroom instruction and students achievement. This is because powerful evidence that experienced teachers' pedagogical content knowledge and pedagogical content beliefs can be affected by professional development programs that such changes are associated with changes in their classroom instruction and student achievement.

2.8. Characteristics of Effective CPD

According to MoE (2009b), CPD aims at improving teachers' performance in the classroom because it is class based practice. Since it is practiced in the classroom, it needs excellent use of classroom practitioners. Desimone et al. (2002) examine six key features of CPD in order to measure the quality of training and assess the extent to which it is an effective learning experience for teachers. These features examined are: how the activity is organized; its duration; the level of collective participation; the extent to which it is an active learning experience; the extent to which the activity promotes coherence in teachers' professional development and the extent to which the activity is focused on the specific, predetermined content.

Continuous Professional Development characterizes subject content and teaching strategies centered, it needs clear procedures for identifying and aligning training, the importance of an

informal system within institutions and locally available resources is recognized, the processes which are being learned are modeled and linking programs to school settings and school wide efforts is conducted(MoE, 2009a:18).

In addition, it characterizes the participation of teachers as helpers, facilitators and planners, emphasis on self-instruction and with differentiated training opportunities, teachers in active roles, choosing goals and activities for themselves, emphasis on demonstration, supervised trials and feedback, and on-going support and assistance available upon request (MoE, 2009a).

2.9. Implementation of CPD

In the implementation of the CPD programs, the individual uniqueness of teachers' experiences, expertise, skills, knowledge, and their rights to further professional development to improve the quality of teaching should be taken into description in the proper designing and managing of the programs (MoE, 2003b).

In addition to a supportive attitude and creating an atmosphere where there is a love of learning, school principals must be the primary developers, because it is the principal who has the greatest direct control over the factors affecting school environment (Marezely, 1996). Marezely further stated that identifying the development needs of each teacher and the school staff as a whole, developing and arranging opportunities, monitoring progress and evaluating performance must be undertaken by school principal. The school principal is the common denominator of these factors.

In relative to the above suggestion, MoE (2009b) briefly states that principals have a lot of responsibility in the implementation of CPD. Thus, principals are responsible for ensuring learning and student achievement is inclusive, and at the center of strategic planning and resource management, creating management strategy within the institution, facilitating special support for female teachers and identifying issues for consideration of priorities together with their colleagues.

In addition to the above points, principals have also the responsibility for establishing a CPD committee, ensuring that the institution/ department produces an annual CPD plan and manages the budget, creating conducive environment for teachers who needs special attention, fulfilling material and financial input, Preparing monthly evaluation report to Cub-city education office and regularly monitoring the effectiveness of the changes to teaching and learning are also important.

Moreover, principals also engage on ensuring the quality of engagement of teachers in CPD activities, monitoring and assessing the content of individual professional portfolio and giving constructive feedback, Collaborating with other local head teachers and supervisors to facilitate effective responses to shared issues, taking part in regional and national CPD activities which ensure that their own knowledge and experience is up-to-date, ensuring that all teachers in schools take part in sixty hours of CPD activities each year and Collaborating with Woreda, Zone and REB professionals to ensure that national and regional priorities are addressed in institutional planning(MoE, 2009b).

In particular, MoE (2005) indicates that school principals are responsible in implementing proper CPD programs by deciding the appropriate duration and timing for the course, deciding on the formation of the groups and which teachers will be participants, includes the group sessions in the school timetable, select appropriate facilitator for the group and gives orientation about the course, contacting a nearby school to act as partner school to share experience and giving orientation on the course to the participants, who are then able to begin the course. Hence, it is clear from the discussion above that the school principals are the key players on the program's activities. The principal's role in nurturing it is significant and it begins with sensitivity to the school development needs.

Each school teacher must take part in planned CPD activities for a minimum of sixty hours each year. These hours should be flexibly used to address the various priorities, which affect upon the work of the individual teacher or institution. Furthermore, each institution decides the way in which the sixty hours are allocated, responding to national, local and institutional priorities. Teachers in schools have been following a CPD program using three course books.

The first course is concerned with professional ethics, counseling and mentoring using active learning methodology. The second course is focused on gender and HIV/AIDS issues, continuous assessment, and planning approaches to individual subject areas in the context of large class sizes. The last one is concentrated on rural development, civics and methodology (MOE, 2009a).

Every year CPD plans of the Ministry of Education, REBs, ZEOs and WOE's should allow time for the priorities of individual institutions. If the institution, organizing CPD, does not have the necessary knowledge, expertise or experience, then they should ask for the help of an experienced and knowledgeable expert or organization (MOE, 2009b).

2.10. The Perception of CPD

According to McKenzie and Turbill (1999), a better understanding of teachers' belief system or conceptual base will significantly contribute to enhancing educational effectiveness. It is what teachers think, what teachers believe and what teachers' do-at the level of the classroom that ultimately shapes the kind of learning.

According to Ewnetu and Firdisa (2010), there were the guiding questions of gathering perceptions in their investigation. These were how do teachers generally define CPD, how do teachers perceive the CPD in terms of relevance and enhancing learning, and what are the major obstructions of CPD. As a result, the responses to the in-depth interview were categorized into the following major themes that represent the participants' perception and experience. These are teachers' meaning of CPD, teachers' perception of the relevance of CPD, perception of its outcome in students learning enhancement and obstructions to CPD.

2.11. The Challenges of CPD

Most teachers in Ethiopia perceived CPD in different ways and most of them had negative attitudes towards it. MoE (2009b:50) identified the challenges encountered in CPD in Ethiopia. According to the study in nearly, four out of five schools the structure of CPD is either absent or inadequate trained to run well organized, inspiring, and transforming CPD

activities .On the other hand, Ewnetu and Firdisa (2010) indicated the obstructions to school based continuous professional development as described by the participants of the study. They believed that the effectiveness of their effort with regard to CPD is highly depends on the support: close supervision in the process of its activities like action research and report of activities at school. The participants underscored that without close supervision and support they do not have confidence in what they were doing.

In addition, facilitators high turnover, time constraints on teacher as well as their school leaders, failure to synchronize the career structure and the CPD values and activities, the program lagging behind its time and the tendency of rushing to cover the course total absence or inadequacy of the minimum resources to run it and lack of systematic coordination between the Education bureaus, Teacher Education Institutions and NGOs were the challenges the CPD encountered before 2009. Thus, from the above points one conclude that the perception of teachers towards CPD were not good. However, the result might not be only on the teachers' side rather it might be also related with other factors (MoE, 2009b).

On the other hand, there is also a challenge connected with principals' role in the implementation of CPD program at school levels. According to Amare, Daniel, Derebssa and Wanna. (2006), teachers expressed that minimum amount of support is provided for CPD program at school levels. As the study reported, school principals did not assist teachers on the program and, thus, principals have not yet grown into their roles that emphasize instructional leadership. Research by Collision et al. (2009) examines the concept of shared leadership within schools which they argue requires a change in behavior for both teachers and principals so that new social relationships can be formed and roles blurred. Furthermore, research has shown that a teacher's participation in decision making which supports an organic form of school organization has positive effects on a teacher's motivation and commitment to change (OECD, 2010).

2.12. Responsibilities of CPD Stakeholders

Implementing teacher's professional development program needs a comprehensive and coordinated approach of stakeholders at all levels. Each stakeholder in CPD has responsibilities. These can be either as an individual or as an institution. In this regard, the MoE (2009) indicate clearly the responsibilities and duties of each stakeholders in Deprogram implementation as follows.

2.12.1. Responsibilities of Teachers

Teachers are responsible for engaging in their own Continuous Professional Development throughout their careers in consultation with others, identifying and monitoring progress against personal CPD needs relating to the school's Annual CPD Plan and their individual Professional Competencies (MoE, 2009). Additionally working collaboratively with colleagues to improve teaching and learning, carrying out sixty hours CPD each year and putting CPD into practice in the classroom are the responsibilities of teachers. Teachers are also responsible for maintaining a Professional Portfolio to record all their CPD and other professional activities, including identifying achievement of the Professional Competencies.

2.12.2. Responsibilities of School Authorities

Marezely and Dimmock in Zenebe (2007), state that the school principals must be the primary CPD developer because it is the principal who has the greatest direct control over the factors affecting school environment. Therefore, schools are responsible for ensuring that learning and student achievement is inclusive, and at the Centre of strategic planning and resource management, creating a CPD management strategy within the institution, ensuring that an effective CPD needs analysis is carried out each year and that the institution/department produces an Annual CPD Plan and manages the budget. Collaborating with other local head teachers and supervisors, Woreda, zone and REB professionals, taking part in regional and national CPD activities, which ensure that national and regional CPD priorities are addressed in institutional CPD planning, are the responsibilities of schools (MoE, 2009).

2.12.3. Clusters

According to MoE (2009) giving support as appropriate, the Annual School CPD plans, supporting the delivery of the Induction programmed for NDTs and supporting Teachers “Professional Portfolio development are the responsibilities of clusters. Clusters are also responsible for managing and coordinating CPD activities, maintaining an effective communication system between all the schools within the cluster and providing training opportunities as appropriate.

2.12.4. Education Bureau

Education bureau is responsible for analyzing and identifying regional priorities, production of materials and delivering training to implement, sharing information with all stakeholders, annually producing and circulating regional CPD plans, giving support to Woredas, zones and sub cities within the region, overseeing and facilitating the work of CTEs in their support of CPD in schools, allocating the resources needed to implement the regional CPD program including the development of Teachers’ Professional Portfolios and ensuring that resources are written in the language that teachers will understand best, with high quality translation, produced in sufficient quantities (minimum ratio of 1 booklet to twenty teachers) and distributed throughout the region. Furthermore, the REB is responsible for monitoring and evaluating the CPD program regionally and producing an annual report, which should be, submitted to the Process for Teachers and Leaders Development, and compiling Educational Management Information System (EMIS) CPD statistics for the region and submitting them annually to the MoE.

2.12.5. The Ministry of Education

The Ministry of Education plays a vital role in analyzing and identifying national priorities, production of materials and organizing training to implement them, raising awareness of the need for Continuous Professional Development, designing, implementing and reviewing the National Framework for CPD. The MoE is also responsible for annually producing and circulating

national CPD plans, producing support materials to be used in schools giving support to regions, monitoring, evaluating the CPD program nationally, producing an annual report, and conducting consultation meetings on achievements and challenges (MoE, 200

CHAPTER THREE

The Research Design and Methodology

Under this section, the research method, source of data, multi stage sampling techniques, instrument for data collection, procedures of data collection, data analysis method and description of research sites were treated sequentially.

3.1. Research Design

The research classified under descriptive research. It was describing, analyze and interpret the data based on facts. This research includes quantitative and qualitative research design. The questionnaire, interview and document analysis has been quantified and qualified using graphs, tables and words based on collect data by questionnaire and interview from teachers and different targeted group analyzed and made a critical evaluation of the data. Under descriptive research, the method chosen survey method of gathering data at selected five government's secondary school at particular.

Time with the intension of describing the nature of existing conditions and determining specific events of five government secondary school continuous professional development-implementing teachers and it follow the procedure.

Targeted on selected government secondary schools teacher, Gathering data by questionnaire and interview from teachers, school principals, school supervisors and sub city experts, using crosschecking method of by questionnaire and interview, arrange the collected data in sequential order and Provide inferential description analyze and interpret the collected data.

The research includes quantitative and qualitative research design in which methodologically self-administrated open and close-ended questions will be administered which employ quantitative and qualitative method of data analysis.

3.2 Methodology

For this study mixed (quantitative and qualitative) methods were employed. Because mixed research method is convenient for social and human science as a distinct research, which is used to cover a basic deficiencies and description of the study (Creswell, 2009). Gaey, et al. (2009) also indicated that using mixed research method neutralizes or cancels the biases of any single method, and it is used as a means for seeking convergence and integrating qualitative and quantitative data. (Quantitative-qualitative) Model was used; i.e. quantitative data were collected first and more heavily weighted. The first to be read or the capitalized abbreviation is the dominant perspective and is weighted more heavily

3.3 Source of Data

The row data of the study was collected by primary and secondary sources. The primary data was gathered from school teachers, principals, supervisors, experts and educational office concerned bodies, whereas the secondary data sources was gathered from CPD documents and online sources.

The data input for this study was collect from two main sources, namely primary and secondary. The primary data was gather from teachers, principals and supervisors, experts and educational office concerned bodies through questionnaire for school teachers, interview for principals, sub cities experts, supervisors and educational office concerned bodies. The secondary data sources used in this research is CPD documents, portfolio online sources.

3.4 population and Sample Techniques

Multi stage sampling entails two or more stages of random sampling based on the hierarchical structure of natural clusters within the population. The population includes Addis Ababa education bureau, sub city education office, school super visors, school principals and school teachers. This stage of sampling involves choosing by random sampling. A multi-stage random sampling is used for this study: this type of sampling is often more practical like my study case to analyses door-to-door surveys.

Addis Ababa has 10 sub city namely; Arada, AdisKetema, Ledeta, Gulele, Kirkose, Bole, Yeka, Nefaseslek, Kolfekeranio, Akakikaliti sub city and 99 kebeles in Addis Ababa. The researcher selected five sub cities out of ten sub cities namely Kirkose, Bole, Yeka, Ledeta, and Kolfekeranio by using multistage random sampling techniques. Again, I was choosing one secondary school from each sub city by random sampling method.

Addis Ababa has 10 sub cities and 49 government secondary schools. The numbers of teachers in these schools were M=2710, F= 998, T= 3708. I was choosing 5 sub cities out of 10 sub cities by lottery method. These sub cities have 23 government secondary schools and there were M=1334, F=499, T=1833 number of teachers. Again, I was choosing one secondary school from each sub city. The total number of teachers teaching in these selected schools were M=264, F=109, T=373. Sample of teachers were selected from each schools which would proportional for the number of teachers. The number of teachers in each schools were: - Higher 12 in YekaSub-City M=43 F=11 T=54, Beshale in Bole Sub-City M=68 F=45 T=113, TemenjaYazsh in Kirkos Sub-City M=44 F=14 T=58 , Balcha Aba Nefso in Lideta Sub-City M=57 F=23 T=80 and Kolfe secondary in Kolfe Sub-City M=52 F=16 T=68, M=264, F=109, T=373 and 1 principals, 3 vice principals from each secondary schools, 3 supervisors and 1 sub city expert from each sub city participants would be taken. Therefore, number of population =373 thirty six point five percent of sampling size is =136 questionnaire distribute for teachers and interview addressed for 5 school principals out of 5, 8 school supervisors out of 15 and 5 Education office TDP coordinators out of 5 coordinators.

Table 3.1: Distribution of the Target Population, the Sample and Sampling Techniques

No	Population	Total numbers	Sample size	Percentage of sample size	Sampling techniques
1	Teachers	373	136	36.5%	Random sampling
2	Principals	5	5	100%	Availability sampling
3	Supervisors	15	8	53%	Random sampling
4	Education Bureau officials	10	5	50%	Random sampling
	Total	403	154	38,2%	

3.5 Instrument of Data Collection

To obtain relevant data for the study both quantitative and qualitative data gathering instruments used. three instruments were used in the process of gathering the necessary data for the study. These were questionnaire, interview and document analysis. Qualitative data were collected through interviews and document analysis from school principal, Sub-City supervisors and Addis Ababa Education Office TDP coordinators, and school written documents respectively. Quantitative data were questionnaires used to collect the information from teachers.

3.5.1 Questionnaire

The first data-collecting instrument employed in this study was the self-developed questionnaire. It was used to collect data from teachers was structured with both open-ended and closed-ended questions. It contains the following issues: the perceptions of school principals and teachers on the program, the extent of support and follow up activities of stakeholders on the program, the benefits of the program in the teaching and learning process, and the major factors that affect the implementation of the program.

3.5.2 Interview

Semi-structured interview guide was used as the second important data-gathering instrument in this study. It was used to collect information from School principal, Addis Ababa Education Office TDP coordinators and school supervisors. This data-gathering instrument was selected with the belief that deeper information is obtained on issues critical to the study. It permits greater depth of response with face-to-face communication, which is not possible through any other means. Thirteen interviewees participated in the interview session and the interviews took 13 hrs.

3.5.3 Document Analysis

Document analysis is the other essential data-collecting instrument. It was used to cross check the correspondence between what respondents responded or said and what they practically did. In document analysis, document related to the implementation of CPD such as portfolios, annual plan of CPD training both schools and trainees, minutes, modules prepared by trainees, reports written on the CPD training issues, different government documents like guidelines, toolkit, framework, and CPD training materials were analyzed and taken as sources of information.

3.6 Procedures of Data Collection

A contact was made with Addis Ababa Education Bureau request letter was sent to five selected Sub-City education offices to get permission for data collection. Then, the five selected Sub-City education offices sent the request letter to the sampled schools.

In order to check the reliability of the items in questionnaire, pilot testing of the questionnaires was carried out in Edget Chora secondary school, which was not included in sampled schools. The draft questionnaires were distributed to 25 teachers who were selected purposively. After the questionnaire was filled and returned the reliability of items was measured by using SPSS version 23. In this regard, the items checked for reliability include perceptions of teachers and school leaders on the CPD program, stakeholders' support and follow up activities on the CPD program, benefits of CPD Program in the teaching and learning process, and factors affecting the implementation of CPD program.

The next step was giving the information and instruction for respondents about the questionnaire by the researcher. Then, the questionnaire was distributed to the respondents and the completed questionnaire was collected after three days. In addition to this, interview was conducted based on the characteristics of the respondents; a convenient time was arranged for each of the respondents in order to maximize the quality of data. In this regard, Education Office TDP coordinators were interviewed in one day. In order to help the interviewee to prepare him/herself, the interview guides were distributed to the interviewee before conducting the interview.

3.7 The Method of Data Analysis

After the collection of data from the respondents, the next step was analyzing the collected data by using tables according to similarities of issues raised in the questionnaire. Depending on the nature of the variables, quantitative as well as qualitative data analysis method was employed. To begin the analysis, first respondents were categorized under different groups in terms of the practices they have in implementation of CPD program. Secondly, the quantitative data obtained through in questionnaire were organized and organized around the sub-topics related to the research questions. Descriptive statistics like arithmetic mean and standard deviation were

calculated. For more advanced statistical operations and decision making, data were inserted into modern statistical software SPSS 23.

Finally, the qualitative data collected through interviews, and document analysis were analyzed qualitatively and reported through narrative description to complement the quantitative data.

3.8 Pilot Study

In order to make the questionnaire more reliable and valid, the pre-test of instruments were carried out in one sample school. Pilot testing provides opportunities to detect and remedy a wide range of potential problems with instruments. Validity shows the linkage between the questionnaire and the objectives of the study. To gather the relevant and necessary data, the question should be clear and easy to understand. The questionnaire was made ready for pilot test. Therefore, to check the reliability and validity of the questionnaire copies of questionnaires were distributed in Edget Chora secondary school by taking 25 teachers. All respondents have been returned the questionnaire filling appropriately. Based on the Pilot study, the reliability of the instruments was calculated by using SPSS (statistical package for social science version 23 to see the reliability. Thus, Cronbach Alpha as it was appropriate test for reliability of the instrument and the result was .575; hence, the instrument was found to be reliable as a statistical literature usually recommended a test result of 0.7 and above is reliable. Because of pilot study significance suggestion, constructive comments were forwarded, valuable items were added and irrelevant items were rejected.

3.9 Ethical Considerations

All the research participants included in the study were properly informed about the purpose of the research so that their willingness and agreement ensured before the commencement of the study. After securing the full consent of the participants, their responses were sound- recorded. Regarding the right to privacy of the respondents, the study maintained the confidentiality of the identity of each participant. To do so, sentences such as “one of the participants of the respondents (interviews)” were used in the study. Furthermore, the researcher has selected a free and quiet environment to lessen communication barriers that disturb the interviewing process.

CHAPTER FOUR

Presentation, Analysis and Interpretation of the Data

This section attempts to present the analysis and interpretation of data collected through questionnaires, interviews and document analysis. The quantitative as well as qualitative data were integrated in this chapter. The qualitative data were used as complementary to the quantitative data. Therefore, the qualitative data includes the data collected through interviews, open-ended questions and document analysis; whereas, the quantitative data includes the data, which were collected through questionnaires. Questionnaires were prepared and administered for 136 teachers. Therefore, the total number of questionnaires distributed to 136 teachers. From the distributed questionnaires to teachers, 100% were completed and returned.

The plan was to conduct make interview with 5 Education officials TDP coordinators, 5 principals and 8 school supervisors. From these, 1 (20%) of Education officials TDP coordinators and 1 (12.5%) of school supervisors were not interviewed due to their absence in the working place. In document analysis, all written and reported materials about CPD, the duration of training, meeting and minutes on the issues of CPD, evaluation of training, and school teachers' annual plans for CPD training were checked and analyzed.

Finally, the collected data through questionnaires, interviews, and document analysis were organized according to their similarities and appropriateness. To analysis the qualitative data collected through interviews the codes were given as follows; the principals and sampled schools coded as principal1 S1, principal 2 S2, principal 3 S3, principal 4S4, and principal 5S5 which indicates that:- Higher 12 in Yeka Sub-City, Beshale in Bole Sub-City, TemenjaYazsh in Kirkos Sub-City , Balcha Aba Nefso in Lideta Sub-City and Kolfe secondary in Kolfe Sub-City respectively; sampled and Sub-City coded as SC1, SC2, SC3, SC4, and SC5 which shows that Yeka, Bole, Kirkos ,Lideta and Kolfe, respectively. Similarly, the interviewees coded as MrA, M/rB, M/sC...M/r13 which designate interviewee one, two, three...thirteen, respectively.

Accordingly, this chapter includes two major parts. The first part indicates general characteristics of the respondents' and the second part deals with the presentation, analysis and interpretation of the data.

4.1 Characteristics of the Respondents

A total of 154 respondents from school teachers, principals, supervisors, and Education Bureau officials TDP coordinators participated in this study. From the total respondents 5(3.25%), were school principals, 136(88.3%) were teachers, 5(3.25%) were Education Bureau officials TDP coordinators and 8(5.2%) were school supervisors. For the details of the data, see table 4.1 below.

Table 4.1: Respondents' Characteristics

No.	Items	Category	Teachers		School principals		Supervisors		Education officials	
			N	%	N	%	N	%	N	%
1	sex									
		Male	96	70.1%	5	100	5	62.5%	5	100%
		Female	40	29.9%	-	-	3	37.5%	-	-
		Total	136	100%	5	100%	8	100%	5	100%
2	Age	21-30 years	38	27.9%	-	-	-	-	-	-
		31-40	67	49.3%	3	60%	-	-	-	-

		41-50	20	14.7%	2	40%	3	37.5%	4	80%
		Above 50	11	8.1%	-	-	5	62.5%	1	20%
		Total	136	100%	5	100%	8	100%	5	100%
3	Education	First Degree/BA/BSC	121	89%	2	40%	2	25%	5	100%
		Master degree/MA/MSc	15	11%	3	60%	6	75%	-	-
		Total	136	100%	5	100%	8	100%	5	100%
4	Feld of study	Natural science	89	65.4%	1	20%	5	62.5%	2	40%
		Social science	47	34.6%	4	80%	3	37.5%	3	60%
		Total	136	100%	5	100%	8	100%	5	100%
5	workload	Less than 10 periods	11	8.1%	--	-	-	-	-	-
		10-15 periods	66	48.5%	-	-	-	-	-	-
		16-25 periods	59	43.4%	-	-	-	-	-	-
		Above 25 periods	-	-	-	-	-	-	-	-
		Total	136	100%	-	-	-	-	-	-

As shown in table 4.1 item 1, 96 (70.1%) teachers, 5 (100%) school principals, and 5 (62.5%) supervisors, and 5(100%) of Education officials TDP coordinators were males, while the remaining 40 (29.9%) teachers and 3 (37.5%) supervisors were females. In this regard, from the total of 151 respondents, 122 (87%) were males; whereas only 18 (13%) of them were females. This shows that women's participation, as compared to their males counter parts, was very low in teaching at secondary schools and no woman was assigned as school principals, and Education officials TDP coordinators.

Item 2 of table 2 shows the age of the respondents. It indicates that 38 (27.9%) teachers were 21-30 years, 67 (49.3%) teacher and 3(60%) School principals were 31-40years and ,100% of supervisors and Education Bureau officials were above 40 Years old. These varieties of age respondents were important to the researcher

In terms of level of education, as indicated in item 3 table 3, the teacher respondents, 121(88.9%) were first degree holders while 15 (11.1%) were second degree holder under qualified to teach in secondary schools as per the requirement of the education policy. For school principals were 3(60%) second degree holders, the rest secondary school supervisors 6(75%) were second degree holders and Education officials were 100% qualified with first degree.

As indicates in table4 item 4, 93(63.7%) of the respondents, were qualified in natural science and 53(36.3%)were qualified in social science. It indicates most of teachers taught natural science and the other respondents most of them were social science qualified.

As indicated in table 5 item 5, 11(8.1%) had less than or equal to ten periods per week, 59(43.4%) teachers had eleven to fifteen period per week, and 66(48.5%) teachers had sixteen to twenty-five period per week. From the given information, more than fourth five percent of teachers taught to sixteen up to twenty-five periods per week

4.2 Perceptions of School Principals and Teachers on the CPD Program

Continuous professional development (CPD) program is effective only when teacher learning occurs in an authentic way through teachers’ active engagement, participation and collaboration (Landt, 2002). The literature describes that school leaders and teachers have different perceptions on the CPD and their participation. If both teachers and school principals perceive CPD program positively, it will create suitable situation for CPD training. Table 4.2 below indicates a summary of respondents’ view on the perceptions of school principals and teachers on the CPD program.

Table 4.2 Responses of Teachers on the Perceptions of School Principals and Teachers on the CPD Program

N	Perceptions and views on CPD.	Teachers Response						Mean	Standard
		Options							
		A(3)		UD(2)		DA(1)			
		N	%	N	%	N	%		
1	CPD is a means to improve the subject and instructional knowledge	95	69.8	17	12.5	24	17.7	2.82	.533
2	CPD is used to update my pre-service training knowledge and skills	85	62.6	26	19.1	25	18.4	2.57	.785
3	CPD improves students’ academic	73	53.7	19	13.9	44	32.2	2.99	.171

	achievements								
4	CPD plays an important role in improving my professional growth	89	65.5	17	12.5	30	22	2.49	.789
5	CPD can help me to use a variety of student centered teaching methods	89	65.4	20	14.7	27	19.8	2.75	.653
6	CPD is interesting and participatory	39	28.7	20	14.7	77	56.6	1.08	.386
7	CPD encourages me to remain in my profession	36	26.4	25	18.4	75	55.2	1.20	.528
8	CPD improves my teaching competence	65	47.8	30	22.1	36	26.5	2.02	.954
9	CPD is a means to develop my teaching knowledge and skills	53	39	8	5.9	75	55.2	1.38	.750
10	CPD enables me to develop self-confidence	53	39	11	8.1	72	53	1.40	.791

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ondents, M=mean score, SD=standard deviation,

-Mean scores 1:00-1:50=Disagree, 1:50-2:49=Undecided, 2:50-3:00=Agree

As indicated in table 4.2 item 1, CPD is a means to improve the subject and instructional knowledge 95(69.8%) agree, 17(12.5%) Undecided, and 24(17.7%) dis agree. so, majority respondents responded CPD is a means to improve the subject and instructional knowledge. Item 2, teachers CPD is used to update teachers pre-service training knowledge and skills ,85(62.6%) agree, 26(19.1%) Undecided, 25(18.4%) dis agree. Therefore, most of respondents responded agree teachers CPD is used to update teachers pre-service training knowledge and skills. Item 3, teachers CPD improves students' academic achievements, 73(53.7%) agree, 19(13.9%) responded Undecided, and 44(32.2%) of them responded dis agree, Item 4, 89(65.4%) of them responded agree, 17(12.5%) Undecided about it, and 30(22%) responded dis agree CPD had not plays an important role in improving teachers professional growth. Item 5, 89(65.4%) responded agree CPD can help teachers to use a variety of student centered teaching methods,20(14.7%) responded Undecided, and 27(19.8%) of them responded dis agree. Therefore, majority respondents responded CPD can help teachers to use a variety of student centered teaching methods. Item 6, CPD is interesting and participatory 39(28.7%) of them responded agree,20(14.7%) responded Undecided, and 77(56.6%) responded dis agree teachers CPD is interesting and participatory.

Item 7, CPD encourages me to remain in my profession 25(26.5%) responded agree and, 25(18.4%) responded Undecided, and75(55.2%) of them responded dis agree. So, most of

respondents CPD had not encourages teachers to remain teachers profession. Item 8, CPD improves teachers teaching competence 65(57.8%) responded agree, 30(22.1%) selected Undecided, and 36(26.5%) of them responded disagree. Item 9, CPD is a means to develop teachers teaching knowledge and skills 53(38.8%) of them responded agree, 8(5.9%) responded Undecided, and 85(55.2%) of them responded dis agree. Therefore, most of respondents responded CPD had not a means to develop teachers teaching knowledge and skills. Item 10, CPD enables teachers to develop self-confidence 53(38.8%) of them responded agree, 11(8.1%) selected Undecided, and 72(53%) responded dis agree.

The majority respondents perceived CPD positively as a means to improve their subject and instructional knowledge, professional growth, knowledge and skills. The respondents also perceived it as a means to improve students' academic achievements.

On other hand, some respondents (teachers) believed CPD negatively as it is not used to update their pre-service training knowledge and skills and cannot help them to use a variety of student centered teaching methods.

In open-ended question, some teachers perceived CPD as positively and the others negatively. They perceive CPD positively as: "It justifies skills gap in teaching methods and increases experience sharing and intimate friendship among colleagues. It is also a strategy to solve teaching and learning problems". Whereas, they perceive CPD negatively as: "It cannot develop teaching skills and knowledge rather than consuming time and there aren't any incentives whether they participated in the training or not".

The interview was conducted with principals, Education office TDP coordinators and supervisors how they judged the perception of school principals and teachers towards CPD program, and they indicated that: M/r, F said that "almost all school principals perceive it positively and respectful to run the CPD training in their school continuously. But, he said that teachers perceived CPD both positively and negatively." When the researcher asked him why teachers develop negative perception towards CPD, the interviews said that: "There might be lack of

sufficient time and overloaded work condition, lack of support from concerned bodies, no budget allocation and lack of evaluation and systematic follow up”.

The other interviewees also listed different reasons as: M/r,H “There might be lack of incentives and refreshments during CPD training, absence of well trained and experienced CPD coordinators”. Regarding perceptions of school principals and teachers, the researcher conducted interview in each sampled schools with school principals. They were asked to tell how they judge the perceptions of school principals and teachers regarding CPD and they replied that:

M/s, I “speak positively about CPD but they did not implement. Regarding teachers, most of them did not understand the fact that CPD was designed to update their teaching skills and knowledge. They thought that they were taking the CPD training for the benefit of the government or for the school principals. Heals said that, sometimes it is difficult for us to run the training due to the negative perceptions of most teachers”.

4.3 School Leaders Support and Follow up Activities on the CPD Program.

Systematic support and follow up strategies should be designed to implement CPD program effectively. Different researchers indicated that there were no stakeholders support and follow up activities on the CPD program. According to Zenebe (2007) showed in his findings that teachers did not get support from education institutes and top officials. Mohammed (2012) also indicated that the implementation of CPD was not effective due to the lack of stakeholders support and follow up activities on the CPD program. Table 4.3below introduces a summary of respondents’ responses on the school leaders’ support and follow up activities on the CPD program.

N	support and follow up activities	Teachers Response						Mean	Standard	division
		Options								
		A(3)		UD(2)		DA(1)				
		N	%	N	%	N	%			
1	The school has given the necessary professional development trainings on the new CPD approach for me.	70	58.8	20	14.7	36	26.5	2.75	.653	
2	The school has designed monitoring and evaluation strategies for the school teachers to support CPD program implementation.	83	60.9	36	26.5	17	12.6	2.49	.710	
3	The school has encouraged me to participate in CPD training continuously	81	59.5	24	17.6	31	22.8	2.61	.762	
4	The school has given the necessary materials and support to me	65	47.8	30	22.1	41	30.1	2.19	.865	
5	School CPD coordinators have prepared short term trainings for me on the preparation of CPD module and portfolio	75	55.4	18	13.2	43	31.7	2.99	.171	
6	CPD activities of teachers' is followed up by principal/vice principals continuously	57	41.9	20	14.7	59	43.4	2.01	.915	
7	The necessary budget was allocated for CPD trainings in the school	37	27.2	23	16.9	76	55.9	1.40	.791	

8	Short term trainings are given on the CPD issues for CPD coordinators	60	44.2	20	14.7	55	41.2	2.11	.956
9	The school CPD coordinators are supporting and guiding CPD activities effectively	77	56.6	8	5.9	51	37.5	2.20	.957
10	Feedback is given for me at the end of each training sessions	8	5.9	51	37.5	77	56.6	1.07	.395
11	The school supervisor supports teachers in the preparation of portfolio and CPD Module	43	31.7	18	13.2	75	55.4	1.19	.536
12	The school supervisor cross checks the implementation of CPD by preparing checklist	39	28.8	23	16.9	74	54.5	1.38	.750

Table 4.3 Responses of Respondents on the School Leader's Support and Follow

up Activities on the CPD Program

-N-is number of respondents, M=mean score, SD=standard deviation

-Mean scores 1:00-1:50=Disagree, 1:50-2:49=Undecided, 2:50-3:00=Agree

As shown in table 4.8 items 1, the school has given the necessary professional development trainings on the new CPD approach for teachers. 70(58.8%) of them responded agree, 20(14.7%)selected Undecided, and 36(26.5%)responded dis agree. Item 2, The school has designed monitoring and evaluation strategies for the school teachers to support CPD program implementation, 83(60.9%) of them agree ,36(26.5%) responded Undecided, 17(12.6%) selected dis agree. Item 3, The school has encouraged teachers to participate in CPD training continuously26 (19.1%) responded strong agree, 81(59.5%) of them agree ,24(17.6%) responded Undecided, and 31(22.8%) selected dis agree. Item 4, the school has given the necessary materials and support to teachers, 65(57.8%) of them responded agree, 30(22.1%) responded Undecided, and 41(31.1%) selected dis agree. Item 5, School CPD coordinators have prepared short term trainings for teachers on the preparation of CPD module and portfolio 75(55.1%) of them responded agree, 18(13.2%) responded Undecided, and 43(31.7%) of them selected disagree.

Item 6, CPD activities of teachers is followed up by principals continuously 57(41.9%) of them responded agree, 20(14.7%) responded Undecided, and 59(43.4%) of them selected dis agree. Item 7, The necessary budget was allocated for CPD trainings in the school, 37(27.2%) of them responded agree, 23(16.9%) responded Undecided, and 76(55.9%) selected dis agree. Item 8, Short term trainings are given on the CPD issues for CPD coordinators 60(44.2%) of them agree ,20(14.7%) responded Undecided, and 56(41.2%) selected dis agree. Item 9, The school CPD coordinators are supporting and guiding CPD activities effectively 77(56.6%) of them responded agree ,8(5.9%) responded Undecided, and 51(40.5%) selected dis agree.

Item 10, Feedback is given for teachers at the end of each training sessions 8(5.9%) of them agree, 51(40.5%) responded Undecided, and 77(56.6%) of them selected dis agree. Item 11, the school supervisor supports teachers in the preparation of portfolio and CPD Module 43(31.5%) of them responded agree, 18(13.1%) responded Undecided and 75(55.4%) selected dis agree. Item 12, the school supervisor cross checks the implementation of CPD by preparing checklist 39(28.6%) of them responded agree, 23(16.9%) of them responded Undecided, and 74(54.5%) of them selected dis agree.

Table 4.3 shows the majority of the respondents shown that there were no professional development trainings and allocation of budget for training. They indicated that there were no supporting and guiding in the preparation of portfolio and CPD Module and the feedback was not given at the end of each training session. They also described that the monitoring and evaluation strategies for the school to support CPD program implementation, encouragement, giving the training materials for teachers and following up activities of principals during the CPD training to some extent did not practice in the sampled schools.

In open-ended question, the majority of respondents responded by supporting the closed ended questions as follows: “The CPD training was not given in the regular way and nobody pay attention on the issues of CPD training; teachers do not have awareness about CPD and there was no coordination in the school for CPD training. The school leaders have also no enough awareness to give support and guidance for teachers and principals”

In addition to this, the interview was conducted with the TDP coordinators and supervisors to check whether they gave any support in implementation of CPD and they replied that: M/r A “In this year we did not give any training and did not make discussion with school leaders and teachers rather than tried to supervise the implementation of it. This is because of we gave mandates for school leaders to lead CPD training effectively”.

The other interview responded that: M/r B “We are preparing checklists to check the practices of CPD training for each semester in this year; to speak frankly we did not give attention for CPD training in the schools. We start to run when EB asks us to give reports about CPD training. We have not led the training in the regular way. We did not design systematic way of supporting and following up activities. These happened due to we have no sufficient time and overloaded in another occupation”.

Concerning of school leaders support and follow up activities on the CPD program, the interviewees was conducted in each sampled schools with school principals. The researcher asked them to tell whether they gave any support and followed up CPD activities. The interview confirmed that the data collected by above discussed instruments. The discussants said that:

M/r C said “We tried to prepare short trainings on the issues of CPD trainings but we did not get budget because the budget was not allocated for CPD trainings at all; to tell the truth including us nobody give attention about CPD; the concerned bodies like Education office TDP coordinators and supervisors were coming to the school but they did not focus on the issues of CPD training; We tried to give support and follow up morally, but we took. But also, education office asking us to give report when they were asked to write it education office ”

The other interviewee also stated that: M/r D “we assigned teachers as CPD coordinators for formality and reporting purpose. But, nobody gave awareness creation training for teachers. In addition to this, the negative attitudes of teachers towards CPD training made difficulty to follow up and give support. Therefore, we did not give adequate support for teachers”.

The interview respondents clearly indicated that they did not give adequate support and followed up CPD activities in the sampled schools. The data collected from interviewees confirm that

there were no stakeholders support and follow up activities on the CPD program in the sampled schools which support the data collected from questionnaire.

The data collected from the instruments clearly indicate that there were no education office and supervisors support and follow up activities in the sampled schools. However, the principals, education office and supervisors responded positively, someone could understand that they might be tried to defend themselves; because, the majority of the respondents replied as there were no stakeholders’ support and follow up activities in the sampled schools, which lead to ineffective implementation of CPD program. The document analysis also proves that there were no stakeholders’ support follow up activities on the CPD program.

4.4 Benefits of CPD Program in the Teaching and Learning Process

The need for CPD and the reason why many teachers engage in professional development is able to do a better job, to be a better teacher, to ensure the quality of education, and to improve the learning teaching process. In this respect (Ashdown and Rossi, 2005) stated that high quality professional development programs influence teachers’ knowledge, commitment, motivation, and teacher efficiency. Research evidences show that it is better when professional development programs be seen from teachers’ perspectives to enhance their professional knowledge and school objectives, not only as a means to improve instructional practices but also professional development in the service of program implementation potentially masks issues concerning whether or not the professional development meets the teachers’ own perceived learning needs.

Table 4.4 below Presents a Summary of Respondents’ Responses on the Benefits of the CPD in Teaching and Learning Process

No	Benefits of CPD program	Teachers Response						Mean	Standard deviation
		Options							
		A(3)		UD(2)		DA(1)			
		N	%	N	%	N	%		
1	Improved subject matter knowledge and skills	77	56.6	28	20.6	31	22.8	2.60	.791
2	Encouraged me to solve students’ problems	84	61.7	25	18.4	29	21.4	2.82	.533

3	Enabled me to manage my classroom effectively	80	58.8	30	22.1	26	19.1	2.57	.785
4	Gave me direction how to implement continuous assessment	80	58.8	30	22.1	26	19.1	2.57	.785
5	Addressed immediate school and classroom needs	70	51.4	28	20.6	38	27.8	2.99	.171
6	Changed the way I think about teaching and learning	78	57.5	26	19.1	32	23.5	2.66	.743
7	Made me use active learning methods effectively	64	47	31	22.8	41	30.2	2.85	.524
8	Created cooperation between me and principals/vice principals	68	50	23	16.9	45	32.9	2.02	.954
9	Resulted in improved achievement for student	74	54.4	25	18.4	37	27.2	2.49	.710
10	Allowed me to give counseling and guidance service to students	86	63.3	23	16.9	27	19.9	2.82	.533
11	Enabled me to get licensing and re-licensing opportunity	51	37.5	28	20.6	57	41.9	2.11	.956
12	Improved professional ethics of teachers	54	39.7	25	18.4	57	41.9	2.20	.957

-N-is number of respondents, M=mean score, SD=standard deviation

-Mean scores 1:00-1:50=Disagree, 1:50-2:49=Undecided, 2:50-3:00=Agree

As indicated in table 4.4 Item 1, improved subject matter knowledge and skills 94 (69.1%) of them selected agree, 28(20.6%) selected Undecided, and 31(22.8%) responded dis agree, this indicates few of the teachers have not improved subject matter knowledge and skills. Item 2, Encouraged teachers to solve students' problems 84(61.8%) of them responded agree, 25(18.4%) selected Undecided, and 29(21.4%) responded dis agree, this indicated a small number of the teachers have not encouraged teachers to solve students' problems. Item 3, Enabled teachers to manage their classroom effectively 80(58.8%)were attending agree, 30(22.1%) selected Undecided, and 26(19.1%) responded dis agree. Item 4, Gave teachers direction how to implement continuous assessment 90(58.7%) had ,gave teachers direction how to implement continuous assessment, 30(22.1%) selected Undecided, and 26(19.1%) responded dis agree. Item 5, addressed immediate school and classroom needs 70(51.5%)of them responded agree, 28(20.6%) selected Undecided, and 38(27.8%)had not addressed immediate school and classroom needs. Item 6, changed the way teachers think about teaching and learning 78(57.3%) of them responded agree, 26(19%) of them Undecided, and 26(19%) of them responded dis

agree, this indicates had not changed the way teachers taught about teaching and learning. Item 7, made teachers use active learning methods effectively, 65(47.8%)were attending agree, 34(25%) selected Undecided, and 37(27.2%) respond dis agree.

Item 8, created cooperation between teachers and principals/vice principals effectively 68(50%)were attending agree so, they had Created cooperation between teachers and principals, 23(17%) selected Undecided, and 45(33%) had not cooperation between teachers and principals. Item 9, resulted in improved achievement for student 74(54%) got a resulted in improved achievement for student selected agree, 25(19%) selected Undecided, and 37(27.2%) had not improved the achievement of students. Item 10, allowed me to give counseling and guidance service to students 86(63.3%) of them respondents selected agree teachers give counseling and guidance service to students, 23(16.9%) selected Undecided, and 27(19.4%)had not allowed teachers to give counseling and guidance service to students. Item 11, 51(37.5%) selected agree 28(20.6%) selected Undecided, and 57(41.9%) of them responded disagree. Item 12, Improved professional ethics of teachers 54(39.7%) selected agree,25(18.4%) selected Undecided, and 57(41.9%)had not Improved professional ethics of teachers or selected disagree.

Table 4.4 shows the majority of the respondents agreed that CPD improved subject matter, knowledge and skills; encouraged them to solve students'/teachers' problems. It enabled them to manage their classroom effectively and resulted in improved achievement for students. It also gave them direction how to implement/supervise continuous assessment. But, they did not believe that CPD enabled them to get licensing and re-licensing opportunity and improved their professional ethics. Whereas, some the respondents undecided and did not conceive that CPD addressed immediate school and classroom needs and changed the way they think about teaching and learning. They did not believe that CPD made them use active learning methods effectively and created cooperation between them and principals. They also did not accept that CPD allowed them to give counseling and guidance service to students.

In interviews session the interviewees were asked to point out the benefits of CPD in teaching and learning process. They believed that CPD plays an important role in developing/improving

teachers' teaching/instructional skills and knowledge, which result in improving students' achievements.

4.5 Factors Affecting the Implementation of the CPD Program

There are encouraging and discouraging factors which affect the implementation of CPD program positively and negatively respectively. This study focuses on the discouraging factors, which hinder the effective implementation of CPD program. Steyn (2011) identified a number of aspects that may influence the effective implementation of CPD, such as; an emphasis on teachers' learning, the commitment of teachers, ineffective leadership, the particular school context, and feedback given on CPD practices; i.e. teachers need to know whether they are making any progress when implementing new CPD initiatives. Table 4.5 shows a summary of respondents' responses on the factors that affect effective implementation of CPD program.

	Barriers in implementing CPD	Teachers Response						Mean	Standard deviation
		Options							
		More Serious (3)		Serious (2)		Less Serious (1)			
		N	%	N	%	N	%		
1	Teachers are not well informed about the implementation steps of CPD	58	42.6	28	20.6	50	36.8	2.08	.974

2	Shortage of appropriate training resources	84	61.7	29	21	32	23.5	2.78	.512
3	Poor management of CPD training time	61	44.9	36	26	38	28.7	2.37	.833
4	Lack of appropriate support from school CPD coordinators	64	47.1	30	22	42	30.9	2.19	.865
5	Unwillingness of teachers to implement the CPD program	55	40.4	38	28	43	31.6	2.55	.758
6	Teachers' overload work/lack of sufficient time	65	47.8	29	21	42	30.9	2.01	.915
7	Absence of teachers' ability or skill to implement the CPD program	45	33.1	27	20	56	41.7	1.71	.868
8	Lack of support from sub city/ education bureaus TDP coordinators	76	55.9	34	25	26	19.1	2.71	.643
9	The training is difficult to implement in classroom situations	49	36	32	23	55	40.4	2.20	.957
10	Lack of a systematic follow up	54	39.7	43	32	39	28.7	2.08	.974
11	Absence of skilled and experienced supportive supervisory personnel to implement CPD	63	46.3	26	19	45	33.1	2.49	.710
12	Absence of coordination between teachers and school principals	48	35.3	40	29	48	35.3	2.37	.833
13	Absence of well-trained school CPD coordinators	56	41.2	35	26	45	33.1	2.19	.865
14	Adequate budget was not allocated to support CPD activities	89	65.4	24	18	23	16.9	2.62	.699
15	The negative attitude of principals/vice-principals towards CPD	53	39	44	32	39	28.7	1.96	.890
16	The framework and toolkit materials of CPD are not clear and not helpful	53	39	36	26	47	34.6	1.71	.868

Table 4.5 Responses of Respondents on the Factors Affecting the Implementation of the CPD program

N-is number of respondents, M=mean score, SD=standard deviation,

Mean scores 1:00-1:49= Less Serious 1:50-2:49= Serious, 2:50-3:00= More Serious

As indicated in table 4.5, Items 1, Teachers are not well informed about the implementation steps of CPD, 58(42.6%) of them selected More Serious, 28(20.6%) of them selected Serious, and 50(36.6%) responded Less Serious. Item 2, Shortage of appropriate training resources 84(61.7%) of them More Serious, 29(21%) of them selected Serious, and 32(23.5%) responded Less Serious. Therefore, majority respondents responded Shortage of appropriate training resources.

Item 3, Poor management of CPD training time 61(44.9%) selected More Serious, 36(26%) of them selected Serious, and 38(128.7%) respond Less Serious. As a result, most of respondents responded Poor management of CPD training time.

Item 4 Lack of appropriate support from school CPD coordinators 64(47.1%) selected More Serious, 30(22.1%) selected Serious, and 42(30.9%) responded Less Serious. So, majority respondents responded Lack of appropriate support from school CPD coordinators. Item 5, Unwillingness of teachers to implement the CPD program 55(40.4 %) of them selected More Serious, 38(28%) selected Serious, and 43(31.6%) responded Less Serious. Item 6, Teachers' overload work/lack of sufficient time 65(47.8%) of them selected More Serious, 29(21%) selected Serious, and 42(30.9%) respond Less Serious. Then, most of respondents selected Teachers' overload work/lack of sufficient time.

Item, Absence of teachers' ability or skill to implement the CPD program 45(33.1%) of them selected More Serious, 27(20%) selected Serious, 56(41.7%) responded Less Serious. Item8, Lack of support from sub city/ education bureaus TDP coordinators 76(55.9%) of them selected More Serious, 34(25%) selected Serious, 26(19.1%) respond Less Serious, and 13(10%) selected Least Serious. Item 9, The training is difficult to 49(36%) selected More Serious, 32(23%) selected Serious, and55(40.4%) respond Less Serious. Item 10, Lack of a systematic follow up 54(39.7%) selected More Serious, 43(32%)of them selected Serious, and 39(28.7%) responded Less Serious. Item 11, Absence of skilled and experienced supportive supervisory personnel to implement CPD 63(46.3%) selected More Serious, 26(19%) selected Serious, and 45(33.1%) responded Less Serious.

Item 12, Absence of coordination between teachers and school principals 48(35.3%) of them selected More Serious, 40(29%) selected Serious, and 48(35.3%) responded Less Serious. Item 13, Absence of well-trained school CPD coordinators 56(41.2%) selected More Serious, 35(26%) selected Serious, and 45(33.1%) responded Less Serious. Item 14, Adequate budget was not allocated to support CPD activities 89(65.4%)of them selected More Serious, 24(18%) selected Serious, and 23(16.9%) responded Less Serious. Item 15, The negative attitude of principals towards CPD 53(39%) selected More Serious, 44(30%) selected Serious, and

39(28.7%) responded Less Serious. Item 16 the framework and toolkit materials of CPD are not clear and not helpful, 53(39%) selected More Serious, 36(26%) selected Serious, 47(34.6%) responded Less Serious.

In open ended question, the respondents listed the affecting factors of CPD program as follows: “The school environment/training place is not conducive; lack of incentives, rewards and encouragement, lack of commitment, and absence of cooperation”.

In interviews section the school principals, Education office TDP coordinators and supervisors were asked to list the factors that affecting the implementation of CPD and measures that should be taken to overcome the challenges of CPD program. They listed similar affecting factors with closed and open-ended questions in questionnaires.

The Education office TDP coordinators and supervisors pointed out the following measures that should be taken to overcome the challenges of CPD program. These are: “Stakeholders should design systematic follow up and support for CPD trainees continuously; the school leaders should allocate adequate budget for CPD training and follow up to check whether or not it is used efficiently; and supervisors, CPD coordinators and TDP coordinators should have desired knowledge and training skills on the CPD training”.

The other interviewees M/r G said that: “We should give awareness creation training for teachers and school principals by collaborating with schools; the school principals ought to encourage good performed groups in CPD training and prepare conducive training place”. The interviewees recommended the following methods: “The Education office TDP coordinators should make discussion with school principals and teachers to change the negative attitude of school principals and teachers; school principals and teachers should allocate sufficient time for CPD training; and the school leaders should follow to know whether or not teachers used the training time effectively”.

Finally, the researcher tried to see written documents regarding stakeholders support and follow up activities. All sampled schools have training materials that were prepared by MoE but they were not organized well. All sampled schools CPD coordinators and most of teachers prepared

CPD modules and portfolios. But, it was not checked and approved by the concerned bodies. Since there was no CPD training in all sampled schools in this year (2018) the researcher did not get reports and feedback, meeting and minutes and evaluation made on the training. With respect to document analysis, one can see that there were no any stakeholders' support and follow up activities on the CPD program. The school leaders and teachers also ignored CPD activities from teaching and learning process.

The findings of the study established that the findings of the following researchers. Gosa (2012) stated that lack of teachers' positive attitude towards the program and lack of support from Woreda education experts and supervisors were the major obstructing factors of CPD program implementation and Chemir (2013) indicated that lack of willingness of teachers to participate in the training, lack of support from school leaders and lack of collaboration with teachers and school leaders were the factors that affected the implementation of CPD program.

CHAPTER FIVE

Summary, Conclusions and Recommendations

This chapter contains four subsections. The first sub section deals with the summary of the major findings, the second subsection presents conclusions which were drawn from the summary of the major findings, the third one introduces alternative solutions which were recommended to ease the problems encountered during CPD program implementation and the fourth section deals with areas of future research.

5.1 Summary of the Major Findings

In this study the descriptive survey design and mixed (quantitative and qualitative) methods were employed. Questionnaires, interview and documents analysis were used as data collecting instruments. This study aimed to assess the implementation of Teachers' Continuous Professional Development (CPD) in government secondary schools of Addis Ababa selected sub- city.

Assess the implementation of CPD program by describing the existing evidences and various realities of secondary schools of Addis Ababa Administrative. It is also attempted to attain the following specific objectives: to assess the perceptions of teachers and principals' towards CPD program implementation; to find out the stakeholders supporting and following up activities on the CPD program implementation; to investigate the benefits of CPD program in teaching and learning process and teachers' performance; to identify the major factors hindering the implementation of CPD. In order to achieve the major and specific objectives the following basic/research questions were raised and answered in this study.

1. How do principals and teachers perceive the Continuous professional development program in the schools?
2. What do the stakeholders support and follow up Continuous professional development program in the schools look like?
3. What are the benefits of Continuous professional development program in teaching learning process in the schools?
4. What are major factors that affecting the implementation of Continuous professional development program in the Schools?

5.1.1 Perceptions of Teachers and School Principals on the CPD Program

The majority of the respondents or the mean score 2:5-3:00 of the respondents perceived CPD positively as a means to improve their subject and instructional knowledge, professional growth, knowledge and skills. The respondents also perceived it as a means to improve students' academic achievements.

On other hand, some of the respondents (teachers) or the mean score 1:00-1:49 and 1:50- 2:49 respondents believed CPD negatively as it is not used to update their pre-service training knowledge and skills and cannot help them to use a variety of student centered teaching methods. It is not interesting and participatory and does not also enable them to develop self-confidence. It is a burden loaded upon them by the government, impractical in the school situation and they conceived its training boring. But, they did not decide whether or not it encourages them to remain their profession.

In open ended question, some teachers perceived CPD as positively and the others negatively. They perceived CPD positively as it justifies skills gap in teaching methods and increases experience sharing and intimate friendship among colleagues. It is also a strategy to solve teaching learning problems. They perceived CPD negatively as it cannot develop teaching skills and knowledge rather than consuming time and there is no any incentives whether they participated in the training or not.

In the interviews session, the interviewees indicated that almost all school principals perceive it positively. They further indicated that the school principals are obedient to run the CPD training in their school continuously. However, teachers perceived CPD both positively and negatively. They said that teachers develop negative perception towards CPD due to there might be lack of sufficient time and overloaded work condition, lack support from concerned bodies, no budget allocation, lack of evaluation and systematic follow up, lack of incentives and refreshments during CPD training, absence of well trained and experienced CPD coordinators. The difference might occur due to the school leaders tried to defend themselves. Regarding perceptions of school principals and teachers; Regarding teachers, most of them did not understand the fact that CPD was designed to update their teaching skills and knowledge. They thought that they were taking the training CPD for the benefit of the government or for the school principals. The school principals had the benefit of CPD but, also majority school principals do not to participate in the school group Continuous professional development training and when they were invited to participate in the training, they say that they were too busy.

Most of the teachers were joking when they called to participate in the training. These perceptions of school principals and teachers made very difficult to run the training. They responded that the negative perception of teachers occurred due to there might be insufficient time because most teachers were working loaded. There was no conducive environment for the training, no systematic follow up and evaluation system and no incentive difference whether they participated in the training or not.

5.1.2 School Leader Support and Follow up Activities on the CPD Program

The majority of the respondents the mean score 1:00-1:49 shown that there were no professional development trainings and allocation of budget for training. They indicated that there were no supporting and guiding in the preparation of portfolio and CPD Module and the feedback was not given at the end of each training session. But also some of the respondents the mean score 2:50-3:00 shown that there were professional development trainings and allocation of budget for training and they indicated that there were supporting and guiding in the preparation of portfolio and CPD Module and the feedback.

They also described that the monitoring and evaluation strategies for the school to support CPD program implementation, encouragement, giving the training materials for teachers and following up activities of principals during the CPD training to some extent did not practice in the sampled schools.

In open ended question, the majority of teachers responded by supporting the closed ended questions; i.e., the CPD training was not given in the regular way and nobody pay attention on the issues of CPD training. They also indicated that teachers do not have awareness about CPD and there was no coordination in the school for CPD training. Supervisors have no awareness to give support and guidance for teachers.

In interviews part the education office TDP coordinators and supervisors replied that in this year they did not give any training and did not make discussion with school principals and teachers rather than tried to supervise the implementation of it. They said that the mandate was given for school principals to run the CPD program by using the previous training. The other

participants added that they are preparing checklists to check the practices of CPD training for each semester in this year; they said that to speak frankly they did not give attention for CPD training in the schools. They start to run when education office asks them to give reports about CPD training. They also replied as they have not led the training in the regular way. They did not design systematic way of supporting and following up activities.

They tried to prepare short trainings on the issues of CPD trainings but they did not get budget because the budget was not allocated for CPD trainings at all; in addition to this, to tell the truth including us nobody give attention about CPD; the concerned bodies like education office TDP coordinators and supervisors were coming to the school but, they did not focus on the issues of CPD training; the school principals also did not want to give support and follow up rather than asking them to give report when they were asked to write it for education office. Moreover, the negative attitudes of teachers towards CPD training made difficulty to follow up and give support.

From the document analysis, the researcher observed that all sampled schools have training materials that were prepared by MoE. Few numbers of teachers prepared CPD modules /plan and portfolios but it was not checked and approved by the concerned bodies.

5.1.3 Benefits of CPD Program in the Teaching and Learning Process

The majority of the respondents or the mean score 2:5-3:00 of the respondents agreed that CPD improved subject matter, knowledge and skills; encouraged them to solve students'/teachers' problems. It enabled them to manage their classroom effectively and resulted in improved achievement for students. It also gave them direction how to implement/supervise continuous assessment. But, they did not believe that CPD enabled them to get licensing and re-licensing opportunity and improved their professional ethics.

Whereas, some the respondents /mean score 1:00-1:49/ did not conceive that CPD addressed immediate school and classroom needs and changed the way they think about teaching and learning. They did not believe that CPD made them use active learning methods effectively

and created cooperation between them and principals. They also did not accept that CPD allowed them to give counseling and guidance service to students.

5.1.4 Factors affecting the implementation of CPD program

The majority of the respondents/ the mean score 2.5-3.00 of the respondents/ accepted that lack of awareness for teachers about the implementation steps of CPD, poor management of CPD training time, lack of appropriate support from school CPD coordinators, unwillingness of teachers' to implement the CPD program; teachers' overload work/lack of sufficient time, lack of a systematic follow up, absence of skilled and experienced supportive supervisory personnel, absence of coordination between teachers and school principals, absence of well-trained school CPD coordinators, and lack of adequate budget to support CPD activities were more serious factors.

Nevertheless, the respondents (teachers) ranked that lack of support from school CPD and sub-city education TDP coordinators, and absence of skilled and experienced supportive supervisory personnel were more serious barriers which influenced the effective implementation of CPD program.

5.2 Conclusions

The study sought to assess the implementation of Teachers' Continuous Professional Development (CPD) in government secondary schools of Addis Ababa selected sub- city. Based on the summary of the major findings, the following conclusions were drawn. To run the CPD training effectively, it needs positive perceptions of stakeholders especially teachers, because

teachers are the key doers to accomplish the intended quality of education through CPD. This clearly requires positive attitude of teachers towards the practice of CPD program. Furthermore, the findings expressed that the teachers perceived CPD in two angles (i.e. positively and negatively). Unless teachers perceive CPD program positively, it is very difficult to undergo the training effectively since CPD program focuses on the professional development of teachers. Therefore, it is possible to conclude that there is no fertile ground for CPD training in the sampled schools and which contributed to failures of the training.

The Ministry of Education in Ethiopia developed clear guideline of CPD for school teachers in 2004. The roles of school leaders were clearly indicated in this guideline. CPD program needs regular administration that requires the provision of clear instruction in the succession of action to be followed. These make the aims of training clear to perform support and follow up on its activities. Nevertheless, the findings indicated that the respondents (teachers) reacted that there were no school leaders support and follow up activities on the CPD program. From this, one can conclude that the CPD program was not implemented successfully in the sampled schools.

CPD program has many different benefits in teaching and learning process. The findings of the study showed that the respondents (teachers) were supporting some benefits of CPD but were not supporting the most benefits of it. Therefore, it is concluded that there is no suitable conditions for implementation of CPD program in the sampled schools. This again resulted in the failures of the CPD training in the sampled schools.

As it was indicated in the findings of the study, there were different hindering factors of CPD program. the respondents replied that the factors as more serious factors. From this, it is possible to conclude that the hindering factors made difficulty to implement the CPD program successfully.

The results of this study clearly indicate that there are many factors which hinder the implementation of CPD program. Based on the study and review of literature the determinant factors that affect CPD implementation are shortage of budget, training materials, time for implementation of CPD, lack of interest, motivation and incentives , lack of awareness in the

stakeholders, lack of training, absence of skilled experts to train teachers, resistance from teachers who completed career development, lack of communication among teachers themselves and to mentors, CPD facilitators as well as lack of commitment both in principals and teachers.

5.3 Recommendations

Based on the findings of the study, the following recommendations were forwarded.

In the findings of the study negative perceptions of teachers towards CPD training was indicated as one of the factors for failure of successful implementation of CPD program at sampled schools. Reducing teachers' negative perceptions towards CPD requires integrated efforts of stakeholders. Therefore, the following strategies recommended to reduce teachers' negative perceptions.

Sub-city /Addis Ababa education bureau should reduce the workload of teachers by employing sufficient number of teachers. Teachers work load should not be considered only as the number of periods he/she has per week, but preparation of lesson plan and teaching aid, reading the text and reference books to present the lesson, assignment and test/examination correction and recording the scores of students are all required activities of teachers' out-of-classroom teaching periods. The school should prepare interesting/conducive classroom for CPD training. Sub-City. Education Office/ MOE/ought to apply licensing, re-licensing, certification and career level for teachers after finishing the CPD training. And AAEB should include the completion of CPD training as one criteria when selecting teachers for upgrading (like from diploma to first degree, from first degree to second degree)

The findings of the study revealed that there were no school's leaders support and follow up activities on the CPD program in the sampled schools and these resulted in ineffective implementation of CPD program. Therefore, to run the CPD training effectively the concerned bodies (Sub-city/Town education office and school) ought to perform the following things.

- Preparing awareness creation training in the preparation of modules and portfolios for school academic staff.

- Designing systematic support, follow up and evaluation strategies continuously.
- Organizing the training materials.
- Allocating the necessary budget and controlling to check whether it is used efficiently.
- Cross checking the implementation of CPD and giving feedback continuously.

As it was indicated in the findings, the majority of respondents (teachers) conceived that CPD program has no benefit in teaching and learning process. Therefore, the school leaders should make continuous discussion with teachers by verifying the benefits of CPD in teaching and learning process.

The findings of the study pointed that the CPD program was delayed by many discouraging factors in the sampled schools. As a result, to solve these problems it was recommended that all the concerned bodies should take the following actions.

- ✚ The MoE should prepare adequate training materials/resources for teachers. The MoE should make the framework and toolkit materials of CPD clear and helpful to implement CPD program.
- ✚ The MoE ought to redesign the training within classroom situations.
- ✚ The school should assign well-trained, skilled and experienced supportive supervisory personnel and school CPD coordinators.
- ✚ The school ought to give support to improve teachers' ability or skill in the implementation of CPD program.
- ✚ The school should create coordination between teachers and school leaders.

6. Areas for Future Research

CPD is a very wide topic. But, this research assessed only the implementation of CPD program in five secondary schools of Addis Ababa City Administration. Therefore, interested researchers might sample the wider stakeholders like Sub-City, AAEB, and MOE in advance. They may also look into primary schools

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Appendix-A

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

MA IN EDUCATIONAL LEADERSHIP AND MANAGEMENT

Questionnaire for Teachers

Dear Teacher.

The Purpose of this questionnaire is to collect data on the status of implementing teacher's development program in government secondary schools of Addis Ababa. The data will be used for a study leading to a Master degree in school leadership. The information you provide in this questionnaire will be kept confidential and will be utilized only for the purpose of the study. Your genuine response to the questionnaire is highly valuable for the achievement of the objectives of this research. Please provide your responses as per the instruction indicated to each section.

Thank you in advance for your cooperation.

Note

- a) You don't need write your name on the questionnaire
- b) Please, give appropriate answer to the following question by encircle the letter of your choice, or by putting a tick '√' mark or writing in space provided according to the instruction,

Part I General background:

1. Sub city _____
2. School's name _____
3. Sex: A. Male _____ B. Female _____
4. Age: A. 21- 30 years _____ B. 31- 40 years. _____

C .41- 50 years _____D. 51 and above. _____

5. Educational level

A. .BA/BSc/Bed(Degree)_____B.MA/MSc/MEd_____ C.If other, specify_____

6. Subject qualified for: A. Major _____ B. Minor_____

7. Teaching loads per week:

A. Less than10 periods_____ B. 10-15 periods _____

C.16-25 periods _____ D. Above 25 periods _____

2. Perceptions of teachers and principals on the CPD program.

Please use one of the following scales to indicate your level of agreement on the items below.

3=Agree (A), 2=Undecided (UD), 1=Disagree (DA)

Use “√” mark to specify your rating for each of the statements in the table below.

No	Perceptions and views on CPD.	A(3)	UD(2)	DA(1)
2.1	CPD is a means to improve the subject and instructional knowledge			
2.2	CPD is used to update my pre-service training knowledge and skills			
2.3	CPD improves students’ academic achievements			
2.4	CPD plays an important role in improving my professional			

	growth			
2.5	CPD can help me to use a variety of student centered teaching methods			
2.6	CPD is interesting and participatory			
2.7	CPD encourages me to remain in my profession			
2.8	CPD improves my teaching competence			
2.9	CPD is a means to develop my teaching knowledge and skills			
2.10	CPD enables me to develop self-confidence			

2.11 If any other, Please specify your perceptions in words about CPD in the space given below.-----

3. School leaders support and follow up activities on the CPD program.

Please use one of the following scales to indicate your level of agreement on the items below.

3=Agree (A), 2=Undecided (UD), 1=Disagree (DA)

Use “√” mark to specify your rating for each of the statements in the table below

No	support and follow up activities	A(3)	UD(2)	DA(1)
3.1	The school has given the necessary professional development trainings on the new CPD approach for me.			
3.2	The school has designed monitoring and evaluation strategies for the school teachers to support CPD program implementation.			

3.3	The school has encouraged me to participate in CPD training continuously			
3.4	The school has given the necessary materials and support to me			
3.5	School CPD coordinators have prepared short term trainings for me on the preparation of CPD module and portfolio			
3.6	CPD activities of teachers' is followed up by principal/viceprincipals continuously			
3.7	The necessary budget was allocated for CPD trainings in the school			
3.8	Short term trainings are given on the CPD issues for CPD coordinators			
3.9	The school CPD coordinators are supporting and guiding CPD activities effectively			
3.10	Feedback is given for me at the end of each training sessions			
3.11	The school supervisor supports teachers in the preparation of portfolio and CPD Module			
3.12	The school supervisor cross checks the implementation of CPD by preparing checklist			

3.13 Please specify other support and follow up activities given by stakeholders on the implementation of CPD in your school.

4. Benefits of CPD Program in the teaching and learning process

Please use one of the following scales to indicate your level of agreement on the items below.

3=Agree (A), 2=Undecided (UD), 1=Disagree (DA)

Use “√” mark to specify your rating for each of the statements in the table below.

No	Benefits of CPD program	A(3)	UD(2)	DA(1)
4.1	Improved subject matter knowledge and skills			
4.2	Encouraged me to solve students’ problems			
4.3	Enabled me to manage my classroom effectively			
4.4	Gave me direction how to implement continuous assessment			
4.5	Addressed immediate school and classroom needs			
4.6	Changed the way I think about teaching and learning			
4.7	Made me use active learning methods effectively			
4.8	Created cooperation between me and principals/vice principals			
4.9	Resulted in improved achievement for student			
4.10	Allowed me to give counseling and guidance service to students			
4.11	Enabled me to get licensing and re-licensing opportunity			
4.12	Improved professional ethics of teachers			

4.13 If any other benefits of CPD program, please specify.

5. Factors affecting the implementation of CPD program

Please give rank to the following barriers from the most serious to the least serious

3= More Serious (Ms), 2= Serious (S), 1= Less Serious (LS)

Use “√” mark to specify your rating for each of the statements in the table below.

No	Barriers in implementing CPD	Ms(3)	S(2)	LS(1)
5.1	Teachers are not well informed about the implementation steps of CPD			
5.2	Shortage of appropriate training resources			
5.3	Poor management of CPD training time			
5.4	Lack of appropriate support from school CPD coordinators			
5.5	Unwillingness of teachers to implement the CPD program			
5.6	Teachers’ overload work/lack of sufficient time			
5.7	Absence of teachers’ ability or skill to implement the CPD program			
5.8	Lack of support from sub city/ education bureaus TDP coordinators			
5.9	The training is difficult to implement in classroom situations			
5.10	Lack of a systematic follow up			
5.11	Absence of skilled and experienced supportive supervisory personnel.to implement CPD			
5.12	Absence of coordination between teachers and school principals			
5.13	Absence of well-trained school CPD coordinators			
5.14	Adequate budget was not allocated to support CPD activities			
5.15	The negative attitude of principals/vice-principals towards CPD			
5.16	The framework and toolkit materials of CPD are not clear and not helpful			

Appendix -B

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

MA IN EDUCATIONAL LEADERSHIP AND MANAGEMENT

Interview Guides for school principals, supervisors and Education office TDP coordinators

General Direction

The Purpose of this Interview is to collect data on the status of implementing teachers development program the case of secondary schools of Addis Ababa. The data will be used for a study leading to a Master degree in School leadership. The information you provide in this interview will be kept confidential and will be utilized only for the purpose of the study. Your genuine response to the interview is highly valuable for the achievement of the objectives of this research.

Thank you in advance for your cooperation.

1. Introduction

- Creating relationship between the interviewer and the interviewees.
- Short explanation about the purpose of this research and the confidentiality of interviewees' responses.

Position -----

Sex -----

Years of experience -----

Educational Qualification-----

1. Does your school (SBEO) have plan for CPD program? If not why?
2. How do you judge the perceptions of principals, vice-principals and teachers towards CPD program? Why these perceptions happened to them?
3. How do you evaluate the implementation status of CPD training at school level?
4. What are the benefits of CPD in teaching and learning process?
5. Has your office given any support in implementation of CPD program? If yes, what type of support? If not, why?
6. What mechanisms do you use to support and follow up CPD program?
7. What factors do you think hinder the implementation of CPD program at school level?
8. What measures do you believe should be taken to minimize the obstacles of CPD?

Appendix -C

Document Analysis Guide

CPD program implementation reports will be analyzed with reference to the following:

- the methods used in trainings
- materials used in the training and handed to the participants for use in their schools
- Duration of the training
- portfolios and modules prepared by teachers
- school and teachers annual plans for CPD training
- reports and feedback given by the concerned bodies
- meeting and minutes on the issues of CPD program
- Evaluation of the training
- Challenges encountered during the training

