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PRACTICES AND PROBLEMS OF TEACHERS DEVELOPMENT
PROGRAM IMPLEMENTATION IN SELECTED SECONDARY
SCHOOLS OF GURAGE ZONE IN SNNPR

HABTE NERI

A Thesis Submitted to the School of Graduate Studies of Addis Ababa University
in Partial Fulfillment of the Requirements for the Degree of Master
of Educational Leadership and Management

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COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
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PRACTICES AND PROBLEMS OF TEACHER DEVELOPMENT PROGRAM
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OF GURAGE ZONE IN SNNPR.

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Acronyms

CPD	Continuous Profession Development
EMIS	Educational Management Information System
ESDP	Education Sector Development Program
ETP	Education and Training Policy of Ethiopia
GEQIP	General Education Quality Improvement Program
HRD	Human Resource Development
ICDR	Institute for Curriculum Development and Research
ISCE	International Standard Classification of Education
MDGs	Millennium Development Goals
MoE	Ministry of Education
NPST	National Professional Standards for Teachers
NDT	Newly Deployed Teacher
REB	Region Education Bureau
SNNPR	South Nations Nationalities People Region
TELDCPC	Teacher Education Leader's Development Core Process Coordinator
TDP	Teacher Development Program
TEIs	Teacher Education Institutions
TESO	Teacher Education System Overhaul
TPDP	Teacher Professional Development Program
UNICEF	United Nations Children's Fund
WEO	Woreda Education Office
ZED	Zone Education Department

ABSTRACT

The main purpose of this study was to investigate the Practices and Problems of Teacher Development Program Implementation in Selected Secondary Schools of Gurage Zone. The study employed descriptive survey method with both quantitative and qualitative approaches. Secondary schools, School Principals, CPD facilitators and Woreda Education Office Experts were selected purposely and used as the primary data sources. Teachers were selected based on stratified sampling based on their experiences and sex. The study involved 95 secondary school teachers, 7 principals, 7 CPD facilitators and 4 Woredas Education Office Experts. As secondary source of data Gurage Zone Education Department statistics 2013 and teacher meeting minutes, action research work, portfolio and training documents related to the TDP were analyzed and highly consulted. Moreover, a variety of data gathering tools including questionnaire and interview were used. Mean and Percentage were predominantly used to indicate the extent of respondents' opinion towards the issue raised. As the findings of the study indicated, secondary school teachers are collaborating with school communities. Activities like sharing of experience, solving problems, and discussing in subject area are some of collaborating areas. The study revealed weaknesses in the implementation of CPD programmes in Secondary Schools of Gurage Zone. CPD activities as involving in curriculum meeting, action research, maintaining portfolio conference and workshop were below expected which need attention. The study also revealed that the roles played by the stakeholders, particularly the higher authorities were limited in the implementation of teachers CPD program. The challenges of implementing CPD include shortage of budget and training materials, shortage of time for implementation of CPD, lack of interest, motivation and incentive by teachers, lack of awareness in the stakeholders, lack of training. The school management and the higher authorities in Woreda, Zone and REB should also offer fair opportunities to all the teachers. There is also need to organize for forums where the teachers and all the parties involved in teacher development meet and discuss the ways to overcome the challenges which influence the success of their CPD implementation.

Chapter one

1. Introduction

This study assessed practices and problems of Teacher Development Program (TDP) implementation in selected secondary schools of Gurage Zone. 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. Thereafter, 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

The Education and Training Policy of Ethiopia (1994) depicts that education enables individuals and society at large to create all-rounded personality in the development process by acquiring knowledge, ability, skills and attitudes. It further illustrates that education enables the society to identify harmful traditions and replace them by useful ones.

Education is a key factor for growth and development of any country. It improves the socio-economic development of a country in general, personal and organizational development in particular. Education is a human right and an essential tool for achieving the goal of equality, development and peace.

As Ukejo (1992:1) explains, "Through education, people are prepared to live effectively and efficiently in their own environment." Lockheed and Verspoor (1991:24) also assert that "education serves as a cornerstone for economic and social development of a country bringing the improvement of the productivity of societies and their political, economic, social and scientific institutions."

For education to become effective in bringing the desired outcomes, an appropriate educational system should be in effect. Educational system embraces various components.

Ukejo (1992:1) explains the components of an educational system as:

When we think of an educational system we think of its schools, their nature and their distribution; we think of the curriculum, their relevance and their suitability; we think of pupils, their age distribution, their range of abilities, their backgrounds and their purposes in attending school; we think of the teacher, their education and training and their attitudes. We think of the relationship of the school with the state and family. We think of nature of educational administration and control of schools.

The ETP set standards for teachers and described a new approach to education. The new approach promotes active learning, problem solving, and student-centered teaching methods. With the expansion of education and large class size teachers still rely on the teacher centered methods with limited opportunities for CPD. In Ethiopia, CPD focuses on improving the teaching-learning process, with the priorities of introducing active learning, practicing continuous assessment, and managing large classes.

The training and education of teachers are important contextual conditions for quality education and continuous professional development (CPD) as a means of improving learner performance and production of required skills (Gray, 2005). Professional development programs as systematic efforts to bring change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students.

Villegas and Rimers (2003) also said that:

professional development experience have a noticeable impact on teachers work both in and out of the classroom, especially considering throughout the world are under prepared for their profession. It is critically important to increase knowledge and skills through training which is necessary for proper job performance.

Professional development for teachers is believed to equip them with the necessary knowledge and skills to implement the changes as intended by the reform introduced. Although teachers are believed to have gained many benefits from their participation in professional development programmes as that highlighted in the literature; several issues regarding the effectiveness of such programmes are also raised.

This view of teachers' professional development as series of activities that are detached from the actual classroom engagement often resulted to teachers feeling that their professional development experience as “meaningless and wasteful” (Guskey, 2000, p. 4). However, a large amount of resources and time have been invested to develop and manage professional development for teachers. Hence, it is important that the effectiveness of professional development by teachers and its impact on the quality of teaching practice are continuously researched.

As one of the government's top priorities education quality improvement was the top of other education issues. Therefore, within the framework of education and training policy (1994) the Education Sector Development Program (ESDP) is launched as a 20 years education sector plan with one of the priorities, quality improvement at all levels of educational system after extensive study by MoE (ESDP III). This study revealed important factors affecting teacher performance such as, difficult condition of work environment, weak pre-service preparatory and lack of CPD, an examination system that discourage active learning, creative thinking and development of higher order thinking skills and weak management and leadership. In response to these concerns, ESDP III gives high priority to quality improvement at all levels of the education (MoE, 2005). Side by side the MoE has also developed a General Education Quality Improvement Program (GEQIP) which comprises six pillars, namely, Teacher Development, Curriculum, Text Books and Assessment, School Improvement Program, Management and the Administration Program, Communication Technology, and Civics and Ethical education.

The overall objective of the GEQIP is to improve the quality and diversity of instructional services offered to Ethiopia children in grade 1-12 to produce higher levels of achievement across diverse segments of population Ministry of Education (MoE, 2007). Based on the recommendation and indicative action plan presented in the study report, a task force was established to produce national framework for Teacher Education System Overhaul (TESO) and the program has been implemented since 2003. TESO program was carried out on the basis of TESO through revision to modernize teacher education system was done. CPD as one aspects of TDP come to Ethiopia in 2005 by taking the experience of other countries (MoE, 2005:21). TDP emphasizes on improving the quality of education by designing various teacher support activities by modernizing both pre-service and in-service training to teachers,

therefore the government's particular attention to in-service training of teachers' CPD of teachers launched as one aspect of TDP in 2005.

The TESO-CPD strategy has three phases to be accomplished at the school or cluster level, these are: Induction, the proper CPD training, and Individual CPD. The former two are modular approaches planned for two successive years. Induction is a program for Newly Deployed Teacher (NDT) having four modules that need two years to be practiced in actual training with mentor. The CPD is meant for those teachers already in a system or requirement with the objective of licensing.

Based on this nodal idea, the education and training policy set high standards for teachers. The policy clearly indicated the emphasis should be given for upgrading and updating teachers both in pre-service and in-service programs. It was recognized that teachers are the key to school improvement and therefore a program in service continuous professional development was developed in 2005. A CPD guideline was produced outlining the new strategies and courses developed for induction of newly developed teachers and for CPD priority programs (MoE, 2009). The framework for CPD programs all other teachers are expected to carry out the CPD program. According to the school and their CPD plan in groups in the school or clusters of schools facilitators, usually selected from experienced members of the school staff, the expectation of these groups would meet at least once every two weeks. However in order to implement CPD in the school, there are different factors that influenced during the implementation process. According to the MoE, 2009 there is assessment conducted. Some of the major findings were reported as following:

- a. Nearly four out of five schools, the structure of CPD is either absent or inadequate.
- b. Almost all resources centers to be taken as a sample of the study samples were not adequately prepared to run well organized, inspiring and transforming CPD activities.
- c. In schools where CPD has started to be implemented teachers are however able to demonstrate a reasonable mastery of the contexts / of the CPD course/ they covered before and up to the time of the study
- d. There was high turnover of CPD facilitator

- e. CPD program lagging behind its time and the tendency of rushing to cover courses
- f Time constraints on teachers as well as their school leaders.

These also might be one of the problems that affects for the implementation of continuous professional development program in secondary schools in Gurage Zone. Therefore the study is geared towards identifying those problems and practices affecting teachers' involvement in continuous professional development program throughout the implementation process in secondary schools in Gurage Zone.

1.2 Statement of the Problem

The national education and training policy of Ethiopia recognizes the need for the continued professional growth and development of all teachers at schools. The Ministry of Education has given priority for continuous professional development (CPD) believing that it is the right of teachers as well as of a great value for national development Barrow, *et al.*, 2006 (in Desalegn C,2010). The school staff must have the necessary subject professional support to bring about changes in the classroom. At school level professional development programmers should include school principals/directors, teachers and technical and administrative personnel.

According to the guideline for the continuous professional development for school teachers (MoE, 2004) in the ten years, substantial quantitative achievements have been made. Although quantitative progress has been made the quality of education is still not offered to the desired level.

There is at present a gap between policy demands and the skills and competence of teachers. Frequent studies have shown that teachers are poorly educated, and in order to cope with large class size and limited resources, they still very traditional teachers centered method. There are no limited staff development opportunities at school level or any other supporting mechanism that will enables teachers to use active learning methods in the class room, there is no comprehensive and in built in service program put in places as a system operate continuous professional development in school identifies and solve many of the school and educational

quality problems, including problems of interpersonal relationship and also exposes the school community to changing dynamic worlds and technologies.

At the end of three years of CPD program implementation a TDP1 impact study was carried out by Haramaya University, the major findings of challenges are: Failure to synchronize the career structure and the CPD values and activities, CPD facilitators' high turnover, time constraints on teachers as well as their school leaders, CPD program's lagging behind its time and the tendency of rushing to cover the course, total absence or inadequacy of the minimum resources required to run CPD, lack of systematic collaboration and coordination between Educations Bureaus, TEIs and NGOs (MoE, 2009)

Thus, this study will investigate on practices and problems of implementation of continuous professional development and try to answer the following basic questions.

a.How adequately do teachers interact and help each other to promote their professional development?

b.To what extent do school management and stakeholders play supportive role in the implementation of CPD program?

c.To what degree and effectiveness do secondary school teachers implementing CPD programs?

d.What are the major challenges that affect the implementation of CPD in secondary schools?

1.3 Objective of the Study

1.3.1 General Objectives

The general objective of the study is to identify practices and problems of implementation of continuous professional development in secondary schools of Guraghe zone. Besides, the study will try to suggest some possible solutions to solve those problems.

1.3.2 Specific Objectives

This study shall address the following specific objectives:

- To elaborate practices of CPD that improves teachers' professional development.
- To identify the role of stakeholders implementing CPD in the schools.

- To identify some of the major challenge that affect the implementation of CPD in the school.

1.4 Significance of the Study

It is very difficult to speak about the quality of education unless the schools understand how well their teachers are actually teaching students as well as themselves. It is therefore crucial for any learning institution to assess the extent and quality of teachers' Professional development in order to understand the process and product of the education system and provide relevant information to all stakeholders. It is through a continuous professional development of teachers in their profession can provide the necessary knowledge, values, attitude and skills to students. So that, the socio-economic educators of the country can scale up in a dramatic manner. Hence such activities can enhance the realization of the objectives and missions of schools.

So, this study is considered to be significant for the following reasons.

- a) It may give pertinent and timely information for key stakeholders or decision makers who are involved directly or indirectly in the planning, development, management and improvement of the secondary school teachers to implement continuous professional development.
- b) The result can increase awareness of key officials of the sector, cluster and schools, regarding the need for establishing well designed and comprehensive sustainable programs that can help teachers CPD
- c) Findings of this study can have implications for the improvement of quality of education, which the pressing problem of the education sectors.
- d) It may also as a reference for future research in the area of teachers CPD

1.5 Delimitation of the Study

TDP could be planned and implemented at various levels of schools. In order to get comprehensive and reliable research findings, this study was delimited to CPD implementation in secondary and preparatory schools because the researcher observed that secondary school teachers, principals, CPD facilitator and teacher education leader's development core process coordinator from Woreda Education Office(WEO) have given little attention to the CPD program. Since it is difficult and unmanageable to conduct study in all secondary schools in

Zone by including all teachers, principals, CDP facilitators, teacher education leader's development core process coordinator from WEO thus, it is important to determine and identify the numbers of sample Woredas, schools and respondents. The sample for the quantitative data includes teachers selected in the secondary schools of Gurage Zone. The qualitative data collection includes principals and CPD facilitators who confined to seven secondary schools and teacher education leader's development core process coordinators from four WEOs. The study particularly delimited to problems related to planning, staff development, goal clarification, supervision, follow-up, communication, research work, and different stakeholder's participation. It is also confined only to CPD activities which are carried out at school.

1.6 Definition of Key Terms

The meanings of terms may vary depending on the context in which they are used. In this study the following terms were used as defined below:

Continuing professional development is a programme that is delivered at school level to improve teachers knowledge, competence, skills, attitude in the level they are teaching starting from they join teaching until they leave in the profession (MoE, 2004)

Facilitators are experienced teacher who teach at highest level of teachers' career stage that are selected by teachers to coordinate the proper CPD programme (TESO, 2004)

Induction is an introductory course provided for new teachers in order to develop their teaching profession

Mentoring is continuous staff development activity which once a system is in place, happening during normal school life (Blandford 2000 in moon *et al.*,2001:99).

Portfolio is set of recorded materials that show what an individual teacher has done, known, and can do. (MoE, 2004).

Profession is a sort of teaching occupation based on their special knowledge and skill wisdom that suite for teaching activities (ICDR, 1999:5)

Professional Standards is the broad category of teachers' knowledge and skills. It is overarching goals and themes that provide a framework for what teachers should know and be able to do and indicates the level of performance required for the successful achievement of school expectations

Peer coaching involves teacher supporting teachers as they apply and reflect new ways of teaching that will better meet the diverse needs of students (Swafford,1998 in moon *et al.*, (2001:107)

1.7. Organization of the Study

The study was organized in to five chapters. Chapter one deals with introduction and this consists of background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitation of the study, and organization of the study. Chapter two deals with literature review. In chapter three, research design and methodology is presented. In chapter four analyses and interpretation of data discussed. And then, summary, conclusion and recommendation presented in chapter five.

Chapter Two

2 Review of the Related Literature

In this chapter the review of related literature included some definition, issues related to profession, good teaching, 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 Education and Development

Education was seen as making a critical contribution building national consensus and providing inputs for development. It can also enhance the transformation of the society in more positive ways (UNICEF, 2007). This indicates education play a significant role for human resource development.

Khan, et al (2012), defines human resource development as:

The process of increasing the knowledge, the skills, and the capacities of all the people, in a society. In economic terms, it could be described as the accumulation of human Capital and its effective investment in the development of an economy. In political terms, HRD prepares people for adult participation in the political process, particularly as citizens in a democracy. From the social and cultural points of view, the development of human resources helps to people lead fuller and richer lives, less bound to tradition. In short, the processes of HRD unlock the door to modernization.

Education has indisputably positive bearing on economic growth and poverty reduction. Education helps to acquire knowledge that will enable individuals to improve their own lives. This improvement will lead an improvement in the lives of others in the community. Development this one component of education which incorporate with acquisition of new skills, attitudes and knowledge. It should lead to improve effectiveness. It is always aimed at becoming better in terms of the accusation of new skill, attitudes and knowledge. It should lead to improve effectiveness in terms of the provisioning of education. HRD is a broad issues

directed at the development of human resources, their rational and optimal use and establishment of an enabling environment in which these resources can find their full expression. The purpose of HRD is to enhancing learning, human potential and high performance in work related system and contribute to sustainable human development. This shows human resource development play a vital role for the overall developments of the nation.

2.2 National Professional Standards for Teachers

2.2.1 Professional Development

Professional development is an ongoing process of assessment and planned actions that provide the opportunity for maintaining and expanding knowledge and skills based on evidence, self-reflection about and facilitation of professional core values and autonomous practice within the context of one's practice setting.

Dean (in Nurul Aini Aminudin,2012:5) defines the term 'profession' as “an occupation which requires long training involving theory as background to practice, has its own code of behavior and has high degree of autonomy.”

According to Steyn and Van Niekerk 2002 (in Gulston Karel: 2) “Professional development describes an ongoing development program that focuses on the whole range of knowledge skills and attitudes required to educate learners effective. It refers to the participation of educators or educational leaders in development opportunity in order to be better equipped as educators and educational leaders.”

Professional development is facilitated teaching and learning experiences that are transactional and designed to support the acquisition of professional knowledge, skills, and dispositions as well as the application of this knowledge in practice (Early and Winton, 2001).

According to NPDCI (2008:3), the key components of professional development include:

- a. The characteristics and contexts of the learners (i.e., the “who” of professional development, including the characteristics and contexts of the learners and the children and families they serve),
- b. Content (i.e., the “what” of professional development; what professionals should know

- and be able to do; generally defined by professional competencies, standards, and credentials),and
- c. The organization and facilitation of learning experiences (i.e., the “how” of professional development; the approaches, models, or methods used to support self-directed, experientially- oriented learning that is highly relevant to practice).

The term ‘professional development’, however, can refer to either the actual learning opportunities that teachers engage in, or, the actual learning that occurs when teachers participate, Feiman-Nemser, 2001.

Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which contribute, through these, to the quality of education in the classroom Day, 1999b (in Goodall, 2005: 26).It is also the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives (Rose,. and Reynolds, 2005).

This shows professional development as activities that develop an individual’s skills, knowledge, expertise and other characteristics as a teacher. Therefore in order to make a teaching learning activity more effective and to improve instructional practices, pedagogy and student outcomes formal and informal professional development are essential for teachers as well as instructional leaders. Professional development encompasses the entire scope of one’s career beginning with professional education and continuing through one’s professional life span. In this regard, teaching should be regarded as a profession.

2.2.2 The Teaching Profession

Farrant, 1994 (in MoE, ICDE 1999:5) defines Profession as:

...a body that provides a special service to the community based on accommodated knowledge, skills and wisdom. It also controls the entry qualifications and work standards of the members. Medicines and Law are examples of profession, but they tend to have autonomy than does the teaching profession in developing countries.

According to MoE (1987E.C:4), Professionalism can be best expressed by four principles: Creativity, Knowledge, skills, Collaboration and Positive attitude.

Professional Teacher knows students and how they learn. They know the content and how to teach it, create effective teaching and learning experiences for their students, understand the importance of working ethically; collaborating with colleagues, they seek to improve their own practice and to share their experience with colleagues. They are able to make learning engaging and valued. They are able to create and maintain safe, inclusive and challenging learning environments and implement fair and equitable behavior management plans.

2.2.3 Why Professional Standards Needed for Teachers?

Teachers are an important resource in the teaching and learning process and their training and utilization therefore requires critical consideration. This is due to changing demands on the new roles of teachers in the 21st Century.

Like other professionals, teachers have a responsibility, to themselves and to their own profession, to deepen their knowledge, extend their professional skills, and keep themselves up-to-date on major developments affecting their profession especially in areas of pedagogy and subject content. With this realization, Ministry of Education, 2012 has developed this professional standard to: improve the quality of education helping teachers receive professional licensing that will enhance their responsibility and accountability to implement a quality oriented teaching and learning process (ESDPIV, 2010), guide teachers' professional development and career sources, help to discover how teachers could progress at every stage of their career, give due attention for teachers training and produce competent ones, help teachers begin with the standard to tie the strategies and activities that match their own intelligence, learning styles and modalities, “ With it” teachers exhibit a passion for teaching and they instill a love of learning.

2.2.4 Purpose of the National Professional Standard for Teachers

The main purpose of the NPST is to improve educational qualities at national level (MoE, 2012). It also defines the work of teachers and makes explicit the elements of high quality, effective, teaching in 21st century schools that will improve educational outcomes for students, provides a framework which makes clear the knowledge, practice and professional engagement required across teachers' careers, presents a common understanding and language for discourse between teachers, teacher educators, educational experts, educational leaders, professional associations and the public, Informs the development of professional learning goals, provides a framework by which teachers can judge the success of their learning and assist, self reflection and self assessment, enables teachers to recognize their current and developing capabilities, professional, aspirations and achievements, contributes to the professionalization of teaching and raise the status of the profession, uses as the basis for a professional accountability, helps to ensure that teachers can demonstrate appropriate levels of professional knowledge, professional practice and professional engagement, increases the level of teachers teaching proficiency, narrows the professional knowledge and skill gaps, helps teacher education institutions to design and develop curriculum/courses for teachers training based on the standard set, encourages teachers to attain high standards of performance, helps to establish a system for assessment and certification of teachers.

Teachers are an important resource in the teaching and learning process and their training and utilization therefore requires critical consideration. This is due to changing demands on the new roles of teachers in the 21st Century. The role of the teacher is a complex one that has been shaped from time to time.

2.2.5 Organization of the National Professional Standards for Teachers

The National Professional Standards for Teachers comprise seven Standards which outline what teachers should know and be able to do. The Standards are interconnected, interdependent and overlapping. The Standards are grouped into three domains of teaching; Professional Knowledge, Professional Practice and Professional engagement. In practice, teaching draws on aspects of all three domains. Within each Standard, elements provide further illustration of teaching knowledge, practice and professional engagement. These are

then separated into underpinning knowledge at four professional career stages: Graduate, Proficient, Highly accomplished and Lead.

Figure1. Professional Standards for Teachers

Domains of Teaching	Standards	Element and Performance Criteria
1. Professional Knowledge	1. Know students and how they learn 2. Know the content and how to teach it	Refer to the standards at each career stage
2. Professional Practice	3. Plan for and implement effective teaching and learning	
	4. Create and maintain supportive and safe learning environments	
	5. Assess, provide feedback and report on student learning	
3. Professional Engagement	6. Engage in professional learning	
	7. Engage professionally with colleagues, parents/ care givers and the community	

Source: Professional Standard for Ethiopian School Teachers. MoE, 2000: page 6

In order to develop these competencies, the principles and rationale of this document “Continuous Professional Development for Primary and Secondary School Teachers, Leader and Supervisors in Ethiopia – The Framework” need to be applied. Teachers need to plan and carry out their Continuous Professional Development in a systematic way. The high priority given to teachers’ CPD is demonstrated by the fact that it forms Professional Competencies. Achievement in the Professional Competencies depends on a teacher’s commitment to participate in high quality CPD.

2.3 What is Good Teaching?

The quality of education to a great extent depends on the quality of teachers. Teaching is a practical involvement, and learning through doing is a very important aspect of the training of teacher. From the consultation process, and from other professional discussions in Ethiopia, the components of ‘Good Teaching’ have been categorized into four headings (MoE, 2009)

a. Professional Knowledge and Understanding.

Good teaching takes place when a teacher uses wide and up-to-date subject knowledge of the curriculum, displays a good understanding of classroom pedagogy, has a broad understanding of the impact of the teachers' role in the local Community, is aware of national and local initiatives and priorities, and include them in teaching programmes

b. Teaching Skills.

Good teaching is when a teacher plans effectively for student involvement and learning, gives clear learning objectives and provides students with the skills necessary for study and learning, uses a wide variety of active teaching methods and strategies, appropriate to the learning preferences of the students, relates subject matter to the everyday lives of the students, encourages student participation and problem solving attitudes, rewards and praises progress and challenges poor performance or behavior, is aware of the individual progress and learning needs of each student, treats all students fairly and with respect, is reflective about classroom practice, is a competent assessor of student progress and provides effective student feedback

c. Values and Attitudes.

Good teaching is when a teacher: has a love of the profession, has a hunger for learning and self-improvement, forms excellent working relationships with colleagues, cares for the progress and wellbeing of students, fosters inclusion and equal opportunities within the classroom and institution, sets high standards and has high expectations of the students

d. Learning Environments.

Good teaching is when a teacher maintains an attractive and supportive learning environment, creates a safe and ordered environment in which all students are able to learn, uses a wide range of appropriate teaching aids and materials, including locally available resources.

Accordingly, teacher possessing these professional qualities that effective teaching is an ability of teacher who understands subject matter he is being taught and knowledge of his pupils currently being taught, preparing conducive environment for students to involve in active learning, identified learning outcomes and love of teaching profession. These characteristics create effective student learning. Each one must be addressed at some point in the continuous learning of all Professional teachers and should form the core of any CPD programme. Thus, an effective teacher is able to integrate and apply knowledge, practice and

professional engagement as outlined in the descriptors to create teaching environments in which learning is valued.

2.4 World Experience: CPD Experience in Some European Countries

Continuous Professional Development (CPD) has become a major policy priority within education systems worldwide. Many countries in the world believed that CPD can help professional development of teachers and this is one of the vital issues for successful achievement of objective of education.

From European Commission (EACEA) Eurydice, 2013 report, continuing professional development is a professional duty for teachers in the majority of European countries. It has gained considerable importance over the years. It is now considered a professional duty in 28 education systems. Usually this duty is mentioned in legislation or regulations, but in some countries, it is stipulated in teacher employment contracts or collective agreements. It is also important to note that specific CPD linked to the introduction of new education reforms and organized by the relevant authorities is, in general, mandatory even in those countries where CPD is not a professional duty for teachers. Six countries stipulate the exact minimum number hours that each teacher is expected to attend CPD courses (Luxembourg, Hungary, Malta, Portugal, Romania and Finland). In some countries, participation in a minimum amount of CPD is necessary to stay in the profession. In others (the Netherlands, Slovenia and the United Kingdom (Scotland)), a minimum number of hours of CPD are considered a teacher's right. Several of the countries where CPD is considered a professional duty further encourage teacher participation by making CPD necessary for promotion i.e. evidence of participation is required when applying for a post at a higher professional grade. In Bulgaria, Spain, Lithuania, Portugal, Romania Slovenia and Slovakia, CPD is a duty and a prerequisite for career advancement and salary increases. In Denmark, Ireland, Greece, France, the Netherlands, Poland, Sweden, Iceland and Norway, teachers' engagement in CPD is not stated in terms of professional duty. However, in France and Poland, CPD is clearly linked to career progression. In all other education systems, even if CPD is not explicitly required for promotion, it remains an important advantage. In many countries, participation in CPD activities is viewed positively in teacher evaluation. In the majority of European education systems, it is compulsory for schools to have a CPD plan. The development of such a plan is

usually a responsibility of the school head, the school management team or a teacher assigned to coordinate the CPD activities in the school. In some education systems, the adoption of the CPD plan is a collective responsibility of the entire teaching staff. For example, in Italy, the CPD plan has to be approved by the entire teacher assembly. Naturally, CPD plans should take into account the development needs of teachers in the context of guidelines or regulations from top-level authorities.

Most European education systems consider participation in CPD as a teacher's professional duty or obligation. However, there are often particular incentives to encourage teachers to improve their skills or knowledge. The most common incentive for participation in CPD is its importance to a teacher's prospects for promotion. In 18 European education systems, participation in CPD is clearly linked to promotion or a system of advancement to a higher professional grade. Moreover, in nine education systems, teachers cannot be considered for promotion without attending specific CPD activities. Professional development, however, is rarely the sole condition for advancement. It is rather only one of the necessary requirements or it is seen as a valuable asset. In general, CPD is an important consideration when evaluating teachers' performance. Some countries even specify what types or how many hours of CPD are required for promotion. For example, in order to be promoted in Portugal, teachers need to successfully complete a minimum of 50 hours of CPD. Slovenia has a points system related to professional grades for all accredited CPD programmes.

The above studies in some countries of Europe indicate the countries which conduct CPD programme were effective in their achieving educational objectives. Many countries in the world believed that CPD can help professional development of teachers and this is one of the vital issues for overall successful achievement of educational goals.

2.5 Models of CPD

Lieberman (1996) classified CPD into three types: direct teaching (such as courses, workshops and so on); learning in school (such as peer coaching, critical friendships, mentoring, action research, and task-related planning teams); and out of school learning (such as learning networks, visits to other schools, school-university partnerships and so on).

Kennedy (2005) described nine models of CPD, which are outlined below.

- a) Training - focuses on skills, with expert delivery, and little practical focus
- b) Award Bearing – usually in conjunction with a higher education institution, this brings the worrying discourse on the irrelevance of academia to the fore
- c) Deficit - this looks at addressing shortcomings in an individual teacher, it tends to be individually tailored, but may not be good for confidence and is unsupportive of the development of a collective knowledge base within the school
- d) Cascade – this is relatively cheap in terms of resources, but there are issues surrounding the loss of a collaborative element in the original learning
- e) Standards Based – this assumes that there is a system of effective teaching, and is not flexible in terms of teacher learning. It can be useful for developing a common language but may be narrow and limiting.
- f) Coaching / Mentoring – the development of a non-threatening relationship can encourage discussion, but a coach or mentor needs good communication skills
- Community of Practice – these may inhibit active and creative innovation of practice, although they have the potential to work well through combining the knowledge bases of members
- g) Action Research – This is relevant to the classroom, and enables teachers to experiment with different practices, especially if the action research is collaborative.
- h) Transformative – the integration of several different types of the previous models, with a strong awareness and control of whose agenda is being addressed

Kennedy suggested that the first four of these were essentially transmission methods, which give little opportunity for teachers to take control over their own learning. The following 3 are more transformational, giving an increasing capacity for professional autonomy, with the action research and transformative models being able to provide even more professional autonomy, and giving teachers the power to determine their own learning pathways.

Peer Support

Recommendations highlight that CPD should no longer be comprised solely of short courses; teachers need opportunities to reflect, engage in professional dialogue, work with pupils, and

engage in peer observation, coaching and feedback (Livneh and Livneh, 1999). In their review of collaborative CPD, Cordingley *et al.*, (2003) noted a number of features of successful interventions, including classroom observation and feedback; consultation with experts from outside the school in conjunction with internal peer support; encouraging, extending and structuring professional dialogue; teachers having ownership of their CPD focus; an emphasis on peer support rather than a top-down managerial approach; and sustained support for CPD to allow for new practice to become established. The opportunity to observe other teachers and to be observed has long been acknowledged as a beneficial process, and observation is now seen as an integral part of coaching and sustained learning (Da Costa, 1993; Joyce and Showers, 2002). The process of observation and feedback facilitates discussion and exchange of practical and relevant ideas, which many teachers report as being crucial to the fruitfulness of the CPD experience (Armour and Yelling, 2004; Cordingley *et al*, 2005b; Edmonds and Lee, 2002; Hustler *et al*, 2003). Peer support and collaboration plays many roles. Many teachers are likely to be more comfortable discussing their practice with peers than with senior management, where issues surrounding performance management may hinder honest and open discussion (Kennedy, 2005).

External Support

The use of external expertise can result in provision of knowledge and ideas, and be useful in terms of the external expert acting as a catalyst for an agent of change. Small schools in particular can benefit from bringing in outside expertise, to widen their pool of knowledge that they can draw on. Teachers may need help in determining their own CPD focus, and how to access different types of support that may be available. It may be that discussions of this type with people from outside the school could reduce anxieties about performance management issues. External support, particularly when it comes to delivery of CPD, should be pedagogically expert, and flexible enough to fit in with the varying demands of school life. Peer support and discussion can contribute towards the development and take-up of new practice, but sustained contact with any external parties who were involved in any initial input enables issues to be addressed as they arise, and can facilitate motivation, feedback, further discussion and progression. (Cordingley *et al*, 2003; Ross *et al*, 1999).

Collaborative CPD

The benefits of collaborative CPD for teachers have been well documented. The gains from sustained collaboration extend to moral support through the stress of change, and sharing of tasks to ensure better use of time. Such gains are likely to be more evident in pairs or small groups, rather than large groups, and also when carried out in school, rather than at off-site events. Active experimentation, as opposed to just reflection and discussion, will also yield greater rewards from sustained collaboration (Cordingley et al, 2005a).

Teacher's performance is one of the major factor determining school effectiveness in light of this proper support need to be offered to the teacher.CPD should draw in as many people as possible to build expertise across the school, enable individuals to both contribute and lead, and so make the success of whole school initiatives more assured. Professional development arising out of school and team priorities places individual development in the context of whole-school improvement teachers should have regular opportunities for collaborative working in. Joint planning, team teaching, observation and feedback, coaching. Successful collaboration requires time for teachers to share their learning with colleagues. It may be necessary to go beyond the department or school to find suitable colleagues to work with.

As part of this model of professional learning, the importance of teacher collaboration comes to the fore. Collaboration arising from deep, individual and continuous interest is clearly hard to achieve, requiring trust and risk-taking. Collaborative CPD turns out to be more effective than individual CPD. Collaborative CPD to promote changes in teachers' practices, attitudes or beliefs, for changes in teachers' classroom behaviors, as well as in their attitudes to professional development, for improvements in pupils' learning, provides a basis for inquiry and reflection, to raise issues, take risks and address dilemmas in teachers' practice, collegial learning in trusting environments helps develop communities of practice to promote school change beyond the individual classroom; a staff culture involving mutual learning, monitoring and commitment to collaboration is found to be a key feature of effective schools

2.6 Continuous Professional Development

Continuous professional development is anything that makes the teachers, the instructional leaders as well as the supervisors more effective in their given task.

According to Padwad, and Dixit, (2011:7)

CPD' stands for 'Continuous' or 'Continuing Professional Development' and broadly signifies the process of continuing growth of a professional after joining the profession. In education, generally speaking, it seems that there are two views of CPD: the narrow and the broad.

The narrow view considers CPD as the imparting/ acquiring of some specific sets of skills and/ or knowledge in order to deal with some specific new requirements (for example, training teachers to handle a new textbook or using a new teaching aid.)

The broad view considers CPD as a much deeper, wider and longer term process, in which professionals continuously enhance not only their knowledge and skills, but also their thinking, understanding and maturity; they grow not only as professionals, but also as persons; their development is not restricted to their work roles, but may also extend to new roles and responsibilities.

Both narrow and broad view of CPD is the systematic maintenance, improvement and broadening of knowledge and skills, and the development of personal qualities necessary for execution of professional and technical duties throughout the individual's working life (IFAC, 2008:1). Besides the above cited definition, CPD is seen as essential to effective practice and to an individual's development within the profession whether or not that results in career progression. It is linked to "personal learning needs" and often associated with appraisals and seen as a way of "gap filling" the continuousness, of CPD was often articulated as "moving on", "continuing to develop" (Schostak, J, *et.al*, 2010). Because, CPD is a planned, continuous and lifelong process whereby teachers try to develop their personal and professional qualities, and to improve their knowledge, skills and practice, leading to their empowerment, the improvement of their agency and the development of their organizations and their pupils (Padwad, A. and Dixit, K. 2011)

The literature exposes the need for professional development in educational institutions. Villegas-Reimeis(2003:7) writes that one of the key element of reform initiatives is the ongoing development of educators. Earley and Bubb(2004:3) argue in favor of current legislative provisions when they write that one of the hallmarks of being identified as a profession is to continue to learn throughout one's career. It has furthermore been revealed in the literature that

CPD refers to formal (attending workshops and meetings as well as mentoring) and informal (reading of professional publications) activities Villegas-Reimeis(2003:11) .

Arising from the literature review, it was considered that the definition of CPD given by the above scholars have one crucial thing in common; they all agree that CPD activities are mainly concerned with improvement of school and professional development of individual teachers and school community as a whole. We can therefore understand from this that CPD activities are career life endeavor to improve professional competences and standards. In addition to this it prepares teachers to manage their future responsibilities; hence it is a future oriented process, it is considered in this research as one of the most important teacher development program which in turn improve the teaching learning process enhancing teachers effectiveness and school improvement

2.7 Current Teacher's Continuous Profession Development Program

In Ethiopia continuous professional development can be placed into two categories

(MoE, 2009b):

- Updating is a continuous process in which every professional teacher participates during their career as a teacher. It focuses on subject knowledge and pedagogy to improve classroom practice.
- Upgrading is the process by which teachers can choose to participate in additional study outside their regular work as teachers at appropriate times in their career, e.g., convert a certificate diploma to a diploma of the first degree or first degree to master's degree.

TESO in 2003 mentioned three components envisaged in the new CPD strategy, which are accomplished at school and for cluster level. These are a two years induction course for NDT, proper CPD training, and individual CPD.

1. Two years induction course for NDT

According to MoE, 2003 the most vulnerable period for naïve teachers is the first two years of their professional career. The NDTs participate in a two year individual course, working on prepared course materials and completing a series of activities projects, while teaching in their

school. All these activities will be directly related to their classroom practice. There will be a course book for each semester. In Ethiopia context, four modules were prepared in considering one module for each semester. The NDTs given professional support and guidance through the individual period by mentor, who is a senior and experienced member of the school's teaching staff. The NDT take professional development such as activities that focus on class management, action research, professional appraisal, classroom observation

2. The Proper CPD training

According to MoE, 2005 a series of centrally developed courses dealing with identified priority issues to be taken by those teachers whose experiences is two years and above must under taken the three courses. The three consecutive courses are:

- 1) Professional Ethics, Counseling and Mentoring using active learning methodology.
- 2) Gender and HIV/AIDS issues continues and planning approach to individual subject areas in the context of large class size
- 3) Rural Development, Civics and methodology and ranges other CPD activities at a minimum of 60 hours per year. The courses are designed to be completed within two successive years

3. The individual CPD

According to MoE, 2004 an individual approved CPD is the program designed for the time after proper CPD. The individual teachers through private reading study and reflection on their own practice may improve their performance. Teachers conduct an action research on an issue identified with the class room, school or local community and seek solution, staff development activities that meet local needs and develop a collaborative working relationship among teachers at school level or through school cluster. Besides, teachers organize/facilitate the professional development workshop or presenting research findings for fellow professional in the school.

NDTs need to know all information about the culture of the community, the condition of students, where to rent a house, where to eat food, how to prepare plan, the method of teaching, how to manage class room and other issues in the teaching learning process. To

overcome these problems teachers should be well directed and continually trained by experienced teacher.

Teacher who completed induction program in the next years he starts to take proper CPD and completed within the two years. Those teachers who completed proper CPD they have to take individual CPD. At school level teachers involved in each CPD components in respect to their services as indicated above. These all CPD activities promote teachers' profession which encourages to the teachers for effectiveness of learning teaching outcomes.

2.7.1 Characteristics of Effective Professional Development

Teaching by itself a novelist profession, anyone who passes through this professional development play a significant role for overall socio economic of the nation. So that the most effective forms of professional development seem to be those that focus on clearly articulated priorities, providing on-going school based support to classroom teachers, deal with subject matter content as well as suitable instructional strategies and classroom management techniques and create opportunities for teachers to observe, experience and try out new teaching methods MoE, 2010 (in OECD, 2005)

Sparks and Horsley,1990 (in MoE, 2009) the characteristics of effective professional development include: Programmes conducted in school settings and linked to school wide efforts, teachers participating as helpers to each other and as planners, with administrators, of in-service activities, 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, training that is concrete and on-going over time, ongoing assistance and support available upon request.

Desalegne, (2009:4) in his study also listed the following characteristics of effective CPD.

- a) Broad definition that aims at improving teachers' performance in the classroom
- b) Class practice based
- c) Subject content and teaching strategies centered
- d) Clear procedures for identifying and aligning training needs
- e) Excellent use of classroom practitioners
- f) The importance of an informal system within institutions and locally available resources is recognized

- g) The processes which are being learned are modeled
- h) Linking programs to school settings and school wide efforts is conducted
- i) Participation of teachers as helpers, facilitators and planners
- j) Emphasis on self-instruction and with differentiated training opportunities
- k) Teachers in active roles, choosing goals and activities for themselves
- l) Emphasis on demonstration, supervised trials and feedback

2.7.2 Principles of Continuous Teacher Professional Development

According to Desalegne (2009: 3), the major principles of continuous teachers' professional development are:

- a) The content of professional development focuses on what students are to learn and how to address the different problems students may have in learning the material
- b) Professional development should be based on analyses of the differences between actual student performance and goals and standards for student learning.
- c) Professional development should involve teachers in identifying what they need to learn and in developing the learning experiences in which they will be involved.
- d) Professional development should be primarily school-based and built into the day-to-day work of teaching.
- e) Most professional development should be organized around collaborative problem solving.
- f) Professional development should be continuous and ongoing, involving follow-up and support for further learning – including support from sources
- g) External to the school that can provide necessary resources and new perspectives.
- h) Professional development should incorporate evaluation by multiple sources of information on (a) outcomes for students and (b) the instruction and other processes involved in implementing lessons learned through professional development

Sandra Harwell summarizes the characteristics of effective teacher professional development and factors that contribute to its success by:

- a) Context:** Supports professional development and the changes it is intended to bring about,

is characterized by a shared sense of need for change, its teaching professionals agree on answers to basic questions regarding the nature of learning and the teacher's role in the classroom, its teaching professionals consider learning a communal activity.

- b) Content:** Deepens teachers' subject matter knowledge, sharpens classroom skills, is up to date with respect to both subject matter and education in general, contributes new knowledge to the profession, increases the ability to monitor student work, addresses identified gaps in student achievement, centers on subject matter, pedagogical weaknesses within the organization, measurement of student performance, and inquiry regarding locally relevant professional questions, focuses on (and is delivered using) proven instructional strategies
- c) Process:** Is research based, it is based on sound educational practice such as contextual teaching, supports interaction among master teachers, takes place over extended periods of time, provides opportunities for teachers to try new behaviors in safe environments and receive feedback from peers.

Both CPD characteristics and principles show Professional development should be linked to measurable outcomes in student performance, behavior, and/or achievement. Professional development must build upon the current foundation of basic skills, knowledge, and areas of expertise of the educational personnel involved. They are based on the tenets of learners and the fundamental belief that all teachers bring strengths to the profession and want their students to achieve and feel successful i.e., they lead to successful and productive professional development.

2.7.3 Objectives of Continuous Professional Development

From the definitions of CPD, it can be noted that Continuing Professional Development is designed to contribute to learning of teachers who have completed their initial training. Besides, its' aim is to improve the performance of teachers in the classroom and raise student achievement. It is a career-long process of improving knowledge, skills and attitudes - centered on the local context and, particularly, classroom practice (MoE, 2009).

The overall objective of the CPD program is to raise the achievement of students in Ethiopian schools and higher education institutions. The specific objectives of the continuous teacher

professional development are to Support teacher capacity to teach effectively by using appropriate new student-centered and problem-solving approaches according to the active-learning-based curriculum that was introduced in 1994,improve teachers' subject-matter knowledge based on the content of the curriculum and the teaching approaches which require teachers to engage students in the development of higher-order thinking skills, help teachers develop more positive attitudes, more cooperative approaches to their work at the school level, and strengthen professional identity, introduce the idea of reflective practice and action research through which teachers studied their practice to improve it, promotes teachers to recognize their work as a professional by providing new opportunities for growth, exploration, learning and development Villegas-Riemers,2003(in Desalegne Chalchisa, 2010).

In order to acquire the objective, CPD needs to be conducted in school settings and linked to school wide efforts. Teachers work with each other, observing each other, planning lessons together, team teaching and undertaking action research together. These processes need to be frequent and regular within the school (MoE, 2009). Therefore, all teachers must be actively engaged in: (a) their own learning process, (b) working with their colleagues, (c) identifying their own needs and (d) the wide range of activities, formal and informal that will bring about improvement of their own practice and the practice of others (Desalegne , 2010). According to MoE (2009b) all teachers must engage on their own learning process, working with their colleague, identifying their needs the wide range of activities

The overall aim of continuing professional development is to ensure that those who work in the field develop and maintain the necessary knowledge, skills and attributes to practice effectively. Thus, CPD improve the performance of teachers in the classroom and raise student achievement. It is a career long process of improving knowledge, skill and attitudes-centered at local context and, particularly, classroom practice.

2.7.4 The Impact of CPD

The effectiveness of professional development lies in its impact on learners' experiences and in improvements in the outcomes of their learning. Although it is still not possible to conclude that the significant investment in teachers' professional development has led to improved outcomes for all learners (Desalegne, 2009).

According to HM Inspectorate of Education the impact of CPD mentioned as: The increase in school, cluster and education authority-based collegiate and supportive CPD activities is embedding CPD and related improvement initiatives more fully in the life and work of many schools, We found evidence of enhanced teacher professionalism and raised morale where teachers had direct involvement in, and felt ownership of, activities to implement Curriculum for Excellence, There is evidence of positive impact on children's learning through teachers using the Assessment is for Learning programme We also found, Increased motivation and commitment to personal learning by children and young people where their teachers had implemented improvements in practice, Teachers showing a commitment to be innovative in their practice and improve provision for learners, Increased collegiality and professional dialogue in implementing improvements, More staff taking on leadership roles in development, and Ready sharing of ideas and resources. HMIE (2009: 19).

Besides to the above mentioned impact of CPD, a fully developed CPD program has All teachers will have access to high quality CPD program, all teachers will systematically build their profession skills, knowledge and attitude required of them in accordance with the ETP, all teachers will remain competent and up to date in their own levels of specialty or expertise through a compulsory ongoing program of staff development opportunities design to meet the needs of both the school and individual teachers ,all teachers will consider CPD as an integral part of their evaluation, licensing/relicensing and career development, all teachers will offer highly quality education to the benefit of students at every level (MoE, 2004) .

Continuous Professional Development Programmes for teachers should aim at forming a better and more effective teacher capable of adapting to different school or classroom situations. At the same time, the end result of the change should be improved learning outcomes for the learners. Clarke and Hollingsworth (2002) stress that the most immediate and significant outcome of any successful CPD is a positive impact in changing teachers' knowledge and practice, which in turn should lead to improved learner performance. In a research study on professional development of teachers reported by Guskey (2002), it was revealed that most teachers engage in CPD activities because they want to become better teachers. These teachers see professional development programmes as among the most

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

- i. to improve the job performance skills of whole staff and individuals;
- ii. to develop the professional knowledge and understanding of an individual teacher;
- iii. to extend the personal or general education of an individual;
- iv. to make staff feel valued;
- v. to promote job satisfaction among staff;
- vi. to prepare teachers for change

From the above one can understand the major impacts of implementing CPD are improving the collaboration of schools with other stakeholders, increasing of moral and improving professional of teachers to stay in teaching profession, teachers' commitment in their practice and innovation, positive impacts in students learning which lead to the performance and achievement of students raise, in addition to these; CPD is concerned with maintaining knowledge and skills. More recently, this would be summarized as maintaining one's competence or competencies; in other words, CPD is about keeping up-to-date, CPD improves and broadens knowledge and skills; that is, CPD is intended to support future professional development, CPD develops personal qualities necessary to execute professional and technical duties; such personal qualities as may be needed to achieve the above two purposes.

2.8 The 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).

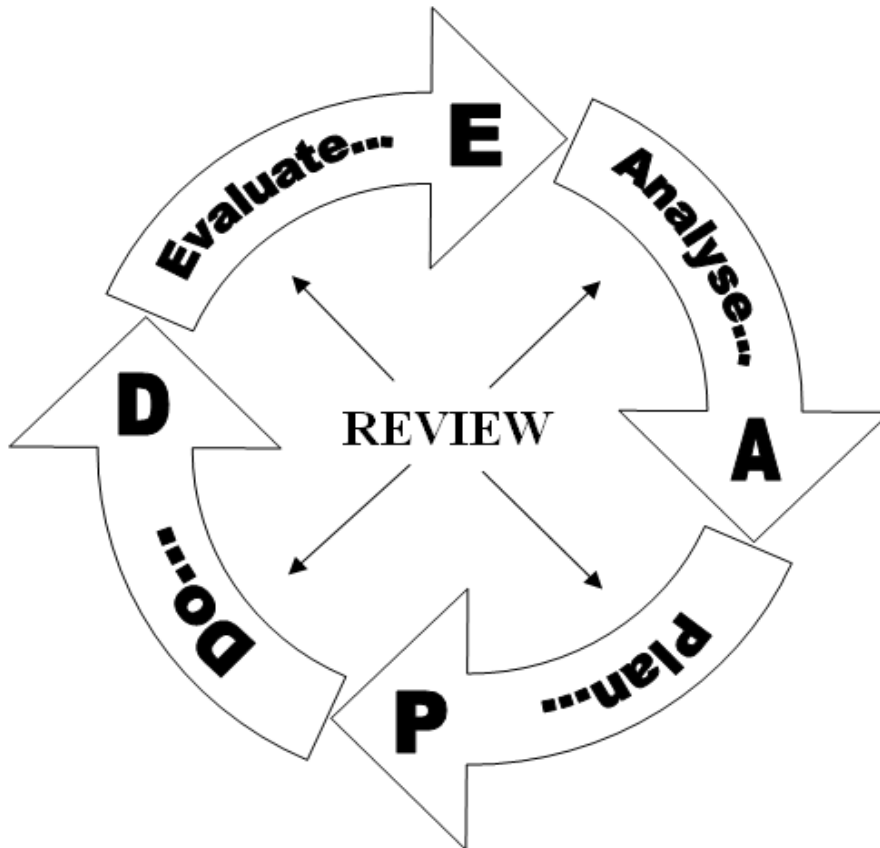


Fig 2.The CPD Cycle.

Source: CPD for Primary and Secondary Teachers, Leaders and Supervisors in Ethiopia
MoE, 2009: page 19

1 The CPD Cycle – “Analyze”

All CPD programmes will have similar characteristics. The programme will be carried out in order to address the learning or development need of an individual, groups of individuals or an identified need of an institution. The need will have been identified by a process of needs analysis or review.

2 The CPD Cycle – “Plan”

Once the development need has been identified, a programme, specifically designed to meet that need, can be prepared.

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 how long it will take. A programme 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.

3 The 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 programme. The methods and activities chosen should be appropriate to the needs identified. Some CPD methods which have successfully been used to facilitate professional development.

Figure 3. CPD methods

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • Discussion meetings
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Source: Primary and Secondary Teachers, Leaders and Supervisors in Ethiopia MoE, 2009: page 23

4 The 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 programme 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.

2.9 CPD, Licensing and Career Progress

Teachers will have to prove that they have undertaken set amounts of CPD and that the CPD has resulted in improved classroom performance. These activities will ensure that they obtain and retain their licenses to teach. The scheme thus integrates CPD, licensing and career development (MoE, 2004).

As stated in the MoE above all teachers engage in CPD program and it is a compulsory requirement for those who teach in all Ethiopian educational establishments. In order to build the competence and confidence of teachers, it is necessary to provide them with CPD opportunities a new scheme has been devised to combine CPD and licensing.

2.10 Maintaining a Portfolio of Professional Learning

A portfolio is a collection of materials made by a professional that records and reflects on key events and processes in professional career. Keeping professional development program can be one of the activities to be performed by participant in CPD program. This activity may benefit profession to encourage professional confidence, paper application for new job, become effective (Day, 1992 cited in Kydd, and *et al.*, 1996:171).

According to MoE (2009b) each teacher is required to keep a, portfolio of CPD activities. The portfolio includes individual CV and individual CPD action plan. The portfolio should include: Individual CV (personal and professional data and qualifications), individual CPD Action Plans, evidence of all the CPD activities which have been undertaken by the individual teacher in the last three years, feedback from mentors/facilitators, teacher's self-reflections on progress, annual appraisal reports record of Professional Competencies achieved, other evidence of personal development activities undertaken-e.g., upgrading, summer school programs – that are not a part of the mandatory sixty hours, examples of examination results with an analysis, examples of lesson plans with evaluations.

From this, portfolio is a collection of evidences gathered over a certain period of time to illustrate different aspect of teaching work, professional development and abilities. It helps for teacher to evaluate his day to day activities regarding to CPD implementation,

2.11 Responsibilities of CPD Stakeholders in the Ethiopian Context

In the Ethiopian context, TESO (2003) and MoE (2009) expressed that “a collaborative mechanism needs to be involved among the Federal, Regional Education Office, Teachers Education Institute, School Communities, and School Board, Parent and Teacher Associations” MoE (2004), list the responsibilities of woreda/ Zone Office and Regional Bureau. Each stakeholder in CPD has responsibilities. These can be either as an individual or as an institution. As stated by the Ministry of Education (MoE, 2004and2009), the responsibilities of stakeholders to the successful teachers CPD implementation is listed below:

2.11.1 Teachers’ Responsibilities

NDTs Prepare a personal plan of action to complete the induction program in consultation with their designated mentor, demonstrate increased competence as they work through the programe to fulfill the requirements, keep and produce a portfolio of evidence to demonstrate the completion of the program, participate in any other CPD opportunities provided by the school Teachers engage in their own Continuous Professional Development throughout their careers, consulting with others (e.g. mentors, supervisors), identifying personal CPD needs in the light of the institution’s Annual CPD Plan and individual Professional Competencies, working collaboratively with colleagues to improve teaching and learning, carrying out sixty hours of CPD each year, putting CPD into practice in the classroom, being committed to supporting the wider CPD needs of their institution, maintaining a Professional Portfolio to record all their CPD and other professional activities.

2.11.2 Mentors and Principal Responsibilities

Mentors Provide continuous professional and emotional/personal support to teaches, evaluate activities/assignments done by teachers and monitor progress and quality improvements made by teachers in the classroom as indicated in the programs, discuss and keep records(portfolios) all completed activities, classroom observations and meeting held with teachers, have them

signed by themselves and the teachers and make them available to principals and supervisors when required, submit assessment reports to school directors(principals) at the end each semester.

Principals are ensuring that learning and student achievement is inclusive, and at the centre of strategic planning and resource management, creating a CPD management strategy within the institution, ensuring that an effective CPD needs analysis is carried out each year. Identifying issues for consideration as CPD proprieties together with colleagues, ensuring that the institution/department/faculty produces an Annual CPD Plan and manages the budget, regularly monitoring the effectiveness of the changes to teaching and learning, ensuring the quality of engagement of teachers in CPD activities, monitoring and assessing the content of individual professional Portfolios and giving constructive feedback, collaborating with other local institutional leaders to facilitate effective responses to shared CPD issues, collaborating with Woreda, zone and REB professionals to ensure those national and regional CPD priorities are addressed in institutional CPD planning, taking part in regional and national CPD activities which ensure that knowledge and experience is up- to-date, ensuring that all teachers in schools take part in sixty hours of CPD activities each year.

2.11.3 Cluster and Woreda Responsibilities

Clusters are responsible for establishing and supporting the Cluster CPD Committee, managing and Coordinating CPD activities within the cluster, collating and sharing individual school CPD plans, supporting, as appropriate, the Annual School CPD plans, providing opportunities for collaboration and the sharing of good practice within the cluster (samples of good lessons, effective teaching strategies, innovative use of readily available materials for practical lessons etc.),making available resources for cluster schools to use in the classroom, providing training opportunities as appropriate, supporting the delivery of the induction program for newly deployed teachers, Reporting annually to the Woreda on cluster CPD activities, Maintaining an effective communication system between all the schools.

For the successful Teachers' CPD program implementation, the Woreda/ Zone education office responsibilities are; planning, organizing, coordination, supervising and supporting schools. And ensure their effective implementation on local context; plan and develop

community system to ensure effective dissemination of information and the sharing of good practice at the Woreda level; ensure all staff are aware and capable of managing effectively and efficiently all aspect of CPD of teachers; posses modern and relevant professional knowledge and skill to support program at Woreda level; arrange particular CPD opportunities for females teachers; provide license/ re-license based on the evaluation reports from mentors, principals and supervisors; maintaining accurate record/ register the CPDP progress, licensing discussion and the status of teachers; and communicate.

2.11.4 Region and Zone Education Bureau Responsibilities

For the successful Teachers' CPD program implementation, Zone Education Office responsibilities are; planning, organizing, coordination, supervising and supporting TCPDP; provide opportunities in cooperation the regional education for the delivery of centrally and locally developed CPD courses and individually initiated activities related to school improvement; provide practiced support to schools and cluster centers and facilitate CPD implementation of CPDP at Woreda level.

The Regional Education Bureau Responsibilities are: plan and develop community system to ensure the effective dissemination of information and sharing of good practice in the region; translate and adapt the centrally developed guidelines, induction package and courses as appropriate to their context and arrange for delivery of the course books, for the NDTs and mentor to the schools; provide training and support and supervision for the local delivery of CPD courses and teachers evaluation, licensing and re-licensing; providing technical, professional, material and capacity building support to Zones/ Woredas and TEIs for the effective implementation of CPD program of teachers in the region. Therefore, they are required to do their best in organizing and provision of school based practice of TCPD in schools.

Hence, it is clear from above discussion for successful teachers' CPD program, a comprehensive of coordinated approach needs to be established between all those educational sectors and concerned stake holders. There is need for coordinated approach to continuous professional development. The educational sectors at different levels on the part of the

government and the schools should work hand in hand to ensure the teacher is given an opportunity to participate in CPD. Schools are small community centers where different individuals, groups and organization are involved in improving its effectiveness between the school and stakeholders to facilitate CPD activities at school level. For the benefits to be realized, all stakeholders must be supportive of the teachers' professional development efforts.

To sum up CPD as a range of planned activities by which teachers in active service have opportunities to further their education developing in line with educational principles and techniques which are crucial for the efficiency and effectiveness of a country's educational system. For this and other related reason CPD should mainly focus on improvement of school, professional development of individual teachers and the school community as a whole which improve students' outcome

Chapter Three

3. Research Design and Methodology

Research design is a crucial part of any enquiry, but it is often slide over quickly without any real consideration of the issues and possibilities. The choice of research strategy is a kin to a choice among swimming, walking, flying or sailing across. The research tactics (or methods of investigation) concern the particular type of boat, bridge, aircraft, etc to be used in the crossing...’’ (Robison, 2002, pp, 79-80).

3.1 Research Methods

The study employed descriptive survey methods (cross sectional approach) since the study rely on existing variations and data collection made at one point. Koul(1996) states that the descriptive survey method helps to have general understanding of the problem by studying the current status, nature of the prevailing conditions, practices and trends through relevant and precise information. In addition to this, Gay and Airasia (2000) wrote that descriptive survey is concerning with the assessment of attitude opinion preference demographic practice and procedures. This method was enabling the researcher to assess the current activities of selected schools to gather data in an economical way and it is convenient to collect detailed description of the problems related to CPD implementation. It also represents wide target population. Since descriptive survey method aims to describe behaviors and to gather people’s perceptions, opinions, attitudes and beliefs about a current issue.

The researcher used both qualitative and quantitative methods because mixed approach as a methodology incorporates multiple approaches in all stages of research from problem identification to research questions, data collection, and data analysis (Taddlie and Tashakkori, 2003).

3.2 Sources of Data

Questionnaire and semi structured interview are instruments used to gather necessary data for this study. It is proposed that both primary and secondary data sources to be considered. As the primary source of information and to get comprehensive and reliable information the study used teachers, school principals, CPD facilitators from school and teacher education leaders

development core process coordinator from WEO because they are directly implementers of education policy. Besides to this, teacher's portfolio, teacher's meeting minutes, action research and Gurage Zone Education Department's supervision report as secondary sources of data.

3.3. Sample Size and Sampling Techniques

Secondary school teachers, principals, CPD facilitators from selected schools and teacher education leader's development core process coordinators from WEO are subjects' of study. This study basically conducted to assess and find factors affecting the implementation of continuous professional development in Gurage Zone. According to the statistical information of Gurage Zone Education Department (2013) there are 15 Woredas and 42 Government secondary schools).

Random sampling and purposive sampling techniques were employed to select sample population for this study. More specifically, lottery method random sampling technique was utilized to select sample Woreda so that each Woreda could get equal chance to be selected as a sample. Out of 15 Woreda to obtain sample data, 4Woreda can be generalized. From10 secondary schools of sample Woredas 7secondary schools selected in purposive sampling method in order to include all levels of secondary schools (grade 9-10, 9-12, and 11-12) and I was working as teacher, principal and expert in education office that all staff members would cooperate me during data collection. In addition to this during my stay in study area I have known that CPD implementation has been faced problems. Accordingly, two secondary schools from urban administration and five secondary schools from rural Woreda selected. Stratified random sampling technique was employed to select sample teachers from each secondary school considering work experience and sex. The stratum is meant to secure experience along the sample teachers. From each stratum proportional sample size selected using simple random sampling. To identify the real facts of the challenges and to get adequate information of secondary schools all School principals, CPD facilitator from school and teacher education leader's development core process coordinator from WEO were selected using purposive sampling techniques.

As shown in the Table 1 below, out of 206 teachers from sampled Woredas and sampled secondary schools 105(50.97%) of teachers were selected as subjects using stratified random sampling method based on their experiences and sex. Because of their responsibilities and positions 7principals, 7CPD facilitators from sampled schools and 4 teacher education leader's development core process coordinators from Woreda Education Office were selected as subjects in purposive sample method. The respondents were taken from all government secondary schools.

Table 1. Sampling of the Respondents

No	Name of Woreda	Name of secondary school	Teachers	
			Population	Sample
1	Abeshge	Darge	19	10
		Hole	18	9
2	Ezha	Agena	35	18
		Yewahniye	15	8
3	Kebena	Kebena	16	8
4	Wolkite	Goro	75	38
		Aba faransau	28	14
Total			185	105

3.4. Instruments and Procedures of Data Collection

In order to achieve the purpose of this study, the researcher used questionnaire, interview, and document analysis as data collection. According to Kumar (1996), the method used to collect primary data was mainly determined by the purpose of the study, the resource available and the skills of the researcher.

The researcher used mixed (qualitative and quantitative) design and triangulation methods of data collection, so that their limitation would be compensating each other. It is to mean that an attempt was made to increase validity and reliability by collecting information targeted to answer the research question of the study. Questionnaire and semi-structure interviews were

developed from the reviewed literature to collect primary data from the study. The qualitative data collected from open ended questions, interviews as well as the training modules and portfolio. Whereas the quantitative data were mainly collected through questionnaires. All questionnaires were prepared in English language due to the fact that all respondents were secondary school teachers and they could understand the issue under investigation for English is the medium of instruction in secondary school. Semi structure interview question were conducted to secondary school principals and CPD facilitators, and TELDCPCs from Woreda Education Office. It was carry out by the researcher himself face to face with interviewee

3.4.1 Questionnaire

Questionnaires were suitable instrument to collected data from large sample size. Trochim (2005) explains the existence of visual presentation, the possibility of judging quality of response, its low cost and the presence of personal contact as the advantages of questionnaire. For this I intended to use questionnaire as the research instrument to gather baseline information of the teachers' overall practices in CPD implementation to develop their professional and challenges they faced. For the purpose of this research, I chose to use a combination of closed and open-ended questionnaires. The closed ended type of questionnaires were mainly of rating scale type or Likert scale, like items based on scale from "strongly agree to strongly disagree and from very high to very low." that were enable the researcher to get relevant and consistent information about the current practices of CPD, roles of stakeholders and challenges of CPD implementation. In addition to this open ended questionnaires employed to give chance for the respondents to express their views related to the CPD program. A set of questionnaire, consisting of 80 items was prepared in English to be filled out by teachers. The questionnaire had three parts .The purpose of questionnaire stated in the first part of the questionnaire. The second part concerned the bio data of the respondents and the third part presents questions related to basic research question. Questionnaire administered to all respondents and return to the researcher.

3.4.2 Interview

Semi structured interviews are used in situations in which researcher tries to ascertain what is in the mind of another person Merriam (1998:71). According to Maree *et al.* (2007:87) the aim of qualitative interview is to "see the world through the eyes of the participant" and to extract

rich descriptive data that will assist in understanding the participant construction of knowledge. In this study the description of the experiences of the participants regarding CPD is needed to be ascertained. In this study open ended question interviews were used to elicit response considering CPD from the participants. Semi-structured interviews guide questions employed in order to get additional information from school principals, CPD facilitators and teacher education leader's development core process coordinator from WEO. The instruction consists of mainly questions about the practice, roles and challenges of the CPD program. The researcher interviewed with the targeted Woreda and individual school, arranging the interview programs. Accordingly, the interview took about 20 minutes. This study used open-ended interviews to collect data that gave useful insights into the implementation of CPD programmes in sampled secondary schools and woredas. Open-ended interviews were preferred to other forms of interviews in this study because they offer a platform for conversation. The researcher's intention was to explore with the participant his or her views, ideas, beliefs and attitudes concerning the implementation of the CPD programme. The researcher was aware of the limitation of not getting comprehensive answers to the questions. When that was the case, the researcher tried to probe more into the responses and made sure that the questioning techniques guided the interviewee to give comprehensive answers.

3.4.3 Document analysis

In document analysis as a data gathering instrument, the researcher focuses on all types of written communications that may shed light on the phenomenon that the researcher is investigating. Nevertheless; documents reveal what people do or did and what they value. In addition the behavior occurred in a natural setting, so the data have strong validity (Maree, 2007). The researcher is aware that document analysis is another important supplementary tool for the gathering of data in study of this kind. The researcher accessed CPD implementation reports from CPD facilitators. These reports were scrutinized to get a good view of the implementation process. Documents pertaining to teachers' professional development were also analyzed to identify gaps if any, between theory and practice in order to check what the respondents have been said, documents such as teacher's meeting minutes and action research work were analyzed. Besides to this portfolio and training documents related to the TDP were analyzed.

3.5 Method of Data analysis

The survey method included closed and open questionnaire and collected numerical data. The collected data were carefully tallied, organized and thematically tabulated to their similarities. Data analysis and interpretation were carried out by using different descriptive statistics; percentage was utilized to analyze and determine different characteristics of respondents like sex, age, service year, qualification, etc. Frequency, percentage and mean used as to analyze, teachers practice CPD activities, the role of stakeholders in the CPD implementation and challenges of CPD implementation. The data obtained through interview and document analysis were grouped into themes based on basic question and thematically describing following the discussion of quantitative data and were analyzed using narrative description.

3.6 Pilot test

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 Goro secondary school by taking 10 teachers. out of this 9 respondents have been returned the questionnaire filling appropriately and the remaining one questionnaire was not returned. Based on the Pilot test, the reliability of the instruments was calculated by using SPSS (statistical package for social science version 20 to see the reliability. Thus Cronbach Alpha as it was appropriate test for reliability of the instrument and the result was.864; hence the instrument was found to be reliable as a statistical literature usually recommended a test result of 0.7 and above is reliable. Based on the result obtained from the pilot study and the suggestion from the principal, the question for the interviewees was discarded, the question saying what is CPD and why teacher implement CPD. Hence these two questions were generalized under why CPD is delivered to teacher to one question. As a result of pilot test significance suggestion, constructive comments were forwarded, valuable items were added and irrelevant items were rejected.

3.7 Ethical Consideration

Ethics as applied to research and other related undertakings generally refer to considerations to protect and respect the rights and welfare of participants and other parties associated with this activity (Reynolds, 1982). It has been repeatedly explained by different scholars that ethical issues are issues needing to be thought about carefully in any research work and researchers are recommended to mind and treat those in careful and sensible way. That is why many national associations have published standards or codes of ethics on their web sites for professionals in their field.

During the whole process of the study, the researcher tried to obey and strictly follow ethical issues. The questionnaire was accompanied by opening letter which explained the purpose and significance of the study. It also informed the subjects that their responses would be used only for the purpose of the study. In addition it assured them that their identity and that of their schools would be kept confidential. The same procedures were used before conducting the interview.

Chapter Four

4. Presentation Analysis and Interpretation of Data

This chapter is composed of two parts. The first part presents the background of the respondents, including sex, age, educational qualification, subject currently teaching, etc. The second part describes the practices and challenges of TDP in selected secondary schools based on data obtained through questionnaire, semi structure interview guide and document analysis of the gathered data. The data gathered through questionnaire are analyzed using frequency, percentage and mean. The data obtained through semi structure interview guide and document analysis are narrated.

4.1 Characteristics of Respondents

A total of 105 copies of the questionnaires were administered to secondary school teachers in seven governmental secondary schools in Gurage Zone. Out of these 95(90.47%) of teachers appropriately filled and returned the questionnaires. In addition to this, semi structure interviews were held with 7 principals, 7 CPD facilitators and 4 Woreda TELDCPCs in the study area.

Table 2. Characteristics of the respondents by sex and age

No	Item		Teachers		CPD facilitator		Principals		TELDCPC	
			N	%	N	%	N	%	N	%
1	Sex	Male	73	76.84	6	85.7	7	100	4	100
		Female	22	23.15	1	14.28				
		Total	95	100	7	100	7	100	4	100
2	Age	21-30	60	63.15	1	14.28	1	14.2		
		31-40	16	16.84	4	57.14	3	42.8	4	100
		41-50	12	12.63	1	14.28	2	28.5		
		51 and above	7	7.36	1	14.28	1	14.2		
		Total	95	100	7	100	7	100	4	100

As can be seen in Table 2, 73(76.84%) of the teachers, 7(100%) of the principals, 6(85.7%) of CPD facilitators in the secondary schools and 4(100%) of TELDCPC of the study area are males. While the number of female teachers and CPD facilitator accounted for 23.15% and 14.28% respectively. This shows that female participation in the secondary schools as teachers and CPD facilitators is quite low as compared to that of males. In addition to this the position of school principals and TELDCPC in the Woreda had been highly dominated by males. This calls for a series of proactive planning and intervention.

Regarding age of respondents, majority(63.15%) of the teachers were between 21 and 30years, followed by 16(16.84%) and 12(12.63%) of teachers were between 31 and 40 years and 41 and 50 years respectively.3 (42.8%) of principals, 4(57.14%) of CPD facilitators and 4(100%) of TELDCPC are between age of 31 and 40 years. This implies that under normal circumstances all respondents were mature enough and can express ideas related to the study.

Table 3: Characteristics of the Respondents by Educational Qualification and Years of Service

No			Respondents							
			Teachers		CPD facilitator		Principals		TELDCPC	
			N	%	N	%	N	%	N	%
1	Educational Qualification	Diploma	3	3.15						
		BA/BSc/ BEd	92	96.84	7	100	7	100	4	100
		Total	95	100	7	100	7	100	4	100
2	Years of service	1-2	20	21.05						
		3-5	28	29.47						
		6-8	13	13.38	2	28.57	2	28.57	4	100
		9-12	16	16.84	5	71.42	5	71.42		
		13years and above	18	18.94						
Total			95	100	7	100	7	100	4	100

In terms of educational qualification Table 3 depicts that 92(96.84%) were first degree holders where as 3 (3.15%) of teachers were at diploma level. The table also treats the educational background of principals, CPD facilitators and TEDCPC which all (100%) were at degree level. According to ETP, secondary school teachers and principals should be degree holders as a minimum requirement.

Regarding years of service 29% of the teachers had 3 to 5 years work experiences in teaching profession, whereas almost 50% had 6years and above services. In addition to this all principals, CPD facilitators and TEDCPC had 6years and above work service. From this we can assume that since there were high experienced and low experienced respondents which create good spirit of exchange of ideas on CPD related activities in the school in terms of experience sharing. This in turn expected to create effective teaching.

Table 4: Characteristics of the teachers by area of specialization, currently teaching, teach loads per week and their career position.

No	Item	Level/Rank	Teachers	
			N	%
1	Subject qualified	Major	95	100
		Minor	95	100
	Subject currently teaching	Major	90	94.73
		Minor	5	5.27
2	Teaching loads per week	Less than 10 periods	10	10.52
		10-15 periods	39	41.05
		16-25 periods	46	48.42
		More than 25 periods		
3	Position in career ladder	Beginner teacher	23	24.21
		Junior teacher	13	13.68
		Teacher	8	8.42
		Senior teacher	14	14.73
		Associate teacher	10	10.52
		Lead teacher	27	28.42

Pertaining to subject qualification all teachers are qualified with major subjects like Amharic English, Math and with minor subjects. However 5(5.26%) of teachers were teaching in their minor. This indicates that there are problems in having sufficient knowledge and skills in teaching the subjects as required being thought effectively. With regard to teaching loads 49(51.57%) of teachers had less than 15 periods per week .This can clearly reveal that teachers are not overloaded and have enough time to carryout CPD activities.

Table 4 above shows that the majority (96%) of teachers were junior and above in teachers' career structure which were corresponding to their services as indicated in table 5; however, from 75 experienced teachers 3(4%) were beginner teachers which did not corresponding with their service years as indicated in table 5.

4.2 Professional Interaction of Teachers

As it was depicted in the review of literature of this study, there are different practices involved by teachers and school principals to promote their profession. In this section different members of school communities who interact professionally are presented.

Table 5: Respondent's Interaction to school community

No.	Item	Teachers		
		N	%	
1	Existence of teachers collaboration to improve teaching and learning	Yes	95	100
		No		
2	Teachers' collaborative members to improve the teaching learning process	Senior teacher	1	1.05
		Department teacher	17	17.89
		Junior teacher	2	2.11
		All Teachers	32	33.68
		All school communities	43	45.26
		No one		

In Table 5 item 1, the respondents were asked whether they are working collaboratively among themselves to improve teaching learning process. In this regard 100% of them responded that there is strong collaborating effort though they are different groups. As it can be observed in table above 5, almost 43 out of 95 respondents replied that collaboration was formed within the school community. Whereas 32(33.68%) and 17(17.89%) of respondents replied that collaboration was formed to teachers and department teachers respectively. This implies that there are collaboration groups among teachers and different school communities so as to promote a healthy teaching and learning process.

According to Cordingley *et al.*(2003a), Where CPD activities are imposed, collaboration in small groups can increase feelings of ownership with the process of discussion and consensus giving professionals control over how they take any input forward.,

Table 6: Degree of Professional Collaboration among Teachers.

N o	Item		Very high	High	Medium	Low	Very low	Mean	Rank
1	Sharing of experiences	f	30	33	24	8	0	3.89	2
2	Participating in workshop and training	f	9	23	18	37	8	2.87	4
3	Solving problems in group	f	20	28	33	10	4	3.33	3
4	Discussing in subject area	f	47	48	0	0	0	3.91	1

NB: For values mean <2.50 =“low” mean 2.50-3.00 =“moderate”; and mean above 3 =“high.”

Table 6 portrays areas of collaboration and the degree to what extent they are being collaborating professionally. The mean values range from a maximum of 3.91 to a minimum of 2.87 while the overall average mean was 3.5. Since the mean values rating scores for all the items except item 2 were greater than the acceptable mean value of 3, it can be concluded that these collaborative areas lead to a good opportunity for teachers to develop their profession. The level of collaboration however shows variations. As depicted in Table 6,

the most significant ones were discussing in subject area, sharing of experiences and solving problems.

Collective participation in teachers' professional development programmes engendered collaboration among the teachers. The use of collaboration as one of the ways for teachers to improve their teaching practice. In addition to this one of the advantages of collaboration is that it increases the capacity for reflection which is argued to be a critical point to teachers' professional learning experience. (Hargreaves, 1995)

Table 7: Perception of Teachers on accomplishing CPD activities (Frequency)

No	Area of success	SA	A	UD	D	SD	Mean
1	Teachers cooperate in conducting lesson study activities.	26	38	21	10	0	3.84
2	Strength team work.	18	36	34	5	2	3.66
3	Knowledge acquisition.	10	35	45	5	0	3.52
4	Change in teacher's attitude.	11	9	39	28	8	2.86
5	Improving teachers practical skill	32	30	18	11	4	3.79
6	Teachers confidence in teaching	36	30	14	8	7	3.84
7	Learners satisfaction	32	40	14	4	5	3.95

NB. For values mean <2.50 =“low” mean 2.50-3.00 =“moderate”; and mean above 3=“high”.

Cordingley et al, (2003, 2005a) and Ross et al, (1999) stated that Collaboration is thought to have advantages over individual work, with sustained collaboration over the duration of around 3 months appearing to lead to greater teacher confidence, improved self-efficacy (with teachers feeling that they are able to make a difference to pupils' learning), an openness to new ideas and changing practice, greater enthusiasm for collaborative working, including an increased willingness to be observed, and providing an opportunity for reassurance when teachers are faced with problems and issues of concern. As shown in Table 7, it can be seen that except item 4 listed, the rest items have the mean value from 3.95 to 3.52. This implies that CPD has positive contribution for teachers to engage in lesson study activities,

strengthening team work, helping teachers to acquire knowledge, improving teachers' practical skill, and making teacher confident in their teaching and help learners' satisfaction.

The data obtained through interview also revealed that active involvement of teachers in CPD help them to exchange experiences in subject areas, update their knowledge and skills, solving educational problems, develop their profession, used to improve students' discipline, improve teaching methodology, assist to teachers by giving guidance and counseling purpose, etc.

4.3 The Role of Stakeholders in the Implementation of CPD

As clearly depicted in the literature part teachers need a reliable assistance to implement CPD program effectively aimed at their professional development. Accordingly, a set of questions were asked to the respondents to identify whether they obtained support from different stakeholders. The data were presented in table 8 below.

Table 8: Extent of training taken by the teachers.

No	Item	Teacher respondents		
			f	%
1	How many In-service training taken with minimum of one day?	One	9	9.47
		Two	20	21.05
		Three	20	21.05
		More than three times	37	38.94
		None	9	9.47
		Total	95	100
2.	Who organized the training	Department head	28	29.47
		Senior teacher	20	21.05
		Teachers who involved in the ELIP	11	11.57
		Teacher development coordinator	36	37.89
		TEI staff	0	0
		Total	95	100
3.	Proper support and follow up by CPD facilitators	Very good	15	15.78
		Good	18	18.94
		Medium	49	51.57
		Poor	7	7.36
		Very poor	6	6.31
		Total	95	100

It can be observed from Table 8, that majority (90.67%) of the teachers participates in one or more in service training in past academic year. However, 9(9.47%) of teachers did not involve

in service training. This implies that absence of in service trainings for such groups have its negative effects in the CPD implementation. As indicated in the same Table 8, for an item 2, 36(37.89%), 28(29.47%) and 20(21.05%) of respondents replied that the training were organized by teacher development coordinator (CPD facilitator), department head and senior teachers respectively. Thus, they all took great responsibilities in training to meet effective CPD implantation.

As it is shown in Table 8 item3, 49(51.57%) respondents replied that the support and follow up of CPD facilitators were at medium level. Respondents which accounted 13(13.67%) indicated that in providing proper support and follow up by facilitators were poor and very poor in implementation of CPD program.

As MoE (2009b) stated, the resources to support the CPD come under human resources and material resources. Human resources include professional resources at the institution level and external support. Committed and supportive colleagues are the most powerful and accessible resources at the institution level

Table 9: Mean distribution of responses on mentor’s support

No	Activities	NDT respondents					
		Very good	Good	Medium	Poor	Very poor	Mean
1	Collecting of school information	6	6	4	2	2	3.6
2	Self assessment	2	2	6	4	6	2.5
3	Class room management	10	5	2	0	3	3.95
4	Lesson planning	10	4	2	2	2	3.7
5	Continuous assessment	4	4	3	4	5	2.9
6	Class room observation	4	6	6	3	1	3.45
7	Preparation of personal action plan	4	2	6	3	5	2.85

NB. For values mean <2.50 =“low” mean 2.50-3.00 =“moderate”; and mean above 3 =“high.”

Table 9 indicates the extent of support given by mentors. According to collecting school information, class room management, lesson planning and classroom observations indicated by mean 3.6, 3.95, 3.7 and 3.45 respectively. Thus, there is a good trend of support given to NDT by mentors. However as it can be seen in the same table, some activities such as self assessment, continuous assessment and preparation of personal action plan were at the mean value range from 2.5-2.9 which indicates medium activities that affect teachers 'CPD outcome. According to MoE (1994:18) continuous assessment in academic and practical subject include aptitude tests will be conducted to ascertain the formation of all round profile of students at all levels. Birman et al. (2000:13) explain that professional development that incorporates active learning for teachers also includes opportunities to observe and be observed teaching; to plan classroom implementation, such as practicing in simulated conditions, and developing lesson plans; to review student works; and to present, lead and write – for example, present a demonstration, lead a discussion or write a report..

Respondents were asked to identify from a list provided from which organizations they were consulted over the last twelve months for information on CPD program implementation. The data about local organizations are displayed and discussed in Tables 10.

Table 10: Consultation given by Organizations for teacher

No	Organization	Weekly		Monthly		Term		Annually		Never	
		f	%	f	%	f	%	f	%	f	%
1	School colleague	22	23.5	32	33.6	20	21.0	7	7.36	14	14.7
2	School management	23	24.2	38	40	19	20	11	11.57	4	4.21
3	Woreda Education Office			9	9.47	10	10.5	28	29.47	48	50.5
4	Zone Education Department			4	4.21	17	17.8	24	25.26	50	52.6
5	Region Education Bureau					8	8.42	12	12.63	75	78.9
6	Ministry of Education					8	8.42	11	11.57	76	80
7	Nongovernmental Organization			2	2.1	6	6.31	9	9.47	78	82.1

Table 10 shows the responses obtained from the respondents with regard to the extent of time counseled by stakeholders to implement CPD. As can be seen from the Table item 1, majority of respondents 32(33.68%), 22(23.15%) and 20(21.03%) teachers respectively replied that school colleagues counseled monthly, weekly and once in term accordingly. Table 10 also shows that 14(14.73%) of respondents were not counseled by school colleagues. In addition to this 38(40%), 23(24.2%), 19(20%) and 11(11.57%) of respondents replied that they were counseled monthly, weekly, once in term and once in year by school management respectively. However, 48 (50.52%), 50 (52.63%), 75(78.94%), 76(80%) and 78(82.1%) of respondents confirmed that they were never supported by Worda Education Office, Zone Education Department, Regional Education Bureau, Ministry of Education and Nongovernmental Organization respectively. This implies that there was little attention given by these organizations for implementation of teachers' CPD program.

Peer support and discussion can contribute towards the development and take-up of new practice, but sustained contact with any external parties who were involved in any initial input enables issues to be addressed as they arise, and can facilitate motivation, feedback, further discussion and progression. (Cordingley et al, 2003; Ross et al, 1999).

Table 11: Frequency and Types of Support Offered to Teacher

No.	Item	Teacher respondents		
		Frequency	%	
1	Presence of proper support while practicing CPD activities	Yes	85	89.94
		No	10	10.52
		Total	95	100
2	The major types of support	Technical	27	18.88
		Training	66	46.35
		Financial	5	3.49
		material	30	21.98
		Others	15	10.48

As clearly indicated in the literature review part, teachers need consistent support to practice CPD in the secondary schools. Through Table 11, attempt is made to assess the support of stakeholders and their major support types. The table shows 85(89.94%) of teachers replied that they got support from stakeholders. on the other hand, 10(10.52%) of the teachers did not get any support from the stakeholders. In the same table above majority 66(46.15%) of support given was focused on training, followed by 30(21.98%) on materials and 27(18.89%) on technical. Research shows that teacher development activities are more effective when carried out collaboratively in the atmosphere of mutual support and encouragement (MoE, 2009:27)

Table12: perception of Respondents on the support they received from stakeholders (%).

No.	Item	Teachers respondents				
		Very High	High	Moderate	Low	Very Low
1	Colleagues	10	29	31	10	15
		10.52	30.52	32.63	10.52	15.78
2	School management	18	30	29	12	6
		18.94	31.57	30.52	12.63	6.31
3	Woreda Education Officers	4	9	20	25	36
		4.21	9.47	21.05	26.31	37.89
4	Zone Education Department	5	5	15	26	45
		5.26	5.26	15.78	27.36	47.36
5	Region Education Bureau Personnel	6	6	14	14	55
		6.31	6.31	14.73	14.73	57.89
6	Ministry of Education Supervision	4	10	10	10	61
		4.21	10.52	10.52	10.52	64.21
7	Nongovernmental Organization Supervision	3	0	7	13	72
		3.15	0	7.36	13.68	75.78

The school support involves the school colleagues, head of departments the school management etc. being committed in ensuring the teachers attend continuous professional development. For item 1 and 2 as it is portrayed on Table 12 regarding the school support to CPD, more than 41% of respondents felt that the school was supportive enough to the teachers who were or wanted to participate in CPD activities..According to MOE (2009), local and regional educational authorities, such as WEOs, ZEOs or REBs, always have a number of supervisors and education experts on their staff. It is the responsibility of these experienced professionals to give help and advice to teachers inschools, colleges and universities on matters to do with subject knowledge or teaching methodology. However, in analyzing the support of Woreda Education Office, Zone Education Department, Regional Education Bureau, and Ministry of Education and Nongovernmental organization created opportunities for continuous professional development, more than 60% of the respondents felt that these organizations were not offering opportunities for the teachers to participate in CPD.

The data obtained through interview also shows that the support of Woreda Education Office, Zone Education Department, Regional Education Bureau, and Ministry of Education and Nongovernmental Organization for implementation of CPD is less than expected.

Table:13 Respondents on CPD methods

No	Item	Teacher Respondents					
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Mean
1	Curriculum meetings	9	10	16	29	31	2.33
2	Demonstration lessons	13	39	25	18	0	3.49
3	Planning lessons together	25	29	25	9	7	3.58
4	Action research	8	15	15	31	26	2.45
5	Observation of students in lessons	31	39	18	4	3	3.85
6	Visiting schools and teachers to see good practice	25	26	12	12	20	3.25
7	Sharing/showing good practice within school	32	40	18	5	0	4.03
8	Maintaining your professional portfolio	10	11	15	35	24	2.45
9	Team teaching	12	45	21	10	7	3.47
10	Mentoring	11	38	20	13	13	3.37
11	Discussion meetings	17	49	16	13	0	3.73

NB. For values mean <2.50 =“low” mean 2.50-3.00 =“moderate”; and mean above 3 =“high.”

Table 13 illustrates that the major CPD methods which have successfully been used for implementation of CPD program. Majority of CPD methods were greater than the average mean value 3. This indicates that teachers implemented CPD properly. However curriculum meeting, doing action research and maintaining professional portfolio were below the average mean value 2.5. This indicates that these CPD methods were forgotten by teachers.

From document analysis although teachers and school principals were maintaining portfolio there were very limited CPD activities attached to it.

The data obtained from the interview also indicate that sharing of experience, discussion meetings, helping students by observation of student lesson etc are some of the CPD activities and their participation varies from school to school, this implies that the extent of their engagement was not as expected by Ministry of Education (2009).

The CPD approach adopted by the institution should give formal opportunities for collaborative working - mentoring, coaching, experience sharing, team planning, peer observation, team teaching etc - which will have a significant and lasting impact on teacher improvement and student achievement(MoE,2009:27).

Table 14: Respondents on effectiveness of CPD activities

No	Item	Teachers responses					Mean
		highly effective	somewhat effective	somewhat ineffective	never experienced	don't know	
1	Skills practice	22	36	16	15	6	3.56
2	Conference /lecture	10	20	20	20	25	2.68
3	Workshop	8	14	28	24	21	2.62
4	Demonstration lesson by CPD facilitator	25	25	28	13	4	3.57
5	Coaching	22	26	26	12	9	3.42
6	Classroom observation	25	38	26	6		3.86
7	Mentoring	21	28	36	9	1	3.62
8	Informal network with colleagues	25	35	24	10	1	3.76

CPD programmes for teachers should aim at forming a better and more effective teachers capable of adopting to different school or classroom situations. At the same time, the end

result of the change should be improved learning outcomes for learners. Clarke and Hollingsworth (2002) stress that most immediate and significant outcomes of any successful CPD is a positive impact in changing teachers' knowledge and practice, which in turn should lead to improved learner performance. The respondents were requested to give their responses on the effectiveness of CPD activities. Table14 portrays the importance of CPD implementation and improving professional knowledge. Majority of respondents except in item 2 and 3 confirm in their agreement that CPD has positive effect with rating mean above 3, which CPD improves skill practice, coaching, classroom observation, mentoring, informal network with colleagues and demonstration lesson by CPD facilitator.

Table15: Content and Frequency of Induction Program Offered to NDT

No	Item	Ones		Twice		Thrice		Four times		More than four times		None	
		f	%	f	%	F	%	F	%	F	%	f	%
1	Professional development activities	6	30	2	10	6	30	2	10	2	10	2	10
2	Action research project	8	40	4	20	0		0	0	0	0	8	40
3	Professional appraisal (meeting discussion)	5	25	2	10	0		5	25	5	25	3	15
4	Classroom observation	2	10	8	40	0		2	10	8	40	0	0

Table15 treats induction program carried out by the NDTs. 90% of respondents took professional development program at least ones in past year. The same table shows all respondents involved in classroom observation ones and above. However, item 2 depicts 8(40%) of NDTs did not carry out action research. On the other hand item 3 depicts 3(15%) of NDTs did not carry out professional appraisal consecutively. This indicates that NDTs did not carry out Induction Program properly which affects professional development of teacher.

Ministry of Education (2004) stated that all NDTs must be engaged in middle range of induction course especially in each semester teachers are expected to complete two action research projects, 3 to 5 activities contributing professional development, 2 or 3 lessons formally observed by mentors etc.

Interview made at all levels revealed that for each NDT, mentor is selected from experienced teachers with high performance in his/her subject area and he/she has to be good role model in the school. However, NDTs are not effective in doing each activities of CPD due to lack of motivation, misunderstanding of the concept and objectives of CPD, as they consider CPD as burden to make teachers busy.

Table16: Group formation for implementing CPD practice

No	Item		Teachers respondents				
			Daily	Once per week	Twice per week	More than two per week	No practice
1	Individually	f	24	34	17	10	10
		%	25.26	35.78	17.89	10.52	10.52
2	Group	f	6	40	12	12	25
		%	6.31	43.15	12.63	12.63	26.31
3	Both individually and in group	f	10	26	18	24	17
		%	10.52	27.36	18.94	25.26	17.89

The above table16 indicates 34(35.78%) and 24(25.26%) of respondents practiced their CPD individually once per week and daily respectively. Besides, 40(43.15%) of respondents practiced CPD in group once per week. However 10(10.52%), 25(26.31%) and 17(17.89%) of respondents did not practice individually, in group or both individually and in group respectively. As Birman et al., (2000) stated the benefit of collective participation, or participation of teachers from the same department, subject, or grade lies in the contribution to a shared professional culture and will more likely result in active learning opportunities. They also added that collective participation in professional development is more likely to afford opportunities for active learning and are more likely to be coherent with the teachers' other experiences.

4.4. Challenges Faced in the Implementation of CPD Programmes and its Outcome

As it was presented in the open ended questionnaire to teachers, and interview to CPD facilitators, principals and Woreda TELDCP as well as review of literature of this study, there are many factors affecting the implementation of teacher's CPD program. Considering these factors, teachers, CPD facilitator, principals and Woreda TELDCP respondents were asked to list factors that they considered to be challenges and consequently influencing their active involvement in CPD. The data were grouped and presented in a frequency distribution as shown in Table17 below.

Table.17: Challenges of CPD implementation

No	Challenges	Frequency	Percent
1	Shortage of materials	79	12.15
2	Finances	110	16.92
3	Time	44	6.76
4	Absence of consistent, support, evaluation and feedback from stakeholders	96	14.7
5	Absence of short term training to raise awareness	42	6.46
6	Absence of professional license and motivation	88	13.53
7	Absence of commitment and lack of interest towards the program by teachers and principals	22	3.38
8	High workload	56	8.61
9	Resistance from teachers who completed career development	32	4.92
10	Absence of integration with stakeholders	55	8.46
11	Absence of skilled experts to train teachers	26	4
Total		650	100

From Table 17 it is clear that the major challenges which were identified by the respondents were finances 16.92%, absence of consistent, support, evaluation and feedback from stakeholders 14.7%, absence of professional license and motivation 13.53%, shortage of materials 12.15% , absence of integration with stakeholders 8.46% ,high workload 8.46%

etc. All these above mentioned factors influence teachers to participate effectively in continuous professional development

When the respondents were asked to list the outcomes of challenges of CPD, they mentioned that unable to carryout teaching process effectively, unable for teachers to work together, absence of professional development, low students academic achievement, absence of experience sharing, and lack of confidence. They also cited that there are skill and knowledge gaps with subject matter and lack of interest to stay in teaching profession.

To solve the problems of CPD implementation, respondents mentioned comments as to provide proper training for all teachers, allocating sufficient budget to CPD implementation, creating awareness to all stakeholders, providing sustainable support and follow up for schools and teachers, motivating teachers on the basis of their effectiveness on CPD activities, planning for CPD program and sharing experiences with schools

Chapter Five

5. Summary, Conclusion and Recommendation

5.1. Summary of Major Findings

Continuous professional development encompasses all activities that cater both for the individual needs of a teacher and for the institutional needs of the whole school. Teacher, school and student thus benefit from continuous professional development (Bell, 1991). Given the critical role that education plays in a nation, there is a need that teachers' continuous professional development takes significant space in any worthwhile education policy for a country to achieve economic goals. Unless all the teachers are involved actively in CPD this will affect the social and the economic contribution they make to the communities and societies of which they are part of, hence the study sought the practices and problems of teachers development program especially CPD at selected secondary schools in Gurage zone.

The objective of this study was to assess and investigate the practices and problems of teachers development program especially CPD at selected secondary schools (grade 9-10, grade 9-12 and grade 11-12) of Gurage Zone and address alternative suggestion for better practice of the program. In order to achieve its objective the study posed the following basic questions.

- How adequately do teachers interact and help each other to promote their professional development?
- To what extent do school management and stakeholders play supportive role in implementation of CPD program?
- To what degree and efficiency do secondary school teachers implement CPD programs?
- What are the major challenges that affect the implementation of CPD in secondary schools?

To address these basic questions and the study objectives the following basic issues were formulated.

- To what degree Teachers' professional interaction exist.
- The role of stakeholders to implement CPD
- The current status of CPD implementation
- Major barriers that hinder implementing of CPD

- CPD challenges and its consequences
- To overcome the challenge of implementing CPD

In order to achieve the aforementioned major objectives as well as the raised research questions the study employed mixed methods design with quantitative and qualitative approaches. From 10 secondary schools of sample Woreda, 7 secondary schools were selected in purposive sampling method in order to include all levels of secondary schools (grade 9-10, 9-12, and 11-12). Stratified random sampling technique was employed to select sample teachers from each secondary school considering work experience and sex. In general, 105 teachers were selected by using stratified random sampling technique. Whereas principals, CPD facilitators and Woreda TELDCPC were selected by purposively. Teachers, school principals, CPD facilitators and Woreda TELDCPC used as a primary source of information. In addition to these in order to get appropriate data from the research area the study put into practiced semi structured interview, questionnaires having open ended items. The collected data was analyzed by using percentage and mean and used predominantly in the study. The results of the data were presented using tables. After the completion of data analysis and interpretation the following major findings were drawn.

1. Concerning the collaboration of teachers to promote their profession the respondents indicated almost 78.94% collaboration was formed within all school communities and within teachers. Teacher's collaboration in sharing of experiences, solving problems, training and discussing in subject area were greater than the acceptable mean value 3.
2. Teachers who involved in CPD implementation program accounted their mean value greater than 3. replied that they success in strengthening team work, helping to acquire knowledge, promote confidence in teaching, conducting lesson study and led to learners' satisfaction ,
3. Majority of teachers (90.67%) said to have been engaged once and more than once in in-service training; however 9.47% of teachers did not involve in in-service training. Most in-service training was provided by department head and teachers development coordinator. In addition to this the major consultants in CPD implementation to teachers was school colleagues and school management who mostly consult weekly as well as monthly. Major types of supports given to the teachers were training and materials.

However, support of Woreda Education Office, Zone Education Department, Regional Education Bureau, Ministry of Education and Nongovernmental organization, more than 60% of the respondents felt that these organizations were not offering opportunities for the teachers to participate in CPD.

4. Newly deployed teachers were supported on issues such as collecting school information, classroom management, and lesson planning and classroom observation with average mean value greater than 3. Thus there is a good trend of mentors to support NDT. On the other hand self assessment, continuous assessment and preparation of personal action plan range with mean value from 2.5-2.9. More over the Induction course for first semester delivered to NDT were not completed as stated in the guideline MOE (2004).
5. Majority of CPD activities such as demonstrating lesson, planning lesson, observation of student lesson etc, carried out fairly by teachers as indicated by mean value greater than 3. However; CPD activities such as curriculum meeting, action research and maintaining portfolio carried out below expected with mean value of less than 2.5. In addition to this, the effectiveness of teaches involving in conference and workshop to improve professional development rated with mean value less than 3 which needs attention.
6. The challenges of implementing CPD are shortage of budget, training materials, shortage of time for implementation of CPD, lack of interest, motivation and incentive by teachers, lack of awareness in the stakeholders, lack of training, absence of skilled experts to train teacher, résistance from teachers who completed career development, lack of communication among teachers, mentors, CPD facilitators as well as, lack of commitment both in principals and teacher.

5.2. Conclusion

The study sought to find out the practices and problems of teachers development program especially CPD at secondary schools of Guraghe zone. From the findings of the study, the researcher arrived at the following conclusion.

Teachers have a responsibility to themselves and their profession to deepen their knowledge extends their skills and keep themselves up to date on major development affecting their performance. Thus, collaboration of teachers is important to promote their profession.

Majority of teachers engaging in sharing of experiences and discussing in subject area is very high. Strengthening of team work and helping teachers to acquire knowledge are the area of success due to implementation of CPD by teachers.

The study revealed that, though majority of teachers were involved in service training; there are some teachers who were not involved in any service training.

Teacher's continuous professional development benefits both individual teacher and organization. However, for the benefits to be realized, the organizational environment must be supportive of the teacher professional development efforts. Regarding the school support to CPD, almost half of the respondents felt that the school colleagues and management were supportive enough to the teachers who were or wanted to participate in CPD activities.

In order to meet the objective of CPD, the program needs professional support, guidance and follow up by all stakeholders, the roles played by stakeholders such as Woreda education office, Zone Education Department, Regional Education Bureau and Ministry of Education were very limited in the implementation of teachers CPD program.

In trying to detect the major problems in most selected sample schools CPD activities, the study has been found that curriculum meeting, action research and maintaining portfolio were carried out below expected. The document analysis indicates that there was no clarity concerning the preparation of portfolio which would be considered when any decision made regarding the program.

Most newly deployed teachers were collecting school information, involving in classroom observation, preparing lesson planning and exercising classroom management with help of mentors .On the other hand activities such as self assessment, continuums assessment and preparation of personal action plan were below the expected. In addition to this induction course delivering to in first semester was not completed in most sample schools as stated in CPD guideline MoE (2004).

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.

These challenges of CPD implementation leads to unable to carryout teaching process effectively, unable for teachers to work together, absence of professional development, low academic achievement of students , absence of experience sharing and lack of confidence.

5.3 Recommendation

The teaching profession should be seen as a continuum which includes initial teacher education, induction and continuing professional development. For this to be actualized teacher's continuous professional development program should exist in the life of teacher.

Based on major findings and conclusion drawn with respect to practices and problems of TDP in secondary schools the following recommendations are suggested to the CPD programme organizers, policy makers and stakeholders in education.

The study has shown that collaboration of teachers on the basis of professional development is important for updating knowledge and skill of the teachers. It helps for teachers improving teaching methodology and makes them confident which leads to effective teaching learning process. Teachers should continue to carryout CPD program through sharing of experience, discussing in their subject area, strengthening team work, etc.

All stakeholders should integrate in the implementation of CPD. They should emphasis to stimulate teachers' interest and commitment to make them engage actively in CPD implementation. The incentive could be certificate reward to salary increment.

Teachers' CPD program is a key part of school improvement program. Therefore, schools should allocate adequate budget to sustain the implementation of CPD program from the school grant fund provided by the government to improve the quality of education.

To allow professional development so as to precede successfully, there should be a continuous process, contributing to the general improvement of education. Hence, consistent and well organized training should be arranged in school teachers, principals, mentor, CPD facilitators and TELDCPC. These could help to raise awareness and tackle the problem of negative attitude towards teachers' CPD program. WED, ZED and REB should take the responsibilities of facilitating these conditions.

The status of CPD program faced a number of hindering factors which limited its practice. Therefore, much is expected from school community, to come to better way that planning, monitoring, organizing, generating incomes, coordinating and wise utilization of resources available in the schools. Stakeholders should do more in supplying and distributing materials produced at center proportionally.

The determinant challenges that affect CPD implementation are shortage of budget, training materials, time for implementation of CPD, lack of interest, motivation and incentives and others. To overcome these CPD challenges, there should be training for all teachers and stakeholders, allocating sufficient budget for CPD implementation, creating awareness, providing sustainable support and follow up for schools and teachers, motivating teachers on the basis of their effectiveness on CPD activities.

It will be interesting to follow the progress made in the future in the area of improving the teaching and learning environment. One thing is certain, effective professional development for teachers can never be simply an event constrained by time. Professional development for teachers must be part of the process of quality improvement in education.

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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.

Continuous Professional Development has been given for primary and secondary school teachers throughout the country. The Purpose of this questionnaire is to collect data on practices and problems of teachers' development program implementation in selected secondary schools of Gurage Zone. The data will be used for a study leading to a Master degree in educational leadership and management. 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) Do not 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,
- c) Please do not leave any question unanswered.

Part I General background: For the following items fill in the spaces provided and/or

tick '√' mark in one of the given alternatives.

1. Woreda/Administrative Town _____
2. School's name _____
3. Sex: A. Male _____ B. Female _____
4. Age: A. Below 20 years _____ B. 21- 30 years _____
C 31- 40 years. _____ D. 41- 50 years _____
E. 51 and above. _____
5. Educational level
A. 10+TTI _____ B.12+TTI _____ C. Diploma _____
D.BA/BSc/BEd(Degree) _____ E.MA/MSc/MEd _____ F.If other, specify _____
6. Subject qualified for: A. Major _____ B.Minor _____
7. Subject(s) you are currently teaching: A. Major _____ B.Minor _____ C.Others _____
8. Teaching loads per week:
A. Less than10 periods _____ B. 10-15 periods _____
C.16-25 periods _____ D. Above 25 periods _____
9. Teaching loads per week:
A. Less than10 periods _____ B. 10-15 periods _____
C.16-25 periods _____ D. Above 25 periods _____

Part II Teachers' professional interaction.

1. Are you working collaboratively with other teachers to improve teaching and learning?

A. Yes

B. No

2. If your answer is "No" to Q 1, what do you think is the reason?

3 To whom you are collaboratively working with to improve the teaching learning process?

A. Senior teacher

B. Department teacher

C. Junior teacher

D. All Teachers

E. All school communities

F.I collaborate with no one

4. Instruction: The following table contains statements on areas of collaboration. Please read the following statements and indicate your level of agreement against each one by putting a tick "√" mark under the rating scale which your choice is appropriate (use 5 to very high; 4 to high; 3 to medium; 2 to low; 1 to very low)

No	Area of collaboration	Rating scale				
		5	4	3	2	1
4.1	Sharing experiences among teachers					
4.2	Participating in workshop and training					
4.3	Solving problems in group					
4.4	Discussing in subject area					

4.5 Others ;(please specify) _____

5. In what area CPD is successful in the realization of the following? Please indicate how much you agree or disagree in each of the following area of success by putting a thick "√" mark against the scale: 5 to strongly agree; 4 to agree;3 to undecided;2 to disagree;1 to strongly disagree.

No	Areas of success	Rating scale				
		5	4	3	2	1
5.1	Made teachers cooperative in conducting lesson study activities					
5.2	Strengthened team work					
5.3	Made Teachers to acquire Knowledge					
5.4	Brought change in teacher s attitude					
5.5	Improved teachers practical skill					
5.6	Made teacher s confident in teaching					
5.7	Reslulted learners satisfaction					

5.8 If others ;(please specify _____

Part III The role of stakeholders to implement CPD

1. How many in-service training (with a minimum of one day) have you attended in your school in the past twelve months ?

- A. One
- B. Two
- E. None
- C. Three
- D. More than three

7. If your answer is none to Q 6, what do you think is the reason?

8. If your answer is A, B, C or D to Q 6, who organized the training?

- A. department head
- B. senior teachers
- E. TEI staff
- C. teachers who involved the ELIP
- D. teacher development coordinator
- F. mention others, if any_____

9. How do you rate the support and follow up of your facilitator in each activity implementing CPD?

- A. very good C. medium
 B. good D. poor
 E. very poor

10. How adequately does your mentor support and follow up you in performing the following activities. Please indicate your rating by putting a tick "√" mark in the appropriate box against each activity.(5 to Very good; 4 to Good; 3 to Medium; 2 to Poor; 1 to Very poor). (For NDT only)

No	Activities	Rating scale				
		5	4	3	2	1
10.1	Collecting of school information					
10.2	Self assessment					
10.3	Class room management					
10.4	Lesson planning					
10.5	Continuous assessment					
10.6	Class room observation					
10.7	Preparation of personal action plan					

10.8 If others ;(please specify) _____

11. How often did the following organization /colleague consulted you in the past academic year by providing information relevant to your role in leading CPD? Put a tick "√" mark in the appropriate box.

No	Organization /Colleague	weekly	Monthly	Once in term	Once in year	Never
11.1	My school colleague					
11.2	School management					
11.3	Woreda education office					
11.4	Zone education department					
11.5	Region education bureau					
11.6	Ministry of education					
11.7	NGO					

11.8 If others;(please specify) _____

12. Did you get proper support while you have been practicing CPD activities?

A, Yes

B. No

13. If your response is "No" to Q 11, what do you think is the reason?

14. What were the major support you were offered while practicing CPD?

A. Technical

B. Training

C. Financial

D. Material

E. I was offered no support

15. Instruction: The following table contains different stakeholders which support you when you carryout CPD. Indicate the degree of support you receive from the following organization/ colleague by putting 5 to very high; 4 to high;3 to moderate;2 to low;1 to very low.

No	Stakeholders	Rating scale				
		5	4	3	2	1
15.1	school colleague					
15.2	School management					
15.3	Woreda education office					
15.4	Zone education department					
15.5	Region education bureau					
15.6	Ministry of education					
15.7	NGO					

15.8 If others please specify _____

PART IV. CPD Implementation

16. Instruction: Below are some CPD methods which have successfully been used to facilitate professional development. Please show your response by putting a tick "√" against the statement showing the activity you often involve and perform using the following rating scale:5 to strong agree; 4 to agree;3 to undecided;2 to disagree;1 to strongly disagree.

No	Activities	Rating scale				
		5	4	3	2	1
16.1	Curriculum meetings					
16.2	Demonstration lessons					
16.3	Planning lessons together					
16.4	Action research					
16.5	Observation of students in lessons					
16.6	Visiting schools and teachers to see good practice					
16.7	Sharing/showing good practice within your school					
16.8	Maintaining your professional portfolio					
16.9	Team teaching					
16.10	Mentoring					
16.11	Discussion meetings					

16.12 If others ;(please specify)_____

17. How effective are the following forms of CPD improving your professional knowledge. Tick "√" against each activity using the following scale: 5 to highly effective; 4 to somewhat effective;3 somewhat ineffective;2 to never experienced;1 to don't know.

No	Activities	Rating scale				
		5	4	3	2	1
17.1	skills practice					
17.2	Conference /lecture					
17.3	workshop					
17.4	Demonstration lesson by CPD facilitator					
17.5	coaching					
17.6	Classroom observation					
17.7	Mentoring					
17.8	Informal network with colleagues					

17.9 If others;(please specify)_____

18. How many times did you participate in the following induction program? Put a tick "√" mark one box in each row. (For NDT only)

No	Induction program	Frequency					None
		Ones	Twice	Thrice	Four times	More than four times	
18.1	Professional development activities						
18.2	action research project						
18.3	Professional appraisal (meeting discussion)						
18.4	classroom observation						

18.5 If others ;(please specify) _____

19 How often do you practice in the module, individually, in group and/or or both? Indicate the following practice by putting a tick "√" mark against the appropriate frequency.

No	Form of practice	Frequency				No practice
		Daily	Once per week	Twice per week	More than two per week	
19.1	Individually					
19.2	In group					
19.3	Both individually and in group					

PART IV. Challenges in implementing of CPD

20. What are barriers that you have experienced in implementing CPD in your school?

21. What are the impacts of CPD challenges?

22. How do you overcome the challenges implementing CPD?

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
MA IN EDUCATIONAL LEADERSHIP AND MANAGEMENT

Interview guideline for principals, school CPD facilitators and TELDCPC

General Direction

The Purpose of this Interview is to collect data on practices and problems of teacher development program implementation in selected secondary schools of Gurage Zone. The data will be used for a study leading to a Master degree in educational leadership and management. 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.

Part I Personal Information

- 1 Name of the school _____
2. Code number of the interviewee _____
3. Date of the interview _____
4. Sex: A, Male ----- B. Female -----
5. Age : A. Below 20 years _____ B. 21- 30 years _____ C. 31- 40 years s _____
D. 41- 50 year _____ E. 51 and above. _____
6. Educational level: A. Diploma _____ B. BA/BSc/BEd (Degree) _____
C. MA/MSc/Med _____ D. If other, specify _____

7. Field of Study _____

8. Total Service year

A. 1 -2 years _____ B. 3-6 years _____

C. 7-10 years _____ D. above10 years _____

9. How many years have you been a principal /CPD facilitator

A. 1 -2 years _____ B. 3-6 years _____

C. 7-10 years _____ D. 10 years and above _____

Part II Interview question

1. Could you mention some of the activities done among teachers to interact and help each other to promote their Profession in school?
2. Why CPD is delivered to teachers?
3. What is your understanding of mentor and facilitator and how they are selected?
4. Do you think teachers implement the CPD effectively? If not, what are the problems that affect its effective implementation?
5. What type of assistances and from which organization do teachers receive to practice CPD program?
6. What are barriers that you have experienced in implementing CPD in school?
7. What are the impacts of CPD challenges?
8. How do you overcome the challenges implementing CPD?

Appendix – C

Note taking format for document analysis

Name of school _____ Woreda _____

1. School CPD plan _____

1.1 Need analysis _____

1.2 Major CPD activities

1.3. Budget _____

1.4 CPD evaluation methods _____

2. Teachers portfolio

2.1 Name of teacher _____

2.2 Sex _____

2.3 Education qualification _____

2.4 Activities performed _____

3. Report files _____

3.1 Major CPD activities _____

3.2 Plan activities _____

3.3 Challenges encounter _____

Appendix D

The computed pilot t-test result

Reliability

Variables: Q1, Q3, Q4.1-4.4, Q5.1-5.7, Q6, Q8, Q9, Q10.1-10.7, Q11.1-11.7, Q12, Q14, Q15.1-15.7, Q16.1-16.11, Q17.1-17.8,

18.1-18.4, 19.1-19.3

Scale: All variables / Data set 1 / c: /user/ ruth /desktop /pilot/

Case processing summary

		N	%
Cases	Valid	9	100
	Excluded	0	0
	Total	9	100

a. likewise deletion based on variables in the procedure

Reliability statistics

Cronbach's Alpha	Cronbach's Alpha based on standardized item	N term
0.864	0.894	59

Summary item statistics

	Mean	Min	Max	Range	Max/Min	Variance	Number of item
item mean	3.121	1.111	4.889	3.778	4.4	.509	59
item variance	.976	.111	2.5	2.389	22.5	.409	59
Inter-inter correlation	.125	-0.930	1.00	1.93	-1.076	.223	59

DECLARATION

The thesis is my original work and has not been presented for a degree in any other university and that all sources of material used for the thesis have been duly acknowledged.

Name Habte neri

Signature _____

Date of Submission _____

This thesis has been submitted for examination with my approval.

Name Melaku yimam

Date _____