

**Policy and Practice of Teachers' Continuous Professional
Development Program: The Case of Arada Sub-city
Government Primary Schools**

By

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This is to certify that the thesis prepared by Goitom G/Selassie Kokeb, entitled: Policy and Practice of teachers' Continuous Professional Development Program: The case of Arada Sub-city Government Primary Schools of Addis Ababa City Administration and submitted in partial fulfillment of the requirements for the degree of Master of Arts in Curriculum and Instruction compiles with the regulations of the University and meets the accepted standards with respect to originality and quality.

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ACRONYMS AND ABBREVIATIONS

CPD – Continuous Professional Development

ESDP – Education Sector Development Programme

INSET – In-service Education and Training

MoE – Ministry of Education

NQTs – Newly Qualified Teachers

WEO – Woreda Education Office

FDRE – Federal Democratic Republic of Ethiopia

TESO – Teacher Education System Overhaul

PD – Professional Development

TGE- Transitional Government of Ethiopia

ETP – Education and Training Policy

ASCEO – Arada Sub-City Education Office.

AREB- Amara Regional Education Bureau.

SACE- South African Council for Educators

AAEB- Addis Ababa Education Bureau.

Abstract

The main purpose of this study was to assess the policy and practice of teachers' Continuous Professional Development program in selected government primary schools of Arada sub-city in Addis Ababa city Administration. In order to address the objectives of the study descriptive survey method was employed. The study was conducted in 10 government primary schools, and stratified sampling was used to select these schools. The study consists of 124 teachers, 10 teachers' development deputy principals, 4 cluster supervisors and 4 Woreda teachers' development experts. Teachers were selected through simple random sampling technique. Purposely sampling method was used to select cluster supervisors and Woreda teachers' development experts. Then availability sampling technique was employed in selecting the teachers' development deputy principals. Questionnaire was the main data gathering instrument while structured interview and analysis of documents such as CPD action plans and reports were employed to enrich the data gathered through questionnaire. The data so collected quantitatively were analyzed using percentages, means and grand means while qualitative data were analyzed through descriptive narration. Based on the analysis and interpretation of data, it was found out that teachers were involved in annual CPD plan; mentoring; sharing of good practices within the school; and in identifying CPD priorities to be treated by each teacher were promoting factors. Lack of conducive atmosphere; lack of teachers' commitment; lack of budget and material resources; lack of incentives; lack of efficient support from school leadership and supervisors; lack of emphasis given to implementation; and neglect of implementation training were the major constraints to implement effective CPD program. Accordingly, the conclusion drawn is that though CPD policy has encouraging effects to develop the professional competence of teachers, the practice of CPD program in primary schools under consideration was low. Finally, necessary recommendations were proposed emphasizing on the importance of creating collaborative work culture, creating awareness, giving emphasis to implementation, stimulating teachers' interest, and provision of incentives for teachers who do CPD as desired so as to improve the implementation of CPD.

CHAPTER ONE

1. INTRODUCTION

This chapter discusses the background, statement of the problem and objectives of the study. In addition it deals with the significance, delimitation and limitation of the study. It also presents operational definitions of key terms and organization of the study.

1.1. Background of the Study

Institutions exist for purposes. The employees of the institutions, if they possess the desirable knowledge and skills, are indispensable to fulfill the objectives of the institution. All their employees need to be skilled, knowledgeable, and they should possess positive attitudes toward goal accomplishments and provision of satisfactory social services. One important challenge employees in any institution have to deal with is the continuous process of change to cope up with changes in the spheres of science, technology, social, etc. In order to keep with the changes, institutions should foster policy of CPD activity for their employees. Institutions that fail to foster CPD policy often remain stagnant. As a result it declines and eventually dies out. That is why lifelong education for teachers has been highly emphasized in the world at large as a means of accelerating national development. Therefore, there is a pressing need for continuous learning and updating (Sims, 1993).

Teachers are the immediate practitioners at school to inquire the routines that may hold back or facilitate the effective implementation process of CPD. They are under pressure to update their skills, knowledge and to change classroom practices (Richardson, 1990). They are required to constantly change their pedagogy throughout their career, either in response to new theoretical approaches or new technological innovations. They should develop professionally throughout their life in a sustainable way. They are expected to change themselves all the time because our world is changing in every aspect. Teachers' previous experience, knowledge, skills, attitudes, needs and interests can become faded after a few years. Hence, it is important for education sector to update and keep up the professional competences and academic abilities of teachers (MoE, 2004). Educational success greatly depends

on teachers' continuous learning. Continuous professional development programmes have essential role in this regard.

In relation to this idea, teachers' development is a never stopping cycle of teacher training that begins with initial teacher education and continues as long as a teacher stays in the profession. The teacher's initial learning is not sufficed to keep them fit with the dynamic world. They need to update and improve their own skill throughout their career life (Nazia, 2010).

According to Villegas-Reimers (2003), teachers not only need to be changed in order to improve their education systems, but they are also the most significant change agents in educational reforms. To this effect teachers' CPD is essential means for all teachers at any career level that enable them to own sustainable PD in teaching (MoE, 2004). CPD embraces the idea that individual teachers aim for continuous improvement in their professional skills and knowledge, beyond the basic training initially required to carry out the job.

Quality in pre-service and in-service teacher education and students' achievement cannot succeed unless they are backed by ongoing PD and continuous teacher learning at school level. The government of Ethiopia has given top priorities to education quality improvement believing that it is the top of other education issues. Within the framework of Education and Training Policy (TGE, 1994) the Education Sector Development Program (ESDP) is launched with one of the main priorities, quality improvement at all levels of education system after extensive study by Ministry of education (ESDP III). This study clearly states that:

... there are limited or no staff development opportunities at school level; weak pre-service preparation and lack of Continuous Professional Development; weak in-service program; weak management and leadership; and difficult conditions of work environment. Thus, there is no comprehensive program put in place as a system to operate (MOE, 2003 a).

To improve this situation the MoE, based on the recommendations presented, considered various teachers' empowering activities/ opportunities. In response, the Teacher Education System Overhaul (TESO) document recognizes the need for the

Continued Professional Development (CPD) of all teachers as a policy in 2003. This indicates that Continuous Professional Development program had not been well coordinated and comprehensive at school level prior to this time (MoE, 2004).

CPD is designed to develop the professional competence and professional ethics of teachers, teaching at all levels of the school system (educational structure). Mintesinot (2008) described CPD as follows “continuous refers to throughout the practitioners working life; professional refers to maintaining the quality and relevance of professional service, and development implies the progress in personal quality to the acquired knowledge and skills”. It is a means of improving knowledge and skills of personnel throughout their working lives. According to Villegas-Reimers (2003), CPD may be used to: update knowledge and skills, prepare for changing roles and responsibilities and increase the general competencies.

According to Sims (1993) description, the need for continuing development in knowledge and skills is because change is taking place rapidly, and dynamic growth of new ones and obsolescence of others. Knowledge and skills acquired at one-time do not suffice for career life because these are not static. This is to mean that unless teachers learn and up-date their skill regularly, they cannot fulfill their duties and responsibilities.

Thus, teachers’ CPD program is imperative for teachers since changes are always inevitable and schools are within the dynamic and changing social system. Furthermore, teachers continually face new and challenging situation every time. From the foregoing discussion it is possible to say that teachers are always professional learners no matter how extensive or excellent their formal education and preparation might be. Eastwood and Louse (1992) cited in Day and Sachs (2004) strengthen this idea and suggested that creating collaborative professional learning environment for teachers is the most important factor for successful school improvement and the first order of business for those seeking to enhance the effectiveness of teaching-learning.

In line with this idea, the government of Ethiopia acknowledges the key role that teachers play in education quality and places teachers at the core of its quality improvement strategies (Amare et al., 2006). Hence, it is essential for education sector to update and keeps up the professional competences and academic abilities of

teachers. To perform this, teachers' continuous professional development program is as component to enable teachers to own sustainable professional development.

Even though MoE designed CPD policy and put into practice to enable teachers, school principals and supervisors to update themselves; its effective implementation in primary schools is still not as it is expected. Arada sub-city (the study area) is one of the ten sub-cities of Addis Ababa city Administration also shares the problem.

With this notion, this study looked into policy and practice of teachers' continuous professional development and the effect of the program on updating teachers' professional competence and identified constraints affected the effective implementation of teachers' continuous professional development activities in government Primary Schools of Arada Sub-city.

1.2. Statements of the Problem

Research literatures indicate that on-going and relevant professional development activities are necessary for a teaching force to be effective (Craig et al., 1998). Adequate time, adequate budget and material resources and clear CPD policy goals are needed for programs in which teachers have a say in the context of activities and in which new skills can be learned, reflected upon, and improved over time. An interactive teacher learning process of this kind involving all teachers takes place most effectively at the school level.

The government of Ethiopia has embarked on the implementation of CPD activities to upgrade and update teachers' knowledge, skills, and values to alleviate the poor education quality problems. To do so, a program of teachers' continuous professional development (CPD) is designed to be practiced at school with the trust that teachers will embrace the concepts of lifelong learning for their own benefit and for the benefit of the students they teach and the communities in which they live at large (MoE,2005).

Though teachers' continuous professional development has been given priority believing that it is the right of all teachers as well as of a great value for national development, due to different factors, its effective implementation is still not as intended (MoE, 2009). Local research findings on teachers CPD also indicated that CPD program were not adequately prepared to run well organized (Haremaya University, 2008); lack of training at school, lack of clear guidelines (AREB, 2009); lack of motivating environment, lack of support from educational leaders (Afework, 2007); absence of incentives, lack of budget and material resources (Getu, 2009); lack of teachers commitment (Mintesinot, 2008) were the major problems on the effective implementation of CPD programs. This shows that the programs were not satisfactory. In general all the aforementioned studies focused mainly on status of implementation of teachers' CPD program, practice of teachers' CPD program, and practice and challenges of teachers' CPD program. Although some studies on teachers' CPD program conducted in different primary schools, no one studies has been conducted on policy and practice of teachers' CPD program in government primary schools at Arada sub-city Administration. Thus, research needs to be conducted to fill the gap observed in the studies conducted previously.

On the other hand, from the researcher's past experience of being teacher, Secondary school principal, Education team leader, and Teachers' development expert at different woredas in Arada sub-city, he has got a good opportunity to visit both Primary and Secondary schools which embrace teachers that are under CPD program, teachers had varying activities and assumptions about CPD policies. Some of them view it as an additional work, while others had positive felling. Some teachers know CPD policy goals while others do not. Some teachers were putting it into practice as it is expected while others do not. This implies that there might be a gap between what has been intended and what is going on in actuality the CPD practice. Thus, it could be possible to say that it was not uniformly and smoothly practiced at the school level.

The differences among these teachers' views and the gap between the effective implementation of CPD program as intended have inspired the researcher to think of conducting this study. Hence, this study attempts to assess the policy and practices of

CPD in government Primary Schools in Arada sub-city Addis Ababa city Administration. For that matter, the study tries to seek answers to the following basic questions so as to assign the major and specific objectives. Thus, the basic research questions of this study are:

1. How relevant is the Teachers' Continuous Professional Development (CPD) as perceived by the stakeholders?
 - 1.1. To what extent do the stakeholders think that the CPD Policy serves the very purpose of teachers' in-service development?
 - 1.2. How feasible (practical) is the CPD Policy as expected by the stakeholders?
2. To what extent are teachers engaged in the Continuous Professional development as intended in the policy?
 - 2.1. What proportion of the teachers performs the CPD activities as expected in the CPD Policy?
 - 2.2. How do the teachers justify their participation in the CPD activities?
 - 2.3. Is there any difference between the teachers in terms of their participation in CPD activities as a result of their gender, level of education, and years of teaching?
3. To what extent do the school leadership and school supervisors support the implementation of CPD?
 - 3.1. Do they sensitize their staff on the policy?
 - 3.2. Are the necessary inputs available?
 - 3.3. Are there continued professionals' supports on-site?
 - 3.4. Can they be role models by taking part in CPD activities?
 - 3.5. Do they recognize the CPD performance?
4. What factors promote/constrain the implementation of the CPD Policy?

1.3. Objectives of the Study

1.3.1. General objectives

The main objective of the study was to assess policy and practice of teachers' Continuous Professional Development program (CPD) in Primary Schools in Arada sub-city Addis Ababa city Administration.

1.3.2. Specific objectives

On the basis of the major objective, the study tried to explore the following specific objectives:

1. Explore the views of stakeholders on CPD policy;
2. Explore the degree of teachers' participation in CPD activities;
3. Explore the support being provided by stakeholders in the implementation of CPD program;
4. Find out the major problems that promote/constrain teachers participation in CPD activities in schools.

1.4. Significance of the Study

The significance of this study might be its contribution to the field of teachers' continuous professional development. The study dealt with the policy and current practice of CPD program in primary schools. For that matter, this study may enable concerned bodies in sub-city and woreda levels to take corrective measures so as to minimize the gaps between policy and practice of CPD and enhance the implementation of CPD program. It may also examine strengths and weaknesses of schools in tackling the constraints for implementing CPD program and then recommend the possible solutions. Furthermore, the results of this study may also contribute to the quality of education if concerned bodies (educational offices in sub-city and woreda levels) work to create a conducive working atmosphere for effective implementation of CPD in primary levels.

1.5. Delimitation of the Study

Unless any research is delimited to a manageable size, it cannot be conducted successfully. So, it has to be delimited both in depth and scope for its effective implementation. Accordingly, this study was delimited to the analysis of policy and practice of teachers' continuous professional development in government primary schools at Arada sub-city Addis Ababa city administration. It is also the researcher's belief that this level is the base for secondary education which requires great effort of teachers and administrative bodies to work on the improvement of students' achievement.

Schools are highly responsible for the effective implementation of CPD program. Therefore, in most cases, this study emphasizes on in-school factors such as school context and practice of teachers, school principals and supervisors. It is also confined only to CPD activities which are provided at school. Thus, the study was delimited to the investigation of the policy and practice of teachers' CPD program in selected government primary schools (grades 1-8). Moreover, the sub-city was selected because of the researcher has been working as secondary school principal and teachers' development experts and have the experience to the problem of implementation of teachers' CPD programs.

1.6. Limitations of the study

It is clear that the results of the study would have been more valid, reliable and could be generalized for the whole sub-city if the data had been obtained from wider population of sub-city. However, since the study was delimited only to one sub-city because of the researcher had a serious time constraint because he had full job responsibility on top of thesis writing. Besides, financial and resource constraints prevented him from looking into other sub-city. So, the findings of the study may not be generalized for all sub-cities. Hence, it might be hardly possible to generalize this study results to Arada sub-city Administration.

1.7. Operational definitions of key terms

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

Primary School: according to the Education and Training Policy (ETP), it is an educational level in the structure of the educational system that provides basic education in the first and second cycle of primary schools (grade 1-8).

Induction programme: a programme to assist newly deployed teachers to adjust themselves to new assignment during the first two years.

Mentoring: an activity in which more experienced teachers serve as a counselor to less experienced teachers for the purpose of professional development.

Policy: as used in this study the CPD policy refers to planned activities implementing within the schools to renovate knowledge, skills, attitudes and abilities of teachers, school principals and supervisors and provide them opportunities for better professional standards.

Continuous Professional Development: the systematic maintenance, improvement and broadening of knowledge and skills and the development of personal qualities necessary for the execution of professional and technical duties throughout the practitioners working life (Clyne, 1995).

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

Sub-city: it is an intermediary administrative division between the region and woreda.

Woreda: lower echelon of administrative division of FDRE that has defined authorities and responsibility (proclamation No. 7/1992) with estimated population of about 100,000.

1.8. Organization of the Study

This study is organized into five chapters. The first chapter deals with backgrounds of the study, statement of the problem, basic questions, objectives of the study, significance of the study, delimitation of the study, limitation of the study and definition of key terms.

The second and third chapters treat review of the related literatures and research methodology respectively. The fourth chapter is about presentation, data analysis, and interpretation of the data.

Finally, summary of the findings, conclusions and recommendations were treated in the fifth chapter. Reference materials and appendices were also attached at the end.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

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

2.1. The Concept and Definitions of Continuous Professional Development (CPD) Programme

Teachers' CPD programmes contribute much for the enhancement of education quality as well as provide opportunities for teachers and educational leaders to develop professionally.

Many scholars define teachers' CPD in different ways viewing it from their educational perspectives and philosophical backgrounds. For instance, Nazia Ali (2010), and Bubb and Earley (2009) define CPD as human resource development; continuing education and lifelong learning; teacher development; staff development; INSET; and as career and professional development. According to Guskey (1986); Borko (2004), CPD is the provision of policy or other factors to school and teachers. Whereas Bolam (1993) as cited in Blandford (2000) understood CPD as teachers interest in improving own skills, knowledge and updating oneself.

Authorities also define CPD in various ways. For instance, Tilahun (1990) defined as whole range of planned activities by which education personnel in active service have opportunities to further their education, develop their understanding of educational principles and techniques. For Glatthorn (1997) CPD is the professional growth a teacher achieves as a result of gaining increased experience. Cyria as cited in Clyne (1995) depicts that professionals, try through their active levels of service, to refresh their own knowledge and ability and build a sense of collective responsibility to the society. That is what CPD is.

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

The definitions imply that CPD is plan, includes updating and upgrading qualifications, build spirit of shared professional responsibility, improve professional competencies and standards, career life activities, to renovate knowledge, skills, attitudes and abilities of professionals and provide them opportunities for better professional standards in view of discharging responsibilities satisfactorily.

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

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

This implies that CPD encompasses a wide variety of approaches and teaching and learning takes place in a variety of settings (inside or outside of the work place).

Many writers use CPD interchangeably with staff development Clyne (1995); Sparks and Harish (1997). However, Huberman in Soler, and Abdal-Haqq (1998) observe differences between the two. Staff development as narrowly focusing on minor institutional missions; lacked integration among efforts; attempts were just to be

relieving crises; and reliance was on external expertise. Moreover, the learner has no right to choose the content and method of learning. Thus, CPD is broader than staff development and INSET.

A distinction is also made between professional learning and CPD. Professional learning refers to teachers move towards a greater level of expertise as an outcome of formal and informal professional development. Whereas CPD refers to the planning, organization and delivery of PD activities within schools (Kelly, 2006).

On the other hand, CPD, concerned with staff collaboration, minimizing the gap between formal education professional requirements and limitations in pre-service teacher training, and broadening of pedagogical and subject matter knowledge. Noe (1999) conceives, CPD embracing formal education, job experience, self-reflection, prepares professionals to manage the future and focuses on total organizational development.

The philosophy of CPD programmes is on empowerment and responsiveness to local needs. They are school based so they are designed in accordance with school and individual teacher development needs. They are means to improve educational qualities (Sagor, 2000).

Though, the definitions and concepts of CPD vary, they all express common views that CPD can bring teachers updated knowledge and skills for improvement of students learning, and the continuity and lifelong learning are the common ones. There is no unique definition upon CPD. The term is widely used interchangeably with the term professional development.

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

CPD programmes need to be school based. They have to be offered to all teachers and educational leaders, according to their needs. Providers can be teachers themselves.

This shows that CPD programmes are opportunities for all the teaching force. Teachers CPD programmes must be geared towards keeping teachers in all capacities abreast of new professional, academic, pedagogical and global society challenges. We can meet the dynamically changing development needs only through lifelong learning (Tilahun, 1990).

2.2. The Need for Teachers Continuous Professional Development (CPD) Programmes

The world is continuously changing, any time everywhere. Professional up-date is necessary to cope up with the fast growing technological advancement; societal demand and knowledge obsolescence (Sims, 1993). As, Sharma (2005), the need for CPD is to minimize the gap in in-service training and real working situations, introduction of new roles of teachers and the defects in pre-service training and education. Hillier (2003), the need for CPD is to become a member of a professional body, maintaining and advancing individual personal and professional abilities. The increasing impact of World Wide Web and skillful in knowledge management has increased the need for CPD (Skyrme, 1999).

Similarly, Helsby (1999), the need for CPD is the rising demand for quality education; to develop professional knowledge and understanding of an individual teacher; to serve immediate needs from various interest groups; to develop view of the job; to observe the diversified student culture; to enable teachers to anticipate and prepare for change; and varying service delivery reforms (TESO, 2003; Dale, 1997; Kirk, 2000).

Aggarwal and Craft (2004) describe the need for CPD is to improve the job performance skills of an individual teacher; to extend the experience of an individual teacher for career development or promotion purpose; to grow in one's capacity to work with other teachers, educational leaders, parents and community leaders in a variety of activities.

According to Wald and Castleberry (2000), the need for CPD is as a means to adapt to environmental changes and reins to control change forces. Teachers and educational leaders as part of the knowledge managing forces need to learn continuously. Furthermore, teacher and educational leaders to continue functioning efficiently and

productively; to contribute meaningfully towards quality education; and to be able to face global society challenges.

Madden and Mitchell (1993), describe the need for CPD is to updating and extending the professional's knowledge and skills on new developments and new areas of practice; training for new responsibilities and for a changing role; developing personal and professional effectiveness and increasing job satisfaction.

In general CPD is expected to have the following benefits: Improve the quality of education; teachers and students know how to learn better; self-initiation; customer satisfaction and productivity; motivate all teachers and educational leaders; have positive impact on teachers' beliefs and practice both in and out of the classroom; Sustaining change in teachers to emphasis on providing concrete; realistic and challenging goals; enables teachers to continuously acquire; expand and extend their knowledge and to develop skills and abilities; equipped with adequate competencies that prepare the teacher for challenges of modern life; and improving the quality of both teaching-learning as well as the achievements of all students.

2.3. Historical Development of teachers' Continuous Professional Development (CPD) Programmes

During the 1960s and 1970s In-service Education, as PD was known and predominantly aimed at keeping individual teachers up-to-date with current changes and developments in discipline, content or pedagogy (Day and Sachs, 2004). Most CPD programs for teachers consisted of 'one shot' workshops aimed at improving teacher's skills and knowledge. This was often the only type of training teachers would receive and was usually unrelated to the teachers' work. This traditional approach was not sufficient to change teachers' mode of working. DES (1985) asserted that the existing INSET trainings were not effective. Similarly, Gaunt (1995) suggest that until 1987, the PD of teachers focused on award-bearing courses and training for specific needs. Because of this training, there was a deficit in teachers' skills and knowledge. Due to this deficit, in the mid-1970s CPD is said to have been coined by Richard Gardner, who was in charge of PD for the building professions at New York University (Gray, 2005).

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

Regarding to this idea, Nicholls (2001) gives accounts on forces that initiated CPD in Great Britain. Accordingly, in 1960s, the reasons for its development were the reports given by John, Hale and parry on the quality of teaching and related problems in America. Bleach (1999) also holds the same position and states that until the 1970s, little attention was paid to mentoring. In the United Kingdom, the James report (1972) recommended the assignment of mentors for beginning teachers. The coming of rival countries to the lead in scientific and economic competitions, and the use of social justice and pragmatism factors were initiated the need for CPD in America (Abdal-Haqq, 1998).

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

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

Though the evidences come from Great Britain and America, CPD programmes are world phenomena in the 1960s. They were meant to mitigate educational problems and to improve the quality of education.

2.4. The Experiences of selected Countries with regard to teachers' CPD Policy

2.4.1. Teachers' Continuous Professional Development policy of Australia

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

In Australia, during the 1960s and 1970s 'In-service education', as 'PD' was predominantly aimed at keeping individual teachers update with currently changes and developments in discipline, content or pedagogy. The shift in focus to the schools needed to be sites of investigation and development.

In 1980s saw a move to the school as appropriate site for PD and a greater interest in educational reform by national governments. The political agenda for change was the conviction that education should be more economically efficient and effective and when organizing education according to business and market principles (Gundry, 1992).

In the early 1990s, PD began to emerge as a component of industrial agreements, rather than a professional decision taken by an individual teacher aimed at improving

qualifications or better responding to the needs of students in their classes. The previous emphasis on teaching and learning was largely replaced by a more indirect reform strategy in which the practices of organizing educational work became the prime focus for change (Bloam, 2006).

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

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

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

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

2.4.2. Teachers' Continuous Professional Development Policy of South Africa

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

The document, prepared by the South Africa Council for Educators Task Team, presents a management system for Continuing Professional Teacher Development keeping with the National Policy Framework. This document presents an expanded concept of CPTD activities and underlying principles that teachers, individually and collectively, will have a high degree of responsibility for their own professional development and the identification of their own professional.

Professional development activities undertaken individually or collectively by educators throughout their careers to enhance their professional knowledge, understanding, competence and leadership capacity, in particular to increase their mastery of the curriculum and their teaching areas, their skill in teaching and facilitating learning, their understanding of children and young people and their developmental needs, and their commitment to the best interests of their learners and their schools, the wellbeing of their communities and the ethics of the education profession.

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

of teachers in PD activities which are priorities for the education system and the teaching profession.

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

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

2.5. Teachers' CPD Policy of Ethiopia

In the Ethiopian context the teacher PD program is a national intervention program run by the MOE to improve the quality of teachers as well as education.

As mentioned in the Education and Training Policy (1994), the pre 1994 education system of Ethiopia was entangled with complex problems of access, equity, relevance, and quality. To solve these problems the MoE has revised all aspects of its teacher education system and set high standards for teachers and described a new approach to education.

Within the framework of ETP (1994), the Government of Ethiopia launched a series of ESDP in order to improve education quality at all levels of the education system. In line with this, teachers' CPD launched since 2005 as one part of Teachers' Development Program (TDP) and has been implemented in schools. In addition, as

the teacher development program blue print pointed out teachers are required to develop their skills and knowledge by taking continuous training in their school (MoE, 2007).

The policy clearly indicated that emphasis should be given to upgrading and updating teachers both through pre-service and In-service opportunities. It was recognized that teachers were the key to school improvement and should update themselves with new outlooks, approaches and policy directions (MoE, 2005).

In support of this idea, Bland ford (2000) pointed out that CPD performs four major functions within a school. It serves to enhance individual performance; rectify ineffective practice; establish the groundwork for the implementation of policy; and facilitate change.

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

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

Currently, the MoE has worked out a new toolkit for effective implementation of school based CPD at school level. According to the new CPD framework and toolkit documents (MOE, 2009b), the CPD is a developmental program that moves in a

cyclical path anchored at four stages namely: Analyze→ Plan→ Do→ Evaluate. This is called the continuous professional development cycle.

The Ethiopian teachers Continuous Professional Development Cycle: this is a carefully planned response to identified needs. To create better learning and achievement by individuals and institutions, the CPD program has a continuous cycle (MoE, 2009a). As mentioned above, it comprises: Analysis, Plan, Do and evaluate.

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

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

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

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

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

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

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

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

Each teacher will be expected to practicing 100 days within the five-year period of registration.

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

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

2.6. Features of Effective Continuous Professional Development (CPD)

It is clear that change is a common phenomenon. Teachers and educational leaders should prepare students for life in dynamically changing conditions. Effective CPD is an essential and indispensable process, without which schools cannot achieve their desired goals for student achievement.

Effective CPD is embedded in the day-to-day reality of teachers' work in their own schools and classrooms. It allows for critical reflection and is internally coherent and vigorous, and it is sustained over the long-term (Little, 1993; Sparks and Hirsch, 1997).

As Joyce and Showers (2002), effective CPD includes peer support. It provides scope for identifying the focus of their development; provides opportunities to work with other colleagues and share practice; opportunities to receive regular and structured feedback; and opportunities for independent self-study.

In connection to this idea, Craig (1998) effective CPD have several features: it is based on constructivism in which teachers are treated as active learners; it is a long-term process teachers learn over time; it is a process that takes place within a

particular context; it is intimately linked to school reform; it is a reflective process; and it may look and be very different in diverse settings.

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

According to Westera (1989) features of effective CPD include staff must see themselves as owners of the program; it must suit all staff; it must have the support of stakeholders; it must be rooted in the schools' culture and it should be based on an assessment of needs.

Effective CPD is aimed mainly at promoting learning and development of their professional knowledge, skills and values; help decide and implement valued changes in their teaching and learning behavior so that they can educate their students more effectively thus achieving an agreed balance between individual, school and national needs (Bolam, 2006).

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

2.7. Continuous Professional Development Activities in Schools

Different authorities provide examples of CPD activities for teachers and educational leaders. Some of them are working to implement educational plans by schools; sharing experience within and with other school teachers; observing others' classes; undertaking action-research; providing trainings; mentoring; assisting students on their personal needs; participating in curriculum-based activities; participating in educational workshops and conferences are all CPD activities Potts (1998); Attwood and Dimmock (1996); Tilahun (1990); Abdal-Haqq (1998); Darling-Hammond and McLaughlin (1995).

Teachers and educational leaders should get development opportunities through CPD activities. Development takes place by learning throughout professional life. Pre-service training of teachers and educational leaders is not sufficient. CPD opportunities should consider individual, group and organizational development needs (Wes glass and McCarthy cited in Ambissa in Amare et al. (2001); Glover and Law (1996); Attwood and Dim- mock (1996); Sims (1993). This helps teachers and educational leaders take more responsibilities and enhance institutional implementation capacities.

CPD activities are formal and informal programmes. Even though, the number and types of CPD activities are many; the major and commonly used helpful programme types are presented below:

2.7.1. Induction

Induction is a programme for NQTs which take place during that critical period at the beginning of the teacher's career, usually the first year after qualifying as a teacher is practiced in an actual teaching with mentors. The first years of teaching are the most vulnerable to such problems (Darling-Hammond, 1999; TESO, 2000; and Ambissa in Amare et al, 2003).

Thus, NQTs should get the opportunities for development. Because, this helps them grow proactive planners, ambitious learners and successful teachers (Glover and Law, 1996 and Corcoran cited in Ambissa in Amare et al, 2001). It also provides sense of security, recognition and acceptance, togetherness, sense of accomplishment and enjoyable professional life. Thus, technical competence grows at individual and institutional level.

2.7.2. Mentoring

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

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

2.7.3. Coaching

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

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

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

2.7.4. Action Research

One of the major CPD opportunities for teachers, school leaderships and supervisors is action research. They are expected to conduct action research to solve actual classroom problems.

Cohen and Manion (1994) defined action research, is small scale intervention in the function of the real world and a close- examination of the effects of such intervention. In connection to this idea, Hill and Kerber cited in Cohen and Manion (1994) have noted:

*Action research functions best when it is cooperative action research.
This method of research incorporates the idea and expectations of all*

persons involved in the situation. In education, this activity translates into more practice in research and problem-solving by teachers, administrators, pupils, and certain community persons.

This definition implies that action research is collaborative endeavors under taken by teachers, school leadership and supervisors to be self-able or help one another in solving educational problems.

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

Action-research is an effective model for teachers CPD. O'Hanlon (1996) suggested, it is inquiry-based, and allows teachers to investigate their own worlds; it is aimed at improvement of teaching and learning in schools; and it leads to deliberate and planned action to improve conditions for teaching and learning.

2.8. Continuous Professional Opportunities for school teachers

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

Workshops

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

Conference

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

Team learning

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

2.9. Major factors limiting implementation of teachers' Continuous Professional Development (CPD) Programmes

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

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

2.9.1. Teacher related factors to implementation of CPD programmes

Teachers are an important resource in the teaching-learning process and their training and utilization therefore requires critical consideration. Understanding how teachers perceive CPD and factors which contribute to and those that hinder teachers' active involvement in CPD is an extremely important.

As Fullan (1991) described, CPD implementation depends on what teachers do and think. The success of CPD implementation is strongly related to the extent to which teachers interact with each other, with others who are providing technical help within

the school and collegiality among teachers are positive indicators of implementation success.

Baker (1999) asserted that lack of teachers' enthusiasm can wipe out programme effectiveness. It is unlikely a program will be implemented if it does not receive a warm acceptance on the part of teachers. Newman and his colleagues as cited in Fullan (1998) indicate that more successful schools had teachers and administrators who formed a professional learning community (collaborative work culture). Collaborative activity can enhance teachers' competence in CPD implementation.

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

2.9.2. School related factors to implementation of CPD programmes

Teachers' CPD takes place when favorable learning environments are provided in which teachers are responsible for their own learning. Schools should play an important role in creating favorable learning environments for teacher learning (Borko, 2004).

School cultures that are supportive to CPD programmes foster CPD activities. While school cultures that are unfavorable impeded implementations of CPD programmes. School cultures supportive to CPD programmes motivate teachers and they will lead schools to success (Skyrme, 1999).

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

Therefore, enhancing CPD supportive cultures will be beneficial to implement the CPD programmes.

2.9.3. School Leadership related factors to implementation of CPD programmes

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

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

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

2.9.4. Policy related factors to implementation of CPD programmes

Success of implementation of programmes also depends on the clarity of the policy message. Poor clarity of the policy results in failure of implementation programmes. Hades (1995) for instance, gave a functional meaning for policy "an explicit or implicit single decision or group of decisions which may set out directives for guiding future decisions, initiate or retard action, or guide implementations of previous decisions". The clarity about goals and means of the policy is that the understanding of both the goals and the means is crucial for implementation CPD. Because the greater the understanding of the goals and what is to be gained from their adoption, the greater success of implementation (Craig, 1990; Fullan, 1991).

Fullan (1991) states, a policy embodying complex ideas and procedures, lack of clarity and poor communication will be vulnerable to resistance by teachers in their day-to-day practice.

In general, different local researchers had studied about specific aspects of teachers CPD programs in Ethiopia in different times. All confirmed that the programs were not satisfactory. They had also identified common problems. For instance, a study carried by Ambissa (2001) confirmed supervision was not supportive and feedbacks were not constructive; weak collegial relationship among teachers and lack of conducive atmosphere (Manna and Tesfaye, 2000).

Research conducted by Gizaw (2006), confirmed that though the program was functional to a certain extent, it was hampered by time and resource constraints. Similarly, Yihunie (2008) found out that teachers believed the program helped to improve their competence, but they did not believe it will make them staying in the profession. Gossa (2012) also revealed in his research study that teachers did not give much attention to involve in CPD activities.

An impact study also carried out in Haramaya University (2008) found out that CPD is either absent or inadequate and was not adequately prepared to run well organized. Absence of incentives, lack of commitment, and absence of upward communication (Getu, 2009); disengagement and failure of MoE to clarify objectives of CPD to teachers and poor resource utilization (Tilahun, 1990)

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

These review of related literatures help as a conceptual framework on the basis of which the investigator organizes data collecting instruments and interprets the gathered data.

CHAPTER THREE

3. RESEARCH METHODOLOGY AND DESIGN

This chapter of the paper deals with research method and design, sources of data, samples and sampling techniques, data collection instruments, procedures of data collection and methods of data analysis.

3.1. The Research Design and Method

3.1.1. Research Design

In terms of design, descriptive survey research design was employed as an appropriate method. Descriptive survey method helps in picturing the existing situation. Additionally it allows gathering of necessary information using data collecting instruments and document analysis. Best and Kahn (1989) have suggested that a descriptive study concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. Furthermore, this approach was helpful to collect descriptive information directly from the population to employ simple statistical techniques and to facilitate drawing generalization about large population on the basis of the study of representative sample. The design was selected because it could investigate adequately the policy and practices and problems of implementation in government primary schools of Arada sub-city Administration so that the intended purpose would be achieved.

3.1.2. Research Method

This study employed both quantitative and qualitative methods. The quantitative and qualitative methods were preferred in order to address more precisely and effectively the policy and practice of teachers' CPD in the school. According to Creswell (2009), the use of both quantitative and qualitative methods better to reduce the limitation of a single method. It can also provide more comprehensive answers to research questions, going beyond the limitations of a single approach.

For this research, quantitative research methods were adopted to generate data from teachers and teachers' development deputy principals and qualitative research method was used to elicit information from Woreda teachers' development experts and cluster

supervisors in order to get their opinions on the current situation of teachers' CPD in schools. Hence, to examine and analyze the policy and practice of teachers' CPD in promoting implementation, quantitative and qualitative methods approaches were adopted.

3.2. Sources of data collection

In this study, the data was collected from various sources. These sources included both primary and secondary sources of data. The primary sources of data were government primary school teachers, teachers' development deputy principals, cluster supervisors and woreda teachers' development experts. In addition, the secondary sources of data were collected from official reports, and documents from the Ministry of Education, Addis Ababa City Administration Education Bureau and from Arada sub-city education and training offices as well as records from government owned sampled schools of the study area. Relevant documents also were assessed.

3.3. Sample Size and Sampling techniques

In the administrative structure of Arada sub-city Administration there are 10 Woredas and for this study all the Woreda were included. In these Woredas, there were 20 government primary schools in 2014/15 where each Woredas comprises different number of primary schools. In this study, 10 primary schools were selected using stratified sampling technique to keep the balance between schools by involving one primary school from each Woreda so as to make all Woredas represented in study. As Singh (2007) cited that, "stratified sampling is important because of that, it is useful to get good representatives of population and it is an objective method of sampling".

In the 10 selected sample schools, there were a total of population 451 teachers where the researcher selected 135 teachers as respondents using simple random sampling technique. Based on the expectation that they have better information and experiences with respect to the study topic, 4 cluster supervisors and 4 Woreda teachers' development experts were selected using purposive sampling technique. Then 10 teachers' development deputy principals were selected using availability sampling since they are directly or indirectly involved in monitoring and implementing of the whole teachers CPD program. In general, 135 teachers, 4 cluster supervisors, 4

teachers' development experts and 10 teachers' development deputy principals were participants of the study. This means a total of 153 respondents.

Table 1: Summary of Target Population and Sample population

No	Schools	Woreda	Total Population					Sample population				
			Teachers	Principals	Experts	Supervisors	Total	Teachers	Principals	Experts	Supervisors	Total
1	John F.Kenedy	1	40	1	1	1	43	12	1	1	1	15
2	Key Kokeb	2	41	1	-	-	42	12	1	-	-	13
3	Africa Andnet No-2	3	38	1	-	-	39	11	1	-	-	12
4	Atse Fasil	4	51	1	1	1	54	15	1	1	1	18
5	Yealeberhan	5	34	1	1	1	37	10	1	1	1	13
6	Beherawe Betemengist	6	36	1	-	-	37	11	1	-	-	12
7	Behere Ethiopia	7	35	1	-	-	36	11	1	-	-	12
8	Meskerem No-2	8	57	1	-	-	58	17	1	-	-	18
9	Dagmawe Menelik	9	99	1	1	1	102	30	1	1	1	33
10	Melkam Ermjachen	10	20	1	-	-	21	6	1	-	-	7
	Total	10	451	10	4	4	469	135	10	4	4	153

3.4. Data Collection Instruments

Data collection instruments were questionnaire, interview and document analysis. According to Creswell (2009), one advantage of quantitative and qualitative method is the opportunity to employ both open and closed-ended questions as well as multiple forms of data collection possibilities. Multiple instruments were used to check the consistency of information and to gather supplementary ideas, which could never be obtained by one means.

Questionnaire

Questionnaire was the main instrument used to collect data for the study and administered for 135 teachers' and 10 teachers' development deputy principals so as to secure reliable and adequate information for the study. Most of the items in the

questionnaire were close-ended supplemented with few open-ended items. Questionnaire were used as the main source of data gathering tools because it has an advantage of mass produced and allows mass collection of very large quantity of information. Besides, UNESCO (2005) suggested that questionnaire is advantageous in descriptive survey research because the respondent is restricted to a finite set of response, they are easy and quick to answer, they have response categories that they are easy to code, and they permit the inclusion of more variables in a research study.

In particular, the scale type known as the Likert scale was used throughout the questionnaire. This type was used in order to realize its appropriateness and obtain data at a time and for its inherent characteristics that it provides an opportunity for informants to express their ideas and opinions freely. Furthermore, Best and Kahan (2003) have also added that a Likert scale method is a summed rating that offers an interesting possibility for the student of descriptive study. Thus, Likert scale type is the appropriate sources to obtain necessary information about the current situation and problems form relatively large sample within short period of time. Under this study the Likert scale type includes close-ended questions and few open-ended questions.

Koul (1996) indicated that open-ended type of questions calls for a free response in the respondents' own words. Hence, open-ended questions were presented to encompass the ideas, comments, suggestions or recommendations for further improvements in the future.

Interview

Interview makes possible to measure what a person knows (knowledge), what a person likes or dislikes (values and preference) and what a person thinks (attitudes and opinion) by providing access to what is inside a person's head (Cohen, 1994).

Semi-structured interview guide question was prepared by the researcher, with the intention of focusing on the issues assumed to be appropriate to the study. Semi-structured interview was conducted with four Woreda teachers' development experts and four cluster supervisors. The interview is helpful to the researcher to obtain data related to support, as well as efforts being made to enhance the policy and practice of teachers' CPD activities in the primary schools. The interview was conducted by

clarifying its purpose to the interviewee a face-to-face interview and the response was written down by the researcher.

Document Analysis

Document analysis was employed to get necessary information regarding how the policy and practice of teachers' CPD on-going in the selected primary schools. Documents pertaining to teachers' CPD such as CPD action plans, CPD reports and policy documents were analyzed. Hence, it helps to validate the data obtained through questionnaire and semi-structured interview. With respect to this, Best and Kahn (1989) stated that, document analysis are important and relevant sources of data and useful in yielding information.

3.5. Procedures of Data collection

Before the administration of the questionnaire to the actual participants in the study, the organized tools were amended through a pilot test. Pilot test is used to check the relevance, clarity and chance of ambiguity of each item in the questionnaire (Lodico, et, al.2006). Hence, pilot test was conducted in Kadamawe Menelk primary school, one of the primary school in Arada sub-city which is not included in the sample schools.

To this end, the questionnaires were distributed to 10 teachers and 3 principals' that involved in the pilot test. After the respondents filled and returned the questionnaire, based on the feedbacks obtained, the necessary modifications were made on some confusion items rectified. For instance, on part 2 "stakeholders" teacher, principals and supervisors were missed and added, on part 3, "supervisors" cluster was missed and added, on part 5, "teachers' development experts" Woreda was missed and added, and the modified questionnaire was retyped and duplicated.

Then, the questionnaires were administered face-to-face by the researcher to the sample respondents. After the data were collected, they were tabulated and analyzed. Finally, the data was interpreted by using the review of related literature.

All the questionnaires were prepared in English language and translated into Amharic to avoid response errors that might be created due to language barrier. The Semi-structured interview questions were conducted to Woreda teachers' development

experts and supervisors. It was carried out by the researcher himself face-to-face with the participants.

3.6. Methods of Data Analysis and Interpretation

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

For the purpose of this analysis, the five scales of measurements were combined in to three measurements for more clarity and easy analysis and interpretation. Accordingly, the responses to “Strongly agree” and “Agree” were combined to create an overall score of “agreement” with each item, and the sum of responses to “disagree” and “strongly disagree” were similarly calculated to gain a measure of “disagreement”. Thus, the condensed scales of measurements were agreed, undecided, and disagreed. For simplicity of summarizing the responses to Likert scale rating items mean scores greater than 3.00 were considered as indicators of agreement; mean scores less than 2.50 were remained as indications of disagreement; and mean score between 2.50 and 3.00 were considered as indicators of moderate agreement/disagreement, because the ideal mean is 3.00.

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

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

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

4.1. Characteristics of respondents

A total of 153 respondents were included in this study. A total of 145 copies of questionnaire, out of these, 135 (93.10%) distributed for teachers and 124(91.80%) copies were filled and returned, but 11(8.20%) were not filled and returned. 10(100%) copies of questionnaires were distributed to teachers' development deputy principals and all (100%) were filled and returned. Besides, interviews were conducted with 4 Woreda teachers' development experts and 4 cluster supervisors.

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

Table 2: Respondents' Characteristics

No	Characteristics	Variables	Respondents									
			Teachers		D/principals		Cluster Supervisors		Woreda Experts		Total	
			No	%	No	%	No	%	No	%	No	%
1	Respondent's Sex	Male	59	44	6	60	2	50	4	100	71	46.4
		Female	76	56	4	40	2	50	-	-	82	53.6
		Total	135	100	10	100	4	100	4	100	153	100
2	Respondent's Age	20/below	1	0.7	-	-	-	-	-	-	1	0.7
		21-30	78	58	-	-	-	-	-	-	78	50.9
		31-40	23	17	2	20	3	75	4	100	32	20.9
		41-50	15	11	8	80	1	25	-	-	24	15.6
		51/above	18	13	-	-	-	-	-	-	18	11.7
		Total	135	100	10	100	4	100	4	100	153	100
3	Respondent's Educational Qualification	MA/MSc	-	-	-	-	-	-	-	-	-	-
		BA/BSc/BED	21	16	10	100	4	100	4	100	39	25.5
		Diploma	114	84	-	-	-	-	-	-	114	74.5
		Total	135	100	10	100	4	100	4	100	153	100
4	Respondent's Job Responsibility	Teaching	135	100	-	-	-	-	-	-	135	88.2
		Principal ship	-	-	10	100	-	-	-	-	10	6.5
		Supervisor	-	-	-	-	4	100	-	-	4	2.6
		Expert	-	-	-	-	-	-	4	100	4	2.6
		Total	135	100	10	100	4	100	4	100	153	100
5	Respondent's Service Year	1-5	56	41.5	-	-	-	-	-	-	56	36.6
		6-10	33	24.4	-	-	-	-	2	50	35	22.9
		11-15	11	8.1	3	30	2	50	1	25	17	11.1
		16-20	4	3	4	40	1	25	1	25	10	6.5
		21-25	6	4.4	3	30	1	25	-	-	10	6.5
		26-30	7	5.1	-	-	-	-	-	-	7	4.6
		31/above	18	13.3	-	-	-	-	-	-	18	11.8
		Total	135	100	10	100	4	100	4	100	153	100

Table 2 above shows characteristics of respondents. Regarding respondents sex, 59 (44%) of teachers, 6 (60%) deputy principals, 2 (50%) supervisors, and 4 (100%) experts were males, whereas 76 (56%) teachers, 4(40%) deputy principals 2 (50%) supervisors were females. Therefore, majority of respondents, about 82 (53.6%) were

females and 71 (46.4%) were males. This helps to incorporate beliefs and interests of both sexes.

With regard to age of respondents, the majority about 78 (50.9%) of teachers' are between 21 and 30 years old. Others about 23(17%) of teachers, 2(20%) deputy principals, 3(75%) supervisors, and 4(100%) experts age lie between 31 and 40 years old respectively. In addition, 15 (11%) teachers, 8 (80%) deputy principals and 1(25%) supervisor age lie between 41 and 50 respectively. About 18(13%) teachers are 51 and above years old. Thus, the study shows that the majority 78(50.9%) of teachers were younger with an age of 21 to 30 years old. About 4 (100%) experts and 3 (75%) supervisors' age also lie between 31 and 40 years old respectively. Besides, a majority of 8 (80%) of deputy principals age is between 41 and 50. This means that all respondents were above 18, the legal employable age in Ethiopia. Young teachers, supervisors and experts being inexperienced and unfamiliar with the policy and practice of teachers' CPD programmes is among major reasons affecting primary school teachers' CPD activity.

In terms of educational qualification, the table shows that, 114 (84.4%) of respondent teachers were diploma holders, while 21 (16%) teachers, 10 (100%) deputy principals, 4 (100%) supervisors, and 4 (100%) experts were first degree holders. This reflects that, a majority 114 (74.5%) of respondents were diploma holders which may not have awareness about the importance of CPD programmes.

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

With respect to respondents' service of years, a slight majority about 56 (41.5%) of respondents had service year of 1 to 5 years. About 33 (24.4%) of teacher and 2 (50%) of expert respondents had service years 6 to 10. While 11 (8.1%) teacher, 3 (30%) deputy principal, 2 (50%) supervisor and 1(25%) expert respondents had experience of 11 to 20 years respectively. About 4 (3%) teacher, 4 (40%) deputy principal, 1(25%) supervisor, and 1(25%) expert respondents had service year 16 to 20. The remaining 18 (13.3%) of teacher respondents were those who have a service

year of 31 or above years. Majorities 56 (36.6%) of respondent were therefore having a service year of 1 to 5 years. This implies that, most of the respondents being inexperienced and unfamiliar with the policy and practice of teachers' CPD programmes. So, it might have negative effect on their CPD implementation activity of the primary schools.

4.2. Relevance of CPD policy as perceived by stakeholders

The following items were designed to see whether CPD policy has relevance as perceived by stakeholders (teachers, principals and supervisors) or not.

Table 3: The relevance of CPD policy as perceived by stakeholders

N o.	Item	Options	Respondents					
			Teachers		D/Principals		Total	
			N	%	N	%	N	%
1	Does teachers' CPD policy have relevance in terms of the need to develop the professional competence of teachers?	Yes	82	66.1	10	100	92	68.7
		No	42	33.9	-	-	42	31.3
		Total	124	100	10	100	134	100
2	To what extent does the CPD policy serve the very purpose of teachers' development?	Very high	-	-	-	-	-	-
		High	-	-	-	-	-	-
		Moderate	77	62.1	10	100	87	64.9
		Low	30	24.2	-	-	30	22.4
		Very low	17	13.7	-	-	17	12.7
		Total	124	100	10	100	134	100
3	To what extent is the CPD policy feasible?	Very high	-	-	-	-	-	-
		High	-	-	-	-	-	-
		Moderate	87	70.2	9	90	96	71.6
		Low	28	22.6	1	10	29	21.6
		Very low	9	7.2	-	-	9	6.8
		Total	124	100	10	100	134	100

MoE had been taking various teachers support activities to treat issues related with teachers' quality. In this regard, a CPD policy/guideline (MoE, 2003) is designed based on the 1994 Education and Training Policy of the country and put into practice to enable teachers update themselves with new outlooks, approaches and policy directions. Besides, (MoE, 2009a) states that all teachers, principals and supervisors

must be engaged in a wide range of CPD activities regularly within schools that will bring about improvements in their activities. In relation to the above idea, the respondents were asked to indicate whether or not the CPD policy has relevance as perceived by stakeholders (teachers, principals and supervisors), serve to teachers' competence development, and the extent of feasibility of the CPD policy in the schools.

As shown from table 3 item 1, the respondents were asked to indicate whether the CPD policy has relevance in terms of the need to develop the professional competence of teachers or not. Accordingly, about 82 (66.1%) of teachers and all (100 %) of deputy principal respondents replied "Yes". On the other hand, about 42(33.9%) of teacher respondents replied "No". The majority 92 (68.7%) of the total teachers and principals respondents reported to the questionnaire that CPD policy has relevance in terms of the need to develop the professional competence of teachers. This implies that majority of teachers and all principals believed the CPD policy helped to improve their professional competence.

For item 2, in the same table above, the respondents were asked to rate the extent the CPD policy serves the very purpose of teachers' development. Accordingly, 77 (62.1%) of teachers and all (100%) of deputy principals rated "Moderate". Whereas, 30 (24.2%) of teachers rated "Low". Others, about 17(13.7%) of teachers rated "Very low". The majority 87(64.9%) of respondents indicated that the CPD policy was serving "Moderate" to the very purpose of teachers' development.

As indicated in the same table, item 3 was designed to evaluate if the CPD policy were feasible in the schools. As it is clearly indicated in the analysis, about 87(70.2%) teachers and 9(90%) deputy principals of respondents rated it as "Moderate". On the other hand, about 28(22.6%) of teachers and 1(10%) deputy principals respondents rated "Low" and 9(7.2%) teachers rated "Very low". Therefore, from this data we understand the feasibility of CPD program in schools also "Moderate".

The above data gathered from school teachers and deputy principals revealed that the CPD policy has relevance in terms of the need to develop the professional competence of teachers. Besides, it serves to the very purpose of teachers' development as well as feasibility in the schools.

The data obtained through interview from supervisors and teachers' development experts as well as from the open-ended questions also showed that CPD program has positive impact in developing teachers and educational efficiency and practice of sharing experience among staff in order CPD policy to be feasible and relevant to the need to develop the professional competence of teachers and to serve to the very purpose of teachers' development.

4.3. Possible benefits of CPD programmes

Items were designed to gather data on benefits of teachers' CPD that are related to teachers, school principals and supervisors.

Table 4: Mean distribution of responses on benefit or contribution of CPD program.

NB: A=agreed; U=undecided; D=disagreed; T=teachers; P=d/principals

NO	Item	Respon dents	Responses			Total	Mean	Grand mean
			A(4)	U(3)	D(2)			
1	Increases teacher and educational leaders self-initiation	T	28	55	41	124	2.89	2.94
		P	2	6	2	10	3.00	
2	Develop teachers and educational leaders self-confidence	T	17	65	42	124	2.79	2.84
		P	2	5	3	10	2.90	
3	Helps teachers and educational leaders update their profession	T	91	21	12	124	3.63	3.66
		P	7	3	-	10	3.70	
4	Promotes team spirit in learning and cooperative work	T	82	15	27	124	3.44	3.72
		P	10	-	-	10	4.00	
5	Develop teachers and educational leaders professional competence through mutual learning	T	51	37	36	124	3.12	3.46
		P	8	2	-	10	3.80	
6	Motivates teachers and educational leaders to engage in conducting action research	T	9	75	40	124	2.75	2.75
		P	-	8	2	10	2.80	
7	Encourage teachers and educational leaders to solve students problem in the classroom	T	81	18	25	124	3.45	3.72
		P	10	-	-	10	4.00	
8	Helps to Improve students achievement	T	74	19	31	124	3.34	3.62
		P	9	1	-	10	3.90	
9	Helps to improve the quality of education	T	69	14	41	124	3.22	3.51
		P	8	2	-	10	3.80	
10	Promotes teachers and educational leaders job satisfaction	T	14	61	49	124	2.71	2.80
		P	1	7	2	10	2.90	
11	Encourage teachers and educational leaders to stay in their profession	T	17	59	48	124	2.75	2.87
		P	2	6	2	10	3.00	

NB: grand mean<2.50 “disagreed”; grand mean=2.50-3.00 “undecided”; grand mean>3.00 “agreed”

Regarding to CPD benefits, Darling-Hammond (1999) cited in Kirk (2000), states that CPD increases interest to learn, expand knowledge, encourage research activities in schools, direct teachers' efforts toward professional and school development endeavors, reward collaborative efforts, widen and diversity teachers' experiences.

In relation with the above points, Table 4 above illustrated some list of possible benefit or contribution of CPD program. The respondents were asked to indicate their agreement on some listed benefit or contribution of CPD program. Accordingly, it can be seen items 3, 4, 5, 7, 8, and 9 the grand mean ratings of respondents were 3.66, 3.72, and 3.46. 3.72, 3.62, and 3.51 respectively. The obtained mean scores also support the response. Therefore, based up on these data we can easily understand that respondent's response to the items is positive.

This implies that both respondents agreed that CPD program has benefit or contribution to promote cooperative work; to encourage teachers and educational leaders to solve students' problem in the classroom; helps to improve students' achievement; and helps to improve the quality of education. The respondents hold that CPD program helps for development individuals, the whole school and the teaching profession. This shows that there was unanimity in understanding about the benefit of CPD. The respondents viewed CPD program positively. This can be taken as a good indication for the prevalence of positive attitudes towards CPD programs. Majority of respondents believed that CPD programmes are useful.

On the other hand, items 1, 2, 6, 10, and 11 in the same table, the grand mean ratings ranged from 2.50 to 3.00. These portray that the respondents were undecided to agree that the CPD program has importance to increase teachers and educational leaders' self-initiation; develop teachers and educational leaders' self-confidence; motivate to engage in conducting action research; promotes job satisfaction; and encourage teachers and educational leaders to stay in their profession.

This might be due to their personal views towards the items. Moreover, they relate to their own individual needs and satisfaction that CPD policy had brought to them. Even though the respondents understood that the program played a great role in improving teachers' knowledge, skills, attitudes as well as the process of teaching and learning.”

The data obtained from supervisors and Woreda teachers' development experts through interview as well as from open-ended questions also reveals that, though CPD program has played significant roles in improving teachers' knowledge, skills and attitudes, teachers and educational leaders have not been implemented as it was intended in the CPD policy. The reasons obtained through interview and from open-ended questions are lack of incentives, different social and economic factors, and the rewards and sanctions associated with participation in CPD program do not clearly known by teachers and educational leaders. These factors might be negatively influenced the attitudes of teachers and educational leaders not to give due attention to CPD program.

4.4. The extent of teachers' engagement in CPD activities

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

Table 5: The extent of teachers' engagement in CPD activities

No	Item	Options	Respondents					
			Teachers		D/Principal		Total	
			N	%	N	%	N	%
1	Do teachers participate in CPD program activities?	Yes	98	79.03	10	100	108	80.6
		No	26	20.97	-	-	26	19.4
		Total	124	100	10	100	134	100
2	How do you rate the active participation of the teachers?	Very high	-	-	-	-	-	-
		High	-	-	-	-	-	-
		Moderate	-	-	-	-	-	-
		Low	92	74.2	10	100	102	76.1
		Very low	32	25.8	-	-	32	23.9
		Total	124	100	10	100	134	100

Teachers are expected to engage in CPD activities in their working place. The teachers and educational leaders' previous knowledge and skills become effective and fruitful when it is supported by CPD activities. Table 5 item 1, aimed at investigating whether teachers and principals participate in school-based CPD activities or not. Accordingly, 98 (79.03%) of teachers and all (100%) of deputy principals reported that teachers was participating. On the other hand, about 26 (20.97%) of teachers responded there was no teachers participation in CPD program.

For item 2 in the same table above, the respondents were asked to rate the participation of teachers and principals in CPD activities. In this regard, the majority of the respondents, about 92 (74.2%) of teachers and all (100%) of deputy principals rated it as “Low” and 32 (25.8%) of teachers rated it as “Very low”. The majority 102 (76.1%) of respondents indicated that the implementation of CPD activities was low in primary schools. This clearly entails that the extent of teachers’ and principals’ involvement in CPD activities was low. This revealed that teachers and principals did not give much attention to involve in CPD activities. Hence, the emphasis given by teachers and principals to CPD implementation is low.

In relation to this idea, the interviewees were asked how they follow-up the implementation of CPD activities at each school. They follow-up through: checklist, report works, document inspection, direct evaluation, and observation (visiting) the schools. The data extracted through interviews from woreda teachers’ development experts and supervisors as well as the response of teachers and principals to open-ended items indicated that, even though they participate in few CPD activities, it was low and their participation also varies from school to school as well as from teacher to teacher. However, the extent of their engagement was not as intended in the CPD policy. The respondents suggested that the engagement of teachers and principals in CPD activities was low unless the rewards and sanctions associated with participation in CPD program clearly obligated them. Therefore, what we understand from the percentage value is that majority of teachers and principals did not made effort to participate in CPD activities. I think participation was considered as compulsive rather than motivating.

4.5. The involvement of teachers, school leadership and supervisors in some identified CPD activities.

Teachers, school principals and supervisors were expected to involve in CPD activities. The following items were designed to see their involvement in some identified CPD activities.

Table 6: Mean distribution of responses on the involvement of teachers in some identified CPD activities

NB: H=high; M=moderate; =L=low; T=teachers; P=d/principals

No	Item	Respondents	Responses			Total	Mean	Grand Mean
			H(4)	M(3)	L(2)			
1	I) To what extent do you take part in the following activities?							
	a)Annual CPD action plan	T	19	95	10	124	3.07	3.23
		P	4	6	-	10	3.40	
	b)Taking 60 hours of CPD activities each year	T	27	70	27	124	3.00	3.25
		P	6	3	1	10	3.50	
	c)Conducting trainings	T	4	36	84	124	2.35	2.42
		P	1	3	6	10	2.50	
	d)Conducting action research	T	6	3	115	124	2.12	2.16
		P	-	2	8	10	2.20	
	2	II) Do you take part in support or collaboration with other teachers?						
a)Mentoring		T	63	41	20	124	3.34	3.27
		P	5	2	3	10	3.20	
b)Sharing of good practices within the school		T	60	35	29	124	3.25	3.62
		P	10	-	-	10	4.00	
c)Team teaching		T	5	31	88	124	2.33	2.41
		P	2	1	7	10	2.50	
d)Workshops		T	4	16	104	124	2.19	2.39
		P	-	6	4	10	2.60	

NB: Grand mean<2.50 “low”; Grand mean =2.50-3.00 “moderate”; Grand mean>3.00 “high”

As it is clearly indicated in table 6, some major CPD activities were presented to the respondents to indicate their involvement. Accordingly, it can be seen that in item 1, sub-items (a) and (b) and in item 2, sub-items (a) and (b) shows their grand mean ratings were 3.23,3.25,3.03 and 3.37 respectively. The data shows that the respondents were involved in some of CPD activities like annual CPD action plan; taking 60 hours of CPD activities; mentoring; and sharing of good practices within the

school. Based on the data, the respondents practiced in some identified CPD activities.

On the other hand, as shown in the same table item 1, sub-items (c) and (d) as well as item 2, sub-items (b) and (c) the grand mean ratings were 2.42, 2.16, 2.41, and 2.39 respectively. This data clearly indicates that although there is an equal opportunity for every teacher of the primary school to involve in the CPD activities, their participation is low. The respondents replied that the activities like conducting trainings; conducting action research; team teaching and workshops did not get due emphasis and even the amount of time teachers' devoting to involve is below the CPD policy expectation. In general, teachers' involvements were either poor or not prevailing at all.

The data obtained through interview, open-ended questions and document analysis also revealed that teachers and educational leaders did not give much attention to involve in such CPD activities. However, they participate in a few number of CPD activities. From the document analysis, it was also observed that even though teachers were maintaining their professional portfolio and annual CPD action plan, there were very limited number of CPD activities attached to their portfolio.

To sum up, as it can be understood from the data obtained through questionnaire, interview and document analysis, primary school teachers were practicing in some of the activities and the motivation of teachers is so minimal. School principals and supervisors are so weak to the extent no one involves in CPD activities and there were no evidences attached to their portfolio. Preparing CPD action plan only may not show teachers' effective involvement in CPD activities. The major activities such as conducting action research and conducting training which are very important in improving teachers', principals' and supervisors' professional competence were not so much practiced by teachers' and educational leaders. According to Anderson, obtaining knowledge and sharing existing knowledge and skills with others to join forces are valuable tools for change and improvement (2004). However, CPD activities particularly those activities contribute a lot to teachers' development of knowledge, skills and attitudes are questionable in the schools under consideration.

4.6. The extent of support by school leadership and supervisors

The following items were designed to collect data on extent of support by school leadership and supervisor to the implementation of CPD programs.

Table 7: The extent of support by school leadership and school supervisor to the implementation of CPD program

N o	Item	Options	Respondents					
			Teachers		D/Principals		Total	
			N	%	N	%	N	%
1	Do school leadership and school supervisor support the implementation of CPD program?	Yes	36	29.03	10	100	46	34.3
		No	88	70.97	-	-	88	65.7
		Total	124	100	10	100	134	100
2	How do you rate the support by school leadership and school supervisor to the implementation of CPD program?	Very high	-	-	-	-	-	-
		High	-	-	-	-	-	-
		Moderate	21	16.9	9	90	30	22.4
		Low	27	21.8	1	10	28	20.9
		Very low	76	61.3	-	-	76	56.7
		Total	124	100	10	100	134	100

The school principals and school supervisors are expected to provide a significant support and encouragement to teachers in the implementation of CPD program. As depicted in table 7 item 1, the respondents were asked their responses whether or not the school principals and supervisors were supporting the implementation of CPD program. In this regard, about 88 (70.97%) of teachers responded that there were no support by school principals and supervisors to the implementation of CPD programs. whereas 36 (29.03%) of teachers and all (100%) deputy principals responded there were supports.

Item 2 in the same table above, the respondents were asked to rate the extent of support by school principals and supervisors to the implementation of CPD program. Accordingly, about 76 (61.3%) of teachers rated it as very low support. About 27 (21.8%) of teachers were rated Low. whereas 21(16.9%) teachers and 9 (90%) deputy principals of respondents rated it as moderate. The result therefore indicates that, there was very low support by school leaderships and school supervisors which has a great impact on CPD implementation activities. The data clearly indicated that, there is a

mismatch between what principals and supervisors ought to support for effective CPD implementation and what they are actually doing.

According to Martaza (2010), effective school principals and supervisors must facilitate PD programs for teachers and that they should be actively involved in the PD of teachers. Besides, school principals and supervisors need to view the CPD implementation in their schools more seriously.

The data extract through interview also revealed that, the role played to support the implementation of CPD program by school principals and school supervisors were not adequate. More emphasis was not given to CPD implementation. They give more emphasis on monitoring the teaching and learning and other managerial activities.

4.7. The Support from school leadership and supervisors in implementation of some identified CPD items.

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

Table 8: Mean distribution of responses on the support from school leadership and supervisor in implementation of some identified CPD activities.

NB: A=agreed; U=undecided; D=disagreed; T= teachers; P=d/principals

NO	Item	Respo ndent	Responses			Total	Mean	Grand mean
			A(4)	U(3)	D(2)			
1	Clarify the goals of CPD policy/guideline	T	90	10	24	124	3.53	3.76
		P	10	-	-	10	4.00	
2	Creating conducive atmosphere for CPD activity	T	9	-	115	124	2.14	2.39
		P	3	2	5	10	2.80	
3	Providing financial and material support	T	-	19	105	124	2.15	2.27
		P	1	2	7	10	2.40	
4	Identifying CPD priorities to be treated by each teacher	T	67	43	21	124	3.54	3.57
		P	6	4	-	10	3.60	
5	Professionally support teachers as they plan their CPD	T	51	48	25	124	3.20	3.60
		P	10	-	-	10	4.00	
6	Professionally support teachers as they implement their CPD plan	T	-	3	121	124	2.02	2.71
		P	6	2	2	10	3.40	
7	Being role model by taking part in CPD implementation	T	-	5	119	124	2.04	2.22
		P	-	4	6	10	2.40	
8	Regularly evaluating whether implementations are achieving intended results	T	3	29	92	124	2.20	2.35
		P	1	6	3	10	2.5	
9	School compare teachers on their performance and achievement in CPD	T	-	19	105	124	2.15	2.22
		P	1	1	8	10	2.30	
10	Providing incentives for teachers	T	-	9	115	124	2.07	2.23
		P	-	4	6	10	2.40	

NB: Grand mean < 2.50 “disagreed”; Grand mean = 2.50-3.00 “undecided”, Grand mean > 3.00 “agreed”

Like all other programs, CPD program implementation also needs support. Success of CPD implementation in schools depends on the quality of supports from school leadership and school supervisors. Ornstein and Hunkins (1998) considered the school leadership and school supervisor as a key guarantor of successful implementation.

Regarding item 1 in table 8 above, the respondents were asked if the school principals and supervisors support in clarifying the goals of CPD policy (guideline) to teachers. The respondents agreed. The mean ratings of teachers and principals were also indicated 3.53 and 4.00. This shows that, the school leaderships and supervisors support in clarifying the goals of CPD policy. Thus, teachers may be at all clear what they should do and gain from it. They do understand what is expected of them, and their rights and responsibilities. Success of implementations of programs depends on the clarity of the policy message. Poor clarity of the policy results in failure of implementation programs.

As can be seen from table 8 above, items 4 and 5 respondents asked to identify whether the school principal and supervisors identify CPD priorities that should be treated by each teacher in CPD implementation and professional support teachers as they plan their CPD or not. Accordingly, the grand mean ratings were 3.57 and 3.60 respectively. This indicated that there were supports from the school leaderships and supervisors concerning the items.

With regard to items 2, 3, 6, 7, 8, 9 and 10 in the same table, the respondents were asked if school principals and supervisors creating conducive atmosphere for CPD activity, provide financial and material support for CPD activity, support as they implement their CPD plan, being role model by taking part in CPD implementation, regularly evaluating CPD implementation, compare teachers on their performance and achievement in CPD implementation and provide incentives for teachers. Accordingly, the respondent disagreed. This implies that there is no conducive atmosphere; there is absence of financial and material support; no support during implementation; not being role model; no regular evaluation about CPD results; no comparison of teachers on their performance and achievement in CPD; and no

incentives provided for teachers who do CPD as desired. The grand mean ratings range from 2.22 to 2.71.

4.8. Factors promoting/constraining the implementation of CPD policy

As it was depicted in the review literature of this study, numerous factors could facilitate or inhibit CPD policy implementation. Recognizing these factors may help to take corrective actions. Thus, in this section factors that promote or constrain the implementation of CPD policy are presented in two parts. In the first part, the respondents were asked to indicate the extent of their agreement on the presence of some identified factors that constrain to the effective implementation of CPD program in their school settings. Then, the respondents' responses on the extent to which the listed factors promote the implementation of CPD programs in their schools have been presented and analyzed in the second part.

Table 9. Factors Promoting the Implementation of CPD Program

NB: H=high; M=moderate; L=low; T=teachers; P=d/principals

No	Item	Respon dents	Responses			Total	Mean	Grand mean
			H(4)	M(3)	L(2)			
1	There is clarity of CPD policy goals	T	98	11	15	124	3.66	3.83
		P	10	-	-	10	4.00	
2	There is equal opportunities to all school teachers in CPD activity	T	114	4	6	124	3.87	3.93
		P	10	-	-	10	4.00	
3	There is conducive atmosphere to practice CPD	T	2	6	116	124	2.08	2.14
		P	-	2	8	10	2.20	
4	There is adequate time available for CPD	T	-	8	116	124	2.06	2.18
		P	1	1	8	10	2.30	
5	Teachers are committed to doing CPD	T	-	6	118	124	2.04	2.12
		P	-	2	8	10	2.2	
6	There is adequate budget allocation	T	-	2	122	124	2.01	2.00
		P	-	-	10	10	2.00	
7	There are adequate material resources	T	-	3	121	124	2.02	2.21
		P	2	-	8	10	2.40	
8	There are incentives for teachers who do CPD as desired	T	-	2	122	124	2.01	2.05
		P	2	1	7	10	2.10	

NB=mean<2.50 "low"; mean=2.50-3.00 "moderate"; mean > 3.00 "high"

Regarding factors that promote the implementation of CPD program, the respondents were asked to indicate their agreement on the presence of some identified factors listed in the table above. For items 1 and 2 in the same table above, the respondents were asked to indicate whether there is clarity of CPD policy goals as well as equal opportunities to all school teachers in CPD activity, the grand mean ratings of teachers and principals were 3.83 and 3.93 respectively. This portrays that there is high clarity of CPD policy goals and equal opportunities for all school teachers in CPD activity. Hence, the understanding of both the goals and the means by teachers and principals is crucial for implementation, because the greater the understanding of the CPD policy and what is to be gained from their implementation, the greater the success of implementation. Besides, success of CPD implementation is strongly related to the extent to which all school teachers had equal opportunities to participate in CPD activity.

The data obtained through interview from supervisors and teachers' development experts also revealed that the existence of clarity on CPD policy goals and equal opportunities for all teachers in CPD could have a positive factor for promoting CPD implementation.

With respect to items 3, 4, 5, 6, 7 and 8 in the same table above, the grand mean ratings were 2.14, 2.18, 2.12, 2.00, 2.21, and 2.05 respectively. Lack of conducive atmosphere; Inadequate time; Lack of commitment of teachers; Lack of adequate budget and material resources; and absence of incentives were not promoting factors for CPD implementation in primary schools.

Table 10. Factors constraining the implementation of CPD program

NB: H=high; M=moderate; L=low; T=teachers; P=d/principals

No	Item	Respondents	Responses			Total	Mean	Grand men
			H(4)	M(3)	L(2)			
1	Lack of clarity of CPD policy goals	T	-	5	119	124	2.04	2..02
		P	-	-	10	10	2.00	
2	Lack of conducive atmosphere to practice CPD	T	121	1	2	124	3.95	3.87
		P	8	2	-	10	3.80	
3	There is inadequate time for CPD	T	113	8	3	124	3.88	3.69
		P	7	1	2	10	3.50	
4	Lack of commitment of teachers	T	120	2	2	124	3.95	3.97
		P	10	-	-	10	4.00	
5	Lack of adequate budget allocation for CPD	T	115	9	-	124	3.92	3.76
		P	7	2	1	10	3.6	
6	Lack of adequate material resources	T	114	3	7	124	3.86	3.83
		P	8	2	-	10	3.80	
7	Lack of incentives for teachers who do CPD as desired	T	120	4	-	124	3.96	3.88
		P	9	-	1	10	3.80	

NB=mean<2.50 “low”; mean=2.50-3.00 “moderate”; mean > 3.00 “high”

Regarding factors that constrain the implementation of CPD program, the respondents were asked to indicate their agreement on the presence of some identified factors listed in the table above. For item 1 in the same table above, the respondents were asked to indicate their agreement on the lack of clarity of CPD policy goals to teachers and principals. Accordingly, the mean ratings of teachers and principals were 2.04 and 2.00 respectively. The analysis indicated that low. This implies that CPD policy goals were clear to them. Hence, the understanding of both the goals and the means by teachers and principals is crucial for implementation, because the greater the understanding of the CPD policy and what is to be gained from their implementation, the greater success of implementation.

Regarding items 2 and 3 were asked the respondents to indicate their agreement whether there was conducive atmosphere and adequate time to implement CPD program or not. The grand mean ratings were 3.87 and 3.69 respectively. The data

showed there were lack of conducive atmosphere and inadequate time to implement CPD program.

Items 4 illustrate teachers' commitment to doing CPD activities. The mean ratings of both teachers and principals were 3.95 and 4.00 respectively. This implies that lack of commitment of teachers affects the implementation of CPD "policy. Participants viewed CPD program as an additional task; as imposing from the top; teachers and principals focus mostly on academic activities. Baker (1997) asserted that lack of teachers' enthusiasm can wipe out programs effectiveness. It is unlikely a program will be implemented if it does not receive.

For item 5, 6, and 7 in the same table above, the grand mean ratings were 3.76, 3.83, and 3.88 respectively. Inadequate budget allocation and inadequate material resources; and lack of incentives were affecting the implementation of teachers' CPD programs in primary schools under the study. The data gathered through interview from teachers' development experts and supervisors and from open-ended questions also revealed similar suggestions with the questionnaire data.

Teachers and principals' respondent were asked with an open-ended question to identify any constraining factors in the implementation of CPD activities. Accordingly, some of the common major constraints identified by them were: Lack of collaborative work culture; absence of effective management; lack of interest; lack of access to information technology; absence of recognition for those who performed CPD as desired; lack of emphasis given to implementation.

Interview questions also presented to Woreda teachers' development experts and supervisors to identify some major constraints in the implementation of CPD activities. Accordingly, some of the proposed constraints by them were: absence of motivating rewards; lack of coordination in schools; social and economic factors; absence of feedback and constructive support; lack of regularly monitoring and supporting; and neglect of implementation training.

In general, teachers and principals were asked with open-ended questions and also interview presented for Woreda teachers' development experts and supervisors to suggest possible factors to promote the implementation of CPD program. Consequently, some of the common promoting factors forwarded by the respondents

were: Creating an attractive working environment that could motivate teachers to love their working place; conducting trainings and workshops on implementation CPD; the rewards and sanctions associated with participation in CPD activities should be expressed clearly and explicitly; motivating teachers who performed their CPD activities as desired; providing sustainable support and follow up for schools and teachers; school compare teachers on the basis of their performance and achievement in CPD implementation; CPD program should include subject matter training program; and creating supportive school culture.

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

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

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary, conclusions and recommendations. The summary section summarizes major findings of the study in relation to the major objectives and research questions conclusions drawn on the basis of the findings and recommendations are presented so as to alleviate the problems encountered the policy and practice of teachers' CPD program activities.

5.1. Summary

The main objective of the study was to assess the policy and practice of teachers' CPD program in Government primary schools of Arada Sub-city Addis Ababa city administration. In order to achieve this objective the following basic research questions were stated and treated:

1. How relevant is the Teachers' Continuous Professional Development as perceived by the stakeholders?
 - 1.1. To what extent the stakeholders think that the CPD Policy serves the very purpose of teachers' in-service development?
 - 1.2. How feasible (practical) is the CPD Policy as expected by the stakeholders?
2. To what extent are teachers engaged in the Continuous Professional Development as intended in the policy?
 - 2.1. What proportion of the teachers performs the CPD activities as expected in the CPD Policy?
 - 2.2. How do the teachers justify their participation in the CPD activities?
 - 2.3. Is there any difference between the teachers in terms of their participation in CPD activities as a result of their gender, level of education, and years of teaching experience?
3. To what extent do the school leadership and school supervisors support the implementation of CPD?
 - 3.1. Do they sensitize their staff on the policy?
 - 3.2. Are the necessary inputs available?
 - 3.3. Are there continued professionals' supports on-site?

- 3.4. Can they be role model by taking part in CPD activities?
- 3.5. Do they recognize the CPD performance?
4. What factors promote/constrain the implementation of the CPD Policy?

The study was carried out in ten Government primary schools in Arada sub-city. The sources of data were teachers, teachers' development deputy principals, Woreda teachers' development experts and cluster supervisors. To deal with these basic questions and descriptive survey design was employed. Questionnaire, interview guides and document analysis were used as instruments of data collection. In providing relevant data, 124 primary school teachers, 10 primary school teachers' development deputy principals, 4 Woreda teachers' development experts, and 4 primary school cluster supervisors totally, 142 respondents were involved in the study.

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

1. Majority 92(68.7%) of the respondents claimed that CPD policy has relevance in terms of the need to develop the professional competence of teachers as perceived by stakeholders (teachers, school principals and supervisors). 87(64.9%) respondents also indicate that CPD policy serves "moderate" to the very purpose of teachers' development. Besides, 96 (71.6%) of the respondents also confirmed that the feasibility of CPD program is "moderate" as indicated in the analysis part of this study.
2. Regarding teachers' justifications in participating in CPD activities, they believed that CPD programs have benefit in updating teachers and educational leaders' profession; encouraging teachers and educational leaders to solve students' problems; helping to improve students' achievement; and helping to improve quality of education with grand mean ratings range from 3.46 to 3.72.

3. Concerning the engagement of teachers in CPD program, 98(79.03%) teachers were participating in their CPD activities. However, the majority of the respondents 92(74.2%) claim that there was “low” participation as shown in the analysis part of this study.
4. The analysis found from document and CPD reports revealed that 70 (56.4%) female teachers’ participation in CPD activities was high as compared to 54 (43.6%) males. The analysis also revealed that teachers working in teaching profession for 10 and above years 73 (58.9%) were more participated in CPD activities than teachers less served 51(41.1%). Teachers with more years of teaching experience claimed to have given serious consideration to CPD implementation. Teachers whose services below 10 years appeared to involve in CPD activities inadequately. In addition the participation of teachers in CPD activities regarding educational qualification 108 (87%) diploma holders’ teachers’ participation was more than teachers who had first degree holders 16 (12.9%).
5. Regarding involvement of teachers in some identified CPD activities, the finding indicated that, they were involving in few CPD activities like annual CPD action plan; taking 60 hours of CPD activities; mentoring; and sharing good practices within school were being practices with mean ratings of teachers 3.07; 3.00; 3.34; and 3.25 respectively. However, activities like conducting trainings; conducting action research; team teaching; and taking part in workshops did not get much emphasis as indicated by mean ratings of teachers 2.35; 2.12; 2.33; and 2.19 respectively.
6. 88 (65.7%) of teachers confirm that school principals and supervisors did not support during the implementation of CPD program. Likewise, majority of teachers 76 (56.7%) say that their support were “very low” as indicated by the percentage.
7. Concerning the supports from school leadership and school supervisors in some identified CPD activities like clarify the goals of CPD policy; creating equal opportunities to all teachers in CPD activities; identifying CPD priorities to be treated by each teacher; and professional support teachers as they plan their CPD as indicated with mean ratings of teachers 3.53, 3.56;

3.54; and 3.20 respectively. However, supports like creating conducive atmosphere for CPD activity; providing financial and material support; professional support teachers as they implement their CPD plan; being role model by taking part in CPD implementation; regularly evaluating the intended results; compare teachers on their performance and achievement in CPD; and providing incentives for teachers did not give due emphasis by school leaderships and school supervisors to support teachers in implementation of CPD. The majority of the respondents reported the existence of unsatisfactory support. The mean ratings of teachers showed that 2.14, 2.15, 2.02, 2.04, 2.20, 2.15 and 2.07 respectively.

8. With regard to factors promoting the implementation of CPD program, the presence of clarity on the goals of CPD policy; equal opportunities to all school teachers in CPD activity; support in identifying CPD priorities to be treated by each teacher; and professional support from school principal as teachers plan their CPD were major promoting factors for CPD implementation. The mean ratings of teachers indicated 3.66, 3.87 3.54, and 3.20 respectively.
9. Concerning factors constraining the implementation of CPD program, lack of conducive atmosphere in schools; lack of adequate time; lack of commitment towards CPD program; lack of adequate budget allocation; lack of material resources for CPD program implementation; and lack of incentives provided for those who do CPD as desired were the major constraining factors in implementing CPD program. The mean ratings of teachers showed that 3.95, 3.88, 3.95; 3.92, 3.86, and 3.96 respectively.

5.2. Conclusions

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

1. CPD policy was designed and put into practice to enable teachers, school principals and supervisors update themselves with new outlooks, approaches and policies. The result of this research revealed that CPD policy has relevance in terms of the need to develop the professional competence of teachers as perceived by stakeholders. Though, the extent of CPD policy serve to the very purpose of

teachers' professional competence development and its feasibility was moderate. Thus, it can be concluded that moderate feasibility and serves might have negatively affected the perception of the stakeholders (teachers, principals and supervisors).

2. CPD implementation depends on what teachers, school principals and supervisors do and think. The success of CPD implementation was also strongly related to the extent to which teachers, school principals and supervisors involved in CPD activities. In this regard, the finding of the study revealed that participation of primary school teachers, school principals and supervisors of Arada sub-city under investigation was low in the study school. Hence, it can be concluded that the effort made by teachers, school leadership and supervisors participation in CPD implementation were low.
3. CPD program provide many advantages. The result of this study revealed that, CPD has benefits in promoting team spirit and cooperative work; encouraging teachers, school principals and supervisors to solve students' problems; improves students' achievement; and improving quality of education. Hence, these were encouraging effects of the program on daily activities of teachers, principals and supervisors.
4. The realization of the CPD program comes from teachers, school principals and supervisors responsibility to themselves and their professions to deepen their knowledge, extended their professional skills and keep themselves up-to-date on major developments affecting their performances. However, the findings of this study indicated that primary school teachers, principals and supervisors of Arada sub-city under investigation participate in few activities of CPD program such as in annual CPD plan; taking 60 hours of CPD activities; mentoring; and sharing of good practices within the school. Whereas, CPD activities such as conducting trainings; conducting action research; team teaching; and taking part in workshops did not get much emphasis. Hence, these could negatively influence the implementation of CPD program in primary schools.
5. School principals and school supervisors because of their closeness to the school situation and their opportunity to alter workplace conditions, probably the most powerful potential sources of helps or hindrance to CPD implementation process

in schools. Supports such as clarify the goals of CPD policy; creating equal opportunities to all teachers in CPD activities; identifying CPD priorities to be treated by each teacher; and professional support teachers as they plan their CPD were some of the supports from school principals and supervisors. However, the finding indicated that supports like creating conducive atmosphere; financial and material support; professional support during CPD implementation; being role model by taking part in CPD activities; regularly evaluating the intended results; compare teachers on their performance and achievement in CPD; and providing incentives for teacher who do CPD as desired was low. Thus, it can be concluded that the implementation process might have been negatively affected because of unsatisfactory supports from school leadership and supervisors.

5.3. Recommendations

Considering the findings and conclusions, the following recommendations were forwarded:

1. Teachers' CPD is one of the most essential means to develop the professional competence of teachers and educational leaders. To become feasible and serve to the very purpose of teachers' and educational leaders' professional competence development, schools, WEO, ASCEO, AAEB, and MOE need to give more emphasis to stimulate teachers', school principals and supervisors interest and commitment to make them engage actively in their CPD. I think this can be done by providing incentives for teachers, school principals and supervisor better performances and achievements in CPD programs. The incentives could also involve sponsorship chances, career promotion, financial and material rewards, chances to take part in training, workshops, etc.
2. Teachers should also be given the opportunity to attend workshops and seminars so that they can acquire the necessary knowledge and skills on the implementation of CPD. Nevertheless, the results of this study showed that teachers did not participate in intensive workshops and seminars concerning the implementation of CPD activities. Moreover, significant numbers of teachers were not involved on such refreshment trainings. Thus, it is recommended that school-based trainings in implementing CPD program be

organized so as to equip the implementers with the necessary knowledge and skill in the field.

3. The implementation of teachers' CPD program needs continuous support, evaluation and feedback. Besides, the role of stakeholders is vital in ensuring the successful realization of teachers' CPD program. Hence, WOE, school principals and supervisors ought to give consideration on providing consistent and sustainable support for teachers. To do so, MOE, AAEB and ASCEO are required to take more responsibility to enhance the progress of the implementation of CPD program by creating positive relationship with schools.
4. In relation to the conducive atmosphere for CPD activity, the findings showed that, the schools atmosphere does not invite and motivate teachers to invest their spare time to CPD activities. Most teachers, unless they are engaged in their classroom, do not want to stay in their school compound and they rush to their own business just after finishing their class. Therefore, WEO, sub-city education office and school principals and supervisors are advised to seek solutions to the problems which are accountable for the unconduciveness of the school environment for implementing CPD activity.
5. CPD program has a great role in improving quality of education in general and knowledge and skills of teachers in particular, because it can extend the experiences and can help teachers to integrate prior experiences. Schools should allocate adequate budget and material resources to sustain the implementation of CPD program because success of CPD program will depend on the amount of resources allocated.
6. School principals and supervisors are advised to prepare regular and continuous panel discussion to persist the practice of teachers' CPD program. This could be done by reflecting individual's better performance and achievement work in CPD implementation program. In addition, evaluating the achieving intended results of CPD implementation program and supplying immediate constructive comments and feedback to teachers.

7. Success of implementation of CPD programme depends on the clarity of the goals and means of a policy, the means specified for putting a policy into effect, and the way in which the goals and the means are communicated have effects on the implementation of CPD programmes. Poor clarity of CPD policy might result in failure of implementation programmes. Thus, it is recommended that training opportunities particularly on CPD policy and on implementation CPD programme should be offered to school teachers, principals and supervisors. This is believed to have a positive effect on the involvement of teachers in CPD activities and teachers' moral. This may contribute to raise awareness and increase self-initiation and confidence of teachers.
8. Teachers' CPD programs require clearly known policies. It was found out that teachers had complaints that school principals did not compare teachers on their performance and achievement in CPD. This might hinder teachers from taking part in CPD activities. Therefore, this has to be handled cautiously. To ensure teacher development and thereby to bring about change in the quality of education, school principals should compare teachers on their performance and achievement in CPD in order to promote teachers' participation in CPD activities. The rewards and sanctions associated with participation in CPD programs should be clearly known to teachers.
9. One of the major CPD opportunities for teachers, school principals and supervisors is action research. They are expected to conduct action research to solve actual classroom problems. Teachers' involvements in conducting action research activity in the primary schools are insufficient. Thus, it is recommended that the sub-city education office, WEO, and schools are needed to create awareness regarding research as a right and responsibility of every teachers, school principals and supervisors.

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List of Appendices

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Appendix A
Addis Ababa University
School of Graduate Studies
College of Education and Behavioral Studies
Department of Curriculum and TPDS

A questionnaire to be filled by primary school Teachers and Teachers’ development deputy principals.

1. Purpose

The purpose of this questionnaire is to collect necessary data for a thesis entitled **“Policy and Practice of Teachers’ Continuous Professional Development in Government Primary Schools”**. It aims at identifying basic problems with the implementation of CPD and hoped to recommend possible solutions.

To improve schools we need to improve teachers. Teachers’ continuous professional development (CPD) is one of the most essential means for teachers and educational leaders to develop professional knowledge and skills throughout their career lives.

Your cooperation to offer relevant and essential information is highly important for the success of the study. So, you are kindly requested to complete this questionnaire. Your responses will be kept confidential and will never be used for purposes other than the above mentioned. So, please feel free in forwarding your opinion.

Thank you in advance!!

Note:

1. Please do not write your name in this questionnaire
2. Please, answer every question on the basis of the situation in your school.

Part II. Personal Information

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

1. Name of the school _____woreda_____

2. Sex: Male Female

3. Age in year

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

B) 21-30 D) 41-50

4. Service in years

A) 1-5 D) 16-20 G) 31 or above

B) 6-10 E) 21-25

C) 11-15 F) 26-30

5. Job responsibility

A) Principal ship C) Supervisor

B) Teaching D) Expert

6) Qualification:

A) Certification C) Bachelor degree

B) Diploma D) Master’s degree

Part II: The relevance of CPD policy as perceived by stakeholders

2.1. Do you think the teachers’ CPD “policy” has relevance in terms of the need to develop the professional competence of teachers?

A) Yes B) No

2.2. If your response for the above question is “yes”, how do you rate the extent you think the CPD “Policy” serves to the very purpose of teachers’ development in your school?

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

2.3. If your response for question number 2.1 is “No”, why? _____

2.4. In your understanding, to what extent is the CPD “Policy” feasible (practical) in your school?

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

2.5. If your answer to question 2.4 above is ‘Low’ or ‘very low’, what do you think is the reason? _____

2.6. Here is a list of possible benefit or contribution of CPD. Please mark “X” for your response indicate agree/ disagree with each item indicated below?

No	Item	Degree of agreement				
		Strongly Agree(5)	Agree (4)	undecided(3)	Disagree (2)	Strongly Disagree(1)
2.6.1	Increases teachers and educational leaders self-initiation					
2.6.2	Develop teachers and educational leaders self-confidence					
2.6.3	Helps teachers and educational leaders update their profession					
2.6.4	Promotes team spirit in learning and cooperative work					
2.6.5	Develop teachers and educational leaders professional competence through mutual learning					
2.6.6	Motivates teachers and educational leaders to engage in conducting action research					
2.6.7	Encourage teachers and educational leaders to solve students problem in the classroom					
2.6.8	Helps to Improve students achievement					
2.6.9	Helps to improve the quality of education					
2.6.10	Promotes teachers and educational leaders job satisfaction					
2.6.11	Encourage teachers and educational leaders to stay in their profession					

Part III: The extent of teachers’ engagement in CPD activities as intended in the policy.

3.1. Do teachers participate in your school CPD programme activities?

- A) Yes B) No

3.2. If your response for the above question is “yes”, how do you rate the participation of the teachers?

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

3.3. If your response for the question number 3.1 is “No”, why? _____

3.4. In your opinion, to what extent do teachers involving in the CPD activities in your school? Please mark “in the matrix representing degree of your agreement for each item indicated below.

No	Item	Degree of agreement				
		Very High(5)	High (4)	Moderate (3)	Low (2)	Very Low(1)
3.4.1	I) To what extent do you take part in the following activities?					
	a)Annual CPD plan					
	b)Taking 60 hours of CPD activities each year					
	c)conducting trainings					
	d)conducting action research					
3.4.2	II) Do you take part in support or collaboration with the other teachers?					
	a)Mentoring					
	b)Sharing of good practices within the school					
	c)Team teaching					
	d)Workshops					

Part IV: The extent of support by school leadership and school supervisor to the implementation of CPD in your school.

4.1. Do you think school leadership and school supervisor support the implementation of CPD programmes in your school?

- A) Yes B) No

4.2. If your response for the question number 4.1 is “yes”, how do you rate the support?

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

4.3. If your response for question number 4.1 is “No”, why?

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

No	Item	Degree of agreement				
		Strongly Agree(5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree(1)
4.4.1	Clarify the goals of CPD policy/guideline					
4.4.2	Creating conducive atmosphere for CPD activity					
4.4.3	Providing financial and material support					
4.4.4	Identifying CPD priorities to be treated by each teacher					
4.4.5	Professionally support teachers as they plan their CPD					
4.4.6	Professionally support teachers as they implement their CPD plan					
4.4.7	Being role model by taking part in CPD implementation					
4.4.8	Regularly evaluating whether implementations are achieving intended results					
4.4.9	School compare teachers on their performance and achievement in CPD					
4.4.10	Providing incentives for teachers					

Part V: Factors promoting/constraining the implementation of CPD Policy

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

No	Item	Degree of agreement				
		Very high(5)	High (4)	Moderate (3)	Low (2)	Very low(1)
5.1.1	There is clarity of CPD policy goals					
5.1.2	There is equal opportunities to all school teachers in CPD activity					
5.1.3	There is conducive atmosphere to practice CPD					
5.1.4	There is adequate time available for CPD					
5.1.5	Teachers are committed to doing CPD					
5.1.6	There is adequate budget allocation					
5.1.7	There are adequate material resources					
5.1.8	There are incentives for teachers who do CPD as desired					

5.2. If any, please specify. _____

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

No	Item	Degree of agreement				
		Very high(5)	High (4)	Moderate (3)	Low (2)	Very low(1)
5.2.1	Lack of clarity of CPD policy goals					
5.2.2	Lack of conducive atmosphere to practice CPD					
5.2.3	There is inadequate time for CPD					
5.2.4	Lack of commitment of teachers					
5.2.5	Lack of adequate budget allocation for CPD					
5.2.6	Lack of adequate material resources					
5.2.7	Lack of incentives for teachers who do CPD as desired					

5.3. If any please specify. _____

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

Part VI: open-ended questions

Please give short and brief answers in the space provided

6.1. Please write what relevance has teachers CPD 'policy' (guideline) with the need to develop the professional competence of teachers?

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

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

6.4. What factors do you think are promoting the implementation of CPD programmes?

6.5. What factors do you think are hindering the implementation of CPD programmes?_____

Thank you in advance for your cooperation!!

Appendix-B

**Addis Ababa University
School of Graduate Studies
College of Education and Behavioral Studies
Department of Curriculum and TPDS**

An Interview Guide questions to collect information from woreda teachers' development experts and cluster supervisors about policy and practice of teachers' CPD in primary schools.

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

Thank you in advance for your cooperation!!

Appendix-C

Note Taking Format For Document Analysis

Name of school _____ Woreda _____

1. School CPD plan

No	2007 Eth.c Academic year	Total number	No. of CPD action plans prepared	No. of CPD action plans do not prepared	No. of CPD action plans Implemented	No. of CPD action plans do not Implemented
1.1	Teachers					
1.2	School principals					
1.3	Cluster supervisors					

1.4. Need analysis _____

1.5. Major CPD activities _____

1.6. Budget for CPD programmes _____

1.7. CPD evaluation mechanism _____

2. Teachers' portfolio

2.1. Activities performed _____

2.2. Support given by different stakeholders _____

2.3. Feedback given by different stakeholders _____

3. Report files

3.1. Certifying performed CPD action plans duly checked and approved by teachers' development deputy principals:

3.1.1. Teachers CPD plans _____

3.1.2. Principals CPD plans _____

3.1.3. Cluster supervisors CPD plans _____

3.2. Challenges encountered to implement CPD programmes?

Declaration

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

Name: Goitom G/Selassie

Signature_____

Date_____

Place: College of Education

Addis Ababa University

June 2015

This thesis has been submitted with my approval as University advisor.

Name: Ambissa Kenea (PhD)

Signature_____

Date:_____