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FACULTY OF TVT LEADERSHIP AND MANAGEMENT

DEPARTMENT OF TVT LEADERSHIP AND MANAGEMENT

**THE PRACTICE AND CHALLENGES' OF TEACHERS' CONTINUOUS
PROFESSIONAL DEVELOPMENT (CPD) IN PRIMARY SCHOOLS
YEKA SUB-CITY ADDIS ABABA, ETHIOPIA.**

BY:

ANDUALEM BEKA

JULY, 2024

ADDIS ABABA, ETHIOPIA

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By:

ANDUALEM BEKA

A Thesis submitted to the Department of TVT Leadership and Management in partial
fulfillment of the requirement for the Degree of Masters of Arts in TVT Leadership
and Management

Advisor: **YISHAK DEGEFU** (PhD)

JULY, 2024

ADDIS ABABA, ETHIOPIA

DECLARATION

I, Andualem Beka, student of FDRE TVT Institute hereby declare that the thesis in the title, “The Practice and Challenges’ Of Teachers Continuous Professional Development (CPD) In Primary Schools Yeka Sub-City Addis Ababa, Ethiopia”, is my original work prepared under the guidance of YISHAK DEGEFU (PhD). All sources that have been referred to and quoted have been duly indicated and acknowledged with complete references. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institutions for the purpose of earning any degree.

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This thesis has been submitted for examination with my approval as the institute advisor.

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EXAMINATION BOARD APPROVAL

This is to certify that the Thesis prepared by Andualem Beka entitled “The Practice And Challenges’ Of Teachers Continuous Professional Development (CPD) In Primary Schools Yeka Sub-City Addis Ababa, Ethiopia” Submitted in partial fulfillment for the Degree of Masters of Arts in TVT Leadership and Management complies with the regulations of the Institute and meets the accepted standards with respect to the originality and quality.

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LIST OF ABBRIVATION AND ACRONYMS

CPD	continuous professional development
CRCs	Cluster Resource Centers
EMIS	Educational Management Information System
ETESO	Ethiopian Teacher Education System Overhaul
ETP	Education and Training Policy
FDREG	Federal Democratic Republic of Ethiopian Government
GPSs	Government primary schools
MoE	Ministry of Education
NDT	Newly deployed teachers
SEO	Sub-city Education Office
WEO	Woreda Education Offices

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Abstract

This study was conducted to assess the Practices and Challenges of Teachers Continuous Professional Development Program in primary schools of yeka sub-city, Addis Ababa, Ethiopia. The study used mixed methods approach which combined both quantitative and qualitative approaches. The research design used was Convergent parallel design which involved taking qualitative and qualitative data collection and analysis in parallel way and comparing or relating the two and then interpreting them. The samples of the study were taken from kokebe tsibah, Lielt zenebework, Nigat kokeb, wotatoch genet and Ethiopia Andnet primary schools comprised 183 teachers, 5 principals were selected by purposive sampling technique and 5 supervisors were selected through availability sampling techniques. Data was collected through self-administered questionnaires, interviews and document reviews. The qualitative data were analyzed through descriptive narration for the purpose of triangulation. The quantitative data were analyzed using descriptive statistics such as Frequencies, percentages, and mean scores were used to summarize demographic variables of respondents' and describe variables used to measure respondents' opinions on the Practices and Challenges of Teachers Continuous Professional Development Program in primary Schools of Yeka Sub city, Addis Ababa, Ethiopia.

The study found that most teachers were not actively engaged in Continuous Professional Development (CPD) activities; however had positive views on improving teaching skills, developing subject knowledge, and motivational aspects. Challenges hindered the practice included inadequate support from stakeholders, lack of information about CPD activities, high workload, weak monitoring and evaluation system, low teacher commitment, inadequate allocated budget, and no stakeholders support and follow-up activities. Based on the finding the study concluded that CPD program was not implemented successfully as per the views of teacher's participants.

To alleviate the identified challenges and to implement the CPD program effectively, the following recommendations were made: reducing teacher workload, preparing a conducive environment for training, identifying CPD priorities, designing systematic support, follow-up and evaluation strategies, allocating the necessary budget, and providing necessary CPD implementation materials. More attention is needed from Addis Ababa education bureau, SEO and WEO, school principals, and teachers to improve the situation and ensure strong follow-up and support for reform program.

CHAPTER ONE

1 INTRODUCTION

The purpose of this chapter is to provide readers with an overview of the thesis topic and its approach. Although many readers may be eager to directly go to the findings before reading the first parts, the student researcher recommends to anyone who has an interest in reading the research to spend some time on this chapter since it serves as the foundation for the rest of the thesis. The chapter deals with the background of the study, a statement of the problem, basic questions about the study, objectives of the study, the significance of the study, the scope of the study, limitation of the study, organization of the study and definition of key terms.

1.1 Background of the study

Education plays key roles in development and it is the main instrument to solve economical, political and social problems of a country. In addition, it plays a major role in establishing suitable conditions for development process by producing skilled manpower and raising the human capital for national development and to foster changes in technology (MoE, 1994 E.C). The World is in the constant change in all aspects of life. Changes in the education system of a nation and global requirements demanded staff development in respective professions. World while this evolving rapidly today, teachers like most other professional groups, must know the fact that their initial training will not fit them throughout the rest of their lives; they need to up-date and improve their own knowledge and techniques throughout their lifetime. In education sector, the responsible and the great assets are teachers. Giving attention and improving teachers' knowledge, skill and attitude is one way to improve the quality of education (Haileselasse, 2004)

According to the World Bank (1991) cited in Zeyneba (2014) teachers are central to the delivery of quality education. In the same way, Ethiopian government acknowledged the key roles that teachers play in the provision of quality education. Since teachers are change agents in the development knowledge, skill, attitude and act as facilitators in preparing the young generations for different responsibilities and promoters of new technological advancements, they should develop professionally throughout their life in sustainable way. Thus teachers are expected to

Improve themselves continually because of the changing world in every aspect as their previous experience, knowledge, skills may become obsolete and their attitude, needs and interests can fadeout after a certain period. Hence, it is essential for education sector to update and keep up the professional competencies and academic abilities of teachers (MoE, 2004).

In addition to the above discussion, the education and training policy (MOE, 1994) set challenging targets for the development of education in Ethiopia in terms of access, equity, quality and relevance and try to find a new approach to education in general to teachers day-to-day activities in particular. In relation to the new role of teachers MoE (2005) in ESDP-III however, reported the presence of limited or no staff development opportunities at the school level or any other supporting mechanism that will enable teachers to overtake the new role in general and the application of active learning method, continuous assessment and action research in the classroom in particular.

Mintesinot (2008) described continuous professional development (CPD) as training approaches that focuses on updating and upgrading the professional competence and ethics of teachers. Also Day (1999) defined CPD as a process by which teacher reviews, renew and extend their commitment as a change agents for the purpose of teaching, acquire and develop critically the knowledge, skill, and emotional intelligence essential to good professional thinking, planning and practice. As mentioned by Villagas-Remires (2003, 7) Continuous professional development program (CPD) may be used to update knowledge and skill, prepare for changing roles and responsibilities, and increase the general competences.

According to MoE (2004), the ultimate goal of continuous professional development program (CPD) is to enable to the students to acquire quality education. Effective participation of teachers in the program is expressed and witnessed by teachers' professional ethics exhibited in teaching learning activities (MOE; 2006). This shows that continuous professional development program (CPD) is imperative for teachers since changes are always inevitable and schools are within the dynamic changing social system.

Day and Sachs,(2004) strengthen the above idea and suggested that creating collaborative professional learning environment for teachers is the single most important factor for successful

school improvement and the first order business for those seeking to enhance the effectiveness of teaching and learning. From the researcher's working experiences, he observes that teachers continually face new and challenging situation every time in their working. In line with the above scholars view the researcher argues that it is possible to say teachers are always professional learners no matter how extensive or excellent their formal education and preparation might be.

However, as with any school improvement strategy, the implementation of continuous professional development program faces multiple challenges. This study therefore, was initiated to assess the practices and challenges of teachers' continuous professional development in government primary schools of Yeka sub-city in the year 2016 E.C.

1.2 Statement of the problem

Continuous professionalization of teachers at all levels has been highly emphasized in the global world as a way of enhancing provision of quality education for citizens. Concerning this, Craft (2000) stated that the dynamic nature of the educational environment could not be managed easily without continuous learning. That is, in a rapidly and permanently changing world, one time certification from a pre-service training is not guarantee to become a well-informed and effective teacher. Thus, teachers must teach themselves continuously as they teach the students. Moreover, teachers improve and modernize their competencies and skill continually for the benefit of the whole society in general and for the benefit of the students, they teach in particular.

Teachers are expected to continuously develop and improve their skills, techniques, and knowledge in order to best utilize new curricula and support continuous education reform initiatives. Continuous professional development can be provided in various ways such as pre-service training and orientation for new staff, in-service training provided by programs to current staff, Training seminars and resource provided by external organizations, mentoring programs, and discussion (sparks, and Hirish, 1997).

Also MoE, (2003) having stressed the importance of CPD, decided to provide as on the job training programs such as workshops, symposiums or seminars shall be extensively given as part of CPD to improve the quality of teachers. To improve their effectiveness, the Education and

Training Policy set high standards for teachers and described a new approach to education. At the spirit of this new approach was to the promotion of more active learning, problem solving and student centered teaching methods by implementing CPD.

According to the Ministry of Education (MoE,2009) the ongoing teachers professional development program is “still suffering from heritage of proceeding structures such as absence of the need assessment of teachers training, lack of standardized training programs and the prevalence of uncoordinated Continuous Professional Development (CPD) practice”. Here, qualified teachers are very essential for quality education since it is in the classroom that takes place. Therefore, without well qualified teachers no curriculum can be implemented effectively and quality education will not be attained. Consequently, it further shows that teacher’s competency is a sufficient condition for production of competent teachers which are the crucial elements for quality education and teacher professional development including CPD is basic ground for quality education.

In order to develop the quality of education and improve the professional skill of teachers, the school management bodies have the responsibility of practicing CPD within their schools by arranging workshops, meetings, regular observation of teachers and giving feedback.

The frame work document of MoE (2009:5) indicates that there are some problems with CPD practice in schools, such as “ time constraint ,lack of shared vision ,lack of common understanding of partners on CPD ,lack of collaboration in monitoring and evaluation system, lack of adequate awareness among teachers, absence of clearly defined objectives ,turnover of CPD facilitators ,lack of qualified leadership, the absence of link between CPD, and teachers career structure” are identified problems in the CPD implementation process by secondary school teachers.

According to National CPD framework MoE, (2009) there were six major challenges identified; failure to the CPD values and activities, CPD facilitators high turnover, time constraints on teachers as well as their school leaders, CPD program's lagging behind its time and the tendency of rushing to cover the course, total absence or inadequacy of the minimum resources required to run CPD, and lack of systematic collaboration and coordination between Education Bureaus, Teacher Education Institutes(TEIs) and NGOs. In addition, the Framework clearly put the

responsibilities of the different stakeholders; teachers, school leaders, Cluster supervisors, Woreda Education offices, Sub city education offices, Addis Ababa Education Bureaus, and the Ministry of Education in order to achieve their expected goals to improve students' academic achievement emphasize teachers' professional development as the primary vehicle in bringing the needed change (Minale,2006).

Even though, frame work of CPD was formulated by Ministry of education, trying its best to improve the approach of continues professional development from top down approach to bottom-up approaches no significant progress. Desalegn (2010) still there are wide gaps of implementation of continuous professional development in many schools of Ethiopia.

Another research survey conducted by Belay (2012) in Benishangul-Gumuz Regional state in Metekel Zone secondary schools states that, teachers did not understand why CPD is offers, lower commitment of teachers and principals are the major problems in the study area.

Moreover, another research study made by Ato Ashebier (2014) studied about the challenges of CPD implementation in B/G/R/S Kamashi zone, instructors of jimma university; Ato Ewnetu and Ferdissa (2016),studied teachers perceptions about school based CPD in jimma zone selected schools. In addition, another researcher Ato Hailu (2013) is thus wanted to investigate the leadership role of school principals in implementing CPD program in jimma zone.

Even though, the above efforts have been made by different researchers in investigating CPD practices and challenges, still there are wide gaps in full implementation of CPD all over Ethiopia in general and yeka sub-city primary schools in particular. However, the practice and challenges' of teachers' continuous professional development (CPD) is not touched in primary schools yeka sub-city Addis Ababa.

In spite of the above findings on the CPD, the researcher inspired to undertake a study that deals with Practices and Challenges of Teachers Continuous Professional development in Addis Ababa city ; the case of Governmental Primary schools of Yeka sub - city for some important reasons; a).primary school teachers teaches students who are younger in age than secondary schools and need more teaching support b), as far as the researcher knowledge students reading problem is deep rooted in primary schools. The researcher agrees that if teachers regularly engage in their

Continuous professional development, students learn more; c) a great teacher can act as a role model and therefore produce great students especially in primary schools which have impacts to secondary and even proceed to tertiary education levels, d) investing in expanding their skills, developing new teaching strategies could deepen their understanding of their subject content. If these are lacking in the teaching profession it means, teachers will continually struggle to discharge their duties and do the bare minimum in the classrooms.

In addition to the above discussion, the researcher has been working in some primary schools of Yeka sub-city as subject teacher, department head, and vice principal. In long work experiences of the researcher at different positions, he has faced many challenges in practicing teachers' CPD. For example, negative attitude towards CPD, copy-paste of CPD plan from year to year and from teacher to teacher, lack of systematic coordination and follow up of CPD program. Besides there were a high complain from different stakeholders at different levels and/or positions in relation to understanding of their duties and responsibilities, the activities to be performed and the purpose of doing or practicing teachers' CPD. Thus, the objectives of CPD are not attained as expected. If these problems continue unabated, teachers may fail to update themselves with the dynamic nature of the educational environment, which results in poor educational quality.

However, the above studies differ from the current study in that they greatly focused or more emphasized on understanding the concept of CPD, importance of CPD, contribution of CPD, leadership role of school principals in implementing CPD program, support of stakeholders for the implementation of CPD. While this study much more emphasized on models or types of CPD programs practiced and activities, purpose of teachers' CPD, principles of teachers' CPD, characteristics or features of CPD, responsibilities of stakeholders in CPD implementation and challenges of teachers' CPD. In light of the above pressing and sensitive issues ,the researcher initiated to fill the gap and conduct in depth exploration of the problem with reference to Government primary Schools in Yeka Sub-city ,Addis Ababa City. Thus, to assess the practice of CPD implementation and to address the existing challenges the following basic research Questions were formulated.

1.3 Research Questions

This study was found answers for the following basic research questions;

1.3.1 Main Research Question

What are the practices and challenges of teachers' CPD in primary schools of Yeka sub-city and possible remedial actions could be recommended to better address the issue being studied?

1.3.2 Specific Research Questions

1. What activities are carried out in practicing teachers' CPD in primary schools of Yeka sub city?
2. To what extents do CPD practitioners understand the purpose of practicing teachers' CPD in primary schools of Yeka sub city?
3. To what extents do the stakeholders discharged their responsibility in practicing teachers' CPD in primary schools of Yeka sub-city?
4. What are the major challenging factors in practicing teachers' CPD in primary schools of Yeka sub city?

1.4 Objectives of the Study

1.4.1 General objective

The general objective of this study is to assess the practices and challenges of teachers' CPD in primary schools of Yeka sub-city.

1.4.2 Specific objectives

The specific objectives of this study were as follows:

- To identify the activities carried out in practicing teachers' CPD in primary schools of Yeka sub-city.
- To instigate the degree to which CPD practitioners understand the purpose of practicing teachers' CPD in primary schools of Yeka sub-city.
- To explore the degree to which CPD stakeholders discharged their responsibility in practicing teachers' CPD in primary schools of Yeka sub-city.

- To find out major challenging factors prevalent in practicing teachers' CPD in primary schools of Yeka sub-city.

1.5 Significance of the Study

According to the MoE (2009), continuous professional development (CPD) is very essential to the professional performance of teachers in the teaching learning process of the classroom in order to enhance the academic achievement of students. It is un- ending process of developing teacher's knowledge, skill and attitude in the struggle to improve the deteriorating quality of education. The result can increase awareness for the Yeka Sub - city Education office on the practice and challenges of CPD program in schools, regarding the need for establishing well designed and comprehensive sustainable CPD programs that can help teachers' continuous professional development (CPD) by providing Hard copy and soft copy of the study findings for them. Moreover, the aim of any research is to get changes and propose solutions for the existing problems.

In light of this, the study would have the following benefits:

- It may provide information for educational officials at Regional, Sub city, and School level on the current practice and activities of CPD and help them discharge their responsibilities in primary Schools of Yeka sub city.
- It may help principals, supervisors and teachers know the status of CPD practice and discover challenges working against the success of CPD program.
- It may provide information to policy designers that will help further development of educational actions.
- The study will add to the existing literature pertaining to the experiences of educators in terms of CPD.
- It is also hoped the study results would be contribute to the improvement of quality education by encouraging concerned bodies in school improvement program which ultimately ends with pupils achievement.
- The study may serve as a starting/reference material for further study on the issues of teacher CPD and take remedial actions against the challenges that primary schools face in implementing CPD program, it is also expected that the study will contribute to the

community for the improvement of quality of education by initiating responsible partners in school improvement program which ultimately enhance the quality of teaching and learning process that their children acquire from the actual class room learning and it may also help as a stepping stone in the form of literature for other researchers on the demarcated study area.

1.6 Delimitation of the Study

In order to ensure the manageability of the study, the study was delimited geographically, Conceptually, Methodologically and timely

Geographically this study was delimited to Yeka sub-city of Addis Ababa Ethiopia, where the researcher currently works. In order to make the study more manageable, the study was delimited to the practice and challenges of CPD in 5 government Primary schools of Yeka Sub-city and 370 samples.

Conceptually, the study was delimit to investigate teachers, principals, supervisors and school CPD facilitators perception towards CPD program, the status of CPD implementation, the challenges hindering the CPD practices in the primary schools.

Methodologically this study was delimited to descriptive survey design and to mixed method. . Continuous Professional Development of Teachers is planned and implemented at all school levels, there are different echelons that can be done in relation to CPD and there are many primary schools in the city. It is better if the study includes all school at different levels in different regions and cities to assess all different echelons to be done in relation to CPD but, it will be time consuming, financial consuming and impractical. In order to make the study more manageable, the study was delimited to the practice and challenges of CPD in 5 government Primary schools of Yeka Sub-city and 370 samples. Moreover, the time horizon of the study covers last two years implementation (2015- 2016) of CPD at Yeka sub city primary schools in Addis Ababa Ethiopia.

1.7 Limitation of the study

It is clear that research work could not be totally free from limitations. Due to this fact, the researcher faced lack of cooperation of some cluster Supervisors; reluctance of some principals and teachers to fill in and return the questionnaire as a result it was difficult to collect the entire questionnaire by the time table set at the beginning. To overcome these challenges the researcher had stayed the area, fixed schedules and made contacts with respondents.

1.8 Organization of the study

The study was organized in five Chapters: Chapter one provides a brief background to the study, statement of the problem, research questions, objectives, significance, delimitation and limitation of the study and definition of operational terms used in the study. The second chapter reviewed conceptual and theoretical framework within which the research were conducted, as well as literatures associated with The Concept of Teachers' Continuous Professional Development in the light of the objectives and the nature of variables considered in the study. The third chapter describes the research approach, design and methodology, target population and sampling, data collection instruments, methods of data analysis an ethical concerns considered in the study. Chapter four then, present quantitative data analysis and interpretation. Chapter five finally puts together summary of major findings of the study, draws conclusions from those findings which are substantially supported by empirical evidence and then forwards possible recommendations for concerned stakeholders at different levels, including suggestions for further study. Finally, the reference materials and sample questions were attached at the end of this paper.

1.9 Operational definition of key terms

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

Challenges of CPD- problems that school based CPD stakeholders, especially teachers face in the implementation of CPD programs.

Continuous Professional Development (CPD): A modular program that will deliver at school level to improve teachers' competence and skills in the level they are currently teaching. Renewal of teachers' knowledge and skills in their teaching and learning process (MoE, 2004)

Government primary School: Structure of educational system first cycle primary school grade (1 - 8) in which its establishment and resources allocations are aided by Ethiopian government.

Practices of CPD: planned of school based CPD actions to be performed. The range of experience, which contribute to teachers' development or activities that progress teacher' existing skills or enhance her or his professionalisms.

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

Teachers' CPD: CPD programs practiced at school level by school leaders and teachers in formal and informal learning experiences throughout one's career from pre-service teacher education to retirement.

Yeka Sub-city: One of the twelve sub-cities of Addis Ababa and it has 12 woredas which is located in the north eastern parts of the city.

Teacher Development: is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically

Mentoring: a continuous staff development activity usually done by an experienced teacher in school who trains and counsels new teachers.

Stakeholders: the school partners parents, teachers, school principals, and cluster supervisors, SEO WEO, REB and MOE.

CHAPTER TWO

2 REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter was the second part of the research proposal. In this chapter relevant literatures related to the general concepts of the practices and challenges associated in the successful implementation of the school- based CPD program are presented. In this relation published books, policy documents, journals, research reports were reviewed and briefly presented.

2.2 The Concepts of Teachers' Continuous Professional Development

2.2.1 Emergence and historical development of teachers' CPD

Continuous Professional Development is a recent phenomenon and it was emerged by the pressure of Globalization that universally shaped government policies for education provision prioritizing and finding ways of meeting his or her development needs. It is sometimes in general and CPD in particular. On the other hand, according to Nicolas (2001) CPD was formerly known as in-service education and training. He also stated that CPD first developed in 1960's in Great Britain. The reason that gave birth for its emergence was problems identified on the quality of teaching in America.

Glover and Law (1996) described factors that initiated the need for CPD in the USA as, the coming of rival countries to the lead in scientific and economic competition, such as the launching of sputnik satellite by the Soviet Union and the issue of social system justice and pragmatism, which worried America about the quality of their teaching and learning. As literature indicates, professional development and school reform are inseparable. As a result, professional development in education has its own history of evolution that parallels the stage of school reform (Katzemeyer and Moller, 1996).

According to Anna (2006; 6) stated that until the mid-1990s CPD was often taken up as a matter of voluntary committee members or just as something for those with career ambition. Anna

stated that faced with rapid change demanding with high standards and calls for improving quality teaches have a need to update and improve their skills through professional development.

According to Grant, Peggy and Young, (2008) it was in late 20th century that the professional development for teachers brought a range of reform-based studies and initiatives that focused on providing quality instruction for which teachers were responsible. Particularly, during the 1980's, many states in the world began to pay more attention to the professional growth of teachers. Teacher tests were implemented to ensure skill levels and knowledge in various subject areas. So instead of developing teachers in teacher training institution only; the up grading programs were made to take place in schools. Hence, due to a continuing internal and external pressure on the education system, CPD has emerged and got a wider attention.

Evaluations of teaching performances were introduced focusing on the successful implementation of the components of professional responsibilities. Moreover, programs to improve educational quality have also been built into the education systems since then. One of the leading characteristics of the work of education services was the continuing pursuit of excellence in school-based teacher professional growth. In this case school-based CPD training was launched in most countries of the world with the innovation of child centered teaching methods and new techniques for secondary school teaching (World Bank, 2004).

Thus the concept of teachers' continuous professional development emanates from the understanding that reflection on self-practices and collaboration are essential to improve competence and bring quality in education. Teachers and schools are responsible for student learning. Knowledge does not transfer from outsiders; it is to develop through collaborative discussions, application and reflection in accordance with local realities (Sparks and Hirsh, 1997). Therefore, the commitment of teachers is very important to work together, to solve local problems, to increase the competency of teachers and to improve the students' academic performance.

According to the National CPD Framework (MoE, 2009 p.16.39), for example, points out that: CPD is a career long process of improving knowledge, skills and attitudes centered on the local context particularly class room practices. The aim of teachers' continuous professional development (CPD) is to improve the performance of teachers in the class room in order to raise

students' achievement and learning. Through engaging the implementation of CPD all teachers must be actively involved in understanding what is meant by good learning, their own learning processes, identifying their own needs, sharing good practices with their challenges and wide range of activities formal and informal that will bring about improvement of their own practices and the practices of others. From this concept of CPD, MoE(2009) shortly generalize that CPD is "Anything that makes a better teacher" and it continuously develops the skills and capabilities of teachers (p.16.39). The definitions which were given by the above Ministry of Education have one critical point. It highly focused on the benefit of CPD program in the improvement of schools, the school community, and professional development of teachers as a whole and which help to ensure the quality of Education

The National Framework further divided CPD into two forms: These are:-"Updating" is one form of CPD in which every professional teachers participates in CPD program during their career and focus on classroom practice. "Upgrading" is the process by which teachers can choose to participate in additional study outside their regular work at appropriate time in their career. For instance, convert a certificate to a diploma, a diploma to first degree, or a first degree to master's degree. From the above two concepts of CPD one can easily understood that CPD is professional life actions to improve professional competencies and standards. It prepares teachers to manage their future responsibilities. Because it is a future oriented processes. In this research CPD is considered as one of the most important pedagogical activities that is used to improve teachers effectiveness and enhance school improvement with all its constitute parts. It is a tool for educational sectors to ensure the quality of education by empowering teachers, principals supervisors and educational experts with new knowledge and skills.

2.2.2 Definition of CPD

Different scholars and different authors define teachers' continuous professional development in different ways based on their own perspective but, have one central and critical thing in common.

According to Day (1991:4), teachers' continuous professional development is a process by which teachers review, renew, and extend their commitment as change agents and by which they acquire and develop critically the knowledge, skill and emotional intelligence essential to good

professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives.

Blandford (2000:5) stated that continuous professional development to be a means of and a lifelong career of teachers, which will enable them to improve their skill and competency. According to him, the term continuous professional development program to mean training activities engaged by teachers and principals following their initial certification and intended, mainly or exclusively to improve their professional knowledge, skill and attitude. To Bolan, continuous professional development is a series of activities given for teachers and other educationalists to make them efficient enough in their profession.

According to Bolam (2002).Continuous professional development(CPD) is a continuing process of education, learning, training, and supporting activities to achieve valued teaching and learning culture of teachers so that they can educate their students effectively and creating an agreed balance between individual, school and national needs

According to Ministry of Education, (2005:19) continuous professional development is to mean continuously developing the skills and compatibilities of teachers. It helps teachers to perform their work efficiently and this in turn; improves the quality of teaching in particular and quality education in general.

The definitions given by the above scholars have one central and critical thing in common. They all agreed on the role of continuous professional development activities mainly in relation to the improvement of schools and professional development of individual teachers and the school community as a whole. Everyone can understand from this continuous professional development activities are career life endeavors to improve professional competencies and standards .Continuous professional development prepares teachers to manage their future responsibility because it is a future oriented process.

2.2.3 The Purpose of Teachers' Continuous Professional Development

Continuing Professional Development is important to teachers' personal lives and career development. Much emphasis has to be put on the nature of CPD as a continuing process for improvement in the knowledge and skills gained. As an ongoing process of any kind of

education, training, learning and support activities engaged in by teachers alone or with others (Bolam, 1993). Continuous professional development enhances their knowledge and skills and enables them to consider their attitudes and approaches to the education of children, and to improve the quality of learning and teaching. In short, CPD focuses on fostering individual competence to enhance, practice and facilitate dynamic changes in education (Blandford, 2000). Moreover, the recent meaning of CPD states that CPD means any activity that increases the skills, knowledge and understanding of teachers, and their effectiveness in schools (Dajer, 2001).

The central point to the success of the plan is the need for staff to work in schools with collaborative cultures. Continuous professional development(CPD) is a continuing process of education, learning, training, and supporting activities to achieve valued teaching and learning culture of teachers so that they can educate their students effectively and creating an agreed balance between individual, school and national needs (Bolam, 2002). As a result, in today's rapidly changing work environment, keeping pace with changes and developments in practice and to satisfy professional development requirements, it is mandatory to up-date professional qualities for school achievement. The response to this challenge is embracing the concept of professional training, in order to adapt with learning new skills through CPD.

Furthermore, an effective CPD planned collaboratively by those who will participate in and facilitate development, Collaborative planning ensures ownership of the program, is driven by a coherent long-term plan. Change is a gradual process, needs to more time during which the teachers are monitored and given necessity evaluated ultimately based on its impact on teacher effectiveness and student learning; and this assessment guides subsequent professional progress efforts. Teacher change and consequent improvements in learner performance are the ultimate goals of any CPD program for teachers (WestEd, 2002).

Gordon (2004) has similar views about the purposes of CPD. He also outlines the core purposes of CPD, which are improvement of teaching and learning, in terms of curriculum development, restructuring, and instructional development, Improvement of school-parent collaboration and improvement of student assessment. Hence, the overall purpose of the CPD program is to raise and improve teachers' subject matter knowledge based on the content of the curriculum and the teaching approaches, which require teachers to involve students in the development of higher

order thinking skills by developing more positive attitudes to their work at the school level, and strengthen professional identity. It also promotes teachers to recognize their work as a professional by providing new chance for growth, exploration, learning and development (villegas-Riemers, 2003).

Moreover, the contribution of CPD for improved pre-service and in-service training and professional support pointed out in the educational sector review (ESDP IV) of the federal ministry of education (MoE, 2010). Finally, the purpose of school based CPD is to authorize teachers of their capability in order to improve students' learning atmosphere and quality of education.

2.3. The CPD cycle

The CPD cycle is a carefully planned response to identified need s. Every individual teachers, school, zone and region will use the CPD cycle to create a CPD plan which outlines the CPD practice for the year (MoE, 2009).The cycle process involves four phases- Analysis, planning, doing and evaluation of the impacts. In this study the CPD cycle is employed as conceptual Frame Work of the research. The basic research questions of this research are also developed from the CPD cycle.



Figure2.1: The CPD cycle (MoE, 2009)

Analysis: The CPD analysis is related to the activity to select the learning needs of an individual, group and an institution. Some of the activities included under analysis phase are self-assessment, peer review selection of school CPD priorities, curriculum meeting, demonstration a lesson, peer observation of lesson and feedback.

Planning: is the second part of the CPD cycle which is developed annually by every educational institutions proceeded by prioritizing the issue identified by the analysis process. The CPD plan can be prepared individually or institutionally with details of events and timings with the CPD module (MoE, 2009).

Doing:-is the third part of CPD cycle which is concerned with practical methodologies to realize the CPD need in improving and updating the teacher performance. Such activities include curriculum reforms, planning peer observation, action research communicating students, sharing experiences, workshops, meetings, discussion and meeting.

Evaluation:-is the reviewing and to judge the effectiveness of the desired outcomes of the CPD action plans (MOE, 2004). Therefore, analysis, planning, doing and evaluation are the major activities and variables of CPD cycle.

2.3 Practice of Teachers CPD

2.3.1. The Teachers' Continuous Professional Development Programs

According to MoE (2003), there are components envisaged in the new CPD strategies, which are accomplished at school and for cluster levels. These are Induction Program for newly deployed teachers (NDT), proper CPD Program and individual CPD Program.

The Induction Program for NDT

It is a two years course designed for newly deployed teachers (NDT). This is the period for beginner teachers (NDT) in the first two years of their professional careers. The NDTs participate in a two-year induction course, working on prepared course materials and completing a series of activities and projects, while teaching in their school. All these activities are directly

related to their classroom practice. There is a course book for each semester. For example in Ethiopian context, four models were prepared one for each semester (MoE, 2003).

The NDTs given professional support, the school and working environment support and guidance through the induction period by mentor, who is a senior and experienced member of the school's teaching staffs. The mentor has handbooks of guidance for each semester of the course. The NDTs should undertake professional development activities that focus on developing the expertise in the classroom, action research ,professional appraisal (formal meeting and discussions in reviewed) and classroom observation which is carried out by the mentor or another member of staff with particular expertise(MoE,2003).

The Proper CPD Program

According to Ministry of Education (2005) a series of centrally developed three courses, dealing with identified priority issues relevant to the whole country. These are:

Course 1: Professional Ethics, Counseling and Mentoring using Active Learning Methodology. The course will have three parts: in the first part there will be a focus on Professional Ethics. The second part will consider student counseling and mentoring of colleagues. These two parts of the course will be constructed using a participatory, student centered approach and will involve action research. The third part of the course will focus on the development of active learning approaches.

Course 2: HIV/AIDS and Gender and Methodology. The course will have three parts: in the first two parts there will be a focus on the issues of HIV/AIDS and gender, considering how to make an understanding of the facts and implications of them permeate through both the school curriculum and the ethos of the school these parts of the course will be constructed using a participatory, student centered approach will involve action research. In the third part of the course will be an opportunity to develop continuous assessment and planning approaches to individual subject areas in the context of large class size.

Course 3: Rural Development, Civics and Methodology. The course will have three parts: in the first part there will be a focus in the issues of Rural Development. The second part will consider civics. These two parts will be constructed using a participatory approach and involving action

research. In the third part of the course, particular attention will be paid to the further development of subject methodologies, together with integrating subject areas in the curriculum and managing a self-contained classroom.

To conclude the above ideas, it is important to train all recognized courses to will be licensed and trained knowledgeable and skillful teachers. Enabling of teachers from every school in the country to take part is used in shaping their own PD. The teachers, the students, the local communities and the country as a whole will all benefit from the structured provision of high quality opportunities for CPD

The individual CPD Program

According to MOE (2004 a) the individually approved CPD is the program designed for the time after proper CPD. Here the individual teachers through private reading study and reflection on their own practice may improve their performance. Teachers conduct an action research on a issue identified within the classroom, school or local community and seek solutions, staff development activities that meets local needs and develop a collaborative working relationship among teachers at school level or through school clusters. Besides, teachers organize or facilitate the professional development workshops, or presenting research findings for fellow professionals in the school cluster centers etc. In addition to the above all teachers (new or experienced) should attend workshops, seminars delivered at school or cluster levels regarding national and regional priorities, varies policies, clusters, and cluster-based issues. The activities of teachers in each workshop and seminars are also documented in their respective portfolio.

2.3.1 The Models/Types of Teachers' Continuous Professional Development Practice

Different writers offer different typologies of CPD starting from their own assumptions and adopt their own focuses.

According to Day (1991) TDP, can be divided into three broad categories.

Standardized TPD: the most centralized approach, best used to disseminate information and skills among large teacher population.

Site based TPD: intensive learning by groups of teachers in a school or regions promoting profound and long-term changes in instructional models.

Self-directed TPD: is independent learning, sometimes initiated at the learner's discretion, using available resources that may include computers and internet.

Bell and Day (1991) also categorized CPD into four broad categories. These include:

Apprenticeship process model: professional development through apprenticeship process model in which teachers act as a more or less isolated individuals,

Anticipatory socialization: that takes place before the actual CPD which is the same as self-directed TPD,

Group approach to CPD: an approach in which teachers act in groups as well as individuals through conversation, interaction and common work and

School development approach: based on the view that schools are acting as a learning community where teachers identify and solve many of their problems. If teachers' continuous professional development is school based every participant has their own perspectives, values and assumptions that become part of the process of constructing new understandings, as informing and reforming frame works for understanding.

According to Lieberman and Wood (2002) CPD was classified into three models:

Direct teaching: such as courses, workshops, and so on;

Learning in school: such as peer coaching, critical friendships, mentoring, action research, and task-related planning teams and

Out of school: such as learning networks, visits to other schools, school-university partnerships, and so on.

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

Training: focuses on skills, with expert delivery, and little practical focus.

Award Bearing: usually in conjunction with a higher education institution, this brings the worrying discourse on the irrelevance of academia to the fore.

Deficit: this looks at addressing shortcomings in an individual teacher; it tends to be individually tailored but may not be good for confidence and is unsupportive of the development of a collective knowledge base within the school.

Cascade: this is relatively cheap in terms of resources, but there are issues surrounding the loss of a collaborative element in the original learning.

Standards Based: this assumes that there is a system of effective teaching, and is not flexible in terms of teacher learning. It can be useful for developing a common language but may be very narrow and limiting.

Coaching/Mentoring: the development of a non-threatening relationship can encourage discussion but; a coach or mentor needs good communication skills.

Community of Practice: these may inhibit active and creative innovation of practice, although they have the potential to work well through combining the knowledge bases of members.

Action Research: This is relevant to the classroom, and enables teachers to experiment with different practices, especially if the action research is collaborative.

Transformative: the integration of several different types of the previous models, with a strong awareness and control of whose agenda being addressed.

However, different scholars offer models of Continuous Professional Development the mostly practicing models of CPD in Ethiopian context are: direct teaching, learning in school, out of school learning, and training, coaching/mentoring, community of practice and action research.

2.3.2 The Types of Teachers' Continuous Professional Development Activities

MOE (2004 a) stated that CPD programs which are given to primary and secondary school teachers are of two types. Induction and the proper CPD. Pre-service training are not sufficient for teachers to practice their task effectively. Thus various CPD activities have to be given to teachers in order to enhance their abilities. Different authors suggested different activities to be

included under CPD program. Some of them are assisting students in their professional needs, participating in curriculum based activities, the use of ICT to promote knowledge, reflection on staff practices, participation in educational panels, induction, mentoring, peer coaching, action research and keeping professional development portfolio Craft,(2000). The presence of wide variety of teachers' CPD activities in the school indicated that one size fits not all approach to professional development is effective. Even though the number and types of CPD activities are large, let us see the major and commonly used CPD activities such as induction, mentoring, peer coaching, action research and professional portfolio.

Induction

Initial teacher training has been unable to meet the needs of all teachers in all situations induction is given for newly qualified teachers or to new appointees in order to help them to have sufficient knowledge and skills to become a fully competent professional. Blandford (2000) perceived induction as a bridge from initial teachers training to the professional leading into continuous professional development. According to MoE (2003), induction is considered as first phase of CPD. Also Blandford (2000:179) stated that the newly qualified teachers require information relating to the job, to the team to which he /she is assigned, their roles to colleagues, to school personnel to the schools and department aims etc. In addition to these information David (2006:183) strengthen the above idea and stated that unless teachers get sufficient information about their roles, responsibilities and other related issues, they will frustrate, anxiety and may leave their profession.

As Getachew (2010) cited in Ashebir (2014) analyzed Induction schemes of five countries and found that successful induction has the following common characteristics:

- Beginning teachers receive reduced workload and release time.
- Beginning teachers are given opportunities to observe other teachers and to discuss their instructional and curricular practices.
- Professional induction, seminars and workshops are regularly held for beginning teachers to meet and exchange ideas as well as to extend their professional knowledge and skill.
- Experienced teachers or mentors are assigned to work with beginning teachers and provide formative supervision.

- School principals are responsible to support the beginning teachers.

In general, departments, school principals, supervisors and other concerned bodies need to plan appropriate induction programs and then implement them effectively. These imply that induction plays a very significant role for teachers' professional development when they begin their career.

Mentoring

Mentoring is another essential CPD activity in relation to induction which is a process through which knowledge, understanding, skills and abilities transferred to less experienced practitioners. In mentoring, older or more experienced teachers guide and assist younger or novice teachers in all areas of teaching. According to Day (1991) mentoring can be structured as a one-to-one approach, or as a many-to-many approach in which several mentors and less-experienced teachers work together as a teacher. Mentoring is also popular among teachers because it provides recognition for and builds on their experiences and aspirations, and it helps promote confidence. Mentoring helps reduce the anxiety and sense of isolation that can keep teachers from trying new approaches in their classrooms. Mentoring also serves as a non-formal or semi-formal method of ensuring accountability: teachers can complete TPD, demonstrating mastery of the targeted knowledge and skills that they never import into their classrooms. Once an effective mentor-mentee relationship is established, however, novice teachers are both better supported in and more accountable for those first steps toward implementing something new. In addition to these they state the strong sides of mentoring as following:

- Provides access to information, role modeling, good instructional practice, assistance as needed, and personal support,
- Can allow new teachers to collaborate and form relationships with colleagues within and across schools,
- Where mentoring programs are in place, teacher attrition rates drop and teachers report greater job satisfaction mutual learning.

Smith and West-Burnham (1993) offered on a list of skills mentors would need and suggested for training programs to meet those needs. They combined a useful checklist for mentor trainers observing, listening, providing positive feedback ,negotiation, problem solving, managing stress, advice giving, linking theory and practice, organizing and managing learning programs. The

mentors clearly need to be skillful and experienced professionals committed to the idea of CPD for their mentees and themselves.

Coaching

According to David (2006), coaching involves the transfer of teaching methods introduced in workshops to the classroom and it utilizes specially trained teachers with expertise using particular methods. Coaching emphasizes the involvement of experienced teachers in study groups, coming together to discuss ideas and issues related to aspects of classroom practice and student learning.

According to Feiman, Nemser (2001) describes coaching (collegial learning) when teams of teachers collaboratively discuss and problem solve the instructional and program needs of individual learner, and participate in study groups and shared classroom observations as collaborative strategies that are highly effective for experienced teachers. David (2006) discovered the effectiveness of a supportive peer review process involving experienced teachers in an examination of a study group focused upon improved assessment practice. According to Hampton (2004,11) coaching is a confidential process through which two or more professional colleagues work together to reflect up on current practices and solve problems within the work place.

Action Research

Action research in education is a small-scale practice of the practitioner (the teacher) it focuses only on a particular problem to get immediate solution. Educational action researches are about the self-interaction of teachers or schools in their ongoing practice. According to Day (1991) in an Action Research approach, teachers form teams based upon a common interest such as, helping students with reading difficulties, addressing needs of female students, etc. They select an issue, investigate and research it, plan possible actions to remedy it, take action, observe and document results, reflect on outcomes, and create an action plan to address this issue. Action Research involves the use of higher order skills (researching, synthesis), a surgical instructional approach (targeting areas of instructional difficulty), and a good deal of teacher time. It is most likely a useful TDP choice for teachers who already have advanced skills.

According to Day (1999), action research is the study of social situation involving participants as researchers with the aim of improving the quality of action within it. From this definition, it is possible to depict that teachers can improve their practice in classroom by doing action research. According to Seyoum (1998) action research can be conducted in schools in three forms. These are:

- Collaborative approach where supportive staff, school principals, students and parents can take part,
- Individual approach where the individual teacher manage the research project and
- Whole school involvement was all school community might be involved. In general, action research is the most important activities by which teachers improve their classroom practice.

Professional Development Portfolio

According to MOE (2004), portfolios are used as relevant tools for enhancing professional development as they can document evidence of teachers' participation in professional development, activities completed based on the courses, observation records of their progress and quality improvements in the classroom. The professional portfolio is a vehicle for collecting and presenting the evidence. A portfolio is an organized collection of items, produced by a teacher to demonstrate his/ her professional development. (MOE, 2011)

Keeping professional development portfolio is one of the activities to be performed by participants, in CPD program (Craft, 2000). According to Getachew (2010) cited in Ashebir (2014) a professional development portfolio is a collection of materials made by a professional that records and reflects on key events and processes in that professional career. From this, it is possible to say that a portfolio involves critical self-reflection on one's own career and this makes it to be different from a professional diary or record of achievements. In a professional development portfolio, it is possible to assemble a collection of reflections on teaching including professional development experiences. Developmental Portfolio is evidence or a document for the teacher what he/she has done in his/her day-to day activities teaching to improve their knowledge, skill and attitude towards their profession.

The purposes of professional portfolio are: To provide evidence of the development of teachers' professional skills as a teacher, the improvement in the learning and outcomes of their students; To provide a basis for the performance review this will be carried out for each teacher; help to develop a systematic and professional approach to your development, including identifying new development needs; to improve professional development activities that teachers have undertaken and the impact they have had on the quality of teaching and learning; provide evidence of successful performance and areas for further improvement.

2.3.3 The Principles of Teachers' Continuous Professional Development

The principles are the most important and help to realize the goals of the organizations. The principles are the basic rules developed to satisfy for the achievement of objectives. Teachers became professionals, and it built the daily work of teaching. The dynamic evolution of science, technology, culture and school system itself makes it necessary for the basic training of teachers to be complemented by the further training. According to West (1989), the principles of staff development are: Staff must see themselves as owners of the program, it must go well with all staffs, it must be rooted in the organizations culture and it should be based on need assessment.

According Villegas-Reimers (2003) CPD has the following principles. CPD is based on constructivism rather than on a 'transmission-oriented level, it is perceived as long-term process as it acknowledges the fact that teacher learns over time. Regular follow up support is regarded as an indispensable catalyst of the change process. It is perceived as a process that takes place within a particular context. The most successful teacher development opportunities are 'on-the-job learning' activities such as study groups, action research and preparation of portfolios. A teacher conceived as a reflective practitioner. The role of professional development is to aid teachers in building new pedagogical theories and practices and to help them develop their expertise in the field. Professional development is conceived as a collaborative process. Professional development may look and be very different in diverse settings, and even within a single setting, it can have a variety of dimensions.

According to the work of Leu, E (2005) the major principles of CPD are: The content of professional development focuses on what students are to learn and how to address the different problems students may have in learning the material. Professional development should be based

on analyses of the differences between (a) actual student performance and (b) goals and standards for student learning. Professional development should involve teachers in identifying what they need to learn and in developing the learning experiences in which they will be involved.

Professional development should be primarily school-based and built into the day-to-day work of teaching. Professional development should be organized around collaborative problem solving. Professional development should be continuous and ongoing, involving follow-up and support for further learning – including support from sources external to the school that can provide necessary resources and new perspectives. Professional development should incorporate evaluation by multiple sources of information on (a) outcomes for students and (b) the instruction and other processes involved in implementing lessons learned through professional development (Leu, E 2005).

According to MoE (2003) principles outlined in the Ethiopian context: Professional requirements focus on creativity, knowledge and skills, collaboration and cooperation between colleagues and its positive attitude towards the needs of the society. This shows that the features of professional teachers are based on the societal requirements and cultural development of the society. There should be an initial CPD program phase for all teachers to follow. CPD should focus on areas of identified needs that are common across the system; Staff development program will be more effective if all on-going activities are registered or documented. One key element of CPD will be the provision of courses related to the levels and status of teachers. The renewal of a professional teaching license will require the completion of equivalent of stated minimum number of semester hours of record of their participation in CPD programs. The mentors will also keep records of all completed activities, classroom observations and meetings held with teachers.

2.3.4 Characteristics/Features of Teachers' Continuous Professional Development

According to research stated in the MoE (2009), the most effective school CPD has the following characteristics:

- A broad definition that aims at improving teacher's performance in the classroom.
- It covers a wide range of activities, both formal and informal;

- It is based on classroom practice. CPD needs to be conducted in school settings and linked to school wide efforts;
- It deals with subject content and teaching strategies;
- It has clear procedures for identifying and aligning training needs. Institutions must have a clear structure for identifying priorities of CPD;
- It recognizes the importance of informal systems within institutions and the locally available resources;
- CPD activities model the process, which are being learned. Because CPD particularly in developing countries, is often concerned with introducing new behavior and attitudes often radically different from previous experience, then its activities must clearly reflect this.
- Teachers learn more effectively through active learning and learning by doing than through lectures and direction. Thus active learning, participation and involvement must be part of the CPD process if these are the intended principles there is clear local educational leadership.
- The role of the institution's leadership is crucial. Institution leaders have to recognize themselves as educational leaders and must be involved in the identification of the institutional CPD needs and the planning of activities. Leaders must also be involved in the CPD activities, and conduct formal professional discussions with staff.

Desimone (2009) also highlighted some characteristics of CPD that are critical to increasing teacher knowledge, skills and improving their practices, and which hold promise for increasing student achievement. These characteristics are:

Content focus: The content focus of teacher learning may be the most influential feature. A compilation of evidence in the past decade points to the link between activities that focus on subject matter content and how students learn that content and increases in teacher knowledge and skills, improvements in practice.

Active learning: Active learning, as opposed to passive learning typically characterized by listening to a lecture, can take a number of forms, including observing expert teachers or being observed, followed by interactive feedback and discussion; reviewing student work in the topic areas being covered; and leading discussions.

Coherence: is the extent to which teacher learning is consistent with teachers' knowledge and beliefs. The consistency of school, district, and state reforms and policies with what is taught in professional development is another important aspect of coherence.

Duration: Research shows that intellectual and pedagogical change requires professional development activities to be of sufficient duration, including both span of time over which the activity is spread and the number of hours spent in the activity

Collective participation: Another critical feature is collective participation. This feature can be accomplished through participation of teachers from the same school, grade, or department. Such arrangements set up potential interaction and discourse, which can be a powerful form of teacher learning.

From the viewpoint of all above mentioned characteristics of effective CPD, someone can understand that effective CPD program is energetic and integrated. The programs deal with needs of individual teachers and the support needed for teachers to carry out activities. Active learning, participation and involvement must be part of CPD program and leaders of educational institutions must be involved in the identification of CPD needs and planning of activities.

According to OECD (2005:128), the most effective forms of professional development seem to be those that focus on:

- Clearly articulated priorities,
- Providing on-going school based support to classroom teachers,
- Deal with subject matter content as well as suitable instructional strategies and
- Classroom management techniques and create opportunities for teachers to observe, experience and try out new teaching methods.

According to Sparks and Louck (1990) features of effective continuous professional development include:

- Program conducted in school settings and linked to school wide efforts,
- Teachers participating as helpers to each other and as planners, with administrators, of in-service activities.

- It focuses on self-instruction and with differentiated training opportunities, teachers in active roles, choosing goals and activities for themselves, emphasis on demonstration, supervised trials and feedback,
- Training that is concrete and on-going over time, and ongoing assistance and support available upon request are the major features of effective CPD.

According to WestEd (2002) an effective continuous professional development programs are:

- Focuses on teachers as central to student learning, individual, collegial, and organizational improvement, respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community.
- Reflects best available research and practice in teaching, learning, and leadership, enables teachers to develop further expertise in subject content, teaching strategies.
- Uses of technologies and other essential elements in teaching to high standards, Promotes the continuous inquiry and improvement embedded in the daily life of schools.

In addition, the features of effective school based CPD focuses on classroom practices and collaborative work, improving the teachers performance in the classroom, team teaching and doing action research together, planning lessons in a group, observing each other and teachers work together (MoE,2009) . And finally, the features of effective CPD are the support of the achievement of the students result as well as the professional development of teachers.

2.4 The Challenge of implementing CPD

The challenges of teachers' professional development comes from different direction according to (yitayew, 2013) as cited by Getachew Gizaws,(2014) challenges of teachers professional development refers to “difficulties, complexities, barriers or hard situations against the expected outcomes of teachers” growth. The major challenges to be dealt with for the purpose of this study are teacher related barriers, leadership, supervisory challenges and the school system.

2.4.1 The Challenges of Teachers' Continuous Professional Development

There are numerous CPD related challenges that reinforce each other. According to Tadele (2013), challenges of teachers' CPD are: limited capacity of the mentors, absence of allocated time for induction and mentoring activities in the school program, lack of subject-specific

support in the schools and ineffective monitoring and evaluation of the entire program, both in school and at the district levels were some of such problems.

Similarly, Gemechu (2014) challenges of teachers' CPD include Lack of motivation by the teachers, incentives and interest of teachers, insufficient training, less budget allocation, unsatisfactory support from principals and supervisors, shortage of CPD materials, lack of on time follow-ups and unwillingness of playing their roles by all the concerned bodies in this teaching and learning process. The study conducted by Koye et.al (2015), found that the major challenges or gaps identified include resistance from primary schools, lack of commitment of mentors to support teachers, un-functionality of Cluster Resource Centers, lack of commitment of supervisors and principals to do their CPD and become models for their teachers, lack of ownership of CPD to follow up regularly and assess its status.

Challenges, such as lack of knowledge and experience on the theoretical underpinnings, implementation inconsistencies, lack of uniformity in implementation, confusion and redundancy; Lack of budget to run the program at school level; Lack of interest, initiative and commitment by some teachers especially by teachers with long years of teaching experience; Becoming too ambitious and looking for immediate return from the CPD Program were among the CPD-related problems identified by Daniel et al (2013).

In the same view, lack of training, lack of action research, lack of fulfilling Continuous Professional Development materials, lack of trained facilitators, insufficiency of supports provided for teachers growth, insufficient allocation of budget, lack of peer coaching and peer evaluation, and absence of induction program, were identified as the serious challenges of Continuous Professional Development realization in primary schools of Kemashi Zone of the Benishangul Regional State of Ethiopia (Ashebir, 2014).

According to MoE (2009), the encountered challenges of CPD in Ethiopia include:

- In nearly four out of five schools the structure of CPD is either absent or inadequate
- CRCs (Cluster Resource Centers) were not adequately trained to run well organized, inspiring, and transforming CPD activities,
- Failure to synchronize the career structure and the CPD values and activities

- CPD facilitators high turn-over.
- Time constraints on teachers as well as their school leaders.
- CPD programs lagging behind its time and the tendency of rushing to cover the course.
- Total absence or inadequacy of the minimum resources to run CPD.
- Lack of systematic coordination between the education bureau, teachers' education institution and NGO.

2.4.2 Concerning to Leadership Associated Challenges

The leadership and supervisory factors to be treated here are the challenges related to the CPD activities executed by principals, schools' CPD facilitators, head teachers, Woreda, Sub-city, regional and national education superintendents. In most school systems relentless efforts are being made to improve teachers' professional development although challenges are unavoidable events. According to the findings of the Ministry of Education, MOE (2010b), the major challenges identified at the national level are lack of trained facilitators, high turnovers of more experienced and trained leaders or facilitators and stakeholders extra work load, particularly of teachers. Teachers are not motivated by the Woreda as to alleviate the on-going problems.

The evaluation of school based CPD was usually the responsibility of CPD leaders who often feel that they have limited experience of evaluation approaches. Most CPD leaders in the previous studies feel that they are generally not equipped with the skills and tools to adequately perform the evaluation role. If the role is not taken by the head teacher, it is most often of a deputy or a member of the senior staff. Head teachers and CPD leaders themselves express a need for preparation for the role of CPD leader. It is suggested that this training needed to come from experienced CPD leaders (Day et al., 2005). In short, less supportive and discouraging leadership situation at all levels hampers the further improvement of school based continuous professional development.

2.4.3 Concerning to School System Associated Challenges

In schools where staff development opportunities are poorly conceptualized; insensitive to the concerns of individual teachers; and make little effort to relate learning experiences to workplace

conditions, they make little impact upon teachers or their pupils .Day (1999) as cited in yitayew,2013).

2.5 The content of CPD Framework in Ethiopia

For effective implementation of the CPD program, the following principles were identified to be followed by the conserved bodies: This are an initial CPD program phase which will take the first 2 or 3 years, for all teachers, All staff development plans, implemented training activities and outcomes, will be documented, The courses to be delivered should be related to the levels at which teachers are in terms of activities, All teachers will keep a portfolio of their participation in CPD program, The renewal of professional teaching license will require the completion of the equivalent of a stated minimum number of semester hours of CPD credits over the period stated (MoE, 2007).

MoE,(2004) stated that CPD program, which are practiced by primary and secondary are of two types: newly deployed teachers practice induction CPD and proper CPD. Induction program in the first two consecutive years of their employment. The program is aimed at supporting new teachers during their first two years of teaching. The induction program is designed to equip newly deployed teachers with values, attributes, ethics and abilities crucial for professionalism.

The newly deployed teachers should undertake different CPD activities with the help of mentors to realize these objectives Proper CPD is practiced by teachers whose experience is two years and above. Every teacher is responsible to participate in CPD activities that will take at least 60 hours per year. Their performances should be documented in portfolio (MoE,2004). To ensure their CPD, experienced teachers are expected to exercise different CPD activities individually or with colleagues.

In 2009, in order to address these challenges, MoE took initiative to develop two documents based on recommendations of the national study as well as the experiences of five centuries.

The documents were prepared for primary and secondary teachers, leaders and supervisors. The objectives of the documents (i.e. “The Framework” and “The Practical Toolkit”) are to provide teachers throughout Ethiopia with a clear structure and rationale for continuous professional development. More specifically, “The Continuous Professional Development for Primary and

Secondary School Teachers, Leaders and Supervisors in Ethiopia: The Framework” aims to improve teacher effectiveness and student achievement. The same document further explains how to apply the new CPD framework for teachers in schools (MoE, 2009b). Accordingly, MoE states the results expected from the implementation of these documents as follows. As an implementation result of the this framework, all school teachers, leads and supervisors, in all regions of Ethiopia will be participating in high quality and appropriate continuous professional development which impacts upon classroom practice to ensure improved student learning and achievement (MoE, 2009a). School teachers, leaders and supervisors shoulder high responsibility so as to ensure high quality and appropriate CPD In schools.

Findings of other different studies show that the quality of CPD program in Ethiopia is low and were criticized for focusing on qualification upgrading, insufficient in providing enough number of teachers and for lack of necessary quality. Moreover, CPD in Ethiopia did not equip teachers with the necessary pedagogical skills and sense of professionalism (Yitayew, 2013).

Furthermore, the MoE (2003) identified the problems of CPD program in Ethiopia as: poor educational management and planning, and lack of critical, effective and positive support and supervision combined with mismanagement of limited resources. The quality of educational leadership at school level and the role of the community in the implementation process have not been satisfactory as designed.

2.6 The Stakeholders and Their Responsibilities in Implementation of CPD

According to MoE (2003:9) the main CPD stakeholders in school include; Teachers, Principals, Schools’ CPD Facilitators, Cluster Supervisors, Woreda Education Offices (WEO), Sub-city Education Office (SEO) and Addis Ababa Education Bureau. The main purpose of CPD is to bring quality education to the country and each stakeholder has a vital role and responsibility for the application of CPD. Each stakeholder in CPD Program has their respective responsibilities in either as an individual or as an institution. These all need to work together in a systematic way to enable teachers to participate fully in CPD. The responsibilities of these stakeholders are briefly discussed below.

Teachers and Their Responsibilities

The most powerful and accessible human resource for schools CPD is committed and supportive teachers found in the school. Individuals or group of teachers in a school are responsible body for the implementation of CPD program in the school. As revealed in the national Framework of the Ministry of Education, teachers are responsible to engage in CPD as forefront partners throughout their career. Teachers in the schools are the main actors in the program and should be beneficiaries. They were requested to create effective CPD meetings at school with the initiatives of department heads and other senior teachers in collaboration with facilitators and principals who will join the meetings. They also expected to collaboratively prepare lesson plans, observe lessons, demonstrated by fellow teachers, participate in discussions after lessons, revise the lesson plan, record discussions and prepare report on CPD meeting and implement acquired skills in their own classrooms (MoE, 2009).

Teachers have to mentor, supervise, plan and monitor activities in the school in collaboration with their colleagues in order to improve teaching and learning. They have to be boldly committed and willing to realize CPD in the classroom. Thus, it is teachers, who in the end will change the world of the school by understanding the situation. Teachers are responsible for engaging in their own continuous professional development throughout their careers, in consultation with others (e.g. mentor, supervisor), identifying personal CPD needs in the light of the institution's Annual CPD Plan and individual Professional Competencies, working collaboratively with colleagues to improve teaching and learning, carrying out sixty hours CPD each year, putting CPD into practice in the classroom, being committed to supporting the wider CPD needs of their institution, maintaining a Professional Portfolio to record all their CPD and other, professional activities (MoE, 2009).

As stated in the “National Framework for Professional Competencies of Teachers”, the following five Professional Competencies taken together represent the role of the Ethiopian teacher. It helps Facilitating Student learning outlines how teachers plan, develop, manage and apply variety of teaching strategies to support quality student learning and assessing and reporting student-learning outcomes describes how teachers monitor, assess record and report student learning outcomes (MoE, 2009).

And also, engaged in Continuous Professional Development describes how teachers manage their own professional development and contribute to the professional development of their colleagues, mastery of Education and Training Policy (ETP), curriculum and other program development initiatives describes how teachers develop and apply understanding ETP to contribute to curriculum and/or other program development initiatives. And it helps forming partnerships with the school community describes how teachers build, facilitate and maintain working relationships with students, colleagues, parents and other care givers to enhance student learning (MoE, 2009).

High quality teachers, those who are most capable of helping their students learn, have responsibilities of mastering both their subject matter and pedagogy. The preparation that teachers receive before beginning their work in the classroom and teachers' quality affects educational quality since student achievement, especially beyond basic skills, depends largely on teachers' command of subject matter and their responsibility to use that knowledge to help students learn (Darling-Hammond, 1997). Similarly, Hammond (2002) argues that, teacher's professionalism is built up from a combination of self-image, self-esteem, job motivation, task perception and future perspectives of individual.

Generally, teachers are the most important responsible practitioners in the process of real implementation of CPD. Teachers hold the duty of practicing each planned activities of CPD and improving the students' academic achievement.

Principals and Their Responsibilities

Different authors have written on school principal leadership practices in different administrative setting and tasks of school organization. Benjamin and Blasé (1999) noted that a leader who intends to bring about a change must develop and articulate a vision of what a school look like. The school principal is the manager of the school. In order to manage and administer a school efficiently, he must provide organizational leadership in the school.

In this respect, he is responsible for planning, organizing, coordinating, operating, monitoring the staff and the students, and managing school building and facilities (Mussazi, 1982). He also noted that the principal is an organizational man who must plan and sustain an organization of

the school. He plays an important role in communicating his ideas to those with whom he works, and he must be responsive to the communication of other. He provides a leadership recognizing the impact of the changing world outside. He also seeks to transform the behavior of teachers, students, and members of the community so that they will better serve themselves, their fellow men, and the educational enterprise from which they reap untold cultural and personal benefits.

According to Steyn and VanNiekerk (2002)the principal is considered as a leader, motivator of the school having the responsibility for the development of staff training program, school based and to assist teachers, particularly new and inexperienced teachers ,in developing and achieving educational objectives in line with the needs of school. One of the many roles of principal is to create the right set of conditions to enable change to occur. Principals have an important role of setting and clarifying expectations with teachers and other staff members, monitoring progress and attending to the concerns of teachers. In addition to this the school principals expected to exercise regularly monitoring the effectiveness of the changes to teaching and learning, ensuring the quality of engagement of teachers in CPD activities, monitoring and assessing the content of individual Professional Portfolios and giving constructive feedback, collaborating with other local institutional leaders to facilitate effective responses to shared CPD issues collaborating with Woreda, Sub-city and City Education bureau professionals to ensure that national and regional CPD priorities are addressed in institutional CPD planning.

According to MoE (2005) the school principals have the following responsibilities in implementing proper CPD programs. These are: decide the appropriate duration and timing for the course, decide on the formation of the groups and which teachers will be participants. Select appropriate facilitator for the group and gives orientation about the course, Contacts a nearby school to act as partner school (to share experience), and give orientation on the course to the participants, who are then able to begin the course.

MoE (2009) briefly states that principals are responsible for ensuring that learning and student achievement is inclusive at the centre of strategic planning and resource management. Creating CPD management strategy within the institution, ensuring that; an effective CPD needs analysis carried out each year together with colleagues, identifying issues for consideration as CPD priorities, ensuring that the institution/department/faculty produces an annual CPD plan and

manages the budget. In these endeavor educators more importantly, school principals have decisive role to play in every aspect of the program.

Schools' CPD Facilitators and Their Responsibilities

Schools have to specify their CPD leaders, who have responsibility for the leadership and management of CPD within school and who have access to appropriate support and training. The CPD facilitators are responsible for ensuring school systems and processes such as, performance management, professional review, school improvement plan, schools' self-evaluation and operate to help identify the school's CPD needs and those of the staff working within it. The main responsibilities of the CPD facilitator is to promote CPD as a central element of school improvement and performance management, to create and sustain CPD arrangements for all staff, to monitor and report upon the quality and impact of CPD undertaken, to keep up to date with CPD developments and initiatives, both nationally and locally, maintain and develop links with sources of CPD provision (Hustler, 2003).

The school CPD facilitators, in combination with the head teachers or senior members, shall ensure that all teaching staff understands the increased emphasis on CPD, within the revised performance management regulations. In addition to reporting annually to the principal on the operation and effectiveness of the school's performance policy and procedures, the facilitator and head teachers also report on teachers' training and development needs. There should be consistent and transparent arrangements for accessing professional development that the CPD facilitator ensures are known to all staff.

The facilitators are also responsible for collecting the CPD needs of the school and the staff. The school should maintain an up to date job description for the role of CPD facilitator. The school CPD leader is responsible annually for discussing with the head teacher and governing body on the CPD priorities and the likely budgetary implications of addressing these needs. Such needs are drawn largely, but not exclusively, from the training and development needs identified through the school performance management process (Hustler, 2003).

Supervisors and Their Responsibilities

External support, particularly when it comes to delivery of CPD, should be pedagogically expert, and flexible enough to fit in with the varying demands of school life. Peer support and discussion with senior can contribute towards the development and take-up of new practices, and can facilitate motivation, feedback, further discussion and progression, (Bell et al, 2001). Instructional supervision is service that will be given for teachers and it is the strategy that helps to implement and improve teaching learning process and to improve students' academic achievement. Due to this the supervisor practices as a coordinator, a consultant, and a facilitator in teaching learning activities (USAID, 2004).

According to Ukeje, et al (1992) supervision is the service provided for the purposes of improving teaching- learning activities. Supervisor should work with the staff classroom teachers and principals. Supervisors serve as a resource leader for teachers to check the availability of resource for professional development of teachers and effective implementation of the curriculum. Additionally, the supervisor has the responsibilities in supporting Teachers' Professional Portfolio development, providing opportunities for collaboration and the sharing of good practice within the cluster (MoE, 2009).

Woreda Education Offices and Their Responsibilities

According to the CPD guideline of MoE (2009), in the education system the Woreda education offices play an important role in the implementation of CPD program. Woreda Education Offices (WEOs) are responsible to producing local CPD plans, ensuring that all schools have annual CPD plans, monitoring and evaluating the CPD activities of schools, collecting data about CPD activities in the Woreda, collecting data of individuals' and schools' participation in CPD.

Moreover, the Woreda education office experts have the responsibilities of providing support and training to clusters and schools through the supervisors, raising awareness of and promoting all-encompassing education in all schools, collaborating with school directors to administer the "Induction" CPD process and to reasonable the judgments on passing/failing, providing support and advice on the maintenance of professional portfolios. They also have the responsibility of overseeing and facilitating the work of clusters and woreda in their support of the CPD effort,

and to allocate sufficient budget, prepare training opportunities and discussion forum (MoE, 2009).

Yub-city Education Department Office and Their Responsibilities

Yub-city education departments have various responsibilities such as; analyzing and identifying regional priorities, production of materials and delivering training to implement them, sharing information with all stakeholders, annually producing and circulating regional CPD, allocating the resources needed to implement the regional CPD program including the development of Teachers' Professional Portfolios (MoE, 2009).

And also they must take the responsibilities of ensuring that resources are written in the language that teachers will understand best, with high quality translation, produced in sufficient quantities of booklets and distributed throughout the city, monitoring and evaluating the CPD program regionally and producing an annual report which should be submitted to the Process for Teachers and Leaders Development, Ministry of Education, raising awareness of and promoting inclusive education throughout the city through CPD, and compiling Educational Management Information System (EMIS) CPD statistics for the city and submitting them annually to the (MoE, 2009).

City Education Bureau and Their Responsibilities

The main responsibilities of city Education Bureau are: allocating the resources needed for CPD implementations, Mentoring and evaluating the CPD program within the city and raising awareness on CPD throughout the city. In addition, it ensures that all staffs are aware and capable of managing effectively and efficiently all aspects of CPD programs of teachers, possess modern and relevant professional knowledge and skills to support the program. In general, stakeholders like Woreda and Sub-city education officials are the near-by facilitators to provide support, and advice for the CPD program held at school

2.7 The Continuous Professional Development in Ethiopian Context

Continuous professional development is a recent activity in the world, as well as in Ethiopia. In context to Ethiopia modern Education had to be started at the beginning of the 20th century and

officially commenced in 1908 with the opening of Menilik-II school in Addis Ababa, (Ayalew,2000).The introduction of modern education in Ethiopia, therefore, has brought an increasing demand for better and improved system of education. There are various ways to ensure the improved system of education.

One of the mechanisms is teachers' continuous professional development. Therefore, teachers' professional competency is the vital one to produce educated and skilled manpower. As a result, teacher training was beginning in 1944 in one classroom in Menilik-II School (MoE, 1973). As the Teacher Education System Overhaul described, nowadays teacher education programs are running at colleges and university levels. The TESO program and the recent development and practices in the teacher education institutions, are based on the objectives and strategies of the Education and Training Policy of Ethiopia.

The policy document, MoE (1994) indicate that the former education system knotted with complex problems and low quality of education. That is education before and during the Dergue regime intertwined with complex problems in that it lacked relevance and insufficient training of teachers and low quality of education. To overcome these problems or to ensure the quality of education, the Federal Democratic Republic of Ethiopian Government (FDREG) set a new education and training policy. The policy consists of specific and general objectives of education, areas of special concentration, prioritized actions and overall plan. From prioritized actions one focuses on teacher training and professional development of teachers.

In Ethiopia, continuous professional development can be placed into two categories (MoE, 2009). These are updating and upgrading of teachers in CPD.

Updating: is a continuous process in which every professional teacher participates during his or her career as a teacher. It focuses on subject knowledge and pedagogy to improve classroom practice.

Upgrading: is the process, by which teachers can choose to participate in additional study outside their regular work as teachers at appropriate times in their career, e.g., progressing from Certificate to Diploma, Diploma to first Degree, first Degree to Master's Degree and so on.

The plan set for staff development includes introduction of relevant pre-service and in-service teacher training and development for professional competence. To this effect short-term training such as workshops for teaching and learning in higher education and diploma programs for teacher certification are being implemented. To facilitate implementation of the policy in the area of teacher education, a task force was formed to study the problems. The duty of the Task Force was to explore the quality and effectiveness of the teacher education system. The Ethiopian Teacher Education System Overhaul (ETESO) has emerged based on the teacher development programs including school based CPD, stated in the new Education and Training Policy (TESO Task Force, 2002).

This day's, as stated by MoE (2007), in the strategy of Teachers' Development Program of the Ethiopian education system, the need to enhance school-based CPD is the focus of the ongoing education system. Accordingly, professional development emphasizes the improvement of profiles of teachers, principals and school supervisors to go hand in hand with the vision, mission, goals, curriculum development and renewal of career development. The Teachers' Development Program guideline further targets at sustainable standards of teachers' professional growth through the improvements of teachers quality, assuring teachers' motivation, encouraging action researches and collaborative studies, quality teacher education, continuous in-service short term trainings and experience sharing to add to the overall goal of achieving quality education.

Regarding to CPD program, different researches were conducted by different scholars at different times. The researchers stated different level of implementation, awareness, benefits, strengths and weaknesses of CPD in Ethiopian context. Some of their findings were discussed below. Hailesellasie (2004) in his study found out that, available CPD opportunities did not involve majority of teachers in primary schools; provision of CPD opportunities was from outside the school plant. The prime responsible bodies in the educational leadership were not discharging their responsibilities in this respect. Whereas, there was fertile ground for the implementation of CPD program; teachers had awareness on CPD and also had positive attitude towards the program.

Gizaw (2006) indicated that, there was experience sharing among departments in the school and also with neighboring schools; teachers practiced mutual classroom observation, workshops (in-

staff trainings) are common; teachers engaged themselves in the school pedagogical centers' work; there were monthly meetings and departmental discussion but teachers did not do action research at all.

Zenebe (2007) also concluded that there were problems in assigning professional leaders in the schools to manage CPD program of teachers. Another researcher Afework (2007) established that, there was lack of awareness on the importance and benefit of CPD program and there were no systematic mechanisms of addressing the major problems of the program. He also indicated that teachers and principals got involved in monitoring and evaluating the program.

Yihunie (2008) in his study indicated the following findings: teachers believed the program helps to improve their competence, but they did not believe it will make them remain in the profession. In addition to this, Aga (2009) argued that CPD improves classroom management, sprits of collegial work, transparency among staffs, professional relation, which are the ways to have quality of education.

Similarly, Melkie (2010) also found out the followings: majority of teachers knew the purposes of teachers' CPD and perceive the program positively. The facilitators and mentors did not get any training on how to support teachers in planning, guiding, preparing portfolios, providing immediate feedback, the support given by the different organizations to implement CPD at school level is limited, etc. Adding to this, Hussein (2011) pointed out that, teachers' motivation for and involvement in professional learning activities was very low. He added that, the few teachers' professional activities were: private readings, joint lesson planning, peer observation, and some form of educational discussions.

Abebe (2012) in his study also pointed out the following findings: majority of teachers positively perceived CPD as a life-long learning process; a means to improve their subject instructional knowledge; a support to make their work life better; helps to develop self-confidence; a means developing their teaching skills; improves their teaching methods. He also stated that majority of teachers argued that, there was no follow up system on the implementation of CPD in schools; there was no follow up which is carried out by the school administration and school CPD committee. Similarly, Chemir (2013) confirmed that both teachers and school leaders perceived CPD as a means to improve the subject and instructional knowledge but the

implementation of CPD program is not linked with schools wide efforts, to career structure, and the teachers' performance in the classroom and subject content.

Ashebir (2014) The findings indicated that the extent to which teachers engagement in professional development activities such as mentoring, portfolio development, conducting action research, facilitating group discussions and peer observations, and evaluating the overall successes and failures of the implementation processes were inadequately implemented. Zeyneba (2014) indicated that CPD had positive impacts in improving classroom activities, improving teachers' knowledge, skill and attitude. It also show that CPD program implementation in primary schools was largely based on experience sharing in schools among colleagues while there were very much limited trainings for teachers from external bodies and the supports, including incentives, provided to teachers were not also sufficient to implement the program effectively.

2.8 Models of CPD

Continuous professional development models are the processes and activities that are intended to provide professional development to teachers. Though, different writers offer various types of CPD starting from their own assumptions and give their own focus, the researcher is based on the models suggested by many authorities as, „organizational partnership“ models and „small group or individual models. “Organizational partnership “models involve „inter- institutional partnership“, whereas small group porin dividable“ models focus on smellers cal little,(1992),MOE(2009).

The „organizational partnership“ models rely on the professional development formally carried out though organizations. The organizational partnership models include professional development school, university school partnership, school networks and distance education models. Professional development schools are partnership between teachers, administrators and university members created to improve teaching and learning on the part of their respective students, to exercise and unit educational theory and practices (Villegas-Reimer, 2003). Even though, the professional development schools model has variations from setting to settings, all of the models share common goal of producing professional development experiences for both pre-

service and in-service teachers in school settings. University school partnership is networks that connect practitioners and institutions of higher education (Hailu, 2013).

School networks bring teachers together to address their problems they encountered in the work, and promote their own professional development individually or in groups. Distance education is another organizational partnership model. This involves different programs transmitted through different means such as radio, television and electronic communications, written and recorded materials (Hailu, 2013).

As researcher observation, the Ethiopian CPD models are Small group or individual models

CPD. Small group or individual models involve various alternative models including collegial development, observation of excellent practices, portfolio, action research, mentoring, peer observation, team teaching and the like In Ethiopia context, the models that are adopted to be employed.

2.9 Conceptual Frame work

The concept of continuous professional development emanates from understanding that reflection on self-practices and collaboration are essential to improve competence and bring quality in education. Teachers and schools are responsible for student learning. Knowledge does not transfer from outsiders; it is to develop through collaborative discussions, application and reflection in accordance with local realities (Sparks and Hirsh, 1997). Teacher continuous professional development has its own specific and general purposes to achieve educational goals at global, national, and local levels (Yitayew, 2013). In this regard, as MoE,(2009) CPD framework document explained, CPD is a continuous process of enhancing personal growth in order to improve the capability and realize the full potential of teachers at school. This can be achieved by obtaining and developing a wide range of knowledge, skills, and experience which are not normally acquired during initial training or routine work, and which together develop and maintain competence to practice (Getachew G., 2014).

According to ESDP V (2015/16 to 2019/20), of Ministry of education document the CPD program is mentioned under Section of priority need and there is strategies and targeted program of CPD. The objectives for ESDP V included:

A. Under strategy of Professional development: mentoring, training and on-the-job support these are the target to be achieved in the program;-

B. The share of woreda officials to have benefitted from professional training, related to their area of work increases to 50%.

Even though the MoE prepared different toolkit, Guidelines and different strategies to be effective in Teachers CPD program, the results of evaluation confirmed that a discrepancy between the program's expectations and the real practice outcomes.

Generally, in order to fill the gap between expected out come and what is really practically exercised in the ground level, the input must have the framework which is clear and easy to understood for implementation and properly managed and good collaboration with different stakeholders, in the process stage if teachers commitment and performance will be exercised in a good manner then the output which is the student academic achievement will be achieved.

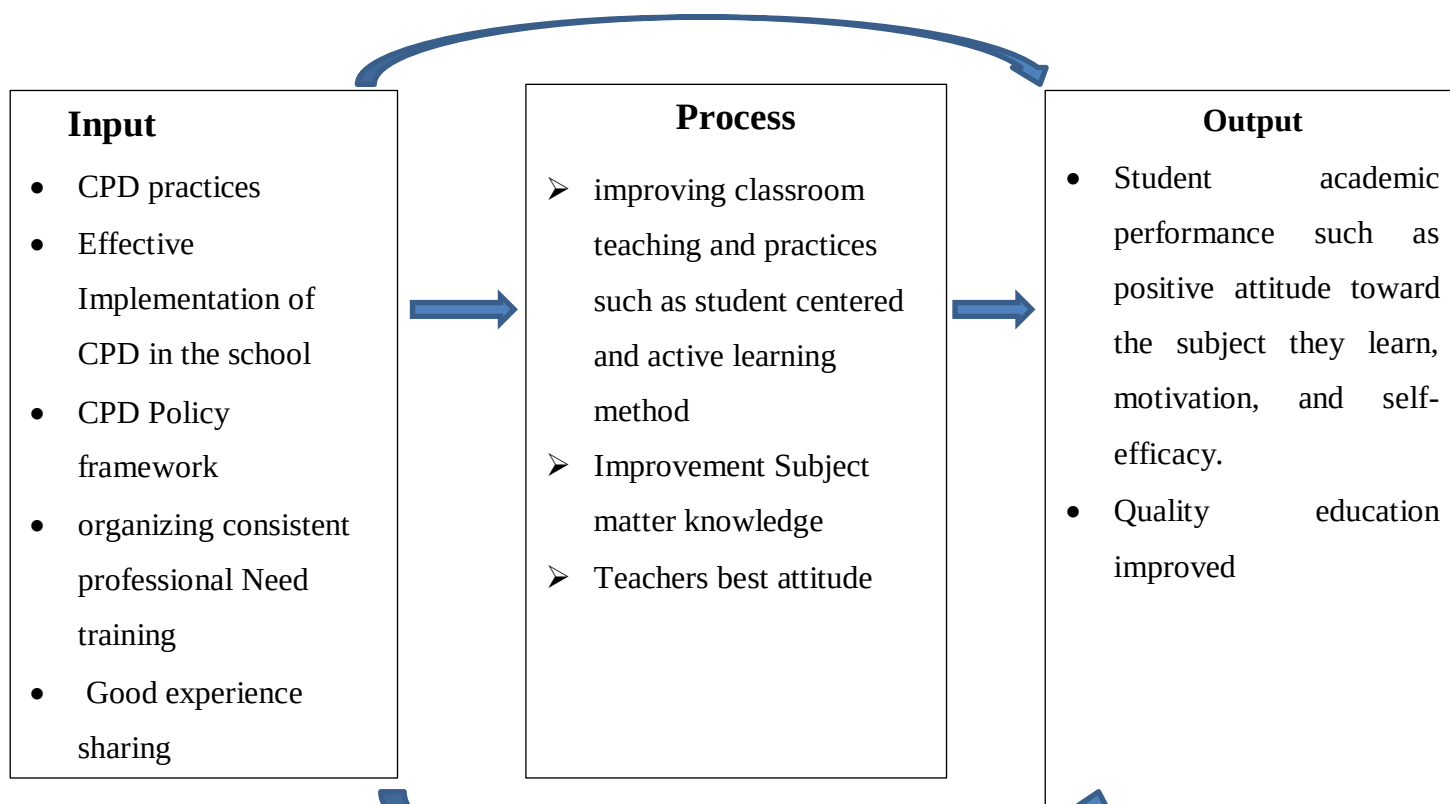


Fig2.2:-CPD conceptual frame work adapted by research.

CHAPTER THREE

3 RESEARCH DESIGN AND METHODOLOGY

This chapter outlines the methodology on how data and information relevant to the research were gathered and analyzed in order to achieve the objectives of the study. It discusses the description of study procedures and the methods employed in the study. Essential points of the study covered in this chapter include the research approach and design, sampling and sampling techniques, population and sampling procedures, sources of data, instruments of data collection, methods of data analysis, validation of the questionnaire, its reliability and ethical consideration.

3.1 Research Approach

This study used mixed methods approach that is both quantitative and qualitative method dominated by quantitative method (QUAN-QUAL) because quantitative research method is a research method in which specific and narrow research questions, ask to obtain measurable and observable data on variables, data collected quantitatively and analyzed by mathematical procedures, called statistics (John W.C reswell, 2012, Planning, Conducting, and Evaluating Quantitative and Qualitative Research.)

3.2 Research Design

This study used convergent parallel design which involved taking quantitative and qualitative data collection and analysis in parallel way and comparing or relating the two and then interpreting them.

3.3 Research population

The study was held in yeka sub city primary schools. The total populations of this study were all YSC government primary school teachers, principals and supervisors. In Addis Ababa City Administration Education Bureau in YSC there are 31 government primary schools (GPSs). Among these GPSs, the researcher was going to select 5 sample schools using the simple random sampling technique. The 5 government primary schools was selected for the study are kokebe tsibah, Lielt zenebework, Nigat kokeb Ethiopia Andinet and Wotatoch genet pre- primary,

primary and middle school. The sum of teachers in the 5 sampled GPSs in YSC the total population of the study were the sum of the selected YSC government primary school 350 teachers, 15 principals, 5 school supervisors. So, the total populations of the study were 370 respondents.

Table 3.1: Total population in each selected school departments

No	Selected schools	Departments	Total Number of employee (populations)
1	kokebe tsibah	Teachers	109
		Principals	4
2	Lielt zenebework	Teachers	71
		Principals	3
3	Nigat kokeb	Teachers	58
		Principals	3
4	Ethiopia Andinet	Teachers	64
		Principals	3
5	Wotatoch genet	Teachers	48
		Principals	2
5 schools		Cluster Supervisors	5
Total Number of Department		Teachers	350
		Principals	15
		Cluster Supervisors	5
Total Number of population			370

Source: Summarized from the schools, HRM. Office, 2024

3.4 Sampling and sampling techniques

Different types of sampling techniques were employed to select the representation of the study. kokebe tsibah, Lielt zenebework, Nigat kokeb Ethiopia Andinet and Wotatoch genet pre-primary, primary and middle Schools were selected for this study by using simple random

sampling technique of lottery method with the belief that it gives that equal chance for the schools to be involved in the study. From 15 school principals 5 of them were included in the study purposively due to the role they have in relating to the job.

On the top of this, 5 supervisors were selected for the study from the sample schools by using available sampling technique since they are low in number. Furthermore, the total number of teachers working in the sample school was 350 and out of this entire population 187 teachers were selected by using stratified random sampling based on their service year for the investigation so as to get the representative of the unit, due to the large population of the sample. The sample of the teachers was selected by (yeman,) (1967) sample size determination formula the following number of samples was drawn amongst the sampled schools.

$$n = \frac{N}{1 + N(e)^2}$$

Where, n= sample size,

N=Total Number of Population (370),

e=Sampling Error (95% or 0.05 P-value).

Therefore, the samples can be calculated as:

$$n = \frac{370}{1 + 370(0.05)^2} = \frac{370}{1 + 370(0.0025)} = \frac{370}{1 + 0.925} = \frac{370}{1.9255}$$

n=192 samples.

Accordingly 187(94.59%) of teachers were selected by stratified random sampling technique. The stratified-random sampling technique was used where the population quantity is large. As nature of the population is relatively homogeneous, this amount is believed to be representative.

Table 3.2.Summary of Population, Sample, and Sampling techniques

<u>N_o</u>	Respondents	Population	Samples	Sampling techniques	Instruments used
1	Teachers	350	187	Stratified Random Sampling	Questionnaires
2	Principals	15	5	Purposive	Interview
3	School supervisors	5	5	Available sampling technique	Interview
Total		370	192		

Notices: *N_o* =number, % =percent

Source of Data

The sources of data for this research were both primary and secondary sources. The primary sources were teachers, school principals and cluster supervisors. The secondary sources were school records or documents consisting of CPD plans, action researches, feedback documents and CPD action reports.

3.5 Data collection instruments

The data collection tools that were used in this study were questionnaires and interview for primary sources of data and document analysis for secondary source.

3.5.1 Questionnaire

Questionnaires are written forms that ask exact questions of all individuals in the sample group, and which respondents can answer at their own convenience (Gall et al., 2007).The questionnaire is the most widely used type of instrument in education. The data provided by questionnaires can be more easily analyzed and interpreted than the data obtained from verbal responses.

Questionnaires give better uniformity across measurement situations rather than interviews. Each participant responds to accurately the same questions because standard directions are set to the respondents. Questionnaire plan is relatively easy (Haines, 2007). Questionnaires are supposed to be better to get great amount of data from large number of respondents in a relatively shorter time with smallest quantity of cost.

Hence, questionnaires were prepared in English Language and administered to all teacher participants with the supposition that they can understand the language. The questionnaire was consisting of two parts. The first part deals with the general background of the participants. The second part was containing the total number of closed ended question items that pertain to the basic questions of the study.

A questionnaire was prepared by the researcher to collect information from teachers and filled the questionnaires because the researcher believed that they are rich the information required to accomplish the research.

3.5.2 Interview

An interview is the verbal questions asked by the interviewer and verbal responses provided by the interviewee (Gall et al., 2007). For this study, Semi-structured interview questions were prepared in English Language for schools principals, cluster supervisors, to gather more information. The reason using semi-structured interview is its advantage of flexibility in which new questions were forwarded during the interview based on the responses of the interviewee.

The interview questions were discussed with the interviewee in Amharic Language to reduce communication barriers and to get more information. The purpose of the interview was to get evidences and to gather more information that may not be easily held by the questionnaires.

3.5.3 Document Analysis

In addition to questionnaire and interview, the researcher used the document as secondary sources of data collection and the document analysis was used to enrich the information about the issue under study. CPD manuals, CPD activity reports, guide lines and teachers' portfolios and all CPD plan documents were analyzed.

3.6 DATA COLLECTION PROCEDURES

The researcher used a series of data gathering procedures. The data was gathered by using questionnaire, interview, and document analysis. After the data gathering tools were developed, pilot test was carried out in Kokebe tsibah primary School, other than the target population to test validity and reliability of the instruments. This helped the researcher to check whether or not the items are clear and understandable by the respondents.

After this the respondents identified, i.e. the teachers, principals, supervisors. Teachers in each school were invited by the respective principals for an orientation. A briefing on how to fill the questionnaire was then given by the researcher and the questionnaires were immediately distributed to the respondents in each school. After the respondents completed filling their responses to the questions, the duly completed questionnaires were collected by the researcher. The second type of the data gathering tool was the interview. The school principals and supervisor in each school was called. Then orientation was similarly given by the researcher on how to give response to each interview questions.

Finally all the respondents were interviewed by the researcher and then their response was recorded on sheets of paper. The third data gathering tool was the document analysis. The data gathering from documents of each school was conducted by the researcher using the checklist. Then the researcher compiled the data found from each school.

3.7 Pilot test

Pilot study was conducted prior to the final administration of the questionnaires to all respondents. The pilot test was conducted to protect the truthfulness of the instruments with the objective of assessment whether or not the items enclosed in the instruments enable the

researcher to gather relevant and valid information. Besides, the purpose of pilot testing was to make necessary changes so as to correct confusing questions. Kokebe tsibah primary School was taken through purposive sampling technique to fill the questionnaires. The school principal and supervisor were purposively taken to be interviewed. Then, the prepared questionnaires were spread for the sample subjects for the pilot study. Therefore, the 30 teachers of Kokebe tsibah primary School filled the Questionnaires. The end result of the pilot testing was consulted with advisors before the delivery of data gathering tools. Then, the final questionnaires were spread to all participants in the sample.

The result of the pilot testing was statistically computed by the SPSS 27.0 program. The Cronbach's Alpha Model was used for analysis the data. Based on the pilot test, the reliability coefficient of the instrument was found to be 0. 906 (90.6%) and, hence, was taken to be reliable. That is the instrument was found to be reliable as statistical literature recommend a test result of 0.65 (65% reliability) and above as reliable (George &Mallery, 2003). The table below indicates the computed reliability coefficient of the pilot study.

Table 3.3- Reliability Coefficient of the Practices and Challenges of School Based CPD

No	Major categories of practices and challenges	Reliability coefficient
1	Items related to the CPD activities	0.869
2	Items linked to teachers' understanding of the concept of school CPD	0.933
3	Items Related to the functions /responsibility/ of principals	0.816
4	Cluster supervisors support for the actions of CPD	0.831
5	Challenges of CPD implementation	0.763
Average reliability Coefficient		

3.8 Reliability and Validity of the instruments

3.8.1 Reliability

To check the appropriateness of the items, pilot test was conducted in Kokebe tsibah primary School which was not included in the sample study. A pilot study was conducted as a preliminary step to avoid errors. Its main objective is to detect possible weakness related to ambiguity due to poor morphological formulation and enable the researcher to make the necessary corrections and adjustments. To this end, the draft questionnaire was administered to 30 randomly selected teachers of Kokebe tsibah primary School. After the questionnaires filled and returned, the reliability of items were measured by using Cronbach's alpha method with the help of SPSS version 27.

This show that the questionnaire designed for teacher has got reliable. According to Cohen, et.al (2005) it is possible to use instruments with reliability coefficient of 0.7 and above. As suggested by Cronbach's (2011) the realizably coefficients between 0.70-0.90 are generally found to be internally consistent. The researcher found the coefficient of Alpha to be 0.906, which is regard as strong. Supporting this idea George and Maller (2003) suggested that the Chromach's alpha results >0.9 excellent, 0.8 good, 0.7 acceptable, < 0.6 questionable, 0.5 poor.

Table 3.4: Result of Chrombach's Alpha distribution

		N	%	Chrombach's Alpha	No. items
Case	Valid	30	100	0.906	28
	Excluded	0	0		
	Total	12	100		

3.8.2 Validity

Validity is the development of sound evidence to demonstrate that the test interpretation matches its proposed use (AERA, APA, NCME, 1999). To ensure validity of the instruments a pilot test was carried out to avoid possible errors that might occur during data collection.

3.9 Methods of data analysis

Data was coded and entered into a computer to facilitate conditions for summarizing, retrieving, analyzing, and interpreting the meaning of the data codes easily. Data were arranged in their homogeneity, Statistical procedure was determined by the type of measurement scales characterizing the variables under study. Accordingly, the data was processed using the statistical package SPSS 27.0 for windows, using descriptive and inferential statistics on the basis of their appropriateness for answering the research questions.

Frequencies, percentages, and mean scores were used to summarize respondents' opinions on teacher continuous professional development; teachers' participation in different areas of CPD activities; achievements of CPD experiences and challenges to participation in CPD activities. Similarly, the data collected from the documents and semi-structured interview, items were analyzed qualitatively. The written notes of interview were transcribed; categorized and compiled together into theme and translated into English. The result of document analysis were summarized and organized into related categories. Analysis and interpretations were made on the basis of the questionnaires, interviews, and document analysis.

3.10 Ethical Considerations

Having letters of permission from Federal Technical and vocational institute for selected primary schools and clearly introduce about the purpose of the study. The researcher went Kokebe Tsibah primary school and introduced his objectives to all participants for pilot study.

At the end of all aspects related to pilot test, the researcher contacts the 4 school principals for permission. In addition the school principals also introduced the researcher to the teachers. Moreover, the questionnaire and interview questions played an important role containing an opening introductory letters requesting the respondents' cooperation in providing the required information for the study. Based on these ethical research rules and regulations the data

collection work was accomplished without any difficulties. Finally, I made a short meeting with the sampled school principals, supervisors and teachers in each school to express my thanks and I wrote thanks letter to the three schools.

CHAPTER FOUR

4 PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This section attempts to present the analysis and interpretation of data collected through questionnaires, interviews and document analysis. The quantitative as well as qualitative data were integrated in this chapter. The qualitative data were used as complementary to the quantitative data. Therefore, the qualitative data includes the data collected through interviews, and document analysis; whereas, the quantitative data includes the data which were collected through questionnaires. Questionnaires were prepared and administered for 192 teachers. On the other hand interview questions were prepared and administered for 5 school principals (1 from each school) and 5 cluster supervisors. Therefore, from the total number of questionnaires distributed to teachers 183 (94.79%) completed and returned; but, 9 questionnaires (5.21%) were not returned. In addition to this, it was planned to make interview with 5 school principals and 5 cluster supervisors. From these, 1(16.6%) of school principals and 1(16.6%) cluster supervisors were not interviewed due to their absence in the working place. In document analysis, all written and reported materials about CPD, the duration of training, teachers portfolio record, feedback files, meeting and minute's on the issues of CPD, evaluation of training, and school teachers' annual plans for CPD training were checked and analyzed.

Finally, the collected data through close ended questionnaires, interview and document analysis were organized according to their similarities and appropriateness. To analyze the qualitative data collected through interviews the codes were given as follows: the interviewees coded as I1, I2, and I3.....I5 which designates interviewee one, two, and three ... five respectively. Accordingly, this chapter includes two major parts. The first part indicates general Characteristics of the respondents and the second part deals with the presentation, analysis and interpretation of the data.

4.1 The background information of the Respondents

A total of 192 respondent from school teachers, leaders and supervisors participated in this study. From the total respondents 183 were school teachers, 5 were school leaders/principals/, and 5

were school supervisors. Therefore, the total sample size of this study was 192. For the details of the data see table 4.1 below.

Table 4.1: the characteristics of the Respondents

	Items	Category	Respondents'					
			Teachers		principals		supervisors	
1	Sex/Gender/		Freq	%	Freq	%	Freq	%
		Male	91	49.7	5	20	-	-
		Female	92	50.3	-	-	5	100
		Total	183	100.0	5	20	5	100
2	Level of education	Certificate	0	0	-	-	-	-
		Diploma	37	20.2	-	-	-	-
		Bachelor's Degree	132	72.1	5	20	3	60
		Master's Degree	14	7.7	-	-	2	40
		Other (please specify)	-	-	-	-	-	-
		Total	183	100.0	5	20	5	100
3		Less than 1 year	5	2.7	-	-	-	-

	Year of work experience in teaching	1-5 years	114	62.3	-	-	-	-
		6-10 years	16	8.7	4	80	2	40
		11-15 years	14	7.7	1	20	2	40
		above 15 years	34	18.6	-	-	1	20
		Total	183	100.0	5	100	5	100
4	Pedagogical background	Education	122	66.7	5	100	5	100
		Applied	61	33.3	-	-	-	-
Total			183	100.0	5	100	5	100

Notices: *Freq* = frequency /number of respondents/

Sources: *Field Survey, 2024*

As shown in table 4.1 item 1, 91(49.7%) were male teachers and 92(50.3%) were female teachers, 5(100%) school principals all were male and 5 (100%) all were female school supervisors. In this regard, from the total of 187 respondents, 96(51.06%) were males; whereas only 92(48.94%) of them were females. This shows that women's and males participation was almost the same in teaching at primary schools and no woman was assigned as school principals.

On the other hand Item 2 of table 4.1 shows that the level of educational qualification of the respondents indicated that, 7(18.9) teachers were Diploma holders, 30(80) were first degree holders and no respondents was MA/MSc holder. Regarding school principals, all 3(60%) were first degree holders, 2(40) supervisors were first degree holders.

In terms of years of work experience of the teacher respondents, as indicated in table 4.1 items 3, 8(22%) of teachers were from 0-5, 22(14.0%) of teachers have 6-10 year experience, 27 (17.1%) of teachers have 11-15 year experience, 26 (16.0% of teachers have 16-20 year experience) and **60(38.0%)** of teachers had above 21 year experiences. This shows that the schools have many

experienced teachers with qualification. In addition to this it is important to point out that having experienced teaching staff creates effective school environment to practice and implement induction program to professionalize the new employed teachers.

Moreover, supervisors had the work experience of 10 up to 15 year of service, while the majority of principals have 1-5 year experience; this indicates they were less experienced in leadership position and lack of experience to implement CPD activities effectively in the schools. But, literature supports that principals are considered as a leader having the responsibility to assist teachers, particularly new and inexperienced teachers in developing and achieving educational objectives in line with the needs of the schools (Steyn&Vanniekerk, 2002).

4.2 Analysis and Interpretation of Variables

4.2.1 The extent to which CPD activities practicing in the primary school levels

This section deals with items to measure the extent to which CPD activities practicing in the primary school levels of the study area. Each item was analyzed based on the data obtained through questionnaires responded by teachers further backed by the data obtained from interview and document analysis.

With regard to this, in order to assess the practice and challenges' of teachers' continuous professional development (CPD) in primary schools yeka sub-city Addis Ababa.

Based on this, questionnaire was prepared to secure enough information from multiple sources, principals, teachers and supervisors. Hence to assess the practice and challenges' of teachers' continuous professional development (CPD) in primary schools yeka sub-city, Likert type items were forwarded to the respondents. The items were rated on 5 points frequency indicators (strongly agree = 5, Agree =4, Undecided =3, Disagree =2, strongly disagree =1). Besides, data from interviews, and document analysis were triangulated to validate the findings.

Mean scores were calculated from the responses. For the purpose of easy analysis and interpretation, the mean values of each item and dimension were interpreted as follows.

The practices of CPD with a mean value of 1.00 -1.49 as strongly disagree, 1.52 - 2.49 = disagree, 2.5 - 3.49 = undecided, 3.5 - 4.49 = Agree and 4.5 - 5.0 = strongly agree. Accordingly, the six items were interpreted as indicated in the table below.

Table 4.2: Response on Items related to the CPD activities

No	Items	Responses										mean
	Items related to the cpd activities	SA		A		UD		DA		SDA		
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
2.1	I regularly involving in the selection of the school CPD priorities	30	16.4	62	33.9	39	21.3	52	28.4	0	0	3.38
2.2	Seminars are a common form of CPD in my school.	28	15.3	114	62.3	15	8.2	23	12.6	3	1.6	3.77
2.3.	The school CPD need priorities are clearly identified	17	9.3	58	31.7	74	40.4	34	18.6	0	0	3.32

2.4	The established CPD committee properly function in the school	37	20.2	70	38.3	42	23.0	27	14.8	7	3.8	3.56
2.5	the efforts of cluster supervisors to provide professional support for teachers on the actions of CPD is better	22	12.0	88	48.1	16	8.7	41	22.4	16	8.7	3.32
2.6	I have organized portfolio by recording all CPD documents.	66	36.1	56	30.6	24	13.1	31	16.9	6	3.3	3.79
Average mean												3.52

Notices: (1.00 -1.49) = strongly disagree; (1.50 - 2.49) = disagree; (2.50 - 3.49) = undecided; (3.50 - 4.49) = Agree and (4.50 - 5.0) = strongly agree.

Sources: Field Survey, 2024

As indicated in item 2.1 of table 4.2, the total of 183 (94.79%), with 30(16.4%) and 75(46.4%) strong agreement and agreement respectively whereas 0(0%) and 52(28.4%) respondents showed their strongly disagree and disagreement respectively. On the other hand, 39(21.3%) respondents failed to make decisions. As stated in the table the mean of the item is 3.38, within the scope of middle level selection of the school CPD.

This implies that the participation of teachers in the selection of the school CPD priorities is in the medium level of support in primary Schools of yeka sub city. From the data it can be stated that the attempt of teachers to regularly involving in the selection of the school CPD priorities was medium inadequate and got little attention.

In response to item 2.2 of table 4.2, 3(1.6%) respondents showed strong disagreement whereas 23(12.6%) disagreed on the Seminars are a common form of CPD in my school. However, 28(15.3%) respondents strongly agreed and 114(62.3%) agreed on the implementation of mentoring activity. But 15(8.2%) respondents did not make decision. As stated in the table the mean of the item is 3.37, within the scope of medium level of practice. Hence it is possible to recognize that teachers were less involved in participating seminars were a common form of CPD in primary schools.

With responding item 2.3 of table 4.3, Teachers were asked to respond the school CPD need priorities are clearly identified. To this 34(18.6%) showed disagreement, whereas 17 (9.3%) and 58(31.7%) teachers strongly agreed and agreed respectively. And 74 (40.4%) respondents didn't make decisions.

In response to item 2.4 of the same table 7(3.8%) and 27(14.8%) respondents responded that they strongly disagree and disagree respectively whereas 37(20.2%) and 70(38.3%) respondents strongly agreed and agreed respectively. 42(23.0%) respondents, however, couldn't make decisions.

The mean score of the item is 3.56 which show medium level of establishing CPD committee properly function in the school .Thus, the established CPD committee properly function in the school CPD practices was insufficient.

As depicted in item 2.5 of same table 16(8.7%) and 41(22.4%) respondents showed their strong disagreement and disagreement respectively as to the efforts of cluster supervisors to provide professional support for teachers on the actions of CPD is better. 22(12.0%) and 88(48.1%) teachers strongly agreed and agreed respectively whereas 16(8.7%) confused to make decisions. The mean score of the item is 3.32 which show medium level of to provide professional support for teachers on the actions of CPD activities by cluster supervisors.

In response to the last item of the same table depicts that 6(3.3%) and 31(16.9%) respondents replied that they strongly disagree and disagree respectively with regard to organizing all CPD documents for the task of portfolio. 66(36.1) and 56(30.6%) showed strong agreement and agreement respectively. Yet 24(13.1%) failed to decide on the item. The mean score of the item is 3.79 which show high level of organized portfolio and recording CPD documents for CPD activities.

In addition the data gathered through document review indicates that there are no well-organized teachers' portfolios in the study area. Similarly one of the supervisors reported that:

"...There is variability in the implementation and there is low attention among the teachers on the benefits related to maintaining own portfolio. Replied, there seems to be lack of clear awareness on the objective and process to maintain portfolios. Teachers felt that maintaining portfolio has had little value or importance to them and they admitted that they lacked knowledge and skills needed to document their portfolio."

However, regarding this ongoing professional development efforts, as recent phenomena in Ethiopia, have been introduced as an essential tool to enhancing the objectives of educational mission (MoE, 2003). Professional Portfolio is a guide for the type of information and evidence collected for feedback and planning (Desalegn, n.d.). Not with standing this, evidences drawn from interviewee' informants revealed that portfolio experiences have received relatively insufficient attention.

From the interview conducted with cluster supervisor on how CPD structured in the primary schools level their response described that:

“.....The assigned CPD Committees to coordinate the CPD program at primary schools levels was established but there were a gap in applying their role properly as it was stated in guide line. The committees by themselves do not have awareness about what to do and what not to do. They did not get enough training. The issue of CPD program is only active on Toolkit. Practically, nothing was changed as a result of the CPD program. Additionally, the culture of monitoring the implementation CPD and giving timely constructive feedback on time is insufficient and Lacks consistency.(school principals 1, March 05, 2024). This implies that the monitoring and evaluation of CPD activities were not effective enough at school level. It didn't move beyond talk.....”

From the document analysis, it was observed that

[CPD committees were established in the schools [they know their role but they did not perform activities of organizing and supporting CPD as required. There were less attention given to CPD program in the schools, there were no Feedback or support or comment written on teachers CPD portfolio by school leaders ,or supervisors, except vice principal signature which was done to check to know whether teacher prepare their CPD annual plan or not . Although, there were no budget allocated in the title of CPD program in all schools; only two schools give refreshment training on CPD program for their teachers to clarify how to prepare their annual CPD plan and this also indicate that the commitment of school principal for half day once annually .]

From this one can recognize that school based continuous professional development assisted by schools CPD facilitators at enhancing teachers competence was found to be unsatisfactory. Generally from analyzed data it was concluded that budget allocation, support given by cluster supervisor and school principals were below expected level which need more attention from concerned bodies. Teachers CPD documents such as CPD annual reports were less structurally organized in selected primary schools and there was no consistency in supporting CPD Program in the schools.

4.2.2 Perceptions of school leaders and teachers on the CPD program

According to Landt (2002) CPD is effective only when teacher learning occurs in an authentic way through teachers' active engagement, participation and collaboration. The literature

describes that school leaders and teachers have different perceptions/understanding/ on the CPD and their participation. If teachers and school leaders perceive CPD program positively, it will create suitable situation for CPD training. Table 4.3 below indicates a summary of respondents' view on the perceptions of school leaders and teachers on the CPD program.

Table 4.3: Response on Items related to teachers Perceptions and views on CPD

No	Items	Responses										mean
	Items related to teachers Perceptions and views on CPD	SA		A		UD		DA		SDA		
		Fr eq	%	Fre q	%	Fre q	%	Fre q	%	Fre q	%	3.99
3.1	CPD is a means to improve the subject and instructional knowledge	76	41.5	66	36.1	16	8.7	13	7.1	12	6.6	3.86
3.2	CPD can help me to use a variety of teaching methods	50	27.3	79	43.2	39	21.3	9	4.9	6	3.3	3.17
3.3	I understand the goals and	34	18.6	37	20.2	51	27.9	48	26.2	13	7.1	3.67

	objectives of CPD in our school.											
3.4	CPD activities align with improving my teaching skills.	35	19. 1	85	46. 4	36	19. 7	21	11. 5	6	3. 3	2.95
3.5	The purpose of CPD is clearly communicat ed to all teachers.	20	10. 9	44	24. 0	38	20. 8	69	37. 7	12	6. 6	
Average mean												3.53

Notices: (1.00 -1.49) = strongly disagree; (1.50 - 2.49) = disagree; (2.50 - 3.49) = undecided; (3.50 - 4.49) = Agree and (4.50 - 5.0) = strongly agree.

Sources: Field Survey, 2024

As it can be seen from table 4.3 item 3.1, respondents were asked to give their opinion on whether CPD is a means to improve the subject and instructional knowledge. From the total respondents 12(6.6%) and 13(7.1) % respondents showed their strong disagreement and disagreement respectively whereas 76(41.5%) and 66 (36.1%) respondents showed their strong agreement and agreement respectively. Yet 16(8.7%) respondents failed to make decisions. As indicated in the table the mean score is 3.86 which is in the range of high level. This implies that the understanding of teachers about CPD is a means to improve the subject and instructional knowledge was high and it was not adequate enough.

In response of item 3.2 of the same table, the focus was to know whether or not CPD can help to use a variety of teaching methods . In their response 6(3.3%) and 9(4.9%) respondents showed strong disagreement and disagreement respectively. However, 50(27.3%) and 79(43.2%) respondent showed their strong agreement and agreement respectively. Yet 39(21.3%) respondents refused to make decision.

The mean score of teachers' response is 3.17 which are in the scope of medium level. This shows that the teachers understand CPD can help to use a variety of teaching methods was insufficient.

While responding to item 3.3 of table 4.3, 13(7.1%) and 48(26.2%) respondents showed their strong disagreement and disagreement respectively with the understand the goals and objectives of CPD primary school teachers. On the other hand, 34(18.6%) and 37(20.2%) respondents were strongly agreed and agreed respectively. Yet 51(27.9%) respondents failed to make decisions. The mean score of teachers' response is 3.67 which are in the scope of high level. This shows that the primary school teachers understand goals and objectives of CPD were high.

In response of item 3.4 of the same table, the focus was to know whether or not CPD activities align with improving teaching skills. In their response 6(3.3%) and 21(11.5%) respondents showed strong disagreement and disagreement respectively. However, 35(19.1%) and 85(46.4%) respondent showed their strong agreement and agreement respectively. Yet 36(19.7%) respondents refused to make decision. The mean score of teachers' response is 2.95 which are in the scope of medium level. This shows that the teachers understanding CPD activities align with improving my teaching skills was medium level which is insufficient.

With regard to item 3.5 of the same table 12(6.6%) and 69(37.7%) respondents showed their strong disagreement and disagreement respectively. On the other hand 20(10.5%) and 44(24.0%) respondents showed their strong agreement and agreement respectively. Yet 38(20.8%) respondents neutral to make decision. This shows that there is a significant perception that the purpose of CPD was not clearly communicated to all teachers, with a large percentage disagreeing or strongly disagreeing. This finding underscores the importance of improving communication strategies regarding CPD objectives and benefits. The average mean score across all items is 3.53, indicating a generally positive perception of CPD among teachers, but with notable variations in specific areas.

In the interview session, the researcher asked the school principals to explain how they evaluated the implementation status and the effectiveness of CPD program in the sampled schools. For instance, a principal replied as:

“...The CPD program was designed to update teachers’ skills and knowledge which result in the improvement of students’ achievement. But the students always complain due to lack of teachers’ teaching skills and subject matter knowledge. This indicates the CPD training did not attain its objectives. Therefore, there was no the effectiveness of the implementation of CPD program in the sampled schools...”

In addition, interview respondents (supervisors) across the schools purpose of CPD confirmed that:

“...Professional development activities helped teachers to develop awareness about teaching methods and continuous assessment techniques. Continuous assessment techniques and teaching methods are the area of teachers’ engagement in our schools. But there are limitations in the practical application of student-centered and active learning methods in classes.....”

In the same vein According to the Education and Training Policy (MoE, 1994) student centered-active learning and continuous assessment is part of the new educational thinking in the new education reform program. Similarly As it was indicated in the framework of Continuous Professional Development (CPD) for primary and secondary school teachers, leaders and supervisors in Ethiopia (MoE, 2009), the Education and Training Policy (ETP) set high standards for teachers and described new approach to education. At the heart of this new approach was the promotion of more active learning, problem solving, and student centered teaching methods.

4.2.3 The Support of School Principals on CPD Practices

It is obvious that enhancing teachers’ professional development is one of the most important tasks carried out in school by principals. Hence, teachers CPD must be on going and systematic and supported by the school principals. The principal therefore is responsible for helping teachers to grow and develop in their understanding of teaching and class room life in improving basic teaching skills and in expanding their knowledge. This part of analysis examined whether

principals effectively support teachers professional development activities in order to help teachers develop in their profession.

Table 4.4: Items Related to the functions /responsibility/ of principals

No	Items	Responses										me an
	Items	SA		A		UD		DA		SDA		
	Related to the functions /responsibilit y/ of principals	F r e q	%	Fr eq	%	F r e q	%	F r e q	%	F r e q	%	
4.1	The principal provided the necessary professional development trainings on the new CPD approach for me	31	16.9	62	33.9	71	38.8	19	10.4	0	0	3.57
4.2	The school principal encouraged me to participate in CPD trainings continuously	31	16.9	99	54.1	26	14.2	27	14.8	0	0	3.73
4.3	The school principal prepares	26	14.2	51	27.9	45	24.6	61	33.3	0	0	3.23

	short term training opportunities on my training needs.											
4.4	The school principal prepares discussion forums with other	30	16.4	60	32.8	60	32.8	33	18.0	0	0	3.48
4.5	The school principals ensures the allocation of the necessary budget, materials, time and place to effectively practice CPD	27	14.8	58	31.7	39	21.3	53	29.0	6	3.3	3.26
Average mean												3.45

Notices: (1.00 -1.49) = strongly disagree; (1.50 - 2.49) = disagree; (2.50 - 3.49) = undecided; (3.50 - 4.49) = Agree and (4.50 - 5.0) = strongly agree.

Sources: *Field Survey, 2024*

In response of item 4.1 of table 4.4, 0(0%) and 19(10.4%) respondents strongly disagreed and disagreed respectively. 31 (16.9%) and 66(33.9%) respondents should their strongly agreement and

agreement respectively. 71(38.8%) respondent could not make decision and the mean score of teachers' response was 3.57 which is in the scope of high level. This shows that the principal were provided the necessary professional development trainings on the new CPD approach for teachers in primary school of yeka sub-city.

In response of item 4.2 of the same table, the focus was to know whether or not primary schools principals encourage and support teacher through participate in CPD trainings continuously. In their response 0(0%) and 27(14.8%) respondents showed strong disagreement and disagreement respectively. However, 31(16.9%) and 99(54.1%) respondent showed their strong agreement and agreement respectively. Yet 26(14.2%) respondents refused to make decision and the mean score of teachers' response was 3.73 which are in the scope of high level. This shows that the school principal encouraged the teachers to participate in CPD trainings continuously in primary school of yeka sub city.

The target of item 4.3 of table 4.4 was to check the effort of school principals in preparing training opportunities based on training needs of teachers. Zero (0%) and 61(33.3%) respondents showed their strong disagreement and disagreement respectively. However, 26(14.2%) and 51(27.9%) respondents showed their strong agreement and agreement respectively. Yet, 45(24.6%) respondents refused to make decision and the mean score of teachers' response was 3.23 which is in the scope of medium level. This implies that school principals were insufficient attempting to prepare training opportunities at school level based on the training needs of teachers.

Item 4.4 of the same table investigated how much primary school principals were facilitating the preparation of discussion forums with other schools. With regard to this 0(0%) and 33(18.0%) respondents showed their strong disagreement and disagreement respectively. Whereas 30(16.4%) and 60(32.8%) respondents showed their strong agreement and agreement respectively. 60 (32.8%) respondents refused to make decisions. Thus primary school principals were said to be insufficiently facilitating the preparation of discussion forums with other schools in order to share exemplary CPD practices.

The objective of item 4.5 of the same table was to ask the respondents The school principals ensures the allocation of the necessary budget, materials, time and place to effectively practice

CPD Consequently 6(3.3) and 53(29.0%) respondents showed their strong disagreement and disagreement respectively whereas 27(14.8%) and 58(31.7%) respondents showed their strong agreement and agreement respectively. 53(29.0%) of the respondents were neutral and the mean score of teachers' response was 3.26 which is in the scope of medium level . This implies that school principals were not ensures the allocation of the necessary budget, materials, time and place to effectively practice CPD in primary school of yeka sub city.

In addition, interview respondents of cluster supervisor argued the following argument towards supports of the implementation of teachers' CPD as a professional development program.

“... in my view, school principals are not supporting and following up the program closely. So, teachers are not getting trainings, advices and encouragements. The budget allocated to the program is also not adequate. Above all, teachers' willingness to participate in the program is too low and almost all of them hate the program. Therefore, the major problems to run the program can be associated with budgetary, behavioral and leadership problems...”

4.2.4 The Support of Cluster Supervisor for the practice implementation of CPD

This part of the study displays the items with regard to the degree of support from cluster supervisors in the process of implementing CPD activities. Whatever attempts are made at the various levels, it is meaningless unless supervisory services or activities are provided for schools. Supervision plays a key role in the improvement of learning through enhancement of teachers' professional development (Sergiovanni, 1984). Hence, it is logical to assess the supportive function of cluster supervisors which is presented in the following table.

Table 4.5 Data results from the support of cluster supervisors

No	Items	Responses										mean
	Items Related to the functions /responsibility/ of cluster supervisors	SA		A		UD		DA		SDA		
		Fr eq	%	F re q	%	Freq	%	Fr eq	%	Freq	%	
5.1	The school supervisors provide professional support for teachers on the actions of CPD	40	21.9	49	26.8	17	9.3	77	42.1	0	0	3.28
5.2	The school supervisors organize teachers training on CPD actions	18	9.8	50	27.3	37	20.2	41	22.4	37	20.2	2.84
5.3	The school supervisor conducts classroom supervision and provided me with constructive	21	11.5	107	58.5	36	19.7	19	10.4	0	0	3.71

	feedbacks											
5.4	The school supervisors usually give us constructive feedback after evaluating my CPD performance	30	16.4	38	20.8	47	25.7	59	32.2	9	4.9	3.11
5.5	The school supervisors arranged experience sharing programs with satellite schools	33	18.0	43	23.5	41	22.4	53	29.0	13	7.1	3.16
Average mean												3.22

Notices: (1.00 -1.49) = strongly disagree; (1.50 - 2.49) = disagree; (2.50 - 3.49) = undecided; (3.50 - 4.49) = Agree and (4.50 - 5.0) = strongly agree.

Sources: Field Survey, 2024

The above table deals with the performance level of the principals in accordance with the listed roles and responsibilities set by the MoE in the implementation of CPD. In item 5.1 of table 4.5, teacher respondents were asked to rate the extent to which cluster supervisors provide professional support for teachers on the actions of CPD. Accordingly, 40(21.9%) and 49(26.8%) respondents revealed their strong agreement and disagreement respectively. On the other hand, 0(0%) and 77(42.1%) respondents showed their strong disagreement and disagreement respectively. On the other hand, 17(9.3%) of respondents, however, did not make decision. The mean score of this item response is 3.28 which are in the range of moderate level of difficulty.

This implies the insufficient support of cluster supervisors provided for teachers on the actions of CPD in yeka Sub city primary schools.

With item 5.2 of table 4.5, which was raised to check whether lack of arranging training on CPD programs is the challenge of CPD implementation or not. Accordingly, 63(34.4%) and 62(33.9%) of teachers replied that they strongly agree and agree respectively. Moreover, 29(15.8%), and 5(2.7%) respondents showed that their disagreement and strong disagreement respectively. On the other hand, 24(13.1%) of respondents, however, did not make decision. The mean score of this item response is 3.81 which are in the range of moderate level of difficulty. Thus, we can conclude that the lack of arranging training on CPD program was at moderate level of challenge in yeka Sub city primary schools.

The objective of item 5.3 of the same table was to ask the respondents' opinion about function of cluster supervisory experts conducts classroom supervision and provided constructive feedbacks after the evaluation of the schools CPD performance. Consequently 21(11.5%) and 107(58.5%) respondents showed their strong agreement and agreement respectively whereas 0(0%) and 19(10.4%) respondents showed their strong disagreement and disagreement respectively. Yet 36(19.7%) respondents failed to make decisions. The mean score of this item response is (3.71) received the highest mean score, indicating strong agreement that supervisors conduct classroom supervision and provide constructive feedback.

In item 5.5 of table 4.6, there was the need to see the efforts of cluster supervisors to maintain experience sharing among the cluster school. Supervisor is an expert who supports teachers by establishing the cluster CPD committee, managing and coordinating CPD activities within the cluster, sharing individual and school CPD plan (USAID, 2004).Accordingly, significant number, 33(18.0%) and 43(23.5%) respondents were strong agreement and agreement on the issue of the effort of cluster supervisors to maintain experience sharing among the cluster. On the contrary, 13(7.1%) and 53(29.0%) respondents showed their strongly disagree and disagree respectively on experience sharing among the cluster schools. The mean score of teachers' response is 3.16 which are in the scope of medium level of support. This shows that the effort of cluster supervisors to coordinate experience sharing among the cluster schools was insufficient.

Continuous professional development (CPD) can be effective if and only if cluster supervisors are knowledgeable, committed, willing, qualified and experienced.

In addition to this, the interview was conducted with the school principals whether or not cluster supervisors gave any support in implementation of CPD and the principals replied that:

“...The CPD training was not given in the regular way and nobody pay attention on the issues of CPD training; teachers do not have awareness about CPD and there was no coordination in the school for CPD training. The cluster supervisors have also no awareness to give support and guidance for teachers...”

Finally, the researcher tried to see written documents regarding stakeholders support and follow up activities. All sampled schools have training materials that were prepared by MoE but they were not organized well. Few numbers of teachers prepared CPD modules and portfolios but it was not checked and approved by the school leaders. With respect to document analysis, one can see that there were no any stakeholders’ support and follow up activities on the CPD program. The school leaders and teachers also ignored CPD activities from teaching and learning process. In conclusion, the data collected from the instruments clearly indicated that the effort of cluster supervisors to coordinate experience sharing among the cluster schools, support and follow up activities in the sampled schools was insufficient.

4.3 The Challenges in Practicing CPD

This section is devoted to the presentation of the major difficulties that hinder the positive application of CPD activities. The challenges were learned from the responses provided to items as is displayed in table 4.6.

Table 4.6.Items related to the Challenges in practicing CPD

No	Items	Responses										mean
	Items related to the Challenges in Practicing CPD	SA		A		UD		DA		SDA		
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
6.1	Adequate budget was not allocated to support CPD activities	14	7.7	106	57.9	46	25.1	15	8.2	2	1.1	3.63
6.2	There is inadequate support from the stakeholders	27	14.8	45	24.6	83	45.4	28	15.3	0	0	3.39
6.3	Lack of arranging training on CPD programs	63	34.4	62	33.9	24	13.1	29	15.8	5	2.7	3.81
6.4	Teachers overload work	48	26.2	89	48.6	16	8.7	22	12.0	8	4.4	3.80
6.	The	24	13.	63	34.4	77	42.1	16	8.7	3	1.6	3.49

5	absence of career structure with the actions of CPD		1									
6.6	I was not well oriented about the significance of CPD activities	21	11.5	77	42.1	42	23.0	34	18.6	9	4.9	3.37
6.7	Less motivation and commitment because of lack of incentives to recognize teachers who utmost effort to change themselves and their	43	23.5	56	30.6	13	7.1	68	37.2	3	1.6	3.37
Average mean												3.55

Notices: (1.00 -1.49) = strongly disagree; (1.50 - 2.49) = disagree; (2.50 - 3.49) = undecided; (3.50 - 4.49) = Agree and (4.50 - 5.0) = strongly agree.

Sources: Field Survey, 2024

In item 6.1 of table 4.6, states that about Adequate budget was not allocated to support CPD activities. However, teachers were asked to respond their opinion about adequate budget was not allocated to support CPD activities. With regard to this 2(1.1%) and 15(8.2%) respondents should their strong agreement and agreement respectively whereas 14(7.7%) and 106(57.9%) respondents showed their strong disagreement and disagreement respectively. Yet 46(25.1%) respondents failed to decide. The mean score of this item response is 3.63 which are in the scope of high level of difficulty. The investigation showed that one of the problems to implement the CPD action is inadequate budget. This tells us that adequate budget was not allocated to support CPD activities in primary schools.

In item 6.2 of table 4.6, states that about support from the stakeholders to implement CPD activities. However, teachers were asked to respond their opinion about There is inadequate support from the stakeholders to practice CPD activities. With regard to this 27(14.8%) and 45(24.6%) respondents should their strong agreement and agreement respectively whereas 28(15.3%) respondents showed their disagreement respectively. Yet 83(45.4%) respondents failed to decide. The mean score of this item response is 3.39 which are in the scope of medium level of difficulty. The investigation showed that one of the problems to implement the CPD action is inadequate support from the stakeholders. This tells us that less support from the stakeholders to practice CPD activities in primary schools.

With item 6.3 of table 4.6, which was raised to check whether lack of arranging training on CPD programs is the challenge of CPD implementation or not. Accordingly, 63(34.4%) and 62(33.9%) of teachers replied that they strongly agree and agree respectively. Moreover, 29(15.8%), and 5(2.7%) respondents showed that their disagreement and strong disagreement respectively. On the other hand, 24(13.1%) of respondents, however, did not make decision. The mean score of this item response is 3.81 which are in the range of high level of difficulty. Thus, we can conclude that the lack of arranging training on CPD program was at high level of challenge in yeka Sub city primary schools.

Regarding item 6.4 of the same table was tried to see whether or not there was time constraint because of teacher heavy work load to implement CPD. Accordingly, 48(26.2%) and 89(48.6%) respondents showed their strong agreement and agreement respectively. On the other hand,

8(4.4%) and 22(12.0%) respondents showed their strong disagreement and disagreement on the item respectively. On the other hand, 16(8.7%) of respondents, however, did not make decision. The mean score of this item response is 3.80 which are in the range of highest level of difficulty. Thus, we can conclude that the time constraint as a result of teacher work load was one of the challenges to implement CPD in yeka Sub city primary schools.

Item 6.5 of the same table is concerned with was tried to check whether absence of career structure is the challenge of CPD implementation or not. In their responses 24(13.1%) and 63(34.4%) respondents showed their strong agreement and agreement respectively whereas 3(1.6%) and 16(8.7%) respondents showed their strong disagreement and disagreement respectively. On the other hand, 77(42.1%) of respondents, however, did not make decision. The mean score of this item response is 3.49 which are in the range of moderate level of challenge. This implies the absence of career structure with the actions of CPD among the challenges of CPD in yeka Sub city primary schools.

As depicted in item 6.6 tables 4.6, 21(11.5%) and 77(42.1%) respondents showed their strong agreement and agreement respectively on the question related to the awareness of the significance of CPD activities. On the contrary 9(4.9%) and 34(18.6%) of respondents showed their strong disagreement and disagreement respectively. The data obtained that showed that providing introductory orientation for primary school teachers about the significance of each CPD activities was insufficient. 42 (23.0%) of teachers failed to make their own decision. The mean score of this item response is 3.37 which are in the scope of moderate level of difficulty and reflecting a notable concern but less pronounced compared to other challenges. The investigation showed that one of the problems to implement the CPD action was not well oriented about the significance of CPD activities to apply the actions of CPD.

Item 6.7 is intended to find out the absence of commitment and motivation of teachers to implement the CPD program in the primary schools of yeka sub city. With regard to this, 43(23.5%), and 56(30.6%) of teachers said that strongly agree and agree that the absence of commitment and motivation of teachers to implement the CPD program is the serious problem in the primary schools of yeka sub city. Moreover, 68(37.2%), and 3(1.6%) of teachers showed that their disagreement and strongly disagreement with the problem. 13 (7.1%) of teachers failed to

make their own decision. The mean score is 3.37 which is moderate level of complexity. Thus, one can say that the commitment of teachers to implement the CPD actions in the primary schools of Yeka Sub city was insufficient. Moreover, this is one of the challenges to practice and implement the school based CPD actions in the primary schools of Yeka Sub city.

The data obtained from document analysis revealed that:

“There was no enough and clear documented resources like manuals, portfolios, and research paper. There is still absence of common sense of ownership and various aspects of supports and sustainable follow up of the process, and absence of consolidated collaborative school system. There was no inter-school visit and intra- group discussion in all observed schools, there were no clear document found which state about CPD program in connection with class room activities in all sampled schools. Every year teachers try to prepare their annual CPD plan but its implementation is not properly conducted and most of the teachers could not have clear understanding on how to organize their portfolios”. Since there was few CPD training in all sampled schools in yeka sub city in the year of 2015-2016 E.C, the researcher get CPD small amount of reports and feedback given, meeting and evaluation made on the training. Accordingly, the CPD facilitators in all schools under study were not trained how to lead CPD. This implies that the untrained principal and CDP facilities almost in all schools forced to lead untrained teachers were beyond their level of competence Furthermore, the interview revealed that; teachers were not willing to do CPD, because, they did not get encouragement and incentive from concerned body (I, e, Starting from Ministry of Education to schools in their hierarchy). The lack of incentive and motivation in turn tone down their commitment .i e, no systematic follow up and evaluation system and no recognition given for their participation in written form or another form whether they participated in the training or not. Similarly, studies widely declared that low teacher motivation results in poor professional performance. Teachers with low motivation are characterized by limited effort devoting less time to CPD activities (World Bank, 2004). This reveals that lack of teachers’ motivation was one of the challenges that threaten the actual implantation of CPD.”

Interview was conducted with the cluster supervisors to check whether or not they gave any support in implementation of CPD and the challenges in practicing CPD they replied that:

“.....In this year (2015/16) we did not give any training and did not make discussion with school leaders and teachers rather than tried to supervise the implementation of it. This is because of us gave mandates for school leaders to lead CPD training effectively.....”

The other participants in interview responded that:

“.....We are preparing checklists to check the practices of CPD training for second semester in this year (2015/16); to speak frankly we did not give attention for CPD training in the schools. We start to run when sub cities asks us to give reports about CPD training. We have not led the training in the regular way. We did not design systematic way of supporting and following up activities. These happened due to us have no sufficient time and overloaded in another teaching and learning process.....”

CHAPTER FIVE

5 SUMMARY, CONCLUSION AND RECOMMENDATIONS

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

5.1 Summary of Findings

The main purpose of this study was to assess the practices and challenges of teachers' CPD in selected government primary schools in Yeka Sub City, Addis Ababa. This study was aimed to assess the implementation of CPD program by describing the existing evidences and various realities of primary schools of yeka sub city. It is also attempted to attain the following specific objectives: To identify the activities carried out in practicing teachers' CPD in primary schools of Yeka sub-city; To instigate the degree to which CPD practitioners understand the purpose of practicing teachers' CPD in primary schools of Yeka sub-city; To explore the degree to which CPD stakeholders discharged their responsibility in practicing teachers' CPD in primary schools of Yeka sub-city and To find out major challenging factors prevalent in practicing teachers' CPD in primary schools of Yeka sub-city. In order to achieve the major and specific objectives the following basic/research questions were raised and answered in this study:

- What activities are carried out in practicing teachers' CPD in primary schools of Yeka sub city?
- To what extents do CPD practitioners understand the purpose of practicing teachers' CPD in primary schools of Yeka sub city?
- To what extents do the stakeholders discharged their responsibility in practicing teachers' CPD in primary schools of Yeka sub-city?
- What are the major challenging factors in practicing teachers' CPD in primary schools of Yeka sub city?

Descriptive Survey research design was employed in this study with an assumption that it was helpful to gather a large variety of data related to the problems under study 191 primary school teachers, and 5 supervisors with a total of 183 respondents for the questionnaire. Furthermore, five school principals were found in the selected primary schools were used for interviews. Totally from 191 sampled populations 183 (95.81%) of respondents in the questionnaire and 5(33.33%) principals and 5(100%) supervisors were participated in the interviews. Questionnaires, interviews and document analyses were employed in order to gather the necessary data for the study. Quantitative data collected through questionnaires were tallied, tabulated and analyzed by percentage, frequency and mean using SPSS version 27. According to the results of the data analysis, the major findings of the study are the following.

5.1.1 The extent to which CPD activities practicing in the primary school levels

This section evaluates the extent of Continuous Professional Development (CPD) activities practiced by primary school teachers in Yeka Sub-City, Addis Ababa. Data were collected via questionnaires, interviews, and document analysis. The questionnaire included Likert-scale items rated from 1 (strongly disagree) to 5 (strongly agree) and covered six key aspects of CPD activities.

The finding of the study indicated the teachers CPD practice in the study area is found to be

Medium practice of teacher involvement in selecting school CPD priorities, Support from Cluster Supervisors, clarity of CPD needs priorities. The majority of the respondents' confirmed that the role of CPD committees in the schools CPD priorities are clearly identified in their schools in medium level and the process of CPD program is complex and ambiguous to apply practically in their classrooms in medium level; the process of CPD program is complex and ambiguous to teachers to apply practically in their classrooms.

On the other hand, respondents ranked the following low level of practicing CPD are; Seminars were a common form of CPD and the effectiveness of CPD committees. The School principals and supervisors regarding Budget allocation for CPD training respondents agree as it was low level there were only two schools which give refreshment training to their school teacher on

CPD program in order to clarify how to prepare their annual CPD plan and this also shows that the school principal commitments have impact.

Although, from Document Analysis and Interviews:

- **Lack of Structured Support and Feedback:** There is a lack of structured feedback and support for CPD activities, with minimal documented evidence of consistent engagement or monitoring.
- **Inadequate Training and Awareness:** CPD committees and facilitators often lack training and awareness about their roles, affecting the overall effectiveness of CPD programs.
- **Inconsistent Practice across Schools:** There is variability in CPD implementation, with some schools not providing adequate resources or training, and a general lack of motivation and incentives for teachers.

5.1.2 Perceptions of Continuous Professional Development (CPD) Program

The summary of the findings based on respondents' views is A survey of teachers revealed that majority of the respondents' believe Continuous Professional Development (CPD) enhances subject and instructional knowledge, CPD helps in using various teaching methods, CPD goals and objectives, CPD activities align with improving teaching skills, The clarity of CPD purpose is also a concern, and positive perception of CPD among teachers.

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

Overall Impression The average mean score of 3.53 reflects a generally positive perception of CPD among teachers. They view CPD positively in terms of improving knowledge and skills, but there are areas needing improvement, particularly in aligning CPD activities with teaching skills and clearly communicating the CPD purpose.

5.1.3 The Support of School Principals on CPD Practices

The study evaluates the support provided by school principals in Yeka Sub-City for Continuous Professional Development (CPD) practices in primary schools. The results show a medium-level of agreement that principals provide necessary CPD training, encourage continuous participation, prepare training opportunities based on teachers' needs, facilitate discussion forums, and allocate resources for effective CPD practice. The overall average mean score is 3.45, reflecting a generally positive perception of principal support for CPD practices, but with some areas needing improvement.

From the interview cluster supervisors, the researcher observed that most of the sampled schools concerning school principals, support and follow up teachers CPD activities on the CPD program, the teachers said that the school leaders are assigned there for formality and reporting purpose. But, they have no awareness on the framework and practical toolkit of CPD program because nobody gave them awareness creation training. They tried to prepare short trainings on the issues of CPD trainings but they did not get budget because the budget was not allocated for CPD trainings at all; in addition to this, to tell the truth including us nobody give attention about CPD; the concerned bodies like Sub city coordinators and supervisors were coming to the school but they did not focus on the issues of CPD training; the school leaders also did not want to give support and follow up rather than asking them to give report when they were asked to write it for sub city education office. Moreover, the negative attitudes of teachers towards CPD training made difficulty to follow up and give support.

5.1.4 The Support of Cluster Supervisor for the practice implementation of CPD

The study examines the extent to which cluster supervisors support the implementation of Continuous Professional Development (CPD) in primary schools within Yeka Sub-city. The effectiveness of CPD largely depends on supervisory services provided at the school level. The data gathered from teacher respondents highlight the varying degrees of support provided by cluster supervisors.

The findings indicate that:

- Respondents agreed that cluster supervisors provided professional support for teachers on CPD actions indicating moderate support and insufficient support in organizing CPD training.
- respondents agreed that supervisors conducted classroom supervision and provided constructive feedback, indicating moderate support but
- **The respondents'** agreed that supervisors gave constructive feedback after evaluating CPD performance and respondents agreed that supervisors arranged experience-sharing programs received low level of support.

The researcher checked the written documents about CPD issues and from the sampled schools only one school prepared certificate for teachers in the last year. Four schools did not identify CPD priorities and they have no annual and individual CPD plan in this year.

5.1.5 The Challenges in Practicing CPD

The study identifies several challenges hindering the effective practice of Continuous Professional Development (CPD) in primary schools within Yeka Sub-city. The key challenges were highlighted by teachers' responses include inadequate budget allocation, insufficient support from stakeholders, lack of training on CPD programs, teacher workload, absence of career structure, insufficient orientation on the significance of CPD, and lack of motivation and commitment among teachers.

Based on the challenge of CPD program respondents approved inadequate budget for CPD activities, Lack of training on CPD programs and High workload were more serious or high-level of challenges which affected the effective practice of CPD program in the sampled schools.

On the other hand, respondents ranked the following challenges as serious or medium challenges of practicing CPD are; inadequate support from stakeholders, Absence of a career structure linked to CPD actions, insufficient orientation on the significance of CPD activities, Lack of motivation and commitment among teachers, due to insufficient incentives.

The data obtained from document analysis revealed that: there was no enough and clear documented resources like manuals, portfolios, and research paper. There is still absence of common sense of ownership and various aspects of supports and sustainable follow up of the process, and absence of consolidated collaborative school system. There were no clear documents found which state about CPD program in connection with class room activities in all sampled Schools. Every year teachers try to prepare their annual CPD plan but its implementation/practice/ is not properly conducted and most of the teachers could not have clear understanding on how to organize their portfolios.

Since there was few CPD training in all sampled schools in yeka sub city primary schools in the year of 2015- 2016 E.C, the researcher did not get enough CPD reports and feedback given, meeting and evaluation made on the training. Accordingly, the CPD facilitators in all schools under study were not trained how to lead CPD. This implies that the untrained principal almost in all schools forced to lead untrained teachers were beyond their level of competence.

5.2 Conclusions

Based on the major findings of the study presented above the following conclusions were drawn:

- Professional Development needs positive perceptions of stakeholders especially teachers, because teachers are the key doers to accomplish the intended quality of education through CPD. This clearly requires positive attitude of teachers towards the practice of CPD program.
- The teachers perceived CPD in two angles (i.e. positively and negatively). Unless teachers perceive CPD program positively, it is very difficult to undergo the training effectively since CPD program focuses on the professional development of teachers. Therefore, it is possible to conclude that there is no fertile ground for CPD training in the sampled schools and which contributed to failures of the training.
- The Ministry of Education in Ethiopia developed clear guideline of CPD for school teachers. The roles of school leaders were clearly indicated in this guideline.
- CPD program needs regular administration that requires the provision of clear instruction in the succession of action to be followed. These make the aims of training clear to perform support and follow up on its activities. Nevertheless, the findings indicated that

the majority of the respondents reacted that there were no adequate school leaders support and follow up activities on the CPD program. From this, one can conclude that the CPD program was not practiced successfully in the sampled schools.

- In The Ministry of Education in Ethiopia planned different strategies and activities to implement the CPD program effectively. However, the findings of the study showed that there was no effectiveness of the implementation of CPD program in the sampled schools. Interviews session the participants also said that there were insufficient CPD activities in the sampled schools and almost all concerned bodies ignored CPD issues.
- As it was indicated in the findings of the study, there were different challenges of CPD program. The respondents replied that the hindering factors as more serious factors.

In general, the practice of Continuous Professional Development (CPD) program in the selected primary schools in Yeka Sub-city is moderately implemented, with some involvement from teachers in selecting priorities and participation in seminars. However, there are notable challenges, including inconsistencies in implementation, insufficient support from supervisors, and unclear communication of CPD purposes. While teachers recognize the value of CPD in improving teaching skills, the alignment of activities with skill enhancement needs improvement. Additionally, support from school principals and cluster supervisors, as well as resource allocation, is moderate, indicating areas for further development. Addressing these issues, such as inadequate budget allocation, high teacher workload, and lack of motivation, is essential for the effective implementation of CPD programs and the overall improvement of educational outcomes.

5.3 Recommendations

1. To reduce teachers' negative perceptions/attitudes the following two recommendations are forwarded.
 - Sub city education offices should reduce the work load of teachers by recruiting sufficient number of teachers in the schools.
 - The school should prepare interesting/conducive classrooms and variety of professional development training for teachers.

2. Schools should carefully plan development activities by selecting the most appropriate methods for their delivery, which should therefore result in the desired outcome of these development sessions.
3. There should be a system of evaluate the impact of CPD leaders' training in terms of their teaching and students' learning.
4. CPD needs to be self-directed and planned within the relevant context for the individual and schools.
5. The findings of the study pointed that the CPD program was delayed by many discouraging factors in the sampled schools. As a result, to solve these problems it was recommended that all the concerned bodies should take the following actions.
 - The school Develop strategies to enhance teacher participation in selecting CPD priorities, ensuring their needs are addressed.
 - Cluster supervisors and school principals improve the content and delivery of CPD seminars to maximize their impact on teacher development.
 - The schools clearly identify and communicate CPD needs and priorities to ensure alignment among all teachers.
 - Cluster supervisors and school principals provide additional training and resources to CPD committees to improve their functionality.
 - The MoE should prepare adequate training materials/resources for cluster supervisors to provide more effective professional guidance and support for CPD activities.
 - The teachers continue to emphasize the importance of organized CPD documentation, potentially adopting digital solutions to streamline the process.
 - The MoE should make the framework and toolkit materials of CPD clear and helpful to implement CPD program.
 - The MoE ought to redesign the training within classroom situations.
 - The school should assign well trained, skilled and experienced supportive supervisory personnel and school CPD coordinator.
 - The schools need to focus in improving teachers' classroom activities, increasing teachers

Knowledge, improving coordination between teachers and school leaders, improve teachers' ability or skill in the implementation of CPD Program and improving the quality of teaching and learning, various methods of CPD such as in-service training, action research, inter and intra school group discussion to apply teachers professional development effectively in the primary Schools of yeka sub –city primary schools.

6. Finally, it is suggested that further studies need to be conducted in this area with regard to Continuous professional development challenges to arising negligible role stakeholders.

Areas for Future Research

CPD is a very wide topic. But, this research assessed only the practice and challenges of CPD Program in selected Primary schools of yeka sub - city. Therefore, interested researchers might sample the wider stakeholders like Addis Ababa education biros and sub city Education office in advance. They may also look into secondary schools and primary schools across other sub cities

This research assessed only the practices and challenges of teachers' CPD in selected government primary schools in Yeka Sub City, Addis Ababa. Therefore, interested researchers might sample the wider stakeholders like secondary schools, universities in advance. They may also look into primary schools across other sub cities.

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7 APPENDICES

Appendix (I)

FDRE Technical and Vocational Training institute

Faculty of TVT Leadership and Management

Department of Leadership and Management

Questionnaires' for teachers

Directions:

Dear respondents: The main function of this study is to gather relevant data to the study allowed ” **The practices and challenges of teachers’ Continuous professional Development(CPD) in primary schools of Yeka Subcity, Addis Ababa, Ethiopia**” Your answer is very important for the achievement of the study. Thus, you are kindly requested to respond the questions, in order to provide the necessary information on top of the different issues related to the study. The achievement of this study depends on your truthful and real response to the questions. The information will be used for academic reason only and responses will be kept private.

NOTICE:

- Please, read all the questions before attempting to answer the questions.
- No need to consult others to fill the questionnaires.
- You do not need to write your name on the questionnaire.

Section A: Demographic Information

1. Name of the school;(optional) -----

1.1. What is your gender?

A. Male ☐ B. Female ☐

1.2. What is your highest level of education?

A. Certificate ☐ C. Diploma ☐

B. Bachelor's Degree ☐ D. Master's Degree ☐

Other (please specify) -----

1.3. How many years have you been teaching?

A. Less than 1 year ☐ C. 1-5 years ☐ E. 11-15 years ☐

B. 6-10 years ☐ D. above 15 years ☐

1.4. What is your Pedagogical background? A. Education ☐ B. Applied ☐

Section B: CPD Activities.

Direction I: Please, read all the Information concerning the activities practicing teachers' CPD in primary schools and indicate your options by putting **tick (✓)** mark to specify your rating for each of the statements of closed ended item in the table below. Every response is given based on your school context. You do not need to write your name on the questionnaire.

5=strongly Agree (SA) 4= Agree (A) 3= undecided (UD) 2= Disagree (DA) 1= Strongly Disagree (SDA)

No	Items	Options				
	ITEMS related TO THE CPD ACTIVITIES	5	4	3	2	1
		SA	A	UD	DA	SDA
2.1	I regularly involving in the selection of the school CPD priorities					
2.2	The school CPD need priorities are clearly identified					
2.3	Seminars are a common form of CPD in my school.					
2.4	The established CPD committee properly function in the school					
2.5	The effort of cluster supervisors to provide professional support for teachers on the actions of CPD is better.					
2.6	I have organized portfolio by recording all CPD documents.					

Section C: Understanding the Purpose of CPD

Please indicate your level of agreement with the following statements regarding the understanding of the purpose of CPD and **tick (√)** the answer appropriately.

1. Items linked to teachers' understanding of the concept of school CPD

No	Items	Options				
		5	4	3	2	1
	Items related to teachers Perceptions and views on CPD	SA	A	UD	DA	SDA
3.1	CPD is a means to improve the subject and instructional knowledge					
3.2	CPD can help me to use a variety of teaching methods					

3.3	I understand the goals and objectives of CPD in our school.					
3.4	CPD activities align with improving my teaching skills.					
3.5	The purpose of CPD is clearly communicated to all teachers.					

Section D: Responsibilities of CPD Stakeholders

Please indicate your level of agreement with the following statements regarding the responsibilities of CPD stakeholders and **tick (√)** the answer appropriately.

Part I. Items Related to the functions /responsibility/ of principals

No	Items	Options				
		5	4	3	2	1
		SA	A	UD	DA	SDA
4.1	The principal provided the necessary professional development trainings on the new CPD approach for me					
4.2	The school principal encouraged me to participate in CPD trainings continuously					
4.3	The school principal prepares short term training opportunities on my training needs.					
4.4	The school principal prepares discussion forums with other					
4.5	The school principals ensures the allocation of the necessary budget, materials, time and place to effectively practice CPD					

Part II. Items Related to the functions /responsibility/ of school supervisors

No	Items	Options				
	Items Related to the functions/responsibility/ of school supervisors	5	4	3	2	1
		SA	A	UD	DA	SDA
5.1	The school supervisors provide professional support for teachers on the actions of CPD					
5.2	The school supervisors organize teachers training on CPD actions					
5.3	The school supervisor conducts classroom supervision and provided me with constructive feedbacks					
5.4	The school supervisors usually give us constructive feedback after evaluating my CPD performance					
5.5	The school supervisors arranged experience sharing programs with satellite schools					

Section E: Challenges in Practicing CPD

Please indicate your level of agreement with the following statements regarding the challenges faced in practicing CPD and **tick (√)** the answer appropriately.

No	Items	Options				
	Items related to the Challenges in Practicing CPD	5	4	3	2	1

		SA	A	UD	DA	SDA
6.1	Adequate budget was not allocated to support CPD activities					
6.2	There is inadequate support from the stakeholders					
6.3	Lack of arranging training on CPD programs					
6.4	Teachers overload work					
6.5	The absence of career structure with the actions of CPD					
6.6	I was not well oriented about the significance of CPD activities					
6.7	Less motivation and commitment because of lack of incentives to recognize teachers who utmost effort to change themselves and their					

Thank you for your cooperation!!

Appendix (II)

FDRE Technical and Vocational Training institute

Faculty of TVT Leadership and Management

Department of Leadership and Management

Interview guides prepared for interviewing school principals to assess the practice and challenges of teachers' Continuous professional Development (CPD) in primary schools of Yeka Sub city, Addis Ababa, Ethiopia"

Name of the School: _____

Code number of the interviewee:

Date of the interview: _____

1. How do you judge the perceptions of principals, vice-principals and teachers towards CPD program?
2. What are the benefits of teachers' CPD program in teaching and learning process?
3. Have you given any support in implementation of teachers' CPD program? If yes, what type of support? If not, why?
4. How do you evaluate the implementation status and the effectiveness of teachers' CPD program in your school?
5. What Challenges do you encounter with during the implementation of teachers' CPD at school level?
6. What measures do you think should be taken to overcome challenges of teachers' CPD program at school level?

Appendix (III)

FDRE Technical and Vocational Training institute

Faculty of TVT Leadership and Management

Department of Leadership and Management

Note Taking Format of Document Analysis prepared *for schools to assess the practice and challenges of teachers' Continuous professional Development (CPD) in primary schools of Yeka Sub city, Addis Ababa, Ethiopia*

Name of school -----Sub – city -----

1. School CPD plan

No	2016 E.C Academic year	Total number	No. of CPD action plans prepared	No. of CPD action plans don't prepared	No. of CPD action plans implemantend	Remark
1.1	Teachers					
1.2	School principals					
1.3	Cluster Supervisors					

2. Need analysis

Major CPD activities_____

Budget for CPD programs_____

CPD evaluation mechanism_____.

3. Teachers' portfolio

Activities performed_____

Support given by different take holders_____

4. Report files

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

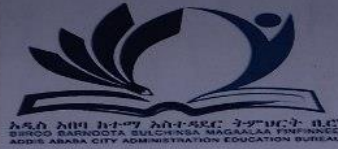
Teachers CPD plans _____

Principals CPD plans_____.

Cluster supervisors CPD plans_____.

Challenges encountered to implement CPD_____.

በየካ ክ/ከተማ ወረዳ 06 ጉ/ት
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ቅድመ-1ኛ ፤ 1ኛ እና
መካከለኛ ደረጃ ጉ/ቤት



BULCHIINSA K/M/EEKKAA
WAAJJIRA BARNOOTA AANAA
06 MANA BARUMSAA
ITOOPHIYA AANDINNAT
SAD. 1^{FA} DURAA. SAD. 1^{FA} FI
GIDDU-GALEESSAA

YEKA SUB-CITY WOREDA 06 EDUCATION OFFICE ETHIOPIAN ANDINET PRE-PRIMARY,
PRIMARY AND JUNIOR SCHOOL

ቁጥር:- ኢ/አ/ 063
14/12/20
ቀን 02/12/2016 ዓ.ም

ለፌዴራል ቴክኒክ እና ሙያ ሰልጠና ኢንስቲትዩት

አ.አ

ጉዳይ:- መረጃ መስጠትን ይመለከታል

ከላይ በትእዛዝ ለመጥቀስ እንደተሞከረው ተማሪ አንዱ አለም በቃ ታደሰ በትምህርት ቤታችን
ለመመረቁ ዕሁፋቸው የፅሁፍ መጠይቃቸውን ለማስሞላት እና የቃለመጠይቅ ለማድረግ በቀን
05/09/2016 በደብዳቤ ቁጥር DTLM/34/16 በተጻፈ ደብዳቤ ጠይቀውናል።

በዚህም መሰረት ተማሪው በመስሪያቤታችን መረጃውን መሰብሰቡን የሚገልፅ ደብዳቤ ይፃፍልኝ
ብለው በጠየቁት መሰረት ተማሪ አንዱ አለም በቃ ታደሰ *The Practice And Chalenges Of
Teachers Continuous Professional Development (C.P.D) In Primary Schools
Yeka Sub City Addis Ababa Ethiopia* በሚል ርእስ የፅሁፍ መጠይቆችን ለመምህራን እና
የቃለመጠይቆችን ለት/ቤቱ ር/መምህራን እንዲሁም ለሱፐር ሻይዘር በማቅረብ መረጃ የወሰዱ
መሆናቸውን እንገልጻለን።



ከሰላምታ ጋር

ሀ ተሰማ ገመድ
Meliorh Tesema Gemechu
ወ/ር ማህተም ርዕሪዎ
Curriculum Development
Vice Director

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የመጀመሪያ ደረጃ ጉ/ቤት ኮድ 1010060152

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የመ/ደ/ት/ቤት



Bulchiinsa K/M/Eekkaa Waaajjira Barnootaa A
anaa06tti
Mana Barumsaa Nigaat Kokkeb Oolmaa Daa'i
mmanii fi Sad.1st

Yeka Sub-City Woreda06 Education Office Nigat Kokeb Kindergarten and Primary School

ቁጥር ንጋ/የመ/ደ/ት/ቤት/2016/1376/2016

ቀን 02/12/2016 ዓ.ም

ለፌዴራል ቱክኒክ ሙያ ትምህርት ስልጠና ኢንስቲቲዩት

አዲስ አበባ

ጉዳዩ፡- መረጃ መስጠትን ይመለከታል፡፡

ከላይ በርእሱ ለመግለጽ እንደተሞከረው ተማሪ እንዲያደርግ በታደሰ በት/ቤታችን ለመመረቁያ ጽሁፋቸው መጠይቆችን መምህራን እና ቃለ መጠይ ለት/ቤቱ ር/መምህራን እና ጉድኝት ሱፐርቫይዘር በማቅረብ መረጃ ይህንን የሚገልጽ የጽሁፍ ማስረጃ ይሰጠኝ የሚል ጥያቄ አቅርቦታል፡፡ በዚህ መሰረት THE PRACTICE AND CHALLENGES OF THE TEACHERS CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD) IN PRIMARY SCHOOLS YEKA SUB-CITY ADDIS ABABA ETHIOPIA በሚል ርእስ ጽሁፋቸው መጠይቆችን መምህራን እና ቃለ-መጠይ ለት/ቤቱ ር/መምህራን እና ጉድኝት ሱፐርቫይዘር በማቅረብ መረጃ የወሰዱ መሆናቸውን እንገልጻለን፡፡



ከሰላምታ ጋር

ከፍተኛ ጽሁፍ ሰማ
የት/ቤት መረጃ ር/መ/ር
Kefayalew Getachew Lemma
School Implementation Vice Director

በጊዜ ክ/ክተማ አስተዳደር ወረዳ 05 ት/ጽ/ቤት
የገባበ ጽባህ ቅድመ አንደኛ፣አንደኛና
መካከለኛ ደረጃ ት/ቤት



Bulchiinsa K/M/Eekkaa Waajjira Barnootaa Aanaa
05tti Mana Barumsaa Kokkoba Tsibaah Oolmaa
Daa'immanii fi Sad.1ffaa

YEKA SUB-CITY WOREDA 05 EDUCATION OFFICE KOKKOB TSIBAH PRE-PRIMARY, PRIMARY AND MEDIUM SCHOOL

ቁጥር ኮ/ክ/ዕ/የመ/ደ/ት/ቤት 260 /-32

ቀን 01/12/2016 ዓ.ም

ለፌዴራል ቴክኒክና ሙያ ትምህርት ስልጠና ኢንስቲትዩት

አዲስ አበባ

ጉዳዩ፡- መረጃ መስጠትን ይመለከታል፤

ከላይ በርእሱ ለመግለፅ እንደተሞከረው ተማሪ እንዲያለም በቃ ታደሰ በት/ቤታችን ለመመረቁ ዕሁፋቸው መጠይቆችን መምህራን እና ቃለ-መጠይ ለት/ቤቱ ር/መምህራን እና ጉድኝት ለፕሮጀክዝር በማትረብ መረጃ ስለወሰዱ ይህንን የሚገልፅ የዕሁፍ ማስረጃ ይሰጠኝ የሚል ጥያቄ አቅርበዋል፡፡

በዚህ መሰረት "THE PRACTICE AND CHALLENGES' OF TEACHERS' CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD) IN PRIMARY SCHOOLS YEKA SUB-CITY ADDIS ABABA, ETHIOPIA" በሚል ርዕስ ዕሁፋቸው መጠይቆችን መምህራን እና ቃለ-መጠይ ለት/ቤቱ ር/መምህራን እና ጉድኝት ለፕሮጀክዝር በማትረብ መረጃ የወሰዱ መሆናቸውን እንገልጻለን፡፡



ከሠላምታ ጋር

ጉድኝት ርዕሰ ቤት
የመምህራን ፊ.ም/ር/መምህር
Guddataa Hordofaa Fayisaa
I/A/H/Mis/Barsiisotaa
TD/Vice Principal

ጥራት ያለው ትምህርት ለሁሉም ! Barnoota Qulqullina Qabu Hundaf !

■ 011-6-18-21-67

■ 011-6-58-55-46

■ 011-6-58-48-14

■ 011-6-58-59-72

