

**PRACTICES AND CHALLENGES OF TEACHERS' CONTINUOUS  
PROFESSIONAL DEVELOPMENT AND ITS CONTRIBUTION TO  
STUDENTS' ACADEMIC PERFORMANCE IN GOVERNMENT  
PRIMARY SCHOOLS OF BISHOFTU TOWN.**

**BY: FIKIRTE MEBRATU**



**ADVISOR: MITIKU BEKELE (PhD)**

**JIMMA UNIVERSITY COLLEGE OF EDUCATION AND  
BEHAVIORAL SCIENCES DEPARTMENT OF EDUCATIONAL  
PLANNING AND MANAGEMENT**

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**JIMMA, ETHIOPIA**

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**BY: FIKIRTE MEBRATU**

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**ADVISOR: MITIKU BEKELE (PhD)**

**CO-ADVISOR: DESALEGN BEYENE (PhD)**

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**JIMMA, ETHIOPIA**

### **Declaration**

The researcher hereby declares that the thesis on the title; “*Practices and challenges of Teachers Continuous Professional Development and its contribution to students’ academic performance in Government primary schools of Bishoftu towns*” her original work and that all sources that have been referred to and quoted have been dully indicated and acknowledged with complete references.

Name- Fikirte Mebratu

Sign- \_\_\_\_\_

Date- \_\_\_\_\_

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

Main advisor: Mitiku Bekele (PhD)

Sign \_\_\_\_\_

Date \_\_\_\_\_

Co-Advisor: Desalegn Beyene (PhD)

Sign \_\_\_\_\_

Date \_\_\_\_\_

**JIMMAUNIVERSITY**

**SCHOOL OF GRADUATE STUDIES**

**APPROVAL SHEET FOR SUBMITTING THESSIS**

**Title:- practices and challenges of teachers' continuous professional development and its contribution to students academic performance in government primary schools of Bishoftu town.**

Submitted by

**Fikirte Mabiratu**

Name of student Signature Date

**Approved by**

1. Mitiku Bekele (PhD)

Name of Major Advisor

Signature

Date

2. Deselegn Beyene

\_\_\_\_\_

\_\_\_\_\_

Name of Co-Advisor

Signature

Date

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Name of Dean

Signature

Date

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Name of chairman

External Examiner

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# Table of Content

## Contents

Acknowledgments .....	I
LIST OF TABLES .....	V
LIST OF FIGURES .....	VI
ABBREVIATIONS AND ACRONYMS .....	VII
ABSTRACT .....	VIII
CHAPTER ONE .....	- 1 -
1. INTRODUCTION .....	- 1 -
1.1. Background of the Study .....	- 1 -
1.2. Statement of the problem .....	4
1.3. Objectives of Study .....	6
1.3.1. General objective .....	6
1.3.2. Specific objectives .....	6
1.4. Significance of the study .....	7
1.5. Delimitation of the Study .....	7
1.6. Limitation of the study .....	8
1.7. Organization of the Study .....	8
1.8. Operational Definitions of Terms .....	8
CHAPTER TWO .....	10
2. REVIEW OF THE RELATED LITERATURE .....	10
2.1. Conceptualizing Teachers Continuous Professional Development .....	10
2.2. Teachers involvement in CPD .....	11
2.3. Principles of Effective CPD .....	12
2.4. Organizational Structure and Support to CPD .....	13
2.5. Implementation Methods of Continuous Professional Development .....	14
2.6. The Challenge of implementing CPD .....	14
2.6.1. Concerning Teacher related Challenge of CPD .....	15
2.6.2. Concerning to Leadership Associated Challenges .....	15
2.6.3. Concerning to School System Associated Challenges .....	16
2.7. The content of CPD Framework in Ethiopia .....	16
2.8. The Purpose of School Based Teacher CPD .....	18
2.9. The Contribution of Continuous Professional Development (CPD) in School Improvement Program (SIP) .....	19
2.9. The Continuous Professional Development (CPD) Cycle .....	20
2.9.1. Analysis .....	22
2.9.2. Planning .....	22

2.9.10. Doing.....	22
2.9.11. Evaluation.....	23
2.10. Time for the CPD .....	23
CPD Facilitators and Supervisor .....	25
2.12. The Role of Regional, Zone and Woreda Education Offices .....	26
2.12. CPD Approaches .....	27
2.13. Models of CPD .....	28
2.14. Conceptual Frame work.....	29
CHAPTER THREE.....	31
3.1. Research methodology.....	31
3.2. Research Design .....	31
3.3. Sources ofData .....	32
3.3.1. Primary sources ofdata.....	32
3.3.2. Secondary sources of data.....	32
3.4. Total Population .....	32
3.4. Sample and SamplingTechniques.....	33
3.5. Data CollectionTools .....	34
3.6. Questionnaires .....	34
3.7. Interview .....	34
3.8. Document Analysis.....	35
3.9. Procedures of Data Collection.....	35
3.10. Reliability and Validity checks.....	35
3.10.1. Reliability .....	35
3.10.2. Validity.....	36
3.11. The Method of Data Analysis.....	36
CHAPTER FOUR.....	38
4. PRESNTATION, ANALYSIS AND INTERPRETATION OF THEDATA.....	38
4.1. Characteristics of the Respondents .....	39
4.2.3. Analysis of the relation between independent and dependent variables .....	47
4.2.3.1. Correlation analysis of CPD practice and students performance.....	47
4.6. Regression Analysis of variables .....	51
4.6.1. Analysis of the extent at which teachers CPD contributes to students performance .....	51
4.7. The Challenge of teachers which could influence the implementation of CPD.....	53
CHAPTER FIVE.....	57
5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .....	57
5.1. Summary of majorfindings .....	57
5.1.2. Factors affecting the implementation of CPD program .....	59
5.2. Conclusion .....	61

5.3. Recommendations .....	62
References.....	64
APPENDIX-A.....	68
Questionnaires.....	68
Appendix-B: Interview .....	73
Appendix-C:Note Taking Format for Document Analysis.....	74



## LIST OF TABLES

Tables	pages
Table 3,1 -: Summary of Total population and Sample and sampling Techniques.....	33
Table 3.2: Result of Chrombach's Alpha distribution.....	36
Table 4:1: Characteristics of the Respondents.....	39
Table 4.2: Response on Items related to teachers CPD structure in primary schools.....	42
Table 4.3: Response for the Effective implementation of CPD program in the schools.....	45
Table 4.4: Grade 8 <sup>th</sup> students regional exam score from 2009-2012 E.C.....	48
Table 4.5: The correlation of CPD practices and students performance.....	50
Table 4.6: The analysis of effect level of CPD practice on students' performance.....	52
Table 4.7: Coefficient Table.....	52
Table 4.8: Items Related to the challenges of CPD implementation.....	53

## LIST OF FIGURES

Figure 1: The CPD Cycle.....	21
Figure 1: CPD conceptual framework.....	30

## **ABBREVIATIONS AND ACRONYMS**

CPD	Continuous Professional Development
CRC	Cluster Resource Center
ESDP	Education Sector Development Program
ETP	Education and Training Policy
FDRE	Federal Democratic Republic of Ethiopia
GEQIP	General Education Quality Improvement Program
MDG	Millennium Development Goals
MoE	Ministry of Education
NGO	Non-Governmental Organization
PD	Professional development
REB	Regional Educational Bureau
SIP	School Improvement Program
TDP	Teacher Development Program
UN	United Nations
UNESCO	United Nations Economic, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WEO	Woreda Education Office
ZEO	Zone Education Office

## **ABSTRACT**

*The main purpose of the study was to assess the Practices and challenges of teachers' continuous professional development and its contribution to students' academic performance in Government primary schools of Bishoftu town of Oromia Regional State. To accomplish this purpose, the study employed quantitative method, correlation design. The study was carried out in 12 selected primary schools of Bishoftu Town. A total of 182 randomly selected teachers and 25 purposively selected school leaders have participated in the study. Questionnaires, interview and document analysis were the main instruments of data collection. The analysis of the quantitative data was carried out by using descriptive statistics such as mean, standard deviation and inferential statistic such as, Pearson correlation and Regression analysis to examine the extent of contribution of CPD practices to students' performance. The finding indicates that the extent at which teachers CPD is structurally organized and being practiced is found to be low with mean and standard deviation ( $M=2.03, SD=1.06$ ). An effective implementation of CPD program in the schools was found to be at low level ( $M=2.03, SD=1.03$ ). Statistically significant relation existed between CPD practices and primary students performance in Bishoftu Town ( $P=0.529^{**}$  Sig = 0.000). Concerning the contribution level of teachers CPD practice on students performance there positive contribution on students performance, teachers CPD practice affect students performance positively by 29.4% ( $R\ Square = 0.294, Sig=.000$ ). Based on the findings, the researcher concluded that Teachers continuous professional development is one of the factor contributes to enhancement of primary school students' performance. Then it is recommended that, it needs more attention of Regional education bureau, Zonal and woreda Education offices, school principals, vice principals and teachers to increase organization and implementation of CPD in all primary schools of the study area.*



# CHAPTER ONE

## 1. INTRODUCTION

This chapter consists of the introduction part, which includes background of the study, statement of the problem, objectives, significances, Limitation of the study, delimitation of the study, conceptual framework of CPD, operational definition of terms, and organization of study.

### 1.1. Background of the Study

Education is believed to be one of the greatest motive forces that shape the task of giving the speed of economic, social and political advancements of a society. 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 it helps to foster changes in technology (MoE,2009).

The ETP established the foundation for all subsequent strategies, guidelines and programs. The Ethiopian education sector programs ESDP V sets the goals of creating “trained and skilled human power at all levels, who will be driving forces in the promotion of democracy and economic development in the country” (MoE, 2005, p. 5), the programs have focused on the expansion of the system, increased access for marginalized children and girls, and reduction of attrition. With rapid quantitative expansion, attention has increasingly been directed toward the issue of quality. Improving curricula, providing textbooks, increasing community participation, and augmenting financing for education are among the strategies pursued to address the perceived decline in the quality of education. Moreover, while all policy documents stress the importance of teachers for promoting learning, the emphasis on improving teacher quality is most prominent in the ESDP III document.

According to Villegas Reimers , (2003:7) CPD is a means of improving knowledge and skills of personnel throughout their working lives. It may be used to update knowledge and skills, prepare for changing roles and responsibilities and increase the general competencies. Friedman and Phillips (2000) also defined, CPD is the systematic maintenance, improvement and broadening of

knowledge and skills, and the development of personal qualities necessary for execution of professional and technical duties throughout the individual's working life. Within this definition, multiple purposes of CPD can be observed: CPD is concerned with maintaining and improving knowledge and skills. More recently, this would be summarized as maintaining one's competencies.

The international experiences tell us that well-structured and properly designed professional development programs can influence teachers' classroom practices and help to improve students' achievements. High ranking countries in international exams (such as Program for International Student Assessment, PISA) are known to have strong teacher professional development systems that contribute to their rank (Darling-Hammond & Lieberman, 2012; Wei, Andree & Darling-Hammond, 2009). The major features of the professional development programs of these countries include: arranging extensive opportunities for both formal and informal in-service development which includes both school-based activities and off-site courses; implementation of well supported induction programs for new teachers; create time for professional learning and team work into teachers' work hours; providing ongoing professional development activities that are rooted in teachers' contexts and focused on the content to be taught; and having school governance structures that involve teachers in decisions about curriculum, instruction, assessment, and professional development.

There have been various justifications on why teacher professional development programs are given great emphasis. For instance, Guskey (2000) has discussed that the current educational reform are intending to achieve new levels of competencies such as critical thinking, problem solving and new cultures of teaching and learning. Promoting these cultures of teaching and learning require teachers to adapt new pedagogical approaches. As Fullan (2007) also asserted that effective staff development is an essential and indispensable process without which schools and programs cannot hope to achieve their desired goals to improve students' achievement. Overall, it has become quite obvious that every proposal to reform, restructure, or transform schools should emphasize teachers professional development as the primary vehicle in bringing the needed change (Minale, 2006).

According to Schwille & Dembele, (2007) teachers and teaching are arguably the strongest school-level determinants of student achievement. Researchers, policy makers, and program designers, implementers, and evaluators, therefore are looking for ways of understanding

teacher quality and teacher learning focusing on effective and promising teacher improvement programs. There is a consensus that teachers should be involved in various professional development programs which are aimed at improving their knowledge, skills and attitude that could effectively address the needs of their students (Villegas-Reimer, 2003).

The world is at the continuous moment of change in all aspects of life. Changes in the education system of a nation and global requirements demanded staff development in their profession. As Hailu , (2013)states, while the world is 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. Since no profession can grow and be productive unless its members are cultivated professionally and are prepared to undergo sacrifices. As a result there has been an increase in focus on CPD for teachers worldwide(Yilfashewa,2013).

In addition, one of the recommendations of the 2002 research quality and effectiveness of teacher education in Ethiopia is the provision of continuous professional development (CPD) program for teachers (MoE,2010).From this Continuous Professional Development (CPD) has become a major policy priority within education systems in Ethiopia. It is known that, being cognizant of its salience and relevance for ensuring quality of the general education among Ethiopian schools, the MoE with a support secured from donors begun to implement CPD program. However the effectiveness of the CPD program is not promising as it has been envisaged, one possible cause, logically, for this implementation could be lack of or flawed understanding about the program itself. The fact that different stakeholders seem to hold different or narrow views of CPD could be also another cause(Girma,2016).

The Ministry of Education MoE , (2009) states ; CPD program is intended to all school teachers, leaders and supervisors in all Regions of Ethiopia to participate in high quality and appropriate CPD which positively impacts classroom practices to ensure improved learning. And also, it allows all teachers to improve their knowledge, skill and attitudes in order that they become more effective classroom practitioners and contribute meaningfully to community development. The grand ambition of teachers' development program is also proclaimed in the Blue Print of the Ministry of Education issued in (2006/7).

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. In addition to this, high emphasis was given to upgrading and updating teachers in pre-service and in-service training programs.

Regarding the above important points about CPD, the researcher believed that CPD program has positive outcomes in the teaching learning process. Because it inculcates every activities performed in school through updating the knowledge and skills of teachers and develops the competences among the staff members. The purpose of this study was therefore, to examine the practices and challenges of teachers continuous professional development and its contribution to students academic performance in Government primary schools of Bishoftu town Primary schools.

## **1.2. Statement of the problem**

According to Amare et al.(2006), there exists a strong link between teacher Continuous professional development and education quality, especially in the areas of teachers beliefs and practices, students learning, and on the implementation of educational reforms such as CPD. Additionally the writers describes a positive and clear policy environment and adequate support for growth are essential for creating and sustaining teacher quality. Furthermore, teacher's professional development is a key driver of excellence in any school to contribute to not only teacher and school improvement but also the overall improvement of education system (Belay ,2013).

Without competent teacher, no curriculum can be implemented effectively and quality education will not be attained MoE, (2006). It is further stated that teacher competency is significant for that competent teacher is the crucial element for quality education and teacher professional development including CPD is the ground for quality teacher. The program is also expected to introduce competent teachers with the new development in the field. Moreover, the education and training policy (ETP) of Ethiopia (1994) has given attention to teachers' issues. Accordingly, teachers CPD have been commenced in Ethiopia at all levels and career stages of teachers to bridge the gap of the pre-service training. Teachers' education institutions might that be little impact on teachers' Knowles dgeand skills development duringpre- service training; forth sreason, many countries have developed in-service profession of development strategies to cope with these challenges Khan and Begum, (2012).

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

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 Oromia ; the case of Governmental Primary schools of Bishoftu town 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 this, an informal observation and discussion held by the researcher with teachers in the study area makes the researcher to recognize that, primary schools teachers' CPD was not taking place on regular bases and its outcome is not achieved and also the

researchers realizes that there was no any scientific studies conducted in the primary school of Bishoftu town on this title. Therefore, those situations and the above mentioned problems initiated the researcher to carry out study on issues related to practice and challenges of teachers’ continues professional development in government primary schools of Bishoftu town.

To this effect, this study tried to answer the following Basic questions:

1. To what extent teachers CPD is structurally organized in primary schools of Bishoftu town?
2. To what extent Teachers CPD effective implementation as per the national framework contribute to students academic performance in Bishoftu town?
3. What are the major factors that foster the implementation of teachers CPD in Bishoftu town?
4. What are the major challenges of the implementation of Teachers CPD in the Bishoftu town?

### **1.3. Objectives of Study**

#### **1.3.1. General objective**

The main objective of this study was to assess the practices of teachers continuous professional development and its contribution to students’ academic performance and the challenges of implementation of teachers’ CPD in Government primary schools of Bishoftu town Primary schools.

#### **3.1.2. Specific objectives**

The specific objectives of the study area:-

- To examine the extent to which teacher CPD is structurally organized in primary schools of Bishoftu town in line with National frame work.
- To assess the extent to which teachers CPD effective implementation as per the national framework contributes to students’ academic performance in primary schools of Bishoftu town.
- To identify the major factors that foster the implementation of teachers CPD in Bishoftu town?
- To identify the major challenges of the implementation of primary school Teachers CPD in the Bishoftu town.

#### **1.4. Significance of the study**

The researcher believes that the study would have a vital importance in the following ways:

The result can increase awareness for the Bishoftu town Education office on the implementation 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.

- The study helps school leaders such as principals, vice principals and supervisors to know the extent at which CPD is being practiced in the study area and to manage CPD practice and implementation in the study area.
- It may give pertinent and timely information for teachers' decision makers, who are involved directly or indirectly in the planning, development, management and improvement of the primary school teacher's continuous professional development.
- The study improves the Researchers understanding on the concept of Teachers Continuous Professional development practice from Global to Local.
- The study may serve as a starting/reference material for further study on the issues of teacher CPD.

#### **1.5. Delimitation of the Study**

The researcher assumes that, the implementation of Teachers CPD may not only affect the Primary schools. It can affect other secondary and preparatory schools in the study area. It is more useful to investigate the issue at national or regional level than at Town Administration level. However, this will be beyond the capacity of the researcher due to various resource related constraints. So, to make the study more specific and manageable; geographically, the scope of this study delimited to Bishoftu town. Conceptually, the scope of the study delimited to practices of CPD such as Organizing CPD structurally, the implementation of CPD at school level, and challenges of teachers continuous professional development and its contribution to students academic performance in Government primary schools of Bishoftu town Primary schools. Bishoftu town is chosen as study area, because of the researcher's affiliation to observe and get awareness about the practice of CPD in Governmental Schools while the researcher works as school teacher and principal in the town and to properly manage the study using the limited resources within the scheduled timeframe.

Moreover, Government primary schools of Bishoftu town are selected as a subject of the study Because the of two reason; first the primary schools teachers are at grass root level where children needs to be cultivated well, so, this needs special attention. Second the implementation of CPD was in severe problem when compared to secondaryschools.

### **1.6. Limitation of the study**

At the time of the Study the several limitationsfaced the researcher. Due to corona virus COVID -19 pandemic deseses,there was a problem of data collection. The researcher was very challenged on how to get necessary information from the concerned body in the scheduled time frame work because, all school in all of the countries lock down and Teachers and students are recommended to stay at home. On the other hand the researcher distributed the questioner for respondents and some respondents do not answer and reply the questioner due to the above mentioned reasons. Second, some respondents were careless to fill out the questionnaires. Others, responded hastily, but also without correctly understanding the questionnaires and might responded inconsistently. Due to this, the researcher wasted a lot of time to convince the respondents to fill out the questionnaires carefully.

### **1.7. Organization of the Study**

This proposal has three chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, the scope (delimitation) of the study, organization of the study, and operational definition of terms. The second chapter reviews literature related to the concepts of the problem area. Chapter three deals with research design and methodology including the sources of data ,the study population, sample size and sampling technique ,procedures of data collection, data gathering tools, methodology of data analysis. Finally, it includes presentation Action plan and time schedule of the proposal.

### **1.8. Operational Definitions of Terms**

**Challenges** – problems that school based CPD stake holders, especially teachers face in the implementation of CPD activities.

**TeachersContinuousProfessionaldevelopment**:-renewalofteachers“knowledgeandskillsin their teaching and learning process.

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

**Primary School:** Structure of educational system that includes grade (1-8) in Ethiopian context .

**Professional Development-** -is the body of systematic activities to prepare teachers for their job, including initial training, induction courses, in-service training, and continuous professional development within school setting.

**School -based CPD:** CPD programs practiced at school level by school leaders and teachers  
CPD activities: planned of school based CPD actions to be performed.

**Stakeholders:** the school partners parents, teachers, school principals, ZEB, WEB.REB

## CHAPTER TWO

### 2. REVIEW OF THE RELATED LITERATURE

The second unit of the research presented relevant literatures related to the general concepts of the implementation of school based Teachers CPD program and the prevailing challenges, Published books, journals, policy documents and research reports were reviewed and briefly presented.

#### **2.1. Conceptualizing Teachers Continuous Professional Development**

The new education and training policy addresses equity, quality and efficiency as major issues of the Ethiopian educational system. However, teachers' development is an essential element to bring meaningful change in these areas. The provision of quality education and the overall improvements in the school system are strongly linked to the development of teachers and other school personnel and their aspiration to advance in their career.

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 ( Alemayehu G,2011).

Contextual factors govern the choice of teacher professional development programs and strategies. The engagement in the program is driven by the urge to be a better teacher. Conceptualizing this avenue as leading to professional growth in the job and increased competencies entails in professional satisfaction (Huberman , 1995 cited by Guskey, 2002). Despite the variations in context and the methodology adopted in planning teachers professional development programs Guskey ,(2002) the common denominator in conceptualizing teachers professional development appears to be linked with the process of altering the professional practices, beliefs, and understandings of school teachers toward an

improvement of student learning. As stated by (ibid), “professional development programs are systematic efforts to bring about change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students.

According to Afework ,(2014), argument CPD is concerned with staff collaboration; strengthen relationships between schools and research institution and minimizing the gap between pre-service and in-service professional requirements of teachers again CPD is a means and a lifelong career of teachers which will enable them to improve their skills and competency. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching, and by which they acquire and develop Critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives.

Consistently, MOE (2009a) stated that continuous professional development should develop teacher professional competencies of: facilitating student learning, assessing and reporting student learning out comes, manage their own professional development, mastery of Education and Training Policy (ETP), curriculum and other program development initiatives and forming partnership with the school community.

## **2.2. Teachers involvement inCPD**

Teachers are an important resource in the teaching and learning process and their training and utilization therefore requires critical consideration. This is due to changing demands on the new roles of teachers in the 21st Century. Traditional approaches to CPD such as formal courses or one- off seminar are criticized for their shortcomings of being unable to get teachers prepared for the new role of knowledge facilitator rather than knowledge transmitter (Darling-Hammond, 1998). An awareness of less formal and traditional forms of CPD is slowly growing, with calls for teachers to become more creative in their approaches to their own professional development, and move away from more traditional transmission-based methods (Muijset *al*, 2004).Understanding how teachers perceive CPD and what factors affect their participation in CPD is an extremely important segment for it provides schools with accurate information to use in making effective decisions regarding CPD programs.(Magdalene NdetoDavid,(2013).



### 2.3. Principles of Effective CPD

Continuous professional development has basic principles by which its practice would be governed. Although there are number of Principles identified by different scholars, 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.

Professional development is 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. And 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.

According to MoE, (2003) principles Outlined in the Ethiopian context; there should be an initial CPD program phase for all teachers to follow and 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 and one key element of CPD will be the provision of courses related to the levels and status of teachers; the renewal of a professional teaching license will require the completion of equivalent to state minimum

number of semester hours fire cord of their participation in CPD programs. The mentors will also keep records of all completed activities, classroom observations and meetings held with teachers.

To sum up, the principles are the most important and help to realize the goals of the organizations. Teachers became professionals, and it built the daily work of teaching.

## **2.4. Organizational Structure and Support to CPD**

According to MoE, (2006) schools have a CPD policy that is derived from the National Policy. This adopted the policy and set up a structure to run the 60 hours CPD program. The school Teachers CPD Committees Coordinates the CPD need assessment process at the beginning of the year and prepares the school CPD plan in consultation with the school principal. There is a responsibility of school principal and CPD facilitator to following up the day to day progress of the program throughout the year. The principal and the vice principal for academic affairs oversight the overall CPD process in the school. The cluster supervisor also was supposed to work in parallel with the principals to provide technical support to the CPD program.

Another aspect of the CPD structure in the school is whether or not the school allocates appropriate time and place for its CPD program (DerejeTaye , 2015). The school has allocated two hours weekly for CPD program so that each teacher will be able to have a 60 hour CPD activity annually.

Every teacher is expected to meet within the CPD group and do the professional development activity every week for two hours. But teachers themselves are supposed to arrange the time and place for their meeting. There is no time off from their teaching assignment for the purpose of the CPD meeting and sometimes they are forced to come out of working hours.

Generally, even if there is a mandatory CPD policy and structure at the school level, it looks like that the teachers who are the main beneficiaries of the program do not find the actual context motivating and supportive. Although the design is also in the form that sustains throughout the year, there are problems like lack of incentives, lack of appropriate place and time, and lack of professional support which could cause dissatisfaction for teachers in the school CPD context.

## **2.5. Implementation Methods of Continuous Professional Development.**

School based practices of teachers continuous professional development as a new approach where teachers, school principals and others develop their knowledge and skills at the work site is the best way that change in education can be realized and sustained (MoE,2003). It is where improvement in education starts, i.e. at implementation level. It is also effective in terms of time and cost saving for training experience.

Different examples of CPD activities for teachers can be identified here: assisting students on their personal needs, participating in curriculum based activities, the use of ICT to increase knowledge. Moreover, endeavors to meet national qualification or quality standards, reflection on self practices, consultation with professional bodies, participation in educational panels, working to implement educational plans by school, departments or others as members of a taskforce, sharing experience with other school teachers etc. are all CPD activities (Tilahan,1990).CPD practices can be formally or informally practiced through the exposure of new information and techniques and are varied based on their requirements of time and place.

However, the most commonly used practices are Curriculum meetings, Demonstration lessons, Planning lessons together, Peer observation, Observation of lessons and feedback, Observation of students in lessons, Talking to students, Assessment of students' work before and after the CPD activity, Marking of students' work, giving feedback and advice for development ,Shadowing a teacher, Action research, Professional reading and research, Visiting schools and teachers to see examples of good practice, Sharing/showing good practice within your school, Maintaining your professional Portfolio, Team teaching, Workshops, Visiting experts, Mentoring and Discussion meetings ( MoE, 2009).

## **2.6. 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.

### **2.6.1. Concerning Teacher related Challenge of CPD**

Little (1992) stated that, in most cases teachers are poorly experienced to implement reforms in subject matter teaching that end with the absence of the integration of the content with students' opportunities to learn and systematic use of pedagogical skills. Moreover, the complexity and ambiguity of the school based CPD program itself undermines ambitious educational reforms. Professional development as the typical means of improving instruction is poorly targeted at what teachers need most to know. It is common for the content of professional development to be too general and to fail to connect with specific instructional strategies that meet the needs of particular students. For example, refreshing teachers' knowledge of subject matter or teaching about research on particular instructional strategies is usually insufficient. The content of professional development should focus on what students are to learn and how to address the different problems students may have in learning that material. CPD books are not sufficiently prepared by the languages of work. Teachers are not provided awareness about the background of CPD. Teachers and other responsible partners are not well oriented how to implement CPD in collaboration with other pillars of quality education. Thus, the school based CPD program is not being realized in collaboration with other education quality improvement programs (Day (1999) as cited in Yitayew, 2013).

The challenges that become obstacle teachers from active involvement in the process of school based CPD are lack of skill, less commitment and teachers' resistance, low level of understanding about the significance of CPD, scarcity of need based trainings, lack uniformity on how to use the portfolio modules, and absence of consolidated collaborative school system.

### **2.6.2. 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, zone, 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.

### **2.6.3. 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).

### **2.7. 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 objective 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 inschools.

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 asdesigned.

## **2.8. The Purpose of School Based Teacher CPD**

Experience of different Countries shows that; - Different countries have their own purpose of CPD For instance, As Bolam (2000), pointed out, Australia has legal registration and periodic renewal of registration for teachers to achieve improved learning outcomes. Re-registration is based upon the acceptability of teacher's qualification and fitness to teach. Despite not being compulsory, CPD is already a fundamental part of the professional lives of many Australian teachers. The experiences of Japanese school based CPD have the potential benefit for effective teacher professional development established in schools. A priority in school based professional development in Japan has been the improvement of the quality of lessons.

In Scotland the School based continuing professional development was made a condition of service and every teacher is expected to have a commitment to CPD, to agree individual CPD plans once a year with his or her immediate mentor and to maintain a personal record (portfolio) of CPD undertaken. CPD was portrayed as an essential opportunity for staff development, which should be available to every teacher (Levin, 2004).

In South Africa the purpose of school based teachers professional development is to have teachers who are reflective practitioners and who can make informed professional choices. In this case, teachers are prepared to be empowered professionals. This notion targets at active and participatory learning school-based model in which all teachers participate and being facilitated with support materials in the context of teacher knowledge and realities of classrooms (Levin, 2004).

Similarly as Daniel et al (2008), Described in the USA, teachers are more likely to select CPD related to enriching the experiences of classroom management. They were also more likely to participate in studies relating to teaching assignment and programs addressing the needs of diversified students. The quality of the USA teachers, the criteria used to assess the quality of the teaching force was teacher preparation and qualifications. Because, more capable successful teachers feel more concern about their impact upon pupils much further through their teaching career than the less able teachers.

In Ethiopia teachers continuous professional development has its own specific and general purposes to achieve educational goals at global, national and local levels (Yitayew, 2013).continuous professional development, in line with Ethiopia's policies, is vital for career-long teacher learning and improvement (MoE, 2004). The overall purpose of CPD

program, as similarly indicated in the new concept of framework of the Ministry of Education (MoE, 2009), is to improve the performance of teachers in the classroom that ultimately contributes to raise students learning achievement. It targets a career long process of improving knowledge, skills and attitudes of teachers based on the local context, particularly the classroom practices. Furthermore, the contribution of CPD for improved and relevant pre-service and in-service training and professional support is pointed out in the Educational Sector Development Review of the Federal Ministry of Education (MoE, 2010a).

In general the purpose of school based CPD is to empower teachers of their competence in order to enhance student's learning environment and to improve the class room practice and enhance students' achievement through improving teachers' competence holistically

## **2.9. The Contribution of Continuous Professional Development (CPD) in School Improvement Program (SIP)**

The target of every School should be bringing highest student learning outcome. The school improvement program is the cumulative and collaborative effort of all responsible stakeholders such as, teachers, school leaders, students, parents, education officers, NGOs and other community members. School improvement program is one of the six pillars of achieving quality education, one of which is Teachers' Development Program (TDP) incorporating CPD at the center (MoE,2006/07).

The quality of education to a great extent depends on the success of school improvement program which in turn depends on the quality and competence of teachers in their professional development. Teachers are the nucleus of school partners for School Improvement Program (SIP). CPD is the crucial component of school improvement program. In the process of raising pupils' achievement, CPD and SIP cannot be seen in separately, but used together to provide a holistic approach to the improvement of learning and teaching in each school (MoE, 2009).

According to Simpkins quoted in Bely (2009), SIP is not a separate process led by higher level administrators. Rather, it is the flip side of the coin of the CPD. Hence, school improvement activities are most effective when carried out in collaboration with consolidated teacher professional development program Professional development should necessarily be integrated with the comprehensive plan for school improvement. Too often, professional development is episodic response to an immediate problem which deals with only part of the



problem teachers confront when trying to improve student achievement. If professional development is to be effective, it must deal with real problems and needs to do so over time. Moreover, unless professional development is carried out in the context of a plan for school improvement, it is unlikely that teachers will have the resources and support they need to fully utilize what they have learned (Simpkins,2009).

Professional development should be connected to a comprehensive change process focused on specific goals of school improvement. Research clearly shows that teacher growth is the most significant school-based influence on student learning. Therefore, one would think that investments in enhancing teacher growth would be a major focus of school improvement efforts. In the literature on professional development, one sees an increasing attention to embedding teacher learning opportunities in the day-to-day work of schools (Little, 1999).

Furthermore, teacher professional development is an essential element of comprehensive school improvement. The professional development needs of other members of school community, including administrators and support personnel, must also be addressed to ensure a focus on continuous learning and to create the conditions necessary for closing the achievement gap and improving the achievement of all students. These standards provide guidance for achieving high quality professional development planning, design, delivery and assessment, and should serve as a foundation for all professional development in schools. Research indicates that teacher quality is the single most powerful influence on student achievement; it is essential to ensure that teachers are provided with ongoing, high quality professional development to sustain and enhance their practice (Little, 1999).

## **2.9. The Continuous Professional Development (CPD) Cycle**

The school based CPD cycle is the continuous aspirations of institutions or individuals to improve learning achievement. The CPD cycle is a carefully planned response to identified development needs which is similar at all levels of government institutions and stakeholders (MoE, 2009). The major activities in CPD cycle are analysis of the existing situation, planning doing and evaluation of the impacts.

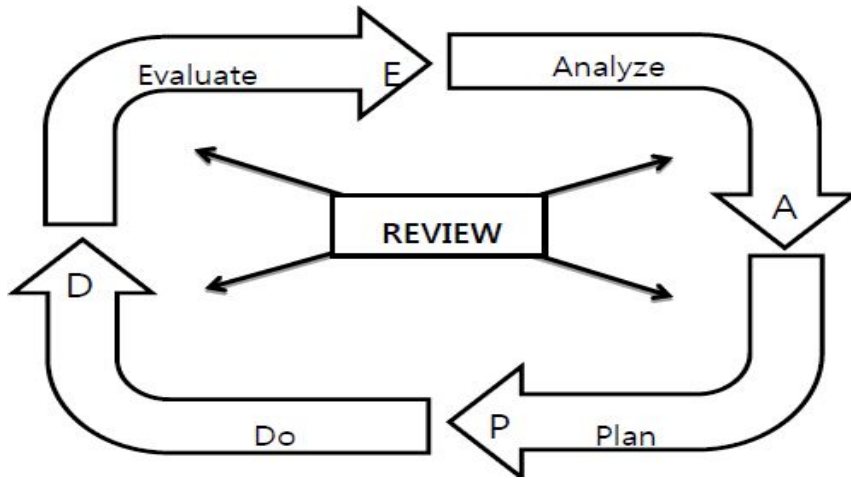


Figure.2 The CPD Cycle (MoE, 2009)

### **2.9.1. Analysis**

The continuous professional development analysis is related with the activity to select and address the learning or development needs of an individual teacher, group of individuals or of an institution. This activity includes self assessment, peer review, annual appraisal, and selection of school CPD priorities by the school based CPD stake holders: the principals, CPD facilitators, teachers, department heads, head teachers and Woreda or zone experts (MoE, 2009).

### **2.9.2. Planning**

Planning is part of the school based CPD cycle, which is developed annually by the CPD stakeholders of every educational institution preceded by prioritizing the issue identified by the analysis process. The CPD plan can be prepared individually or institutionally with details of events and timings within the CPD module (MoE, 2009). Individual CPD plan is developed annually based on the priorities of the individual teacher and institution. The annual CPD action plan is kept in the teacher's professional portfolio and used as a guide for the type of information and evidence collected during the year (Desalegn, 2010). Each institution should develop an annual CPD plan on the bases of the issues identified by the need analysis process.

### **2.9.10. Doing**

On the other hand, the school based CPD "Do" cycle or doing involves activities that are chosen to meet the identified needs through the needs analysis. The "Do" cycle activities include: curriculum meetings, demonstration lessons, planning lessons together, peer observation, observation of lessons and feedback, observation of students in lessons, talking to students, assessment of students work before and after the CPD activity, marking of students work, giving feedback and advice for development, and investigating a teacher action research, professional reading and research, visiting schools and teachers to see examples of good practices, sharing showing good practices within a school, maintaining a fissional portfolio, team teaching, workshops, visiting experts, mentoring, discussion, and meetings (MoE,2009).

### **2.9.11. Evaluation**

Evaluation is reviewing and assessing to judge the effectiveness of the desired outcomes of the school based CPD action plans (MoE, 2009). Evaluation of professional development experiences is performed in order to positively change the practices, which focus on changes in student learning. Knowledge how useful the assessment of professional development program in a school will help schools' stakeholders to anticipate the readiness of teachers to pursue new directions and the priority that might be placed on such initiatives. Thus, the final design for professional development should incorporate multiple sources of information on the outcomes for students and the instruction and other processes that are involved in implementing the lessons learned (Guskey, 2000)

### **2.10. Time for the CPD**

According to MoE ,(2009b) following pre-service and induction professional training, each Ethiopian teacher and instructor has a professional, personal and civic responsibility to undertake continuous Professional development through his or her career. Each school teacher must take part in planned CPD activities for a minimum of sixty hours each year. These hours should be used flexibly to address the various CPD priorities which impact upon the work of the individual teacher or institution.

#### **Responsibilities of CPD Stakeholders**

According to MoE, (2009),CPD stakeholders are; - teachers, principals, CPD facilitators, supervisors and WED, ZEB... are having greater responsibility.

#### **Teachers Responsibility**

The most powerful and accessible human resource for teachers CPD is committed and supportive teachers found in the school (MoE, 2009). Individuals or group of teachers in a school are responsible body for the implementation of CPD program. 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 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 committed 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 (MoE,2009).

As indicated by Hyes, D. (1999) teacher ownership of CPD is a feature of highly effective schools teacher's selection of their own CPD focus or activities can have a highly positive effect on motivation, enthusiasm and sharing of any new ideas.

Teachers are often responsible for CPD to be useful, relevant and appropriate utilization of valuable time out of their classrooms.

### **The Principals**

An extensive research base supports the view that leadership is the most important element of an effective teacher professional development. Effective leadership articulates the types of professional improvements required to achieve intended goals and expectations and develop a common language for describing good teaching and learning practices. Educational leaders create clear understanding of the change process and a deep, current and critical understanding of how teachers grow and how students learn. Effective leaders engage their staff in professional discourse, drawing on external ideas and research to inform their thinking and actions, and encourage them to reflect on what they are trying to achieve with students and how they are doing it.

Effective school leaders have an explicit vision of effective teaching and learning, they also understand effective professional learning and how it can be put into practice as part of an overall strategy for school improvement. They create organizational conditions that are conducive for teachers to continuously improve their teaching practice by providing encouragement and fostering an environment that values sharing, trust, risk-taking, experimentation, collaborative inquiry and self-assessment. School leaders provide learning opportunities for teachers to develop the knowledge, practices and attitudes that are needed to achieve agreed goals and expectations. They facilitate opportunities for staff to learn from each other, provide access to specialized knowledge and model continuous learning in their own practice. Effective school leaders also continuously evaluate the impact of professional learning on the basis of the effect it has on student achievement (Joyce and Showers, 1980).

In the effective schools, leadership is expected to be a quality of all staff. Teams and individuals demonstrate commitment and willingly accept leadership responsibilities in order to contribute to school improvement. This expectation is supported by the creation of both formal structures to develop the leadership capabilities of teachers and informally by virtue of teachers being a part of a learning community (Hustler, 2003).

According to the MoE (2009), the most important aspect in the implementation of CPD is the professional support given to teachers to actively take part in the process. School principals have to maintain professional portfolio by recording all the CPD activities. Supervisors and principals have a professional, personal and civic responsibilities to assist teachers who are under taking CPD throughout his/her career for a minimum of 60 hours a year. Teachers have to get technical, financial, and material support from the school principal.

### **CPD Facilitators and Supervisor**

The CPD facilitator, in conjunction 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 .Hustler,(2003).

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).

Schools have to specify 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 facilitator is responsible for ensuring school systems and processes such as, performance management, professional review, school improvement plan, school self-evaluation, and operates to help identify the school's CPD needs and those of the staff working within it. The facilitator is also responsible for collating 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 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).

The use of supervisors (department heads, senior teachers and, mentors) results in the provision of knowledge and ideas, and is useful in terms of the external expert acting as a

catalyst for an agent of change. Schools in particular can benefit from bringing in supervisors, to widen their pool of knowledge that they can draw on. Teachers may need help in determining their own CPD focus, and how to access different types of support that may be available. It is through discussions of this type with less experienced teachers that schools can reduce anxieties about performance of CPD issues. External support, particularly when it comes to delivery of CPD, should be pedagogically expert, and flexible enough to fit in with the varying demands of school life. Peer support and discussion with senior can contribute towards the development and take-up of new practices, and can facilitate motivation, feedback, further discussion and progression.

## **2.12. The Role of Regional, Zone and Woreda Education Offices**

According to the CPD guideline of the Ministry of Education, MOE (2009), the Woreda and zone education offices play an important role in the implementation of CPD programs. Woredas are responsible to plan, organize, coordinate, supervise, and support CPD programs to ensure effective implementation in the local context. Woredas are also responsible to allocate sufficient budget, prepare training opportunities and discussion forums. Furthermore, Zone Education Department and Regional Education Bureau (REB) involve in the practical consultation of all stakeholders, and preparation and distribution of relevant CPD materials. The Ministry of Education is also responsible to analyse and identify national priorities, production of materials, and organizing trainings to implement them. The Ministry produces and circulates the national CPD plans and raises awareness of the guidelines followed by monitoring and evaluation of the overall program (MOE, 2009).

In addition, the regional, Zonal or Woreda level governments play a critical role in raising awareness and encouraging debate about what teachers and school leaders need to know and be able to do to improve student learning. They also promote and engage teachers, schools and the wider education community in professional conversations to facilitate the development of a shared language for describing effective schools, effective leaders and effective teachers.

The education offices at all levels design strategies that provide schools, leaders and teachers with the incentive and opportunity to reach beyond their current practices and performances. In sum, regional or local superintendents are responsible in creating conducive school system or school environment for the effective implementation of the CPD program (Desalegn ,

2010). Therefore, stakeholders from all corners such as Regional Education Bureau (REB), Zone Education Department, Woreda Education Offices, supervisors, CPD facilitators, teachers and head teachers are all responsible parties.

## 2.12. CPD Approaches

In a broader sense, Continuous Professional Development Approaches include formal types of vocational education, typically post-secondary or poly-technical training leading to qualification or credential required to obtain or retain employment as noted in the (web site, [www.wikipedia.org](http://www.wikipedia.org).) These programs may be formal, or informal, group or individualized. Professional development opportunities can range from a single workshop to a semester to long academic course, to services offered by different professional development providers and varying widely with respect to the philosophy, content, and format of the learning experiences. Some examples of approaches to professional development listed by the same web-site include:

- **Case Study Method.** The case study method is a teaching approach that consists in presenting the students with a case, putting them in the role of a decision maker facing a problem.
- **Consultation** - to assist an individual or group of individuals to clarify and address immediate concerns by following a systematic problem solving process,
- **Coaching** - to enhance a person's competencies in a specific skill area by providing a process of observation, reflection, and action, Communities of Practice - to improve professional practice by engaging in shared inquiry and learning with people who have a common goal.
- **Lesson Study** - to solve practical dilemmas related to intervention or instruction through participation with other professionals in systematically examining practice  
Mentoring - to promote an individual "awareness and refinement of his or her own professional development by providing and recommending structured opportunities for reflection and observation.
- **Reflective Supervision** - to support, develop, and ultimately evaluate the performance of employees through a process of inquiry that encourages their understanding and articulation of the - rationale for their own practices.
- **Technical Assistance** - to assist individuals and their organization to improve by offering resources and information, supporting networking and change efforts.



As Gusky T. & Huberman, M. (1995), listed there are four major approaches to professional development:

A work shop may be a vehicle for introducing practitioners to other approaches to professional development, or it may be a jumping off point for refining skills or for further exploring other concepts. Practitioners may, for instance, want to practice a new skill introduced in the workshop and choose to follow up with the Observation/ Feedback approach. Or, practitioners may wish to explore a new concept introduced in the workshop through the Inquiry/Research approach. Likewise, workshops or conferences may be held to discuss needs assessments and to collaboratively plan program-or product-development activities.

Different literatures reveal that there is no single best approach to professional development. Rather, it is preferable for multiple approaches to be integrated with one another and address the complex and dynamic characteristics of specific program contents and learner needs. Success rests on finding the optimal combination of approaches for different situations.

### **2.13. 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 model 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.

#### **2.14. 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.

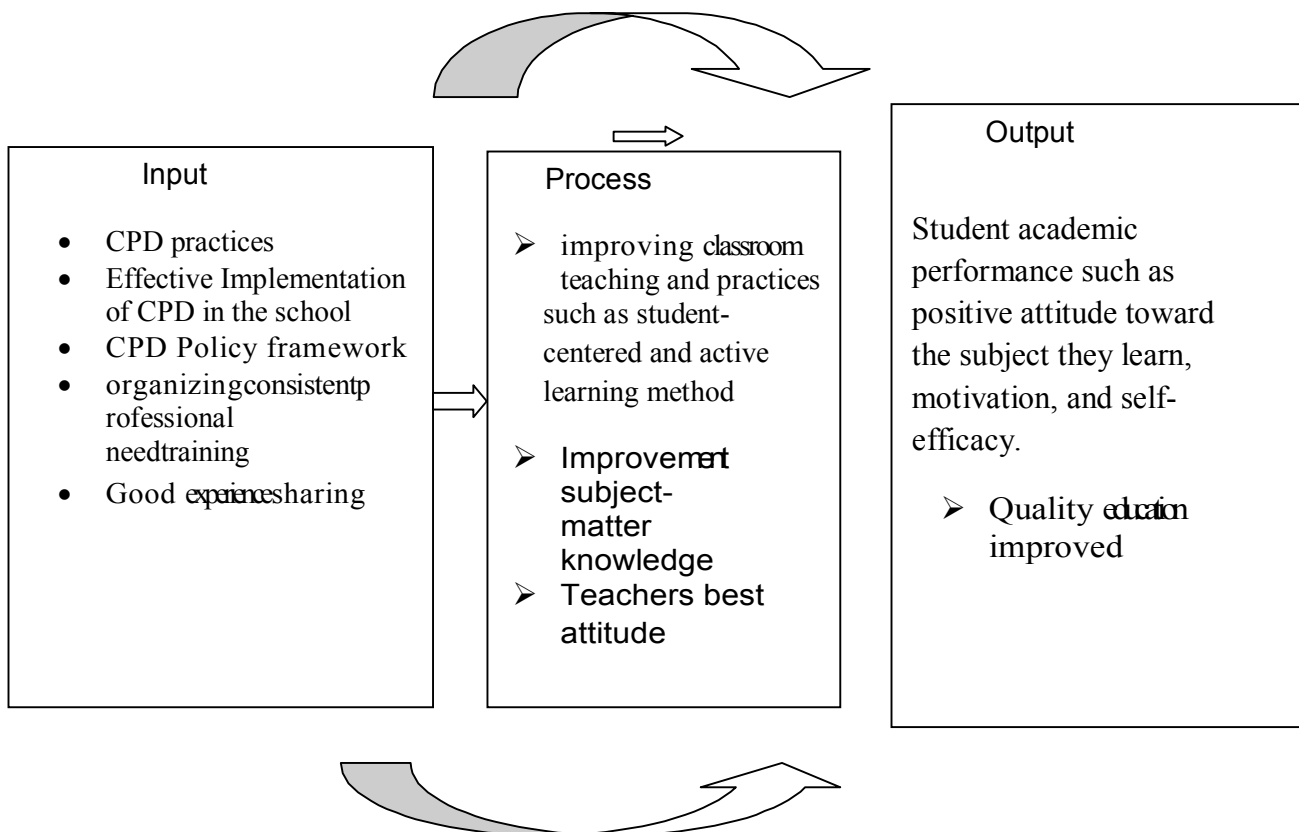


Fig1:-CPD conceptual frame work adapted by research.

## CHAPTER THREE

### 3.1. Research methodology

This study used 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, asked 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*, P.43-46).

### 3.2. Research Design

Research designs are the specific procedures involved in the research process: data collection, data analysis, and report writing. In this study mainly, Correlation research design is employed. Because the major goal of this study is to assess the practices of teachers CPD and its contribution to students performance in primary schools of Bishoftu Town. Correlational designs provide an opportunity for the researcher to explain the relationship among variables. In correlation research designs, investigators use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores.

Descriptive survey also used to describe the extent at which CPD is being practiced in the study area. Survey designs are procedures in quantitative research in which we administer a survey or questionnaire to a small group of people (called the *sample*) to identify trends in attitudes, opinions, behaviors, or characteristics of a large group of people called the population, (John W. Creswell, 2012, *Planning, Conducting, and Evaluating Quantitative and Qualitative Research*). It is also to gather detailed information concerning current status of the practices and challenges of teachers continuous professional development primary schools of Bishoftu Town. In line with this, Jose and Gonzales (1993), state that descriptive research gives a better and deeper understanding of a phenomenon which helps as a fact finding method with adequate and accurate interpretation of the findings. Similarly, Cohen (1994), describes that descriptive survey research design that it helps to gather data at a particular point in time with the intention of describing the nature of existing condition or

identifying standards against which existing conditions can be compared or determining the relationship that exist between specific events. In this study, both quantitative and qualitative research approaches was used. Because of the nature of data collection tools which help to gather quantitative and qualitative data and that quantitatively organized, requires qualitative explanation.

### **3.3. Sources of Data**

Primary and secondary sources of data were used in the study so as to get factual information in terms of figures or just statements of facts.

#### **3.3.1. Primary sources of data**

The primary sources of data were primary school teachers, principals, vice principals, Primary school CRC supervisors, Bishoftu town education office TDP coordinators. The reasons for selecting these as primary sources of data was based on the assumption that they have a direct relation with the topic and also have rich information about the implementation of CPD program in schools.

#### **3.3.2. Secondary sources of data**

Secondary sources of data include different available written documents such as, published and unpublished CPD documents or materials like guidelines, toolkit, framework, the schools CPD Plan and CPD training materials are analyzed and taken as sources of information. These secondary sources data can further reveal the status of the implementation of CPD.

### **3.4. Total Population**

A **populations** a group of individuals who have the same characteristic. The study population is the entire group of people to which a researcher intends the results of the study to apply. (Aron & Coups, 2008).

A **target population**(or the *sampling frame*) is a group of individuals or organization with some common defining characteristic that the researcher can identify and study.

There are 22 primary schools in Bishoftu town. The study conducted in 12 government secondary schools found in Bishoftu Town. The population employed for the study is all

primary school teachers, principals, CRC supervisors and TDP coordinators in Bishoftu Town. The target populations are principals, teachers and supervisors in selected primary schools of Bishoftu Town. Accordingly, the target populations are (250), principals (12), Vice principals (24), supervisors (5) and CPD coordinators (3) a total target population 294 employed in this study.

### 3.4. Sample and Sampling Techniques

It is impossible to include every member of the population in the study due to a number of constraints (time, money and others) and effort. There are 22 Government Primary Schools in Bishoftu Administrative Town. Out of the total 22 Government primary schools 12 schools (54.5%) were randomly selected.

The research respondents were selected using different sampling techniques. There are about 190 total respondents employed in this study. 156(62.4%) primary school teachers were randomly selected for the response because selecting teachers by simple random sampling techniques uses to give equal chance for all teachers to be included in the sample and to avoid bias. Also 26(72.2) school leaders (principals and vice principals) were purposively selected. 5 CCR supervisor and 3 TDP coordinators also selected for interview.

**Table 3,1 -: Summary of Total population and Sample and sampling Techniques**

Categories	Target Population	Sample Sizes		Sample Techniques
	N	N	%	
Teachers	250	156	62.4	Random
Supervisors	5	3	60	Purposive
TDP experts	3	2	66	Purposive
School principal and vice principals	36	26	72.2	Purposive

### **3.5. Data Collection Tools**

To obtain relevant data for the study, both quantitative and qualitative data gathering instruments were used. Three instruments were used in the process of gathering the necessary data for the study. These were questionnaire, interview and document analysis. Qualitative data were collected through interviews from school supervisors and Town TDP expert of school and document analysis from CPD documents in the schools. Quantitative data were collected through questionnaires from teachers and school leaders.

### **3.6. Questionnaires**

The researcher used questionnaire because it was convenient to conduct survey and acquire necessary information from a large number of study subject with a short period of time. Furthermore, it makes possible an economy of time and expense and also provides high proportion of usable response (Best & Kahn 2003). The major data collecting instrument employed in this study was the some adopted and some are developed questionnaire. Questionnaires was designed with close and open ended question items originally prepared in English and translated to Afan oromo and Amharic because the researcher believes that the respondents would better understand the questions in either of these two local Languages.

The questionnaire consisted of three parts. Part one described general information about respondents. Part two was designed to gather pieces of information on respondents' background, such as sex, experience, and educational level, position of teacher in carrier structure. The third part was focused on different issues on practice , implementation and challenges of CPD and its contribution to the students performance in the study area. All closed ended questionnaire items were a Likert type scale.

### **3.7. Interview**

Semi-structured interview guide was used as the other important data gathering instrument in this study. It was used to collect data from Town Education Office TDP coordinators and school supervisors. This data gathering instrument was selected with the belief that deeper information is obtained on issues critical to the study. It permits greater depth of response with face to face communication which was not possible through any other means. Five (5) interviewees were expected to participate in the interview session and the interviews taking, because of Corona virus pandemic disease the interview was takes place by keeping social

distance between participants. The responses from each interviewee recorded on short note book subjectively and triangulated carefully

### **3.8. Document Analysis**

Document analysis was the other essential data collecting instrument. It was used to triangulate/substantiate the data observed from document concerning teachers CPD". In document analysis, document related to the implementation of CPD such as portfolios, annual plan of CPD training both schools and trainees, modules prepared by trainees, reports written on the CPD training issues. These documents evaluated comparatively with toolkit, framework, and CPD training materials. After observing and evaluating those documents, it was analyzed and taken as sources of information.

### **3.9. Procedures of Data Collection**

The Preliminary step in collecting the necessary data was started with face to face contact with the directors of the sampled schools to discuss on the objective of the study, to have necessary information that is needed in the study and to facilitate the data gathering process be smooth. To collect the data from the sample respondents convenient time and place were chosen in order to place them freely and maximize the quality of response and degree of return. Before dispatching the questionnaires for the participants the researcher gave orientation for the respondents to make clear about the objectives of the research. Then after, questionnaires were dispatched according to the time schedule of selected woredas. Likewise, interviews were conducted with school principals, according to the time given by the researcher.

### **3.10. Reliability and Validity checks**

Checking validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Yalew, 1998).

#### **3.10.1. Reliability**

To check the appropriateness of the items, pilot test was conducted in Babo Gaya and Kurkura Primary Schools which were 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 10 randomly selected teachers and 2 principals of Babo Gaya and Kurkura Primary Secondary Schools. After the questionnaires filled and returned, the reliability of items were measured by using Cronbach's alpha method with the help of SPSS version 24.

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 0.82, 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. Then necessary modification on 4 items was done.

Table 3.2: Result of Chrombach's Alpha distribution

		N	%	Chrombach'sAlpha	No.items
Case	Valid	12	100	0.82	18
	Excluded	0	0		
	Total	12	100		

### 3.10.2. Validity

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

### 3.11. The Method of Data Analysis

Both descriptive and inferential statistics used to analyze gathered data in this study. In general, to analyze data related to practices, implementation and challenges of CPD in the study area, the researcher used descriptive statistics (mean, frequency and standard

deviation). The descriptive statistics used to describe the data while inferential statistics used to generalize the data finding Kimberly, (2011). Descriptive statistics such as Mean & frequency of the score used to describe the extent at which CPD is being practiced in the study area. To analyze the relation between independent and dependent (CPD practice and student performance), the researcher used correlation analysis (Pearson correlation). Data gathered to assess CPD practice and its contribution to students' performance is analyzed by regression analysis. The quantitative data which gathered through questionnaire coded and entered into SPSS version 24.0 and analyzed through the correlation analysis. This correlation analysis used to assess the relation of dependent and independent variable. Data collected from the semi-structured interview analyzed and interpreted qualitatively using narration for supplementing the data gathered through questionnaires.

## CHAPTER FOUR

### 4. PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This chapter presents the analysis and interpretation of the data based on the information obtained through the questionnaires, Interviews and document analysis. It consists of two parts. The first part was concerned with the description of characteristics of the respondents whereas; the second part deals with the analysis and interpretation of the data. The purpose of this data was to assess practices and challenges of teachers continuous professional development and its contribution to students' academic performance in Government primary schools of Bishoftu town Primary schools. To this end, the researcher developed data gathering tools that integrate various aspects in implementing school based CPD. Schools CPD report document and teachers portfolio were also analyzed in this section of the study.

For the purpose of this study, questionnaires were prepared and administered for 156 teachers and 26 school leaders including principal and vice principal. Therefore, the total number of questionnaires distributed to school leaders and teachers were 182. From the distributed questionnaires to teachers, 132(84.6%) were completed and returned; but, 24 (15.3%) were not returned; whereas, 25 school leaders completed and returned the questionnaires and 1(0.96%) did not return the questioners. Two TDP Coordinators, three clusters supervisors were participated in interview session. Finally, the research analyses were done based on the data obtained from the questionnaires, interview results and document analysis.

Teachers and school leaders responded to both open and closed-ended questionnaire items. The closed-ended items across sub-categories were computed and analyzed using frequency, standard deviation, and mean scores. In addition, items across each category were arranged under the rating scale with five points. These five points Likert scale are (5= strongly agree 4= agree 3= undecided 2= strongly disagree 1 = disagree). Besides, data from interviews, and document analysis were triangulated to validate the findings.

The cutoff point of mean scores were calculated from the respondents response of easy analysis and interpretation, the mean values of each item and dimension were interpreted as follows; at intervals of length is  $4/5=0.8$  because there are 5 likert scale categories and the range of the data is 4 (i.e.,  $5-1=4$ ). Therefore, the mean scores 1.00-1.80 considered as strongly disagree/very low, 1.81-2.60 as disagree/low, 2.61-3.40 as undecided/medium, 3.41-4.20 as agree/high, and 4.21-5.00 as strongly agree/very high.

#### 4.1. Characteristics of the Respondents

Respondents were asked to indicate their background information. The details of the characteristics of the respondents are given in Table 3 below.

Table 4:1: Characteristics of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Male	103	65.2	65.6	65.6
	Female	54	34.2	34.4	100.0
	Total	157	99.4	100.0	
Education level of respondents	Certificate	1	0.6	0.6	0.6
	Diploma	61	38.6	38.9	38.5
	Degree	95	60.1	60.5	100
	Total	157	99	100	
Position of teacher in career structure	Beginner	9	5.7	5.7	5.7
	Junior	15	9.5	9.6	9.3
	Teacher	33	20.6	21.0	33
	Lead teacher	18	11.4	11.5	75.2
	Associate	8	5.1	5.1	63
	Senior teachers	39	24.7	24.8	100
	Total	157	99.4	100.0	
Service years	1-5 years	22	13.9	14.0	14.0
	6-19 years	22	13.9	14.0	28.0
	11-15 year	27	17.1	17.2	45.5
	16-20 years	26	16.0	16.6	61.8
	21 and above years	60	38.0	38.2	100.0
	Total	157	99.4	100.0	

The above table shows the respondents characteristics in terms of gender. Regarding teachers respondents, the male teachers constituted 103 (65.2%) while the female 54(34.2% ). This shows most respondents in the study area are male.

The academic qualification of respondents listed in the above table shows that 61(38.6%) of teachers were diploma graduates. While 95(65.1%) of teacher respondents are first degree holders. And only 1 (0.6%) teacher holds certificate in teaching. This implies that teachers qualification standards set by MoE were almost achieved (MoE, 2006).Furthermore, cluster supervisors, principals, education experts hold first-degree.

Based on respondents service in year, 22 (13.9%), teachers had 1-5years of service, 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) and60(38.0%) of teachers had above 21 year experiences. This shows that the schools have many experienced teachers with qualification because most experience teachers come to town. 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, education experts had the work experience of 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 program structured in the school levels**

This section deals with items to measure the extent of CPD program structurally organized in the primary schools of the study area. Each item was analyzed based on the data obtained through questionnaires responded by teachers and school leaders further backed by the data obtained from interview and document analysis. Accordingly, the items were interpreted as indicated in the table 3 below which indicates a summary of respondents' view on item 1 of basic question.

Table 4.2: Response on Items related to teachers CPD structure in primary schools

Descriptive Statistics					
	N	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Std. Error
1. The extent of established CPD committee properly function in the school	157	2.79	1.177	-.037	.194
2. To what extent schools CPD need priorities are clearly identified	157	1.97	1.006	.549	.194
3. The culture of monitoring the implementation of teachers professional portfolios	157	1.62	.880	1.215	.194
4. The School provide CPD training on time	157	1.61	.966	1.644	.194
5. The process of CPD program is complex and ambiguous to apply practically in classroom	157	2.46	1.279	.228	.194
6. The extent to which the efforts of cluster supervisors to provide professional support for teachers on the actions of CPD is better	157	1.78	1.060	1.309	.194
Aver	157	2.03	1.061		
Valid N (listwise)	157				

***The interval cut-off point for Mean scores 1.00-1.80=very low, 1.81-2.60=low, 2.61-3.40=medium, 3.41-4.20=high and 4.21-5.00=veryhigh***

As it was clearly indicated from the above table, teachers and school leaders were asked to give their views on the extent to which teacher CPD program structurally organized in their schools. As depicted in table 4.2 above , the mean score of teachers response for items item

Item 1 had mean score ( $M=2.79$ ) and standard deviation ( $SD=1.17$ ). From this mean score we can understand that this item lay in the medium range level, That means the extent at which established CPD committee properly function in the school in at medium level. Item 2 is extent of schools CPD need priorities is clearly identified. The score had mean score ( $M=1.9$ ) and standard Deviation ( $SD= 1.06$ ).

Item 3 of the above table talks about the culture of monitoring the implementation of teachers professional portfolios. The mean score of this item is ( $M=1.6$ ) and the standard deviation is ( $SD=0.88$ ). From this result score we can understand the score indicates low level. This means the culture of monitoring the implementation of teachers' professional portfolios is at lower level which needs more consideration.

Item 4 indicated whether the School provide CPD training on time or not. The mean score of this item is ( $M=1.6$ ) compared to its standard deviation ( $SD=0.966$ ). The cutoff point indicated that the mean score is at lower level. This means the School doesn't provide CPD training on time. When we observe item 5 of the above table the mean score of the response is ( $M=2.46$ ) compared to the standard deviation ( $SD=1.27$ ) which indicates low level. From this result one can understand the process of CPD program is complex and ambiguous to apply practically in classroom.

Item 6 had the mean score ( $M=1.78$ ) and the standard deviation ( $SD=1.06$ ). This mean score indicated lower level. That means the extent to which the efforts of cluster supervisors to provide professional support for teachers on the actions of CPD is at lower level, means it is not at better level because the respondent indicate disagree rating.

In general when we observe the response on Items related to teachers CPD structure in primary schools of Bishoftu town the average mean score is ( $M=2.03$ ) and standard deviation ( $SD=1.061$ ). From this result we can understand that teachers CPD structure in primary schools of the study area is at lower level means it is not structurally well organized. This needs more consideration by school principals, CPD committee and even teachers themselves. The closed ended question response summaries that; although, there was clearly set in the guide line on how to structurally organize School based CPD and the role of stakeholders, the expected implementation was low. The respondents approves that the activities like conducting need based training and workshops did not get due emphasis and even the amount of time teachers devoting to involve in CPD program was below the guide line expectation.

The data obtained from teachers open ended question revealed that; although, the role of CPD committee was clearly defined in their school, the committees did not function properly and even lack awareness on the program by themselves similarly, school leaders add that, even though, there was training materials in the school libraries teachers did not interested to use it.

From the interview conducted with Bishoftu town TDP experts and 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 very low and Lacks consistency”.(TDP 1, March 05, 2020). This implies that the monitoring and evaluation of CPD activities were not effective enough at school level .From the onset, the initiative was not clear. From the very beginning, CPD initiative had no real owner. It didn't not 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 CRC supervisor, school CPD facilitators and TDP coordinators were below expected level which need more attention from concerned bodies .Additionally, CPD program is not well organized as per given time on the CPD tool-kit. 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. Effective Implementation of CPD in the Schools

The researcher wants to analyze the extent at which Teachers CPD effective implementation as per the national framework contribute to students' academic performance in Bishoftu town. The second research basic question said *“To what extent Teachers CPD effective implementation as per the national framework contribute to students academic performance in Bishoftu town?”*

Table 4.3:Response for the Effective implementation of CPD program in the schools

Descriptive Statistics					
	N	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Std. Error
1. CPD implemented well & created good opportunity for teachers to get professional licensing	157	2.62	1.293	.010	.194
2. CPD enables me to remain in my profession	157	1.93	.934	.427	.194
3. CPD create an opportunity to use active teaching methods effectively	157	1.55	.85	1.373	.194
4. CPD supported teachers in Improving students academic achievement	156	1.61	.968	1.634	.194
5. Teachers used CPD to improved subject matter knowledge and skills	157	2.37	1.167	.296	.194
6. CPD Allowed teachers to give counseling and guidance service to students	157	1.87	1.051	1.246	.194
7. Teachers implement CPD program successfully in line with MoE guideline	157	1.90	.992	1.151	.194
Aver	157	1.97	1.03		
Valid N (listwise	157				

***The interval cut-off point for Mean scores 1.00-1.80=very low, 1.81-2.60=low, 2.61-3.40=medium, 3.41-4.20=high and 4.21-5.00=veryhigh***

As the table 4.4 above revealed, the mean score of teacher's response for items 1 and 5 is (M=2.62 and 2.37) respectively which shows Medium level CPD implemented well & created good opportunity for teachers to get professional licensing and to improve teachers subject matter knowledge whereas the mean score of item 2, 4, 6 and 7 lay low level implementation, the mean score.

Item 2 indicated if CPD implemented and enables me to remain in teachers' profession. This had mean score (M=1.93) and standard deviation (SD= 0.93) which indicated low level implementation on this item. Item 3. Had mean score (M=1.55) and standard deviation (SD=0.858). This result shows low level implementation of CPD that is CPD didn't create an opportunity to use active teaching methods effectively in the study area because it didn't implemented well.

Observing item 4 of the above table CPD supported teachers in Improving students academic achievement had mean score (M=1.61) and standard deviation (SD=0.968). The mean score shows lower level. This seems that because CPD didn't implemented well, it didn't supported teachers in Improving students academic achievement as expected. In general CPD implementation in the study area is at lower level. This is confirmed by mean score (M=1.97) and standard deviation (SD=1.03).

In general, from closed ended questions response one can understand that teachers did not successfully implement CPD program in their schools. Both teachers and school leaders' response revealed that the school CPD priorities are clearly identified and the discussion was made after the identification of CPD priorities. In addition to this, professional portfolios were not well organized, CPD activities were poorly implemented and teachers' instructional knowledge and skills were not improved because of low of teachers collaboration with their colleagues.

In open ended question teachers add their suggestion in that; CPD program was not implemented in line with MoE guideline rather than preparing their CPD plan because, no one encourage them to do practical work and the program did not link with class room subject matter. This makes teachers to see CPD as additional work feel as if it is burden to them rather than professional.

In the interview session, the researcher interviewed CRC supervisors to explain how they evaluate the effective implementation of CPD program in the primary schools. The TDP interview implies that; in order to evaluate CPD program success we need to see their indicators.

For instance in my view there are different indicators which show ineffectiveness of CPD program i.e.- Teachers lack teaching skills and subject matter knowledge this become the cause of conflict in some schools. The school leaders and teachers give little attention to the CPD issues. They are focusing on other teaching and learning issues. They forget the principle that without updating teachers it is impossible to bring the desired changes in the school. Because of the above indicators I think it is difficult to say that there is effective implementation of CPD program in the primary schools. (Interview with Sup1 and Sup3, March 05, 20120).

At the same time the TDP experts added the following views on CPD program effectiveness;

“As it was stated clearly on CPD framework the CPD program was designed to update teachers’ skills and knowledge which result in the improvement of students’ Performance. But, the teachers’ skills and knowledge were not updated and the students’ performance was not improved. The students’ scores in regional examination and school final exams sometimes increase and the other times decrease below the average. The students complain due to lack of teachers’ teaching skills and lack of subject matter knowledge by teachers become common in many schools. These all indicates the CPD training did not attain its objectives. Therefore, there was no effectiveness of the implementation of CPD program in the sampled schools”. (TDP1, 2,3, March 2020)

From analyzed data the researcher concluded that: the status of CPD implementation was low and infant stage and their participation also varies from school to school as well as from teacher to teacher. However, the extent of their engagement was not as intended in the CPD policy. The respondents suggested that the engagement of teachers and principals in CPD activities was low unless the rewards and sanctions associated with participation in CPD program clearly obligated them. Therefore, what we understand from the above is that CPD program effectiveness in primary schools of Bishoftu town is unsatisfactory

### **4.2.3. Analysis of the relation between independent and dependent variables**

#### **4.2.3.1. Correlation analysis of CPD practice and students performance.**

The researcher wants to analyze the relation between teachers CPD and students' performance based on the respondents' opinion. It is observed from the different document analysis that students performance in Bishoftu Town is found to be lower in different dimensions such as their attitude, their rate of promotion.

Bishoftu Town Education bureau annual reports on grade 8<sup>th</sup> regional exam average score indicated that less than 61.4 % of students scored above 50 % average.(BTEO, 2011,annual report).The three consecutive annual report of grade 8 students on regional exam average score is indicated as the following table.

Table4.4: Grade 8<sup>th</sup> students regional exam score from 2009-2012 E.C

No	Sample schools	No, of Students Took Exam				Students Those score above 50%							
		2009	2010	2011	2012	2009		2010		2011		2012	
						N	%	N	%	N	%	N	%
1	Biftu primary school	220	189	205	213	114	52	85	45	136	66.5	149	70
2	Bole primary school	300	218	258	308	220	68.5	115	53	186	72	132	43
3	Kata primary school	150	180	133	142	84	56	115	64	77	58.2	82	58
4	HoraHar-Sade primary school	195	187	204	200	78	40	95	49	120	59	124	62
5	Maranata primary school	314	230	216	200	172	55	201	64	102	47.3	98	49
6	Bakalcha primary school	175	188	193	199	138	79	106	61	146	76	108	54.3
7	Soka primary school	301	298	286	204	180	60	168	56	197	69	129	63.4
8	Chalalaka primary school	124	156	178	142	53	43	82.7	66.7	121	68	101	71.2
9	Kara Hora primary school	177	118	124	144	94.34	53.3	122	69.4	68	55	809	45.7
10	Tokuma primary school	199	210	189	205	120	60.5	107	53.9	143	70	118	58
11	Rikicha primary school	103	142	147	162	76	73.5	68	47.8	45	44	69	43
12	Bishoftu Primary school	258	302	189	200	160	62.4	174	57.7	134	52	109	54.8
	AVE					124	58.6	119	57.2	122.9	61.4	169	56

Source: BTEB, 2012

In this sub-section the relation between dependent variable (teachers CPD practices) and dependent variable students performance is analyzed by using correlation analysis (Pearson correlation). Thus, correlation is a measure of relationship between two variables. The degree of relationship, of variables also interpreted for each of the variables under the study.

The Pearson product moment correlation coefficient is a statistic that indicates the degree to which two variables are related to one another. The sign of correlation coefficient (+ or -) indicates the direction of the relationship of independent and dependent variables between -1 and +1. Measuring the strength and the direction of relationship that occurred between variables is, therefore, important for further statistical significance. To this end the Pearson's product moment correlation coefficient is computed for the purpose of describing the relationships between CPD practices and primary school students' performance.

A positive correlation indicates a direct and positive relationship between two variables. A negative correlation, on the other hand, indicates an inverse means, negative relationship between two variables (Leary, 2004). Therefore, to answer the second basic research questions, "To what extent Teachers CPD effective implementation as per the national framework contribute to students academic performance in Bishoftu town?" first, Pearson correlation is calculated and identified if there is the relation between teachers CPD practice and students performance then after, to know the extent Teachers CPD effective implementation as per the national framework contribute to students academic performance in Bishoftu town, Regression analysis is conducted as the following.

Table 4.5: The correlation of CPD practices and students performance

<b>Correlations</b>			
		CPD practices in primary schools of Bishoftu Town	Primary school students performance
1. CPD practices in primary schools of Bishoftu Town	Pearson Correlation	0.867**	.529**
	Sig. (2-tailed)		.000
	N	157	157
2. Primary school students performance	Pearson Correlation	.529**	0.867**
	Sig. (2-tailed)	.000	
	N	157	157
** . Correlation is significant at the 0.01 level (2-tailed).			

**Key:-The degree of relation ship**

*P=0.2-0.35, Very slight relation  
relation*

*P=0.66-0.85, More considerable*

*P=0.36-0.65, statistically significant relation*

*P=>0.85, high relation*

The result of correlation analysis indicates the degree of relation that occurred between teachers CPD practice in primary school (independent variables) and respondents' opinion nonstudents' performance (dependent variables).

Accordingly, the degree of relationships that was appeared between variables, correlation ranging from 0.20 to 0.35 found to have very slight relation, 0.35 to 0.65 have statistically significant relation, 0.65 to 0.85 more considerable and over 0.85 found to have high, relationships between dependent and correlated independent variable. With regard to the effect level of independent variable, the value of Pearson's correlation( $r$ ) less than 0.1, determine the existence of weak, 0.1 to 0.3 modest, 0.3 to 0.5 moderate, 0.5 to 0.8 strong and greater than 0.8 ,very strong effect of independent variable on the dependent variable consecutively ( Cohen & Morrison, 2007).

From the analyzed result we can see the relation between teachers CPD practices in primary schools of Bishoftu Town and Primary school students' performance. The result showed that teachers CPD practices in primary has positive relationship with Primary school students performance ( $P= 0.529^{**}$ , Sig=.000).The correlation is significant at 0.01 level. This result reveals that there is statistically significant relationship between CPD practices in primary schools of Bishoftu Town and Primary school students performance since the value of the Pearson correlation (P-value) is between 0.35-0.65.

## 4.6. Regression Analysis of variables

### 4.6.1. Analysis of the extent at which teachers CPD contributes to students performance

To analyze the effect level of teachers CPD contributes to students' performance in the study area, the researcher used Regression analysis because the nature of the variable is numeric.

Under this inferential analysis; goodness of fitness and the effect level of independent variables were examined to make substantial inferences. The amount of adjusted R square value determine the level of a goodness of fit, if the value is <0.1 depict that the model is found to be poor fit, if the value is 0.11 to 0.30 modest fit, if the value is 0.31 to 0.50 moderate fit and > 0.50 depict that the model is found to be strong fit for goodness respectively (Muijs, 2004) cited by Cohen, and Morris (2007).

Similarly, the effect level of the predictors, beta weightings of the independent variables (CPD practice) were observed. Thus, 0 to 0.1 interpret the effect of predictors as weak, 0.1 to 0.3 as moderate, 0.3 to 0.5 and above 0.5 to 0.8 are the guide that help to interpret the effect of predictors, strong effect on dependent variable, above 0.8 is very strong effect level. (Muijs, 2004) cited by Cohen, and Morris (2007).

Table 4.6: *The analysis of effect level of CPD practice on students performance.*

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.543 <sup>a</sup>	.294	.290	1.07592	.294	64.28	1	154	.000
a. Predictors: (Constant), CPD practices									
b. Dependent Variable: Primary school students performance									



As could be seen in table 4.5, the value of adjusted R square (0.294) in regression model summary highlights that the constructed model fit, the independent variables accounts for 29.4% of variance in the dependent variable, which is students performance while the remaining of 70.6% are described by other factors not included under the study.

Based on the value of adjusted R square and the guide given by Muijs, the model has modest fit for goodness. In addition, the multiple correlation coefficients between all independent variables ( $R=0.543^a$ ) also indicates that the existence of strong correlation between the dependent variable, which also indicates that there is only a small amount of error and most of the points lie close to the regression line. From the result we can see that teachers CPD practice affect students performance positively by 29.4% ( $R Square =0.294, Sig=.000$ ). This indicated CPD practice has relative effect on primary students performance in Bishoftu Town.

Table 4.7: Coefficient Table

Model		Coefficients				
		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	.675	.238		2.83	.005
	CPD practices	.886	.111	.543	8.01	.000

a. Dependent Variable: Primary school students performance

From the above coefficient table, un-standardized coefficient Beta value considered. The un-standardized coefficient Beta ( $\beta$ ) of teachers CPD practice had 0.886. This indicated CPD practice significantly contributes for positive prediction of students' performance in the schools under study. That means in, general, as one standard deviation increase in CPD practice, the level of primary school students in the study area would increase by 0.886.

#### 4.7. The Challenge of teachers which could influence the implementation of CPD

This section is devoted to the presentation of the major difficulties that hinder the affirmative application of CPD activities. The cutoff point of mean scores of each item and dimension were interpreted as follows; at intervals of length is  $4/5=0.8$  because there are 5 likert scale categories and the range of the data is 4 (i.e.,  $5-1=4$ ). Therefore, the mean scores 1.00-1.80 considered as Least serious, 1.81-2.60 as serious, 2.61-3.40 as undecided/medium, 3.41-4.20 more serious, and 4.21-5.00 Most serious.

Table 4.8: Items Related to the challenges of CPD implementation

No	challenges of CPD implementation	Groups		Most Serious	More Serious	Medium	Serious	least serious	Mean	S.D	P-Value
1	Significance of CPD and its activity is not clear	Teacher	Fr	18	63	21	18	12	3.431	1.16	0.009
			%	13.6	47.7	15.9	13.6	9.1			
		School leader	Fr	4	6	8	8	6	2.812		
			%	12.5	18.8	25	25	18.8			
2	There is lack of CPD training manuals or guidelines	Teacher	Fr	27	42	30	18	15	3.363	1.267	0.573
			%	20.5	31.8	22.7	13.6	11.4			
		School leader	Fr	7	9	6	4	6	3.218		
			%	21.9	28.1	18.8	12.5	18.8			
3	The Absence of a skilled supportive supervision	Teacher	Fr	57	30	30	-	15	3.863	1.295	0.577
			%	43.2	22.7	22.7		11.4			
		School leader	Fr	12	10	3	3	4	3.718		
			%	37.5	31.3	9.4	9.4	12.5			
4	There is time constraints to implement CPD	Teachers	Fr	18	81	6	15	12	3.598	1.138	0.371
			%	13.6	61.4	4.5	11.4	9.1			
		School leader	Fr	12	4	4	8	4	3.375		
			%	37.5	12.5	12.5	25	12.5			
5	The process of CPD program is	Teachers	Fr	27	22	30	27	26	2.973	1.411	0.312
			%	20.5	16.7	22.7	20.5	19.7			

	complex and ambiguous to apply practically in classroom								7		
		School leader	Fr	6	4	3	12	7	2.68	1.44	0.305
			%	18.8	12.5	9.4	37.5	21.9			
6	Less commitment of CPD Participant	Teachers	Fr	30	60	22	6	15	3.63	1.411	0.305
			%	22.7	45.5	15.9	4.5	11.4	4		
		School leader	Fr	10	12	6	4	-	3.87	1.008	
			%	31.3	37.5	18.8	12.5		5		
7	Lack of motivation for teachers by concerned bodies	Teachers	Fr	54	32	15	24	7	3.77	1.299	0.399
			%	40.9	24.2	11.4	18.2	5.3			
		School leader	Fr	8	12	4	6	2	3.56	1.243	
			%	25	37.5	12.5	18.8	6.3	3		
8	Lack of allocated budget or resources to implement CPD activities	Teachers	Fr	36	42	6	36	12	3.41	1.375	0.093
			%	27.3	31.8	4.5	27.3	9.1			
		School leader	Fr	10	12	6	2	2	3.81	1.148	
			%	31.3	37.5	18.8	6.3	6.3			
9	The framework and toolkit materials of CPD are not clear to implement CPD	Teachers	Fr	33	45	24	18	12	6	0.005	0.010
			%	25	34.1	18.2	13.6	9.1			
		School leader	Fr	4	8	4	10	6	4	0.010	
			%	12.5	25	12.5	31.3	18.8			

As indicated in the table 4.7 above, the mean score of both teachers and school leaders response ranked items 3,4, 6,7and 8 as more serious challenge of CPD implementation. This shows that teachers’ work overload/lack of sufficient time to implement CPD activity, lack of commitment of teachers who participate in CPD, absence of motivation to support CPD activities and the absence of skilled supportive supervision were the more serious factors which affected the effective implementation of CPD program in the sampled schools. On the other hand, both respondents mean score ranking for items 2, 5 and 9 fell in medium challenge. This depicts that, the lack of CPD training manuals or guidelines, less practice of CPD in classroom, the CPD toolkit materials are not clear to implement were ranked under medium challenge. In addition to the above response, to check if there was a difference between school leaders and teachers in their response the independent samples “t” test analysis was conducted. The p-values of items 1 and 9 are less than 0.05. This indicates that

there was statistically significant difference between the mean scores of two groups of respondents.

On the other hand the p-values of items 2,3,4,5,6,7,8 were greater than 0.05 which indicates that there was no statistically significant difference between the mean scores of two groups of respondents. This might be because of the two groups of respondents“ have almost similar views on the factors affecting the implementation of CPD program.

Similarly, in open ended question, teachers and school leaders listed the Challenging factors of CPD program in their schools as follows; lack of commitment from principals and supervisors to implement CPD, lack of motivation for teachers and the absence of linking teachers’ career development structure with CPD. The absence of CPD program as criteria in teachers’ performance evaluation makes some teachers in order to look CPD program as an extra work load. Furthermore, they add their opinion in that CPD activities have no linkage to classroom practice and did not have direct relation with subject matter, this make teachers to hesitate in implementation of CPD activities in their classroom not only for complexity but also because of they did not have clear understanding on how to interrelate CPD program with classroom activities.

The school leaders underlined in their open ended question that : the majority of their time and effort went to the routine administrative tasks such as leading meetings, handling conflicts among students and teachers, managing office workers and writing reports. As a result of this they could not provide professional support for teachers and follow up teacher’s performance. Thus, they give little attention to the actual practice of school based CDP processes from this one may confirmed that lack of support from the concerned bodies on CPD activities is the challenge of its implementation.

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

Bishoftu town in the year of 2011-2012 E.C, the researcher did not get 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 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.

From the above descriptions, the following lessons can be drawn regarding the challenges of teachers professional development in Ethiopians schools. First, the CPD programs suffers from the lack of ownership. Second, the CPD initiative did not move beyond talk and did not live up to its promise. Third, both the lack of support and continuous follow-ups regarding the CPD program got less attention and left teachers confused.

**CHAPTER FIVE**  
**5. SUMMARY, CONCLUSIONS AND**  
**RECOMMENDATIONS**

These parts of the study deals with the summary of the major findings, general conclusion drawn on the bases of the findings and recommendations which are assumed to be useful to enhance the status of CPD practice primary schools of Bishoftu Town are forwarded for all concerned academic staffs.

**5.1. Summary of major findings**

The main objective of this study was to assess the practices and challenges of teacher's continuous professional development and its contribution to students' academic performance in Government primary schools of Bishoftu town. In order to meet this purpose, the following basic research questions related to the title are formulated.

1. To what extent teachers CPD is structurally organized in primary schools of Bishoftu town?
2. To what extent Teachers CPD effective implementation as per the national framework contribute to students academic performance in Bishoftutown?
3. What are the major factors that foster the implementation of teachers CPD in Bishoftu town?
4. What are the major challenges of the implementation of Teachers CPD in the Bishoftu town

Therefore, attempt was made to assess the Practices and Challenges of Continuous Professional Development in Bishoftu town of Government Primary schools in Oromia Regional State. To address these questions, a descriptive Correlation design was employed. The data collected from the closed ended questionnaires was analyzed and interpreted using different statistical tools such as, mean, and standard deviation, Pearson correlation and linear regression. To this effect, the study is conducted in 12 randomly selected primary schools of Bishoftu Town. A total of 132 teachers and 25 principals and vice principal, a total of 157 respondents randomly and purposively selected respectively were involved in the study. 3 CPD coordinators and 2 supervisors set for interview were selected through purposive sampling technique, to participate in the study.

To gather necessary information, 28 closed ended questionnaires were distributed to secondary school teachers, all are properly filled and returned because the researcher gave chance two times to cover those were absent on the first day.

The finding of the study indicated the teachers CPD practice in the study area is found to be low because, the mean score shows lower level across primary schools in the study area ( $M=1.97$ ,  $SD=1.03$ ).

On the other hand the finding of the study summarized that response for the Effective implementation of CPD program in the schools confirmed low level implementation because the mean score of the responses ( $M=2.03$ ,  $SD=1.06$ ).

The majority of teachers and school leaders 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. Although, the role of CPD committee was clearly defined in their school, the committees did not function properly and even lack awareness on the program by themselves .In addition to this, Although, there was training materials in the school libraries teachers did not interested to useit.

There was low structural support from cluster supervisors to provide professional support for teachers for the implementation of CPD program. The culture of giving constructive feedback on time was responded in low level. This indicate that there was less attention given to CPD program in the schools, no support or Feedback given on teachers CPD portfolio by school.

Leaders or 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 commitment have impact.

Teachers and school leaders' response in addition to document analysis confirm that, although, teachers prepare their annual individual CPD plan, they did not organize their portfolios and prepare CPD module. This means, professional portfolios were not well organized, CPD activities were poorly implemented and the link between CPD program and Subject matter to improve classroom practice is responded as low level, teachers''

collaboration with their colleagues to improve teaching and learning was insufficient. There was no mechanism of checking whether teachers accomplish sixty hour CPD activities or not.

From data collection instrument one can conclude that, even though, teachers have skill to prepare their individual CPD plan based on their plan they did not change the plan in to action, all of their CPD program is left in planning process and the status of implementation of CPD program was almost in severe condition. CPD program was not implemented in line with MoE guideline rather than preparing their CPD plan because, no one encourage them to do practical work and the program did not link with class room subjectmatter.

The school leaders and teachers ignored the CPD issues and they are focusing on the other teaching and learning issues. Generally from data analysis and what is really observed in the schools CPD program was not successfully implemented in Bishoftu primary schools.

The study found the relationship of practice of CPD in primary schools of Bishoftu Town and students performance, the finding showed that:

- There is the positive relationship between CPD in primary schools of Bishoftu Town and students performance in the study area ( $P=0.529^{**}$ ,  $Sig=0.000$ ). The correlation is significant at the 0.01 level. This result reveals that there is more considerable relationship between CPD in primary schools of Bishoftu Town and students' performance.
- The study found the relative contribution of CPD practice on primary school students performance, the finding of the study showed that:
- From the result we can see that principal teachers CPD practice affect students performance positively by 29.4% ( $R\ Square = 0.294$ ,  $Sig = .000$ ). This indicated CPD practice has relative effect on primary students performance in Bishoftu Town

That means teachers CPD practice is one of the factor positively contributes for students performance in primary schools of Bishoftu Town.

### **5.1.2. Factors affecting the implementation of CPD program**

This shows that teachers' work overload/lack of sufficient time to implement CPD activity, lack of commitment of teachers who participate in CPD, absence of motivation to support CPD activities and the absence of skilled supportive supervision were the more serious factors which affected the effective implementation of CPD program in the sampled schools. On the



other hand, the lack of CPD training manuals or guidelines, less practice of CPD in classroom, the CPD toolkit materials are not clear to implement were ranked under medium challenge.

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 Bishoftu town in the year of 2011- 2012 E.C, the researcher did not get 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 and CDP facilities almost in all schools forced to lead untrained teachers were beyond their level of competence.

Based on the challenge of CPD program both respondents approved that teachers“ work overload/lack of sufficient time to implement CPD activity, lack of commitment of teachers who participate in CPD, absence of motivation to support CPD activities were the more serious factors which affected the effective implementation of CPD program in the sampled schools.

On the other hand, both respondents ranked the following challenges as serious challenges of implementing CPD are; - Absence of skilled supportive supervision, the process of CPD program is complex and ambiguous to apply practically in classroom, the shortage CPD training materials and the CPD toolkit materials are not clear to implement. On the contrary, absence of budget to implement CPD program ranked as less challenging factor in CPD program by both teachers and school leaders response. In addition to this, lack of commitment from principals and supervisors to implement CPD.

## 5.2. Conclusion

Based on the major findings, the following conclusions were drawn.

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 there were no schools leaders support and follow up activities on the CPD program. There was failure in arranging training programs in establishing effective CPD committees“ with full awareness of their role. This implies the CPD program was less structured in the sampled primary schools which contradict MoE toolkit expectation. From this, one can conclude that the CPD program was not implemented successfully in the sampled schools.

In order to make the CPD training more effective, it needs more commitment from stake holders especially teachers, because teachers are the key doers to accomplish intended quality of education through CPD.

Teachers CPD is one of the most essential means to develop the professional competence of teachers and educational leaders .If teachers CPD is implemented to its expected extent, it could have significant contribution for the quality of education by improving students “academic achievement, changing teachers” classroom pedagogical practice and enhancing teachers” professional competence (both subject matter and pedagogical skills)..Conversely, the findings indicate that teacher’s engagement in CPD program in organizing portfolios“, working with their colleagues to improve teaching and learning, problem solving action research was poor. Therefore, it is concluded that there is no fertile ground for CPD training in the sampled schools. This implies that CPD program stakeholders, especially teachers and school leaders“ did not play their role and responsibility as Guideline stated.

As it was indicated in the findings of the study, there were different hindering factors of CPD program. The respondents ranked the challenges as more serious, serious and less serious. Among the more serious hindering factors are: less commitment of school leaders, absences of motivation of teachers, lack of budget, were the serious problems of the real practice of CPD. Furthermore, lack of commitment of teachers to implement CPD activities, absence of relicense teachers” profession with the activities of CPD and absence of career structure development with the activities of CPD, were found to be another challenges of CPD implementation in primary Schools of Bishoftu town.

In general, the CPD program was not successfully implemented in the sampled schools due to lack of motivation of teachers and absence of school leaders support and follow up activities, lack of teachers commitment, no supportive supervision and many more discouraging factors.

### **5.3. Recommendations**

Based on the findings of this study, the following recommendations were forwarded:-

1. To implement teachers' CPD at primary school level as per MoE guideline, there need to be ownership at the different level of the Education system especially (in our context, school leaders, supervisors, Bishoftu town Education Office TDP experts) so that it will have its own plan, budget and monitoring and evaluation systems. Thus Bishoftu Education office needs to reconsider the structural issue of CPD. This is done by reorganizing CPD committees in the schools and their role and the responsibility have to set clearly based on MoE guideline, crosscheck the implementation of the training and give timely constructive feedback.
2. It is strongly recommended that cluster supervisors with school leaders needs to take immediate actions on providing training based on teachers individual CPD needs, facilitate experience sharing with the nearby cluster schools and share CPD manuals and materials to all primary schools for the real implementation of school based CPD.
3. The town education office collaborated with REB should have to build the capacity of CRCs by assigning trained professional and let them plan activities related to teachers CPD so that they will serve as really as resource centers for the schools. If the CRCs are organized very well, they will provide professional and material supports for the other schools, they will serve as center for sharing good practices and promote the teachers community of practices.
4. The school expected to prepare quarter report on the CPD issues which includes its progress and challenges at the end of every quarter and the Town education offices ought to focus on the practical implementation of the program and give constructive feed backs by cross checking what have done in the schools and what have been written on the report.
5. Town Education Office ought to apply licensing, re-licensing, and schools should have to provide certificate for completion the program and link with career professional level of

teachers after finishing the CPD training.

6. The schools need to focus in improving teachers classroom activities, increasing teachers knowledge 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 Bishoftu town.
7. 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 implementation of CPD program in selected Primary schools of Bishoftu town. Therefore, interested researchers might sample the wider stakeholders like Region education biros and town Education office in advance. They may also look into secondary schools.

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**APPENDIX-A**  
**Questionnaires**  
**Jimma University**

**College of Education and Behavioral Sciences Department of Educational Planning and Management**

**A. Questionnaire to be filled by teachers and Schools Leaders.**

**Dear respondents:** This questionnaire is prepared for collecting relevant data to Practices and Challenges of Teachers Continuous Professional Development and its contribution to students academic Performance in Government primary schools of Bishoftu town. The achievement of this study depends on your truthful and real response to the questions. All information you provided will be strictly kept confidential and will be used only for an academic purpose. The findings of this study serve to forward recommendations for possible improvements and adjustments in the program. Thus, you are kindly requested to contribute in filling out the questionnaire responsibly.

**NOTICE:**

The following items are presented to describe general information of the respondents. So choose

Part I: Personal Data - Please, write your personal background on the space provided before the question.

Name of the School:....

**I. Sex:**(1)Male (2) Female

**II. Educational level**

1. Certificate 2. Diploma 3. First-degree 4. Master degree

**III. Position in career ladder**

1. Beginner teacher 2. Junior teacher 3. Teacher 4. Senior teacher

Associate Lead teacher 6. Lead teacher 7. Senior Lead teacher

**1. Items related to teachers CPD structure in primary schools.**

Use “√” mark to specify your rating for each of the statements in the table below. Key;-  
 (SA)Strongly agree=5 Agree(A)=4 Undecided(UD)=3 Disagree(DA)=2 strongly  
 disagree(SDA) =1

No	Items related to teachers CPD structure in primary schools	Options				
		5	4	3	2	1
		SA	A	UD	DA	SDA
1	The extent of established CPD committee properly function in the school					
2	To what extent schools CPD need priorities are clearly identified					
3	The culture of monitoring the implementation of teachers professional portfolios					
4	The School provide CPD training on time					
5	The process of CPD program is complex and ambiguous to apply practically in classroom					
6	The extent to which the efforts of cluster supervisors to provide professional support for teachers on the actions of CPD is better					

9 . Please, mention other CPD organization method in your school. -----

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**2. The effective implementation of Teachers CPD program practice**

N O	Items	5	4	3	2	1
1	CPD implemented well & created good opportunity for teachers to get professional licensing					
2	CPD enables me to remain in my profession					
3	CPD create an opportunity to use active teaching methods effectively					
4	CPD supported teachers in Improving students academic achievement					
5	Teachers used CPD to improved subject matter knowledge and skills					
6	CPD Allowed teachers to give counseling and guidance service to students					
7	Teachers implement CPD program successfully in line with MoE guideline					

2.8 If any other, please specify.....

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### 3. Questionnaires on the students performance

Key;-(SA)Strongly

agree=5 Agree(A)=4

Undecided(UD)=3

Disagree(DA)=2

strongly disagree(SDA)=1

No	Benefits of CPD Program in the teaching and learning process	5	4	3	2	1
1	CPD Enabled teachers to get classroom managing opportunity					
2	CPD help teachers an Opportunities for self-enhancement					
3	CPD create an opportunity to use active teaching methods					
4	CPD support teachers in improving students academic achievement					
5	CPD improved subject matter knowledge and skills					
6	CPD Allowed teachers to give counseling and guidance service to students					

7 .can you mention any other CPD contribution of CPD program for students performance ---

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**4. Items Related to the challenges of CPD program .**

CPD Key =Strongly agree=5 Agree=4 Undecided=3 Disagree=2 strongly disagree=1

No	challenges that hamper teachers	5	4	3	2	1
		Strongly Agree	Agree	Undecided	disagree	Strongly Disagree
1	Significance of CPD and its activity is not clear					
2	There is lack of CPD training manuals					
3	Lack of a skilled and experienced supportive supervision					
4	There is time constraints to do CPD					
5	The process of CPD is complex to apply practically in classroom					
6	Less commitment of CPD Participants					
7	Lack of motivation for teachers by the concerned Bodies					
8	Lack of allocated budget or resources to implement CPD activities					
9	The framework and toolkit materials of CPD are not clear to implement CPD					

10. What other challenges do you face to implement CPD activities?-----

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**Appendix-B: Interview**  
**Jimma University**

**College of Education and Behavioral Sciences Department of Educational Planning and Management**

Interview questions to collect information from Bishoftu town teachers' development experts and cluster supervisors about the practice of teachers' CPD implementation in primary schools.

1. How do you justify the coordination and management of CPD program in primary schools?
2. How do you see the benefit/ contribution of CPD programmers for teachers?
3. Do you think teachers are engaging in CPD activities?
4. Do you think CPD is properly implemented?
5. To what extent do teachers are engaging?
6. How do you follow-up the implementation of CPD activities in each school?
7. Do you think the school leaderships and school supervisor support teachers as they implement their CPD plans?
8. Do the schools allocate budget and material resources for the implementation of CPD programs?
9. To promote the implementation of the "CPD Policy", what suggestion you give?

## Appendix-C:Note Taking Format for Document Analysis

Name of school \_\_\_\_\_ Town \_\_\_\_\_

### 1. School CPD plan

No	2011E.C Academic year	Total number	No. of CPD action plans prepared	No. of CPD action plans do not prepared	No. of CPD action plans implemented .	Remar k
1.1	Teachers					
1.2	School principals					
1.3	Cluster Supervisors					

Need analysis\_

Major CPD activities \_\_\_\_\_

Budget for CPD programs \_\_\_\_\_

1.7. CPD evaluation mechanism \_\_\_\_\_

### 2. Teachers' portfolio

Activities performed \_\_\_\_\_

Support given by different take holders \_\_\_\_\_

### 3. 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 program \_\_\_\_\_