THE PRACTICE AND CHALLENGE OF CONTINUOUS PROFESSIONAL DEVELOPMENT IN GOVERNMENT SECONDARY SCHOOLS IN DENDI WOREDA, WEST SHOA ZONE

BY BERHANU RIKITU

A THESIS SUBMITTED TO COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN EDUCATIONAL PLANNING AND MANAGEMENT

Advisor: Aman Worku (Dr.)

June, 2019

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DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

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DECLARATION

I, the undersigned graduate student, hereby declared that the thesis is my original work. I have duly acknowledged any reference materials used in this work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and completion of this Thesis. This Thesis is submitted in partial fulfillment of the requirements for MA degree at Addis Ababa University

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This thesis has been submitted for examination with my approval as the university advisor. Advisor Name: Aman Worku (PhD)

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ABSTRACT

The main purpose of this study was to assess the practice and challenges of continuous professional development on teachers’ pedagogical skills improvements in secondary schools in Dendi Woreda. The study was designed to understand the present practices of continuous professional development that have been in place in secondary schools, the extent of its implementation and where the challenges are. To achieve this purpose, descriptive survey research design was employed. Mixed approaches were used for data analysis. The sample size of 99 teachers, 11 school leaders, and 1 Woreda education office expert were involved in the study. Teachers were selected using simple random sampling technique, while school leaders and experts were include in this study using purposive respectively. The data gathering tools were questionnaire, interview and document analysis. Questionnaire was employed to collect data from school leaders and teachers and interview was used to gather information from woreda expert and Zone education department. Then, the information gathered through closed-ended questionnaire was analyzed using percentage, and mean score. While the information gathered through interview and open-ended questions were narrated qualitatively. The findings of the study indicated that the extent of teachers practices of professional development activities such as mentoring, portfolio development, facilitating group discussions and peer observations, and evaluating the overall successes of the implementation processes were adequately implemented. But the school leaders (principals, cluster supervisors, professional development facilitators) and woreda experts were providing insufficient support for the teachers. Thus, teachers were not benefited from the school leaders. The major challenges identified were, lack of training manuals, irrelevance of the training contents to the need and interest of teachers, lack of trained facilitators, insufficiency of supports provided for teachers growth at all level, insufficient allocation of budget to run school programs were some of the challenges. To overcome the challenges encountered creating teachers awareness in advance with the overall CPD aims and its contribution for teachers pedagogical skills improvements, motivating teachers to willingly take self-initiative and responsibilities in the implementation process, assigning competent and trained facilitators and supervisors, and allocation of sufficient resources are pertinent and vital to effectively achieve the intended goals of continuous professional development program.
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ACRONYMS AND ABBREVIATIONS

CPD          Continuous Professional Development
CRC         Cluster Resource Center
EPD       Educational Professional Development
ESDP III    Education Sector Development Program III
GTP       Growth and Transformation Plan
MOE    Ministry of Education
NGOs   Non-Governmental Organizations
TDP   Teachers Development Program
CHAPTER ONE

INTRODUCTION

This part of the study introduces the research problem and defines its direction and scope. The reasons for undertaking the research are also explained. The chapter covers background of the study, statements of the problem, objectives of the study, significance of the study, delimitation of the study, limitations of the study, operational definition of key terms and organization of the study.

1.1 Background of the study

Education plays key roles in development and it is the main instrument to solve economical, political and social problems of a country. On the other hand, 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).

In education sector, the responsible and the great assets are teachers. Giving attention and improving teachers’ knowledge, skill and attitude is one way to improve the quality of education. Nowadays quality of the teaching force has become a major concern all over the world. Several studies show that there is a direct relation between the quality of education and quality of teachers. According to Getachew (2010) teachers are central to the delivery of quality education. In the same way, Ethiopian government acknowledged the key roles that teachers play in the provision of quality education. Since teachers are change agents in the development knowledge, skill, attitude and act as facilitators in preparing the young generations for different responsibilities and promoters of new technological advancements, they should develop professionally throughout their life in sustainable way.

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. There have been various justifications on why teacher professional development programs are given great emphasis. For instance, Smylie and Conyers (1992) cited in Dilworth and Imig
(1995) mentioned rapid changes in the characteristics, conditions and learning needs of students, development in knowledge about teaching and learning, and ongoing pressures for accountability and reform on schools as reasons for lack of emphasis on professional development programs. Moreover, Gus key (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. 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 (Gus key, 1994 in Minale, 2006).

Hailu (2013) states that, 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. As a result there has been an increase in focus on CPD for teachers worldwide. This is because CPD is continuously viewed as a means of improving learner performance and the production of required skills (Coolahan, 2002).

Continuous professional development is, vital for quality education and, teacher development is a never ending cycle of teacher learning that begins with initial teacher training and continuous for as long as a teacher remains in the profession. Hence teaching is a valued profession and it helps teachers to improve students’ learning (Little, 1990:250).

The term CPD implies all the activities in which teachers involve during the course of a career which are designed to enhance their work (Day and Saches, 2004; 3).Such activities are intended to result in ongoing teacher learning, a process by which teachers move towards expertise (Kelly, 2006).

In education Continuous Professional Development is increasingly becoming a priority in most countries throughout the world. It is widely viewed as the most effective approach to prepare teachers adequately, and improve their instructional and intervention practices, for when they
enter the work force (Fraser et al, 2007). In support of this, teachers are encouraged to embrace the concept of lifelong learning for their own benefit, for the benefit of the peoples they teach, the communities in which they live and the country at large.

According to MoE (2009 P.16), Continuous professional development is “anything that makes me a better teacher” targeting at the improvement of teachers” performance in schools situational to learners”. The framework document further 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 regular work, and which together develop and maintain competence to practice. “School based teachers” continuous professional development can also be defined as all informal learning experiences in a school and those conscious and planned activates, which are intended to be direct or indirect benefit to the individual, group or school, which contributes to the quality of education in the classroom. It is the process by which teachers alone and with others, review, renew and, extend their commitment as change agents to the moral purposes of teaching. And hence, 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 (Hailu,2013).

Additionally, MoE has set teachers professional development strategy which emphasis given to upgrading and updating teachers through pre-service and in-service trainings, so as to promote active learning, problem solving and student centered teaching and learning. In Ethiopia Continuous Professional Development can be placed into two categories. „Updating“ is a continuous process in which every professional teacher participates during their career as a teacher. It focuses on subject knowledge and pedagogy and improves classroom practice. Upgrading is the process by which teachers can choose to participate in additional study outside their regular work as a teacher at appropriate times in their career, e.g. convert a certificate to a diploma, a diploma to a first degree, or a first degree to a master’s degree (MoE, 2009). Other scholar Jackson et.al (2009) complement this idea by saying continuous professional development as “any professional activities educators engage in with a view to enhancing their knowledge and skills that will enable them to consider their attitudes and approaches to the education of children with a view to
improving their quality of teaching and learning. They further describe that CPD is an ongoing process of building up on Initial Teacher training and induction, including development, and training opportunities throughout a career and concluding with preparation for retirement.

Generally, faced with rapid change, demands for high standards and calls for improving quality, teachers have now an immense need to update and improve their skills through professional development. Although, since the mid-1980s, professional development has been the focus of considerable research, most of this literature provides compelling evidence that a significant number of schools have not implemented effective professional development programs (Craft, 2000; Schwille & Dembele, 2007). After analyzing different models of professional development, Schrum (1999) summarized that there is very little evidence that those staff development made a difference on teachers’ practice. Moreover, Fullan and Stiegelbauer (1991) in Schrum (1999) asserted that attempts made to bring change have been so frustratingly wasteful because thousands of workshops and conferences led to no significant change in practice when the teachers returned to their classrooms.

1.2. Statement of the Problem

The role of education for development of a nation is tremendous; it brings all rounded solution for economic, political, social and cultural problems of a society. (GTPI, 2014). Quality education by itself largely depends on the magnitude of school based teachers’ continuous professional development (CPD) in improving student’s achievement. 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, 2011).

One of the most striking findings from the growing teachers’ pedagogical skills improvements research base is that improving teachers skills are marked by a constant interchange of professional dialogue at both a formal and informal level. It has been argued that creating a collaborative professional learning environment for teachers is the ‘single most important factor’ for successful school improvement and ‘the first orders of business’ for those seeking to enhance the effectiveness of teaching and learning (Eastwood and Louis, 1992:215).
The Haromaya University TDP-CPD Impact study (2005), there was some major challenges/problems identified. These include 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 programs lagging behind in its time management 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 and NGOs.

MoE also shows that the ongoing teachers' professional development program is still suffering from heritage of preceding structures such as absence of the need assessment of teachers' trainings, lack of standardized training programs and the prevalence of uncoordinated CPD practices (MoE, 2009). Moreover, the MoE underlines that qualified teachers is essential for quality education since it is in the classroom that learning takes place. Without competent teacher, no curriculum can be implemented effectively and quality education will not be attained. Consequently, 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 (MoE, 2006).

To realize this, MoE introduced Teacher Education System Overall in 2003 (MoE, 2003). The CPD is to improve the teaching learning process in Ethiopian schools. However, CPD remains one of the most challenging practice areas in teacher management over the years. Therefore, the quality of education offered is not at the required level. This shows that as there is a gap between policy demand and skill of teachers. In its ESDP III, MoE (2003) reported that teachers do not continuously update their competencies and skills. Alemayehu (2011) reported that there is a doubt whether the CPD programs are actually practiced at school levels like other responsibilities of Schools and teachers. Always my question, why teacher update, why teacher discuss with peer, department, mentor CPD facilitator, why supervisor, WEO and zone education office monitor and evaluation CPD?

Moreover, previous studies show that there are gaps on the CPD which contradict the implementations of the policy. In line with this, Mohanty (1990) states that in education system there are different kinds of variables that have their own contributions for development. Of all, the most
important is the teacher who needs effective professional developments in all activities. The relevant and quality Education can be provided for the pupils by involving well qualified teachers at all levels of education (MoE, 2009). Continuous professional development plays an important role in helping teachers to manage current demands of on-going changes to enhance the quality of learning and teaching (Fullan, 2006) and (Hopkins and Harris, 2000). In order to develop the quality of education and improve the professional skill of teachers, the school management bodies have the responsibility of practicing CPD within their schools by arranging workshops, meetings, regular observation of teachers and giving feedback.

Based on the above facts the present research has reasons to see its implementations and problems of CPD in the selected schools since the problems is still observing. First, in spite of the initiative made by the government to professionalize teachers and develop their competencies, still there are complaints about quality of the teaching force. In light of the above pressing and sensitive issues, the researcher is interested in investigating the implementations of school based teachers' continuous professional development in secondary schools of Dendi woreda West Shoa Zone. In doing so, the research will be guided by the following basic research questions.

1. How do teachers’ prepared the importance of CPD for their professional practices?
2. To what extent is the school based CPD program practiced in secondary schools of Dendi woreda West Shoa Zone
3. What are the major challenges that secondary schools have encountered in implementing School based CPD program in secondary schools of Dendi woreda West Shoa Zone.

1.3. Objectives of the Study

1.3.1. General Objective of the Study

The overall objective of this study was to assess the implementations of continuous professional development program in some selected secondary schools of Dendi woreda west shoa zone.

1.3.2. Specific objectives of the study

1. To find out teachers preparations/ attitude on the importance of CPD for their professional practices?
2. To examine to what extent is the school based CPD program practiced/implemented in some selected secondary schools of West Shoa Zone Oromia regional state.

3. To identify the major challenges in the implementations of CPD in some selected Secondary schools of West Shoa Zone Oromia regional state.

1.4. Significance of the Study

CPD is now significant for improving conditions that surround the teaching-learning process. Nowadays CPD work in the schools is going to be linked with the license or career ladder of the teachers and school leaders. The MoE has designed to identify what mechanisms the teachers and school leaders can use to understand the practices of CPD in secondary schools. So, the findings of the study are expected to have the following benefits:

It may help teachers to be aware of the extent to which school based CPD is being practiced and also bring out the challenges that stand against the success of the program in order to take actions of improvements. It may provide important information to the local decision makers such as school principals, CPD facilitators, supervisors and program designers(government). It may help stakeholders to identify the strengths and weaknesses of school based CPD program to take remedial measures against the challenges that secondary schools faced in implementing CPD program.

It may help as literature on teachers' continuous professional development for other researchers those conduct the research on the area of the proposed study.

Thus, the finding of this study will be helpful and important to provide feedback to woreda education office and/or to the responsible bodies about the status of school-based CPD practice in secondary schools of West Shoa Zone Oromia regional state.

1.5. Delimitation of the Study

In order to make the study more manageable, the study will be delimited geographically and conceptually. Geographically, the study will be delimited to government secondary schools in Dendi woreda west shoa zone. However, since this woreda has 5 secondary schools, the researcher incorporate those all secondary schools(100%). Those schools has males103 and females 29
totally 131 teachers. Thus, including all those secondary schools in west shoa zone in this study is manageable, time and cost effective. Conceptually, the study is delimited to assess the extent to which school based CPD program is being practiced in some selected secondary schools of west shoa zone of Oromia regional state. Specifically, the study tried to address the variables related to the status of CPD practices, teachers’ attitude, and the challenges associated with CPD in secondary schools in west shoa zone.

1.6. Limitations of the Study

It is obvious that research work could not be free from limitation, and this study is not exceptional. In this study, most of the teachers, school principals, CPD facilitators, Cluster supervisors, Woreda Education Department Experts were burdened by routine office and teaching activities and they were reluctant to fill the questionnaires and interviews on time. Most of the respondents were not voluntary to fill the questionnaire. However, by the help of school Principals and some colleague teachers, the researcher collected adequate and relevant information from all study groups. Furthermore, lack of enough knowledge on the part of the researcher about the use of SPSS software to analyze the data was a challenge; however, all possible efforts were made by the researcher to consult professionals to fill the gap in the use of statistical tools.

1.7. Organization of the Study

This study has five chapters, Chapter one focuses on the background, statement of the problem, objective of the study, significance of the study, delimitation of the study, definition of key terms and organization of the study. Chapter two expresses review related literature presented. In the third chapter research design and methodology was presented; the fourth chapter deals with the presentation, interpretation and analysis of the data. Chapter five provides the summary, conclusions and recommendations of the findings.

1.7. Operational Definitions of key Terms

CPD- any process or activity, planned or otherwise, that contributes to an increase in or the maintenance of knowledge, skills and personal qualities related to learning and teaching and broader academic practice. This includes appropriate research and scholarly activity and the leadership, management and administration of academic provision and support
**Induction Program**- a systematic analyzed effort (a training package) to assist Newly Deployed Teachers (NDTs) to adjust to new assignment in the first two years

**Portfolio**- a form of reflection but it is a systematic and organized way of reflection, is not a sudden activity, it is a regular and continuous process, creates opportunities for teachers to learn from their own practices and prompts teachers to reflect on their practices

**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

**Profession**:-is an occupation which requires long training involving theory as background to practice, has its own code of behavior and has high degree of autonomy.

**Woreda**: is refers to an administrative structure in Ethiopia bellow Zone and above Kebele, which serve the secondary schools, what we call it sometimes District

**Zone**: is refers to an administrative structure in Ethiopia bellow region and above woreda, which serve the secondary school.

**School leaders**: as the context of the researcher, it is the school management bodies such as school principals, CPD facilitators and Cluster Supervisors.

**Secondary School**: Structure of educational system that includes grade 9 and 10
CHAPTER TWO

2. Review of Related Literature

This section of the study gives an insight of the context for this study by reviewing previous works done in the area of teachers’ professional development. This intention is to make use of the reviewed works during instrument development, preparation and analysis of data so that it is possible to assess the contributions of CPD in secondary schools in west shoa zone

Therefore, the following literature review offers a broader perspective of the situation of CPD at large and seen as an attempt to give a background to the thesis. This chapter includes the concept of CPD, historical development of CPD, the Contributions/Benefits of CPD, Approaches of CPD, overview of CPD in Ethiopia, the content of CPD Framework in Ethiopia, What is Professional Portfolio?, models of teachers’ continuous professional development and challenges of Continuous professional Development.

2.1. Concepts of CPD

In the framework document of the Ministry of Education, MoE (2009), school based CPD is defined as anything that makes me a better teacher targeting at the improvement of teachers’ performance in schools situational to learners’ context. As the framework document further 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.

School based teachers’ continuous professional development can also be defined as all informal learning experiences in a school and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which contribute to the quality of education in the classroom. It is the process by which teachers alone and with others, review, renew and extend their commitment as change agents to the moral purposes 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 (Hailu, 2013).

2.1.1 Historical Development of CPD

In the 19th century teachers usually were poorly equipped professional attributes and usually not given attention of advancing their own profession. During that period teacher training was aimed at correcting mistake in teachers’ academic background. But, teaching was professionalized at the turn of the century and schools appeared for the specific idea of training teachers and in-service education reform (Grant, Peggy and young, 2008).

According to Nicholas (2001) CPD was formally known as in-service education and training. It was first developed for the first time in 1960’s in Great Britain. The emergence of the problems identified on the quality of teaching and related issues. However, as indicated by various sources the term CPD is said to have been coined by Richard Grander in the mid 1870’s. The term was to distinguish between learning from courses, and learning on the job (Gray, 2005).

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

In 1970’s “workshop” was adopted dominantly as a best strategy to enhance teacher’s professional development. The “workshop” as a preferable strategy for teachers’ development was emerged parallel with the school reform known as “Teacher proof curriculum”. In the early 1980’s, another intervention was emerged which was known as “expert training”. The expert training came into being as a result of lack of progress in teacher’s performance and student’s achievement outside trainers were going to school to train teachers during this period. With the absence of desired results, “organizational development”, which focuses on group work, was evolved to being about teachers’ professional development. This strategy was also resulted in
little change. Thus, a professional development intervention known as “learning community”, which focused on individuals as well as group development evolved in 1990’s.

In the Ethiopian context, teacher training was beginning in 1944 in one classroom in Minilik II School (MOE, 1973). As the Teacher Education System Overhaul described, now day’s teacher education programs are run at colleges and university levels. The TESO program and the recent development and practices in the teacher education institutions are based on the objectives and strategies of the Education and Training Policy of Ethiopia. In order to give a brief explanation of the policy, this also serves as a base to understand the new trends or changes in the teacher education curriculum. The policy document (MoE, 1994) indicates that education during the „Derge” regime was intertwined with complex problems in that it lacked relevance and insufficient training of teachers and low quality of education. To overcome these problems, the federal Democratic Republic of Ethiopian Government set a new education and training policy.

The policy states general and specific objectives of education, an overall strategy and areas of special attention and prioritized actions. Among the three areas of special attention and prioritized actions, one focuses on teacher training and overall professional development of teachers.

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

**2.1.2. World Experience: CPD Experience in Some European Countries**

Continuous Professional Development (CPD) has become a major policy priority within education systems worldwide. Many countries in the world believed that CPD can help professional development of teachers and this is one of the vital issues for successful achievement of objec-
tive of education. From European Commission (EACEA) Eurydice, 2013 report, continuing professional development is a professional duty for teachers in the majority of European countries. It has gained considerable importance over the years.

It is now considered a professional duty in 28 education systems. Usually this duty is mentioned in legislation or regulations, but in some countries, it is stipulated in teacher employment contracts or collective agreements. It is also important to note that specific CPD linked to the introduction of new education reforms and organized by the relevant authorities is, in general, mandatory even in those countries where CPD is not a professional duty for teachers.

Six countries stipulate the exact minimum number hours that each teacher is expected to attend CPD courses (Luxembourg, Hungary, Malta, Portugal, Romania and Finland). In some countries, participation in a minimum amount of CPD is necessary to stay in the profession. In others (the Netherlands, Slovenia and the United Kingdom (Scotland)), a minimum number of hours of CPD are considered a teacher’s right.

Several of the countries where CPD is considered a professional duty further encourage teacher participation by making CPD necessary for promotion i.e. evidence of participation is required when applying for a post at a higher professional grade. In Bulgaria, Spain, Lithuania, Portugal, Romania Slovenia and Slovakia, CPD is a duty and a prerequisite for career advancement and salary increases. In Denmark, Ireland, Greece, France, the Netherlands, Poland, Sweden, Iceland and Norway, teachers’ engagement in CPD is not stated in terms of professional duty.

However, in France and Poland, CPD is clearly linked to career progression. In all other education systems, even if CPD is not explicitly required for promotion, it remains an important advantage. In many countries, participation in CPD activities is viewed positively in teacher evaluation.

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

Most European education systems consider participation in CPD as a teacher’s professional duty or obligation. However, there are often particular incentives to encourage teachers to improve their skills or knowledge. The most common incentive for participation in CPD is its importance to a teacher’s prospects for promotion. In 18 European education systems, participation in CPD is clearly linked to promotion or a system of advancement to a higher professional grade.

Moreover, in nine education systems, teachers cannot be considered for promotion without attending specific CPD activities. Professional development, however, is rarely the sole condition for advancement. It is rather only one of the necessary requirements or it is seen as a valuable asset. In general, CPD is an important consideration when evaluating teachers’ performance. Some countries even specify what types or how many hours of CPD are required for promotion. For example, in order to be promoted in Portugal, teachers need to successfully complete a minimum of 50 hours of CPD. Slovenia has a points system related to professional grades for all accredited CPD programmers’. The above studies in some countries of Europe indicate the countries which conduct CPD programmed were effective in their achieving educational objectives. Many countries in the world believed that CPD can help professional development of teachers and this is one of the vital issues for overall successful achievement of educational goals.

2.1.3. The Contributions of CPD

The overall objective of the CPD program is to raise the achievement of students in Ethiopian schools by improving classroom practices and teacher’s professional competence. As an example, 5 of them are identified as the specific objectives of the continuous professional development (CPD). Such as, it support teacher capacity to teach effectively using appropriate new student-centered and problem-solving approaches according to the active-learning based curriculum, improve teacher’s subject-matter knowledge based on the content of the curriculum and the teaching approaches which require teachers to engage students in the development of higher-order thinking skills, it help teachers develop more positive attitudes more cooperative approaches to their work at the school level and strengthen professional identity, introduce the idea of reflective practice and action research through which teachers studied their practice to improve it
and promote teachers to recognize their work as a professional by providing new opportunities for growth, exploration, learning and development.

Additionally, Continuous professional development program for teachers should aim at forming a better and more effective teacher capable of adapting to different school or classroom situations. At the same time, the end result of the change should be improved learning outcomes for the learners. Clarke and Hollingsworth (2002) stress that the most immediate and significant outcome of any successful CPD is a positive impact in changing teachers’ knowledge and practice, which in turn should lead to improved learner performance. In a research study on professional development of teachers reported by Guskey (2002), it was revealed that most teachers engage in CPD activities because they want to become better teachers. These teachers see professional development program as among the most promising and most readily available route to growth on the job. It is also important to note that, for the vast majority of teachers, becoming a better teacher means enhancing student learning outcomes.

Moreover, Eraut (1995) emphasizes that in-service education raises the cultural and professional standard of the teaching force as a whole. Therefore, in-service education is also an indicator of the health of an education system as it contributes to a better teaching force and improved learner outcomes as noted earlier. The changes in classroom practices demanded by the educational reforms ultimately rely on teachers (Fullan and Miles, 1992; Spillane, 1999). Continuous professional development plays an important role in helping teachers to manage current demands of the on-going and dynamic changes for enhancing the quality of learning and teaching (Fullan, 1995; 2006; Hopkins and Harris, 2000).

As “the core of any innovation is the ongoing and constant process of change” (Curtis and Cheng, 2001:139), such an “ongoing “change process requires a great deal of learning on the part of teachers, and support and guidance are required for facilitating such learning of teachers (Putman and Borko, 1997; Ball and Cohen, 1999; Wilson and Berne, 1999). This learning of teachers should thus be regarded as ongoing and the importance of CPD should not be minimized (Blandford, 2000).
Teachers’ CPD is generally viewed as a way for the improvement of learning and teaching. Bolam (1993) defines CPD as, any professional development activities engaged in by teachers which enhance their knowledge and skills and enable them to consider their attitudes and approaches to the education of children, with a view to improve the quality of the teaching and learning process”. Gordon (2004) has similar views about the purposes of CPD. He also outlines three core purposes of CPD, which are: Improvement of teaching and learning, in terms of curriculum development, restructuring, and instructional development, Improvement of school-parent collaboration and improvement of student assessment.

Hence, the overall purpose of the CPD program is to raise and improve teachers’ subject matter knowledge based on the content of the curriculum and the teaching approaches which require teachers to involve students in the development of higher order thinking skills by developing more positive attitudes to their work at the school level, and strengthen professional identity. It also promotes teachers to recognize their work as a professional by providing new chance for growth, exploration, learning and development (Villegas Riemers, 2003). Moreover, the contribution of CPD for improved pre-service and in service training and professional support is pointed out in the educational sector review (ESDP IV) of the federal ministry of education of Ethiopia (MoE, 2010). Finally, the purpose of school based CPD is to authorize teachers of their capability in order to improve students’ learning atmosphere.

In America, as noted by Abdal-Haqq (1998) the coming of rival countries to lead in scientific and economic competitions, such as the launching of the Sputnik satellite by the Soviet Union and the issue of socialist justice and pragmatism were the factors that initiated the needs of CPD. Continuous professional development program is demanded because of increasing quality education and the demand to improve teachers’ skills. As a result government involvement in the professional development has increased over time and the program is now more prepared and became part of government policies and targets (Baldford, 2000). According to Nicollas, (2001) CPD was formerly known as in-service education and training. He also explained that CPD was first developed in 1960s in Great Britain. The reasons that gave for its appearance were problem identified on the issue of the quality of teaching.
Therefore, continuous professional development is the systematic progress of teachers’ knowledge and skills and the improvement of learning throughout an individual working life. The programs include activities such as on the job training, conferences, seminars, workshops, and being a coach or mentor (Gust, 2004).

2.2. Approaches of CPD

Different literature reveals 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.

Different authorities classify approaches of CPD in various ways using different terms. Professional development opportunities can range from a single workshop to a semester-long academic course, to services offered by different providers and varying widely with respect to the philosophy, content, and format of the learning experiences.

According to Cochian-Smith and Lytle (2001), approaches to CPD can be divided into three including ‘knowledge for practice’, ‘knowledge in practice’ and ‘knowledge of practice’. Other authors, Gibb (2008), grouped approaches of CPD into three consisting of systematic training strategy, performance orientation strategy and continuous development strategy. With the same token, Gusky T. and Huberman M. (1995), listed four major approaches to professional development. Such as workshop/presentation foster acquisition of new skills and knowledge about a topic through direct instruction and participatory activities, observation/feedback provides practitioners with data and feedback regarding their performance, inquiry/research that requires practitioners to reflect upon their daily practices in a systematic, intentional manner, overtime, product/program development engages practitioners in processes as curriculum development, program enhancement, and program improvement.

According to these authors, workshops/presentation may be a first step in the professional development process, particularly if the purpose is to raise awareness among participants regarding new ideas or strategies. A workshop may be a vehicle for introducing practitioners to other approaches to professional development, or it may be jumping off point for refining skills or for
further exploring other concepts. Another popularly adopted classification was made by Ingvarson (1988), as cited in Villegas-Reimers (2003). According to him; approaches to professional development can be classified into two. These are, ‘traditional system ‘and ‘standard base system.’

The traditional system is usually identified as in-service training. It is designed and controlled by employers. On the other hand, the later on focuses on local needs, real needs, identified by teachers (p.16-17). Hence, the modern approaches to CPD pay particular attentions to local needs.

2.3. Models of CPD

Lieberman (1996) classified CPD into three types: direct teaching (such as courses, workshops and so on); learning in school (such as peer coaching, critical friendships, mentoring, action research, and task-related planning teams); and out of school learning (such as learning networks, visits to other schools, school-university partnerships and so on). Kennedy (2005) described nine models of CPD, which are outlined below.

Training - focuses on skills, with expert delivery, and little practical focus. Award Bearing – usually in conjunction with a higher education institution, this brings the worrying discourse on the irrelevance of academia to the fore. Deficit - this looks at addressing shortcomings in an individual teacher, it tends to be individually tailored, but may not be good for confidence and is unsupportive of the development of a collective knowledge base within the school.

Cascade – this is relatively cheap in terms of resources, but there are issues surrounding the loss of a collaborative element in the original learning. Standards Based – this assumes that there is a system of effective teaching, and is not flexible in terms of teacher learning. It can be useful for developing a common language but may be very narrow and limiting. Coaching / Mentoring – the development of a non-threatening relationship can encourage discussion, but a coach or mentor needs good communication skills.

Community of Practice – these may inhibit active and creative innovation of practice, although they have the potential to work well through combining the knowledge bases of members. Action Research – This is relevant to the classroom, and enables teachers to experiment with different practices, especially if the action research is collaborative. Transformative – the integra-
tion of several different types of the previous models, with a strong awareness and control of whose agenda is being addressed Kennedy suggested that the first four of these were essentially transmission methods, which give little opportunity for teachers to take control over their own learning. The following 3 are more transformational, giving an increasing capacity for professional autonomy, with the action research and transformative models being able to provide even more professional autonomy, and giving teachers the power to determine their own learning pathways.

Direct teaching or training, the traditional perception of CPD, is often perceived as a top down delivery model of CPD, where information on methods is passed on to teachers for them to implement. Such lecture-style teaching has proved unpopular with teachers, who tend to prefer more active and practical styles of learning (Edmonds and Lee, 2002). Dadds (1997) described how such top-down delivery could reinforce the idea of the teacher as a technician, uncritically implementing externally imposed policies. Dadds rejected the idea of a “gurum culture”, with teachers being told how to teach by the experts, and instead suggests that teachers see themselves as a resource, and use their own experience and background to develop their own critical and reflective practice over the course of their professional lives. 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 (Muijs et al, 2004).

1. Peer Support

While few teachers would want to completely forgo “expert advice”, it is evident from the literature that common features of successful CPD include a variety of methods. Recommendations highlight that CPD should no longer be comprised solely of short courses; teachers need opportunities to reflect, engage in professional dialogue, work with pupils, and engage in peer observation, coaching and feedback (Livneh & Livneh, 1999). In their review of collaborative CPD, Cordingley et al (2003) noted a number of features of successful interventions, including classroom observation and feedback; consultation with experts from outside the school in conjunction with internal peer support; encouraging, extending and structuring professional dialogue; teachers having ownership of their CPD focus; an emphasis on peer support rather than a top-down
managerial approach; and sustained support for CPD to allow for new practice to become established.

The opportunity to observe other teachers and to be observed has long been acknowledged as a beneficial process, and observation is now seen as an integral part of coaching and sustained learning (Da Costa, 1993; Joyce and Showers, 2002). The process of observation and feedback facilitates discussion and exchange of practical and relevant ideas, which many teachers report as being crucial to the fruitfulness of the CPD experience (Armour and Yelling, 2004; Cordingley et al, 2005b; Edmonds and Lee, 2002; Hustler et al, 2003).

However, it is important that such activities take place within the context of secure and trusting relationships (Fielding et al, 2005; Wood and Anderson, 2003), particularly in the current climate where classroom observations are so closely associated with the stressful evaluation of OFSTED inspections. Extending peer observation and discussion to peer coaching and mentoring is increasing in popularity. The opportunity to discuss and experiment with new ideas, and receive feedback is seen as useful (Gersten et al, 1995).

Many projects have shown that, with training for mentors, this type of process can be effective in improving practice for both the coach / mentor and the coached / mentored (e.g. Cordingley, 2003, 2005a; Jones and Moor, 2005; Joyce and Showers, 2001). Peer coaching has been found to work extremely well when used in conjunction with classroom observation (Da Costa, 1993), with the coach either teaching and being watched, or observing (Livneh and Livneh, 1999). Modelling of techniques and methods is often appreciated by teachers (Harvey, 1999; Kimmel et al, 1999). Cochran-Smith and Lytle (1999) describe three types of knowledge: “for practice knowledge”, or the use of formal theory about practice; “in-practice knowledge”, or the use of interaction and communicating in teaching; and “of practice knowledge”, or the awareness of knowledge generation which tends to be beneficial for teachers in directing their own learning. They suggested that those teachers who have strong “in-practice knowledge”, and are very good at interaction and the practice of teaching, tend to make good coaches. A strong subject and pedagogy knowledge is essential in a successful coach, although the hierarchical nature of a relationship where the coach is more experienced than the coached may hinder the development of a secure and trusting relationship that allows for open discussion (Fielding et al, 2005).
Peer support and collaboration plays many roles. Many teachers are likely to be more comfortable discussing their practice with peers than with senior management, where issues surrounding performance management may hinder honest and open discussion (e.g., Kennedy, 2005). When there has been input from outside the school, continuing peer support can provide a forum for discussion which would not be so easy to access were teachers entirely reliant on the outside expertise (Livneh and Livneh, 1999), with the additional benefits that come with familiarity of context. A supportive, blame-free environment that encourages and facilitates professional dialogue, and provides opportunities to extend and experiment with new practice can further the benefits of peer collaboration and support (Eraut, 2001).

While peer observation is currently evolving into programmes of peer coaching and mentoring, there is little evidence in the literature that any further CPD activities or practices are based on the findings of such observation. Tailoring external support, and collaborative activities, to what is happening in the classroom before any input or activities does not seem to have been adequately explored as an approach for professional development, and this paper explores the development of a link between classroom practice and CPD provision.

2. External Support

The use of external expertise can result in provision of knowledge and ideas, and be useful in terms of the external expert acting as a catalyst for an agent of change. Small schools in particular can benefit from bringing in outside expertise, to widen their pool of knowledge that they can draw on. Teachers may need help in determining their own CPD focus, and how to access different types of support that may be available. It may be that discussions of this type with people from outside the school could reduce anxieties about performance management issues.

External support, particularly when it comes to delivery of CPD, should be pedagogically expert, and flexible enough to fit in with the varying demands of school life. Peer support and discussion can contribute towards the development and take-up of new practice, but sustained contact with any external parties who were involved in any initial input enables issues to be addressed as they arise, and can facilitate motivation, feedback, further discussion and progression. (Cordingley et al, 2003; Ross et al, 1999).
Following release time for any initial training, time is also needed to reflect on, consolidate and plan implementation of any new ideas, and to experiment with new ideas. Several successful interventions have used negotiated non-contact time for teachers as part of the CPD process (Brown et al, 2003; Cordingley et al, 2003, 2005a; Edmonds and Lee, 2002; Fielding et al, 2005), and in recent years funding for continued support, rather than one-off activities, has been emphasized as a requirement of effective CPD (Kirkwood, 2001).

2.4. Monitoring & evaluation of Teachers’ CPD Program

According to Blandford (2000), the arrangements and evaluation of the impact of CPD program is quite significant in Great Britain primary schools. He advised that, educational institutions should consider how to monitor in-service training programs more closely and systematically and how they might evaluate the programs to determine their impact on improving subject teaching and raising the standards of pupils’ achievement; his recommendations reflects, the conviction that the CPD program will be successful only with effective monitoring, evaluation and review procedures. This shows that evaluation of CPD is not only important but also is necessary to check their effectiveness and to achieve the desired result successfully.

Evaluating training and development programs is one of the significant managerial functions. Evaluation of CPD program like other training programs is paramount importance to identify the program’s weakness and strength. Furthermore, it helps to find out what knowledge, skills, ability and attitudes yield from the training programs Hailesellasie (2004). In Ethiopia context, TESO (MoE, 2003) definitely expresses that to avoid the current tragic wastage of resources; planning, monitoring and evaluating the effectiveness of educational training programs is of crucial importance. Therefore, using the proper evaluation mechanisms to evaluate teachers CPD activities is one determinants factor on the success of CPD progress. Those mechanisms should be used to evaluate CPD activities only when they are relevant to the objectives and complexity of the situation and then it should bring positive impact for further improvement.

2.5. Collaborative CPD

The importance of ownership is reiterated throughout the CPD literature. Teacher ownership of CPD is a feature of highly effective schools, as are creative CPD opportunities (Connolly and
Teachers selecting their own CPD focus or activities can have a hugely positive effect on motivation, enthusiasm and take-up of any new ideas, with frustration resulting from the school-level direction of CPD, and compulsion being seen as having negative consequences in the impact of CPD (Edmonds and Lee, 2002; Hustler et al, 2003; Jones and Moor, 2005; Smith et al, 2004). Where CPD activities are imposed, collaboration in small groups can increase feelings of ownership (Cordingley, 2005a), with the process of discussion and consensus giving professionals control over how they take any input forward.

The benefits of collaborative CPD for teachers have been well documented. Collaboration is thought to have advantages over individual work, with sustained collaboration over the duration of around 3 months appearing to lead to greater teacher confidence, improved self efficacy (with teachers feeling that they are able to make a difference to pupils’ learning), an openness to new ideas and changing practice, greater enthusiasm for collaborative working, including an increased willingness to be observed, and providing an opportunity for reassurance when teachers are faced with problems and issues of concern (Cordingley et al, 2003, 2005a; Ross et al, 1999). However, the literature suggests that extending the period of collaboration past 3 months does not appear to result in any significant additional benefits.

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

When we think about continuous professional development from different perspectives can help to analyze CPD experiences and to clarify plans. Different writers offer different typologies of CPD starting from their own assumptions and adopt their own focuses. For example according to Gaible and Burns (2005:25), TDP can be divided into three broad categories. These are: standardized TPD -the most centralized approach, best used to disseminate information and skills among large teacher population, site based TPD-intensive learning by groups of teachers in a school or regions promoting profound and long-term changes in instructional models, self-
directed TPD-is independent learning, sometimes initiated at the learner’s discretion, using available resources that may include computers and internet.

Bell and Day, (1991) also categorized CPD into three broad categories. These include apprenticeship process model (professional development through apprenticeship process model in which teachers act as a more or less isolated individuals), anticipatory socialization (that takes place before the actual CPD which is the same as self directed TPD), group approach to CPD (an approach in which teachers act in groups as well as individuals through conversation, interaction and common work) and school development approach (based on the view that schools are acting as a learning community where teachers identify and solve many of their problems). If teachers’ continuous professional development is school based every participant has their own perspectives, values and assumptions that become part of the process of constructing new understandings, as informing and reforming frame works for understanding.

2.6. Leadership roles in CPD implementation

2.6.1 Roles and Responsibilities of Principals

Different authors have written on school principal leadership practices in different administrative setting and tasks of school organization. Benjamin and Blasé (1999) noted that a leader who intends to bring about a change must develop and articulate a vision of what a school look like. The school principal is the manager of the school. In order to manage and administer a school efficiently, he must provide organizational leadership in the school. In this respect, he is responsible for planning, organizing, coordinating, operating, monitoring the staff and the students, and managing school building and facilities (Mussazi, 1982). He also noted that the principal is an organizational man who must plan and sustain an organization of the school. He plays an important role in communicating his ideas to those with whom he works, and he must be responsive to the communication of other. He provides a leadership recognizing the impact of the changing world outside. He also seeks to transform the behavior of teachers, students, and members of the community so that they will better serve themselves, their fellow men, and the educational enterprise from which they reap untold cultural and personal benefits.
According to Steyn and VanNiekerk (2002) the principal is considered as a leader, motivator of the school having the responsibility for the development of staff training program, school based and to assist teachers, particularly new and inexperienced teachers, in developing and achieving educational objectives in line with the needs of school. One of the many roles of principal is to create the right set of conditions to enable change to occur. Principals have an important role of setting and clarifying expectations with teachers and other staff members, monitoring progress and attending to the concerns of teachers.

As cited in Mintesinot (2008), principals have to be active in coaching teachers and be catalyst to make the implementation process fruitful. It is also indicated in AREB (2009) that, principals are responsible to arrange inter-school visit programs, prepare intra-group discussion forums at school level, encourage teachers to exercise and try out peer evaluation, observe and visit CPD activities, arrange training programs and provide constructive feedback.

According to MoE (2005) the school principals have the following responsibilities in implementing proper CPD programs: These are; decide the appropriate duration and timing for the course, decide on the formation of the groups and which teachers will be participants, Select appropriate facilitator for the group and gives orientation about the course, Contacts a nearby school to act as partner school (to share experience), and give orientation on the course to the participants, who are then able to begin the course. As well as, MoE (2009) briefly states that principals are responsible for ensuring that learning and student achievement is inclusive, and at the centre of strategic planning and resource management, creating a CPD management strategy within the institution, ensuring that an effective CPD needs analysis is carried out each year together with colleagues, identifying issues for consideration as CPD priorities, ensuring that the institution/department/faculty produces an Annual CPD Plan and manages the budget.

In addition to this the school principals expected to exercise regularly monitoring the effectiveness of the changes to teaching and learning, ensuring the quality of engagement of teachers in CPD activities, monitoring and assessing the content of individual Professional Portfolios and giving constructive feedback, collaborating with other local institutional leaders to facilitate effective responses to shared CPD issues collaborating with woreda, zone and REB professionals to ensure that national and regional CPD priorities are addressed in institutional CPD planning.
Moreover, it is needed that taking part in regional and national CPD activities to guarantee their own knowledge and experience is update and ensuring that all teachers in schools take part in sixty hours of CPD, activities each year. Likewise, principals are the most important stakeholders in planning, coordinating, facilitating, supporting, and evaluating the effective application of continuous professional development (CPD).

To sum up continuous professional development as a range of planned activities by which education personnel in active service have opportunities to further their education, develop their understanding of educational principles and techniques is crucial for the efficiency and effectiveness of a country’s educational system. For this and other related reasons continuous professional development programs should mainly focus on improvement of schools, professional development of individual teachers and the school community as a whole. In these endeavor educators at every level within the structure of the educational sector, teachers, parents, students and the community at large need to play a constructive role. More importantly, school principals have decisive role to play in every aspect of the program.

2.5.2. Roles and Responsibilities of Schools’ CPD Facilitators

The main responsibilities of the CPD facilitator is to promote CPD as a central element of school improvement and performance management, to create and sustain CPD arrangements for all staff, to monitor and report upon the quality and impact of CPD undertaken, to keep up to date with CPD developments and initiatives, both nationally and locally, maintain and develop links with sources of CPD provision (Hustler, 2003).

The school CPD facilitator, in combination with the head teachers or senior members, shall ensure that all teaching staff understands the increased emphasis on CPD, within the revised performance management regulations. In addition to reporting annually to the principal on the operation and effectiveness of the school’s performance policy and procedures, the facilitator and head teachers also report on teachers’ training and development needs. There should be consistent and transparent arrangements for accessing professional development that the CPD facilitator ensures are known to all staff (Hustler, 2003).
Schools have to specify their CPD leaders, who have responsibility for the leadership and management of CPD within school and who have access to appropriate support and training. The CPD facilitator is responsible for ensuring school systems and processes such as, performance management, professional review, school improvement plan, school self-evaluation, and operate to help identify the school”’s CPD needs and those of the staff working within it. The facilitator is also responsible for collecting the CPD needs of the school and the staff. The school should maintain an up to date job description for the role of CPD facilitator.

The school CPD leader is responsible annually for discussing with the head teacher and governing body on the CPD priorities and the likely budgetary implications of addressing these needs. Such needs are drawn largely, but not exclusively, from the training and development needs identified through the school performance management process (Hustler, 2003). 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 for an agent of change. Schools in particular can benefit from bringing in supervisors, to widen their group 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 worry 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, (Bell et al, 2001). Therefore, school based CPD facilitator and school based supervisors (head teachers, department heads, unit leaders, vice principals and mentors) are responsible to provide technical assistance for teachers; prepare trainings and discussion forums; and establishing learning teams and collaborative activities that will contribute for the improvement of teachers’’ proficient.

2.5.3 Roles and Responsibilities of Cluster Supervisors

Instructional supervision is service that will be given for teachers and it is the strategy that helps to implement and improve teaching learning process and to improve students’’ academic
achievement. Due to this the supervisor practices as a coordinator, a consultant, and a facilitator in teaching learning activities.

The objective of the supervisor is implementing teaching learning process through providing professional support and by forming suitable situations of students (USAID, 2004). Supervisor is an expert who supports teachers by establishing the Cluster CPD Committee, managing and coordinating CPD activities within the cluster, sharing individual school CPD plan, supporting as appropriate the annual School CPD plan.

According to Ukeje, et al (1992) supervision is the service provided for the purpose of improving teaching- learning activities. In today’s school it is a cooperative service designed to help teachers. Supervisor should work with the staff classroom teachers and principals. Supervisors serve as a resource leader for teachers to check the availability of resource for professional development of teachers and effective implementation of the curriculum. They carry out their responsibilities by using different methods such as by preparing workshops, seminars, and conferences with teachers.

Additionally, the supervisor supporting Teachers” Professional Portfolio development, providing opportunities for collaboration and the sharing of good practice within the cluster e.g. samples of good lessons, effective teaching strategies, innovative use of readily available materials for practical lessons, making available resources for cluster schools to use in the Induction program for newly deployed teachers, supporting inclusive education, reporting annually to the woreda on cluster CPD activities, maintaining an effective communication system between all the schools (MoE, 2009).

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.

2.5.4 Roles and Responsibilities of Woreda Education Offices

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

Moreover, the woreda education office experts have the responsibilities of providing support and training to clusters and schools through the supervisors, raising awareness of and promoting all-encompassing education in all schools, collaborating with school directors to administer the „Induction” CPD process and to reasonable the judgments on passing/failing, providing support and advice on the maintenance of professional portfolios. And finally, Woreda education office have the responsibility of overseeing and facilitating the work of clusters and kebeles in their support of the CPD effort, and to allocate sufficient budget, prepare training opportunities and discussion forum (MoE, 2009).

Generally, Woreda education office experts take the responsibilities of allocating sufficient resources; evaluation of the overall effectiveness of the professional development program; providing the necessary technical supports; preparing trainings; and providing discussion opportunities on the status of the process of CPD implementation and the prevailing challenges.

2.5.5 Roles and Responsibilities of Zone Education Department Office

Zone education departments have various responsibilities such as; analyzing and identifying regional priorities, production of materials and delivering training to implement them, sharing information with all stakeholders, annually producing and circulating regional CPD, allocating the resources needed to implement the regional CPD program including the development of Teach-
ers” Professional Portfolios (MoE, 2009). And also they must take the responsibilities of ensuring that resources are written in the language that teachers will understand best, with high quality translation, produced in sufficient quantities of booklets and distributed throughout the region, monitoring and evaluating the CPD program regionally and producing an annual report which should be submitted to the Process for Teachers and Leaders Development, Ministry of Education, raising awareness of and promoting inclusive education throughout the region through CPD, and compiling Educational Management Information System (EMIS) CPD statistics for the region and submitting them annually(MoE,2009).

2.6. Overview of CPD in Ethiopia

Teachers” CPD program was emerged in a new form involving individuals or small group’s models in the country in 2003 and its foundation was based on the TESO document, which was developed to address the serious problems found out by a countrywide research entitled „Quality and Effectiveness of Teacher Education in Ethiopia” conducted by MoE, (2009).

The aim of teachers” CPD is to improve the performance of teachers in the classroom in order to raise student achievement and training. More specifically, as a result of the effective implementation of CPD program, the following outcomes are expected. All teachers will have access to high quality of CPD program, All teachers will systematically build their professional skills, knowledge and attitude required of them in accordance with the ETP, All teachers will remain competent and up-to-date in their own levels of specialty of expertise through a compulsory ongoing program of staff development opportunities to meet the needs of both the school and individual teachers, All teachers will consider CPD as an integral part of their evaluation, licensing relicensing and career development, All schools will offer high quality education to the benefit of students at every level (MOE, 2003; MoE, 2007).

2.6.1. 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, etc. (MoE, 2007).

MoE, (2004) stated that CPD program, which are practiced by primary and secondary are of two types: induction for CPD and proper CPD. Induction program is practiced by newly deployed teachers 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 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 so as 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 and/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”) is 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 Continuous Professional Development for Primary and Secondary Teachers, Leaders and Supervisors in Ethiopia “The practical Toolkit” 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 of result of the this framework, all school teachers, leads and supervisors, in all regions of Ethiopia will be participating in
high quality and appropriate continuous professional development which impacts upon classroom practice to ensure improved student learning and achievement (MoE, 2009a). “School teachers, leaders and supervisors shoulder high responsibility so as to ensure high quality and appropriate CPD in schools.

Findings of other different studies show that the quality of CPD program in Ethiopia is low and it was 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, (MOE, 2003) identified the problems of CPD program in Ethiopia as: poor educational management and planning, and lack of critical, effective and positive support and supervision combined with mismanagement of limited resources. The quality of educational leadership at school level and the role of the community in the implementation process have not been satisfactory as designed.

2.6.2. Professional Portfolio

This portfolio has been written in support of the national CPD Framework. The Framework was introduced to support school-based professional development by allowing schools and teachers to identify their own CPD needs and then address them by working on three priorities a year. The professional portfolio is a way to present and store evidence of professional development activity carried out as part of CPD. Aims portfolio establish a process to secure evidence of improving professional skills of Ethiopian teachers, Support professional approaches to reflection, evaluation, development and teacher learning, ensure that Ethiopian teachers benefit from the universal value of professional portfolios. The overall objective is to improve the quality of teaching and learning in schools in Ethiopia.

2.7. Challenges of CPD in Ethiopia

According to MoE (2009b) the following are some of the challenges that encountered CPD program in Ethiopia. Those are, in nearly four out of five schools the structure of CPD is either absent or inadequate; 93.5% of the CRCs (Cluster Resource Centers) were not adequately trained to run well organized, inspiring, and transforming CPD activities; failure to synchronize the ca-
reer structure and the CPD values and activities; CPD facilitator’s high turnover; time constraints on teachers as well as their school leaders.

CPD programs lagging behind its time and the tendency of rushing to cover the course; total absence or inadequacy of the minimum resources to run CPD and lack of systematic coordination between the education bureaus, Teacher Education Institutions and NGOs.
CHAPTER THREE

THE RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

In this study descriptive survey design would be employed. Eliott, (2000) reported that, descriptive survey method is important to answer questions related to the current practices. Based on the above description, this study will be concerned to find out the implementations of teachers continuous professional development in secondary schools in Dendi woreda West Shoa zone. The research design for this study was a descriptive survey. It is helpful to obtain relevant information from a variety of groups on the actual implementation of the problem under the area of study. According to Leady and Ramrod (2005), descriptive survey involves acquiring information about one or more groups of peoples perhaps about their characters, opinions, attitudes, or previous experience by asking them different questions and tabulating their answers. Therefore, the descriptive survey method was employed in this study for its importance to gather adequate and relevant data on the current practices of CPD in secondary schools under investigation.

3.2. Research Method

In conducting the study, the researcher would use–mixed (both quantitative and qualitative) method which is Concurrent form. This means, the quantitative methods would be used to organize the close ended data collected from teachers by questionnaires, whereas, qualitative method was employed as a supplementary to the study with the information gained by open ended questions and semi-structured interview

3.3. Sources of Data

The sources of data for this research would be both primary and secondary sources.
3.3.1. Primary Source of Data

The primary sources of data of this study would be teachers, CPD facilitators, Supervisors and school principals who participate in CPD program. Because, they are the direct implementers and the beneficiary of this program.

3.3.2. Secondary Source of Data

Secondary source of data would be the documents that recorded in the sample schools. such as, CPD plan, CPD portfolios’ and different records related to the study.

3.4. Population, Sample size and Sampling Techniques

A data source of the study includes those Dendi woreda secondary schools teachers, school principals, supervisors and CPD coordinators. From the total of 5 government secondary schools found in sample woreda, all the five secondary schools will be selected using availability sampling technique, which means the total secondary schools found in the woreda.

Those target schools of this study are Kotoba, Boda, Ginchi, Abebe Kerensa, and Galessa, secondary schools. From those five target schools 131 teachers 5 schools Principals, 5 CPD coordinators, 1 supervisors will be selected for the study by using availability sampling technique. The sample size calculated by using by Yamane formula of teachers from total target schools populations. Formula:- \( n = \frac{N}{1+N\varepsilon^2} \)

\( n= \) sample size, \( N= \) total population and \( \varepsilon= \) constant\((0.05)^2\)

Therefore, from the total number of 131 total 99 sample sizes of respondents was selected.
<table>
<thead>
<tr>
<th>S/N</th>
<th>Name of sample schools</th>
<th>Teachers</th>
<th>School Leaders</th>
<th>Supervisors</th>
<th>WEO CPD focal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pop</td>
<td>Sam</td>
<td>Pop</td>
<td>Sam</td>
</tr>
<tr>
<td>1</td>
<td>Kotoba</td>
<td>14</td>
<td>11</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Boda</td>
<td>24</td>
<td>18</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Galesa</td>
<td>20</td>
<td>15</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Ginchi</td>
<td>57</td>
<td>43</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Abebe Keransa</td>
<td>16</td>
<td>12</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>131</td>
<td>99</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Remember pop= population, Sam=Sample, WEO=Woreda Education Office.

3.5. Data Gathering Tools

In order to collect data, which is relevant to this study the researcher will be used questionnaire, interview and document analysis which is related to CPD of teachers portfolios.

3.5.1. Questionnaire

Questionnaire will be prepared to collect information from teachers and school leaders (CPD coordinators, principals and supervisors). The data collection instrument was composed of open and close-ended Questions. The questionnaire is prepared by only English language. Because, of our respondents are secondary school teachers and the medium of instruction of secondary school was English. After the questionnaires would be filled and returned, the reliability of the items will be measured by using split half methods. Confusing items will be modified and re-structured to make the questionnaire clear and ready for the study. Then the questionnaire will be
distributed 99 respondents in order to collect the required research data. As much as possible, the questionnaire will be fully filled and completed by the respondents.

3.5.2. Interview

Interview will also be used as a data collection instrument in order to obtain detailed information that could strengthen the output of the study. In this study, interview would be undertaken in the form of person to person encounter using semi-structured and open-ended questions, enabling respondents to address matters in their own terms and words.

Therefore, the interview will be prepared for woreda education office CPD focal education department CPD focal by Afan Oromo language. It would be prepared for the purpose of cross checking and substantiates the result of the questionnaire.

3.5.3. Document Analysis

In addition to the data collection instruments mentioned above, document analysis will be made on the previous CPD records in relation with the topic of the study (the implementations of continuous professional development in secondary schools in Dendi woreda west shoa zone.) and its basic questions. Moreover, CPD plan, CPD meeting discussion schedules and activities and reports will be checked and analyzed. This would be done to triangulate the data which would be collected through questionnaire and interview.

3.6. Validity and Reliability of the Instruments

Before the final questionnaires administration, pilot testing will be conducted in Ginchi secondary school which is one of the secondary schools in the Dandi Woreda which is parts of sampled schools/woredas for 10 teachers. It would help to ensure that the respondents understand what the questionnaire wants to address and it will be done with the objectives of checking whether or not the items contained in the instruments could enable the researcher to gather relevant information, to identify and eliminate problems in collecting data from the target population.

The draft questionnaires distributed 99 respondents those selected by simple random techniques and go through validation and reliability procedures in order to make clearer and check about the
validity and the reliability of the instrument. To be sure of the face validity, senior colleagues were invited to provide their comments. The participants of the pilot test were also first informed about the objectives and how to fill, evaluate and give feedback on the relevance of the contents, item length, clarity of items, and layout of the questionnaire. Based on their reflections, the instruments would be modified and improved before administering to the main participants of the study.

3.7. Procedures of Data Collection

Relevant data for the research study would be collected through the use of multiple instruments. Both qualitative and quantitative primary data will be collected.

The researcher would have face to face contact with the respondents. The questionnaires for the respondents would be distributed and collected by the researcher. The data collected through interview will be conducted by communication with those sample school principals and CPD coordinators and the documents related to CPD would be referred. The entire interviews will be done by the researcher. Before conducting interview, necessary rapport would be established with respondents by creating conducive atmosphere and explaining the purpose of the study. The whole data would be collected within one month.

3.8. Method of Data Analysis

To answer the research questions of this study, the data will be analyzed by both quantitatively (using statistical analysis) and qualitatively (in words). Both qualitative and quantitative approaches would be used to find out eventually led to explore more areas of CPD implementation mechanisms. Close ended questions will be analyzed by using coding, tabulating, and interpreting, and then it would be analysed quantitatively using statistical frequency, percentage, mean, standard deviation of each item.

Descriptive statistics such as frequency and percentages would be used to analyze data. Finally, the data gathered would be entered into statistical analysis, and then result would be described in percentage, mean, frequency’s. The qualitative data would be collected through interview and open-ended questionnaires to be clearly analyzed to triangulate the data gathered through questionnaires to make the result of the finding more accurate. Secondary data will be analyzed quali-
tatively using the brief justification and summarized descriptions of the subject of the study. The analysis would be made by integrating the results obtained from all data collection instruments based on the stated objectives. Finally, the result of the interpretation would be discussed, summarized and recommended for each questions.

3.9. Ethical consideration

The participants of the study were human beings who should never be treated unethically. The researcher, having letter of authorization from Addis Ababa University and woreda education office for getting permission; the researcher directly went to 5 sample schools for data collection. Accordingly, the researcher started gathering data in accordance with the informed consent and interest of the respondents. At the beginning, contact would be made with principals of each school by orienting the purpose of the study to create rapport with them. On top of this, the researcher assured to the respondents that the information would never be used for other purpose rather than for the consumption of this study. To keep confidentiality of the information and security of the respondents’ data was collected without asking their names. The researcher has ensured that participation in the study would be on voluntarily basis.
CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This chapter treats the description of the sample population, analysis and interpretation of the data based on the information obtained through questionnaire, interview and document analysis. It consists of two parts. The first part is 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 examine the implementations of Continuous Professional Development in government Secondary Schools in Dendi woreda; West Shoa Zone. To this end, the investigator developed data gathering tools that integrate various aspects of the implementations of Continuous Professional Development. For this purpose, ninety nine respondents six school leaders, and one Woreda education office experts with a total of 106 respondents were involved from five secondary schools and one Woreda education office of Dandi Woreda.

Schools CPD reports and teachers’ portfolio, were also analyzed in this section of the study. To this end, a total of 99 copies of questionnaires were distributed, and among this 99(100%) were filled and collected. But, since five principal, one supervisor and one respondents were from Woreda education office of Dandi Woreda a through interview the questionnaire were not distributed for them and they were interviewed. Finally, the research analyses were done based on the data obtained from those 99 (100%) of the questionnaires that collected from teachers and school leaders, interview results collected from those one experts and document analysis.
4.1. Characteristics of the Respondents

Table 4.1. Respondents’ profile

<table>
<thead>
<tr>
<th>Personal profile</th>
<th>Category</th>
<th>Respondents</th>
<th>School leaders (principals, Cluster supervisors &amp; CPD coordinators)</th>
<th>WEO Experts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sex</td>
<td></td>
<td>Fr</td>
<td>Total%</td>
<td>Fr</td>
</tr>
<tr>
<td>M</td>
<td>68</td>
<td>26</td>
<td>26.3</td>
<td>-</td>
</tr>
<tr>
<td>F</td>
<td>26</td>
<td>26</td>
<td>26.3</td>
<td>-</td>
</tr>
<tr>
<td>Age</td>
<td>25-30</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31-40</td>
<td>36</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>25-30</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31-40</td>
<td>F</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>41-50</td>
<td>M</td>
<td>22</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>41-50</td>
<td>F</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&gt;50</td>
<td>M</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&gt;50</td>
<td>F</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational status</td>
<td>Diploma</td>
<td>1</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>Degree</td>
<td>98</td>
<td>99</td>
<td>100.0</td>
<td>5</td>
</tr>
<tr>
<td>MA</td>
<td>-</td>
<td>-</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>99</td>
<td>100</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Field of specialization</td>
<td>Social Science</td>
<td>30</td>
<td>30.3</td>
<td>2</td>
</tr>
<tr>
<td>Natural science</td>
<td>43</td>
<td>43.4</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>Language</td>
<td>26</td>
<td>26.3</td>
<td>1</td>
<td>16.66</td>
</tr>
<tr>
<td>Total</td>
<td>99</td>
<td>100.0</td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>How you have joined the teaching profession</td>
<td>By interest</td>
<td>95</td>
<td>96.0</td>
<td>5</td>
</tr>
<tr>
<td>Without interest</td>
<td>4</td>
<td>4.0</td>
<td>1</td>
<td>16.66</td>
</tr>
<tr>
<td>Total</td>
<td>99</td>
<td>100.0</td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>Years of service</td>
<td>0-5</td>
<td>24</td>
<td>24.2</td>
<td>-</td>
</tr>
<tr>
<td>5.1-10</td>
<td>41</td>
<td>41.4</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10.1-15</td>
<td>21</td>
<td>21.2</td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>above 16</td>
<td>13</td>
<td>13.1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>99</td>
<td>100.0</td>
<td>6</td>
<td>100</td>
</tr>
</tbody>
</table>
The result of the respondents’ characteristics in Table 4.1 above revealed that 73.7% and 26.3% of the teachers were males and females respectively. On the other hand, regarding the school leaders and woreda education office experts all of them are males. From this, one can recognize that the ratios of male teachers are greater than the ratio of female teachers, but totally the school leaders and WEO experts were males, which implies that the school leaders work environment was totally male dominated. This indicates that the participation of females in school leadership was insignificant.

Regarding to educational status, 99% of teachers and 83.33% of school leaders and 100% of WEO experts were degree holder, and, the rest 1% of teachers and 16.66% of school leaders were BA and MA holder respectively. This implies that since most of the teachers are Degree holders, CPD program was an opportunities to up-to-date their pedagogical skills. As field of specialization of the respondents, 30.3%, 43.4%.26.3%, of teachers and 33.33%, 50%, 16.66% of school leaders were social science, Natural science and Language respectively. As the data viewed as, CPD program was implemented in all field of specialization.

According to Table 4.1 above, 96% of teachers, 83.33% of school leaders and 100% of WEO experts were joined the teaching profession by their interest. But, the remaining 4% of teachers and 16.66 % of school leaders was joined this profession without their interest. This shows that since the schools have teachers and school leaders those majority of them joined this profession by their interest, if the school adjust the situations for those teachers, this is also another opportunities to implement CPD program and to change the awareness and attitude of few of them who joined this profession without their interest. Because, it is important to point out that the lack of interest in the teaching profession creates less effective school environment to practice and implement professional development program to professionalize their pedagogical skills. Likewise, as the above table shows their level of experience 24.2%,41.4% ,21.2% and 13.1% of teachers were0-5,5.1-10,10.1-15 and above 16 years of experience respectively,. But the total of school leaders and WEO experts were 10.1-15 years of service. Which indicate that the majority of the teachers and responsible CPD stakeholders had relatively better work experience and knowledge about the practice and implementation of CPD for teachers’ pedagogical skills.
4.2. Presentation, Analysis and Interpretation of the Data

This part of the study was dedicated to the presentation, analysis and interpretation of the data gathered from respondents on the implementations of Continuous Professional Development in government Secondary Schools in Dendiworeda, West Shoa Zone which were categorized under the following five sub-variables: - the attitude of teachers on the CPD program, the awareness of teachers on the CPD program, the school leaders support and follow up of activities on the CPD program, and challenges related to the practice of CPD and for the implementation of CPD practices.

4.2.1. The Attitude of Teachers towards Professional Development

As clearly noted in the MOE documents, CPD involves such important components like active learning, action research, classroom management and continuous assessment. In relation to this, the attitude of teachers and school leaders were asked to rate the attitude of teachers towards continuous professional development usefulness in relation to their day-to-day activities and their responses are summarized as follows.
<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>N</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecide</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>SD</th>
<th>Sig (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fr %</td>
<td>Fr %</td>
<td>Fr %</td>
<td>Fr %</td>
<td>Fr %</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Continuous Professional development is a waste of time</td>
<td>99</td>
<td>18 18.2</td>
<td>15 15.2</td>
<td>34 34.3</td>
<td>18 18.2</td>
<td>14 14.3</td>
<td>2.97</td>
<td>1.281</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>My pre-service training is adequate to accomplish my tasks effectively</td>
<td>99</td>
<td>14 14.1</td>
<td>27 27.3</td>
<td>36 36.4</td>
<td>21 21.2</td>
<td>1 1.0</td>
<td>2.68</td>
<td>0.998</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I am very much interested to learn from my colleagues to improve my performances</td>
<td>99</td>
<td>-</td>
<td>5 5.1</td>
<td>37 37.4</td>
<td>46 46.5</td>
<td>11 11.1</td>
<td>3.64</td>
<td>.749</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I am satisfied with my existing professional development competencies</td>
<td>99</td>
<td>25 25.3</td>
<td>16 16.2</td>
<td>32 32.3</td>
<td>24 24.2</td>
<td>2 2.0</td>
<td>2.62</td>
<td>1.167</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>CPD at this school doesn’t meet the quality and standards of teachers training</td>
<td>99</td>
<td>10 10.1</td>
<td>17 17.2</td>
<td>32 32.3</td>
<td>31 31.3</td>
<td>9 9.1</td>
<td>3.12</td>
<td>1.118</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The contents of the current training programs are relevant to my teaching</td>
<td>99</td>
<td>1 1.0</td>
<td>26 26.3</td>
<td>35 35.4</td>
<td>33 33.3</td>
<td>4 4.0</td>
<td>3.13</td>
<td>0.888</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Helped me to know more about my field of specialization</td>
<td>99</td>
<td>1 1.0</td>
<td>9 9.1</td>
<td>27 27.3</td>
<td>40 40.4</td>
<td>22 22.2</td>
<td>3.78</td>
<td>0.864</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Encouraged me to use emerging pedagogical approaches</td>
<td>99</td>
<td>-</td>
<td>7 7.1</td>
<td>29 29.3</td>
<td>42 42.4</td>
<td>21 21.2</td>
<td>3.69</td>
<td>0.853</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Enhanced my efficiency in presenting the contents of my subject.</td>
<td>99</td>
<td>-</td>
<td>10 10.1</td>
<td>26 26.2</td>
<td>48 48.5</td>
<td>15 15.2</td>
<td>3.71</td>
<td>0.940</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Average Mean</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.55</td>
<td>.598</td>
<td></td>
</tr>
</tbody>
</table>
In item 1 of table 4.2.1, the respondents were asked to rate the perception of teachers towards Continuous Professional development is a waste of time. As we can see from the responses, 14(14.3%) and 19(19.2%) and 34(34.3%) of teachers were strongly agree, agree and undecided respectively on the idea of Continuous Professional development is a waste of time. On the other hand, 14(14.2%) and 18(18.2%) of teachers were disagree and strongly disagree respectively on the idea of Continuous Professional development is a waste of time. The mean of the teachers’ response is 2.97 which means in the range of medium. Additionally 9(45%) and 6(30%) of school leaders were answered disagree on the use of CPD to make teachers knowledge and skills up-to-date and its mean score is 3.90 which implies that within the range of high level.

Regarding item 2 of table 4.2.1 the teachers were asked to rate their degree of agreement of my pre-service training is adequate to accomplish my tasks effectively. For this items 1(1%), 21(27.3%) and 36(36.4%) of teachers were replied strongly agree, agree and undecided on the ideas. 27(27.3%) and 14(14.1%) of teachers were disagree and strongly disagree respectively on the use of CPD to improves the quality of teachers performance. As the above remaining result in the table indicates, the mean scores of each items is at moderate range. which means at the range of medium level.

Regarding item 3 of table 4.2.1, the respondents were asked to rate their ideas on the attitude of the teachers about I am very much interested to learn from my colleagues to improve my performances. Accordingly, teachers requested to answer this question, 11(11.1), 46(46.5%) 37(37.4%), 5(5.1%) and 0(%) were responded that strongly agree, agree, undecided, disagree and strongly disagree the ideas respectively. Also regarding this question 7(35%), 9(45%), 2(10%) and 2(10%) of school leaders were strongly agree, agree, undecided, and strongly disagree respectively.

As stated in the table the mean score of teachers is 3.64 and the mean score of school leaders were 3.95 .that means the mean score of teachers were within the range of medium and the mean score of school leaders were within the range of high. This implies that there is a gap in some school, I am very much interested to learn from my colleagues to improve my performances.

The next question asked to give their opinion on the attitude of teachers
Accordingly, 16(24.2%), 15(22.7%), 12(18.2%), 13(19.7%), and 10(15.2%) of teachers responded that their rank of agreement on the school assessment is strongly agree, agree, undecided, disagree and strongly disagree respectively. As indicated in the table the mean scores of teachers were 2.82. On the other hand, according to the respondents of school leaders the rate of agree about the contribution of CPD at teaching learning process 3(15%), 9(45%), 3(15%), 4(20%) and 1(5%) is strongly agree, agree, undecided, disagree and strongly disagree respectively and its mean score is 3.45. This implies that both respondents mean score were within the range of medium. This indicated that there is a continuous assessment of this program, but it is trampled (not continuous), which implies that there is a need of giving additional awareness for teachers’ from those school leaders and different education experts on the contribution of CPD on teaching learning process. In item 5 of the above table respondents were asked to rate the degrees of agreement on the CPD at this school doesn’t meet the quality and standards of teachers training.

Accordingly, 9(9.1%) and 31(31.3%), of teacher respondents were strongly agree and agree respectively. Additionally, 32(32.3%), 17(17.2%) and also 10(10.1%) teacher respondents were undecided, disagree and strongly disagree respectively on school doesn’t meet the quality and standards of teachers training. The mean score of the teachers’ responses’ is 3.12 which are in the range of high. This implies the activities at the school level is on the right track. Additionally, 11(55%) and 6(30%) of school leaders were strongly agree and agree respectively about the school doesn’t meet the quality and standards of teachers training for CPD program and the rest 3(15%) replied undecided and its mean score is 4.35 which means at the range of medium.

In item 6 of table 4.2.1, the respondents were asked to answer the degree of decision of teachers on the contents of continuous professional development. Accordingly, 24(36.4%), 21(31.8%), and 16(24.2%) of teachers were strongly agree, agree and undecided respectively. On the degree of decision of teachers on the contents of continuous professional development and the remains replied that strongly disagree. In relation to this, 10(50%), 6(30%), and 4(20%) of school leaders respondents were strongly agree, agree and undecided respectively on the degree of decision of teachers on the contents of continuous professional development. As stated in the table the mean score of teachers is 3.89 and the mean score of school leaders were 4.30.that means the mean score of both teachers and school leaders were within the range of high.
Regarding item 7 of table 4.2, teachers were asked to rate the amount of different stakeholders involve in CPD plan of the school. The majority 19(28.8%), 20(30.3%), and 9(13.6%) of the respondents were strongly agree, agree and undecided respectively. On the other hand, the small amount of teachers 8(12.1%), and 10(15.2%) respondents were disagree and strongly disagree respectively on the stakeholders involvement in CPD plan of the school. The mean of the item is 2.95 for teachers and 3.60 for school leaders, which are in the range of medium and high respectively on involvement of stakeholder’s at school level. This indicates that there is a gap on participation/ involvement of different stakeholders in CPD plan of the school. Since, by its nature CPD needs the involvement of different experts/ stakeholders and its output is to improve the quality of education through promoting teachers profession, this gap should be need to filled. Additionally, the data results showed that at school level the involvement of different stakeholders in CPD plan activities to improve the pedagogical skills of teachers and quality of education are not as expected level. Generally, the weighed/average mean of the teachers’ awareness on the CPD program to achieve school objectives is2.82which are in the scope of medium rate of awareness. Table 4.2.1 also provides an insight about the extent to which there is significant difference between teachers’ and school leaders’ responses in terms of the variables indicated in the table above

Generally, the weighed/average mean of the teachers and school leaders attitude towards continuous professional development to improve their pedagogical skills and to achieve school objectives is 3.25 and 3.69 which are in the scope of medium and high rate respectively .This implies that it is an opportunities to change the perception of teachers in Dendi Woreda towards the objective of CPD program. Likewise, the response of the interview held with woreda education office experts and Zone education Department experts confirmed relevant ideas that:

*CPD practice is some effectively implemented because lack of training of teachers, principals and cluster supervisors on the action of CPD. Generally, those experts say that teachers’ perceptions need to be up-to- date from time to time through training on every program implemented in the school and even in the education sector.*

There is a lack training attitude to teachers’ side on the implementation of Continuous professional development for teachers’ pedagogical skills improvement than school leaders’ side.
instance as teacher their perception towards CPD makes teachers knowledge & skills up-to-date. CPD improves teachers’ performance and the contents of the current CPD programs are relevant to their teaching are medium attitude and teachers are highly expect CPD is a waste of time rather than school leaders.

4.2.2. The Awareness of Teachers on the CPD Program

This section deals with the items related to the awareness of teachers on the CPD program to achieve school objective. Each item is analyzed based on the data obtained through questionnaires responded by teachers and school leaders and further backed by the data obtained from interview and document analysis. Accordingly, the ten items were interpreted as indicated in the table below.
Table 4.2.2. The awareness of teachers on the CPD program

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>N</th>
<th>Respondents</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Undecided</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fr</td>
<td>%</td>
<td>Fr</td>
</tr>
<tr>
<td>11</td>
<td>I know the goals of CPD plan of my School</td>
<td>99</td>
<td>1</td>
<td>1.0</td>
<td>29</td>
</tr>
<tr>
<td>12</td>
<td>Teachers involve in CPD plan of the school</td>
<td>99</td>
<td>1</td>
<td>1.0</td>
<td>10</td>
</tr>
<tr>
<td>13</td>
<td>The school identify the staff’s individual need during CPD planning</td>
<td>99</td>
<td>4</td>
<td>4.0</td>
<td>6</td>
</tr>
<tr>
<td>14</td>
<td>There is a continuous assessment on the contribution of CPD on teaching learning process</td>
<td>99</td>
<td>1</td>
<td>1.0</td>
<td>7</td>
</tr>
<tr>
<td>15</td>
<td>The school arrange effective days for CPD program</td>
<td>99</td>
<td>5</td>
<td>5.1</td>
<td>10</td>
</tr>
<tr>
<td>16</td>
<td>Teachers decide the contents of continuous professional development</td>
<td>99</td>
<td>1</td>
<td>1.0</td>
<td>7</td>
</tr>
<tr>
<td>17</td>
<td>Different stakeholders involve in CPD plan of the school</td>
<td>99</td>
<td>6</td>
<td>6.1</td>
<td>5</td>
</tr>
</tbody>
</table>

**Average mean**
In item 11 of Table 4.2.2 above, the respondents were asked to rate the degree of their agreement whether they know or not the goals of CPD plan of their School. As we can see from the responses, the majority of respondents 29(43.9%) and 11(55%) of teachers and school leaders respectively replied that they strongly agree the idea, which means they know the goal of CPD plan of their school. Also 20(30.3%) of teachers and 7(35%) of school leaders replied that agree the idea. This implies that 74.2% of teachers and 90% of school leaders have knowledge about the goal of CPD plan of their school. But, 10 (15.2%) of teachers and 2(10%) of school leaders, 4(6.1%), 3(4.5%) of teachers were replied undecided, disagree and strongly disagree respectively. On the other hand, the mean score of teachers’ response were 3.88 and also the mean of school leaders were 4.45. This mean score and significance difference of teachers and school leaders implies that the majority of teachers agree on having the awareness of the goal of CPD plan of their school and the level of expectations of school leaders on teachers’ awareness on the goal of CPD plan of their school is medium. From the data it can be stated that the awareness of teachers and school leaders on the goal of CPD plan at school level was high and medium respectively. The response of the interview held with woreda and zone education expert confirmed that the awareness of teachers and school leaders on the goal of CPD plan was somewhat enough, but its implementation is not as expected. But, it doesn’t mean no need of additional creation on awareness for teachers’.

The respondents were asked to give their response on the degree of agreement of their involvement in CPD plan of the school. In this regard, 31(47%), 29(43.9%) 3(4.5%) of teachers involvement were strongly agree, agree and undecided respectively. But the rest respondents replied strongly disagree. In addition, 9 (45%), 8(40%), 2(10%) & 1(5%) of the school leaders realized their scale of agreement on teachers involvement we were strongly agree, agree, undecided and disagree in CPD plan of the school respectively. As indicated in the table the mean score of this item of teachers and school leaders were 4.26 & 4.25 which is in the range of high level. From this it can be concluded that the teachers were strongly agree on their involvement in CPD plan at school level.
Regarding item 13 of table 4.2.2, the respondents were asked to rate their ideas on the awareness of the teachers about their school identify the staff’s individual need during CPD planning. Accordingly, teachers requested to answer this question, 15(22.7%), 17(25.8%), 18(27.3%), 8(12.1%) and 8(12.1%) were responded that strongly agree, agree, undecided, disagree and strongly disagree the ideas respectively. Also regarding this question 7(35%), 9(45%), 2(10%) and 2(10%) of school leaders were strongly agree, agree, undecided, and strongly disagree respectively.

As stated in the table the mean score of teachers is 3.23 and the mean score of school leaders were 3.95. That means the mean score of teachers were within the range of medium and the mean score of school leaders were within the range of high. This implies that there is a gap in some schools on identifying the staff’s individual needs during CPD planning. The next question asked to give their opinion on the awareness of teachers and school leaders about is there a continuous assessment on the contribution of CPD on teaching learning process? Accordingly, 16(24.2%), 15(22.7%), 12(18.2%), 13(19.7%), and 10(15.2%) of teachers responded that their rank of agreement on the school assessment is strongly agree, agree, undecided, disagree and strongly disagree respectively. As indicated in the table the mean scores of teachers were 2.82. On the other hand, according to the respondents of school leaders the rate of agree about the contribution of CPD at teaching learning process 3(15%), 9(45%), 3(15%), 4(20%) and 1(5%) is strongly agree, agree, undecided, disagree and strongly disagree respectively and its mean score is 3.45. This implies that both respondents mean score were within the range of medium. This indicated that there is a continuous assessment of this program, but it is trampled (not continuous), which implies that there is a need of giving additional awareness for teachers’ from those school leaders and different education experts on the contribution of CPD on teaching learning process.

In item 15 of the above table respondents were asked to rate the degrees of agreement on the school arrange effective days for CPD program. Accordingly, 33(50%) and 10(15.2%), of teacher respondents were strongly agree and agree respectively. Additionally, 11(16.7%), 6(9.1%) and also 6(9.1%) teacher respondents were undecided, disagree and strongly disagree respectively on the school arrange effective days for CPD program at school level. The mean score of the teachers’ responses is 3.88 which are in the range of high. This implies the activities that school arrange effective days for CPD program at the school level is on the right track. Additional-
ly, 11(55%) and 6(30%) of school leaders were strongly agree and agree respectively about the school arrange effective days for CPD program and the rest 3(15%) replied undecided and its mean score is 4.35 which means at the range of medium.

In item 16 of table 4.2.2, the respondents were asked to answer the degree of decision of teachers on the contents of continuous professional development. Accordingly, 24(36.4%), 21(31.8%), and 16(24.2%) of teachers were strongly agree, agree and undecided respectively. On the degree of decision of teachers on the contents of continuous professional development and the remains replied that strongly disagree. In relation to this, 10(50%), 6(30%), and 4(20%) of school leaders respondents were strongly agree, agree and undecided respectively on the degree of decision of teachers on the contents of continuous professional development. As stated in the table the mean score of teachers is 3.89 and the mean score of school leaders were 4.30 that means the mean score of both teachers and school leaders were within the range of high.

Regarding item 17 of table 4.2.2 teachers were asked to rate the amount of different stakeholders involve in CPD plan of the school. The majority 19(28.8%), 20(30.3%), and 9(13.6%) of the respondents were strongly agree, agree and undecided respectively. On the other hand, the small amount of teachers 8(12.1%), and 10(15.2%) respondents were disagree and strongly disagree respectively on the stakeholders involvement in CPD plan of the school. The mean of the item is 2.95 for teachers and 3.60 for school leaders, which are in the range of medium and high respectively on involvement of stakeholder’s at school level. This indicates that there is a gap on participation/ involvement of different stakeholders in CPD plan of the school. Since, by its nature CPD needs the involvement of different experts/ stakeholders and its output is to improve the quality of education through promoting teachers profession, this gap should be need to filled. Additionally, the data results showed that at school level the involvement of different stakeholders in CPD plan activities to improve the pedagogical skills of teachers and quality of education are not as expected level. Generally, the weighed/average mean of the teachers’ awareness on the CPD program to achieve school objectives is 2.82 which are in the scope of medium rate of awareness. Table 4.2.1 also provides an insight about the extent to which there is significant difference between teachers’ and school leaders’ responses in terms of the variables indicated in the table above. The findings have shown that respondents’ level of agreement across these variables has significant difference on the items 1, 3, 4 and 7 at p < 0.05 level of significance. While for the
rest of the items, the responses of the two groups are invariable across schools of different geographical locations and different experiences. In general, the awareness of teachers in Dandi-Woreda on the objective of CPD program is high. Those items are on teachers know the goals of CPD plan, the school identifying the staff’s individual needs, different stakeholders involved in CPD plan of the school need during CPD planning, There is an assessment on the contribution of CPD on teaching process. But the school leaders have better awareness than teachers on CPD program. Because, they took training on the area of this program. Additionally, the data obtained from school leaders through open ended questions and interview from Woreda and Zone education experts confirmed that most of the teachers have the awareness and “believed that school based CPD helps to increase their professional development and to improve the quality of teaching learning activities as well as the students’ academic achievement. Generally, those experts say that teachers understanding of the importance, objectives and actions of CPD were found to be at medium level in Dandiworeda as well as in west shoa zone.
4.2.3 School leaders support and follow up activities on the CPD program.

Table 4.2.3. The School leaders support and follow up activities on the CPD program

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fr</td>
<td>%</td>
<td>Fr</td>
<td>%</td>
<td>Fr</td>
</tr>
<tr>
<td>18</td>
<td>The school has given the necessary professional development trainings on the new CPD approach for me.</td>
<td>33</td>
<td>33.3</td>
<td>19</td>
<td>19.2</td>
<td>6</td>
</tr>
<tr>
<td>19</td>
<td>The school has designed monitoring and evaluation strategies for the school teachers to support CPD program implementation.</td>
<td>38</td>
<td>38.4</td>
<td>19</td>
<td>19.2</td>
<td>29</td>
</tr>
<tr>
<td>20</td>
<td>The school has encouraged me to participate in CPD training Continuously</td>
<td>31</td>
<td>31.3</td>
<td>18</td>
<td>18.2</td>
<td>4</td>
</tr>
<tr>
<td>21</td>
<td>The school has given the necessary materials and support to me</td>
<td>42</td>
<td>42.4</td>
<td>10</td>
<td>10.1</td>
<td>29</td>
</tr>
<tr>
<td>22</td>
<td>School CPD coordinators have prepared short term trainings for me on the preparation of CPD module and portfolio</td>
<td>42</td>
<td>42.4</td>
<td>15</td>
<td>15.2</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>CPD activities of teachers’ is followed up by principal/vice principals Continuously</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------------</td>
<td>---</td>
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<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>23</td>
<td>Feedback is given for me at the end of each training sessions</td>
<td>9</td>
<td>9</td>
<td>38</td>
<td>38.4</td>
<td>15</td>
</tr>
<tr>
<td>24</td>
<td>The necessary budget was allocated for CPD trainings in the school</td>
<td>9</td>
<td>9</td>
<td>15</td>
<td>15.2</td>
<td>11</td>
</tr>
<tr>
<td>25</td>
<td>The school supervisor cross checks the implementation of CPD by preparing checklist</td>
<td>9</td>
<td>9</td>
<td>34</td>
<td>34.4</td>
<td>10</td>
</tr>
<tr>
<td>26</td>
<td>The school CPD coordinators are supporting and guiding CPD activities effectively</td>
<td>9</td>
<td>9</td>
<td>33</td>
<td>33.3</td>
<td>8</td>
</tr>
<tr>
<td>27</td>
<td>The school supervisor supports teachers in the preparation of portfolio and CPD Module</td>
<td>9</td>
<td>9</td>
<td>28</td>
<td>28.3</td>
<td>12</td>
</tr>
</tbody>
</table>

**Average Mean**
In item 1 of Table 4.2.3 above, the respondents were asked to rate the degree of their agreement on the training. As we can see from the responses, the majority of respondents 33(33.3%) of teachers replied that they strongly disagree the idea, which means they no training. Also 20(30.3%) of teachers and 7(35%) of school leaders replied that agree the idea. This implies that 74.2% of teachers and 90% of school leaders have knowledge about the goal of CPD plan of their school. But, 10 (15.2%) of teachers and 2(10%) of school leaders, 4(6.1%),3(4.5%) of teachers were replied undecided, disagree and strongly disagree respectively. On the other hand, the mean score of teachers’ response were 3.6. This mean score and significance difference of teachers and school leaders implies that the majority of teachers strongly disagree on having the training of CPD of their school and the level of expectations of school leaders on teachers’ training at school level was high respectively. The response of the interview held with woreda and zone education expert confirmed that the training of teachers.

The respondents were asked to give their response on the degree of agreement of their monitoring and evaluation of CPD. In this regard, 38(38.4%), of teachers were strongly disagree respectively. But the rest respondents replied strongly agree. As indicated in the table the mean score of this item of teachers and school leaders were 3.28 which is in the range of high level. From this it can be concluded that the teachers were strongly disagree on their monitoring and evaluation at school level.

Regarding item 3 of table 4.2.3, the respondents were asked to rate their ideas on The school has encouraged me to participate in CPD training Continuously. Accordingly, teachers requested to answer this question, 31(31.3), 18(18.2%), 30(30.3%), 16(16.2%) and 8(12.1%) were responded that strongly disagree, disagree, undecided, agree and strongly agree respectively. As indicated in the table the mean scores of teachers were 3.23. This means the mean score of teachers were within the range of medium. This implies that there is a gap the school has encouraged me to participate in CPD trainings. The next question asked to give their opinion on the school has given the necessary materials and support to me. Accordingly, 42(42.4), 10(10.1%), 29(29.3%), 2(2%), and 16(16.2%) of teachers responded that their rank of agreement on the school assessment is strongly disagree, disagree, undecided, agree and strongly disagree respectively. As indicated in the table the mean scores of teachers were 3.41. This implies that respondents mean
score were within the range of medium. This indicated that there is a continuous assessment of this program, but it is trampled (not continuous), which implies that there is a need of giving additional awareness for teachers’ from those school leaders and different education experts on the contribution of CPD on teaching learning process.

In item 5 of the above table respondents were asked to rate the degrees of agreement on the CPD activities of teachers’ is followed up by principal/vice principals Continuously. Accordingly, 38(38.4%) respondents were strongly disagree respectively on followed up by principal level. The mean score of the teachers’ responses’ is 3.66 which are in the range of high. This implies the activities that school CPD activities of teacher no followed by principal and vice principal

In item 6 of table4.2.3, the respondents were asked to answer the degree of Feedback is given for me at the end of each training sessions. Accordingly, 33(33.3%), 18(18.2%), and 23(23.2%) of teachers were strongly disagree, disagree and undecided respectively. On the degree the remains replied that strongly agree. mean score of both teachers the range of high. Regarding item 7 of table 4.2, 3 teachers were asked to rate the amount of different stakeholders involve in CPD plan of the school. The majority 19(28.8%), 20(30.3%), and 9(13.6%) of the respondents were strongly agree, agree and undecided respectively. On the other hand, the small amount of teachers 8(12.1 %), and 10(15.2%) respondents were disagree and strongly disagree respectively on the stakeholders involvement in CPD plan of the school. The mean of the item is 2.95 for teachers and 3.60 for school leaders, which are in the range of medium and high respectively on involvement of stakeholder’s at school level. This indicates that there is a gap on participation/ involvement of different stakeholders in CPD plan of the school. Since, by its nature CPD needs the involvement of different experts/ stakeholders and its output is to improve the quality of education through promoting teachers profession, this gap should be need to filled. Additionally, the data results showed that at school level the involvement of different stakeholders in CPD plan activities to improve the pedagogical skills of teachers and quality of education are not as expected level. Generally, the weighed/average mean of the teachers’ awareness on the CPD program to achieve school objectives is 2.82 which are in the scope of medium rate of awareness.

Table 4.2.1 alsoprovides an insight about the extent to which there is significant difference between teachers’ and school leaders’ responses in terms of the variables indicated in the table.
above. The findings have shown that respondents’ level of agreement across these variables has significant difference on the items 1, 3, 4 and 7 at p< 0.05 level of significance. While for the rest of the items, the responses of the two groups are invariable across schools of different geographical locations and different experiences. In general, the awareness of teachers in Dandi-Woreda on the objective of CPD program is high. Those items are on teachers know the goals of CPD plan, the school identifying the staff’s individual needs, different stakeholders involved in CPD plan of the school need during CPD planning, There is an assessment on the contribution of CPD on teaching process. But the school leaders have better awareness than teachers on CPD program. Because, they took training on the area of this program. Additionally, the data obtained from school leaders through open ended questions and interview from Woreda and Zone education experts confirmed that most of the teachers have the awareness and “believed that school based CPD helps to increase their professional development and to improve the quality of teaching learning activities as well as the students’ academic achievement. Generally, those experts say that teachers understanding of the importance, objectives and actions of CPD were found to be at medium level in Dandiworeda as well as in west shoa zone.
4.2.4. Items related to the implementation of CPD practice
Table 4.2.3. The items related to the implementation of CPD practices

<table>
<thead>
<tr>
<th>No.</th>
<th>Items</th>
<th>N</th>
<th>Respondents</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>I try to introduce myself with the overall CPD activities</td>
<td>99</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Undecided</td>
<td>Agree</td>
<td>Strongly Agree</td>
<td>Fr</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>1.0</td>
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<td>42</td>
<td>25</td>
<td>25.3</td>
<td>23</td>
<td>23.2</td>
</tr>
<tr>
<td>3</td>
<td>I am being mentored by well-experienced senior teachers</td>
<td>99</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>44</td>
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<td>8</td>
<td>2</td>
<td>28</td>
<td>28.3</td>
<td>17</td>
<td>17.2</td>
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<tr>
<td>3</td>
<td>I am mentoring other teachers on CPD practices</td>
<td>99</td>
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<tr>
<td></td>
<td></td>
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<td>10</td>
<td>37</td>
<td>33</td>
<td>33.3</td>
<td>16</td>
<td>16.2</td>
</tr>
<tr>
<td>3</td>
<td>I have well planned for each CPD practices</td>
<td>.</td>
<td></td>
<td></td>
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<td>42.4</td>
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<tr>
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<td>I have prepared portfolio by recording all CPD documents</td>
<td>99</td>
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<td>31</td>
<td>31.3</td>
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<td>27.3</td>
</tr>
<tr>
<td>3</td>
<td>I frequently conduct action researches with other teachers or groups</td>
<td>99</td>
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<td>39</td>
<td>39.4</td>
<td>20</td>
<td>20.2</td>
</tr>
<tr>
<td>3</td>
<td>I am involving in frequent peer/ group discussions on CPD activities</td>
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<td></td>
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<td>38</td>
<td>38.4</td>
<td>15</td>
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</tr>
<tr>
<td>3</td>
<td>I am evaluating my effectiveness in the implementation of CPD activities to revise the plans</td>
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<td></td>
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59
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>I frequently check the contribution of CPD practices on the classroom activities</th>
<th></th>
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<td>26.3</td>
<td>40</td>
<td>40.4</td>
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<tr>
<td></td>
<td></td>
<td>I timely review the outcomes of the CPD practices on the students’ achievement</td>
<td></td>
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<td>10.1</td>
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<td>21.2</td>
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<td>39.4</td>
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<tr>
<td></td>
<td></td>
<td>I continuously improve my classroom practices based on the feedback from my self-evaluation.</td>
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<td>31.3</td>
<td>31</td>
<td>31.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I continuously improve my classroom practices based on the feedback from my students’ learning.</td>
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<td>1.0</td>
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<td>16.2</td>
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<td>29.3</td>
<td>36</td>
<td>36.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I continuously improve my classroom practices based on the feedback from my colleagues.</td>
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<td>32.3</td>
<td>33</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>I am re planning for CPD activities based on the evaluation of implemented CPD practices.</td>
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<td>15.2</td>
<td>26</td>
<td>26.3</td>
<td>28</td>
<td>28.3</td>
</tr>
</tbody>
</table>
In item 1 of Table 4.2.4 above, the respondents were asked to rate the degree of their agreement whether they know or not the goals of CPD plan of their School. As we can see from the responses, the majority of respondents 1(1.0%), 8(8.1%), 42(42.4%), 25(25.3)% and 23(23.2)% of teachers respectively replied that they strongly disagree, disagree undecided agree and strongly agree the idea, which means they know the goal of CPD plan of their school. But, 10 (15.2)% of teachers and 2(10%) of school leaders, 4(6.1%), 3(4.5%) of teachers were replied undecided, disagree and strongly disagree respectively. On the other hand, the mean score of teachers’ response were 3.62. This mean score and significance difference of teachers and school leaders implies that the majority of teachers agree on having the overall CPD activities.

The respondents were asked to give their response on the degree of agreement of their I am mentoring other teachers on CPD practices. In this regard, 44(44.4%), 8(8.0%) 2(2.0%) of teachers involvement were strongly disagree, disagree and undecided respectively. But the rest respondents replied strongly agree. In addition, 9 (45%), (40%), 2(10%) & 1(5%) of the school leaders realized their scale of agreement on teachers involvement we were strongly agree, agree, undecided and disagree in CPD plan of the school respectively. As indicated in the table the mean score of this item of teachers 3.64 which is in the range of high level.

Regarding item 3 of Table 4.2.4, the respondents were asked to rate their ideas on the I am mentoring other teachers on CPD practice. Accordingly, teachers requested to answer this question, 3(3.0), 10(10%), 37(37.4), 33(33.3%) and 16(16.2%) were responded that strongly agree, agree, undecided, disagree and strongly disagree the ideas respectively. Also regarding this question 7(35%), 9(45%), 2(10%) and 2(10%) of school leaders were strongly agree, agree, undecided, and strongly disagree respectively.

As stated in the table the mean score of teachers is 3.23 and the mean score of school leaders were 3.40. That means the mean score of teachers were within the range of medium and the mean score of school leaders were within the range of high. This implies that there is a gap in some schools on monitoring of teacher.

The next question asked to give their opinion on the awareness of teachers and school leaders about is there a continuous assessment on the contribution of CPD on teaching learning process?
Accordingly, 16(24.2%), 15(22.7%), 12(18.2%), 13(19.7%), and 10(15.2%) of teachers responded that their rank of agreement on the school assessment is strongly agree, agree, undecided, disagree and strongly disagree respectively. As indicated in the table the mean scores of teachers were 2.82. On the other hand, according to the respondents of school leaders the rate of agree about the contribution of CPD at teaching learning process 3(15%), 9(45%), 3(15%), 4(20%) and 1(5%) is strongly agree, agree, undecided, disagree and strongly disagree respectively and its mean score is 3.45. This implies that both respondents mean score were within the range of medium. This indicated that there is a continuous assessment of this program, but it is trampled (not continuous), which implies that there is a need of giving additional awareness for teachers’ from those school leaders and different education experts on the contribution of CPD on teaching learning process.

In item 5 of the above table respondents were asked to rate the degrees of agreement on the school arrange effective days for CPD program. Accordingly, 33(50%) and 10(15.2%), of teacher respondents were strongly agree and agree respectively. Additionally, 11(16.7%), 6(9.1%) and also 6(9.1%) teacher respondents were undecided, disagree and strongly disagree respectively on the school arrange effective days for CPD program at school level. The mean score of the teachers’ responses is 3.88 which are in the range of high. This implies the activities that school arrange effective days for CPD program at the school level is on the right track. Additionally, 11(55%) and 6(30%) of school leaders were strongly agree and agree respectively about the school arrange effective days for CPD program and the rest 3(15%) replied undecided and its mean score is 4.35 which means at the range of medium.

In item 6 of table 4.2.3, the respondents were asked to answer the degree of decision of teachers on the contents of continuous professional development. Accordingly, 24(36.4%), 21(31.8%), and 16(24.2%) of teachers were strongly agree, agree and undecided respectively. On the degree of decision of teachers on the contents of continuous professional development and the remains replied that strongly disagree. In relation to this, 10(50%), 6(30%), and 4(20%) of school leaders respondents were strongly agree, agree and undecided respectively on the degree of decision of teachers on the contents of continuous professional development. As stated in the table the mean score of teachers is 3.89 and the mean score of school leaders were 4.30. that means the mean score of both teachers and school leaders were within the range of high. Regarding item 7 of ta-
ble 4.2, teachers were asked to rate the amount of different stakeholders involve in CPD plan of the school. The majority 19(28.8%), 20(30.3%), and 9(13.6%) of the respondents were strongly agree, agree and undecided respectively. On the other hand, the small amount of teachers 8(12.1%), and 10(15.2%) respondents were disagree and strongly disagree respectively on the stakeholders involvement in CPD plan of the school. The mean of the item is 2.95 for teachers and 3.60 for school leaders, which are in the range of medium and high respectively on involvement of stakeholder’s at school level. This indicates that there is a gap on participation/ involvement of different stakeholders in CPD plan of the school. Since, by its nature CPD needs the involvement of different experts/ stakeholders and its output is to improve the quality of education through promoting teachers profession, this gap should be need to filled. Additionally, the data results showed that at school level the involvement of different stakeholders in CPD plan activities to improve the pedagogical skills of teachers and quality of education are not as expected level. Generally, the weighed/average mean of the teachers’ awareness on the CPD program to achieve school objectives is2.82which are in the scope of medium rate of awareness. Table 4.2.3 also provides an insight about the extent to which there is significant difference between teachers’ and school leaders’ responses in terms of the variables indicated in the table above. The findings have shown that respondents’ level of agreement across these variables has significant difference on the items 1, 3, 4 and 7 at p< 0.05 level of significance. While for the rest of the items, the responses of the two groups are invariable across schools of different geographical locations and different experiences. In general, the awareness of teachers in Dandi Woreda on the objective of CPD program is high. Those items are on teachers know the goals of CPD plan, the school identifying the staff’s individual needs, different stakeholders involved in CPD plan of the school need during CPD planning, There is an assessment on the contribution of CPD on teaching process. But the school leaders have better awareness than teachers on CPD program. Because, they took training on the area of this program. Additionally, the data obtained from school leaders through open ended questions and interview from Woreda and Zone education experts confirmed that most of the teachers have the awareness and "believed that school based CPD helps to increase their professional development and to improve the quality of teaching learning activities as well as the students’ academic achievement. Generally, those experts say that teachers understanding of the importance, objectives and actions of CPD were found to be at medium level in Dandiworeda as well as in west shoa zone.
4.2.5. The Challenges related to the practice of CPD

Like other educational program there are significant factor inevitably influence the implementation of CPD program in each school. In this regard, the TESO document clearly indicates that a number of constraints are hindering the smooth implementation of the CPD program (TESO, 2003). This section deals with challenges that hinder the contribution of CPD program for improving teachers’ pedagogical skills activities and its implementations. The items were categorized under sub tittles and displayed under table 4.5.1, 4.5.2, 4.5.3 and 4.5.4
Table.4.2.5. Challenges related to the practice of CPD

<table>
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<tr>
<th>No</th>
<th>Items</th>
<th>N</th>
<th>Respondents</th>
<th>Mean</th>
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<th>Sig(2-tailed)</th>
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<td></td>
<td>Strongly Disagree</td>
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<td>Undecided</td>
<td>Agree</td>
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<td></td>
<td></td>
<td></td>
<td>Fr</td>
<td>%</td>
<td>Fr</td>
<td>%</td>
</tr>
<tr>
<td>44</td>
<td>High teachers’ workload &amp; improper timing of CPD program.</td>
<td>99</td>
<td>6</td>
<td>6.1</td>
<td>7</td>
<td>7.1</td>
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<tr>
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<td>Lack of Awareness of CPD opportunities</td>
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<td>4.0</td>
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<tr>
<td>46</td>
<td>Lack of recognition for participation</td>
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<td>5</td>
<td>5.1</td>
<td>8</td>
<td>8.1</td>
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<tr>
<td>47</td>
<td>Poor teachers Attitude toward CPD</td>
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<td>7</td>
<td>7.1</td>
<td>8</td>
<td>8.1</td>
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<tr>
<td>48</td>
<td>Non-alignment of training contents with teachers need</td>
<td>99</td>
<td>4</td>
<td>4.0</td>
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<td>9.1</td>
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<td>Lack of well-trained mentors</td>
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<td>3.0</td>
<td>9</td>
<td>9.1</td>
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<tr>
<td>50</td>
<td>Repetitiveness of CPD content</td>
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<td>7.1</td>
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<tr>
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<td>Description</td>
<td>Mean</td>
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<td>2 Mean</td>
<td>3 Mean</td>
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<tr>
<td>51</td>
<td>lack of ownership of CPD</td>
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<td>7.1</td>
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<td>I have not understand the CPD training manuals</td>
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<td>6.1</td>
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<tr>
<td>53</td>
<td>I am not willing or I resist to implement CPD practices</td>
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<td>5</td>
<td>5.1</td>
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<td>9.1</td>
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<tr>
<td>54</td>
<td>The process of CPD is complex and ambiguous to apply practically</td>
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<td>3</td>
<td>3.0</td>
<td>6</td>
<td>6.1</td>
</tr>
<tr>
<td>55</td>
<td>I am not motivated/supported by the School, district or Zone to better apply CPD practices</td>
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<td>3</td>
<td>3.0</td>
<td>7</td>
<td>7.1</td>
</tr>
<tr>
<td>56</td>
<td>The available CPD trainings do not meet my needs</td>
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<td>2.0</td>
<td>6</td>
<td>6.1</td>
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<tr>
<td>57</td>
<td>Sufficient resources are not allocated to practice all CPD practices</td>
<td>99</td>
<td>3</td>
<td>3.0</td>
<td>6</td>
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<td>Average Mean</td>
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As illustrated in table 4.2.4.1 above, item 1 represents challenges related to the lack of awareness of CPD results/outputs. Accordingly, as we can see from the responses, the majority of respondents 32(48.5%) and 22(33.3%) of teachers were strongly agree and agree respectively on the challenges of teachers awareness about the result/output of CPD. Also 8(40%),8(40%) of school leaders were strongly agree and agree respectively on the above item challenges, which means around 80% of teachers and school leaders were share this idea. On the other hand, 7(10.6%),3(4.5%) and 2(3.0%) of teachers and 2(10%),1(5%) and 1(5%) of school leaders were undecided, disagree and strongly disagree respectively on the challenges of the awareness of CPD results/outputs. Generally, the mean scores of the teachers and school leaders’ response is 3.74 and 3.60 respectively. Which means it indicate that the degree of the challenges on the awareness of CPD results were in the range of high level.

Regarding item 2, it represents challenges related to poor teachers attitude towards CPD. Concerning this items 32(48.5%) of teachers and 6(30%) of school leaders, 21(31.8%) of teachers and 10(50%) of school leaders responded that they were strongly agree and agree respectively that there are poor teachers attitude toward CPD program. But, 8(12.1%) of teachers and 2 (10%) of school leaders, 2(3.0%) of teachers and 1(5%) of school leaders and 3(4.5%) of teachers and 1(5%) of school leaders replied that the attitude teachers towards CPD program is undecided, disagree and strongly disagree respectively. The mean average/value for teachers’ respondents concerning the challenges of teachers’ attitude towards CPD program is 4.17 and the mean average/value for of school leaders respondents concerning the challenges of teachers attitude towards CPD program is 4.00. This shows that the range of this challenge is high and it is the major challenges which need attention.

In item 3 of table4.2.4.1, the respondents were asked to rate the challenges that the teachers were not willing or resist implementing CPD practices. Accordingly, Significant number 20(30.3%), also 20(30.3%) and 7(10.6%) of teachers respondents were strongly agree, agree and undecided respectively on this challenges. Additionally, the majority 5(25%), 9(45%) and 4(20%) of the school leaders responded that the extent to which teachers were strongly agree, agree and undecided respectively on not willing or resist to implement CPD practices. In contrast, 9(13.6%), 10(15.2%) of teachers and 1(5%),1(5%) of school leaders were disagree and strongly disagree respectively on the ideas that teachers were not willing or resist to implement CPD
practices. The mean of the item is 4.30 for teachers and 4.25 for school leaders. This is in the range of high level of challenge. This shows that resisting this program at school level is also the other challenges to implement it. This result indicates that less effort was made to change the mentality of participants /teachers to do it willingly at school level.

This implies that CPD program implementation was entangled by a number of multifaceted challenges. In relation to this the expert at the Woreda education office noted:

“School level actors are not serious about CPD program. Most of them consider it as routine activity conducted to fulfill requirements. Most experienced teachers want to avoid being assigned as mentors. Even those who accept the assignment do not show commitment to assist the novice teachers.”

Additionally

*The culture of cooperative leaning and sharing of experience is not a common Practice among teachers in secondary schools. No as such culture of dialogue and discussions on important issues of education like quality of education, modern teaching, action research, quality of the teaching force. On top of this, it is not uncommon to see some teachers who do not want to update themselves with modern ideas and practices of teaching and learning and that expert indicates that, to change such culture it needs the support of each and every stakeholders.*

The above table (Table 4.2.4.2) shows the challenges related to support on the practice of CPD. In item 1 of table 4.5.2, the respondents were asked to rate the degree of lack of recognition for participation on CPD program. The major number 39(59.1%), 16(24.2%), and 8(12.1%), of the teachers respondents were strongly agree, agree and undecided respectively on the degree of missing the recognition for participation on CPD program. Besides, almost all 11(55%), and 7(35%) of school leaders were strongly agree and agree respectively on the degree of missing this item. As indicated in table 4.2.4.2 above, the mean average/value for teachers and school leaders respondents on the lack of recognitions on CPD program is 4.70 and 4.40 which implies that more or less similar results. This shows that the degree of missing the recognizing of those
teachers performed this program accordingly is high at school level. The result of this data indicates that the level of supporting, follow up and recognizing is very low.

Regarding challenges, the next items the respondents asked to respond was the challenges related to lack of ownership of CPD. As indicated in the table above, 38(57.6%), 12(18.2%), 4(6.1%), 7(10.6%) and 5(7.6%) of teachers were strongly agree, agree, undecided, disagree and strongly disagree respectively on this challenges.

Additionally 8(40%),8(40%),5(25%),2(10%) and 1(5%) of school leaders were strongly agree, agree, undecided, disagree and strongly disagree respectively on the degree of this challenges.

The average mean of teachers and school leaders on this item were 3.94 and 3.30, which is within the range of high and medium respectively.

This shows that the teachers and school leaders were didn’t perform this program as MoE of Ethiopia expected and this makes the degree of challenges high.

In item 3 and 4 in table 4.5.2 above, its average mean of the two challenges is in the range of high level.(4.30 and 4.26). This implies the problem of motivation / Support by the School, woea or Zone to better apply CPD practices and allocating sufficient resources to practice all CPD practice is high. According to teachers response on the lack of motivation on the part of teachers, the calculated mean value of teachers’ respondents above is implies that most respondents are not motivated for the practice and implementation of CPD program. Moreover, time constraints, inefficiency of material resource, lack of financial resource, lack of support from school principals, lack of required knowledge and skills from mentors, facilitators and absence of effective management were considered as high that affect the implementation of CPD program.

The data obtained from the interviewer is also realized that there was the lack of motivations and support due to inadequate human, materials and financial resources to give continuous training.

They say:

The lack of motivations and support due to inadequate human, materials and financial resources to give continuous training is the major factors that limit the continuous follow up of teachers for the implementation of program and however the kind of support and its continu-
ty was great problem. Most of the school leaders and supervisors proposed the CPD program should be supported by woreda educational office, especially TDP coordinator. They are blamed others rather than accepting the failure of the program as their responsibility.

As table 4.2.4.3 item 1 shows that 26(39.4%), 15 (22.7%) and 12 (18.2%) of teachers were strongly agree, agree and undecided respectively on the challenges of non-alignment of training contents with teachers needs and the rest respondents replied disagree the idea. On the other hand, 4 (20%), 5 (25%) and 5(25%) of school leaders were also replied strongly agree, agree and undecided respectively that on the degree of challenges related to the non-alignment of training contents with teachers needs and the rest respondents disagree the idea. The mean average/value for teachers and school leaders respondents on the challenges related to the training contents CPD program is 3.76 and 3.30 which implies that within the range of high and medium level of agree on the idea/item respectively. This shows that the training contents given for the teachers is not matched/aligned with teacher’s needs. In addition to this, as the mean values of teachers and school leaders indicates that the lack of well-trained mentors and the lack of not understanding the CPD training manuals is highly challenged the practice of this program. This is the other important issue raised in the implementation of CPD activities in the schools. This implies the problem of training is high at school level. As the responses from interview with zone education Department expert indicates that, before 5/6 years ago the school leaders received training, meanwhile they received training, it had not continuity. Moreover, training is conducted at regional and zonal level for those CPD facilitators and school leaders by representing their schools, woreda and zone, the practice is not appropriately reach to teachers because of turnover of those trainers, shortage of finance etc. This is major factors that limit the continuous follow up, support of teachers, for the facilitating this program and its implementation.

According to document analyzed on CPD module one (2004) the roles of school leaders include:

- Decides on the appropriate duration and timing for the course
- Decides on the formation of groups and which teachers will participate of CPD activities
- Ensuring that all teachers take part in 60 hours in a year
- Includes the group sessions in the school time table, select an appropriate facilitator for the group and give him/her orientation/short training about the course
- Monitoring the effectiveness of teaching learning strategies.
Contacts a nearby school to act as partner.

However, the school leaders were not practiced the expected roles and duties. They were raised factors such as lack of budget, lack of trained experts and lack of collaboration and coordination between the training contents and teacher’s needs, schools and woreda educational experts.

The table (Table 4.2.4.4), is concerned on the challenges related to time & the contents of CPD program.

Accordingly, as we can see from the responses, the majority of respondents 23(34.8%) and 24(36.4%) of teachers were strongly agree and agree respectively that the challenges of high teachers work load and improper timing of CPD program is high. Also 5(25%),6(30%) of School Leaders were also strongly agree and agree respectively the degree of the above item challenges is very high. On the other hand,9(13.6%),6(9.1%) and 4(6.1%) of teachers and 2(10%),5(25%)and 2(10%) of School leaders were replied that the degree of the challenges on high teachers work load and improper timing of CPD programs were prefer to reply undecided disagree and strongly disagree respectively. The mean average/value of teachers and School leaders’ respondents on the challenges related to the high teachers work load and improper timing of CPD programs is 4.11 and 3.35 which implies that within the range of high and medium level respectively. This shows that there is a challenge of work load and improper timing of practicing the CPD program at school level. Also Repetitiveness of CPD content and the complexity and ambiguity of the process of CPD is highly challenging this program. Generally, as the average mean of the above four table (Table 4.5.1-table 4.5.4) indicates, since the mean scores of teachers and school leaders respondents is 3.95 and 3.94 respectively , there are several challenges that is highly obstruct the implementations of CPD program at school level.

As open ended items were presented to teachers to respond their suggestion how to overcome the challenges, their responses indicate the following.

- An adequate time should be given for training
- Continuous follow-up system should be practice in schools.
- Assigning trained and capable supervisors and school principals and giving enough training for mentors and facilitators.
- Granting certificate after completion of each year CPD program.
- Focal person who facilitate CPD is be assigned at school and woreda.
- Organize and distribute sufficient reference materials at school level.
- Budget should be allocated for the teacher and school only for the purpose of the practice of CPD program.
- It is better to give training on CPD program as a common course in higher education institutions.

The data obtained from woreda education office experts and zone education Department expert from interview also suggests the following ideas for overcoming the problems.

- Planning the program and giving sustainable training at college/University level
- Allocating excess budget at school, woreda and zone level to implement CPD as one pillar for the quality of teachers and the quality of education.
- The school leaders should be assign CPD facilitators at the beginning of the year
- Evaluating the effectiveness of the program.

All the respondents gave their suggestions that the Ministry of Education and the Regional Education Bureau declared quality education assurance package containing six pillars one of which is CPD (as part of Teachers Development Program). They said that the program was working in all schools and education offices of different levels. However, there is still lack of common sense of ownership and various aspects of supports and continuous follow up of the process. According to the respondents, teacher’s perceived school based CPD as complex and ambiguous process. Moreover, trainings were not continuously conducted based on teacher’s needs.

With regard to open-ended questions, respondents indicated that principals, teachers, cluster supervisors, CPD facilitators, Woreda and Zone education office experts were to be found or lacked of commitment to implement the CPD activities in each primary school in Dendi woreda. Furthermore, they gave their opinion that CPD actions were not connected with teacher’s career structure development and teachers looked CPD as an extra work load. Additionally, respondents confirmed that lack of support from the concerned bodies on CPD activities is the challenge of its implementation. The continuous turnover of experienced and trained teachers on the activities of CPD in primary schools in Dendi Woreda was pointed to become one of the obstacles of teacher’s application of CPD.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of Major Findings

The purpose of this study was to investigate the extent to which school based continuous professional development was properly performed by the responsible parties and also to bring out the implementations of continuous professional development in government secondary schools in Dendi woreda, west shoa zone. The practices of school based CPD activities were dealt with in relation to teachers, head of departments, CPD facilitators, principals, Woreda, zone supervisors the fundamental practices; the supportive role played by principals, facilitators, zone or Woreda CPD focal person. The challenges the school based CPD responsible parties had faced were also discussed.

To achieve the objectives, the study tried to answer the following basic questions.

1. How do teachers’ prepared the importance of CPD for their professional practices?

2. To what extent is the school based CPD program practiced/implemented in secondary schools of Dendi woreda West Shoa Zone (Its preparation issue, the activities to be taken, leadership roles and monitoring and evaluation strategies)

3. What are the major challenges that secondary schools have encountered in implementing School based CPD program in secondary schools of Dendi woreda West Shoa Zone.

To get answers for these questions, a descriptive survey method was employed. Sixty eight teachers participated in responding to the questionnaires. five principals, 1 Woreda education office CPD focal persons ,1 cluster supervisor, 1 Woreda education office head were used. On the basis of the analysis and interpretation of the data gathered through all the instruments, the following major findings were indicated.

1. The study showed that the practice of implementing school based CPD in secondary schools of Dendi woreda West Shoa Zone was at its low level. It was learned that planning,
though no part was implemented, was relatively the only activity undertaken in all the study schools. It was also revealed that there was almost no training for teachers and, as a result, the majority of teachers were confused to implement school based CPD. Almost, Teachers lost interest to perceived the importance of CPD for their professional practices.

2. It was revealed that principals were found to be less effective in arranging discussion programs within the school, arranging induction courses for beginner teachers, preparing visit forums with other schools, encouraging peer evaluation, and preparing trainings based on teachers’ training needs.

3. It was identified by the study that school based CPD facilitators were less effective in creating conducive and stimulating environment and, in providing technical and professional assistance for the junior teachers to implement school based CPD secondary schools of Dendi woreda West Shoa Zone.

4. Generally, The study results shows the following challenges:

- That technical and professional support from Woreda and zone education supervisors was found to be insufficient. It was found that school based CPD training manuals lacking. Likewise, it was learned that objectives and the contents of the available CPD training manual s were not only irrelevant but also unclear. The results of the study showed that there was lack of well-trained school based CPD facilitator in secondary schools of Dendi woreda West Shoa Zone under study. It was identified by this study that there were shortage of CPD resources like reference manuals, budget, and others.

As to the organization of school system and motivation of teachers, it was found that the schools in Dendi woreda West Shoa Zone were not in the way that can encourage teachers to exert much of their effort towards the implementation of school based CPD practices.

There was lack of supervisory support and motivation for teachers from school leadership.
5.2. Conclusion

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

The finding of the study indicated that teachers’ awareness on the importance of CPD, the understanding of CPD that helps to facilitate changes in teachers’ pedagogical skills, and the awareness of teachers on the goals of CPD actions was to be found at moderate stage. From this we can conclude that teacher’s awareness on the importance and goals of CPD in each secondary school in Dendi Woreda were at medium level. The schools can use this opportunities to enhance the implementation of the CPD program through fulfilling the other gap.

As shown in the findings, the practice and challenge of school based CPD for the improvement of classroom activities as well as the students’ academic achievement was inadequate. Moreover, CPD actions lacks bring change in teachers professional development, and also, in the quality of teaching and learning activities. Generally, teachers did not sufficiently practice the school based CPD actions as MoE expected and also, they are not effectively and collaboratively solving educational challenges by action research, through CPD program in secondary schools in Dendi Woreda.

Among the responsibilities expected from school leaders and Woreda/Zone education experts, preparing training or workshops, organize experience sharing with the nearby schools, arrange induction program for newly deployed teachers, evaluating and giving feedback on CPD activities and allocating sufficient budget to run this program. But, the analysis of this study revealed that those concerned bodies were failed to meet these responsibilities. Therefore, from the data of the study, it is possible to conclude that teachers were not encouraged by the school leaders, Woreda education office and Zone education Department experts; to accomplish the school based CPD activities and develop their professional skills in order to bring change their knowledge.

Trained CPD facilitators were not available in all secondary Schools of Dendi Woreda to provide continuous professional development support for teachers. Relevant professional trainings of CPD were not adequately conducted. The activities in CPD were not directly connected with teachers’ day-to-day life as solving the student’s academic failure, to re-licensing career development structure. Teachers do not well realize their CPD plans, and consequently, portfolio documents were not well prepared. Thus, using school based CPD as an instrument for the develop-
ment of knowledge and skills was given medium attention in primary Schools of Dendi Woreda. Woreda and Zone education experts, school leaders (school principals, cluster supervisors and other school based CPD facilitators) were inadequate teachers supportive on the activities of CPD. That makes the contributions of this program turn down, failure to allocate sufficient budget, absence of preparing individual teachers needs CPD plans, organizing training programs, encouraging peer evaluation and timely feedback regarding the practical implementation of school based CPD. Therefore, there was absence of commitment and lack of responsibilities among CPD stake holders for its real implementation.

There are various challenges that hinder the effective implementation of CPD. some of these are: less commitment of school leaders, absences of motivation of teachers, lack of budget, lack of ownership, poor teachers attitude towards CPD 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 Dendi Woreda.

Generally, it is possible to conclude that school based continuous professional development was inadequately contribute for teacher’s pedagogical skills improvement and the quality of academic achievement was insufficiently improved in primary Schools of Dendi Woreda.

5.3. Recommendations

Based on the major findings of the study and the conclusions drawn, the following recommendations are forwarded.

- To make teachers professionally competent, that is improving teachers’ pedagogical skills such as classroom activities of teachers, increasing teachers’ knowledge and improving the quality of teaching and learning, various methods of CPD such as in-service training, action research, and induction program for newly deployed teachers is recommended to be implemented. In addition, training on the action of CPD, mentoring, peer coaching, and peer evaluation are suggested to be practiced in the secondary Schools of Dendi Woreda.
Moreover, the study results confirmed that teachers and school leaders are insufficiently practiced these strategies. Therefore, the school based CPD stakeholders, as well as Zone and Woreda education experts should make great effort to improve the practice of CPD program for those secondary school teachers as discussion bellow to apply teachers professional development effectively in the primary Schools of Dendi Woreda.

To enhance CPD practices, it is essential to develop on incentive mechanism for teachers, principals, CPD facilitators and mentors. Teachers’ performance of any practices of school based CPD need to be allied with their career development so that teachers would not be hesitant to implement CPD. To this end, Regional education Bureau in collaboration with Zone education department and Woreda education offices are advised to consider attempts to implement school based CPD as part of the performance of teachers’ career structure development criteria and it needs immediate actions in order to solve the problem.

The findings have shown that contributions of school leaders to the CPD program implementation were not sufficient. One of the major factors has been lack of ownership. To implement the CPD activities, the school leaders such as school principals, cluster supervisors, CPD facilitators should take the responsibilities to mentors, to support, to allocate sufficient budget for this program alone, to monitor, evaluate and give feedback and etc. Hence, for the CPD program to be successful, Woreda education office in collaboration with other stakeholders has to organize the necessary training on CPD as well as educational leadership and management to school principals and should organize motivation program. The same should be done for Woreda education office experts and cluster supervisors.

Furthermore, it is recommended that there should be trained CPD facilitators at Woreda and Zone level who are responsible for coordinating overall activities of CPD at school /woreda level and provides the required support as needed.

Principals have to prepare the school CPD plan with the participation of teachers in the selection of the school CPD priorities after identifying the individual teachers’ needs. This condition helps teachers to be adapted with the plan and used to include their needs and demands as well as the existing challenges of the schools. These increases mutual re-
sponsibility of the school based CPD stakeholders to implement the plan and the activities of CPD effectively.

- It is recommended that the regional, Zonal, and woreda education officers, principals, CPD facilitators and senior teachers should practically assist teachers by creating conducive environment for skill development through both short and long term training programs, allocating sufficient budget (using school grant fund for this purpose is recommended), by preparing self and peer evaluation opportunities and followed by timely feedback. In addition, by fulfilling CPD materials, and increasing the commitment of teachers and principals by giving motivation, in order to implement the CPD actions sufficiently and improve teachers’ pedagogical skills to improve the students’ academic performance.

- The study results showed that support from different stakeholders for the implementation of school based CPD were found to be inadequate. It is strongly recommended that school leaders should take immediate actions and follow up the school CPD performance, organize teachers training on the activities of CPD and maintain experience sharing with the nearby cluster schools and share CPD manuals/guidelines and materials to all secondary schools for the real implementation of school based CPD, as well as to improve the quality of teaching and learning activities, and to improve students result in secondary Schools of Dandi Woreda.

- Finally, to better address the problems, it can be suggested that further studies need to be conducted in this area with regard to the practice and challenges of CPD for teachers’ pedagogical skills improvements in secondary Schools.
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