

**THE STATUS, CHALLENGES, AND PROSPECTS OF CONTINUOUS
PROFESSIONAL DEVELOPMENT IN OROMIA: THE CASE OF TWO
GOVERNMENT SECONDARY SCHOOLS IN JIMMA TOWN**

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**The Status, Challenges, and Prospects of Continuous Professional
Development in Oromia: The Case of Two Secondary Schools in
Jimma Town**

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LETTER OF APPROVAL

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The Thesis on the Title The Status, Challenges and Prospects of Continuous Professional Development in Oromia: The Case of Two Secondary Schools in Jimma Town is Approved as the Original Work of Girma Habte.

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List of Acronyms

CPD	Continuous Professional Development
CRS	Cluster Resource Center
ESDP	Education Sector Development Program
FDRE	Federal Democratic Republic of Ethiopia
FGD	Focused Group Discussion
GEQIP	General Education Improvement Program
MoE	Ministry of Education
NGO	Non-Governmental Organization
SIP	School Improvement Program
TDP	Teacher Development Program

Abstract

As part of the GEQIP, the Ministry of Education of Ethiopia introduced a program of in-service Continuous Professional Development in 2000. This qualitative study was aimed to assess the perceptions, practices, and challenges of CPD in two purposely-selected high schools of Jimma town. The employed data collection tools used were in-depth interview, key informant interview, FGD and observation with teachers, principal and a supervisor who were chosen purposely. Besides, document analysis was also used as an additional source of data. Later on, the responses to the interview questions were categorized into three themes and data for these themes were presented in narrative and descriptive forms based on participants understanding and interpretation in addition to the researchers' reflective analysis. The findings revealed that almost all of the study participants hold a teacher-focused view of CPD. It was also found that the widely practiced CPD activities in an informal and sporadic manner are workshops, trainings, and involvement in some innovative class room management practices, experience sharing, and granting of further education opportunities to teachers. The study revealed that the four major CPD-related challenges were associated with teachers/students, management, resource, and policy. The need to provide timely training , allocate adequate budget and other resources, improving teachers' life and work conditions are some of the forwarded suggestions.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Conceptually, Continuing Professional Development (CPD) denotes to the process of maintaining, improving and broadening relevant knowledge and skills in ones subject specialism so that there will be a positive impact on the teaching learning practices and the learner experience (Institute for Learning, 2009). It also refers to a cycle of continuous improvement, and identifying new experiences to pursue.

CPD is a cycle of continuous improvement, identifying new experiences to pursue. Having gained that new experience comes through the analysis of what has been learnt and how it can be put into practice at work, before considering the next new development. It is self-directed and requires motivation and commitment to improving one's own personal standards, which for some individual can be a challenge in itself. Keeping up the momentum is also important and setting personal goals of what needs to be achieved within a particular timescale. For those who manage to maintain the cycle, there is a huge sense of achievement. The process can take many forms- attending seminars, academic courses and conferences, undertaking work-based activities, and project management or reading books and journals.

Individuals may have different learning styles, but to develop their skills should occasionally adopt one that does not come naturally. For example, an individual who learns best from active involvement with problem solving could adopt a more theoretical style and read an article on the subject instead. Continuous Professional Development in school networks is more likely to be collaborative than individual and, therefore, more likely to offer learning gains for pupils as well as teachers (Cordingley and Temperely, 2006).

According to Villeneuves-smith and West (2009), the widely practiced CPD activities in schools are peer coaching, subject learning coach training, accredited courses or programs related to teacher development, mentoring new colleagues, peer review, peer observation, carrying out and disseminating action research, evaluation of feedback (learners and peers), significant input at

team meetings, engagement in structured professional dialogue/learning conversations, preparation for and evaluation of appraisal, membership of committees, boards, steering groups related to teaching and/ or your subject area, partnership activities (schools, employers, other learning), visits to community organizations, curriculum design/ development/validation e-learning activities, accredited CPD courses or programs, reading journal articles, reviewing books or articles, updating knowledge through the internet/ TV. Many of these approaches require active engagement by the teacher's line managers. This in turn will only be likely if senior management can provide the strategic structures, organizational 'permissions' and leadership examples that enable them to do so. The authors added that, however, the final responsibility for CPD rests with teacher as a professional.

The aim of Continuous Professional Development is to improve the performance of teachers in the classroom and raise student achievement (Koyeetal, 2015). According to Wan (2011), the three core functions of CPD are improvement of teaching and learning in terms of curriculum development, restructuring and instructional development; improvement of student assessment; and improvement of school-parent collaboration.

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 (Ashebir, 2014).

Continuous Professional Development (CPD) has become a major policy priority within education systems worldwide (Banks and Smyth, 2010). It is known that, being cognizant of its salience and relevance for ensuring quality of the general education among Ethiopian schools, the MoE with a support secured from donors begun to implement CPD program. The effectiveness of the CPD program is not promising as it has been envisaged, however. One possible cause, logically, for this implementation could be lack of or flawed understanding about the program itself. The fact that different stakeholders seem to hold different or narrow views of CPD could be also another cause (Bolitho and Padwad, 2013). Other attributable factors could be organizational or teacher-related. Therefore, this paper tries to investigate these issues by targeting two selected high schools in *Jimma* Town of *Oromia* Regional State, Ethiopia.

1.2. Statement of the Problem

Writers on education quality hold a view that there exists a strong link between teacher professional development and quality, especially in the areas of teachers' beliefs and practices, students' learning, and on the implementation of educational reforms such as CPD (Amare et al., 2006). According to the above source, a positive and clear policy environment and adequate support for growth are essential for creating and sustaining teacher quality. Kedzior and Fifield (2004) described effective CPD as a lifelong facet of classroom instruction that are integrated, logical, on-going and incorporates experiences that are consistent with teachers' goals; aligned with standards, assessments, other reform initiatives, and beset by best research evidence. However, against these ideals, it is reported that the registered achievements in scaling up the education access have not been accompanied by adequate improvement in quality (MOE, 2008).

Continues Professional Development is given special attention and action priority on the Ethiopian Education and Training Policy (MoE, 1994). Within the framework of the ESDP III, the MoE has developed the General Education Quality Improvement Program (GEQIP). Teachers Development Programme is an integral part of GEQIP, which is launched in 2001 and focuses on continued improvement of quality of teaching and learning through targeted intervention, which bring about lasting systemic change. It aims to improve the quality of instruction and therefore student learning by enhancing the capacity of teachers in primary and secondary education (MoE, 2008).

However, the effective implementation of any educational quality improvement programs, including GEQIP needs, at the first place, ensuring whether the implementers of the program namely teachers, supervisors, experts, school administrators have a clear and correct understanding about the reform program itself. It also requires identifying those problems that hamper the smooth execution of the program and coming up with possible remedies. Nevertheless, Koye et al. (2008) concluded that CPD implementation is not as such good among high schools. Therefore, this study will try to assess the perception of the main implementers about CPD program, how it is implemented, i.e. its status and the bottlenecks observed while effectuating CPD by taking some selected government high schools in *Jimma* Town of the *Oromia* National State.

Succinctly, the need for undertaking this study is driven by both practical and methodological grounds. In relation to the former, as clearly pointed by Koye et al (2008), CPD implementation is not practiced well at high schools targeted by their study. This ill implementation is true in the secondary school where I am currently working. In my capacity as a school principal, apart from noticing a number of CPD-related pitfalls, I observed that teachers do have different views about the meaning, goals, and impacts of CPD. Therefore, assessing why this is so is a very salient scholarly engagement. Methodologically, too, it was found that almost all of the reviewed CPD-related literature and empirical studies were mainly reliant on quantitative approach, while the issue under investigation needs coming up with detailed and enriched data via employing the qualitative methodology. As a result, this study is intended to address this methodological paucity.

So far, a number of studies were undertaken on CPD in Ethiopia. A literature survey of these researches shows that some are targeted towards assessing CPD practice in primary schools found in Addis Ababa (Daniel et al, 2013), *Jimma Zone* (Ewunetu and Firdisa, 2010), and *Amhara* region (Tadele, 2013), and 16 primary and 3 secondary schools of *Harari* region (Koye et al, 2015). Unlike these researches, this study is intended to assess the CPD perception, practice, and challenges in two selected high schools of *Jimma* town.

1.3. Objectives of Study

The main objective of this study is to assess the status, challenges, and prospects of CPD in Oromia by taking some selected government secondary schools located at *Jimma* town. The specific objectives to be addressed are:

- How it is practiced;
- To assess the perception of CPD among teachers, officials and school administrators;
- To evaluate the state of CPD implementation among the schools;
- To identify the factors that impede the implementation of CPD program in the schools.
- To achieve these objectives the following basic research questions were raised.

1.4. Research Questions

- What is the status of CPD implementation among the selected schools?
- What is the attitude of teachers, officials and school administrators towards CPD?
- What are the various problems that hamper the effective implementation of CPD program among the schools? What are the remedial solutions to these shortcomings?

1.5. Significance of the Study

This study has numerous benefits for all stakeholders (Education sectors, teachers, supervisors, and NGOs) that are involved in the task of regulating and implementing the CPD program, thereby improving the education quality. Based on the findings of the study, these parties can see how they are performing, where problems lie, and the possible remedies for these shortcomings. It may also contribute for the knowledge production process at large. It may also point out areas or gaps that can be future research agendas.

1.6. Delimitation of the Study

This study focuses on CPD program only, i.e. it is not concerned with other elements of SIP. It is also delimited to teachers who are diploma holders and above. Moreover, since the CPD program is expected to be implemented among government schools only, the study is confined to government high schools (Grade 9 and 10) in *Jimma* town for the sake of in depth analysis excluding private, NGO, religious and other schools. It is also confined only with CPD activities which are provided either at school or cluster school.

1.7. Limitations of the Study

This case study is based on two selected high school teachers in *Jimma* town. Due to the nature of the research design that is, qualitative case study, it is not possible to generalize to all high school teachers. However, the cases are described in sufficient detail to enable readers to connect the findings and insights to other contexts if appropriate.

1.8. Definition of Terms

High School: For the purpose of this research, operationally it refers to grades 9 and 10.

Continuing Professional Development (CPD) : means maintaining, improving and broadening relevant knowledge and skills in ones subject specialism and teaching and training practice so that there will be a positive impact on practice and the learner experience (Institute for Learning, 2009).

CHAPTER TWO

REVIEW OF THE REATED LITERATURE

2.1. The Concept of Continuous Professional Development.

In the framework document of the Ministry of Education (MoE, 2009), 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.

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).

Continuous professional development comprises a diverse range of practices enabling individuals to develop their skills, share their experiences, and bring up to date their knowledge of innovations in their field. This may happen through attending seminars or conferences, teacher exchange programs, in-service training events, etc. It also entails providing or creating space and scope for individual evaluation of approaches, experiences and interactions (Kapur, 2013). Professional development enables teachers to continuously acquire, expand, and extend their knowledge and to develop skills and abilities with the aim of improving the quality of both teaching and learning, as well as the achievements of all students. It also provides an opportunity to acquire knowledge and skills to ensure quality and successful collaboration with colleagues and school management, and good relations with parents and local communities. At the same

time, it prepares teachers for the acceptance of changes in the education system, their successful implementation and active participation and initiative in carrying out reforms. Professional development cannot be reduced to occasional seminars and meetings of professionals in education. It is a long-term integrated process that incorporates learning, practical work, and research in the course of which the knowledge, skills, and abilities of an individual are developed or improved. By participating in this process teachers become reflective practitioners who set the objectives of their own professional development in line with their individual needs and the needs of the school (Popovic, and Subotic, 2013).

As the MoE 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 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 (MOE,2009).

Additionally, school based CPD refers to the sum total of formal and informal learning experiences of teachers throughout career from pre-service education to retirement. It is part of using technology to foster teachers' growth. Thus, CPD is the support for teachers as they encounter challenges while putting technology into practice and supporting inquiry based learning (Fullan and Steigelbaver, 1991). School based CPD is the acquisition of knowledge, experience, and skills, as well as, the development of personal qualities of teachers. It contains both the acquisition of new information to broaden competence, and the enhancement of existing skills to keep abreast of evolving knowledge.

Moreover, school based continuous professional development refers to upgrading knowledge and skills of practitioners in the teaching and learning process. A framework encourages teachers continuously update their professional knowledge, personal skills and competencies. CPD aims in make teachers more effective as a professional and add credibility to the teaching Professions School based CPD is a continuous process of acquiring new knowledge and skills throughout teachers' professional life. Since higher institutions education is insufficient to ensure lifelong professional competencies, it is essential to sustain the quality of teachers, to remedy gaps in skills, and to enable professionals to respond to the challenges of rapidly growing knowledge and technologies, changing education needs and the social, political and economic demand of the ongoing situation so , school based continuous professional growth is the process by which a teacher maintains the quality and relevance of the professional services that he or she delivers. Thus, CPD is the purposeful improvement of knowledge necessary for the professional and technical duties thought the practitioner is working life (Robert, 1987). Therefore, one can understand from the discussion is that continuous professional development activities are career life activities to improve professional competences and standards.

2.2. History of Continuous Professional Development

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 teacher 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.

According to Grant, Peggy and Young, (2008) it was in late 20th century that the professional development for teachers brought a range of reform-based studies and initiatives that focused on providing quality instruction for which teachers were responsible. Particularly, during the 1980's, many states in the world began to pay more attention to the professional growth of teachers. Teacher tests were implemented to ensure skill levels and knowledge in various subject areas.

Evaluations of teaching performance were introduced focusing on the successful implementation of the components of professional responsibilities. Moreover, programs to improve educational quality have also been built into the education systems since then. One of the leading characteristics of the work of education services was the continuing pursuit of excellence in school-based teacher professional growth. In this case school based CPD training was launched in most countries of the world with the innovation of child centered teaching methods and new techniques for secondary school teaching (Hailu, 2013). On the other hand, to link professional development with the improvement of school environment, the new paradigm of educational leadership emphasized an environment in which growth and empowerment of the individual teachers are valued first (World Bank, 2004).

By the end of the 20th century, most countries of the world had initiated professional standards such as professional knowledge, skills and competences required of teacher to impact on competent learner achievement in all subject areas. A great deal of effort was placed into the

development of these standards, and teachers were expected to use them as the foundation for all instruction. In nowadays, global educational reform is supported by a series of well-researched programs, reports and technologies to facilitate the enhancement of teacher capacity and expertise in the area of professional development (Hailu, 2013).

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, nowadays 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 *Derg* 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, 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.

2.3. Purposes of Continuous Professional Development in Ethiopia

Teacher continuous professional development has its own specific and general purposes to achieve educational goals at global, national, and local levels (Yitayew, 2013). In this regard, we shall look at the purposes in relation to the experiences of some countries of the world in general and of Ethiopia specifically.

In almost all education programs across various geographical contexts, the need for teachers' professional growth has general purposes of enhancing teachers' knowledge of the subjects they teach and their professional skills to scale up learning achievement following this. Fraser (2005) suggested that teachers are the root to enhance the quality of education. This demands the creation of progressively a high quality teacher throughout a work life. Opportunities should be continuously provided for teachers' growth. Ensuring the professional development support for teachers enables them to become competent expert which in one way or another is significant to positively impact on teacher performance. This ultimately changes students' overall skill and knowledge.

Therefore, the continuous improvement of teachers' profession is crucial to ensure proper utilization of teachers' potential. While Levine (2005), CPD improves teachers' knowledge of the subject matter that they are teaching and enhances their understanding of student thinking in that subject matter. Effective school based CPD is also an important element of school improvement in the process of raising pupils' achievement. It enables teachers to be committed to their own professional development and to build job satisfaction. CPD is significant to make school environment safe and secure. Anderson (2000) also further clarified that, conditions influencing teacher learning are established within the school to support continuous improvement, including attention to such matters as schedules, teacher assignments, use of meetings, resource development, cultivation of shared leadership, formation of teams, and related matters. These strategies include creating conditions that support on-going collaborative professional learning, determining what the content of the professional development experiences should be, designing targeted professional development programs and practices, identifying what resources are needed and where they can be secured, integrating professional development with the comprehensive

plan for school improvement and implementing and evaluating the effectiveness of the professional development strategies.

The literatures on education quality indicate a strong link between teachers' School based continuous professional development and quality of education, particularly in the areas of teachers' beliefs and practices, students learning, and on the implementation of educational reforms (UNESCO, 2006).

Teachers' ability to develop, adopt, and improve throughout their careers is essential for active learning and depends on teachers participation in collaborative organizations, or communities of practice, based on continuous inquiry into practice (Burchell and Rees, 2002). School based professional development encourages the rise of expert teachers who have a firm understanding of their respective disciplines, knowledge of the conceptual barriers that students face in learning about the discipline, and knowledge of effective strategies for working with students. Teachers' knowledge of their disciplines provides a cognitive roadmap to guide their assignments to students, to measure student progress, and to support the questions students ask. The teachers focus on understanding rather than memorization and routine procedures to follow, and they engage students in activities that help students reflect on their own learning and understanding. Moreover, school based professional development of teachers' whether pre-service or in-service assists teachers as side by side of new knowledge and practices in the field. This ongoing training for teachers can have a direct impact on student achievement. Case studies have provided evidence that ongoing professional development, especially in the early years after initial preparation and then continuing throughout a career; contribute significantly to student learning and retention (Davies and Preston, 2002).

Furthermore, continuous professional development, in line with Ethiopia's policies, is vital for career-long teacher learning and improvement (MoE, 2004). The overall purpose of CPD program, as similarly indicated in the new concept of framework of the Ministry of Education (MOE, 2009), is to improve the performance of teachers in the classroom that ultimately contributes to raise students' learning achievement. It targets a career long process of improving knowledge, skills, and attitudes of teachers based on the local context, particularly the classroom

practices. Furthermore, the contribution of CPD for improved and relevant pre-service and in-service training and professional support is pointed out in the Educational Sector Development Review of the Federal Ministry of Education (MoE, 2010a). In general, the purpose of school based CPD is to empower teachers of their competence in order to enhance students learning environment.

In Ethiopian context, CPD is a task that includes the following two sub-processes.

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

Upgrading is the process by which teachers can choose to participate in additional study outside their regular work as teachers at appropriate times in their career, e.g., convert a certificate diploma to a diploma of the first degree or first degree to master's degree (MoE, 2009).

2.4. The Purposes of Continuous Professional Development in Different Countries

Different countries of both developed and developing world might implement school based CPD in different ways and contexts. However, the objectives, significances and goals are similar that targets at encouraging teachers competence in order to add to high pupil achievement. For instance, in Scotland the executed changes in teaching profession are committed to develop and support teachers. School based continuing professional development was made a condition of service and every teacher is expected to have a commitment to CPD, to agree individual CPD plans once a year with his or her immediate mentor and to maintain a personal record (portfolio) of CPD undertaken. Continuous Professional Development was portrayed as an essential opportunity for staff development, which should be available to every teacher (Levin, 2004).

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

Similarly, as Daniel et al (2008) described in the USA, teachers are more likely to select CPD related to enriching the experiences of classroom management. They were also more likely to participate in studies relating to teaching assignment and programs addressing the needs of diversified students. The quality of the USA teachers, the criteria used to assess the quality of the teaching force was teacher preparation and qualifications. Because, more capable successful teachers feel more concern about their impact upon pupils much further through their teaching career than the less able teachers. In the same way, as Bolam (2000), teachers pass through a number of developmental stages as they progress from beginner to expert practitioner in most European countries is to provide multi-purpose services in schools identified that there are stages to be considered in the process of CPD, as concern for self (primary survival as a teacher); concern for the task (which focuses on actual performance) and concern for impact (relating to positive influence upon pupils).

As Bolam (2000), pointed out, Australia has legal registration and periodic renewal of registration for teachers to achieve improved learning outcomes. Re-registration is based upon the acceptability of teachers' qualification and fitness to teach. Despite not being compulsory, CPD is already a fundamental part of the professional lives of many Australian teachers. The experiences of Japanese school based CPD have the potential benefit for effective teacher professional development established in schools. A priority in school based professional development in Japan has been the improvement of the quality of lessons. To this end, at various educational administrative levels, study meetings or conferences are held on a regular basis.

2.5. Implementation Methods of Continuous Professional Development.

The school, where teachers work together on a daily basis and share their professional experiences is the obvious place for the most effective staff development to take place. (MoE, 2003). In other words, school based practices of teachers continuous professional development as a new approach where teachers, school principals and others develop their knowledge and skills at the work site is the best way that change in education can be realized and sustained. It is where improvement in education starts, i.e. at implementation level. It is also effective in terms of time and cost saving for training experience.

Different examples of CPD activities for teachers can be identified here: assisting students on their personal needs, participating in curriculum based activities, the use of ICT to increase knowledge. Moreover, endeavors to meet national qualification or quality standards, reflection on self practices, consultation with professional bodies, participation in educational panels, working to implement educational plans by school, departments or others as members of a taskforce, sharing experience with other school teachers etc. are all CPD activities (Tuliah, 1990). CPD practices can be formally or informally practiced through the exposure of new information and techniques and are varied based on their requirements of time and place. However, the most commonly used practices are Curriculum meetings, Demonstration lessons, Planning lessons together, Peer observation, Observation of lessons and feedback, Observation of students in lessons, Talking to students, Assessment of students' work before and after the CPD activity, Marking of students' work, giving feedback and advice for development, Shadowing a teacher, Action research, Professional reading and research, Visiting schools and teachers to see examples of good practice, Sharing/showing good practice within your school, Maintaining your professional Portfolio, Team teaching, Workshops, Visiting experts, Mentoring and Discussion meetings (MoE, 2009).

2.6. Challenges of Continuous Professional Development

There are numerous CPD-related challenges that reinforce each other. According to Tadele (2013), the limited capacity of the mentors, absence of allocated time for induction and mentoring activities in the school program, lack of subject-specific support in the schools and ineffective monitoring and evaluation of the entire program, both in school and at the district levels were some of such problems. Similarly, Gemechu (2014) reported the problems that include that lack of motivation by the teachers, incentives and interest of teachers, insufficient training, less budget allocation, unsatisfactory support from principals and supervisors, shortage of CPD materials, lack of on time follow-ups and unwillingness of playing their roles by all the concerned bodies in this teaching and learning process. The study conducted by Koye et al (2015) found that the major challenges or gaps identified include resistance from secondary schools, lack of commitment of mentors to support teachers, unfunctionality of Cluster Resource Centers,

lack of commitment of supervisors and principals to do their CPD and become models for their teachers, lack of ownership of CPD to follow up regularly and assess its status.

Challenges such as Lack of knowledge and experience on the theoretical underpinnings, implementation inconsistencies, lack of uniformity in implementation, confusion and redundancy; Lack of budget to run the program at school level; Lack of interest, initiative and commitment by some teachers especially by teachers with long years of teaching experience; Becoming too ambitious and looking for immediate return from the CPD Program were among the CPD-related problems identified by Daniel et al (2013). In the same vein, lack of training, lack of action research, lack of fulfilling Continuous Professional Development materials, lack of trained facilitators, insufficiency of supports provided for teachers growth, insufficient allocation of budget, lack of peer coaching and peer evaluation, and absence of induction program, were identified as the serious challenges of Continuous Professional Development realization in secondary schools of Kemashi Zone of the Benishangul Regional State of Ethiopia (Ashebir, 2014). According to MoE (2009), the encountered challenges of CPD in Ethiopia include:

- In nearly four out of five schools the structure of CPD is either absent or inadequate
- 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 career structure and the CPD values and activities
- CPD facilitators high turn-over
- Time constraints on teachers as well as their school leaders
- CPD programs lagging behind its time and the tendency of rushing to cover the course
- Total absence or inadequacy of the minimum resources to run CPD
- Lack of systematic coordination between the education bureaus, Teacher Education Institutions and NGOs.

2.7. The Continuous Professional Development (CPD) Cycle

The school based CPD cycle is the continuous aspirations of institutions or individuals to improve learning achievement. The CPD cycle is a carefully planned response to identified development needs which is similar at all levels of government institutions and stakeholders

(MoE, 2009). The major activities in CPD cycle are analysis of the existing situation, planning doing and evaluation of the impacts.

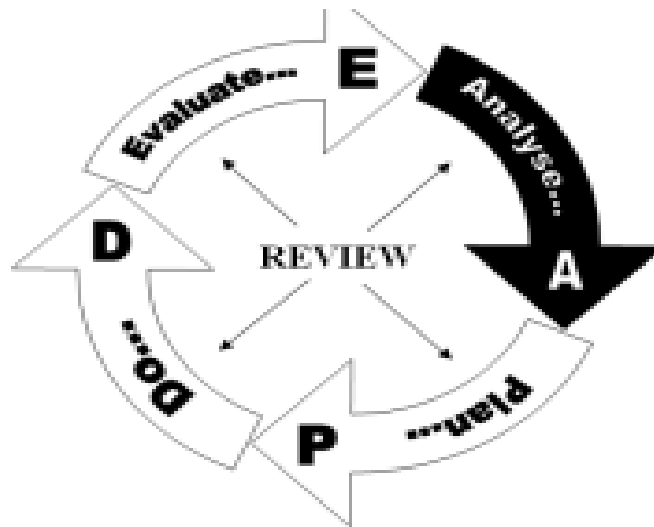


Figure 1 The CPD Cycle (MoE, 2009)

2.7.1. Analysis

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

2.7.2.Planning

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

2.7.3. Doing

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

2.7.4. Evaluation

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

2.8. The Contribution of Continuous Professional Development (CPD) in School Improvement Program (SIP)

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

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

According to Simpkins quoted in Bely (2009), SIP is not a separate process led by higher level administrators. Rather, it is the flip side of the coin of the CPD. Hence, school improvement activities are most effective when carried out in collaboration with consolidated teacher professional development program Professional development should necessarily be integrated with the comprehensive plan for school improvement. Too often, professional development is episodic response to an immediate problem which deals with only part of the problem teachers confront when trying to improve student achievement. If professional development is to be effective, it must deal with real problems and needs to do so over time. Moreover, unless professional development is carried out in the context of a plan for school improvement, it is unlikely that teachers will have the resources and support they need to fully utilize what they have learned (Simpkins, 2009).

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

Furthermore, teacher professional development is an essential element of comprehensive school improvement. The professional development needs of other members of school community, including administrators and support personnel, must also be addressed to ensure a focus on continuous learning and to create the conditions necessary for closing the achievement gap and improving the achievement of all students. These standards provide guidance for achieving high quality professional development planning, design, delivery and assessment, and should serve as

a foundation for all professional development in schools. Research indicates that teacher quality is the single most powerful influence on student achievement; it is essential to ensure that teachers are provided with ongoing, high quality professional development to sustain and enhance their practice (Little, 1999).

2.9. Continuous Professional Development (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: newly deployed teachers practice induction CPD and proper CPD. Induction program in the first two consecutive years of their employment. The program is aimed at supporting new teachers during their first two years of teaching. The induction program is designed to equip newly deployed teachers with values, attributes, ethics and abilities crucial for professionalism. The newly deployed teachers should undertake different CPD activities with the help of mentors to realize these objectives Proper CPD is practiced by teachers whose experience is two years and above. Every teacher is responsible to participate in CPD activities that will take at least 60 hours per year. Their performances should be documented in portfolio (MoE, 2004). To ensure their CPD, experienced teachers are expected to exercise different CPD activities individually 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 same document further explains how to apply the new CPD framework for teachers in schools (MoE, 2009b). Accordingly, MoE states the results expected from the implementation of these documents as follows. As an implementation result of the this framework, all school teachers, leads and supervisors, in all regions of Ethiopia will be participating in high quality and appropriate continuous professional development which impacts upon classroom practice to ensure improved student learning and achievement (MoE, 2009a). School teachers, leaders and supervisors shoulder high responsibility so as to ensure high quality and appropriate CPD in schools.

Findings of other different studies show that the quality of CPD program in Ethiopia is low and were criticized for focusing on qualification upgrading, insufficient in providing enough number of teachers and for lack of necessary quality. Moreover, CPD in Ethiopia did not equip teachers with the necessary pedagogical skills and sense of professionalism (Yitayew, 2013). Furthermore, the MoE (2003) identified the problems of CPD program in Ethiopia as: poor educational management and planning, and lack of critical, effective and positive support and supervision combined with mismanagement of limited resources. The quality of educational leadership at school level and the role of the community in the implementation process have not been satisfactory as designed.

2.10. Review of Previous Empirical Studies

With the prime intension of exploring potential and actual barriers that hinder teachers’ professional development in Ethiopian schools, another qualitative research was carried on 2015. Relying on qualitative data collected via interviews and focus group discussions from 37 purposively sampled participants, Fekade and Tynjälä’s study reveals the following three major challenges in teachers’ development: conceptions and conceptual issues related to teaching, CPD and mentoring; management and leadership and teachers’ work conditions.

In their study undertaken to explore the practice of teachers' Continuous Professional Development (CPD) program in Harari Region, Koye et al (2015) asserted that effort inconsistency, absence of CPD-specific budget, Cluster Resource Centers were not functioning up to their level best, CPD practices were limited to primary school teachers but not practiced by secondary school teachers, principals and supervisors, resistance from secondary schools, lack of commitment of mentors to support teachers, unfunctionality of Cluster Resource Centers, lack of commitment of supervisors and principals to do their CPD and become models for their teachers, lack of ownership of CPD to follow up regularly and assess its status were the major challenges or gaps identified.

Another study was carried out to examine opportunities and challenges in practicing Continuous professional Development (CPD) in selected primary schools in Addis Ababa City Administration. Lack of knowledge and experience on the theoretical underpinnings, implementation inconsistencies, lack of budget to run the program at school level, lack of incentive procedures to recognize teachers who made utmost efforts to change themselves and their colleagues were major problems identified (Daniel et al, 2013).

The findings of Ashebir's research (2014) that was mainly done to investigate the practices and challenges of school based teachers' continuous professional development in secondary schools of *Kemashi Zone of Benishangul- Gumuz Regional State* indicated that the extent of teachers engagement in professional development activities such as mentoring, portfolio development, conducting action research, facilitating group discussions and peer observations were inadequate. The school principals, professional development facilitators, senior teachers, *woreda* and zone education office experts were providing insufficient support for the teachers. Furthermore, the major challenges identified were lack of training, lack of action research, lack of CPD materials and trained facilitators, insufficiency of supports provided for teachers growth, inadequate budget allocation, lack of peer coaching and peer evaluation, and absence of induction program, were identified as the serious challenges of CPD.

One qualitative study was conducted to explore primary school teachers' perceptions of school based CPD in *Jimma town* and two other *woredas* of the *Jimma Zone* in *Oromiya Regional state*. The findings indicated that school based CPD is conceived as a means to career development, re-

license and as a means to improve immediate problem solving skills in the school. Finally it is found that there was no significant support provided to schools. This study then revealed that there is a need in clarifying the ultimate goal of CPD, need in supervision and training to support teachers undertaking CPD and strengthening community and school collaboration were points seeking concern (Ewunetu and Firdisa,2010).

Another study was also carried out in government secondary schools of North *Shoa* Zone of *Oromia* National Regional State with the purpose of assessing the practice of teachers' Continuous Professional Development (CPD) program by Yewionhareg in 2013. The findings show that the teachers practice various CPD program-related activities such as analyzing, planning, implementing, and evaluating both individually and in group. Additionally, the study results showed that majority of the studied teachers' prepared annual CPD plan, while the effectiveness of CPD activities in improving students' performance was not highly pronounced. Concerning the stakeholders' support, the study revealed that school principals support was inadequate.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The methodology adopted by this research is Qualitative. Where the data collection instruments consisted of data generating tools such as in-depth interview, Focused Group Discussion, Observation, and Key Informant Interviews. This study also totally relied on qualitative methods of data gathering and analysis. Baxter and Jack (2008) cited in Koyeetal (2015) argued that qualitative methodology provides tools for investigators to study complex phenomena within their contexts. They added that, if correctly applied, it becomes a valuable method for research to evaluate programs. Similarly, Qualitative methods enable to gather enriched and detailed data about aspects such as the understanding of human perception, values, attitude, experience, behavior, and the reasons that govern such behaviors. As CPD is a multi-stake program whose success and effectiveness is dependent on the detailed understanding and commitment of various implementers at various levels, I have decided to use the qualitative methods. Moreover, according to Banks and Smyth (2010), the qualitative study of teacher attitudes towards CPD generally would provide greater insight into the factors influencing their participation, their opinion of CPD provision and whether they feel supported at school level by the principal. Added to this, Koyeetal. (2008) concluded that the implementation of CPD at high schools is not promissory. This is a situation that begs in-depth investigation from various perspectives- something that can not achieved by the quantitative methodology. Although the units of analysis of this research were schools and their employees i.e. teachers, cluster resource centers, supervisors and school principals, experts at the relevant government offices also were interviewed as key informants.

3.1. Description of the Study Area

The study took place in Oromia region, which is one of the nine regional states that constitute the Federal Democratic Republic of Ethiopia (FDRE, 1994). It extends from 3° 40'N to 10° 35'N and from 34° 05'E to 43° 11'E. Based on Population and Housing Census, the total population of the region is 27,158,471 in 2007 (CSA, 2007). The administrative structure of Oromia Regional State consists of the Regional Government, zones, woredas, and towns. Currently, the region is

divided into eighteen zones, of which Jimma is one. Jimma zone is located between 70 15'N and 8045'N and 35030'E 370 30' E. Ilu-Ababora zone in the West, East Wellega in the North East, West Showa in the north and South West Showa in the east and SNNP region in the south neighbor it.

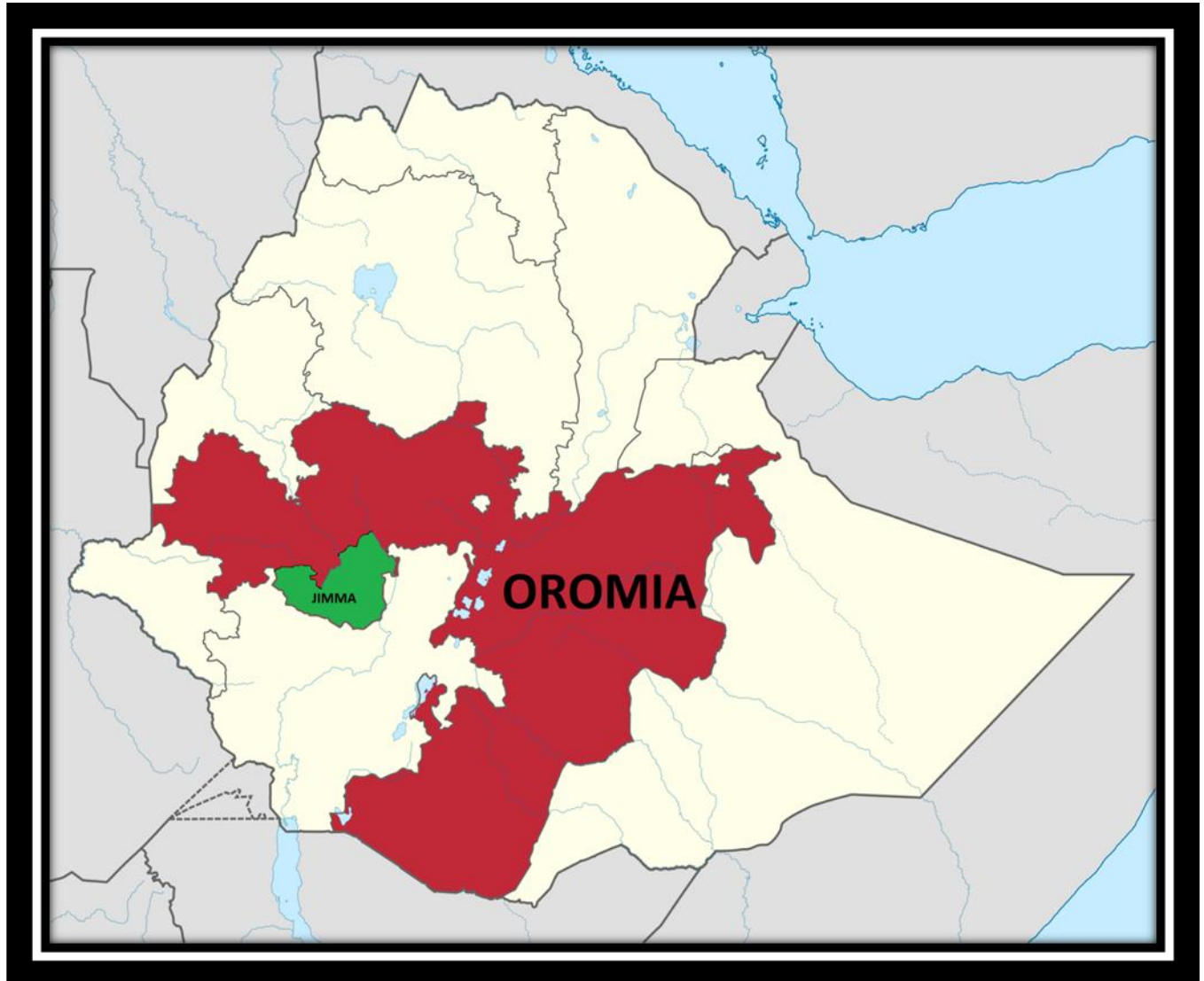


Figure 2: Map of Oromia region

Jimma Town: is known to be one of ancient urban centers of the country founded by King Aba Jifar. According to the data obtained from town's municipality, the town is divided in to 17

kebeles with total population of 185,000. Us the data obtained from town’s educational office the number of schools, students, and teachers in 2008 academic year is as indicated on table below.

According to the data of town's education office, currently there are 6016 students attending their studies in the 3 government secondary schools, which have a total of 178 teachers, of which 124 are males and the remaining 54 are females.

Table.1. Number of Schools, Teachers and Students in Jimma Town in 2008 Et.C. academic year.

Grade	Num. of Schools		Number of Students						Number of Teachers					
	Govern.	Private	Governmental.			Private			Governmental			Private		
			M	F	T	M	F	T	M	F	T	M	F	T
1-8	22	17	12519	13699	26218	3872	3908	7780	222	372	594	172	116	288
9-10	3	6	2408	2560	4968	622	656	1278	128	55	183	46	4	50
11-12	1	2	813	824	1637	297	357	654	56	3	59	18	1	19

3.2. Data Sources

Apart from primary data to be generated through in-depth interview, key informant interview, observation and FGD, a thorough review of secondary source such as books, articles, journals, published and unpublished materials, legal proclamations, organization reports, online materials from internet and brochures were utilized so at corroborate the descried details, patterns and findings of the study. The documents examined include modules, CPD plan, minutes of meetings, written documents of schools, files, quarter and annual report of CPD and town’s Education Office. Content analysis was conducted to analyze the secondary data gathered from various sources.

3.3. Sampling Technique and Selection Procedure

As Miles and Huberman (1994) argued, the method of sampling procedure applied in qualitative research tends to be Non- probability. Among the various techniques of this method, the Purposive technique was applied in this study, where participants that are believed to give the

investigator the best opportunity to understand the problem and the research question are deliberately picked. A total of 28 participants took part in the study. Their detailed identification based on type of Data Gathering Tool that they were participants; eleven teachers responded to the in-depth interview while another twelve were FGD participants, from Jimma town education office four officials which means one head manager, one vice manager, one supervisor and one focal person of the program CPD were responded to the key informant interview. One principal contacted as key informant.

In this study, in close consultation with the town's education office, sample selection was done at three levels. At the onset, *Jimma* town was selected due to two reasons. First, like the case reported in other parts of *Oromiya* region (Yewionhareg, 2013), the implementation of CPD among the government high schools of *Jimma* town is not satisfactory. The fact that the researcher is familiar with the town's past and current political, economic, and socio-cultural situations including the prevailing realities of educational programs such as CPD convinced him to conclude that the town is relatively easily accessible. The second level of selection refers to choosing target schools, and the third to the selection of the sample respondents. The selection of the target high schools was done in such a way that the schools that had better and poor performance in CPD implementation are included based on the information gathered from education office. By considering these conditions, Seto Semero and Jiren secondary schools were chosen. The former school has 1338 students and 60 teachers while the latter has 3376 students and 73 teachers, as the secondary data gathered from the two schools shows. The number of teachers who got an opportunity to attend their second-degree education is 10 and 12 in Jiren and Seto Semer high schools respectively, as per the same sources.

Gender, age, years of experience, subjects taught by the teachers, level of qualification, position occupied, and having taken/not taken pedagogy courses while the teacher was a tertiary level student were the criteria used to select the teachers. The key informants namely principals and supervisors were incorporated in the study, as there are in charge of supporting, monitoring, and coordinating the CPD activities of their respective schools and the town at large. The participants of the FGDs were chosen based on similar criteria. However, their non-inclusion in the in-depth interview and key informant interview was ensured. In other words, those subjects who

participated on the FGD sessions were vice-directors and teachers who did not partake in the in-depth interviews of the selected high schools.

3.4. Data Gathering Tools

To meet the objective of the study, two types of instruments were developed and used. These tools were pre-tested to ensure their validity. In-depth interview and FGD were employed to generate the qualitative data from teachers.

3.4.1. Interview

An interview is the verbal questions asked by the interviewer and verbal responses provided by the interviewee (Gall et al., 2007). For this study, Semi-structured interview questions were prepared in English Language for schools principals, teachers', cluster supervisors,, town's education office officers and CPD facilitators . The reason using semi-structured interview is its advantage of flexibility in which new questions were forwarded during the interview based on the responses of the interviewee.

The interview questions were discussed with the interviewee in two Languages, Amharic, and Afan Oromo to reduce communication barriers and to get more information. The purpose of the interview was to get evidences and to gather more information that may not be easily held by the questionnaires. Key informant Interviews were addressed to the town's education officers and one vice-principal of the selected school

3.4.2. Focus Group Discussion

One vice principal and eleven teachers were participated in FGD. Eleven teachers and one supervisor from the town's education office were participants of in depth interview. The questions included on the instruments were developed based on a thorough review of theoretical literature and empirical studies undertaken among public, private and not-for-profit schools among various developing countries. The FGDs were conducted with teachers, vice-principals and department heads to take the advantage of collecting variety of shared understanding from these interacting individuals and it helped to triangulate the data that has been gathered with other tools.

3.5. Procedure of the Data Collection

To begin with, a semi-structured interview guideline was prepared and used to obtain information from 12 teachers selected from the two high schools. The interview sessions each lasted from 20 to 45 minutes. All interviews were audio recorded to retain the information. Then, following the teacher interviews, a focus group discussion guideline was prepared and used to obtain further information about teachers' professional learning. Moreover, data obtained via focus group discussion was used to validate statements and views expressed by teachers. The focus group discussions were held in the two secondary schools and involved teachers with various levels of experience who differed in age, gender, and specialization. Both focus group discussions comprised six participants. The focus group discussions were also audio recorded. A separate interview guideline was prepared and used to obtain additional information from the supervisor. Some of the interviews were conducted in participants' mother tongue in order to enable the participants to communicate easily and express their views in detail, so that a rich and satisfactory set of data was gained.

The audio-recorded qualitative data were transcribed. Then, the author read and re-read the transcription in order to develop a deeper understanding of the information. Then repeated patterns were identified and coded. After the coding was completed, the data relating to each code were collated and combined into potential themes. Finally, the codes were reduced to three major themes and sub themes as presented in the next chapter of this research report.

3.6. Data Analysis

After the qualitative data is collected, manual transcription and categorization followed. Then interpretational analysis was used to identify constructs, themes and patterns that were used to describe and explain issues being studied. Throughout the detailed analyzed process, uniquely informative and demonstrative statements by the respondents were included in order to substantiate what has been commented and discussed before.

At the beginning of the process, the researcher reduced the data by selecting the most relevant data that would enable to answer the research questions, i.e., deciding which portion of data to code and which to exclude. According to Strauss and Corbin (1998), coding is a process of

analyzing data. It involves action through which data is classified, meaning is drawn out of it, and the data is organized in new ways. In the process of coding, the data obtained from the participants of the in-depth and key informant interviews and the FGD were transcribed in detail and substantiated with data from the secondary sources to explain the CPD practice from participants' perspective. Depending on their similarity, interlink age and nature, data secured from various sources were grouped in to several categories. Continues Professional Development Meaning, Objective, and Impact; CPD Activities Practiced; and CPD-related Challenges were the categories under which data were organized and presented. In this process, an attempt was frequently made to objectively make sense of the data by going back and forth from participants' claims to the interpretation of the meanings of those claims.

3.7. Ethical Considerations

All the research participants included in the study were duly informed about the purpose of the research so that their willingness and consent is ensured before the commencement of the study. After securing the full consent of the participants, their responses were tape- recorded. Regarding the right to privacy of the respondents, the study maintained the confidently of the identity of each participant. To do so, sentences such as “one of the participants of the FGD” were used in the study. Furthermore, the researcher has selected a free and calm environment to lessen communication barriers that disturb the interviewing and discussion process.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

The intention of this study was to understand secondary school teachers' perception, practice, and challenges of CPD from their perspectives and to find out solutions so that students' academic performance will be enhanced and quality of education is ultimately realized. The guiding questions of this study were, (1) what is the status of CPD implementation among the selected schools. (2) What is the attitude of teachers, officials, and school administrators towards CPD? (3) What are the various problems that hamper the effective implementation of CPD program among the schools, and what are the remedial solutions to these shortcomings?

The response to the in-depth interview, FGD and key informant interview were examined and the central themes mentioned by the informants were identified and categorized into the following three major themes that represent the study participants' perception, belief and experience. These are: CPD Meaning, Objective, and Impact; CPD Activities Practiced; and CPD-related Challenges. These major themes are further analyzed into sub-themes and those sub-themes are further analyzed into issues or views.

4.1. Continuous Professional Development Meaning, Objective, and Impact

In the literature review chapter of this research report, it has been thoroughly discussed that the comprehensive concept of CPD implies an outlook with an effect on the teacher and student. An effective CPD program must address both the teaching and learning processes in the sense that it must result in the improvement of the teachers' knowledge and skill as well as the academic achievement and performance of students. On the first question of every data collection tool used by this study, all of the study participants were requested to forward their conceptualization of CPD. Concerning its meaning their response were directed to a teacher-focused perception or Teachers considered CPD as a route to secure the job or get promotion chances, which indicates that Continuous Professional Development *is* an endeavor organized by experts in the form of workshops or training to update teachers' skill and knowledge. Individual interviews were conducted to investigate the question ' How do you understand CPD (Meaning, Importance, and purpose)? One-teacher responses were as follows:

"continuous professional development programme is a programme that upgrades teachers' professional efficiency through their lifelong participation and commitment to self-improvement. Development has its own positive value. When you actively participated in the programme, your previous teaching style can be shifted into better way of expected teaching level. In the min time you become better competent in all career development" (Teacher J, male, School B, individual interview, 13 January 2016)

Similar teacher-focused perception of CPD was also forwarded by another teacher, who said that:

"CPD is training arranged by individuals who do have expertise in teaching-related areas such as pedagogy, assessment, classroom administration and so on in order to improve teachers' knowledge". (Teacher D, female, School A, individual interview, 11 January 2016) one interviewee shared his understanding about the meaning and purpose of CPD: Stating that

"CPD is a tool that supports the educational system to be effective in producing a competitive generation that the current national and global reality requires and also expected as a benchmark against which teachers are evaluated so that they will be allowed to move up across the ladder of the teaching career". (Supervisor C, male, Cluster C, individual interview, 11 January 2016)

As reported by almost all of the interviewed teachers, CPD is mainly considered as a tool for designed by the MoE to be used as a benchmark against which teachers are evaluated so that they will be allowed to move up across the ladder of the teaching career. Similarly, almost all of the research participants viewed CPD as a program mainly coined to develop the capacity and competency of the teacher in a continuous manner through participating in various activities. According to one author, such conceptualizations targeting solely at improving the teachers' knowledge, skills and practices view CPD in narrow sense, while it has an overarching goals and impacts (Glusac, 2013).

From the above responses of the respondents, it is possible to conclude that CPD is taken as an issue that targets the teacher, his career, skill and the teaching profession only. The same teacher-oriented meaning of CPD was endorsed by one study, where teachers give priority to deepening their subject knowledge, learning about new techniques, aids and skills of teaching (Padwad and Dixit, 2013). But, according to the official CPD framework prepared by the MoE, the explicit and crucial end of CPD is not geared towards promoting the career level of teachers but improving the learning outcomes of students thereby ensuring educational quality. While endorsing the same, Daniel et al (2013) commented that the salience of CPD is aimed at improving the teaching learning process thereby improving quality of education. They further asserted that teachers are expected to employ interactive methods of teaching to help students learn better, and there is a strong link between teacher professional development and quality.

This misunderstanding and misconception about the meaning and aims of CPD among teachers and other implementers has resulted in lack of motivation to be actively engaged in those activities that are considered to be parts of CPD. One expert from town's education office stating that:

"At the beginning, those who are mainly responsible to coordinate and lead the CPD activities in our school told us that our career and salary would be uplifted, if we were engaged in CPD works. Accordingly, every teacher was busy in preparing, upgrading, and properly maintaining his portfolio (which is part of his/her CPD). As time goes on, the teacher did not see those things that were promised to him. Because of this, he began to be dis-interested to be involved again in CPD". (Expert B, female Town's education office, individual interview, 10 January 2016)

The respondents were also asked to enumerate and comment on the benefits of the CPD to the teacher, school, and the educational system at large. Below is the summary of responses gathered from the various research participants:

CPD helps to create a school society that strives to change and improvement

CPD builds the capacity of the teacher to be a competent problem solver, researcher. One of the teachers has pointed improvement in problem solving skills as one of the benefits of continuous professional development the following excerpt illustrates this situation.

As part of my CPD, I have tried to be involved in a mini study that was aimed to find out the main causes and manifestations of student disciplinary problems. After sorting out the root reasons, I have suggested the school some concrete measures so that those ill-behaving ones will be corrected. In so doing, I have developed my capacity to how to undertake a research for solving student-related problems in my school. . (Teacher E, female, School A, individual interview, 12 January 2016)

It makes the teacher to be updated and proactive, as it encourages him to undertake action research, as the following quote from the words of one-teacher shows:

"As a teacher, I must be able to update and academically promote my-self. My involvement in CPD activities such as reading and participating on debates and discussions about the contemporary education-related issues and challenges here in my school and elsewhere has kept me updated." (Teacher H, female, School B, individual interview, 12 January 2016)

As CPD nurtures the use of effective instructional and evaluation and assessment methods and tools, it makes the teacher a qualified teacher.

CPD also facilitates teamwork among teachers and spirit of loyalty to each other. This role of CPD in terms of strengthening team spirit in the school has been expressed by one of the FGD participants as follows:

"Most of the activities designed in the module and requirements like action research, discussion on the module dictate teachers and others to work together. This obviously creates a room for imparting ideas and listening to others. Apart from this, the teachers may get a chance to be socialized with their peers and colleagues." (Teacher I, male, School B, Focus group discussion, 20 January 2016)

CPD results in and promotes synergy and collaboration between schools, parents, and other stakeholders that have a part in the educational sector and effort such as donors, NGOs, and the private sector.

With regards to the overall impact of CPD, most of the interviewed teachers felt that CPD had impacted positively on their motivation to teach and professional practice. During the FGD, it was indicated that partaking in numerous CPD activities had boosted the self-confidence of teachers. The same impact of CPD was reported by Campbell et al (2013) where teachers felt that CPD had given them increased confidence and particularly appreciated the opportunity to exchange ideas with other teachers. The school principals that took part in this study as key informant and FGD participant believe that CPD had significantly increased the standard of teaching in their schools and the standard of pupil learning. The promising achievements registered by few motivated teachers involved in CPD program are documented from *Jimma* town by this study, as informatively explained in the following way by one of the principals during the FGD session:

The class room management practice has been improved in some schools such as SetoSemero and Jiren High Schools that is manifested in a remarkable improvement in relation to the number of late comer students; a steady increase of students who work and complete their home works and other assignments and an increment of number of students who successfully pass the 10th grade national examination. (Principal A, male, School B, Focus group discussion, 20 January 2016)

The perception that the studied teachers have dictated the type and extent of CPD activity they latter were engaged. Likewise, the understanding they have about the importance of CPD also determines their interest to be involved in CPD. Majority of the studied teachers perceived that their career structure would be improved up on their participation in CPD. They also expected that their salary would be increased. When these envisaged improvements were not put in place by the government, their interest and willingness to partake in CPD has deteriorated.

4.2. Practiced Continuous Professional Development Activities and Experiences in the two Secondary Schools

There are a number of activities, methods, and strategies to facilitate CPD. According to a study by Kapur (2013), workshops with a focus on innovative activities, orientation programs, seminars, and conferences are some of the tools deployed in relation to CPD. A study by Daniel et al (2013) identified activities such as action research mentoring, school in-house workshop, and advice from colleagues and directives from the school leadership as supportive elements in implementing CPD program in schools. Participating in conferences, workshops were also reported to be the main CPD modalities practiced extensively among Indian schools (Padwad and Dixit, 2013).

Some of the CPD activities practiced among the studied schools are workshops, trainings, Consultations and discussions, Informal mentorship and experience sharing, Involvement in innovative class room management such as preparing improved attendance sheets and monitoring the daily presence of students by assigning them fixed sitting arrangement, monitoring the performance of students, individual reading among few teachers, helping students such as preparing and compiling model exams, and conducting tutorial classes to the needy students. While listing the common CPD activities undertaken among the teachers, the interviewed supervisor from the town's education office replied that:

"Some of these CPD-related activities exercised among the high schools of Jimma town include detailed discussions about the critical problems of schools such as correcting the behavior of students, late-coming, and professional improvement of new teachers joining the schools; sharing new information and knowledge secured from internet; attending on trainings organized by the school itself or other bodies mainly the government. Here I want to tell you that there is also a resistance from the side of teachers not to be involved in CPD program due to a number of problems. Teachers are not seen and are not keen to be regularly involved in activities such as undertaking action research, portfolio preparation. CPD is not formally implemented, as it has been the case in the past. However, though not frequent, there are informal attempts by some teachers to be involved in some CPD works that enhance the performance of students." (Supervisor C, male, Cluster C, individual interview, 14 January 2016)

The role of organizing exchange programs with neighboring and other schools located elsewhere is one of the recommended CPD activities. This activity, according to Kapur (2013), apart from availing an opportunity to sharing ideas with peers', helps to learn from others experience. In relation to this, the supervisor told the researcher that the town's education office has arranged experience sharing with other schools in the town and other parts of the country such as Addis Ababa, Gonder, Mekele, Debreberhan, Bahirdar, and Dessie.

Although availing internet and other online resources and maintaining an updated and good library with CPD-related documents, books, journals etc is considered to be supportive to the smooth effectuation of CPD programs (Kapur, 2013), the interviewed teachers unanimously agreed that these facilities are not available in their schools. This , obviously, has a detrimental effect on the program's success.

Periodic supervision and field visit by experts and officials working in the town's education office are the other CPD activities noted by one of the key informants who commented that:

Within the town's Educational office, there are four departments. Among these four, the issue of CPD is organized, planned and supervised by the 'Teachers Development Core Work Process'. A committee composed representatives from all departments of the office is set up to coordinate and monitor CPD implementation at town level. Each school of the town is physically visited by this committee every quarter.

According to MoE (2009), upgrading the academic qualification of teachers from diploma to first degree then to master's degree level by participating in additional study outside their regular work as teachers at appropriate times in their career is one of the CPD activities exercised in Ethiopia. According to data obtained from the studied high schools, a total of 22 teachers have got a chance to pursue their master's level education in various higher education institutions of the country. Therefore, it is possible to conclude that the studied schools have implemented this CPD activity well.

In the mean time, the supervisor and school principals were asked to spot out those unique CPD-related activities that could be taken as 'good and exemplary practices' so that they could be replicated by other teachers and schools. Accordingly, they mentioned the following ones:

1. Massive involvement of teachers in making the school environment attractive and convenient such as painting the class rooms, preparing sport fields. During his repeated personal visit to the schools, the researcher has duly observed that these are true.
2. Creating a peaceful teaching-learning environment by reconciling the group-based hostility among students
3. Fighting gender-based violence and harrsaement on female students by increasing the community awareness and collaborating with other stakeholders such as police, parents, governmental and NGO partners.

A CPD Practical Toolkit prepared by MoE stipulates that each teacher is expected to spend, as part of his regular duty, a minimum of 60 hours annually on CPD-related activities. However, when asked to evaluate the state of CPD implementation among their respective schools, one of the participants of the FGD rated that

their overall performance is not satisfactory, consistent, and uniform across schools and teachers. As shown latter, one of the reasons for this poor achievement could be the fact that teachers are not adequately informed about CPD. The other explanatory factor could be absence of adequate, timely, and continuous supervision, monitoring, and evaluation at various levels. Lack of willingness, motivation, and recognition could be also the other attributable reasons." (Vice principal B, male, School B, focus group discussion, 20 January 2016).

4.3. Continuous Professional Development Related Challenges

Existing literature and empirical studies attested that a number of factors emanating from various sources dwarfs the success of CPD. In general terms, these challenges are related to perception, resource, coordination and leadership. Based on the responses of teachers, key informants, FGD participants, and personal observation of the researcher, the experienced CPD-related shortcomings are broadly categorized as Teacher/ Student-related, Management-related, Resource-related, and Policy-related. Here it should be pointed that the ultimate goal of CPD is

improvement of students' achievement. Consequently, improving students learning presupposes that these challenges need to be addressed. The detailed nature and manifestations of each challenges is presented in the following paragraphs.

A. Teacher/Student-related Problems

Resistance among seniors to change: while it is expected that teachers must be change agents (Bolitho and Padwad, 2013), the participants of the FGD indicated that teachers with long years of teaching experience particularly those who reached the highest career structure seem to lose interest in the activities of CPD. It appeared to them that being involved in CPD would entail no significant benefit. Similar tendency of dis-interest was found by Daniel et al (2013), where some of the experienced teachers were reluctant to mentor the fresh teachers. All in all, the findings of this study endorse the stand of Banks and Smyth (2010) who hold a view that involvement and interest in CPD slowly decreases as one moves up in his/her teaching career.

Lack of motivation mainly caused by absence of certification and lack of clear scheme to motivate teachers to be engaged in CPD activities. Partly, the low motivation seen among the teachers could be attributed to the fact that they have wrongly associated CPD with salary increment and career structure improvement, as participants of the focus group discussions noted. Similar lack of commitment towards CPD and the teaching profession were reported among Ethiopian (Daniel et al, 2013) and Indian (Bolitho and Padwad, 2013) teachers.

Worsened Life and work conditions: While clarifying the challenges of teachers' development, the teachers unanimously and boldly remarked that the salary of teachers is an issue that should be raised as a part of CPD and needs utmost attention by policy makers. They further explained that their monthly income runs out before the month ends without even covering their living expenses. The respondents indicated that their basic needs such as food, shelter and clothing were not met adequately. The participants of the FGD underlined that this has an overwhelming consequence on the quality of service they deliver and endangers the future of the profession. Here is an example of excerpts mentioning these concerns:

Teachers are not interested to stay in their job these days, as they are paid a meager salary and the profession is unfairly disrespected. This has affected teachers' motivation to continue as a teacher. Arising from this, many teachers working in the town's high schools have begun to learn other fields of study in Jimma University and other higher education institutes in order to leave teaching and enlarging their chance to find other lucrative job opportunities". (Supervisor C, male, Cluster C, individual interview, 14 January 2016)

The 'seriousness' of this problem was stressed by Fekade and Tynjala (2015) who wrote

The goal of improving schools will remain unmet unless the government reconsiders the salary structure for teachers, and supports them morally and materially. Besides, it is impossible to attract better candidates to the teacher-training program if teachers' salary is low compared to that of other government employees. Those in the profession are also looking for other better paying jobs.

CPD problems begin with having and reflecting wrong perceptions. Furthermore, existence of different or narrow views of CPD among Different agencies and stakeholders seem to exacerbate the difficulty (Bolitho and Padwad, 2013). The perception flaw among the teachers is indicated by the supervisor as follows

In relation to this, many teachers say that 'CPD is a time consuming-work, why do we get involved on it while it has no benefit. It is simply waste of paper.

In the same vein, absence of role model teachers and misunderstanding about CPD among teachers were described as one of the major problems by the FGD participants. The interviewed teachers acknowledged that they have a knowledge and understanding gap in relation to the real objective, meaning and contents of the CPD program.

Student-related factors such as misbehavior, late-coming, missing classes also among the predicaments recalled by the teachers interviewed. According to them, all of these issues consume the energy and time of teachers that could otherwise be spent on CPD.

B. Management-related Problems

Poor support and supervision: The role of receiving adequate supervision, monitoring, and support from various bodies is of paramount importance for the success of any education-related change agendas such as CPD. According to one study, the fact that there was little support from higher authorities and management for CPD and this in turn has jeopardized the accomplishment of CPD (Bolitho and Padwad, 2013; Fekade and Tynjala, 2015). While illuminating this problem, one of the teachers during the FGD reflected that:

'We know that we are expected to undertake CPD activities in our school. I have no objection on that. But, how could we effectively implement it in a situation where there is no regular, frequent and sustainable support, follow-up and timely feedback from the relevant authorities that are in charge of coordinating and managing CPD.' (Teacher D, female, School A, Focus group discussion, 20 January 2016)."

Poor knowledge and experience Review of teachers' views indicated that officers involved in the coordination of the program do not have clear understanding about CPD and its possible implementation strategies. It appears that this situation has resulted in low level of understanding on the part of the teachers who are the major targets in the CPD program (Daniel et al, 2013). Their poor knowledge made these officers and school administrators to be less willing and incapable to extend their support to CPD activities undertaken in their respective offices, clusters, and schools. Bolitho and Padwad (2013), who commented that educational administrators and school managements seem to be unwilling and unable to support any CPD undertaking, report the same tendency of such officials from India. The following quote from the response of a teacher highlights this:

.....let alone of leading and evaluating the CPD-related activities and performance of other teachers, they (school administrators and experts at the Woreda and zonal education offices) themselves have no adequate understanding of the CPD program practiced currently. As a result, they were not able to answer and clarify teachers' questions about CPD matters. Given these and other

deficiencies they have, they lack the moral capacity to be role models and their only work is passing directives to teachers to be engaged in CPD, and informing them that involving in CPD is a must.

Logically, those who are assigned to lead the educational system are sought to be exemplary for their subordinates. This view is in harmony with the argument of Koyeetal (2013) who emphasized that

Supervisors and principals shall be models to their teachers so that it will be easy for them to monitor their teachers. Otherwise, teachers may assume that CPD is a burden lied on them rather than a professional improvement opportunity (pp. 60).

Flawed understanding, lack of training, and documents related to CPD among teachers and educational administrators, according to a study conducted by Daniel etal (2013), was uncovered to be one of the challenges among the studied schools.

On the other hand, the interviewed school principals indicated that lack of tailored capacity building initiatives such as timely trainings and experience sharing targeting them and supervisors has resulted in their low ability to lead, supervise and coordinate CPD activities in their respective schools. Had they were adequately equipped about CPD, they added that, they would be in a position to clarify and persuade teachers about the basics and merits of CPD. The same respondents further complained that their inability to get access to various CPD-related policy documents and manuals issued by MoE and the regional education bureau are among the problems they are facing in this regard.

The other impediment, according to participants of the FGD, negatively affecting the CPD program among the studied high schools is absence of reward and recognition. Lack of incentive procedures to recognize teachers who made utmost efforts to change themselves and their colleagues were major problems identified (Daniel etal, 2013). There should also be extrinsic motivating mechanisms such as formal *recognition, reward, pay raise, promotion* that would move teachers towards involvement in CPD (Glusac, 2013).

C. Resource-related Problems

The FGD participants and school administrators alike raised lack of budget to organize a series of school and town-level trainings and workshops as a serious problem. Other researchers have also reported the same findings (Ashebir, 2014; Daniel et al, 2013; and Koyeetal, 2015).

Waris (2013) noted that a well-organized school library can be a good resource for teachers interested in enhancing their teaching skills and in continuing professional development (CPD) in general. Against this ideal, nonetheless, some teachers and principals mentioned that the libraries they had at their schools are not well equipped and staffed. Books, journals, periodicals related to CPD are not adequately available in the libraries. This reality was confirmed by the author's personal observation of the school libraries. After undertaking the visits, the researcher concluded that no school targeted by this study has a stock of CPD-related professional literature in its library. As the schools do not have internet, it is unlikely that the teachers access relevant and updated information and literature available online. Therefore, it is not surprising if personal reading is not mentioned as one of the CPD activities practiced in the schools.

Resource-related problems such as lack of budget, books, CPD-related documents and manuals, absence of internet service etc has made the teachers to have a flawed understanding about the meaning, aims, and benefits of CPD.

D. Policy-related Problems

Inconsistency and lack of uniformity in implementation i.e. varies across schools. In relation to this, one teacher argued that:

All of the students attending school are Ethiopians. Regardless of the ownership modality of schools i.e whether they are private, public, or NGO-run, programs aimed at improving students achievement must be materialized uniformly and consistently. In reality, what you see here is different. First, private and NGO schools do not implement CPD. Second, even among the government schools, the program is not implemented in a homogenous manner.

The FGD participants also indicated a policy-related ambiguity. They believe that there is no clear information about which CPD-related role and responsibility is going to be shouldered by which party and at what level. When there is such confusion in policy understanding among various stakeholders, the envisaged benefits and impacts of CPD couldn't be achieved, as argued by Bolitho and Padwad (2013) who wrote that teachers' professional development does not happen in isolation and that all various educational stakeholders involved must have common understanding and vision about it.

The teachers who participated in the FGDs pointed that the overall designing of the CPD program was not participatory. According to them, this has resulted in another weakness of failing to incorporate some important considerations such as the fact that women have extra social and family load. Because of this, they have more stress due to time constraints which could limit the extent of their engagement in self reflection and peer discussion practices. But, the policy dictates women teachers to be involved in CPD activities equally with their male counterparts while they shoulder more social and family responsibilities.

Another area, which the policy failed to take in to account, is the fact that the CPD effort required from teachers varies among subjects. According to Campbell et al (2003), some teachers' negative attitudes towards CPD stemmed from a feeling that their particular subject nature and interests were never 'centre stage'. Tadele (2013) reported lack of subject-specific support in schools as a challenge. Congested and high-class size and the resultant massive effort required to manage and assess student performance are not given due attention by the policy, according to the teachers. The key informants asserted that, if teachers were consulted during the drafting phase of the program, they could raise these and other relevant issues and possibly suggest solutions to overcome them.

CHAPTER FIVE

Summary, CONCLUSION AND RECOMMENDATIONS

5.1. Summary of Findings

The main objective of this study was to examine the status and challenges of the continuous professional development program and assessing all its problematic factors hindering or complicating its implementation and identifying remedial solutions for the problems the base of having acquainted with the realities of its prospects in two Secondary Schools of Jimma town in Oromia Regional State. In order to meet this purpose, basic research questions related to the extent that CPD insures teachers' professional competence, the support of school leaders and supervisors to implement CPD, and the support of town education office experts for the practical implementation of CPD were raised. Therefore, attempt was made to investigate factors that become the challenges, status, and prospects of CPD implementation in Secondary Schools of Jimma town.

To search answers for these questions, qualitative method was employed. The data collected from the interview, focal group discussion was analyzed and interpreted. Based on the analysis and interpretation of the data gathered, the following major findings were indicated.

- I. The finding of the study revealed that the understanding of teachers on the importance of CPD, goals of CPD, as well as implementation of CPD was teachers' focus; this means teachers considered CPD as a route to secure the job or to get promotion chances.
- II. The study results indicated that the contribution of CPD in improving classroom activities, in changing teachers' knowledge, assessments and enhancing the quality of teaching and learning was found to be not effectively/regularly implemented but about the importance of CPD is a veracious case in most teachers' of interviewed. The cases for lack of proper implementation of teachers' are due to a version of their profession.

5.2. Conclusion

This purely qualitative study was intended to assess the perceptions of teachers and other educational officials about CPD, its practice, and holdbacks among two selected high schools in Jimma town, Oromia region. The tools used to collect data from teachers, principals, and supervisors were in-depth interview, key informant interview, FGD, and observation. Secondary sources such as books, journal articles, official organizational documents, legal proclamations, and other online materials browsed from internet were also used for complementing the findings of the study. The collected data was tape-recorded, transcribed, and coded, and latter analyzed qualitatively. The findings were categorized in to three broad themes namely CPD Meaning, Objective, and Impact; CPD Activities Practiced; and CPD-related Challenges. Based on the above major themes the following concluding points are made.

1. It was found that almost all of the study participants hold a teacher-focused view of CPD. They view it as a tool and process that improves the capacity of the teacher by exposing him to better instructional and assessment techniques, apart from boosting his problem solving skill. The issue of improving student performance thereby improving quality of education is not adequately and explicitly reflected in the teachers' conceptualization of CPD, its objectives, merits, etc. Making teachers competitive, proactive, and informed problem solver are some of the importance of CPD to the teacher. Promoting collaboration and teamwork are also among the identified salience of CPD. But, all of the respondents believe that CPD program is not properly implemented in the studied high schools;
2. The most practiced CPD activities, though informal, irregular, and fragmented, are workshops, trainings, involvement in some innovative classroom management practices, experience sharing, and granting of further education opportunities to teachers. In the due course, few good CPD-related practices attempted by teachers and that need to be replicated as lessons were also disclosed.
3. Lastly, problems challenging the effective implementation of CPD among the schools were spotted out. The teacher-related ones are being resistant to change, lack of motivation and interest, and worsened work and life conditions. Poor support,

supervision, and appraisal, lack of training, inadequate and flawed understanding about CPD, and absence of formal reward and recognition are among the reported management-related challenges. The resource-related shortcomings are lack and inadequacy of budget, internet service, libraries, and other CPD-related documents and literatures. Inconsistency and failure to participate teachers during the drafting stage are some of the notable policy-related pitfalls.

The interlink age between these three pillars of the research is shown diagrammatically as follows.

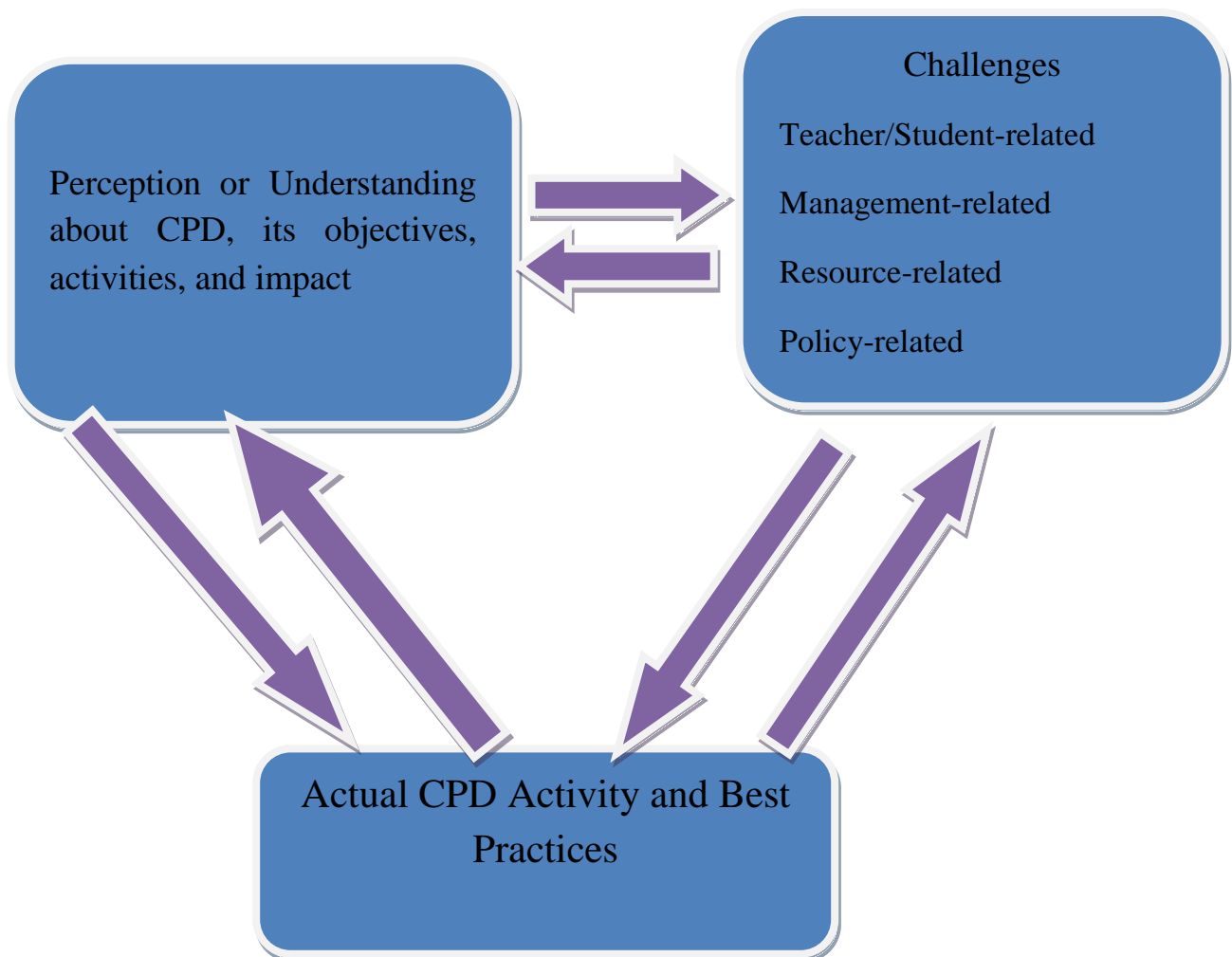


Figure 3. The interlink age between three pillars (perception, challenges and prospects)

The above figure depicts how CPD activities practiced by teachers are the results of interplay between the understanding/perception of teachers and other factors. As shown above, perception and understanding about the meaning, impacts, and tools of CPD determine the type and dearth of CPD activity that the teacher will practice. On the other hand, the actual CPD activity practiced by the teacher is dependent on his understanding and knowledge about the existing CPD methods and their relative advantages. The numerous CPD-related challenges affect and are affected by the perception of teachers and the CPD activities practiced by them.

5.3. Recommendations

1. Aversive outlook and aggrieved feelings of teachers and other educational officers towards the program CPD that is caused by having wrong expectation of worth to be gained as the final success of endeavor needs to be changed. Some strategies could be organizing by MoE, Regional education bureau, woreda and town education office and all stakeholders to do regular awareness creation trainings and workshops;
2. The promises made by the government need to be implemented so that teachers will be motivated and interested to develop themselves continuously and willingly;
3. It is recommended that the regional, zone, Woreda and town education offices and schools to allocate sufficient budget for realizing the CPD programme, arrange visits to share experiences and scale up best practices, apart from providing timely supervision, support, evaluation, and feedback. Moreover, schools need to avail internet service and library in their compounds;
4. The MoE should adequately publish and avail CPD-related materials at the disposal of teachers, supervisors, and principals;
5. This study is based on the data generated from teachers, principals, and supervisors. Future studies could be undertaken with the aim of assessing CPD issue comprehensively by incorporating perspectives of other stakeholders such as students, parents, NGOs, and teacher training colleges. Similarly, other studies could be also carried on to see the relative effects of CPD on performance by comparing the student achievements of public and private schools in Jimma town or elsewhere.

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Appendix A
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
In-depth Interview Items to Secondary School Teachers

Dear Respondents,

I am a graduate student at the Department of Educational Planning and Management of Addis Ababa University. Currently, I am undertaking a research entitled **The Status, Challenges and Prospects of CPD in Ethiopia: The Case of Selected Schools in Jimma Town**'. The study aims to assess the status, challenges and prospects of CPD in Ethiopia by taking some selected government secondary schools located at Jimma town. To this end, I am approaching and interviewing people who are engaged in CPD activities. I confirm you that the information that you share me will be kept confidential and used only for the research purpose. Thank you in advance for your cooperation!

Girma Habte

Section One: Background information of the respondents

1.1 Name_____

1.2 Age _____

1.3 Sex- Male_____ Female_____

1.4 Marital status Unmarried_____ Married _____ Divorce _____Widow____ Other_____

1.5 Educational Status and field of study _____

1.6 Experience _____

1.7 Grade you teach_____

1.8 Shift you Work last semester_____

Section Two: Attitude-related Questions

1. How do you understand CPD (Meaning, importance, purpose) ?
2. What are the opportunities of CPD?

The fact that CPD is planned, executed, analyzed and evaluated at school level or bottom-top approach has opened opportunity to contextualize the program with the local situations

- Career development as a motive for executing CPD at school level;
- CPD is considered as an opportunity for self-enhancement, improvisation of quality of education;
- CPD empowered teachers.

3. Any other CPD opportunity you can tell me?

Section Three: CPD Status-related Questions

1. What kind of activities has been practiced on CPD in your schools?

Tools such as Mentoring, Action research, School in-house workshop, Advice from colleagues, Directives from the school leadership, Visits to other schools, Learning from students, Observation of colleagues work etc?

2. What are the achieved impacts of CPD so far?
3. How do you assess CPD implementation in your school in terms of practice, procedures, budget, Manuals, coordination, staff interest, etc ?
4. How is the support provided from peers, supervisors, school administrators etc?
5. Is there any CPD-related innovative experience or lesson that you want to tell me in the school?

Section Four: CPD-related Problems

1. What are the factors that impede the implementation of CPD program in your school? Have you faced the following challenges?

Lack of knowledge and experience on the theoretical underpinnings,

Implementation inconsistencies, lack of uniformity in implementation, confusion and redundancy;

Lack of budget to run the program at school level;

Lack of interest, initiative, and commitment by some teachers especially by teachers with

Long years of teaching experience;

Becoming too ambitious and looking for immediate return from the CPD program;

The incomparable nature of the sixty-hour time demand and regular work load of teachers;

The detailed nature of the toolkit being not handy;

Lack of incentive procedures to recognize teachers who make utmost effort to change themselves and their colleagues;

2. What other challenges have you faced in relation to CPD?
3. What solutions do you suggest for alleviating the above and other challenges you faced?
4. Is there any relevant issue that you would like to add?
5. May you give me a summarized comment on what we have discussed above?

Thank you!

Appendix B
Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management
Key Informant Interview Items to School Principals, Cluster Coordinators and Experts

Dear Respondents,

I am a graduate student at the Department of Educational Planning and Management of Addis Ababa University. Currently, I am undertaking a research entitled **The Status, Challenges and Prospects of CPD in Ethiopia: The Case of Selected Schools in Jimma Town**'. The study aims to assess the status, challenges and prospects of CPD in Ethiopia by taking some selected government secondary schools located at *Jimma* town. To this end, I am approaching and interviewing people who are engaged in CPD activities. I confirm you that the information that you share me will be kept confidential and used only for the research purpose. Thank you in advance for your cooperation!

GirmaHabte

Section One: Background information of the respondents

1.9 Name_____

1.10 Age _____

1.11 Sex- Male_____ Female_____

1.12 Marital status Unmarried_____ Married _____ Divorce _____ Widow____ Other_____

1.13 Educational Status and field of study _____

1.14 Experience _____

1.15 Position_____

Section Two: Detailed Interview Items

- Do you think that CPD is effectively implemented in your school/cluster/town? And how you measure this?
- What does the activities of teachers on CPD actions in the town looks like?
- What kind of CPD-related role do you play in your town education office/cluster/schools?
- Do the responsible school CPD partners involve in the overall activities of CPD?
- Do you think you have got an up-to-date trainings that enable you to effectively coordinate/supervise the implementation of CPD program in your school/cluster/town?
- Can you tell me the various opportunities, impacts, and purposes of CPD?
- How do you evaluate the state of coordination and partnerships with various stakeholders in relation to implementing CPD program?
- What Challenges have you faced in relation to implementing CPD?
- Is there any CPD-related innovative experience or lesson that you want to tell me in the town/school/cluster?
- What solutions/strategies would you recommend to improve the implementation of teachers continuous professional development in your school/cluster/town?
- Is there any relevant issue that you would like to add?
- May you give me a summarized comment on what we have discussed above?

Thank you!

Appendix C
Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management

Guiding Questions for Focus Group Discussion with Teachers

Dear Participants,

I am a graduate student at the Department of Educational Planning and Management of Addis Ababa University. Currently, I am undertaking a research entitled **The Status, Challenges and Prospects of CPD in Oromia: The Case of Selected Schools in Jimma Town**'. The study aims to assess the status, challenges and prospects of CPD in Ethiopia by taking some selected government secondary schools located at Jimma town. To this end, I am approaching and interviewing people who are engaged in CPD activities. I confirm you that the information that you share me will be kept confidential and used only for the research purpose. Thank you in advance for your willingness to partake in this discussion session!

1. What do you think about the issue of getting sufficient and timely trainings to implement CPD program in their school?
2. To what extent do you think that CPD program is implemented in your school in accordance with Ministry of Education toolkit?
3. What do you think with the outcome of CPD from teachers and students perspective?
4. What are the major challenges you have encountered in the process of implementing CPD program in you schools? What solutions do you suggest?
5. To what extent do the responsible school CPD partners involve in the overall activities of CPD?

Thank You All!

Profile of the Respondents

No	Name (Optional)	Sex	Educational Level	Area of specialization	Years of Experience	School /work place/	Position	Data were collected via
1	K. A	M	BA	HRM	18	Town's Educ. Office	11	Key Informant Interview
2	K. B	F	MA	EdPM	17	Town's Educ. Office	12	Key Informant Interview
3	K. C	M	MA	EdPM	19	Town's Educ. Office	13	Key Informant Interview
4	K. D	F	BEd	English	18	Town's Educ. Office	14 A	Key Informant Interview
5	K. E	M	MA	EdPM	30	School B	15 A	Key Informant Interview
6	F. A	M	MSC	Chemistry	20	School A	V/Principal	FGD
7	F. B	M	BEd	Biology	31	School A	Dpt. head	FGD
8	F. C	M	BEd	Geography	32	School A	Dpt. head	FGD
9	F. D	F	BEd	Amharic	32	School A	Dpt. head	FGD
10	F. E	M	BEd	Chemistry	33	School A	Dpt. head	FGD
11	F. F	M	BEd	Mathematics	33	School A	Dpt. head	FGD
12	F. G	M	BED	Afan Oromo	31	School A	Dpt. head	FGD
13	F. H	M	BED	Physics	15	School B	Dpt. head	FGD
14	F. I	M	BED	Civic & Ethical	24	School B	Dpt. head	FGD
15	F. J	F	BED	English	25	School B	Dpt. head	FGD
16	F. K	M	BED	IT	14	School B	Dpt. head	FGD
17	F. L	M	BED	Afan Oromo	31	School B	Dpt. head	FGD
18	I. A	M	BEd	Chemistry	21	School A	Teacher	in depth interview
19	I. B	M	BEd	Biology	27	School A	Teacher	in depth interview
20	I. C	F	BEd	Afan Oromo	23	School A	Teacher	in depth interview
21	I. D	F	BEd	Chemistry	17	School A	Teacher	in depth interview
22	I. E	F	BED	Mathematics	13	School A	Teacher	in depth interview
23	I. F	M	BED	Mathematics	31	School A	Teacher	in depth interview
24	I. G	M	BED	Biology	29	School A	Teacher	in depth interview
25	I. H	F	BED	English	17	School B	Teacher	in depth interview
26	I. I	M	BED	Physics	20	School B	Teacher	in depth interview
27	I. J	F	BED	Biology	21	School B	Teacher	in depth interview
28	I. K	F	BED	History	23	School B	v/principal	in depth interview

Not: For ethical cause the real name and job description of the interviewees is coded.

Declaration

Declaration

I, the undersigned, declare that this research is my original work and has not been presented for a Degree in any university, and that all the source materials used for the thesis have been duly acknowledged.

Name GirmaHabte

Signature _____

Date _____

This thesis has been summated for examination with my approval as university advisor,

Name DemozDegefa (PhD)

Signature _____

Date _____