

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES



**TEACHERS' PERCEPTIONS AND PRACTICES OF
CONTINUOUS PROFESSIONAL DEVELOPMENT:**

THE CASE OF SELECTED PRIMARY

SCHOOLS IN JIMMA ZONE

BY

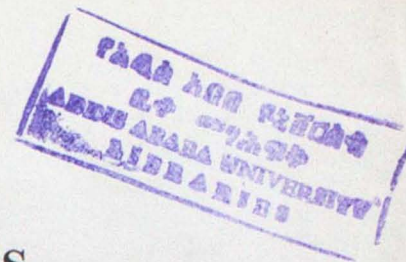
EWNETU HAILU

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EWNETU HAILU

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES
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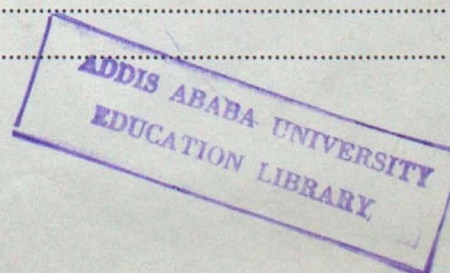
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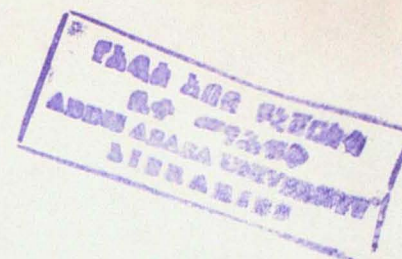
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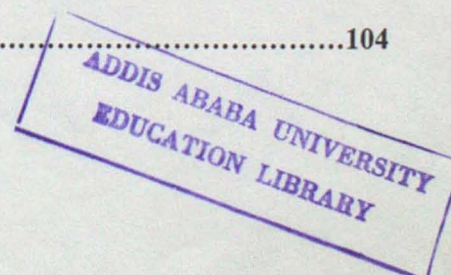
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ACRONYMS AND ABBREVIATIONS

AFT	American Federation of Teachers
CBTP	Community Based Training Program
CPD	Continuous Professional Development
CPE	Continuing Professional Education
CRC	Cluster Resource Centre
CSA	Central Statistics Authority
E.C	Ethiopian Calendar
ESDP	Education Sector Development Program
ETP	Ethiopia Education and Training Policy
FGD	Focus Group Discussion
GEQIP	General Education Quality Improvement Program
GER	Gross Enrollment Rate
HIV/AIDS	Human Immuno-Deficiency Virus/Acquired Immune Deficiency Syndrome
IFAC	International Federation of Accounting
INSET	In-Service Education for Teachers
MoE	Ministry of Education
NLA	National Learning Assessment
O.C.	Observer's Comment
PD	Professional Development
PDM	Participatory Decision Making
SBCPD	School Based Continuous Professional Development
SBM	School Based Management
SNNPR	Southern Nations, Nationalities and Peoples Region
TDA	Teachers Development Association
TESO	Teacher Education System Overhaul

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter has three main parts. The first deals with concepts and definitions of professional development and presents the summary of issues related to continuous professional development like: type and characteristics of professional development, elements of professional development, system and models of professional development and School-based management. In the second part, teachers' perception, belief and practice is discussed in brief and finally, the third part deals with the Ethiopian experience of teachers' professional development to reveal the policy ground of CPD and brief summaries of researches and related articles in Ethiopia in the area professional development.

2.2 Professional Development (PD)

Under this sub section, definition and concepts, types and characteristics, elements and principles, system and models of CPD and school-based management are presented in depth. This is to make clear the how CPD enhance students' learning in particular and school development in general.

2.2.1 Concepts and Definitions of CPD

Many scholars defined school based professional development in a variety of ways viewing it from their philosophical background. For ease understanding I grouped them into two, based on their focus of definitions, external or internal factors.

Scholars defined CPD in different ways emphasizing on external factors like provision of opportunity, policy or other factors external to school and teachers'. For instance to alter teacher's behavior and, or to foster growth (Guskey, 1986; Harris, 1989; Borko, 2004); offered opportunity to improve the performance of teachers (Borko, 2004).

Many others define CPD focusing on internal factors like teachers interest in improving own skills, knowledge and updating oneself. For instance Bolam (1993 in Blandford, 2000), defined as any professional development activities engaged in by teachers which enhance their knowledge and skills and enable them to consider their attitudes and approaches to the education of children, with a view to improve the quality of teaching and learning process. For Glatthorn (1997) teachers' development is the professional growth a teacher achieves as a result of gaining increased experience and examining his /her teaching systematically. He writes as the systematic maintenance, improvement and broadening of knowledge and skills, and the development of personal qualities necessary for execution of professional and technical duties throughout the individual's working life.

More over, emphasizing on individual determination and the need to take responsibility for own learning and progress, Dadds (2000:55) asserts that

The journey of professional growth into new and better practices is often unpredictable; often non-linear; often emotional as well as cerebral. It demands the capacity and strength to ask questions; to analyze and interpret feedback; to describe the emotions generated by self-study; to change established practices in the light of new understanding; to remain interested and emotionally curious.

This definition focuses more on self learning and taking responsibility of own learning.

More comprehensive explanation of teachers' professional development, comprising the concept of understanding human development and living, given by The Commission on the Teacher Education in USA asserts teachers' professional development is more than skill and knowledge development. It reads as,

The continued education of teachers' means much more than making up defects in the preparation. It means continuous growth in the capacity to teach. It means broadened understanding of human development and human living. And now more than any previous period in school history it means growth in one's capacity to work with others, with class-room teachers and principals in a variety of activities, with the administration, with parents and community leaders and with children of different age-group (Aggarwal, 2004:425).

Understandably, the need for teachers' professional development must be from the point of updating oneself or supporting ones learning in the route to cope up with the fast growing societal demand and technological advancement; that have direct bearing on the teachers' classroom practice. Not from the making up the defects in the teachers' preparation that partly leads to teachers incompetence. Because it promote wrong concept of teachers' professional development that underestimate its possibilities of dealing with broader and interdependent issues of quality of education, disregarding other necessary elements such as suitable school environment, teachers' career development and school management.

The term, continuous professional development, is said to have been coined by Richard Gardner, in the mid-1970s, (Gray, 2005). Then it becomes common to many professions embracing the idea that individuals aim for continuous improvement in their professional skills and knowledge, beyond the basic training initially required to carry out the job.

In many occupations, being professional involves meeting strict criteria, including having entrance qualifications before being able to practice (Hillier, 2003). This initial professional education is followed by further training during practice until people become fully qualified and certified to the practice. In other occupations, being professional includes taking examinations to become a members of a professional body, and again this membership license people to practice. Therefore professional development is regarded as an essential component in maintaining and advancing individual personal and professional abilities.

Professional development available for teachers, as commented by Villegas-Reimers (2003:11) was only staff development or in-service training usually consisting of workshops or short trainings or short term courses that would offer teachers new information on particular aspects of their work. In-service training, or INSET, was offered with the emphasis on delivery rather than the outcome. The change in terminology holds on the change in concept too: from in-service training to in-service education, and then to continuous professional development.

On one hand this signifies the concern of teachers' professional development and the rapid change in the field of teachers' professional development all around the world. On the other hand the concept behind training to certain extent, passive training to certain behavior, is changed to the active participation in constructing own meaning in which teachers' prior experience plays important role. Precisely it is the shift in emphasis away from the provider

towards the individual. In this light, the individual/teacher/ is now responsible for his or her lifelong career development, under the umbrella of the schools (Gray, 2005).

Though, the forgoing definitions and concepts of teacher professional development are different as scholars might approach it from different perspectives they share common views. They all emphasizes its importance for the improvement of students' learning, the proper place for teachers professional development is school, and the continuity and long-range model of teachers' professional development are the main ones. They are different only on the model of professional development sought but also on the central role of the teachers as life long learners or as short tem trainers. The former is the idea held throughout this study.

This implies that teachers' professional development is by far more than offered opportunities that prepared some where focusing on certain aspects of professional or personal development. It focuses more on within the school factors, that make teachers' professional development more of created opportunity of teachers' lifelong learning in which participants/teachers/ takes responsibility for their own learning in a continuous exploration with the intention of improvement of classroom practice.

To sum up, what Villegas-Reimers (2003) note may clarify what has so far been argued about. According to her view, teachers' professional development opportunity can be created together by teachers and supporting people, either by choosing to focus on a new task which the teacher is interested in learning about, or by focusing on a practice which the teachers implement regularly but would like to change. TPD is new model of teachers' learning that assumes pre-service teacher education as the first step in a career long program of professional development with several characteristics.

2.2.2 Types and Characteristics of Professional Development

Scholars classify teachers' professional development in different ways. Little (1992), in Villegas-Reimers, (2003) classified TPD into four types focussing on growth: growth in knowledge, growth in skills, growth in judgement /both classroom related/, and growth in contribution teachers make to professional community. Focussing on mode of delivery Bolam (1993 in Blandford, 2000:6) considers professional development as involving the following types:

- i. **Practitioner development:** which includes school based development, self development, induction, mentoring, observation, job shadowing and team teaching;
- ii. **Professional education:** award bearing courses managed and taught at higher education institutions;
- iii. **Professional training:** conferences, courses and workshops that emphasise practical information and skills managed and delivered by schools external consultants or trainers from HEIs.
- iv. **Professional support:** provided by colleagues and managers.

A number of research findings affirmed that teachers' enhancement in their career is a process of life long learning and that is about continuous professional growth and support (Craig, Karft & Plessis, 1998). Some of the characteristics suggested by these scholars were; that is based on constructivism in which teachers are treated as active learners; it is perceived as a long term process as it acknowledges the fact the teachers learn over time; it is perceived as a process that takes place within a particular context; it is intimately linked to school reform; it is conceived as a collaborative process; and may look and be very different in diverse settings (Villegas-Reimers, 2003).

Further more researchers investigated that effective professional development programs are characterized by diversity of ideas, people, and support approaches. They acknowledged and value the uniqueness of concern, interests and cultures within the programs and staff. Some activities of professional development for example: summer institutes; mentor programs; technical assistance; peer research; coaching; observation; study groups; and networking (Guskey & Huberman, 1995).

2.2.3 Principles and Elements of Effective CPD

Professional development can be defined in many ways depending on the context in which it takes place. Effective professional development is embedded in the day-to-day reality of teachers' work. It is designed taking into consideration of teachers' input. It allows for critical reflection and is internally coherent and vigorous, and it is sustained over the long term (Little, 1993; Renyi, 1996; Sparks & Hirsch, 1997). The principles of staff development according to West (1989) include the following: staff must see themselves as owners of the program, it must suit all staff, it must have the support of higher authorities, it must be rooted in the organizations' culture and it should be based on an assessment of need.

In line with these points American Federation of Teachers (AFT) enumerates a number of principles that CPD needs emphasizing teachers' empowerment CPD should empower individual educators and communities of educators to make complex decisions; to identify and solve problems; and to connect theory, practice, and student outcomes. Some of the points are:

- Professional development should deepen and broaden knowledge of content.
- Professional development should provide a strong foundation in the pedagogy of particular disciplines and knowledge about the teaching and learning processes.

- The content of professional development should be aligned with the standards and curriculum teacher's use.
- Professional development should contribute to measurable improvement in student achievement.
- Professional development should be intellectually engaging and address the complexity of teaching.
- Professional development should provide sufficient time, support, and resources to enable teachers to master new content and pedagogy and to integrate this knowledge and skill into their practice.
- Professional development should be designed by teachers in cooperation with experts in the field.
- Professional development should be job-embedded and site specific.

(AFT, 2005)

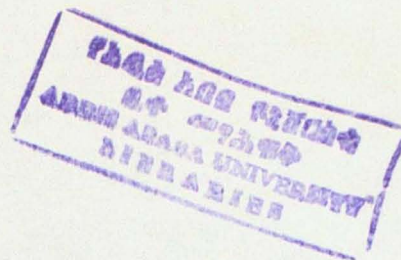
In spite of these facts success of Professional development seems to be based on successful engagement of teachers, which on the other hand depends on different factors. As current educational landscape is changing significantly CPD provision must not only meet the immediate needs of teachers but also support teachers in preparing for longer-term change (TDA, 2006). Findings indicate that recognition of CPD as a professional responsibility and as a right with mutual responsibility for CPD on the part of teacher and school leaders; understanding and recognizing the value of all forms of CPD as to broadening to encompass activities beyond short courses like INSET and conferences are important factors that success of CPD is depend on (TDA, 2006).

As effective professional development is an essential and indispensable process, without which schools and programs cannot hope to achieve their desired goals for student achievement, strong and meaningful contents are essential element of effective CPD. Joyce and Showers (2002) argue that Professional development cannot succeed without strong contents that are associated with high-performing. Strong contents according to these scholars are always focused and serve, a well-planned long-term instructional strategy that have a high probability of affecting student learning. There seem an agreement among most current scholars on what effective CPD is and its elements: these are appropriate content, clear purpose; collegiality and collaboration; job-embedded, and reflection (Fullan, 1993; Fullan and Hageaves, 1991).

With the bottom line focused on improvement of student learning, teachers' professional development should be focused on the elements that will contribute to the success in enhancing continuous learning. In line with this, Sparks & Hirsh, (1997) assert that professional development programs should be designed and implemented for one of the following purposes: Awareness/exploration/, Skill building activities, Program improvement, Strategic planning.

2.2.4 System and Models of Teachers Professional Development (TPD)

Teachers professional development can be categorized into traditional system and standard-base system (Ingvarson, 1993 in Villegas-Reimers, 2003:16). The former refers to the system in which employer have control and the government sets the goal in which universities or employers' consultants play the implementation. The models for this system are usually short-courses or work-shops which are not necessarily related to the practical issues. The later refers to the system in which professional bodies have control when deciding on goals and helping to implement the models and the opportunities are designed based on the real needs identified by



the teachers in their daily activities. He compares the traditional system of professional development with the standard-base system teachers professional development system and concluded that even though the traditional system is necessary, it is no longer sufficient.

Villegas-Reimers (2003:69) groups models of teachers' professional development into two. The first is, organizational partnership models that requires certain organizational or inter institutional partnerships in order to be effective. It comprises: Professional development schools; other university-school partnerships; other inter-institutional collaborations; school networks; teachers networks; and distance education. Second, small group or individual techniques, refers to those can be implemented on the smaller scale, like a school, a classroom. Some of these techniques are: students' performance assessments; workshops, seminars, course, etc; cooperative or collegial development; observation of excellent practices; portfolio, action research coaching, mentoring etc.

School based TPD is a model of teacher learning that assumes pre-service teacher education as the first step in a career long program of professional development. And thus effective teachers' professional development is a process by which schools hope desired goal of students learning through development of teachers' personal and professional roles.

2.2.5 School-based Management (SBM)

School-based management can be viewed conceptually as a formal alternation of governance structures, as a form of decentralization that identifies the individual school as the primary unit of improvement and relies on the redistribution of decision-making authority as the primary

means through which improvements might be stimulated and sustained (Malen, Ogawa, and Kranz, 1990 in Abu-Duhou, 1999).

According to Carlson (1996:259) school-based management is a strategy for school reform in which the decision making is as close as possible to the problem. He further states SBM provides greater voice for teachers, principals and parents in school and educational issues. Adding to this points Lindelow, Coursen, Mazzaella, Heynderickz and Smith (1989) in Carlson (1996:267) argue that participative decision making (PDM) is essential to the successful operation of SBM. The primary impetus for SBM, as they point out is, the need for teachers participation in decisions affecting students and the focus for the teachers to play significant role in enhancing the quality of life at their school. Teacher leadership or at least involvement in school management is what the past educational reforms necessitate (Lambert *et al.* 1996)

In changing school culture as to enhance learning scholars argue that school administrative practices must move toward a consensual model in which teachers are considered equal with principals (Frase, 1993). This is to underline the role of teachers and all components of school in accomplishing school mission.

According to David (1989), the argument about SBM revolves around two well established propositions: schools are the primary decision making units; and change requires involvement and ownership. SBM allows identification of local problems, needs and strategies addressing these conditions. Local schools seem to have greater flexibility, and potentially more creativity, in solving their problems than more centralized units (Carlson, 1996).

In spite of the fact that CPD is associated with SBM, its implementation is laden with problems. Levine and Eubanks (1992) identify obstacles such as inadequate time, training, and technical assistance; difficulties in stimulating consideration and acceptance of inconvenient changes; reluctance of administrators at all levels to give up traditional prerogatives and others.

Fullan (1994) recommends the coordination of top-down and bottom-up strategy for educational reform. He notes:

In complex societies, the elements will never be in complete harmony. In such situations top-down strategies result in conflict and/or superficial compliance. Expecting local units to flourish through laissez-faire decentralization leads to drift, ad hocness and/or inertia. Combined strategies which capitalize on the center's strengths (to provide perspective direction, incentives, networking, and retrospective monitoring) and local capacity (to learn, create, respond to, and feed into overall directions) are more likely to achieve greater overall coherence. Such systems also have greater accountability because the need to obtain political support for ideas is built-in to the patterns of interaction. (pp: n.a)

As stated in the literatures on the area, in order for PD to be successful, a culture of support must be established. Lieberman (1994) describes five principles necessary in creating cultures of support at schools. These are developing norms of collegiality, openness and trust; creating opportunities and time for disciplined inquiry; providing opportunities for teachers' learning content in context; re-thinking the functions of leadership and redefining leadership in schools to include teachers; and creating and supporting networks, collaborations and coalitions.

Bush (1999) adds one more factor; preparing teachers to become leaders of their own professional development. Villegas-Reimers (2003) confirming the importance of culture of support at schools noted, knowing how to design, implement and assess PD opportunity is a learned process and teachers need time and opportunity to learn necessary skills and knowledge in order to become effective promoters of their own PD.

2.3 Teachers' Perceptions Beliefs and Practice of SBCPD

This sub-section deals with the relationship between perceptions, beliefs and teachers' beliefs and educational effectiveness to show the relationship between teachers' perception and students learning.

2.3.1 Perception and Belief

Belief can be defined in different ways but for the purpose of this study, beliefs are defined as personal constructs that can provide an understanding of a teacher's practice (Nespor, 1987; Pajares, 1992; Richardson, 1996).

A number of scholars argue that perception is the way of understanding based on previous experience and previous knowledge and expectation. And it is described as a filter of any input based on one's beliefs. Belief is the root or foundation of one's way of thinking. For instance, according to Beard & Wilson (2006) perception is a process that filters stimulus based on perceptual factors such as previous experience, knowledge, personal need, and choice. The filtered stimulus will be interpreted with relation to the previous experience and assimilated or accommodate to person's schema or rejected. Finally, cognitive, affective or behavioral response to the stimulus is observed (Bloom et al., 1956 in Beard & Wilson, 2006).

By farther emphasizing on the power of belief that affects ones daily practice, Yero (2002) explained that beliefs not only affect how people behave but what they perceive (or pay attention to) in their environment. Contrary to the old saying "seeing is believing." it is more likely that "believing is seeing." When people believe that something is true, they perceive information supporting that belief. This is to mean beliefs alter expectations and as a result people perceive what they expect to perceive.

This entails that ones previous experience, practice, knowledge and expectation particularly in teaching determines the perceptual process. In this regard, for Kagan (1992) previous experience, practice, knowledge and expectations are highly personalized pedagogy or belief system that determines the perceptual process. The study of teachers' belief forms part of the process of understanding how teachers conceptualize their work which in turn is important to the understanding of teachers' practices and their decisions in the classroom within the framework of its school. Teachers' belief and practice can not be studied out of the context since the relationship between teachers' belief and their practice is complex and context dependent.

For instance if teachers believe a program they have been told to use is based on a solid foundation, if the program is based on beliefs similar to their own, they will notice ways in which the program works. If they believe it is a waste of time, they will notice evidence supporting that belief. It's imperative to recognize that teachers are interpreting the same events in different ways. They unconsciously assign different meanings to the event in order to support their prior beliefs (Yero, 2002). It is these meaning and its manifestation/ practice/ that this study is tried to explore and understand.

To understand CPD from teachers' perspectives one has to understand the beliefs with which they define their work (Nespor, 1987). This view is further supported by Pajares (1992) as few would argue that the beliefs teachers hold, influence their perceptions and judgments, which, in turn, affect their behavior in the classroom.

2.3.2 Teachers' Perceptions and Educational Effectiveness

There has been convergence of available research data pertaining to the question of what factors contribute to teacher effectiveness over decade. Some of the factors fall under the heading of teacher characteristics (Anderson, 2004). And he further states teacher characteristics are related to and influence the way they practice their profession. It is legitimate to say that the right ground for teachers' professional practice is classroom which is under the control of teachers' belief.

On the other hand literature on education quality indicates 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 (UNESCO 2006:71).

In this light most research reports suggest that teacher's beliefs related to their classroom practice (Thompson, 1992; Fang, 1996; Kagan, 1992). According to Brophy and Good (1974) in McKenzie & Turbill (1999) a better understanding of teachers' belief system or conceptual base will significantly contribute to enhancing educational effectiveness. Similarly, Hargreaves & Fullan (1991) emphasis teachers thought process as the base for what teachers do in practice. It is what teachers think, what teachers believe and what teachers' do-at the level of the classroom that ultimately shapes the kind of learning that young people get.

This implies teachers' beliefs and understandings about learning and teaching, their beliefs about the nature and purpose of the curriculum, their current classroom practices, and teachers' and/or administrators' perceptions of changes in the school culture all have potential to contribute to enhance learning. Thus, to enhance learning as a result of change in school culture needs time and is a process not one time activities. According to Fullan (1990; 1991) and Heckenberg (1994) staff development is a process not an event and states that it will take time to show up in students learning. The process necessitates that changes in student learning are preceded by changes in teachers' beliefs, understandings, and practices (Fullan, 1990; Guskey, 1986; Turbill, 1994).

Figure below attempts to capture, in schematic form, the relationships between and among the many factors listed namely: school culture, teachers' belief and teachers practice and students learning.

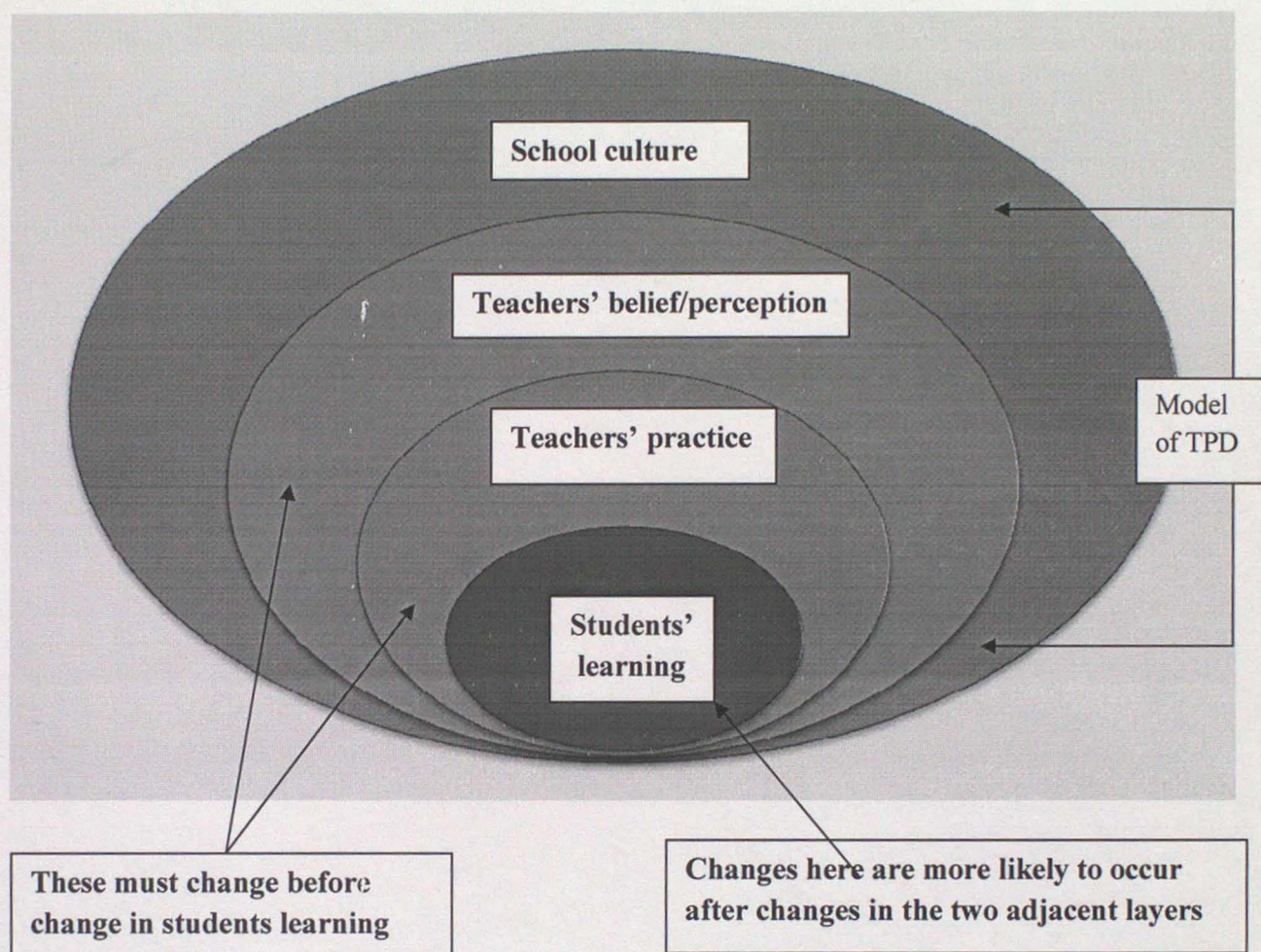


Figure 1 Schematic representation of theoretical model adapted from McKenzie and Turbill (1999)

This model assumes that student learning, teacher learning, and classroom practice are not only interdependent, but they are all embedded in the school. It further argues that student learning is at the core of the school culture, and is shaped by the complex mix of, and interactions between, a series of events and processes that occur within and between all the layers of the school culture depicted in Figure 1. Part of this mix is the teacher development program that schools decide to adopt.

Essentially, the model assumes, if student learning (the inner layer in Figure 1) is to be positively influenced then teaching practices must first change. Teaching practices (the next

layer in Figure 1) are in turn shaped and framed by teachers' beliefs especially their beliefs about learning, teaching, and the nature and purpose of whatever they are trying to teach and thus before classroom practices can change, teachers must first be given the opportunity to examine and modify their belief systems (the next layer in Figure 1). Finally the school culture not only determines the nature of the teachers' development program which the school decides to adopt, it will also influence and be influenced by the inner layers which are imbedded with in it.

This theory assumes that if this combination is appropriate then not only will the learning of both teachers and students be enhanced but that this will also spread across, and influence the culture of the whole school setting (Turbill, 1994; Duffy, 1990). Conversely, the theory would predict that if the mix is inappropriate, then not only will learning be 'inhibited', but that these inhibitory influences will spill over to the whole school learning culture (Turbill, 1994).

In the recent past, theorists have begun to recognize the importance of what goes on in the mind of an individual teacher. Studies have explored the effects of teacher beliefs, the metaphors a teacher uses to describe his or her work, and the values a teacher assigns to a particular practice or concept. They have found that these thought processes have a profound influence on education. It is the minds of those teachers that must be explored. It is the actions of those teachers that make education what it is today (McKenzie and Turbill, 1999).

2.4 Teachers' Professional Development (TPD) in Ethiopia

Under this sub-sections Education Sector Development Program (ESDP), teacher education system overhaul (TESO) to show the efforts made so far by MoE. And brief review of research reports in the area will be discussed to as to uncover the gap that this study is striving to fill.

2.4.1 Education Sector Development Program (ESDP)

For the successful implementation of the Education and Training Policy (ETP, 1994) the first five year Education Sector Development Program (ESDP I) was launched in (1997/98 to 2001/02). It is part of a twenty-year education sector plan aiming at improving quality of education; expand access with special emphasis on primary education. ESDP II launched in (2002/03 to 2004/05) as a continuation of ESDP I with the aim of ensuring quality of education. (ESDP III) was also launched in 2005/6 to 2010/11 with the intention of providing insight into the achievements and challenges witnessed during the implementation of ESDP I and II and also with aim of providing the government's targets and strategies for the following five years (ESDP III).

However, according to the second National Learning Assessment (NLA) conducted in 2003/04 on grade 4 and grade 8 to find out the development of students' attitude towards education, environmental protection, health care, civics & ethics in the desired direction. It revealed that learning had not increased from 2000-2004. The major reasons for the low achievement of students in the national assessment for the indicated grades were low teachers' perception of students learning and instructional quality, inappropriate use of instructional materials by teachers, students' background and shortage of teachers' guides and syllabus (ESDP III).

In response to these concerns, ESDP III (2005) gives high priority to quality improvement at all levels of the education system in which MoE has developed a General Education Quality Improvement Package (GEQIP) that comprises: Teacher Development, Curriculum, Management and Leadership, school Improvement, Civics and Ethical Education, and Information Communications Technology out of which Teachers' Development, /TD/ is

designed systematic strategy for professional development /PD/of teachers at all levels of schools to improve quality of education.

2.4.2 Teacher Education System Overhaul (TESO)

The National Framework for the Teacher Education System Overhaul (TESO) document has emerged with five major priority programs of which the third is the concern of this discussion with two objectives:

- i. Upgrading untrained or under qualified teachers to the levels of which they are assigned to teach through extension, summer and distance education;
- ii. Updating teachers in the field of changes taking place in the current education system of Ethiopia.

TESO program is an extensive and radical reform of the teacher education system encompassing areas from pre-service teacher education to continuing professional development. Professionalizing of teacher educators, selection of teacher education program and organization and advancing of teacher education system itself. In this light, new curriculum materials for TTIs, TTCs and university faculty of education have been developed and put into practice. The materials are to emphasize active learning by way of modular approach. In addition to this development of teaching skills of teacher trainers was also underway through a higher diploma program which was hoped to enable teachers to go along with the newly developed materials and approaches.

Consequently, a program of continuous professional development (CPD) is also designed and is put into practice where teachers update themselves with new outlooks approaches and policy

directions. A guide and strategy is prepared that enables teachers holding a license to join or stay in the profession. Licensing or relicensing will only be possible if teachers have successfully completed the CPD programs.

CPD strategy has three phases to be accomplished at school and/or cluster level: Induction, the proper CPD training and individual CPD. The former two are modular approaches are planned for two successive years. Induction is a program for newly deployed teachers having four modules two per year, to be practiced in the actual teaching with mentor. The proper CPD on the other hand is meant for those teachers already in the system as has three modules to enable teachers to the standard or requirement with the objective of licensing. The individual CPD is the program designed for the time after proper CPD, according to the MoE (1999) every teacher needs to commit at least 60 hours per year including workshops and other planned trainings through out the profession. It is meant, the opportunity for continuous learning and update with expanding knowledge as to create professional forum in which they share experiences, ideas, and knowledge with colleagues from own and other schools (MoE, 2005).

Though TPD is not new in Ethiopia, there is no structured provision of CPD for teachers in schools (MoE, 2004). And the TESO CPD strategies aims to put this structure in place. All teachers are expected to develop and improve their practice by participating in CPD activities each semester. According to this document some activities will be individually initiated and approved by school directors. There is also series of centrally developed generic courses dealing with new methodologies and priority issues relevant to the whole country. These courses are not subject specific, but deals with matters of concern to every teacher. It is

envisaged that all teachers will take these generic courses as they become available and that each school will develop as a learning community.

Professional ethics, counselling and mentoring using active learning methodologies are contents devised in the first module published in 2004 with the aim of deepening the understanding of participants of mentioned contents as they are relevant to the context of their own schools. They are believed give teachers, experience and create opportunities for them to use active learning methods in their schools (MoE, 2004).

Similarly the second module published in (2005), Gender, HIV/AIDs issues, Continuous Assessment and Planning Approaches to individual subjects area in the context of large class size are central to the second course. The aims of deepening the understanding of participants of gender issues and continuous assessment as they are relevant the context of their schools; give participants the experience of active learning methods; create opportunities for participants to use active learning methods in their schools particularly in individual subject areas with large class sizes (MoE,2005). Similarly course three (module3) deals with rural development, civic education and teaching methodologies.

2.4.3 Review of Research Reports on Teachers' Professional Development

Table 1 below presents the summary of research reports those, I could come across and I think directly or indirectly related on teachers professional development. As it is seen in the table the first five were conducted on primary schools while the final three conducted in higher education institutions.

Table 1 summary of research reports

N o	Author	Title of the research or article and methodology	Study site	Summary of main findings of the research
1	Berry, N. (2008)	Putting children at the centre of education/qualitative approach/	Tigray, Afar and Amhara regions	No difference in teaching quality of diploma holder and certificate teachers
2	Yehunie M. (2008)	The practice and Challenges of continuous professional development program in primary schools. Quantitative approach	West Gojjam	The support given to the teachers' pre and post program was too low; teachers' attitude was negatively affected by less attention.
3	Afework G. (2007)	Status of School-based teachers' professional development: A case study of selected schools in the Tigray.	Inderta woreda; Maimekden and Mai-shibte	Need in: training for education administrators; ample time and incentive for teachers
4	Gizaw T. (2006)	Teaching professionalism: School level Teachers Continuous Professional Development-case study of Holly Primary School/ qualitative case study/.	Holly primary school, West showa ; Oromia	Because of time and resource constraints, it was difficult to run School level professional development.
5	Amare A. <i>et al.</i> (2006)	Ethiopia pilot study of Teachers Professional Development. Mixed approach	Amara, Oromia, SNNPR and Tigray	CPD laid fertile ground to build on stronger academic achievement
6	Anto A. 2008	Teacher Professional Development Practices as Arba Minich University (AMU): An Exploration of the present Status	Arba Minich University	A great number of instructors do not participate in PD; the attitude of most instructors toward PD is positive.
7	Adula B. 2008	Peer coaching: approach to enhance quality of teaching through fostering the transfer of staff development practices into classroom	Jimma university	Peer coaching as a means fostering transform of staff development practices into classroom
8	Yalew I. 2006	The Need For Professional Development (CPD) of Professionals in Higher Education: A Comparative Case study of AAU and St. Mary's University college	Addis Ababa	Professional in higher education should undergo a process of professionalizing through CPE

As it can be judged from Table 1 much has not been done on teachers' professional development in general and almost no detail attempt on teachers' perceptions and practices of school based continuous professional development. In table 1 the first five studies were conducted in primary schools focussing different topics. The final three were conducted on higher education institutions again raising different issues of professional development.

From the five studies conducted on primary schools, Berry (2008) focussed on active learning, Yihunie (2008) deals with Practices and challenges of continuous professional development, Afework (2007) focusses on status of school based continuous professional development, Gizaw(2006) deals with teaching professionalism and Amare et al (2006) deals teachers professional development as an issue of quality improvement. Most importantly, these studies are different of this study with central concern, teachers' perception and practices, and and also different in case under investigation, time and place of the study were also important differences.

Therefore, it was legitimate to conduct this study where such study has never been conducted on the area and topics. It was timely due to school-based continuous professional development program is on the beginning of long journey, life long learning, where teachers' perceptions' are influential to forshadow the result sought in this regard. It was also timely because there is a possibility to intervene and correct barriers before they go wrong.

Regarding teachers, there are 373 TTI and 191 diploma holders, totally 564 primary school teachers. Based on the above mentioned data the teacher student ratio for the first cycle was 93, in second cycle (5-8) was 75. Modular approach School based continuous professional development is started in April in 2000 E.C. and in both school teachers were on course one between sessions 3 to sessions 4 while the field work of this study, January to February 2009.

Jimma town: Based on figures by the central statistics in 2007, Jimma town has an estimated total population of 120,600 of whom 60,590 men and 60,010 women. The town has 13 government and 15 non governmental primary schools.

Table 4 Jimma Town Primary schools students and teachers population

Jimma town		Male	Female	Total	Source of the data
	Primary school students	11305	12420	23725	Woreda Education office
	Primary school teachers	354	350	704	Woreda Education office

According to the data obtained from woreda education teachers there were 150 male and 182 female totally 704. The Modular approach continuous professional development is started around October 2000 E.C. then teachers in both schools were on course two between sessions 10 to 12 while the field work of this study, February to March 2009.

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1 Introduction

In this chapter, data obtained from teachers' in six schools, through in-depth interview, focus group discussions, document analysis and observation were presented and analyzed. Since similar issues were presented to different respondents for the purpose of triangulation, it seems reasonable to thematically analyze and present the issues and trends in a holistic perspective

The intention of this study was to understand primary school teachers' perception and practice of SBCPD from their perspectives and to find out its implication for the betterments of students' learning. The guiding questions of this study were, (1) How do teachers generally define school-based continuous professional development? (2) How do teachers perceive the school-based continuous professional development in terms of relevance, management and enhancing learning? and (3) What are the major obstructions of school-based continuous professional development?

The data generated from the participants using the tools indicated above have been organized into meaningful and manageable units I organizing them into manageable units in searching for patterns. Finally, I recombined the evidences to address the initial propositions of the both theoretical and rival explanations.

4.2 Major and Sub-themes of the Teachers' Perceptions and Practices of SBCPD

Under this section the response to the in-depth interview, FGD and the observation note were examined and the central themes mentioned by the informants were identified and categorized into the following five major themes that represent the participants' perception and experience. These are: teachers' meaning of SBCPD, teachers' perception of the relevance of SBCPD, its

management, perception of its outcome in students learning enhancement and obstructions to SBCPD. The major themes are further analyzed into sub-themes and those sub-themes are further analyzed into issues or views.

In Table 6 below, five major themes emerged from the data are analyzed in sub-themes and were analyzed and labeled same (S) if they are described similarly in all cases or labeled different (D) if they are described differently in the following matrix.

Table 6 A Cross case display of major and sub-themes of the Study

S.N.	Major themes	Sub-themes	Cases (C)		
			1	2	3
1	Teachers' meaning of SBCPD	Skill training	S	D	S
		Means for professional growth	S	S	S
2	2.1 Teachers' perception of SBCPD relevance	Promote professional ethics	S	S	D
		Improve collaborative work in school	S	S	S
		Develop problem solving skills	S	D	S
	2.2 Teachers' perception of SBCPD management	Top-down	S	S	S
		Doubtful and difficult	S	S	D
	2.3 Enhancing students' learning	Improve teacher -student relationship	S	S	S
3	Obstructions to SBCPD	Support- related obstructions	S	S	D
		Student- related obstructions	S	S	D

Key:

Case1 (C₁) = Gumay woreda

Case2 (C₂) = Omonada woreda

Case3 (C₃) = Jimma town

S views/issues were described similarly

D Views/issues were described differently

4.2.1 Participants' Meaning of School-based CPD

Under this sub-section the meaning participants attached to SBCPD are presented. In all cases the descriptions were analysed and presented under the two sub themes. These meanings were skill training and a means for career development and re-licensing briefly presented in Table 7.

Table 7 Teachers' Meaning of SBCPD

S.N.	Sub-themes	Issues	Informants (I)
1	Skill training in school	Group discussion, action	C ₁ I (All) & FGD
		research and peer observation	C ₂ I (2,4,7,8,10,13,14) FGD
			C ₃ I (All) & FGD
2	Criteria for personal and professional growth	Career development and	C ₁ I (All) &FGD
		re-license	C ₂ I (All) & FGD
			C ₃ I (All) & FGD

As it is seen in Table 7 SBCPD definition is analyzed into two sub-themes in which all informants in case one and case three and some of the informants in case two agreed. The difference is only on skill training in case two some informants had different views. While on the second point as criteria for personal and professional growth all participants in all cases had similar views.

4.2.1.1 SBCPD is Defined in Terms of Skill Training

As professional development has been defined differently by different scholars; it has also been conceived by participants in different ways. Issues like group discussion, action research and peer-observations were some of the points discussed by most participants as the ways of

experience sharing that they call skill raining. For instance, one of the participants, (I₃) described what SBCPD means to him:

CPD for me is the opportunity to learn skills from colleague, it is the opportunity to hear how others solve problem of teaching and learning. When we come together for discussion or for action research we usually discuss about what we have encountered in the school or otherwise and how we solve it or how we felt it since it is every body's concern and we share ideas on any school related problems. Moreover, all CPD activities are mostly kind of problem that needs discussion, find possible solution together because the problems pointed in the module are similar to ours in many cases. Therefore CPD activities are like skill training within school from colleagues and by colleagues.

C₁I₃, December 10, 2008 Afternoon

As one the activities of SBCPD action research is described as one of the area members of the group share experiences and practices. According to informants action research not only helps them to practice action research skills but also to be involved in schools administrative daily activities. For instance one of the respondents (I₉) described SBCPD in terms of action research:

SBCPD is good opportunity to practice research skills. First we all did know any thing about research or action research. Because it is an obligation, we start asking each other and elsewhere. Certain information we start the proposal and finally we produce certain document that we call it action research. For instance our topic was 'why more girls are absent than boys in the classroom'. It is by now approved by the director and we are planning for the next step. This is really learning in the process of doing it and I can say I have got certain skills in action research.

C₃I₉ February 26, 2009 Morning

Adding the above point, peer observation was one of the points raised as a means for skill training opportunity in the school among colleagues. One of these descriptions was read as follows:

Especially peer-observation is learning from two sides. When we observe a colleague we learn from what she/he is doing from in the classroom. When we give feed back, the one who was observed learn from the feedback. So it is good opportunity to learn from one another.

C₂I₁₄, January 12, 2009 Morning

Among the informants who discussed that peer observation is one of the grounds to learn skills from each other, one described its merit with its flaws:

Peer-observation is good opportunity to learn from colleagues and help us to reflect our strength and weakness; however the main problem is that we are not ready to accept comments from colleagues and we defend every comment. On the other hand since the experience of observing colleague is new the observer does not have observation experience and focus on minor and obvious things and sometimes end up in debate. Other wise it/SBCPD/ is good opportunity to learn skills from one another.

C₃I₅ February 23, 2009 Morning

There were a number of informants who relate CPD activities with pedagogical training in traditional training mode. One of such description for instance:

It is like pedagogical training in the group. Most of the points for discussion remind what we leant in TTIs or what we learn from experience. But when it comes together with others views' it is like renewing what we already knew or learning new skills.

C₂I₃, January 13, 2009 Morning

According to the above respondents school based continuous professional development is described as the opportunity to learn skills from one another.

On the other hand there were heated arguments among participants on the meaning of SBCPD definition in some cases. Part of the excerpt of the FGD can reveal the sense of the discussion and the points for arguments:

Where is training? Who is the trainer? It is just debate and like 'pounding water' we are all the same about CPD no one is better than the other. For instance I prefer if the training and the material would be prepared in certain subject specific ways that I think is more important to be more specific to discussion. Another member may prefer some thing else therefore much of our time is spent on argument. Finally we do things as we think right, that's why, and our group discussion for me can not be called skill training.

...it is learning we learn from one another. It is like the problems we face and find solution for the problem together. We read the module individually and then we reflect our understanding of the point then we do accordingly. This is what we call training from one another though we are not sure of the correct procedure.

C₂FGD February 13, 2009 Afternoon

The reasons for the difference seem to be mainly misunderstanding of the SBCPD concepts and scopes and also due to lack of clear guidelines and support; it also seems the preference of traditional training model over SBCPD.

Action research and peer observation were also some of the points raised as the opportunity to learn skills from colleagues in the school.

Action research as part of CPD is full of doubt and challenges. We (the group members) start action research by asking what to do though we don't have respondent, and start doing things we think appropriate by asking finally we think finish the task yet in doubt. We are not sure whether we did things correctly or not. At least we learn some thing from one another: skills in group work and more or less skills in the process of action research. I think if we are to do another action research next time we can do better than this one.

C₁I₁₂ December 19, 2008 Afternoon

According to these participants, SBCPD is defined in more general pedagogical term: improve learning and teaching skills learning and problem solving skills. On the other hand in FGD the group definition of CPD as skill training remained debatable. One of the reasons for argument were some of the participants' preference of training mode, the traditional way of training, with some body out of the group and probably out of the site specific to certain subject area. Another reason was the expectation of completely new things in the training.

4.2.1.2 SBCPD is Defined as Criteria for Teachers' Development

The second meaning participants attached to SBCPD was in relation to the teacher's license and career development. For some of the participants, CPD is the criteria to get teaching license. For instance one of the participants (I₉) reflects her feeling as:

School based CPD for me, is the criteria by which I get teaching license and compete for career structure. By completing CPD I will be eligible for license. I think, it is the document I produce during the CPD program that will be evaluated and license me. I believe that competition for career development and getting license is only possible through the activities and practices of SBCPD and based on the evaluation result of such activities. Therefore whether I like it or not, or useful or otherwise, I must attend the program for the sake of career structure.

C₁I₉ December 11, 2008 Afternoon

Some of the participants described CPD in much like the participants in Gumay woreda as the means to license and career structure but relating to past experience in result oriented career development. For instance, informant (I₆) describes their experience as:

CPD, specially the modular approach, to me is a means to career development and license. Because previously there was result oriented evaluation system for career structure that was full of implementation problem, now CPD oriented evaluation system as way to Career development. If you complete the requirements of CPD you will compete for career growth other wise not. Therefore, I can say it is a like a course that enables me compete for career development in the way improve teachers skills.

C₁I₆ January 1, 2009 Morning

Another respondent added that the reason for undertaking CPD was the need in license and career development. She argued angrily:

I am on my 18th year service all what is in the module is what I learnt and what I new in experience. Participatory approach is under utilization since almost fife years. I know that CPD is the means for career structure and license. Frankly speaking if it is not attached to these critical issues of our profession no one will go into CPD dialogue.

C₂I₇ January 13, 2009 Morning

Contrary to the above, there were participants who reported that school based CPD as irrelevant, and less important in improving quality. They argued that CPD through career development or relicense doesn't bring the needed quality in teaching.

I found the attachment of CPD with career development and teacher license is not encouraging for teachers with longer service years. For instance I served for over 20 years and I am on the upper ladders of career development therefore it does not give me much sense. Then CPD needs to encompass all teachers at schools. I prefer if CPD is related to innovative teaching and the observable achievement teachers register in their classroom with their students and if such teachers are encouraged in another way. Unless CPD is directly related to classroom teaching and the changes in students' achievements the sought change might be illusive.

C₃I₄ February 23, 2009 Afternoon

The concern of this informant seems that the effect CPD would bring nothing to his career growth and the fear of being helplessness. On the other hand an informant from the same school having 10 years of service perceived CPD in the way the above informants perceived, in relation to career development mechanism. She however found the practice important to improve her profession.

SBCPD for me is the opportunity to learn from colleague and the way forward to my career development. It is like a forum of experts for me with little experience in teaching. In my group it is only me with small teaching experience a person next to me has served for 12 years.

C₃I₈ February 24, 2009 Morning

From these responses it is possible to conclude that SBCPD is perceived as criteria to be re-licensed and as prerequisites for career development. This implies SBCPD serves instrumental function by which the need for license and career development will be fulfilled.

In this sub-section two ideas which seem complementary were reflected on the meaning of CPD in terms of means for career development and re-license. The difference is the importance of the idea of career development and re-license attached to the accomplishment of CPD but not in the idea of meaning that CPD gives to them.

4.2.1.3 Cross-case Comparison of SBCPD Meaning

The case studies in the three woredas suggest similar patterns of teachers' meaning of school-based continuous professional development. In the analysis below, I combined the interview and FGD results across the three cases, and discussed two important points that emerged from the data: Skill training, prerequisite for teacher licensing and career development.

Skill training: informants described SBCPD in terms the experience and practice sharing among group members. The group organization varies among the cases. In Gumay and Jimma town, the groups consists 4 to 5 teachers, while in Omonada the group consists 7 to 8 teachers. Unlike Omonada woreda, group organization in the other two cases, the school shift system includes classes from first cycle (1-4) and from second cycle (5-8) thus the CPD group is mixed of teachers from both cycles. It was described as good opportunity to share ideas and experience more over created options to diversity of practice.

Some participants in case two described only group discussion as source of skill training though arguing with each other for group definition. This might be due to they were on course one about session four to five action research and peer observation was the forth coming topics. In case one and case three however, all informants agree on group discussion, action research and peer observation were described as sources of skill training. Teachers in these cases were on course two and both were above session ten.

Means to Career Development and re-licensure: In all cases SBCPD was described as a means for career development and re-licensure. In few cases it also described as the reasons for undertaking the CPD courses. The visible difference was not on the definition but on the importance of attaching CPD with re-licensure and career development. In one case few informants strongly argued that attaching career development and re-license with CPD will end up in false performances and miming rather than showing the reality. The fear of these informants was teachers will be forced to do what they actually can't and don't do; consequently they will copy things from what has been tried for the sake of career development and licensure.

4.2.1.4 Critical Issue in SBCPD Meaning of Participants

As in the literature CPD is defined based on internal factors or external factors to school and teachers as an opportunity for teachers to update their professional and personal knowledge to effect students learning through life long learning style (Bolam in Blandford, 2000; Glatthorn, 1995).

According to the participants of this study SBCPD is defined in terms of problem solving skills and as a means of obtaining re-license and compete for career development. The former definition implies that participants define SBCPD in relation to their immediate context and school environment which gives much sense to their immediate problem of their practical world than theoretical definition.

However the second definition, CPD as a means to re-license and career development, not only defined in a narrow sense but also shows misunderstanding of the concept of CPD. It is narrowly defined because as stated in the review of literature CPD strategy has three distinct phases: induction, which is for newly deployed teachers, proper CPD for teachers who are already in the profession, and the individual CPD, which is life long learning through the life of one's profession. Therefore, the definition implies only proper CPD that is planned for two years (MoE, 2005).

The concept was misunderstood because it shows that CPD as a means to teacher re-license and career development that implies both career development and re-licensure perceived as ends by them selves, while the ultimate goal of CPD, the desired end, is students learning improvement. On top of that the concept of life long learning and with regard to the expected CPD impact on

students learning achievement through classroom practices were not mentioned and/or undermined.

4.2.2 Teachers' Perceptions Regarding the Relevance of SBCPD

Under this sub section, participants' perceptions of the relevance of SBCPD is analysed into three topics: promoting professional ethics, improving collaboration and develop problem solving skills.

Table 8 Relevance of SBCPD in the Eyes of Teachers

S.N.	Sub-themes	views	Informants (I)
1	Promoting professional ethics	Correcting misbehaviour at school	C ₁ I (1,3,6,7,9,11,12,14) & FGD
			C ₂ I (1,3,4,6,7,8,10,12,13) & FGD
			C ₃ I (2,5,7,8,9,11,12,)
2	Improving collaboration/collegiality	Working together	C ₁ I (All) & FGD
			C ₂ I (All) & FGD
			C ₃ I (All) & FGD
3	Develop problem solving skills	Action research skill	C ₁ I (1,2,4,8,10,13,) & FGD
			C ₂ I (2,3,5,8,9,) & FGD
			C ₃ I (1,2,3,6,7,9,12) & FGD

Table 8 shows three sub-themes emerged from relevance of SBCPD. It also reveals that informants' view vary on the relevance of SBCPD in promoting professional ethics and problem solving skills. But informants' unanimously agreed on the relevance of improving collaboration in the schools.

4.2.2.1 SBCPD Described as a Mechanism to Correct Misbehaviour in the School

Participants included in this study of all schools described relevance of CPD in terms of correcting misbehaviours that might be seen in the schools. For instance one of the participants of C₁FGD strongly argues CPD is more important to improve misbehaving teachers:

Our schools had a lot of problems in relation to ethics. There were few teachers who are not coming to school on time, some times come to school drinking and have no good relationship with students and colleagues too. These teachers were careless for their personality, their job; they don't plan due to mentioned reasons primarily. You know why, it was only director or unit leader who is responsible to talk to them, others including me just keep quite observing. After we openly discussed and planned to conduct action research every body became curious. We all watch on such behaviour, presently no one is seen as in the past, we can say there is remarkable change.

C₁FGD January 8, 2009 Morning

Another informant from case two, (I₈) expresses similar experience in their school. He describes his experience:

I had a friend who chews chat and drinks alcohol daily and as a result he does not come to school or comes too late regularly. I have tried to restrain him from such act since the time our friendship. Fortunately the issue of ethics was the topic for discussion, and I intentionally commented his behaviour and discussed with group members. There is an activity that asks to look for such behaviour at school and conduct action research. For fear of friends and the evaluation for license he, my friend, is now reduced chewing to weekends and planning to stop all. This is really big change I have seen on my friend and in my staff members. This helps above all the person, my friend, himself to improve his own life if he continues this way.

C₂I₈ January 15, 2008 Morning

In case three the issue of professional ethics was raised in more general terms however, there were participants who commented openly on teachers who misbehave on in depth interview. On

FGD it was also raised but in more general terms. One of the informants (I₆) reflects on the discipline problem that due to intervention there seems to be little improvement. She said

Each of us is active and perfect to detect students discipline problem, but no one is willing to reflect her /his weak behaviour like absenteeism, carelessness and mistreating students. We prefer to speak in general terms or in nut shell on CPD discussion too. However, there seems little progress on both sides and not because we began to observe each other and afraid of one another but also things become serious with regard to ethics. Had it been openly discussed I hope the issue would be better than this.

C₃I₆ February 24, 2009 Morning

As to these informants CPD was good opportunity to intervene problems related to ethics both from teachers and students side. The difference in this point among cases were the focus; in case one and case two the concern was on teachers ethics while in case three they were concerned more about students disciplinary problem and its intervention.

4.2.2.2 SBCPD Relevance in Terms of Strengthening Collegiality

Another point described by participants as the importance of SBCPD is the opportunity created among teachers to work together towards the school improvement and professional development. Teachers in the same CPD group closely work together and with other groups also with points that bring them together like school problems mentioned above. For instance one of the participants (I₁) explained confidently as:

CPD, above all, encourage, even forces us to think together and work together not only on group discussion and other CPD activities but also other school matters. I mean, for instance when we choose topic for action research we are trying to identify school problems, and then we were thinking of our school problems together... Such activities are usually in group and with other group members.

C₁I₁ January 1, 2008 Afternoon

O.C. In an informal discussion, on tea break, a group of teachers were talking about public meeting to be held the next day, in nearby kebele. The issue was about dropout especially that of girls. One of the discussants said "we are approaching first semester break, unless some thing is, dropout in the second semester will be worsen". They decided two of them to participate and discuss the problem of drop out, and finally they agree to inform the director to facilitate. I was surprised to hearing teachers concerned about things outside their schools and it was as evidence to the above information.

Another informant described that CPD created a sense of friendship among teachers. He described as:

We were friends before CPD, but now there is a sense of belongingness and helping one another among group members and we feel like close friends. Because some of the activities forced as to work together and we spend lots of time together in doing certain activities of CPD. I mean we are doing more things together than what we were doing together in the past.

C₂I₁₀ February 10, 2009 Afternoon

School-based CPD described in terms of improving collegiality that strengthen their friendship than ever because activities like action research that directly lead us to work with school

directors or other school management members. One of the participants (I₁₂) for instance reflected her view as:

This CPD made us frequently discuss with the directors and other staff members. For instance when we plan action research it is must to talk to the directors or unit leaders and students. I think it help us to understand each other. Currently we are working together though we are not sure and made us busy to find out how to perform some activities. A single task sometimes takes us a week or so while we debate on. You know, if you ask one tells you the way he/she perceived it, other will tells you different based on his/her understanding, such things confuse us and though it is important we are getting bored of doing things in illusion.

C₃I₁₂ February 26, 2009 Afternoon

All the participants of this study in all schools agreed about the relevance of SBCPD for strengthening collaboration among teachers and within the school.

4.2.2.3 SBCPD Described as Developing Problem Solving Skills

The third points mentioned as importance of SBCPD was immediate problem solving skills. Problem solving skill participants mentioned in one of the cases as improving problem solving skills was advising students and colleagues. One of the informants (I₁₂) described the issue as:

Some students have academic or social problems and need advise to continue schooling particularly girls in upper primary classes. Since we got certain hint and encouragement from CPD program we are looking and trying to help students in such problem. For instance last year we establish girls club in which volunteer teachers take part and help in counselling and at least encourage resisting the social or cultural problem they face.

C₁I₁₂ December 19, 2009 Morning

According to the discussion of FGD the opportunity created in the CPD especially action research is use full to identify the sources of the problems and plan to intervene in and outside

the school. However some of the participants argued that what they are doing now is their usual duty and don't agree that it is the result of SBCPD.

...we have started to identify the main problems of our school and ready to conduct action research and to intervene, the problem based on the findings of the research. For instance student related problems were identified like: coming late to school, leaving school with unknown reasons, and loss of interest in education. We hope at least to minimize some reasons of the problems.... Problem solving skills that we are trying to develop is multi type, for instance problems regarding ethics, problems regarding students' treatments, at least trying to identify the sources of the problems in our school and planning to intervene to our level was good. Even the problems we have in lack of certain procedures like problems in conducting action research are challenging... but we try just to do some thing,...for instance by now we identified two problems and started action research on one: students' lack of interest in education.

C₂FGD February 12, 2009 Afternoon

Informants from case₃ however, described problem solving skill that they are learning in SBCPD as having practical importance in daily activities of their profession. For instance informant (I₇) explained as:

A good thing in SBCPD is now we started to discuss problems related to school and students in or out side school. Then if the problem is related to school and the profession we start thinking in terms of action research if it is realistic we try to solve in group. For instance in our school we have students police who work with teachers on students discipline issues as a result of action research conducted last year. There is observable improvement in our school now.

C₃I₇ February 27, 2009 Morning

According to these informants and FGD above problem solving skills emphasized was that of action research skill they were trying and the immediate problems they were trying to eliminate.

4.2.2.4 Cross-Case Comparison of SBCPD Relevance

Participants across the three woredas describe the importance of school-based CPD in promoting professional ethics; strengthen collaboration, and improving problem solving skills. These were expressed in much similar ways.

Professional ethics: issues of professional ethics as one of the topics in module one described by participants in the same pattern. In Gumay and Omonada woredas, for instance, the issue of ethics: absenteeism, mistreating students, chewing chat and drinking alcohol, in the way it harm personality and profession, were practiced by few teachers. After these issues have been discussed openly on CPD program, and teachers plan to conduct action research on such behaviours, there is remarkable change on time management and other school matters are discussed openly on CPD program. Consequently, there are remarkable changes that might be due to the evaluation and its attachment to license and career development actually. Unlike these two woredas, in Jimma town however, it was expressed and discussed in a nutshell, but they share similar concern with the other woredas. Though they discuss in general terms and implicitly it is reported that there is of improvement

Strengthening collaboration: participants across the three cases expressed their views on the relevance of SBCPD in terms of strengthening team spirit in the school in almost similar ways. Most of the activities designed in the module and requirements like action research, discussion on the module itself forces them to work together it strengthen sharing ideas and listening to others and sometimes compromising own idea are important element of SBCPD was expressed in similar manner in all woredas. Informants of all woredas reported that were participation in

different committee and clubs previously too but by recommendation of director and by nomination but now teachers voluntarily involvement increased.

Problem solving skills: improvement in problem solving skills is described as one of the benefits of school based continuous professional development expressed in almost similar ways across the three cases. The problems were different depending on the contexts of schools, for instance problems in Gumay woreda was dropout and girls participation, in Omonada and in Jimma however students disciplinary problems. Participants of all woredas felt that teacher-students relationship improved as result of SBCPD due to counselling and remedial classes.

4.2.2.5 Critical Issues in Participants' Perception of Relevance of SBCPB

The documents prepared centrally by MoE (2004; 2005) recognize different educational issues as national priority, like professional ethics, continuous assessment and gender issues and the like. According to the data obtained from participants of this study SBCPD is relevant to the improvement of professional ethics, improving students discipline problem, strengthening collaboration at school and developing problem solving skills. It is possible to see their perception was inline with the set objectives of national CPD program that is encouraging and a good base for school improvement.

On the other hand this also asserts that the attention given to teachers classroom practice and transferring the skills learned from CPD into the classroom was again undermined. This implies that more attention is given to factors outside classroom practice.

4.2.3 Participants' Perceptions of SBCPD Management

This sub-section deals with participants' perceptions of SBCPD management. The management of CPD was analyzed on two levels: school level management and individual level management. Their description and views are organized and analyzed into two topics: top-down and difficult and doubtful; and presented in Table 9 below.

Table 9 SBCPD Management

S.N.	Sub-theme	views	Informants (I)
1	Top-down	Involvement in decision making	C ₁ I (All) & FGD
			C ₂ I (All) & FGD
			C ₃ I (All) & FGD
2	Doubtful and difficult	Lack of training and supervision	C ₁ I (All) & FGD
			C ₂ I (All) & FGD
			C ₃ I (1,5,6,8,10)

As it is evidenced in the Table 9 SBCPD management is perceived as top down and doubtful and difficult in all cases and all participants except the differences in case three on the view of lack of supervision and support.

4.2.3.1 SBCPD Management as Top-Down Management

By CPD management at school Level, I mean whether the CPD program is integrated in the annual or strategic plan of the school as to help facilitate integration of CPD in the school daily activities and managing CPD with understanding. Thus, it was perceived as top down due to different reasons informants raise. For instance one of the participants (I₅) expresses his views frowning:

Every thing with regard to CPD expected from, woreda, zone or region, I don't know exactly where it is. What I know well is, no one will answer your question about CPD in our school, what we can do is just dwell on the module, we can not do any change on any

thing about CPD, except when to meet and discuss with the group members. Even the minimum time of discussion is fixed; the directors, the facilitators can do nothing. May I ask you? What if we take time and complete the module by understanding it? What is the point for rushing? That forces us to copy materials from each other. Imagine, I don't know what the decision makers think of these questions and I hope they don't know the existing problem or reality in my school, here is the gap.

C₂I₅ January 12, 2009 Morning

Adding on this idea one of the participants (I₁₂) expresses her strong feeling as

Warri kitaabicha qophessan gadi nutti gatani taa'ani; akkatti hojjetaa jirru namni nu ilaalu hijiru akkuma nutti mul'atetti hejjetaa jirra. Meaning, those who prepare the book, the module, dropped it here and kept silent; no one will supervise and tell us how we are doing it.

C₁I₃ December 10, 2009 Afternoon

The aforementioned description of informants show how much attention and concern given to qualities of CPD activities by concerned educational authorities woreda or so and mean while it reveals the perception management as top down.

Lack of teachers' involvement in the program and lack of clear understanding about the purpose and lack of flexibility in the program was also mentioned. For instance one of the participants (I₉) expresses his feeling with regard to CPD management with indifference.

What we can do is, to choose appropriate date for group discussion in the week for at least two hours. Otherwise every thing is centrally made and given to the school with fixed time table. Whether we like it or not, whether you have different idea or not, you can not ask any body or no way to comment even. When ever you ask simple question the answer is clear, it is government's policy, period. The option we have is just taking us is dropped down.

C₃I₉ February 26, 2009 Morning

The above description shows that teachers' involvement in the decision making in the program is limited and participants perception of the flow of the program from central to the school.

4.2.3.2 Doubtful and Difficult

CPD management at individual level was perceived doubtful and difficult. Activities of SBCPD like action research, group discussion and portfolio described as being practiced in the state of less confidence and in challenges. The difficulties are related to the lack of clear guidance and lack of close supervision. For instance, part of the FGD excerpts on this issue shows the reality.

We don't have experience in doing some of the activities in CPD. Action research for instance none of us have hint about it but we got into it without orientation at the start it was very difficult. We all think differently and reaching consensus was very challenging. Though we are through action research in module one and started in module two, we were not sure the quality of the first action research; we are not sure how to go about it. We can not be satisfied with what we have produced. What we are sure about is the problem in our school is real we just try to intervene, this is all.

On other hand since we spend longer hours on trying, it consumes all day sometimes. For convenience, our discussion program is on Saturday. Monday to Friday we had all period occupied, 30 periods per week; the sixth day Saturday we spend on CPD action research, discussion or looking for dropouts you can imagine how much we are tight. On the top of this we are living with people we need to participate in social matters in the village. We don't have time to sit and plan leave alone CPD there are times we go to school without lesson plan. There is nothing to motivate us even or recognizes of our effort as something valuable in the society at least in this town we mean. You know the society undermine teaching and teachers, thus our effort collide with this misunderstanding; when evaluation (qorannoo), comes on any issues of education or school it is teachers who are blamed...

C₁FGD January 1, 2009 Afternoon

According to this discussion the doubts of teachers was within the schools, lack of experience and the need in supervision and support and workload and lack of motivation in this regard.

Producing portfolio document is also described as the sources of doubt and one of the main problems raised in C₂FGD. The informants reported that everyone follow his/her own ways. For instance informant (I₇) says:

I have a document that I produce sometimes in two copies, sometimes in three copies; this was due to lack of clear guide line how to do it. Most of our portfolios are similar because we some time copy from one another, it is very difficult to do things for the sake of doing without understanding.

C₂I₇ January 13, 2009 Morning

As to the above informants the doubt in the SBCPD is related to the problem in understanding the procedure and activities of CPD and the difficulty on the other hand was with regard to workload and the lack of supervision and training.

Doubt and difficulty from case three was described as insufficient and lack of confidence in the activities of CPD. Informant (I₁₀) for instance described as:

I am always in doubt on the activities and action research we try. You know if we can have some body to check our work no problem. Other wise some times I feel as doing things in illusions.

C₃I₁₀ February 25, 2009 Morning

4.2.3.3 Cross-Case Comparison of the View of SBCPD Management

School-based management of CPD is perceived as top down, doubtful and difficult task that makes SBCPD complex. These issues were described across the three woreda participants in varying degrees of concern.

Top-down: Participants' of all woredas felt that CPD is government led top-down imperative in some cases due to the lack of effective needs assessment and lack of flexibility in the program. In some other cases it was associated with the preference of training and subject specific training that will result in change in academic status.

Doubt and difficulty: for many informants of all participated schools, doubt in the program was associated with the quality of activities of CPD and how to manage in accordance with the daily activities. Unlike in Gumay and Omonada woredas in Jimma town, however, informants reported that they have better access to ask for information and to find support individually or in group.

4.2.3.3 Critical Issue in The Participants' View of SBCPD Management

Scholars argue that the intention of School-based management is to bring decision making close to the problem and improve teachers' involvement as to make the owner of the program (West, 1989; Carlson, 1996).

However, according to the informants of all cases teachers involvement to decision making in the program of in choosing options were restricted to only deciding when to meet for discussion and what to do for action research. As a result teachers and school it self is made dependent on support and the need in supervision and support for and the program was described as program of government that teachers are obliged to undertake. So it was less owned by teachers. On the other hand since the program was new for everybody in the school its management at school level and individual level appear to be difficult and doubtful.

4.2.4 Students' Learning Improvement

Under this section participants perception of the impact of SBCPD on students learning improvement was explored. The effect SBCPD might have according to informants of all cases been analyzed to improving students-teacher relation.

Table 10 Students learning improvement

Sub-themes	View	Participants(P)
Teacher-students relationship	smooth communication between teacher and students	C ₁ I (All) &FGD
		C ₂ I (All) &FGD
		C ₃ I (All) &FGD

As it is seen in table 10 students learning enhancement is described in only through improving student-teacher relationship that was similar in all cases.

4.2.4.1 SBCP Create Smooth Communication Between Teachers and Students

Teacher-students relationship was described improved as the result of activities in the CPD and discussion within the group. One of the participants (I₁₁) of this study describes importance of SBCPD with regard to improving students learning by reminding her past experience:

For instance I am teaching in grade 3 and used to be very strict to students to get them do their job effectively. I insult and sometimes beat them. After CPD was discussed in the group, I started thinking other ways of doing that, like advising showing affection, being close to them is better than my past experience. And I am seeing changes in students; they tell me their difficulties and problems frankly. This I think at least narrow down the distance between my students and me. The problem in this regard I believe minimized. This may help to improve students' achievement, otherwise I am teaching as I have been doing earlier.

C₁I₁₁ December 12, 2009 Afternoon

Another informant (I₁₄) described her experience in amusement form case two,

I usually do not see my mistakes regarding students discipline for instance previously I used to say “ደረደረኩ”, to student who I think lied to me, as immediate problem solving mechanism. But such derogative words only serve widening the teacher student’s distance and result in another problem I learned lately. I never used that word again since the discussion on CPD group.

C₂I₁₄ January 15, 2009 Morning

In addition to this there were informants describe students learning through counseling and improving school condition through action research. For instance on the informants says:

Due to the requirements in CPD documents and some activities we are offering counseling to students having problems. For academic problem we give tutorial classes and if it is cultural for girls for instance we give advice and help how to tackle the problem. So such activities will improve students learning result.

C₃I₆ February 27, 2009 Morning

On the other hand there were informants who do not agree that CPD have relevance to classroom practice and help students in this regard. These informants argue that CPD is sharing the time of classroom teaching. For instance (I₇) argued strongly that CPD can not improve quality of teaching.

‘Hantuuta ajjeesuuf akka manatti ibidda kaa’uuti’. hojii CPDiif jennee daree gallee barsiisuu dhiisaa jirra. Barsiisonni walga’ii CPDiif jecha torbanitti daree tokko lama dhiisaa jiru. Kun attamitti qulqullina barumsa jabeessa jetta? It is to mean, CPD is like burning a house to kill a rat. Many of us miss class teaching for CPD meeting or certain activities. How this can improve quality of education.

C₂I₄ January 16, 2009 Morning

As to this informants and few others the way CPD is being implemented is not effective and productive and not related to classroom practice. This might be due to the problem in transferring what is in CPD program to classroom due to lack of proper support.

4.2.4.2 Cross Case Analysis Of Students Learning Improvement

In all cases, students learning improvement as a result of SBCPD was described secondary to other outside classroom activities. Informants reported that much of their time is used for activities outside classrooms, for instance action research, group discussion and report writing. Transferring what is practiced in CPD in group discussion or experience sharing to the classroom is not practiced and neglected. On the other hand there were informants who argued that CPD shares the time of classroom teaching and make them busy and unplanned to the classroom.

As it is repeatedly stated in review of literature the ultimate goal of CPD is students' learning enhancement. The success or failure of CPD must be seen in terms of outcome in terms of students' learning improvement which depends on teacher's classroom practice directly. However the reality in the schools, as to all informants in all cases was different. More focus was given to activities outside classroom and subject specific skills are undermined.

4.2.5. Obstructions of SBCPD

Under this sub-section obstructions to school based continuous professional development described by participants in each case are presented. These were: support-related barriers and student-related barriers.

Table 11 Obstructions of SBCPD

S.N.	Sub-themes	Issues	Informants(I)
1	Support related barriers	Supervision and training	C ₁ I (All) & FGD
			C ₂ I (all) & FGD
			C ₃ I (3,5,11) & FGD
		Material and financial related obstruction	C ₁ I (All) & FGD
			C ₂ I (All) & FGD
			C ₃ I (All) & FGD
2	Students related barriers	Students social and behavioral	C ₁ I (All) & FGD
			C ₂ I (All) & FGD
			C ₃ I (1,5,9,11) & FGD

As it is seen in Table 8 SBCPD obstructions were common and shared among all informants of all cases except in case three students related barriers.

4.2.5.1 Lack of Supervision and Training

Implementation of SBCPD is full of problems that challenge and sometimes hinder the effective implementation of CPD at school. In this regard lack of supervision and support were the most roadblocks of the program described by most of informants. For instance part of the points discussed by participants in FGD was evidence for the problem:

The main problem of CPD in our school is, no one will say what we have done is good or bad. When ever you do something new for you can not be sure you need some help. How can one encouraged to do the next step or other thing with out knowing or checking his or her performance in the first activities. We heard that there is a supervisor at CRC but how can we go for every problem, in this semester for instance we don't meet at CRC. Had some body was trained in our school in detail how to help groups or individuals the problem in this regard would be solved.

C₁FGD January 2, 2009 Afternoon

On top of need in supervision and training support from CRC was also perceived insignificant. In addition to lack of close supervision difficulty with the program was explained in relation to understanding of concepts and completing the activity on time with regard to the workload the have specially first cycle teachers. One of the participants explains the difficulty of the program in relation to supervision:

When we have doubts and want to ask, no one tell us how to proceed, I think everybody in the schools are similar on this point; the director and the facilitators all have one response 'akkuma isinii galetti hojjedha' meaning, do the way you understand. For instance we were writing portfolio for the last two months in double copies one for our document the other for school, later on it tuned to be three copies but still I am not sure.

C₂I₁₁ January 22, 2009 Morning

Adding to this point one of the participants for instance (I₆) expressed her strong feeling:

We started CPD grouping ourselves expecting some one to orient us how to go about, but the director and facilitator told us to read the module and do as we understand. How can we improve things by guessing? Some one needs to see our work and say good or bad, if to improve our skills. We are trying our best but still we need help. You know, in our group one of us was assigned facilitator but without single day training, I don't understand the importance of assigning facilitator without training.

C₂I₆ January 22, 2009 Morning

A number of informants were seemed to be concerned about the quality of activities of CPD. They believe supervision and/or training would alleviate the problem in this regard. One of the informants (I₈) for instance described her concern about the quality of CPD at their school as:

No one seems to be responsible or concerned about CPD at school, the how of CPD implementation and, its quality. The director and the facilitator are only concerned about whether we meet weekly or not; whether we write portfolio or not. CPD seems to me all about attendance.

C₂I₈ January 15, 2009 Afternoon

The problem in supervision and training was described in terms of lack of training for facilitators and the in capability of the assigned facilitators to the group. Regarding supervision there were some help from Jimma Teachers College and seem better in this regard. For instance one of the informants explains as:

Among each group of CPD one was assigned facilitators, but no difference between us. He or he simply assigned but we did get any help. People sometimes coming from college help us but they seem busy and not as much as our need.

C₃I₁₁ February 25, 2009 Morning

The problems regarding supervision and training were described not only as hindrances of effectiveness but also the sources of doubt and difficulty in the performance of CPD. The support expected from CRC was also described as weak and insignificant.

4.2.5.2 Material and Financial Constraints

Participants described that CPD activities costs them some money on top of expense to the current high cost of life they. One of the participants (I₂) asks whether the training is free or has some payments.

We do not have enough copies of the module, we share one among the group, some activities are done individually then we are forced to photocopy the module and other related materials, it is the only material to read about CPD in the school. We photocopy carbon write group report to the document it needs to be three copies and we do not have paper or anything to work on. We buy paper, pen, photocopy formats and every necessary thing, moreover the time we spend looking for photocopy in the town is really disaster. Why we are made to pay, when the cost of living is too high these days? I think there must be moral obligation to cover at least cast of these expenses to encourage us and to show that government is concerned about CPD.

C₁I₂ December 14, 2008 Morning

Other material related issue reported by participants was the way the module is prepared.

The module is lengthy meaning each story takes longer time to read and do the activities designed. It is difficult to complete with in two hours of the week. For instance we commit the whole Saturday morning every week. On the other hand similar activities are repeated on a number of pages.

C₂I₁₃ January 14, 2009 Morning

Materials related barriers were described in terms of supplementary reading materials at school, and the lack of clerical service at school. One the participants (I₁) reported the problem as additional cost incurred on them.

The module is not attractive; it has got a lot of duplication of activities and some tasks are unnecessary long. On the top of that there is no provision in regard to CPD it costs us a lot; our time, money and our patient too.

C₃I₁ March 3, 2009 Morning

4.2.4.3 Student-Related Obstructions

Students' related barriers to SBPCPD was described in case two and case three mainly in terms of drop out and absentees. Students according to the informants stop schooling or are absent frequently due to the environments economic condition (coffee production). Some students leave school on coffee harvest. One of the informants (I₃) for instance said angrily as:

ቢሰራ፣ልጆቹ አያሰሩም እንጂ ሰፒዲስ ለዉጥ ሊያመጣ የሚችል ዘዴ ነበር።

C₁I₇ December 12, 2008 Morning

Another informant (I₁₃) added with mixed feeling:

When they (students) stop class we start searching them we go to their home and try to convince them to come back to school. When they come back we go back to the previous lesson or prepare make up classes, imagine how much it is difficult. Other students' related barriers like latecomer and other discipline problems were minor and are under our control.

C₁I₁₃ December 3, 2008 Morning

In case two students related obstruction is described in similar terms of case one, dropout. For instance informant (I₁₁) describes the issue as:

Many students leave school with unknown reasons, for instance in this semester about 100 students remain at home. Then we all were going in the village arguing with parents, this is really difficult. The main reason might be the peoples perception to education usually related to economic problems.

C₂I₁₁ January 22, 2008 Morning

O.C. I had an opportunity to view the portfolio documents of teachers in one of the schools in case three. Out of 8 action research topics seven topics were about students' discipline, and the remaining one was about gender issue. Teachers who were interviewed in this school and other school were concerned more about students' disciplinary problems rather than other instructional issues the note on one of the schools, I found figure 4 below to reveal more about the issue.



Figure 4 An indication of disciplinary issue

For instance part of the FGD excerpt reads as:

Students' behaviour was serious problem, expressed in terms late comers, leaving classroom with the presence or absence of teachers and quarrel and others. As the result of action research the problem was intervened by establishing students' discipline committee to work with teachers and as a result there is a progress in the area.

C₃FGD March 20, 2009 Morning

O.C.: December 10, 2008 8:30 am

On my first arrival in Gumay woreda education office I found only one person (vice head of woreda education office, very polite and helping person) assigned to serve around the office. Others, he told me, were all assigned to all kebeles to discuss with people about dropout.

December 11, 2008 9:00 am

On my arrival at Efo Yachi Primary school, three teachers including the director of the school were to go out to the surrounding having lists of students who stopped schooling, I learned latter

on. I introduced myself and my intention to be at school. After he told me their plan for that morning I decided to go with them just to observe the situation. I followed them to near by village having three students' name one grade three, the other grade one and the third grade seven living in that particular village. While the director was talking with the father, why his son dropped schooling, the boy arrived from nearby town riding his bicycle and as soon as he realized his teachers, immediately dropped off his bicycle and rushed to back yard into coffee forest.

We went to another village; there we met two officers from Education office of Toba with the same purpose waiting under shed for time of public meeting. After few talk with these officers the director led us to another house and a mother of a son who quitted school for a week. After few arguments we went back to school. Surprisingly the answers of both parents were similar "they are out of our control; we can't force them to go to school...."

The efforts made by woreda education office was encouraging, I thought, had it been with collaboration with teachers, teachers continue teaching children at school or doing things at school and the local are administration will do the remaining like convincing people; that will reduce external factors impede teachers effort to quality teaching and learning.

Student-related barriers are described in some cases as disciplinary problems and informants reported that much of their time is pent in controlling such problems rather than fully engaging in CPD activities.

4.2.4.4 Cross-case Comparison of Obstructions of SBCPD

Lack of supervision and training, lack of material and financial support, and student related obstructions were the main obstacles to SBCPD that were described in all woredas though differently.

Lack of supervision: teachers and principals in two woredas, Gumay and Omonada woreda, believed the main hindrances for effective CPD at their school. They believe effectiveness of their efforts with regard to CPD highly depend on the support close supervision in the process of CPD activities like action research and report of activities of CPD at school. The participants underscored that with out close supervision and support they didn't have confidence in what they were doing.

Training of facilitators: Teachers and principals in all participating woredas believed that training facilitators will fill the gap between what is expected of teachers with regard to CPD and their understanding of CPD. Though there is difference between Jimma an others, because certain help provided by Jimma teachers College, all considered training of facilitators as crucial important for the sustainability of the effort seen while the program is undertaken. Without training facilitators who can assist the program at school level it is difficult to expect SBCPD will bring the desired effect. Most importantly teachers questioned the quality of their activities that they think supervision and training would improve it.

Material and financial support: participants of all woredas described unanimously the importance of material and financial support to school to run effective CPD. Supplementary reading materials, stationery and clerical supports were the main impediments to effective CPD

at school. Lack of these crucial materials not only harm the quality of SBCPD but has economical and motivational repercussion.

Students' related barriers: participating teachers and principals of selected school in Gumay and Omonada woreda felt that students' related obstruction: absenteeism and dropout one of the barrier to effective CPD. The time spent for getting these students back to school and arranging make up classes to these students is additional burden on teachers. Share the time they would use for things that will enhance quality teaching in the school.

4.2.4.5 Critical issues in support related obstructions

As in literature review one of the professional development principles is that the program should be provided with sufficient time, support, and resource to enable teachers to master new contents and pedagogical skills and to integrate skills in to practice (AFT, 2005). And the success of CPD depends on mutual responsibility and broadening it beyond short courses (TDA, 2006). However, the reality on the ground was different and seems contrary to what literature says. Due to absence of support and supervision the quality of activities in CPD was questionable. Moreover, in all cases negative feelings were related to the problems related to support particularly training of facilitators.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The current Education and Training Policy (1994) and subsequent policy documents underline the need quality improvement through improving teachers' professionalism. To this end all teachers, in primary and secondary schools are provided with the modular approach to School based continuous professional development (SBCPD) since 2000 E.C. As the result of CPD teachers at all tiers of education, are expected to be able to solve day-to-day instructional problems.

The main purpose of this study was to explore teachers' perception and practice of SBCPD. The basic research questions were:

1. How do teachers generally define SBCPD?
2. How do teachers perceive SBCPD in terms of: relevance, management and resulting in enhancing students learning?
3. What are the major obstructions of SBCPD?

To address these questions qualitative multiple case study method was employed. Interviews, FGD, observation and document analysis were used to collect data mainly from teachers in which 13 to 14 teachers were participated from each of the selected three woredas that adds up to 41. For general understanding of SBCPD program in the woreda and at school, six directors and three woreda education officials were interviewed.

The data secured through the above tools were analyzed qualitatively and resulted in the following main findings.

Teachers Meaning: All teachers in selected schools were undertaking proper CPD though there were difficulties. All informants seem to define SBCPD within the existing reality and practice in their school and woreda. Their definition basically rests on two themes. A means to:

- Improve school related problem solving skills; and
- Get teaching license and fit for career development.

Importantly, the concept of life long learning and the intention to influence teachers classroom practice as a means to enhance students' learning was not included in the teachers' definition of SBCPD.

Relevance: In all cases participants felt that SBCPD is useful in promoting professional ethics, improving problem solving skills and strengthening collegiality and to improve teacher-student relationship.

Management: School-based CPD management at school level in all cases was said to be top-down. At individual level, it is perceived as difficult and doubtful. This was on one hand due to lack of teachers' involvement and lack of flexibility in the program. On the other hand lack of time for fully engaging in CPD and urgency to complete the courses within specified time on other hand, due to the lack of clear guideline and close supervision were reported to make CPD difficult.

Enhancing students learning: Informants felt that it might enhance students learning through improving teacher-students relationship and improving professional ethics. In some instances there were respondents arguing that the emphasis on SBCPD activities like action research, report writing and CPD group discussion are harming classroom teaching time and teachers' attention.

Barriers: Major obstructions to SBCPD in two cases were lack of training, lack of supervision, lack of material and financial support and clerical services at school. Workload, shortage of time and students related problems were also believed to be barriers to SBCPD. In case three however, there was better supervision and training provision though not enough; other barriers were similar.

5.2 Conclusions and Implications

This study was intended to understand participants' perceptions and practices of school-based continuous professional development. The findings have revealed that the general perception of SBCPD is the same across the cases. The main findings of the study were teachers' meaning; teachers' perception in terms of relevance, management, students' learning enhancement, and obstruction to SBCPD. Based on the above major themes the following concluding points are made.

As per the literature there seem misunderstanding of the concepts and scope of SBCPD. Participants define SBCPD in terms of skill training among colleagues and as a means of career development and teacher re-license. *While literature and policy underlined the issues of students' learning improvement through teachers' life long professional learning and creating professional learning community at school.*

Throughout the study, it was possible to identify a number of external and internal barriers to SBCPD that directly or indirectly influence teachers' perceptions about SBCPD and their practices. External factors are those outside schools that have direct influence on teacher perceptions while internal factors are those inside to school including teachers' readiness.

Figure 4 Summary of obstructions, from interview and FGD data

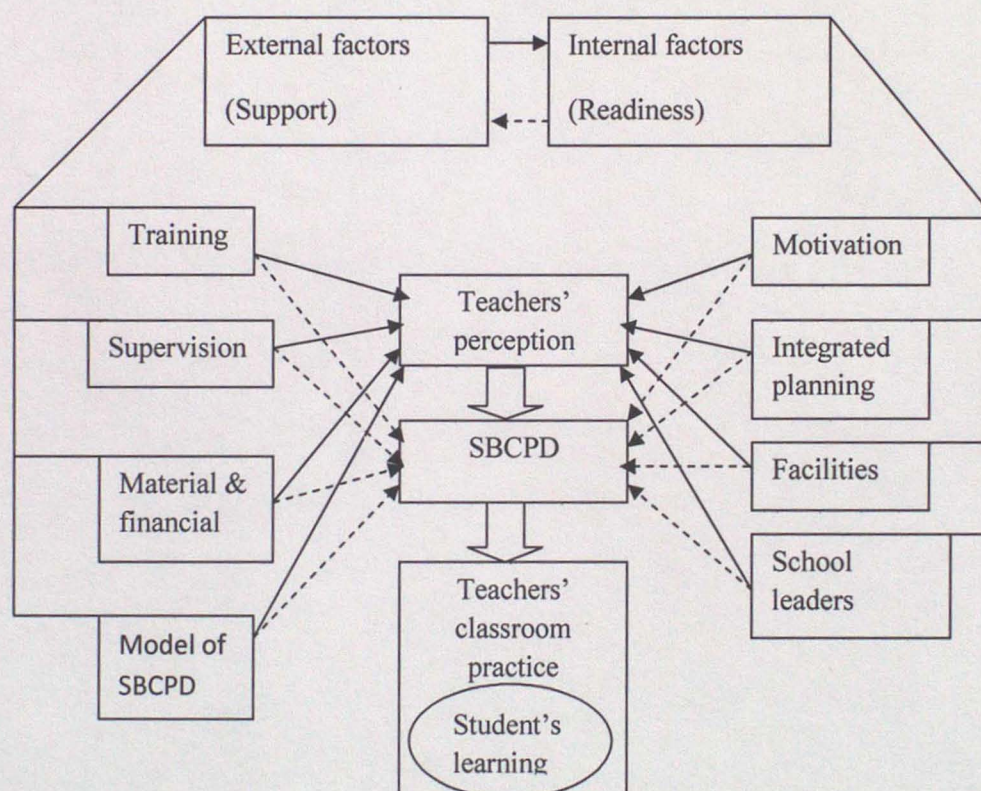


Figure 5 summarizes the salient factors that internally and externally militates teachers' perceptions and practices with regard to SBCPD. In the above figure, the unbroken arrows represent the direct influences while the broken arrows represent indirect influence on teacher's perception positively or otherwise. The double arrows are to show strong link between teacher's perception and SBCPD; and the expected impact of SBCPD on teacher's classroom practices

that will result in student's learning improvement. Therefore, to improve student's learning which is at the heart of classroom practice, external and internal factors need to be altered in some way.

SBCPD activities are less relevant to influence teachers' classroom practice due to the lack of subject specificity skills training. That is, they indirectly influence the ultimate objectives of SBCPD. They however may enhance students' learning through improving teachers' professional ethics. This implies arguably indirect influence to the ultimate objectives of SBCPD.

CPD management is a top-down and consequently is less owned by teachers. At an individual level it is found to be doubtful and difficult.

With regard to relevance SBCPD practice in schools, however strengthen collegiality and collaboration, can enhance problem solving skills through action research and improve teacher-student relationship.

5.3 Recommendations

Throughout this study, participants at all schools at all levels and at all career stages expressed their general desire to take part in school based professional development activities. The findings of this study is therefore, believed to have important implication for practice that policy makers and educational planners may find useful in their effort to improve teaching quality as way of improving education quality.

1. The Need in Clarifying Concept and Purpose of SBCPD

Efforts to improve students learning achievement through teachers' Continuous Professional Development is becoming necessary and become part of the reform process. However, this can be effective, if teachers fully understand the concept of the SBCPD and make their own efforts with regard to classroom practice and student learning. As it is expressed in the interview and FGD in some cases there was misunderstanding of the general concept of SBCPD, its scope and nature. As stated in the literature, it is what teachers believe and what they do at classroom level that has direct influence on students learning improvement. This can be improved through:

- Disseminating the concept, experiences and good practices related to classroom practice to schools through pieces of writings.
- Creating forum of primary school teachers experience sharing in media.

2. The Need to Assist SBCPD

Teacher's performance is one of the major factors determining school effectiveness. To alter the current teachers' classroom performance with SBCPD, proper support needs to be offered. Support is necessary during the early stage of school-based continuous professional development; that may pave way to the long term plan. Schools and teachers as main actors in this regard need be supported of various kinds. The main ones are supervision, training, material and financial provision.

As it is evidenced from interview and FGD lack of supervision and facilitators training highly affect the quality and resulted in doubt and difficulty in accomplishing SBCPD activities.

Supervision can be provided by strengthening cluster centers (CRC) s with material and training. Training supervisors and facilitators from schools will alleviate the problem in this regard.

Integrated planning help not only improve budget problem but also improve planning of SBCPD at institutional and personal level. It enforces the real integration SBCPD with schools and teachers' daily activities, teaching and learning.

3. The Need to Maintain Proper Motivations

By proper motivation, I mean the one that balance between extrinsic motivations (emerging from outside the person) and intrinsic motivation (emerging from within). Teachers have to be motivated to engage fully in continuing professional and personal development in the school. As it is evidenced in interview and FGD the overriding motivation for undertaking SBCPD is career development and relicense. The process of rewarding should help to distinguish between those who perform the role well, and those who perform the role with excellence.

On the bases of skills and improved performances brought into the classroom that will, obviously is, resulted in students learning improvement-uphold the morale. I believe and hope the motivation inline with classroom performance on the top of in school performance will result in improved teaching and learning.

4. The Need to Strengthen School and Community Collaboration

Basic and fundamental education is obviously takes place primarily at home, in the community and in the society at large. One of the main responsibilities of school is shaping this fundamental education as to improve children's life. From experience I learnt that, unless what children learn

from family and community complies or go side by side at least the child can not learn easily. The choice become complex and will end up in confusion and the child will hate one, usually the latter one as a result dropout.

This point is what most participants from case two and case three felt and reported. Therefore, the community participation in school matter need to be strengthened and should exceed the formal communication. Formal and informal discussions about education and the role of school has to be encouraged regularly, the local area authorities and kebele administrative need to work closely with teachers and need to share responsibility in this regard. This may help teachers to fully concentrate on within school activities related to quality teaching and learning.

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APPENDIX A
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
INSTITUTE OF EDUCATIONAL RESEARCH

Teachers' Perception and Practice of School-based Continuous professional Development in some selected Primary schools of Jimma zone.

Interview Guide

Date _____

Time of interview started _____

Time interview end _____

Experience _____

My name is Ewnetu Hailu. The purpose of this FGD is to explore perception and practice of school-based continuous professional development. This research is conducted in partial fulfillment of MA degree of educational research and development offered in Institute of Educational Research, Addis Ababa University. I am interested in understanding your perception and practices of SBCPD. Thus, your reliable response is vitally important and highly appreciated for it is the concrete base of the result of this study.

Participant's agreement

I understand that by participating in this study, I am giving my informed consent as participation in this study. I understand the benefits that might be realized from the successful completion of this study. I am aware that the being sought in specific manner so that no identifiers are needed and so that confidentiality is guaranteed. I realized that I have a right to refuse to participate and that my right to withdraw form participating at any time during the study will be respected with no prejudice.

Note: Questions or concerns about participation in the research or subsequent complains should be addressed first to the researcher.

Interview guide

1. How do you generally define continuous professional development in your school?
2. How do you describe CPD in your school in terms of?
 - Relevance;
 - Management; and
 - Resulting in enhancing students learning.
3. How do you relate CPD with your day-to-day activities?
4. What are the major obstructions of CPD in your school?
5. If you are given the opportunity to lead CPD, What do you do?

APPENDIX B**ADDIS ABABA UNIVERSITY****SCHOOL OF GRADUATE STUDIES****INSTITUTE OF EDUCATIONAL RESEARCH**

Teachers' Perception and Practice of School-based Continuous professional Development in some selected Primary schools of Jimma zone.

Guide for Focussed Group Discussion

Date _____

Time of FGD started _____

Time FGD end _____

Number of Participants _____

Experience _____

My name is Ewnetu Hailu. The purpose of this FGD is to explore perception and practice of school-based continuous professional development. This research is conducted in partial fulfillment of MA degree of EDUCATIONAL RESEARCH AND DEVELOPMENT offered in Institute of Educational Research, Addis Ababa University. I am interested in understanding your perception and practices of SBCPD. Thus, your reliable response is vitally important and highly appreciated for it is the concrete base of the result of this study.

Participant's agreement

I understand that by participating in this study, I am giving my informed consent as participation in this study. I understand the benefits that might be realized from the successful completion of this study. I am aware that the being sought in specific manner so that no identifiers are needed and so that confidentiality is guaranteed. I realized that I have a right to refuse to participate and that my right to withdraw from participating at any time during the study will be respected with no prejudice.

Note: Questions or concerns about participation in the research or subsequent complains should be addressed first to the researcher.

Focussed Group Discussion (FGD)

1. How do you generally define continuous professional development in your school?
2. How do you describe CPD in your school in terms of ?
 - Relevance;
 - Management; and
 - Resulting in enhancing students learning.
3. How do you relate CPD with your day-to-day activities?
4. What are the major obstructions of CPD in your school?
5. If you are given the opportunity to lead CPD, What do you do?

APPENDIX C **PARTICIPANTS DETAIL PROFILE**

Informant (I)	Gumay woreda				Omo Nada woreda				Jimma town			
	sex	level of edu.	Service year	cycle	sex	level of edu	Service year	cycle	sex	Level of edu	Service year	cycle
I ₁	M	TTI	8	1	M	TTI	14	1	F	TTI	17	1
I ₂	M	DIP	6	2	F	DIP	6	2	F	TTI	20	1
I ₃	F	TTI	23	1	M	DIP	4	2	M	DIP	17	2
I ₄	F	DIP	4	2	F	TTI	12	1	M	TTI	25	1
I ₅	M	TTI	12	1	M	TTI	17	1	M	TTI	16	1
I ₆	M	TTI	9	1	M	DIP	8	2	F	DIP	14	2
I ₇	M	TTI	10	1	F	TTI	18	1	F	TTI	13	1
I ₈	F	TTI	11	1	M	DIP	17	2	F	TTI	12	1
I ₉	F	DIP	6	2	M	DIP	15	2	M	DIP	10	2
I ₁₀	M	TTI	5	1	F	TTI	16	1	F	TTI	16	1
I ₁₁	F	TTI	14	1	F	TTI	19	1	F	TTI	18	1
I ₁₂	M	DIP	7	2	M	TTI	11	1	F	TTI	19	1
I ₁₃	F	TTI	18	1	M	DIP	10	2	M	TTI	19	1
I ₁₄	M	TTI	7	1	F	TTI	13	1	X	X	X	X

APPENDIX D



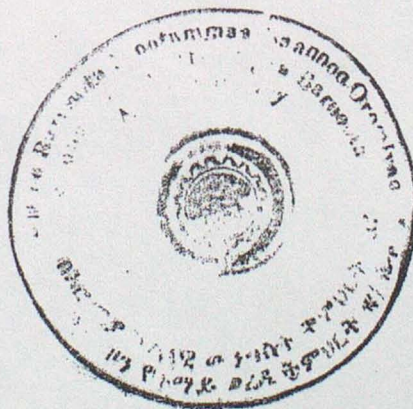
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Lakk w BA / 1397 / 02 / 01
 Guyyaa 1 / 4 / 2001

Mana Barumsa Eefu yaach tiif.

Dhimmi isaa:— Atooma hojii gaafachuu ta'a.

Miiltee Yuniivarsiitii Jimmaa kan ta'an Obbo
 Iwunatuu Haayiluu hojii barnoota irratti qorannoo fi
 qo'annoo adda addaa gaggeessaa jiruu hojii iisaan
 jalqaba kanaaf manni barumsaa keessan waan filatameef
 gama kanaan atoomni barbaachisa ta'e karaa
 keessaniin akka godhamuuf ni gaafanna.



Nagaa Wajjin!

Ittaanaa Aagaa Makkoo
 Ab/Ade/Hojii Mi/Baris/Isotaa
 የመ/ሪ.ን የት/ት ልማት ሂደት ባለቤት



Qajeelcha barnoota Godina Jimmaa
Waaajjira barnoota Aanaa
Oomoo Naaddaa
ወጽዖ ትምህርት ጥያቄ
የአዲስ አበባ ትምህርት ጽ/ቤት

Lakk

Guyyaa

Mana barumsa Naaddaa 1 - 4f

Naaddaa

Dhimmi isaa:- Atooma Hojii akka gotaniiff gaafachuu ta'a.

Akkuma arman Olitti Eeramuu yaalametti Miltee Uinivarsiitii **Jimmaa** kan ta'an **Obbo Hunatuu Hayilu** hojii barnootaa irratti qorannoo fi qo'annoo adda addaa gageessaa jiranu hojii isaan jalqaban kanaaf M/Barumsa keessan waan filataniif gama kanan atoomni barbachiiisaa ta'e karaa keessaniin akka godhamuuf ni gaafanna.

