



ADDIS ABABA UNIVERSITY  
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PRACTICES AND CHALLENGES OF TEACHERS' CONTINUOUS  
PROFESSIONAL DEVELOPMENT IN SECONDARY SCHOOLS OF SEBETA  
SUB CITY IN SHAGER CITY, OROMIA REGIONAL STATE, ETHIOPIA

BY:  
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DEVELOPMENT IN SECONDARY SCHOOLS OF SEBETA SUB CITY IN SHAGER  
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BY

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Management

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## Declaration

I sheleme Belachew, hereby declare and affirm that the thesis research entitled “Practices and Challenges of Teachers’ Continuous Professional Development in Secondary Schools of Sebeta sub city in shager city,Oromia Regional State”, Ethiopia is my own work conducted under the supervision of advisor. I further declare that this thesis has not been submitted to any other institution anywhere for the award of any academic degree, diploma or certificate.

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Letter of Approval

I hereby certify that we have read and evaluated this Thesis entitled “Practices and Challenges of Teachers’ CPD in Secondary Schools of Sabeta sub city prepared under our guidance by Sheleme Belachew. I recommend that it be submitted as fulfilling thesis requirement

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Approval by Board of Examiners

As a member of the Board of Examiners of this MA Thesis Open Defense Examination, We certify that we have read and evaluated the Thesis prepared by Sheleme Belachew and examined the candidate. We recommend that the thesis be accepted as fulfilling the Thesis requirements for the degree of Master of Art in school leadership.

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## Acronyms and Abbreviations

CPD -Continuous Professional Development

ETP -Education and Training Policy

GEQIP - General Education Quality Improvement Program

MOE -Ministry of Education

REB- Regional Education Bureau

SPSS- Statistical Package for Social Sciences

TDP - Teacher Development Program

NQT-New Qualification Teacher

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## *Abstract*

*The purpose of this study was to investigate the practices and challenges of Teachers Continuous Professional Development in secondary schools of sabeta sub city. To be successful in the study three basic questions were raised. The study employed a Descriptive survey Research Design using both quantitative and qualitative research methods. The sampling techniques employed were purposive, availability and stratified random. The sample size was 68 teachers, 30 CPD committee, 6 principals, 2 supervisors, 2 city focal CPD person and 1 sub city expert of study populations. The data gathering tools were questionnaire, interview and document analysis. The participants of interview were principals, supervisor, city focal CPD person and sub city experts. Questionnaire was administered to teachers and CPD committee where filled and returned. Then, the information gathered through closed-ended questionnaire was analyzed using percentage, mean score and an independent sample t-test to see if there is statistically significant mean difference between the opinions of respondents in rating the items. SPSS version 25 was employed to analyze quantitative data while the qualitative data obtained from open ended questions, interviews and document analyses were analyzed using narration and description to supplement the quantitative data. The findings of the study indicated that the extent of teachers practices of professional development activities including teachers' visits to other schools to share experiences, mentoring, conducting action research, and identify personal CPD needs in line with school's annual CPD plan. As the result of the study indicated there were major challenges of the implementation of CPD included that lack of motivation, lack of coordination between concerned bodies and lack of monitoring and evaluation. To overcome the challenges encountered, recommendations have been forwarded. These include: giving adequate awareness and training in advance with the overall practices of CPD, motivating teachers to willingly take more responsibilities in the implementation process, employing trained facilitators and supervisors, and allocation of sufficient resources to effectively achieve the intended goal. Teachers also believed that their CPD activities have improved opportunities for interaction with different program participants and other professionals and improved relationships among teachers and students. An important element of current educational thinking about how to facilitate student learning is the application of student centered active learning and continuous assessment methods. In this regard, CPD activities helped teachers to develop awareness on active learning and continuous assessment methods. However, there are limitations in the practical application of CPD outputs. It was found out that student centered methods were more practiced than continuous assessment techniques in the teaching and learning processes at schools.*

## CHAPTER ONE

### 1. INTRODUCTION

#### 1.1. Background of the Study

Education is a corner stone for economic, social, political, and cultural development of any country. Education is unique investment in the present and the future. Through education, individuals gain knowledge, develop skills and attitudes, which enable them to meet certain needs of their society. Alternatively, continuous professional development (CPD) at school level has been conceived a better model for helping teachers expand their knowledge and expertise in many countries. As education is the key instrument to resolve economic, political, social and cultural problems of a society, there is always a direct interdependence between sustainable development and education (AREB, 2009).

In this respect, Ethiopia has placed education at the center of strategies for development and democratization, with strong policies promoting quality and equity of education. Quality education by itself largely depends on the magnitude of school based teacher's continuous professional development in improving learners' achievement. The concept of quality education is broad and complex. Education quality apparently may refer to inputs (numbers of teachers, amount of teacher training, number of textbooks), process (amount of direct instructional time, extent of active learning), outputs (test scores, graduation rate), and outcomes (performance in subsequent employment). Furthermore, teacher's professional development is a key driver of excellence in any school to contribute to not only teacher and school improvement but also the overall improvement of education system (USAID, 2006).

In support of this, the current Education and Training Policy of Ethiopia (ETP) has also set high standards for teachers and described a new approach to education, formulated by the Transitional Government of Ethiopia. At the heart of this new approach is the emphasis given to upgrading and updating teachers through pre-service and in-service trainings so as to promote active learning, problem solving and student centered teaching and learning.

According to the Ministry of Education (MOE, 2004), priority has been given to the need and the right of all teachers to high quality and relevant CPD opportunities throughout their careers. Teachers are encouraged to embrace the concept of lifelong learning for their own benefit, for the benefit of the peoples they teach, the communities in which they live and the country at large. Moreover, the Ministry of Education (MOE, 2005) underlines that quality teacher is essential for quality education since it is in the classroom that learning takes

place. Without competent teacher, no curriculum can be implemented effectively and quality education will not be attained. Consequently, it will be further state the teacher competency is significant for that competent teacher will be the crucial element for quality education and teacher professional development including CPD is the ground for quality teacher (MoE, 2006). Regarding the above important points about CPD, the researcher agrees that CPD Activities have positive outcomes in the teaching learning process, because it helped in updating the knowledge and skills of teachers and also develops the competences among the staff members. For this reason the researcher select the title to investigate the Practice and Challenges of Teachers Continuous Professional Development in secondary schools of sabeta sub city and to recommend more appropriate methods and come up with possible solution under the study.

## 1.2. Statement of the Problem

It is obvious that change is inevitable and unavoidable. Teaching is also a dynamic profession with ever changing and emerging knowledge. In order to cope up with the ever changing environment, the need for progressively improving and updating teachers' professional skill and knowledge in response to rising technology is unquestionable. Moreover, every education policy places teachers' quality at the very nucleus of learning and as a key determinant of variation in a student achievement. Quality teacher development, however, does not occur by accident. It requires systematic and continuous implementation of teachers' professional enhancement (Fraser, 2005).

As national findings so far witnessed, in order to evaluate and improve the implementation of CPD: clear, transparent, and self-controlling CPD structure was poorly practiced by responsible stakeholders at various levels. The absence of clearly defined objectives, shared vision and common understanding among partners on CPD created room for ambiguity or uncertainty for practices. Collaboration in monitoring CPD and evaluation system was also among the identified problem. Lack of adequate awareness among teachers and absence of link between the CPD and teachers' career structure are also identified (MOE, 2009). The General Education Quality Improvement Program (GEQIP) document of the Ministry of Education also shows that the ongoing teachers' professional development program is still suffering from legacies of preceding structures such as absence of the need assessment of teachers' trainings, lack of standardized training programs and the prevalence of uncoordinated CPD practices (MOE, 2008).According to assessment made by MoE(2009a), cited in Desalegn the

implementation challenges of CPD was listed as high turnover of CPD facilitators, time constraints, poor incentive mechanisms, lack of resources to run CPD, and lack of systematic coordination were some of the weaknesses identified in the implementation of CPD activities in schools. The framework document of MoE (2009b) indicated that there are some problems with CPD practice in schools, such as time constraint, lack of shared vision, lack of common understanding of partners on CPD, lack of collaboration in monitoring and evaluation system, turnover of CPD facilitators, and lack of qualified leadership were identified problems in the CPD implementation process by secondary school teachers.

It was observed that there were problems of the practices of teachers' continuous professional development in education. As indicated a study by Alemayehu (2011) conducted in Bale Zone also revealed that teachers' CPD did not consider the guidelines set by MoE. This study was some gaps and different from researcher study in three different ways: Firstly, focused only on the guideline but not on practices of teachers' continuous professional development. Secondly, the methodology that emphasized was quantitative, whereas this study was both quantitative and qualitative method in order to triangulate the data collected through questionnaire with interview and document analysis. Thirdly, the participants he excluded were; City Expert and school CPD committee, whereas this study included them. In light of the above pressing and sensitive issues, the researcher initiated to fill the gap and conduct in depth exploration of the Practices and challenges of teachers continuous professional development in secondary schools of Sabeta sub cities, shager city. Because, from the researcher point of view findings on the Practices and Challenges of Teachers Continuous Professional Development would help to draw important recommendations that would help to guide majors to be taken for future program improvements in secondary schools.

Generally, there were researches with gaps that need to be filled in this study area. Firstly, there was no comprehensive study that was under taken about an issue of practice and challenges of teachers' continuous professional development in secondary school of Sabeta Town. Secondly, the present knowledge of the researcher was concerned; no any systematic study was reported on the practices and challenges of teachers' continuous professional development in any of the secondary schools in Sabeta sub cities.

. Thirdly there are no adequate studies conducted in this study area about the practice and challenges of teachers' continuous professional development in improving teaching and learning due to the Shager City was established very recently.

So to fill the gap of the previous researcher my study focused on the practices and challenges of teachers' continuous professional development and to propose solutions and to make further investigation of the implementation challenges CPD in secondary schools of Sabeta city. In secondary schools of Sabeta city there are problems in schools over the teachers' continuous professional development are lack of understanding, attitude of teachers to words CPD, lack of interest, lack of training, concerning CPD as additional work, a culture of copying of CPD portfolio, CPD annual plan, lack of support from concerning bodies, lack of monitoring and evaluation, absence of motives (promotion issue, career structure issue, licensing issue, and certification issue), giving low value to CPD and lack of resources. However, several problems remain unsolved with regard to the practice and challenges of teachers' continuous professional development. Therefore, this study focuses on investigating current existing practices and challenges of teachers' continuous professional development in secondary schools of Sabeta sub city. In the process of the study the researcher was raised the following basic research questions:

1. What are the practices of teachers' continuous professional development in secondary schools of Sabeta sub city?
2. What are the challenges in the implementation of CPD in secondary schools of Sabeta sub city.
3. What achievement has been gained as a result of CPD in sabeta sub city secondary schools?

#### 1.3. Objectives of the study

The study will be conduct with the following general and specific objectives.

##### 1.3.1. General objective of the study

To investigate the Practice and Challenges of Teachers' Continuous Professional Development in secondary schools of Sabeta sub city.

##### 1.3.2. Specific objectives

The specific objectives of this study are:-

1. To examine the practice of teachers continuous professional development in secondary schools of Sabeta sub city.
2. To identify the challenges in the implementation of CPD in secondary schools of Sabeta sub city.
3. To analyze the achievement of CPD in sabeta sub cities secondary schools

#### 1.4. Significance of the study

The study would be expected to have the following benefits:

1. It may help to encourage the teachers, school CPD committee, principals, supervisors to take actions against problems faces.
2. The findings of the study will be provide feedback for educators, funding agencies, and policy makers.
3. The study could help to identify opportunities, possible gaps and challenges for future program implementation and policy analysis and the study could be used as an input for further research in the areas.
4. The research results will be support to fill the knowledge gap about the approach, build consensus and raise awareness of stakeholders for better implementation and results.
5. It may kindle other researchers' interest to conduct further study on the topic.

#### 1.5. Scope of the study

In order to make the study more manageable, it was delimited geographically and conceptually. Geographically, the study would be delimited to government secondary schools in sabeta sub city. However, due to time and resource constraints the researcher was limited to cover some of the activities of CPD such as teachers' engagement in continuous professional development activities. Conceptually, the study was delimited to the practice and challenges of teachers' CPD specifically in the area of defining CPD the monitoring and evaluation situations; promoting school learning climate and promotes teachers professional growth and challenges of CPD implementation would be examined. Thus, the study was not concerned to investigate over the whole concepts of CPD implementation. Moreover, the time of the study covers current practices and challenges of teachers' continuous professional development at sabeta sub city secondary schools inshager city, Oromia Regional state.

Therefore, the researcher develop the following variables as strategies in which teachers, school CPD committees, principals, school supervisors, sabeta town city CPD focal persons and education department expert as to how they supervise, how provide feedback and how training was given to implement CPD activities were assessed.

#### 1.6. Limitations of the Study

It is clear that research work could not be totally free from limitations. Due to this fact, the researcher faced lack of cooperation of some woredas education officials, reluctance of some

principals and teachers to fill in and return the questionnaire as a result it was difficult to collect the entire questionnaire by the time table set at the beginning. To overcome these challenges the researcher had stayed in the area, fixed schedules and made contacts with respondents.

#### 1.7. Definition of key terms:

Modular program that is delivered at school level to improve teachers' competence and skills in the level they are currently teaching.

CPD activities: the range of experiences, contribute to teachers development or activity that progress teachers existing skills or enhance his or her professionalisms.

Challenges of CPD: problems that school based CPD stake holders, especially teachers Face in the implementation of CPD activities.

In-service training: the variety of training activities and practices in which teachers become involved in order to enrich their knowledge, improve their skills in teaching and also enable them to become more efficient on the job.

Portfolio: is a collection of materials compiled by teachers to exhibit evidence of their teaching practices, school activities and student progress.

#### 1.8. Organization of the study

This study was organized in to five chapters. The first chapter of the study covers the introductory part that includes background of the study, statement of the problem, basic research question, objectives, significance of the study, delimitation and limitation of the study and operational definition of key terms. It was provided an overview of the study and offer rationale about the topic, particularly the reasons why the topic was worth exploring. The second chapter deals with the review of related literature, in this chapter different theories and assumptions concerning the practices and challenges of teachers" continuous professional development program in selected secondary schools were discussed. Whereas, chapter three discuss the design and methodology under which, design of the study, the research method, data sources, sample population and sampling techniques; the type of instrument and data analysis techniques used were discussed. Chapter four provides data presentation, analysis and interpretation by discussing the sample population and its characteristics in order to understand the nature of the research findings. In the last chapter the whole research project is considered. In this regard the researcher gives the summaries, conclusions and recommendation of the study. Finally, lists of reference materials used in the study, questionnaires, interview and document analysis guides were attached to the research document

## CHAPTER TWO

### 2. REVIEW OF THE REATED LITERATURE

#### 2.1 The Concept of Continuous Professional Development.

In the framework document of the Ministry of Education (MoE, 2009), CPD is defined as anything that makes it better teacher targeting at the improvement of teachers' performance in schools situational to learners' context. As the framework document further explained, CPD is a continuous process of enhancing personal growth in order to improve the capability and realize the full potential of teachers at school. This can be achieved by obtaining and developing a wide range of knowledge, skills, and experience which are not normally acquired during initial training or routine work, and which together develop and maintain competence to practice. Continuous professional development can also be defined as all informal learning experiences in a school and those conscious and planned activities, which are intended to be of direct or indirect benefit to the individual, group, or school, which contribute to the quality of education in the classroom. It is the process by which teachers alone and with others, review, renew and extend their commitment as change agents to the moral purposes of teaching and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives. Continuous professional development comprises a diverse range of practices enabling individuals to develop their skills, share their experiences, and bring up to date their knowledge of innovations in their field. This may happen through attending seminars or conferences, teacher exchange programs, in-service training events, etc. It also entails providing or creating space and scope for individual evaluation of approaches, experiences and interactions (Kapur, 2013).

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

Moreover, school based continuous professional development refers to upgrading knowledge and skills of practitioners in the teaching and learning process. A framework encourages teachers continuously update their professional knowledge, personal skills and competencies. CPD aims in make teachers more effective as a professional and add credibility to the teaching Professions School based CPD is a continuous process of acquiring new knowledge and skills throughout teachers' professional life. Since higher institutions education is insufficient to ensure lifelong professional competencies, it is essential to sustain the quality of teachers, to remedy gaps in skills, and to enable professionals to respond to the challenges of rapidly growing knowledge and technologies, changing education needs and the social, political and economic demand of the ongoing situation so, school based continuous professional growth is the process by which a teacher maintains the quality and relevance of the professional services that he or she delivers.

Thus, CPD is the purposeful improvement of knowledge necessary for the professional and technical duties thought the practitioner is working life (Robert, 1987). Therefore, one can understand from the discussion is that continuous professional development activities are career life activities to improve professional competences and standards.

## 2.2 Historical Development of Continuous Professional Development

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

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

1870's. The term was to distinguish between learning from courses, and learning on the job (Gray, 2005). As literature indicates, professional development and school reform are inseparable. As a result, professional development in education has its own history of evolution that parallels the stage of school reform (Katzmeyer and Moller, 1996).

According to Grant, Peggy and Young, (2008) it was in late 20th century that the professional development for teachers brought a range of reform-based studies and initiatives that focused on providing quality instruction for which teachers were responsible. Particularly, during the 1980's, many states in the world began to pay more attention to the professional growth of teachers. Teacher tests were implemented to ensure skill levels and knowledge in various subject areas. Evaluations of teaching performance were introduced focusing on the successful implementation of the components of professional responsibilities. Moreover, programs to improve educational quality have also been built into the education systems since then. One of the leading characteristics of the work of education services was the continuing pursuit of excellence in school-based teacher professional growth. In this case CPD training was launched in most countries of the world with the innovation of child centered teaching methods and new techniques for secondary school teaching

On the other hand, most countries of the world had initiated professional standards such as professional knowledge, skills and competences required of teacher to impact on competent learner achievement in all subject areas. A great deal of effort was placed into the development of these standards, and teachers were expected to use them as the foundation for all instruction.

In nowadays, global educational reform is supported by a series of well-researched programs, reports and technologies to facilitate the enhancement of teacher capacity and expertise in the area of professional development to link professional development with the improvement of school environment, the new paradigm of educational leadership emphasized an environment in which growth and empowerment of the individual teachers are valued first (World Bank, 2004).

In the Ethiopian context, teacher training was beginning in 1944 in one classroom in Minilik II School (MoE, 1973). As the Teacher Education System Overhaul described, nowadays teacher education programs are run at colleges and university levels. The TESO program and the recent development and practices in the teacher education institutions are based on the objectives and strategies of the Education and Training Policy of Ethiopia. In order to give a brief explanation

of the policy, this also serves as a base to understand the new trends or changes in the teacher education curriculum. The policy document (MoE, 1994) indicates that education during the Derg regime was intertwined with complex problems in that it lacked relevance and insufficient training of teachers and low quality of education. To overcome these problems, the federal Democratic Republic of Ethiopian Government set a new education and training policy. The policy states general and specific objectives of education, an overall strategy, and areas of special attention and prioritized actions. Among the three areas of special attention and prioritized actions, one focuses on teacher training and overall professional development of teachers.

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

### 2.3. The Purposes of Continuous Professional Development in Different Countries

Different countries of both developed and developing world could be implemented CPD in different ways and contexts. However, the objectives, significances and goals are similar that targets at encouraging teachers competence in order to add to high pupil achievement. For instance, in Scotland the executed changes in teaching profession are committed to develop and support teachers. School based continuing professional development was made a condition of service and every teacher is expected to have a commitment to CPD, to agree individual CPD plans once a year with his or her immediate mentor and to maintain a personal record (portfolio) of CPD undertaken. Continuous Professional Development was portrayed as an essential opportunity for staff development, which should be available to every teacher (Levine, 2005).

The writer further explained that, the purpose of teachers' continuous professional development in South Africa is to have teachers who are reflective practitioners and who can

make informed professional choices. In this case, teachers are prepared to be empowered professionals. This notion targets at active and participatory learning school-based model in which all teachers participate and being facilitated with support materials in the context of teacher knowledge and realities of classrooms (Levine, 2005).

Similarly, as Daniel et al (2008) described in the USA, teachers are more likely to select CPD related to enriching the experiences of classroom management. They were also more likely to participate in studies relating to teaching assignment and programs addressing the needs of diversified students. The quality of the USA teachers, the criteria used to assess the quality of the teaching force was teacher preparation and qualifications. Because, more capable successful teachers feel more concern about their impact upon pupils much further through their teaching career than the less able teachers. In the same way, as Bolam (2000), teachers pass through a number of developmental stages as they progress from beginner to expert practitioner in most European countries is to provide multi-purpose services in schools identified that there are stages to be considered in the process of CPD, as concern for self (primary survival as a teacher); concern for the task (which focuses on actual performance) and concern for impact (relating to positive influence upon pupils). As Bolam (2000), pointed out, Australia has legal registration and periodic renewal of registration for teachers to achieve improved learning outcomes. Re-registration is based upon the acceptability of teachers' qualification and fitness to teach. Despite not being compulsory, CPD is already a fundamental part of the professional lives of many Australian teachers. The experiences of Japanese school based CPD have the potential benefit for effective teacher professional development established in schools. A priority in school based professional development in Japan has been the improvement of the quality of lessons. To this end, at various educational administrative levels, study meetings or conferences are held on a regular basis.

#### 2.4 Purposes of Continuous Professional Development in Ethiopia

Teacher continuous professional development has its own specific and general purposes to achieve educational goals at global, national, and local levels (Yitayew, 2013). In this regard, we shall look at the purposes in relation to the experiences of some countries of the world in general and of Ethiopia specifically. In almost all education programs across various geographical contexts, the need for teachers' professional growth has general purposes of enhancing teachers' knowledge of the subjects they teach and their professional skills to scale up learning achievement following this. Fraser (2005) suggested that teachers

are the root to enhance the quality of education. This demands the creation of progressively a high quality teacher throughout a work life. Opportunities should be continuously provided for teachers' growth. Ensuring the professional development support for teachers enables them to become competent expert which in one way or another is significant to positively impact on teacher performance. This ultimately changes students' overall skill and knowledge.

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

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

Teachers' ability to develop, adopt, and improve throughout their careers is essential for active learning and depends on teachers participation in collaborative organizations, or communities of practice, based on continuous inquiry into practice (Burchell and Rees, 2002). School based professional development encourages the rise of expert teachers who have a firm understanding of their respective disciplines, knowledge of the conceptual barriers that students face in learning about the discipline, and knowledge of effective strategies for working with students. Teachers' knowledge of their disciplines provides a cognitive roadmap to guide

their assignments to students, to measure student progress, and to support the questions students ask. The teachers focus on understanding rather than memorization and routine procedures to follow, and they engage students in activities that help students reflect on their own learning and understanding.

Moreover, school based professional development of teachers' whether pre-service or in-service assists teachers as side by side of new knowledge and practices in the field. This ongoing training for teachers can have a direct impact on student achievement. Case studies have provided evidence that ongoing professional development, especially in the early years after initial preparation and then continuing throughout a career; contribute significantly to student learning and retention (Davies and Preston, 2002).

Furthermore, continuous professional development, in line with Ethiopia's policies, is vital for career-long teacher learning and improvement (MoE, 2004). The overall purpose of CPD program, as similarly indicated in the new concept of framework of the Ministry of Education (MOE, 2009), is to improve the performance of teachers in the classroom that ultimately contributes to raise students' learning achievement. It targets a career long process of improving knowledge, skills, and attitudes of teachers based on the local context, particularly the classroom practices. Furthermore, the contribution of CPD for improved and relevant pre-service and in service training and professional support is pointed out in the Educational Sector Development Review of the Federal Ministry of Education (MoE, 2010a). In general, the purpose of school based CPD is to empower teachers of their competence in order to enhance students learning environment.

In Ethiopian context, CPD is a task that includes the following two sub-processes. Updating is a continuous process in which every professional teacher participates during his or her career as a teacher. It focuses on subject knowledge and pedagogy to improve classroom practice. Upgrading is the process by which teachers can choose to participate in additional study outside their regular work as teachers at appropriate times in their career, e.g., convert a certificate diploma to a diploma of the first degree or first degree to master's degree (MoE, 2009).

## 2.5 Importance of Continuous Professional Development.

Scholars anonymously agree that any professional, and specially teachers, can no longer rely on their initial training or qualifications to carry them through employment, or on their employer to provide everything they need to develop their skills and experience the old

security, if it ever existed, has long gone. Increasingly, teachers are taking responsibility for their own lifelong, continuing development the bottom-line is that it is down to the individual. The new security consists of loyalty to oneself, to one's own skills and career progression. This of course is maximized when individual development needs and goals are made compatible with those of the schools via continuous professional development.

In Ethiopian context, as indicated on Ethiopian CPD Framework document (MOE, 2009b); CPD enables teachers to meet the following professional competencies.

Facilitating students learning: Outlines how teachers plan, develop, manage, and apply a variety of teaching strategies to support quality student learning.

Assessing and reporting students learning outcomes: describes how teachers monitor, assess record and report student learning outcomes.

Engaging in continuous professional improvement: describes how teachers manage their own professional development and contribute to the professional development of their colleagues.

Mastery of Education and Training Policy, curriculum and other program development initiatives: describes how teachers develop and apply an understanding of ETP to contribute to curriculum and/or other program development initiatives.

Forming partnership with the school community: describes how teachers build, facilitate and maintain working relationships with students, colleagues, parents and others to enhance student learning. (MOE,2009b) Generally, professional development yields three levels of results: (a) educators learn new knowledge and skills because of their participation; (b) educators use what they learn to improve teaching and leadership; and (c) student learning and achievement increase because educators use what they learned in professional development. The results

of professional development can be accessed through techniques such as surveys, tests, observations, video recordings, and interviews. If principals become better instructional leaders and teachers become more effective and apply what they learn, and ultimately students learn better, professional development is said to be successful.

In terms of beneficiaries, CPD benefits schools, teachers and students. Accordingly Teachers and principals who routinely develop their own knowledge and skills model for students that

learning is important and useful. Their ongoing development creates a culture of learning throughout the school and supports educators' efforts to engage students in learning. A school that organizes team-based professional development and expects all teachers and instructional leaders to consistently participate in continuous professional development for different purposes, at different times, and in different ways, demonstrates that it is serious about all educators performing at higher levels. As a result, the entire school is more focused and effective.

In addition to this, a teacher can never know everything about how a student learns, what impedes the student's learning, and how the teacher's instruction can increase the student's learning. Thus, professional development is the only means for teachers to gain such knowledge. Whether students are high, low, or average achievers, they will learn more if their teachers regularly engage in high-quality professional development.

The importance of any continuous professional development in schools is to promote educational effectiveness by improving teachers' competence. Continuous Professional Development (CPD) Framework in Ethiopia

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

MoE (2004) stated that CPD program, which are practiced by primary and secondary are of two types: newly deployed teachers practice induction CPD and proper CPD. Induction program in the first two consecutive years of their employment. The program is aimed at supporting new teachers during their first two years of teaching. The induction program is designed to equip newly deployed teachers with values, attributes, ethics and abilities crucial for professionalism. The newly deployed teachers should undertake different CPD activities with the help of mentors to realize these objectives Proper CPD is practiced by teachers whose experience is two years and above. Every teacher is responsible to participate in CPD activities that will take at least 60 hours per year. Their performances should be documented in portfolio

(MoE, 2004). To ensure their CPD, experienced teachers are expected to exercise different CPD activities individually and/or with colleagues.

In 2009, in order to address these challenges, MoE took initiative to develop two documents based on recommendations of the national study as well as the experiences of five centuries. The documents were prepared for primary and secondary teachers, leaders and supervisors. The objective of the documents (i.e. The Framework and The Practical Toolkit) is to provide teachers throughout Ethiopia with a clear structure and rationale for continuous professional development. More specifically, The Continuous Professional Development for Primary and Secondary School Teachers, Leaders and Supervisors in Ethiopia: The Framework aims to improve teacher effectiveness and student achievement. The same document further explains how to apply the new CPD framework for teachers in schools (MoE, 2009b).

Accordingly, MoE states the results expected from the implementation of these documents as follows. As an implementation result of the this framework, all school teachers, leads and supervisors, in all regions of Ethiopia will be participating in high quality and appropriate continuous professional development which impacts upon classroom practice to ensure improved student learning and achievement. School teachers, leaders and supervisors shoulder high responsibility so as to ensure high quality and appropriate CPD in schools. Findings of other different studies show that the quality of CPD program in Ethiopia is low and were criticized for focusing on qualification upgrading, insufficient in providing enough number of teachers and for lack of necessary quality. Moreover, CPD in Ethiopia did not equip teachers with the necessary pedagogical skills and sense of professionalism (Yitayew, 2013).

21Furthermore, the MoE (2003) identified the problems of CPD program in Ethiopia as: poor educational management and planning, and lack of critical, effective and positive support and supervision combined with mismanagement of limited resources. The quality of educational leadership at school level and the role of the community in the implementation process have not been satisfactory as designed.

## 2.6 Principles in Continuous Professional Development (CPD) for Teachers'

CPD refers to any activities aimed at enhancing the knowledge and skills of teachers by means of orientation, training and support (Coetzer, 2001:78). According to Bredeson, effective CPD should firstly be aware of and address the specific needs of teachers (Bredeson, 2003:9). Once these needs have been identified, activities need to be properly planned to support teachers in

applying the knowledge & teaching methodology creatively and confidently (Anderson, 2001:1).As a principle, professional development should be a continuous process which contributes to the general improvement of education. The development is also likely to affect attitudes and approaches and may therefore contribute to the improvement of the quality of the learning and teaching process (Bredeson 2003:14).

Collinson (2000: 125) states that the best results are obtained if the program is formally and systematically planned and presented with the focus on enhancement of personal and professional growth by broadening knowledge, skills and positive attitudes.

According to Bredeson, the principles of staff development include the concept of one must see himself as owner 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 (Bredeson, 2003: 16).

As same as the above point, American Federation of Teachers enumerates a number of principles. 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 process, the content of professional development should be aligned with the standards and curriculum teacher's use, professional development should contribute to measureable improvement 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 and professional development should be job embedded and site specific. Personal development is also enhanced by the diversity of the teaching corps regarding training, background and needs. Professional development does not only require the informal and spontaneous learning of teachers from one another (Bunting, 1997:30; Kaagan, 2004:3) but also relies on the prior knowledge (Bredeson, 2003:9), wealth of potential and experience of each participant, which can be built upon and incorporated into further initiatives (Early &Bubb, 2004:17; Greenberg, 1998:31). Obtaining knowledge and sharing existing knowledge and skills with others to join forces (Kaagan, 2004:4) are valuable tools for change and improvement.

As per Waddington explanation, teachers do not necessarily see teacher training as a lifelong process of critical thinking, reflection and self-direction rather they often rely on rote learning of meaningless facts in their preparation for the teaching profession (Waddington, 1995:76). The purpose of CPD program should be to both enable and support teachers, wherever they teach or whatever their professional background is and to provide the best possible instruction so that they become excellent by gaining competence, confidence, commitment and a sense of the joy of teaching (Anderson, 2001:1).

## 2.7 Major Components of Teachers' Continuous Professional Development Activities.

Different authorities provide examples of CPD activities for teachers and educational leaders. Some of them are working to implement educational plans by schools; sharing experience within and with other school teachers; observing others' classes; undertaking action-research; providing trainings; mentoring; assisting students on their personal needs; participating in curriculum-based activities; participating in educational workshops and conferences are all CPD activities. Teachers and educational leaders should get development opportunities through CPD activities. Development takes place by learning throughout professional life. Pre-service training of teachers and educational leaders is not sufficient. CPD opportunities should consider individual,

group and organizational development needs. This helps teachers and educational leaders take more responsibilities and enhance institutional implementation capacities. Darling-Hammond (1997). CPD activities are formal and informal program. Even though, the number and types of CPD activities are many; the major and commonly used helpful program types are presented below:

### 2.7.1 Induction

Induction is a program for NQTs which take place during that critical period at the beginning of the teacher's career, usually the first year after qualifying as a teacher is practiced in an actual teaching with mentors. The first years of teaching are the most vulnerable to such problems. Thus, NQTs should get the opportunities for development. Because, this helps them grow proactive planners, ambitious learners and successful teachers and it also provides sense of security, recognition and acceptance, togetherness, sense of accomplishment and enjoyable professional life. Thus, technical competence grows at individual and institutional level (Darling-Hammond, 1997).

### 2.7.2 Mentoring

Mentoring is CPD activity for teachers in schools. It is increasingly being recognized as a valuable tool for CPD by teacher educators and trainers. Furthermore, it is a process for the informal transmission of knowledge, social capital, and the psychosocial support perceived by the recipient as relevant to work, career or PD. Mentoring is useful for the development of NQTs. It is hard for NQTs to teach without mentoring (Darling-Hammond, 1997). It benefits individual teachers, schools and the teaching profession. It facilitates both personal and professional growth.

### 2.7.3 Coaching

Coaching is one of the CPD opportunities where a person with expertise in the field assists colleagues through structured discussions and activities on how to solve their problems or perform tasks better than they would do it without this assistance. The main purpose of coaching is improving practical skills. It takes place at workplace when workers seek advice, explanations demonstrations. Major coaching opportunities are research, participation in study groups, problem-solving teams, and observation on performance of their colleagues, participating in improvement endeavors. Coaching to be successful, an atmosphere of trust, respect, collegiality and confidentiality must be fostered to provide a safe atmosphere in which teachers are willing to take risk as they learn new ways of teaching. If coaching is successfully implemented in schools, the education system will benefit much.

### 2.7.4 Action Research

One of the major CPD opportunities for teachers, school leaderships and supervisors is action research. They are expected to conduct action research to solve actual classroom problems. Cohen and Manion (2000) defined action research, is small scale intervention in the function of the real world and a close examination of the effects of such intervention. In connection to this idea, Hill and Kerber cited in Cohen and Manion (2000) have noted: Action research functions best when it is cooperative action research. This method of research incorporates the idea and expectations of all persons involved in the situation. In education, this activity translates into more practice in research and problem-solving by teachers, administrators, pupils, and certain community persons. This definition implies that action research is collaborative endeavors under taken by teachers, school leadership and supervisors to be self-able or help one another in solving educational problems.

## 2.8 Practice of Continuous Professional Development.

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

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

## 2.9. Challenges of Continuous Professional Development

There are numerous CPD-related challenges that reinforce each other. According to Tadele (2013), the limited capacity of the mentors, absence of allocated time for induction and mentoring activities in the school program, lack of subject-specific support in the schools and ineffective monitoring and evaluation of the entire program, both in school and at the district levels were some of such problems. Similarly, Gemechu (2014) reported the problems that include that lack of motivation by the teachers, incentives and interest of teachers, insufficient training, less budget allocation, unsatisfactory support from principals and

supervisors, shortage of CPD materials, lack of on time follow-ups and unwillingness of playing their roles by all the concerned bodies in this teaching and learning process. The study conducted by KoyeKassa(2015) found that the major challenges or gaps identified include resistance from secondary schools, lack of commitment of mentors to support teachers, un-functionality of Cluster Resource Centers, lack of commitment of supervisors and principals to do their CPD and become models for their teachers, lack of ownership of CPD to follow up regularly and assess its status.

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

According to MoE (2009), the encountered challenges of CPD in Ethiopia include: In nearly four out of five schools the structure of CPD is either absent or inadequate 93.5% of the CRCs (Cluster Resource Centers) were not adequately trained to run well organized, inspiring, and transforming CPD activities, Failure to synchronize the career structure and the CPD values and activities, High turn-over of CPD facilitators, Time constraints on teachers as well as their school leaders CPD programs lagging behind its time and the tendency of rushing to cover the course, Total absence or inadequacy of the minimum resources to run CPD, Lack of systematic coordination between the education bureaus, Teacher Education Institutions and NGOs.

#### 2.10. Elements of Effective Teachers' CPD

Professional development is deemed effective when student learning increases because teachers are able to obtain new skills and identify disadvantages of certain teaching beliefs and practices (Guskey, 2002). Effective teacher professional development is needed in schools to

better meet the needs of all learners. The focus is how to best implement teacher professional development that positively affects students and allows teachers to retain the pertinent skills learned. There are studies on the effectiveness of professional development that are valid and reliable.

Schools are changing at a rapid rate in more than one area at a time. A school might be adopting new curriculum, developing new technology policies and producing new grading criteria all in one year. These are major changes that affect personnel and their professional development. It also doesn't help that professional development is often not planned well and with clear objectives (Guskey, 2002). Teachers' ability to improve and develop throughout their career is essential for effective active learning. (Bridges 1998). Teachers who are well prepared and trained are more effective in the classroom and therefore have the greatest impact on student learning (Killion, 1999).

Understandably, the need for teachers' professional development must be from the point of updating oneself or supporting one's 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.

According to Bredeson, a better understanding of teachers' belief has a basic significant effect on contribution of educational effectiveness. (Bredeson, 2003:9). We also know that the best way to increase teacher effectiveness in the classroom is through regular and high quality professional development. Effective professional development in other ways is embedded in the day to day reality of teachers' work. To be most effective, CPD activities should be spread over time, be collaborative, use active learning, be delivered to groups of teachers, include periods of practice, coaching and follow-up, promote reflective practice, encourage experimentation and respond to teachers' needs. Bridges (1998) distinguishes 12 principles of effective teaching. These are:

Establishing learning orientations: teachers can prepare students for learning by providing an initial structure to clarify intended outcomes and desired learning strategies (e.g. providing advance organizers and cuing the kind of responses that are expected).

Coherent content: to facilitate meaning full learning and retention, content is explained clearly and developed with an emphasis on its structure and connections. When making presentations, providing explanations, or giving demonstrations, effective teachers project enthusiasm

for the content and organize and sequence it so as to maximize its clarity and "learner friendliness".

Thoughtful discourse: questions are planned to engage students in sustained discourse structured around powerful ideas.

Practice and application activities: students need sufficient opportunities to practice and apply what they are learning and to receive improvement-oriented feedback.

Scaffolding students' task engagement: the teacher provides whatever assistance students need to enable them to engage in learning activities productively. Structuring and support can be lessened as the students' expertise develops.

Strategy teaching: the teacher models and instructs students in learning and self-regulation strategies. Meta-cognitive awareness and self-regulation are sought in contexts like problem solving and general learning and study skills. An example is a teacher who thinks out loud while modeling use of the strategy. Students are stimulated to monitor and reflect on their learning.

Co-operative learning: students often benefit from working in pairs or small groups to build understanding or help one another master skills.

Goal-oriented assessment: The teacher uses a variety of formal and informal assessment methods to monitor progress towards learning goals. Comprehensive assessment also examines students' reasoning and problem solving processes.

Achievement expectations: the teacher establishes and follows through on appropriate expectations for learning outcomes. (Bridges 1998)

Supportive classroom climate: students learn best within cohesive and caring learning communities. The role of the teacher as model and socializer is emphasized.

Opportunity to learn: students learn more when most of the available time is allocated to curriculum-related activities and the classroom management system emphasizes maintaining students' engagement in those activities.

Curricular alignment: All components of the curriculum are aligned to create a cohesive program for accomplishing instructional purposes and goals.

## CHAPTER THREE

### 3. RESEARCH DESIGN AND METHODOLOGY

This chapter presents the research description of the study area, the research design, and participants of the study, the sample size and sampling technique, instruments of data collection, and procedures of data collection and methods of data analysis in brief.

#### 3.1 Description of the study area

The area of the population for this study was in secondary schools of in sabeta sub cities shager city in oromia region. Sabeta town has 3 sub city and nine woredes in shager city which is located at the South. It was created in 2015 composed by sub cities and woredas shager city Oromia regional state. Sabeta sub city has seven secondary schools (9-12) with 7428 students and 227 teachers, and 1 technical vocational and educational training and the economic status of the sub city depends on mixed farming; especially teff, corn, barley and wheat, are the known cultivated cereal crops. Cattels, goats and sheep are the animals mostly reared in the town according to the current annual statistics of oromia region education desk (2019).

#### 3.2 Research design

Research design is the plan of action that links the philosophical assumption to specific methods (Creswell & Planoclark, 2007). In order to examine the practices and challenges of teachers' continuous professional development program descriptive survey design was employed. This is because it enables researchers to collect and describe large variety of information obtained from relatively large and representative samples drawn from the target population. Moreover, descriptive survey design also helps to provide adequate information that enables the researcher to suggest some valuable alternatives. This method was select because it is appropriate when the aim of the study is to get an exact description of the current status. Therefore, in addition to have a clear picture of the existing CPD implementation and to accomplish the objectives of the study

#### 3.3. Research Method

This study employed both quantitative and qualitative methods. The quantitative and qualitative methods were preferred in order to address more precisely and effectively the practices and challenges of teachers' continuous professional development program in secondary schools of sabeta sub city. According to Creswell (2008), both quantitative and qualitative methods better to reduce the limitation of a single method. It can also provide more

comprehensive answers to research questions, going beyond the limitations of a single approach. For this research, quantitative research methods were adopted to generate data from teachers and school CPD committee and qualitative research method is used to elicit information from principal, cluster supervisors, Woreda CPD focal person and sub city expert in order to get their opinions on the current situation of teachers CPD program in secondary schools. Hence, to examine and analyze the practice and challenges of teachers CPD program in promoting implementation, quantitative and qualitative methods approaches were adopted.

#### 3.4. Sources of data

The data for this study will be collect from primary as well as secondary data source. This help the researcher to validate the data gathered to the study.

##### 3.4.1. Primary sources of data

The primary sources of data are secondary school of teachers, school CPD committee, principals, supervisors, city CPD focal person and education expert. The reason for selecting these as primary sources of data are the assumption that have a direct relationship with CPD; and also have rich information about the practices and challenges of teachers continuous professional development program in school.

##### 3.4.2. Secondary sources of data

The secondary source of data is school records documents such as teachers' professional portfolio which consist of common elements in portfolio.

#### 3.5. Sample Size and Sampling Techniques

Total population of the study includes 227 teachers, 6 principals, 2 supervisors, 2 CPD focal persons and 1 city education expert and 30 school CPD committee members. The sabeta sub cities contains 9 woreda and 3 sub cities and 7 secondary schools. From these woreda, 5(55.5%) of them were selected by using simple random sampling technique method through lottery method because most of the woreda have relatively similar in infrastructure, facility and availability of necessary human resources (both administrative and academic) and other, to provide independent and equal chance of being selected for the study. Accordingly, Sabeta,metta ,caffee, mogle and dalati, were selected as the sample. To select the sample schools, all secondary school found in the sampled woreda were taken. Furthermore to make the sample manageable and representative six sample schools were selected by using availability sampling techniques because they are small in number and manageable. . In general,6

principals, 2 secondary school supervisors, 30 school CPD committee and 227 total teachers of the secondary schools and out of this population 68 teachers selected in secondary schools.. Accordingly, 6 (100%) principals, 2 (100%) school supervisor, 2[100%]CPD focal persons and 1[100%]city education expert were included in the study using Purposive sampling because due to the role they have in relating to the job and 30 (100%) school CPD committee were included in the study using Available sampling because they are few in number and manageable. Gay and Airanian (2006) assert that it is most likely to obtain a representative sample of 30% of the target population in mixed research. To represent equal proportion of sample teachers in each secondary school, Stratified Proportional allocation size formula of William (1976) was utilized.

$$PS = \left[ \frac{n}{N} \right] * \text{No of teachers in each school}$$

Key: Ps = Proportional allocation to size

N = Total number of teachers in the six selected secondary schools (227)

n = Total teachers sample size (n = f x N),

$$f = \text{sample fraction, } f=30\% \text{ } N=227 \text{ then, } n = \frac{30*227}{100} = 68.1 \cong 68$$

Therefore, the total number of teachers *working* in the sample sabeta sub city were 227 and out of this population 68 teachers were selected by using stratified random sampling based on their work experience for the investigation. From each school samples of teachers are taken by using simple random sampling techniques lottery method. This is because; to give equal chance for sample selected secondary schools of teachers. The stratified-random sampling technique was used where the population quantity is large. As nature of the population is relatively homogeneous, this amount is believed to be representative

Table1:-summary of sample size and sampling technique

N 0	Sample school	Supervisor		Sub City CPD focal person		Principal		Teacher		School CPD committee		Education expert	
		T	S	T	S	T	S	T	S	T	S	T	S
1	Sabeta secondary school	1	1	1	1	1	1	80	20	5	5	1	1
2	Ifa boru dima					1	1	16	6	5	5		
3	Burka sabeta					1	1	47	15	5	5		
4	Wato	1	1	1	1	1	1	45	13	5	5		
5	Birbirs					1	1	27	9	5	5		
6	Ifa boru dalati					1	1	12	5	5	5		
TOTAL		2	2	2	2	6	6	227	68	30	30	1	1
Percentage		100		100		100		100		100		100	
Datacollection instrument		Interview		Interview		Interview		Questionnaires		Questionnaires		Interview	
Sample technique		Purposive		Purposive		Purposive		Stratified random		Available		Purposive	

Source :Sabeta Town Education Desk 2023T-Total Population ,S-Sample population

### 3.6. Data Collection Instruments

The data gathering tools employed in this research were questionnaire, interview and document analysis.

#### 3.6.1. Questionnaire

The first data collection instrument employed in the study was questionnaire. The researcher used questionnaire because it was convenient to conduct survey and acquire necessary information from a large number of study subjects within a short period of time (Creswell, 2012). Accordingly, a total of 31 items self-developed closed-ended questionnaire was prepared and distributed to 68 sample teachers and 30 school CPD committee members who were selected by stratified random sampling and purposive sampling techniques respectively as information sources. A total of 5 open ended question items were included because it gives respondents a freedom to give their extended views on the issue.

### 3.6.2. Interview guide

Interview question was employed for 6 principals, 2 school supervisors, 2 CPD focal persons and 1 city education expert. The reason for using interview is its advantage of flexibility in which new questions are forwarded during the interview based on the responses of the interviewee. In order to get relatively more detailed information and to fill the gaps that is not covered in the questionnaire. This type of data collection instrument is used to collect verbally in face-to-face situation so that the researcher can understand the feelings and what is in or on the respondent mind. In this study all the interviews were individual interviews. Semi-structured interview was vital when the researcher wants to know specific information which can be compared and contrasted with information gained in other interviews. To do this the same questions are used for all respondents. The interviews are made according to the schedules made by the researcher by using manual method. These semi-structured interview contains six questions are designed and conducted by the researcher and notes are taken while the interviewees are responding the questions. The interview recorded manually to gather in-depth responses of the interviews.

### 3.6.3. Document Analysis

The other technique of data collection that the researcher employed in the analysis of documents. The researcher conducted document review that is related to the implementation of CPD such as :-teachers' portfolio, CPD annual plan and annual reports of CPD activities to get additional information. Documentary sources are one of the data collection instruments of mixed embedded study, so the researcher utilized it for cross checking of what is being practiced in the real context regarding CPD in secondary schools of sabeta town.. So the document analysis is used to cross-check the correspondence between what respondents say and what they practically do. The researcher prepared checklists for document observation.

### 3.7. Procedures of data collection

Checking the validity and reliability of data collection instruments before providing to the actual study subject pilot test was employed at Sebeta city secondary schools which was not included in the sample study. The pre-test provided an advance opportunity for the investigator to check the questionnaire and to minimize errors due to improper design elements, such as question, wording or sequence (Adams et al., 2007). After the dispatched questionnaires" were returned, the reliability of the instrument was measured by using Cronbach alpha test. A

reliability test is performed to check the consistency and accuracy of the measurement scales. the results of Cronbach's coefficient alpha is satisfactory (between 0.73 and 0.97), indicating questions in each construct are measuring a similar concept. As suggested by Cronbach (as cited by Tech-Hong and Waheed, 2011), the reliability coefficients found between 0.73–0.97 which generally show that the items are found to be internally consistent. George and Mallery (2003) provide the following rules of thumb: 0.9 – Excellent, 0.8 – Good, 0.7 – Acceptable, 0.6 – Questionable, 0.5 – Poor and 0.5 – Unacceptable. It is noted that an alpha of (0.959) is reasonable Excellent to use the question for the research.

### 3.8. Methods of data analysis and Interpretation

The data was analyzed both quantitatively and qualitatively. The analysis of the data was based on the responses collected through questionnaire, interview and document analysis. The data collected through closed ended questions was tabulated and filled into the statistical package SPSS version 25 and interpretation was made with help of percentage, mean and standard deviation and also use independent t-test used to identify the mean difference between the teachers and school CPD committee. Because the percentage would be computed to analyze the background information of the respondents, whereas the mean and standard deviation was derived from the data as it has serve as the basis for interpretation of the data as well as to summarize the data in simple and understandable way. Therefore, descriptive statistic was used for the purpose of understanding the main characteristics of the research problems. On the other hand, the data obtained from the document analysis, open ended questions and semi-structured interview were analyzed qualitatively. The qualitative analysis was done as follows.

First, organizing and noting down of the different categories was made to assess what types of firmly may come through the instrument to collect data with reference to the research question. Then, transcribing and coding the data to make the analysis easy. Also the results were triangulated with the quantitative findings. Finally the findings were concluded and suggested recommendation would be forwarded.

### 3.9. Ethical considerations

Letter of permission will be obtained from Ethical Review committee of Addis Ababa University to each organization. Similarly; the respondents will informed about purpose of the study, all information gained during data collection will be kept confidential; to keep privacy of the respondents there is no any personal identification which is on the questionnaire and interviewees rather than coded.

## CHAPTER FOUR

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

This chapter deals with data presentation, analysis and interpretation of data gathered from the respondents through questionnaires, interviews and document analysis. Accordingly, the quantitative as well as qualitative analysis of data was incorporated into this chapter. The qualitative part is complementary to the quantitative analysis.

A total of 98 questionnaires were distributed to, 68 teachers and 30 school CPD committee members. The return rate of the questionnaire was 92(93.87%). Moreover, secondary school principals, supervisors, city CPD focal person and education expert were interviewed.

To examine the difference in views among the two groups of respondents (teachers and school CPD committee) up on the practices and challenges of teachers' CPD, an independent sample t-test has been conducted.

The chapter consists of two sections. The first section deals with the characteristics of the respondents and the second section presents the analysis and interpretation of the main data.

#### 4.1. Characteristics of the Respondents

The general information about the respondents' Sex, Age, and educational level, area of specialization and work experience of respondents are presented for better understanding of their background. The data collected on the characteristics of the respondents are presented in the table 3 below

Table 2 :-Characteristics of the Respondents

N0	Variable	Category Of Variable	Supervisor		City CPD Focal Person		Principal		Teacher		School CPD Committee		Sub city Expert	
			N	%	N	%	N	%	N	%	N	%	N	%
1	Sex	Male	2	100	1	50	6	100	44	68.75	24	85.7	1	100
		Female	-		1	50	-	-	20	31.25	4	14.3	-	
		Total	2	100	2	100	6	100	64	100	28	100	1	100
2	Age	20-25							10	15.62	5	17.9		
		26-30	2	100			2	33.3	30	46.87	15	53.6		
		31-35			2	100	4	66.6	20	31.25	6	21.4	1	100
		36-40							4	6.25	2	7.14		
		Total	2	100		100	6	100	64	100	28	100	1	100
3	Education Level	Dipilomaa	-	-		-			-		-		-	
		Digir			2	100			38	59.37	17	60.7	1	100
		MA	2	100			6	100	26	40.62	11	39.3		
		Other												
		Total	2	100	2	100	6	100	64	100	28	100	1	100
4	Areas Of Specializatin	EDPM	2	100			3	50					1	100
		Subject Matter					3	50	64	100	28	100		
		Other												
		Total	2	100			6	100	64	100	28	100	1	100
5	Work Experience	01-Oct							34	53.12	8	28.6		
		Nov-20	2	100	2	100	6	100	27	42.18	20	71.4	1	100
		21-30							3	4.68				
		≥ 30												
		Total	2	100	2	100	6	100	64	100	28	100	1	100

Key:- N – Numbers Of Respondents , % - Percent

Based on the sampling procedure expressed in chapter three, secondary schools were included in the study. The sample consisted of a total of 109 respondents, which include 68 teachers, 30 school CPD committee, 6 principals, 2 school supervisors, 2 sub City CPD focal Person, and 1 sub city expert. Teachers and school CPD committee were involved in filling the questionnaires while school principals, supervisors, sub city CPD focal person and education experts were interviewed.

Questionnaires were administered to 64 teachers and 28 school CPD committee of which were returned with a return rate 94.11% and 93.33% respectively analyzed statistically. Principals,

Supervisors ,city Education Office CPD focal person and the Education expert were involved in the interview. They provided information about the overall status of teachers' CPD.

Moreover, documents related to CPD were analyzed in all the sample schools with the guidance of structured checklist.

The result of the respondents' characteristics item number 1 in table 2 above revealed that 44(68.75%), 20(31.25%) of the teachers and 24(85.71%), 4(14.28%) school CPD committee were males and females respectively. On the other hand, all of principals, all supervisors, all city CPD focal person and education experts were males. From this one can recognize that the great majority of the teachers and school CPD committee were males. Similarly, all of the principals, all supervisors, all city education office CPD focal person and education department experts were males implying that the work environment was male dominated.

Item number 2 in table 2 with regard to age of respondents, the majority about 10(15.62%) teachers' and 5(17.85%) school CPD committee, are between 20 – 25 years old. Others about 30(46.87%) of teachers, 15(53.57%) school CPD committee, 2(33.3%) principals and 2(100%) supervisors, age lie between 26-30 and 2[100]city CPD focal person,4[66.6],20[31.25]teachers,6[21.42]school CPD committee ,1[100] education 31-35 years old respectively. In addition, 4(12.7%) of teachers' were age above 40. Thus, the study shows that the majority 31(6.25%) of teachers, 2(7.14%) school CPD committee are 36-40 years old. About 30(46.87%) of teachers, 15(53.57%) school CPD committee, 2(33,3%) principals, 2(100%) supervisors age also lie between 26 and 35 years old respectively. Besides, a majority of 4(6.25%) of teachers' age is above 36. This means that all respondents were above 18, the legal employable age in Ethiopia. Young teachers, supervisors and experts being inexperienced and unfamiliar with the policy and practice of teachers' CPD programs is among major reasons affecting secondary school teachers' CPD activity.

Item number 3 in table 2 with regard to Educational level, 38(59.37%) of the teachers, 17(60.71%) school CPD committee, 2(100%) city CPD focal person, and 1(100%) sub city expert had first degree holders and 26(40.62%) teachers', 11(39.28%)CPD committee, 6(100%) principals and 2(100%) supervisors had second degree holders. This reflects that, a majority 38(59.37%) of respondents were first degree holders which may not have awareness about the importance of CPD programs. Informants had diversified job responsibilities. They assumed responsibilities as teachers, school CPD committee, principals, supervisors, city and sub city experts. Therefore, it is assumed that they have access to information related to CPD

activities in schools, availability of resources, process of planning CPD action plan, etc. Therefore, they can provide firsthand information regarding CPD programs.

As indicated under item number 4 of table 2, with regard to the respondents area of specialization, almost all of teachers 64(100%), 28(100%) all of school CPD committee and 3(50%) of principals were subject major specialized and 3(50%) principals, 2(100%) Supervisor, 2(100%) city focal CPD persons and 1(100%) sub city expert were specialized by Educational Planning and Management.

Item number 5 in table 2 concerning as to the work experience of the respondents, 34(53.12%) teachers and 8(28.57%) CPD committees were within interval of 1 to 10 years of experience. About 27(42.18%) of teachers, 20(71.42%) of CPD committee and 6(100%) principals respondents had 11 to 20 years of experience, and 6(100%) principals and 2(100%) supervisors, 2(100%) city focal CPD persons and 1(100%) sub city expert respondents had experience of 11 to 20 years respectively. Finally 3(4.68%) teachers' respondents had experience of 21-30 or above years. Majorities of 34(53.12%) teachers' were therefore having experience 1 to 10 years. This implies that, most of the teachers being inexperienced and unfamiliar with the policy and practice of teachers' CPD programs. So, it might have negative effect on their CPD implementation activity of the secondary schools. Therefore; it conclude that respondents possessed relatively adequate qualification; service years, experiences and professional specialization understand the questionnaire and give appropriate information regarding to the practices and challenges of teachers' CPD in secondary school of sabeta town.

#### 4.1.1. Analysis of the practices of teachers' Continuous professional Development

This section deals with the items related to the practice of teachers' CPD by secondary school teachers. Each item is analyzed based on the data obtained through questionnaires responded by teachers and school CPD committee. Furthermore, the data obtained through open-ended questionnaire, semi-structured interviews and document analysis were used to substantiate the findings

Table.3:-The Practices of teachers' CPD as Rated by Respondents

T/L	ITEM	respondents	Mean	Std. Deviation	mean average	T-value	P-value	
1	Teachers in my school planning annual CPD together	Teachers	64	1.77	0.427	1.76	0.16	0.873
		CPD Committee	28	1.75	0.441			
2	In my opinion peer observations are made during CPD session	Teachers	64	1.92	0.762	1.87	0.659	0.512
		CPD Committee	28	1.82	0.39			
3	Teachers in my school make informal dialogue or discussion at break time to improve learning and teaching	Teachers	64	2.02	0.807	1.94	0.935	0.353
		CPD Committee	28	1.86	0.591			
	In my opinion teachers plan to visit other schools to share experiences	Teachers	64	2.05	0.844	1.9	1.756	0.083
		CPD Committee	28	1.75	0.441			
5	Teachers or CPD committee maintaining their professional portfolio	Teachers	64	1.95	0.744	2.355	-2.36	0.02
		CPD Committee	28	2.76	0.78			
6	Teachers in my school accept mentor advice	Teachers	64	2.03	0.959	2.12	-0.89	0.377
		CPD Committee	28	2.21	0.787			
7	Teachers are usually trained how to maintain CPD course in the school	Teachers	64	2.08	0.822	2.06	0.219	0.827
		CPD Committee	28	2.04	0.922			
8	Teachers are conduct action research as part of CPD	Teachers	64	2.08	0.822	2.04	0.42	0.675
		CPD Committee	28	2	0.816			
9	Teachers in my school identify personal CPD needs in line with school's annual CPD plan	Teachers	64	2.05	0.722	2.17	-1.47	0.146
		CPD Committee	28	2.29	0.713			
10	Teachers in the school follow directives of the school CPD	Teachers	64	1.97	0.642	2.18	-2.6	0.011
		CPD Committee	28	2.39	0.875			
11	Teachers are taking 60 hours for CPD activities each year	Teachers	64	3.8	0.617	3.775	-1.95	0.055
		CPD Committee	28	3.75	0.713			

Key: Mean value 0-1.49-Strongly disagreement, 1.50-2.49-Disagreement, 2.50-3.49 Undecided, 3.50-4.49-Agreement, 4.50-5.00-Strongly agreement at  $P > 0.05$ , critical t-value = 1.99, degree of freedom = 90, N= number of respondents, SD = Standard deviation

As can be seen from item 1 of Table 3 it is concerned with the practices of teachers' continuous professional development in secondary schools. The mean value of teachers and school CPD committee were rated at 1.77 and 1.75 respectively, which were responded as disagreement. This implies that, the respondents were unable to make decision regarding the practices of teachers' continuous professional development towards planning annual CPD together in the sampled secondary schools. Therefore this implies that there is low commitment among

teachers to work together towards planned annual CPD activities. To cross-check the responses were obtained through questionnaire responses of the interviewed supervisors of the sample secondary schools explained: "Here two of the supervisors responded that a resistance from the side of teachers not to be involved in CPD program due to a number of problems. Teachers are not seen to be regularly involved in practices such as undertaking annual CPD preparation. CPD is not formally implemented, as it has been the case in the past. However, though not frequent, there are informal attempts by some teachers to be involved in some CPD works that enhance the performance of students and overall CPD practices was inadequate and got little attention."(From two selected sampled Supervisor response)

The researcher observed from six secondary schools document reviews that the majority of selected sampled of teacher not properly planned and well-organized professional portfolios. It is copy annual CPD plan from colleagues and only prepared for efficiency format sake. From the above data obtained from semi-structure interviews of supervisors and document reviews show that the practices of school CPD were poor.

The calculated t-value 1.160 is lower than the table value (1.99) at  $p\text{-value } 0.873 > 0.05$  which denotes that there is no statistically significant mean difference between the responses of the two groups of respondents.

In line with the above analysis, it also refers to a cycle of continuous improvement process, and identifying new experiences to pursue. The school, where teachers work together on a daily basis and share their professional experiences is the obvious place for the most effective staff development to take place (MoE, 2003). In other words, it is this practice of teachers continuous professional development as a new approach where teachers, school principals and others develop their knowledge and skills at the work site is the best way that change in education can be realized and sustained.

With regard to item number 2 of Table 3, this focuses on identifying Peer observations and support of a colleague's work for the effective practice of teachers' CPD. Accordingly, the mean values 1.92 and 1.82 were obtained from teachers and school CPD committee members' responses respectively which show that disagreement. In the same manner, the calculated t-result [0.659] was less than the table value (1.99) at  $p\text{-value } (0.512)$  which is greater than 0.05. This showed that there is no statistically significant difference between the two groups of respondents.

As contrary to these issues, Lieberman (1996) as indicated Peer support is one of the approaches to CPD whereby a teacher has the opportunity to observe colleagues' lesson and

also observed by peers. As indicated by scholars, the process of observation and feedback facilitates discussion and exchange of practical and relevant ideas, which many teachers report as being crucial to the fruitfulness of the CPD experience. Moreover, different studies attested that Peer support and collaboration plays important roles.

Concerning item 3 of Table 3 this states that informal dialogue on the practice of teachers' CPD with colleagues to improve teaching and learning process in the school. In line with this, the mean values of the responses were 2.02 and 1.86 respectively which shows respondents interpretation as disagreement in related to the practices of teachers' CPD. The calculated t-value (0.935) is lower than the t- critical value (1.99) at ( $p = 0.353 > 0.05$ ) this implies that there was no statistically significant mean difference between the response groups in rating the items. This indicated that the practices of teachers' CPD were not successful to informal dialogue with colleagues to improve teaching and learning process. Regarding to this, data acquired from the interviewed principals, supervisors, sub city CPD focal person, education expert and from document analysis of selected sampled showed that, the majority of teachers not informal dialogue with colleagues to improve teaching and learning.

As can be seen from item 4 of Table 3, it is about the practices of teachers' CPD Visits to other schools to share experiences to improve teachers' performance. Accordingly, the mean value of teachers and school CPD committee 2.05 and 1.75 respectively which were perceived as disagreement level. This revealed that the practices of teachers' CPD were not well visits to other schools to share experiences. The computed t-value 1.756 is lower than the t-critical value (1.99) at  $p = [0.083] > 0.05$  show that there is a significant mean difference between teachers and school CPD committee. From the interviewed principals, supervisors, sub city CPD focal person, and education expert were selected from sampled regarding to the practice of teachers' CPD were not visits other schools to share experiences to improve their performance. Document reviews indicated that, the majority of the teachers' were not out of school learning (such as learning networks, visits to other schools, and so on) to share experiences.

As indicated in item number 5 of Table 3 this focuses on the practices of teachers CPD with respect to maintaining your professional portfolio to improving the practice of teachers' CPD in the school. The mean values of teachers and school CPD committee 1.95 and 2.76 respectively which were viewed as disagreement and Undecided level. The result obtained from the calculated t-value [-2.362] is lower than the table value (1.99) at ( $p = 0.020 < 0.05$ ) which denotes that there is significant difference between the two groups of respondents.

Item 6 of Table 3 which state that mentoring is a developmentally oriented relationship between senior and junior colleagues or peers that involves advising, role modeling, sharing contacts, and giving general support. The mean values by teachers and school CPD committee were responses 2.03 and 2.21 which were within the scope of disagreement level. The data explained in closed ended questions the practices of teachers' CPD in selected sampled secondary schools of the majority of teachers' responses were poor. However; the practice of CPD was well effective in developing a set of possible methods which focused on improving teachers' performance.

In connection to the responses obtained from open ended questions all of the two interviewed supervisors explained that "The teachers" developed a set of possible practices of CPD activities with the collaboration of staff." The calculated t-value (-0.887) is lower than the table value (1.99) at ( $p = 0.377 < 0.05$ ) which denotes that there is no significant difference between the two group of respondents.

As it can be expressed in items 7 of Table 3, which states that conducting training was to improve the practices of teachers' CPD in the school and focuses on skills, with expert delivery, and little practical focus. The analyzed mean values 2.08 and 2.04 were obtained from teachers and school CPD committee responses respectively which incline towards disagreement level. The result obtained from the calculated t-result (0.219) is lower than the table value (1.99) at ( $p = 0.827 > 0.05$ ) this denotes that there is no significant mean difference between the two groups of respondents. Based on the result from the data gained analyzed, the practices of teachers' CPD were not use conducting training regarding to improve teachers' performance.

As indicated in item number 8 of Table 3, this focuses on the conducting action research with respect to improving the practice of teachers' CPD in the school. The mean values of teachers and school CPD committee 2.08 and 2.00 respectively which were viewed as disagreement level. The result obtained from the calculated t-value (0.420) is lower than the table value (1.99) at ( $p = 0.675 > 0.05$ ) which denotes that there is no significant difference between the two groups of respondents.

Kennedy (2005) described that action research this is relevant to the classroom, and enables teachers to experiment with different practices, especially if the action research is collaborative.

As indicated in item number 9 of Table 3, this focuses on to identify personal CPD needs in line with school's annual CPD plan to improving the practice of teachers' CPD in the school.

The mean values of teachers and school CPD committee were 2.05 and 2.29 respectively which were viewed as disagreement. The result obtained from the calculated t-value (-1.465) is lower than the table value (1.99) at ( $p = 0.146 > 0.05$ ) which denotes that there is no significant difference between the two groups of respondents..

As indicated in item number 10 of Table 3, this focuses on the directives from the school CPD to lead the practices of teachers CPD. The mean values of teachers and school CPD committee 1.97 and 2.39 respectively which were viewed as disagreement level. The result obtained from the calculated t-value (-2.601) is lower than the table value (1.99) at ( $p = 0.011 < 0.05$ ) which denotes that there is significant difference between the two groups of respondents.

As indicated in item number 11 of Table 3 this focuses on taking 60 hours of CPD activities each year to improving the practice of teachers' CPD in the school. The mean values of teachers and school CPD committee 3.80 and 3.75 respectively which were viewed as agreement level. The result obtained from the calculated t-value (-1.948) is lower than the table value (1.99) at ( $p = 0.055 > 0.05$ ) which denotes that there is no significant difference between the two groups of respondents. This indicated that the practice of CPD activities in the school was taken for 60hrs

#### 4.1.2. Analysis of the major challenges of teachers' CPD

The challenges of teachers' professional development refers to difficulties, complexities, barriers or hard situations against the expected outcomes of teachers' growth. These challenges need a lot of skill, energy resources, and determination to deal with in order to arrive at the predetermined goal. Accordingly, the major challenges to be dealt with for the purpose of this study are teacher related barriers, leadership, supervisory challenges and the school system.

The respondents were asked to rate some of the possible challenges that may hinder the practices of teachers' CPD that were presented by researcher and their response were analyzed in the following table as follows: Range of the practices of teachers' CPD barriers can be listed depending on the context to which each sampled schools were exposed. However, with the exception of some particularities, most of the challenges that hinder the practices of teachers' CPD in the city were common to every school.

Therefore, the study dealt with some of the major challenges that were supposed to seriously affect the practices of teachers' CPD was explained on the table below.

Table.4. The Challenges of teachers' CPD as rated by respondent

T/L	ITEM		N	Mean	Std. Deviation	mean average	T-value	P-value
1	Time constraints	Teachers	64	3.95	0.628	4.03	-0.98	0.331
		CPD committee	28	4.11	0.832			
2	Lack of detail knowledge on the CPD	Teachers	64	3.94	0.639	4.04	-1.34	0.184
		CPD committee	28	4.14	0.756			
3	.Lack of management support	Teachers	64	3.92	0.65	3.925	-0.04	0.965
		CPD committee	28	3.93	0.716			
4	Considering CPD as additional work	Teachers	64	3.95	0.628	4.03	-0.98	0.331
		CPD committee	28	4.11	0.832			
5	Lack of interest and motivation	Teachers	64	4.02	0.701	4.08	-0.78	0.436
		CPD committee	28	4.14	0.756			
6	Giving low value to CPD	Teachers	64	3.92	0.65	3.925	-0.04	0.965
		CPD committee	28	3.93	0.716			
7	Culture of copy with portfolio	Teachers	64	4.03	0.689	4.07	-0.48	0.635
		CPD committee	28	4.11	0.737			
8	.High turnover of CPD facilitators	Teachers	64	3.95	0.628	3.94	0.165	0.869
		CPD committee	28	3.93	0.716			
9	Lack of coordination between concerned bodies	Teachers	64	3.97	0.616	4.005	-0.44	0.662
		CPD committee	28	4.04	0.793			
10	.Lack of sufficient training	Teachers	64	4.05	0.7	3.99	0.741	0.461
		CPD committee	28	3.93	0.716			
11	Lack of budget, materials, and resources	Teachers	64	3.97	0.616	3.985	-0.44	0.662
		CPD committee	28	4.04	0.793			
12	.Lack of monitoring and evaluation	Teachers	64	4.05	0.7	3.99	0.741	0.461
		CPD committee	28	3.93	0.716			

Key: Mean value 0-1.49-very low, 1.50-2.49- Low, 2.50-3.49 moderate, 3.50-4.49-high, 4.50 - 5.00-very high level at  $P > 0.05$ , critical  $t$ -value = 1.99, degree of freedom = 90,  $N$ = number of respondents,  $SD$  = Standard deviation

As can be seen from item 1 of Table 4, it is about time constraints. The response from teachers and school CPD committee with mean value of 3.95 and 4.11 respectively was rated as high and very high challenged the practices of teachers' CPD related to time constraints. The computed t-value is (-0.977) which is less than the critical t-value (1.99) at p value ( $P = 0.331 > 0.05$ ) with degree of freedom 90 implies that there is no significant difference between the responses of the two groups. This result shows that time constraints as a result of teacher work load was one of the challenges to implement CPD. In line to this, as indicated on the Ethiopian CPD Framework, MOE 2009b, one of the challenges to CPD implementation are: Time constraints on teachers as well as their school leaders not to give adequate attention to the program.

As it can be seen from the data related to item 2 of Table 4, major challenges of teachers' CPD practices related with lack of detail knowledge on the CPD. The teachers and school CPD committee mean value 3.94 and 4.14 respectively, which were rated as highly and very high challenged the practices of teachers' CPD in relation to lack of detail knowledge on the CPD. The calculated t-value (-1.340) is less than the critical value (1.99) at P-value  $0.184 < 0.05$ . This implies that there is significant difference between the two groups of respondents. In addition to this the interview result shows the same thing regarding the above idea. Therefore this implies that lack of detail knowledge was one of the major challenges to the practices of CPD activities.

As explained in item 3 of Table 4 this focused on lack of management support. The responses from teachers and school CPD committee with mean values of 3.92 and 3.93 respectively, which rated value shows as highly, challenged the practice of teachers' CPD. The computed t-value (-0.044) is less than the critical t-value (1.99) at the p-value ( $0.965 > 0.05$ ) with degree of freedom 90. This shows that there is no statistical difference between the two groups of respondents. In relation to this, the data obtained from interviews held with school supervisors were lack of management support was one of the challenges of the practices of CPD in the school explained. The two woreda supervisors stated as follows:

Lack of support from sub city education office was one of the challenges that hindered the practices of teachers' CPD cooperation with stakeholder in improving teaching-learning.

Work load of school principal hindered their practices cooperation with stakeholder in improving teaching-learning (Supervisor response).

As one can see from the data in item 4 of Table 4, considering CPD as additional work were challenged as to the practice of teachers" of CPD. The response from teachers and school CPD committee with mean value of 3.95 and 4.11 respectively, which were rated as high and very high challenged the practices of teachers" CPD in connection to considering CPD as additional work. The computed t-value (-0.977) is less than the critical t-value (1.99) at the p-value ( $0.331 > 0.05$ ) with degree of freedom 90. This shows that there is no statistical difference between the two groups of respondents. This indicated that negative attitudes toward CPD were challenged to the implementation of CPD Activities. In addition to this the interview result shows the same thing regarding the above idea. Therefore it can be reduced that negative attitudes toward implementation of CPD affects to improve teacher" performance.

As it can be seen from item 5 of Table 4, the other challenges which deal with lack of interest and motivation. The teachers and school CPD committee mean value 4.02 and 4.14 respectively, which were rated as very high level challenged the practices of teachers" CPD regarding to lack of interest and motivation. The calculated t-value (-0.782) is less than the critical value (1.99) at P- value  $0.436 > 0.05$ . This implies that there is no significant difference between the two groups of respondents. This indicated that absence of motivations (promotion issue, career structure issue, licensing issue, and certification issue) and interest was challenges to implement CPD activities.

As indicated in the item 6 of Table 4, the other challenges were those that deal with giving low value to CPD. Accordingly, teachers and school CPD committee mean value 3.92 and 3.93 respectively, which were rated as highly challenged regarding to the practices of teachers" CPD giving low value to CPD. The calculated t-value (-0.044) is less than the critical value (1.99) at P- value  $0.965 > 0.05$ . This implies that there is no significant difference between the two groups of respondents.

As depicted in item 7 of Table 4, the challenges of the practices" of teachers" CPD culture of saving copy with portfolio. The mean values of teachers and school CPD committee 4.03 and 4.11 which were rated as very high level challenged respectively the practices of teachers" CPD. The computed t-value (-0.476) is less than the critical t- table value (1.99) and the p-value ( $0.635 > 0.05$ ) with degree of freedom 90. This shows that there is no statistical difference between the two groups of respondents. This shows that the majority of the teachers were not maintaining their own CPD portfolio. It was copy write professional portfolios from other

colleagues. Through document review data indicate that there were no well-organized teachers' portfolios in the study area. Similarly in an interview, two of the supervisors from selected samples reported that:-

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

As depicted in item 8 of Table 4, the challenges of the practices of teachers' CPD high turnover of CPD facilitators. The mean values of teachers and school CPD committee 3.95 and 3.93 which were rated as highly challenged respectively the practices of teachers' CPD. The computed t-value (0.165) is less than the critical t- table value (1.99) and the p-value ( 0.869 > 0.05) with degree of freedom 90. This shows that there is no statistical difference between the two groups of respondents. This indicated that high turnover of CPD facilitators were challenged to the practice of CPD activities.

As depicted in item 9 of Table 4, the challenges of the practices of teachers' CPD lack of coordination between concerned bodies. The mean values of teachers and school CPD committee 3.97 and 4.04 which were rated as high and very high challenged respectively the practices of teachers' CPD. The computed t-value (-0.438) is greater than the critical t- table value (1.99) and the p-value (0.662 < 0.05) with degree of freedom 90. This shows that there is statistical difference between the two groups of respondents.

As depicted in item 10 of Table 4, the challenges of the practices of teachers' CPD lack of sufficient training. The mean values of teachers and school CPD committee 4.05 and 3.93 which were rated as very high and very high challenged respectively the practices of teachers' CPD. The computed t-value (0.741) is less than the critical t- table value (1.99) and the p-value (0.461 > 0.05) with degree of freedom 90. This shows that there is no statistical difference between the two groups of respondents.

As depicted in item 11 of Table 4, the challenges of the practices of teachers' CPD lack of budget, materials and resources. The mean values of teachers and school CPD committee 3.97 and 4.04 which were rated as high and very high challenged respectively the practices of

teachers' CPD. The computed t-value (-0.438) is less than the critical t- table value (1.99) and the p-value (0.662 > 0.05) with degree of freedom 90. This shows that there is no statistical difference between the two groups of respondents.

As depicted in item 12 of Table 4 the challenges of the practices of teachers' CPD lack of monitoring and evaluation. The mean values of teachers and school CPD committee 4.05 and 3.93 which were rated as very high and high challenged respectively the practices of teachers' CPD. The computed t-value (0.741) is less than the critical t- table value (1.99) and the p-value (0.461 > 0.05) with degree of freedom 90. This shows that there is no statistical difference between the two groups of respondents. This indicated that there is poor monitoring and evaluation system in the implementation of CPD. Therefore it can be deduced that there is poor monitoring and evaluation system in the implementation of CPD.

In addition, interview respondent of sub city education expert selected sample response show that: "Limitations to Monitoring and Evaluations are; lack of standards for monitoring and evaluations, work load, lack of continuity, lack of proper monitoring mechanism, lack of clear checklists, and more focus on routine activities. Monitoring and Evaluations should be participatory and management should give priority and attention to Monitoring and Evaluations as integral part of the regular work."

The data obtained from document review of six secondary schools also elaborate this gap. In this regard, literature indicates authors like Elmore (2002) and Fishman et al (2003), cited in Watson (2005) stated that "Professional development is the key to lasting reform in school education, yet there is little systematic evaluation of the effectiveness of professional development activities.

In this regard, literature indicates limitations in current evaluation process in CPD to capture evidence about the relationship between and learning outcomes (Harris, Day, Goodall, Lindsay & Muijs, n.d.). Accordingly, Guskey (2000) cited in Harris et al. (n.d.), posited three weaknesses of the evaluation processes in CPD. He indicates that current evaluations in CPD are limited to more focus on activities undertaken as part of the professional development program, assessment on participant satisfaction survey, and occasional or one-off events.

In general, from the above findings the researcher identified commonly observed the major challenges that hindered the practices of teachers' CPD in secondary schools of sabeta town were ranked from greater extent to low as follows: -

lack of interest and motivation, *Culture of copy with portfolio*, *Lack of monitoring and evaluation*, *Lack of detail knowledge on the CPD*, time constraints, considering CPD as additional work, *Lack of coordination between concerned bodies*, *Lack of management support*, *giving low value to CPD*, *High turnover of CPD facilitators*, lack of sufficient training and, Lack of budget, materials, and resources.

As literature, the frame work document of MoE (2009) identified problems in the CPD implementation process by secondary school teachers indicates that there are many problems with CPD practice in school such as: lack of shared vision, lack of common understanding of partners on CPD, lack of collaboration in monitoring and evaluation system, lack of adequate awareness among teachers, lack of qualified leadership, the absence of link between CPD, Teachers career structure

### 4.1.3. Achievements of Teachers Continuous Professional Development Activities

Table 5. Achievements of Teachers Continuous Professional Development Activities

T/L	ITEM		N	Mean	Std. Deviation	mean average	T-value	p-value
1	CPD practices have had the largest impact on me/teachers work	Teacher	64	3.8	0.717	3.83	-0.4	0.69
		CPD committee	28	3.86	0.525			
2	CPD improved teaching content knowledge	Teacher	64	3.73	0.84	3.685	0.468	0.641
		CPD committee	28	3.64	0.911			
3	CPD improved my/teachers classroom management skills	Teacher	64	3.69	0.852	3.81	-1.43	0.155
		CPD committee	28	3.93	0.378			
4	CPD leveraged efforts to improve student achievement	Teacher	64	3.7	0.92	3.67	0.29	0.773
		CPD committee	28	3.64	0.911			
5	CPD enhanced sustained changes in teaching practices	Teacher	64	3.66	1.027	3.76	-0.98	0.33
		CPD committee	28	3.86	0.525			
6	CPD strengthened important psychological and /or motivational aspects in teaching	Teacher	64	3.63	1	3.67	-0.41	0.682
		CPD committee	28	3.71	0.854			
7	CPD enhanced commitment to teaching	Teacher	64	3.66	0.93	3.76	-1.07	0.288
		CPD committee	28	3.86	0.525			
8	TDP helped teachers to trigger or respond to the adoption of new techniques of teaching and learning	Teacher	64	3.66	0.93	3.725	-0.62	0.539
		CPD committee	28	3.79	0.917			

Key: Mean value 0-1.49-very low, 1.50-2.49- Low, 2.50-3.49 moderate, 3.50-4.49-high, 4.50 - 5.00-very high level at  $P > 0.05$ , critical t-value = 1.99, degree of freedom = 90, N= number of respondents, SD = Standard deviation

As depicted in item 1 of Table 5 this indicate that Achievements of Teachers Continuous Professional Development Activities. The mean values of teachers and school CPD committee 3.80 and 3.86 which were rated as highly agreement on CPD practices have had the largest impact on me/teachers work. The computed t-value (-0.400) is less than the critical t-table value (1.99) and the p-value ( $0.690 > 0.05$ ) with degree of freedom 90. This shows that there is no statistical difference between the two groups of respondents.

As can be seen from item 2 of Table 5, this indicates that the Achievements of Teachers Continuous Professional Development Activities. The mean values of teachers and school CPD committee 3.73 and 3.64 which were rated as highly CPD improved teaching content knowledge. The computed t-value (0.468) is less than the critical t-table value (1.99) and the p-value ( $0.641 > 0.05$ ) with degree of freedom 90. This shows that there is no statistical difference between the two groups of respondents.

With regard to item 3 of Table 5, this indicates that the Achievements of Teachers Continuous Professional Development Activities. The mean values of teachers and school CPD committee 3.69 and 3.93 which were rated as highly CPD improved my/teachers classroom management skills. The computed t-value (-1.433) is less than the critical t-table value (1.99) and the p-value ( $0.155 > 0.05$ ) with degree of freedom 90. This shows that there is no statistical difference between the two groups of respondents.

As can be seen from item 4 of Table 5 it shows that the Achievements of Teachers Continuous Professional Development Activities.. The mean values of teachers and school CPD committee 3.70 and 3.64 which were rated as highly CPD leveraged efforts to improve student achievement. The computed t-value (0.290) is less than the critical t-table value (1.99) and the p-value ( $0.330 > 0.05$ ) with degree of freedom 90. This shows that there is no statistical difference between the two groups of respondents.

Item 5 of Table 5, this shows that the Achievements of Teachers Continuous Professional Development Activities. The mean values of teachers and school CPD committee 3.66 and 3.86 which were rated as highly CPD enhanced sustained changes in teaching practices The computed t-value (-0.979) is less than the critical t-table value (1.99) and the p-value ( $0.330 > 0.05$ ) with degree of freedom 90. This shows that there is no statistical difference between the two groups of respondents.

In response to item 6 of Table 5, this indicates that the Achievements of Teachers Continuous Professional Development Activities.. The mean values of teachers and school CPD committee

3.63 and 3.71 which were rated as highly giving adequate awareness and training concerning at teachers' CPD. The computed t-value (-0.411) is less than the critical t-table value (1.99) and the p-value ( $0.682 > 0.05$ ) with degree of freedom 90. This shows that there is no statistical difference between the two groups of respondents.

As depicted in item 7 of Table 5, this indicates that Achievements of Teachers Continuous Professional Development Activities.. The mean values of teachers and school CPD committee 3.66 and 3.86 which were rated as highly CPD enhanced commitment to teaching. The computed t-value (-1.069) is less than the critical t-table value (1.99) and the p-value ( $0.288 > 0.05$ ) with degree of freedom 90. This shows that there is no statistical difference between the two groups of respondents.

As can be seen from item 8 of Table 5 it shows that the Achievements of Teachers Continuous Professional Development Activities. The mean values of teachers and school CPD committee 3.66 and 3.79 which were rated as highly TDP helped teachers to trigger or respond to the adoption of new techniques of teaching and learning. The computed t-value (-0.617) is less than the critical t-table value (1.99) and the p-value ( $0.539 > 0.05$ ) with degree of freedom 90. This shows that there is no statistical difference between the two groups of respondents.

In general, from the above findings the researcher identified commonly observed Achievements of Teachers Continuous Professional Development Activities in selected secondary schools of Sabeta sub cities.

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## CHAPTER FIVE

### 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary of major findings, the conclusion drawn from the findings and recommendations regarding the practices and challenges of teachers' continuous professional development in secondary schools of Sabeta town.

#### 5.1. Summary

The main purpose of this study was to assess the practices and challenges of teachers' continuous professional development in secondary schools Sabeta Town. To this end, an attempt was made to assess the practices of teachers' continuous professional Development and barriers to their practices in improving teaching-learning process.

In order to achieve the objectives of the study, the following basic questions were posed and through the method applied they were answered:

1. What are the practices of teachers' continuous professional development in secondary schools of Sabeta sub city?
2. What are the challenges in the implementation of CPD in secondary schools of Sabeta sub city?
- 3 What achievement has been gained as a result of CPD in Sabeta sub City secondary schools?

In order to get answers for the above basic questions, descriptive survey study was carried out in six secondary schools that were selected by availability sampling techniques. The study incorporated a total of 109 respondents (68 teachers, 30 school CPD committee, 6 principal, 2 supervisors, 2 sub city CPD focal persons and 1 education expert) in the study. Among this respondents 6 principal, 2 supervisors, 2 education CPD focal persons and 1 education expert were interviewed. The remaining 68 teachers' and 30 school CPD committee were asked to respond the questionnaire. From 98 questionnaires that were distributed to 68 teachers and 30 school CPD committee only 92 were completed and returned to the researcher (64 teachers and 28 School CPD committee members). In addition, to supplement the information gathered through questionnaire, the interviews were undertaken with 6 principal, 2 supervisors, 2 sub city CPD focal persons and 1 Education expert and also information from document analysis is used as supplementary as planned. Finally, the data were carefully collected, coded and presented for analysis.

In the study, different data analysis tools such as mean values, average mean values, standard deviation and an independent sample t-test for comparing means were used. According to the result of data analysis, the following major findings were identified.

### 1. Issues Related To The Practices Of Continuous Professional Development

Majority of the respondents believed that the overall practices of continuous professional development in samples indicated as disagreement related to Planning annual CPD together, visits to other schools to share experiences, maintaining your professional portfolio, mentoring and conducting action research. Therefore, the focus areas are consistent with research findings. However, teachers did not give attention to focused areas of CPD activities.

As an outcome of this study, there is poor coordination between different responsible bodies in the implementation of CPD (schools, cityeducation offices, MoE). Data analyses revealed low commitment among teachers to work together towards planned annual CPD activities. To cross-check the responses were obtained through questionnaire responses of the interviewed supervisors of the sample secondary schools explained: Here two of the supervisors responded that a resistance from the side of teachers not to be involved in CPD program due to a number of problems.

Teachers are not seen to be regularly involved in practices such as undertaking annual CPD preparation. CPD is not formally implemented, as it has been the case in the past. However, though not frequent, there are informal attempts by some teachers to be involved in some CPD works that enhance the performance of students and overall CPD practices was inadequate and got little attention.

The secondary schools document reviews that the majority of selected sampled of teacher not properly planned and well-organized professional portfolios. It is copy annual CPD plan from colleagues and only prepared for efficiency format sake. From the above data obtained from semi-structure interviews of supervisors and document reviews show that the practices of school CPD were poor.

### 2. Challenges of practicing teachers' Continuous Professional Development

The findings show that the major challenges of the practices of teachers' CPD were identified:- lack of interest and motivation, Culture of copy with portfolio, Lack of monitoring and evaluation, Lack of detail knowledge on the CPD, time constraints, considering CPD as additional work,,Lack of coordination between concerned bodies, Lack of management

support, giving low value to CPD, High turnover of CPD facilitators, lack of sufficient training and, Lack of budget, materials, and resources. As an outcome of this study, there is poor coordination between different responsible bodies in the implementation of CPD.

Data analyses revealed the majority of the teachers were not maintaining their own CPD portfolio. It was copy write professional portfolios from other colleagues. Through document review data indicate that there were no well-organized teachers' portfolios in the study area. There is low attention among the teachers on the benefits related to maintaining own portfolio. Replied, there seems to be lack of clear awareness on the objective and process to maintain portfolios. Teachers felt that maintaining portfolio has had little value or importance to them and they admitted that they lacked knowledge and skills needed to document their portfolio. .

### 3. Issues related to the achievements of CPD

From teachers' point of view, various achievements associated with their CPD activities. CPD activities helped teachers to improve gains in content knowledge, adopt new techniques of teaching and learning, improve classroom management skills, to develop greater sense of efficacy, leverage efforts to improve student achievements, strengthen psychological and /or motivational aspects in teaching, and opportunities for interaction with program participants are some achievements of CPD activities. (That is consistent with Desimone et. al. (2002), cited in Ashdown and Rossi (2005,) and Ashdown and Rossi (2005).

Teachers also believed that their CPD activities have improved opportunities for interaction with different program participants and other professionals and improved relationships among teachers and students. An important element of current educational thinking about how to facilitate student learning is the application of student centered active learning and continuous assessment methods.

In this regard, CPD activities helped teachers to develop awareness on active learning and continuous assessment methods. However, there are limitations in the practical application of CPD outputs. It was found out that student centered methods were more practiced than continuous assessment techniques in the teaching and learning processes at schools.

## 5.2. Conclusions

Based on the analysis and summary of the major findings, the following conclusions were made.

- I. Most of the result of the analysis revealed that the practices of teachers“ CPD teachers“ did not :-
  1. Planning annual CPD together,
  2. visits to other schools to share experiences,
  3. maintaining your professional portfolio,
  4. Mentoring and conducting action research.
- II. The study identified various possible challenges of teachers’ CPD including: time constraints, lack of management support, lack of motivation, lack of coordination between concerned bodies, lack of resources and lack of monitoring and evaluation.
- III. According to this study, it can be concluded that the challenges of CPD practices have a major impact in improving teaching learning process.
- IV. From teachers’ point of view, various achievements associated with their CPD activities.
- V. CPD activities helped teachers to improve gains in content knowledge, adopt new techniques of teaching and learning, improve classroom management skills, to develop greater sense of efficacy, leverage efforts to improve student achievements, strengthen psychological and /or motivational aspects in teaching, and opportunities for interaction with program participants are some achievements of CPD activities. (That is consistent with Desimone et. al. (2002), cited in Ashdown and Rossi (2005,) and Ashdown and Rossi (2005
- VI. From this, it can be concluded that it is greater focus should be given by MoE, Sub City City, schools, teachers and other responsible bodies to improve the situation as reform programs require strong follow up, commitment and strong management support to improve the practices of CPD.

## 5.3. Recommendations

Based on the findings, the following recommendations were made:-

1. The schools“ principals and CPD committee along with their respective staff members are advised to frequently discuss on how to implement CPD plans; need to form various teams to conduct action researches; and continuously evaluate CPD program in peer as well as by self.

2. By and large, CPD practices need to be evaluated in terms of the intended teachers' professional growth and pupils' academic achievement.
3. There should be improved communication and coordinated effort between Sub City, City, and schools. Sub city is expected to give professional and technical support and streamline feedback mechanisms to improve their shared responsibilities.
4. Government should improve the work condition of teachers' in order to enhance teacher's motivation and commitment to work towards the envisaged goals.
5. Schools should have strong management system and leadership to support and guide teachers for quality education.
6. Teachers should be given clear awareness about the purposes of their own professional portfolio experiences for systematic planning of CPD activities. In order to develop the quality of education and improve the professional skill of teachers, the school management bodies should have the responsibility of practicing CPD activities within their schools by arranging workshops, meetings, regular observation of teachers and giving feedback.
7. Every activity in CPD should have a direct tie with teachers' day-to-day life. Teachers' performance of any practices of CPD need to be allied with their career development so that teachers would not be hesitant to implement.
8. To this end, the MOE, Sub , CITY Education Department and sub city Education Offices are advised to consider attempts to implement CPD by providing incentives for teachers like, certificates, career promotion, incentives, etc.
9. It is recommended that the regional, city and sub city education officers; principals, school CPD committees and senior teachers should practically assist teachers by creating conducive environment for skill development through both short and long term training programs, intra and inter-group discussion forums, arranging visits to share experiences and scale up best practices, facilitating and enhancing induction programs, allocating sufficient budget, and self and peer evaluation opportunities followed by timely feedback.
10. The Regional Education Bureau and MOE are advised to continuously revise and develop CPD manuals based on continuous research and evaluation.

11. As quality improvement has become a central priority of education, an internal management process of continuous follow up of inputs, processes and outputs are required in order to identify strengths and weaknesses and take remedial[corrective] actions.

12. MoE, and City should work together to develop comprehensive and strong monitoring and evaluation system. In this regard, it is also important to align monitoring and evaluation systems with all aspects of the teacher development programs. To implement teachers' CPD as per MoE guideline, there should be ownership at the different level of the Education system (MoE, CITY, and sub cities) so that it will have its own plan, budget and monitoring and evaluation systems. Thus MoE should reconsider the structural issue of CPD. Teachers' particularly secondary school teachers should be loyal to their professions and be models in solving their classroom and other instructional problems through action research.

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## APPENDIX-A

### ADDIS ABABA UNIVERSITY

College of Educational and Behavioral Studies Department of Educational Planning and Managements questionnaire to be fill by secondary school teachers and school CPD committee. General Direction Dear respondents! The main purpose of this questionnaire is to collect necessary data for the study entitle Practices and challenges of teachers continuous professional development program in secondary schools of Sabeta sub city.. You are, therefore kindly requested to fill the questionnaires by providing the necessary information on the issue related to the study. The success of this study depends on your honest and genuine responses. The information that will be obtained from the responses to these questionnaires will be use only for the purpose of the study. All the information will be kept confidential and will be used only for the academic purpose. This questionnaire would be taken 30 minutes to complete. Once you have completed the questionnaire, please return to the data collectors.

Please Note The Following Points Before You Start Filling The Questionnaires:

1. You do not need to write your name on the questionnaire paper.
2. The assessment focuses on the current Practices and challenges of Teachers Continuous Professional Development Program in your school.
3. Please, answer every question by putting mark on the basis of the situation in your school and reflecting your own views.
4. For any additional opinion or explanation, you kindly requested to write briefly as much as possible in the space provided.

#### PART ONE

Background Information's of the Respondents.

1. Name of your school -----
2. Name of your Woreda-----
3. What is your Extra role in the school? -----
4. Sex: A. Male  B. Female
5. Age: A. 20-30  B. 31-40  C. above 40
6. Your current educational qualification College Diploma  BA/BSc/Bed (  ) MA/MSC/Med
7. Total work experience/service in years

A.1-5() B. 11-15 () C. 6-10 () D. 16 years and above () 8. Area of specialization or field of study A. Subject Major () B. EDPM () C. If other, specify \_\_\_\_\_

**PART TWO: CPD issues**

Please indicate the extent to which each statement represents your school by putting tick mark “ in the appropriate box for each closed ended items. Give brief descriptions showing your opinion for open ended questions. Every response has to be based on your school context.

I. Items related to the practices of teachers’ continuous professional development in your schools. Use the following scales to indicate your level of agreement.

No	Item	Strong agree	Agree	Undecided	Disagree	strong disagree
1	<i>The practices of teachers’ continuous professional development in your schools and the scale level of agreement.</i>					
1.1	<i>Teachers in my school planning annual CPD together</i>					
1.2	<i>In my opinion peer observations are made during CPD session</i>					
1.3	<i>Teachers in my school make informal dialogue or discussion at break time to improve learning and teaching</i>					
1.4	<i>In my opinion teachers plan to visit other schools to share experiences</i>					
1.5	<i>Teachers or CPD committee maintain their professional portfolio</i>					
1.6	<i>Teachers in my school accept mentor advice</i>					
1.7	<i>Teacher are usually trained how to maintain CPD course in the school</i>					
1.8	<i>Teachers conduct action research as part of CPD</i>					
1.9	<i>. Teachers in my school identify personal CPD needs in line with school’s annual CPD plan</i>					
1.1	<i>Teachers in the school follow directives of the school CPD</i>					
1.11	<i>Teachers take 60 hours for CPD activities each year</i>					

1. In your opinion; How It CPD practiced in your school?

a) Very Good b) Good c) Fair d) Poor e) Very Poor

2. If there are other methods of practice teachers CPD in your schools, please mention.

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3. In your opinion; how do you evaluate the practice of teachers' CPD in your school.

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II. Items related to the challenges of teachers' continuous professional development in your schools. The following issues are assumed to be the common challenges of schools that hinder the practices of teachers' CPD in the school. The five point scales [Lickert scale] indicated below reflect the degree of availability each challenge in your school. Please rate each item, using the (1-5) scales that best describes the degree to which the challenges are availability in your school.

No	Item	Very high	High	Mode rate	Low	Very low
2	The common challenges of schools that hinder the practices of teachers' CPD in the school					
2.1	<i>Time constraints</i>					
2.2	<i>Lack of detail knowledge on the CPD</i>					
2.3	<i>.Lack of management support</i>					
2.4	<i>Considering CPD as additional work</i>					
2.5	<i>Lack of interest and motivation</i>					
2.6	<i>Giving low value to CPD</i>					
2.7	<i>Culture of copy with portfolio</i>					
2.8	<i>.High turnover of CPD facilitators</i>					
2.9	<i>Lack of coordination between concerned bodies</i>					
2.1	<i>.Lack of sufficient training</i>					
2.11	<i>Lack of budget, materials, and resources</i>					
2.12	<i>.Lack of monitoring and evaluation</i>					

1. What other challenges face to implement teachers' CPD activities in your school? Please mention them.
2. III. Items related to what achievement has been gained as a result of CPD in sabeta sub cities secondary schools? Please rate each item, using the (1-5) scales that best describes the degree to which the availability in your school.

No	Item	Strong agree	agree	Undecided	Dis agree	Strong disagree
3	. What achievement has been gained as a result of CPD in sabeta sub cities secondary schools?					
1	CPD practices have had the largest impact on me/teachers work					
2	CPD improved teaching content knowledge					
3	CPD improved my/teachers classroom management skills					
4	CPD leveraged efforts to improve student achievement					
5	CPD enhanced sustained changes in teaching practices					
6	CPD strengthened important psychological and /or motivational aspects in teaching					
7	CPD enhanced commitment to teaching					
8	TDP helped teachers to trigger or respond to the adoption of new techniques of teaching and learning					

3. What do you suggest as the possible recommendations to improve CPD Implementation

## APPENDIX-B

### ADDIS ABABA UNIVERSITY

College of Educational and Behavioral Studies Department of Educational Planning and Management. Interview guide questions to be provide for School Principals, School Supervisors, teachers Dear respondents! First, I will like to thank you for your willingness and giving your time for my interview. The objectives of this interview are to assess the practice and challenges of teachers' CPD program in secondary schools of Sabeta sub city .. The information you are going to provide will be very important and valuable for the success of the study. Therefore, you are kindly requested to be honest and frank in responding all the interview questions you have asked. Be sure your responses will be confidential and used only for research purpose.

#### PART ONE

##### Background Information.

1. Your current position-----
2. Sex: a. male  b. female
3. Age: a. 20-30  b. 31-40  c. above 40
4. Your current educational qualification  
a. College Diploma  b. BA/BSC /BED  C. MA/MSC/MED
5. Work experience in years  
a.1-5  c. 11-15   
b. 6-10  d. 16 years and above
7. Area of specialization or field of study  
a. subject major  b. EDPM  c. other, specify -----

##### Interview Guide Questions

Date -----

Time Interview Started -----

Time Interview Ended -----

#### PART TWO: The Issues Related To School CPD

1. What are the overall practices of teachers CPD?
2. Is there any technical support or capacity building initiative from concerning bodies?

3. What challenges did you face in the implementation of teachers CPD program?
4. How are evaluate the implementation of CPD activities in your school?
5. Do the schools allocate sufficient budget and material resources for the implementation of CPD programs?

Thank you

APPENDIX-C

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College of Educational and Behavioral Studies Department of Educational Planning and Management Note Taking Format or Checklist for Document Analysis

Name of school-----Town-----

1 .Teachers

1. Need analysis-----

- 2. Major CPD activities -----
- 3. Budget for CPD program-----
- 4. CPD evaluation mechanism-----

Teachers' portfolio

- 1. Activities performed-----
- 2. Support given by different stakeholders-----
- 3. Feedback given by different stake-----

Report files

- 1) Certifying performed CPD action plans duly checked and approved by school principal  
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- 2) Challenges encountered to implement CPD programs? -----