



**The Practice of Teachers' Continuous Professional
Development Program in Selected General Secondary
Schools of Jimma Zone**

Gossa Burayu Leta

A Thesis Submitted to

**Department of Curriculum and Teachers' Professional
Development Studies**

**Presented in Partial Fulfillment of the Requirements for the
Degree of Master of Arts (Curriculum and Instruction)**

Addis Ababa University

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This is to certify that the thesis prepared by Gossa Burayu Leta entitled: *The Practice of Teachers' Continuous Professional Development Program in Selected General Secondary Schools of Jimma Zone* and submitted in partial fulfillment of the requirements for the degree of Master of Arts (Curriculum and Instruction) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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ABSTRACT

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Gossa Burayu Leta

Addis Ababa University, 2012

The study was initiated to explore the practices of teachers' continuous professional development program in Jimma Zone selected general secondary schools. It attempted to identify the extent of teachers' participation in CPD activities, the effects of CPD program in improving the process of teaching and learning, the roles played by stakeholders, and factors affecting the implementation of CPD program. To realize the purpose of the study, descriptive survey research design was employed. The study was carried out on eight general secondary schools that were selected using random sampling technique. The study also involved 111 teachers, 16 secondary school principals, eight secondary school supervisors and eight woreda education officers. Based on the analysis, it was found that teachers were engaging moderately in only some CPD activities; activities such as discussion meetings, induction, mentoring, peer observation, and sharing good experience with in school were practiced; CPD program has positive effects in improving teaching learning process; the stakeholders, particularly, woreda education officers, supervisors and principals have not played significant role in effective implementation of CPD program; lack of teachers' commitment, lack of teachers' positive attitude towards the CPD program, lack of access to information, lack of support from woreda education, and lack of incentives were the major obstructions of the program. Accordingly, the conclusion drawn is that the practice of CPD program in secondary schools under consideration was less than expectation. Finally, recommendations were proposed emphasizing on the importance of stimulating teachers' interest, creating awareness, creating strong and committed network among stakeholders, and provision of information technology access so as to improve the implementation of teacher' CPD program.

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ABBREVIATIONS AND ACRONYMS

AREB	Amhara Regional Educational Bureau
CPD	Continuous Professional Development
CRC	Cluster Resource Centre
CTE	College of Teacher Education
EMIS	Educational Management Information System
EQUIP	Educational Quality Improvement Package
ESDP	Education sector development Program
ETP	Education and Training Policy
INSET	In-Service Education and Training
MoE	Ministry of Education
NGO	Non Governmental Organization
SBCPD	School Based Continuous Professional Development
SPSS	Statistical Processing for Social Science
TDP	Teacher Development Program
TEI	Teacher Education Institution
TESO	Teacher Education System Overhaul
UNESCO	United Nations Educational, Cultural and Scientific Organization
UNICEF	United Nations International Children's Emergency Fund
USAID	United States Agency for International Development
WEO	Woreda Education Office
ZEO	Zone Education Office

CHAPTER 1

INTRODUCTION

This chapter consists of the background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, definition of key terms and organization of the study.

1.1. BACKGROUND OF THE STUDY

Teacher development is a never ending cycle of teacher learning that begins with initial teacher training and continues for as long as a teacher remains in the profession. The fact that teaching is a public profession places teachers in the spotlight of societal expectations of continually finding ways to improve student learning (Lange, 1990 cited in Naziha Ali R., 2010). The way to make this possible is by enabling teachers to continue to evolve in the use, adaptation and application of their art and craft. Ongoing, relevant professional development activities are necessary for a teaching force to be effective (Craig et al. 1998:13).

The term continuing professional development (CPD) implies, any professional development activities engaged in by teachers which enhance their knowledge and skills and enable them to consider their attitudes and approaches to the education of children, with a view to improve the quality of the teaching and learning process. Teachers' professional development is what a teacher attains as a result of obtaining experience and exploring his or her teaching systematically and it also includes opportunities offered to

educators to develop knowledge, skills, approaches and dispositions to improve their effectiveness in their classrooms and organizations (Villegas-Reimers, 2003).

The continuing professional development of teachers has existed for several decades and become an important subject in teacher education reform in the world. It consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute to the quality of education in the classroom (Day, 1999). This implies that CPD encompasses formal and informal means of developing workers professionally and a wide variety of approaches in a variety of settings.

- * Literatures on education quality indicate that there is a strong link between teacher professional development and quality, especially in the areas of “teachers’ beliefs and practices, students’ learning, and on the implementation of educational reforms” (UNESCO 2006:71). This is mainly because reforms leading to improved quality in pre-service and in-service teacher education cannot succeed unless they are backed by ongoing professional development and continuous teacher learning at the school level. Teacher professional development ensures that theories acquired in initial preparation can be successfully implemented in practice.

Good basic education is the result of the interaction of multiple factors, the most important of which is increasingly recognized to be quality teachers and teaching that goes on in the classroom, and the impact of the teacher and teaching, has been identified in numerous studies as the crucial variable for improving learning outcomes. The way teachers teach is of critical concern in any reform designed to improve quality

(UNESCO 2004:152). Teacher quality, teacher learning, and teacher improvement, therefore, are becoming the foci of researchers, policy makers, program designers, implementers, and evaluators.

Scholars in the field of teacher education argue for teacher professional development to foster the knowledge, expertise, skills, and attitudes needed for optimal teaching, and maintain that these cannot be fully developed in pre-service teacher education programs alone. When teachers are involved in making decisions about changes that affect them, enjoy being around children, have the skills to impart appropriate knowledge and manage their classrooms, and understand their role in the community, they are usually highly motivated and their students' achievement tends to improve. Thus teacher education should not end with the receipt of a diploma or teaching certificate, but must constitute life-long learning through continued learning and socialization, supervised internships and continuing education requirements as the primary vehicles for developing effective learner-centered approaches to teaching (Craig et al. 1998; Darling-Hammond and Bransford 2005).

Professional development can help overcome short comings that may have been part of teachers' pre-service education and keep teachers abreast of new knowledge and practices in the field. This ongoing training for teachers can have a direct impact on students' achievement (UNICEF, 2000:13). Continuous professional development (CPD), benefits individuals in identifying their own strengths and areas which they need to work on so that they improve their attitudes, knowledge and understanding skills,

which enable them to cop up with the ever changing world. It also benefits organizations in increasing their efficiency and achieve their goals through professional practices.

When it comes to the education sector, it even becomes more critical. It is clear that competent teachers are vital to the success of any teaching institution. It is equally clear that teachers require continuous professional development enabling them to address the challenges they face. In their professional development, teachers need to acquire the capacity to consider, implement, and make room for changes (Darling-Hammond and Bransford, 2005:362).

The government of Ethiopia acknowledges the key role that teachers play in education quality and places teachers at the core of its quality-improvement strategies (Amare, et.al, 2006). It is also recognized that teachers are the key to school improvement and therefore modular approach to CPD program which involves courses developed for the induction of newly deployed teachers and for CPD priority programs have been introduced in both primary and secondary schools since 2005 (MoE, 2009a:5). The newly deployed teachers are expected to work through a two year induction programme, produced at national level and supported by mentors. These mentors are selected from experienced members of staff in the school. All other teachers are expected to carry out the CPD programme produced at national level (MOE, 2009). This programme consists of three course books which teachers work through in small groups within a school or cluster of schools. Each course consisted of 3 units covering aspects of teaching and learning and school ethos. The groups are designed to be led by facilitators, usually selected from experienced members of the school staff.

It is believed that Teachers' Continuous Professional Development is an ongoing activity which always seeks continuous research to find out what is prevailing in the schools and take remedial actions on the obstructing factors.

1.2. STATEMENT OF THE PROBLEM

Research literatures indicate that ongoing, relevant professional development activities are necessary for a teaching force to be effective (Craig et al. 1998:13). Adequate time and resources are needed for programs in which staff members have a say in the content of activities and in which new skills can be learned, practiced, reflected upon, and improved over time. An iterative teacher learning process of this kind involving all teachers takes place most effectively at the school level, in clusters of nearby schools working together, or sometimes in some more centralized settings as long as strong follow-up and continuing support is available at the school or cluster level (USAID/EQUIP1 2004a).

The government of Ethiopia has embarked on the implementation of CPD activities to upgrade and update teachers' knowledge, skills, and values to alleviate the poor education quality problems. A program of continuous professional development (CPD) is designed and is put into practice to enable teachers update themselves with new outlooks, approaches and policy directions. Teachers' professional development is to be practiced at school or at cluster center with the trust that teachers will embrace the concept of lifelong learning for their own benefit and for the benefit of the pupils they teach and the communities in which they live at large (MoE, 2005:15).

Even though teachers' continuous professional development program has been given priority believing that it is the right of teachers as well as of a great value for national development, its effective implementation is still not as intended due to different factors (MoE, 2009). Local research reports on CPD program implementation are insufficient. However, there are few on the positive effect of CPD on different school matters like student-teacher relationship, sharing idea and experience among teachers, working in collaboration and the like.

On the other hand, from the researcher's past experience of being a supervisor at Setemma Woreda Education Office, he got a good opportunity to visit both primary and secondary school teachers that run CPD program. Teachers he observed had varying activities and assumptions about CPD program. Some of them viewed it negatively while others had positive feeling and some others had been in different. Some teachers were putting into practice as it is expected while others were simply copying what some active teachers did. The differences among these teachers' views have inspired the researcher to think of conducting this study. As a result, he decided to explore practices and challenges of teachers' continuous professional development program in selected general secondary schools of Jimma zone.

Therefore, this study was designed to find out answers to the following key questions:

2. To what extent do secondary school teachers engage in teachers' CPD program activities?
3. What effects has the CPD program brought in teaching learning process?

4. To what extent do the school and stakeholders play their role of support in the implementation of the program?
5. What are the major factors that contribute to and hold-back the implementation of Teachers' continuous professional development program in secondary schools of Jimma zone?

1.3.OBJECTIVES OF THE STUDY

The general objective of this study was to understand the practice and challenges of continuous professional development program in Jimma Zone secondary schools. Specifically, the study attempted to:

1. Explore the degree of teachers' involvement in CPD program activities;
2. Identify the most prevailing CPD activities in secondary schools;
3. Assess the effects that the CPD program brought in teaching learning process;
4. Explore the roles being played by stakeholders in the implementation of teachers' CPD program;
5. Investigate the major factors that facilitate or hinder the effective implementation of the program in secondary schools, and to suggest possible solutions for the identified problems.

1.4. SIGNIFICANCE OF THE STUDY

The main purpose of this study was to assess the implementation of CPD program in secondary schools of Jimma zone. The study helps to understand the practices and hindering factors as well the supports offered by stakeholders.

Generally, the researcher believes that the significances of the study would be the following:

- ❖ The study could show the current status of CPD program so that educational administrative bodies and others can take corrective measures to fill the gaps and enhance the implementation of CPD program;
- ❖ It could examine strengths and weaknesses of school leading staff so that the concerned bodies may take possible measures to tackle the limitations;
- ❖ It helps to find out the constraints in implementing CPD program and then suggest the possible solutions to alleviate the problems;
- ❖ It may also help as springboard for other researchers to focus in this area.

1.5. DELIMITATION OF THE STUDY

Schools are highly responsible for the effective implementation of CPD program. Therefore, in most cases, this study emphasizes on in-school factors such as school context and practices of teachers, mentors, facilitators, school administrative bodies. It is also confined only to CPD activities which are provided at school.

Thus, the study was delimited to the investigation of the practice and challenges of teachers' professional development program in selected government general secondary

schools (grade 9 &10) of Jimma zone. The study was delimited to general secondary schools (grade 9 & 10) so as to make it more manageable. It was also the researcher's belief that this level is the base for secondary education which requires great effort of teachers and administrative bodies to work on the improvement of students' achievement.

1.6. LIMITATIONS OF THE STUDY

It is clear that the results of a study would have been more valid, reliable and could be generalized for the whole region or country if the data had been obtained from wider population of zone or region. However, since this study was delimited only to one zone because of financial, time and resource constraints, the findings of the study may not be generalized for the whole region or country.

1.7. DEFINITION OF TERMS

The following key terms have the following definitions in the study.

- ❖ **Continuous professional development (CPD):** a program that is delivered at school level to improve teacher' knowledge, competence, skills and attitude in the level they are teaching. It is a career long process of improving knowledge, skills, and attitude, centered on the local context and particularly classroom practice (MOE 2009a).
- ❖ **CPD activities:** range of experiences or activities which contribute to teachers' professional development.
- ❖ **Effect:** an outcome brought about as a result of implementing teachers' CPD program effectively.
- ❖ **Engagement:** the act or the state of being participated in teachers' continuous professional development activities.

- ❖ **General secondary school:** structure of educational system that provides general education in first cycle secondary schools (grade 9 & 10).
- ❖ **Induction program:** a systematic analyzed effort (a training package) to assist newly deployed teachers to adjust to new assignment in the first two years.
- ❖ **Implementation:** is the realization of an application, carrying out or execution of teachers' continuous professional development program.
- ❖ **Mentoring:** an activity in which more experienced teachers serve as a role model, counselor and be friends to less skilled or less experienced teachers for the purpose of professional development.
- ❖ **Proper CPD:** a continuous training program which is practiced by experienced teachers after they completed the induction program.

1.8. ORGANIZATION OF THE STUDY

This thesis was organized into five chapters. The first chapter deals with background of the study, statement of the problem, basic questions, objectives of the study, significance of the study, delimitation of the study, limitation of the study and definition of key terms. The second and the third chapters treat review of the related literatures and research methodology respectively. The fourth chapter presents data analysis, presentation and interpretation. Finally, the summary, conclusions and recommendations were treated in the last chapter. Bibliography and appendices were also attached at the end.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter focuses on continuing professional development (CPD) which is the main subject of this thesis. It seeks to understand the notion of CPD, the theoretical foundations of CPD, the significance of CPD, models of CPD, principles of CPD, and features of effective CPD as well as factors affecting continuous professional development.

The chapter also discusses the overview of teachers' continuous professional development in Ethiopia, under which the CPD cycle and duties and responsibilities of CPD stakeholders are briefly discussed. Finally, the local research findings on teacher's continuous professional development are also presented in this chapter.

2.1. CONCEPTS OF TEACHERS' CONTINUOUS PROFESSIONAL DEVELOPMENT

There is no unique definition upon teachers' CPD as it is varied from different educational traditions and contexts. It is variously called teacher development, in-service education and training (INSET), staff development, career development, human resource development, professional development, continuing education and lifelong learning. The term is widely used interchangeably with the term professional development (Naziha Ali, R., 2010).

Teachers' CPD, in a general term, means teacher learning in an ongoing way. It implies the improvement of the school as well as the professional advancement of individuals

(Bell, L.1991). That means, it can embrace personal development (individualized learning) and staff development (the collegiality of group learning/co-learning).

On this point, Day (1999) gives a similar but useful definition about professional development, stating that:

Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives (Day's, 1999:4).

Essential elements of CPD in Day's definition include individual and collegial learning over the entire teaching career; and improvement of educational quality and professional renewal as important outcomes. Thus, professional development encompasses all activities that cater both for the individual needs of teachers and for the institutional needs of the whole school. The teacher, the school and the pupils thus benefit from such a process of professional development.

Similarly, Glatthorn, (1995) in Anderson, (2004) also states that professional development includes formal experiences (such as attending workshops and professional meetings, mentoring, etc.) and informal experiences (such as reading professional publications, watching television documentaries related to an academic discipline, etc). This conception of professional development is, therefore, broader than career development which is defined as "the growth that occurs as the teacher moves through

the professional career cycle” and broader than staff development which is “the provision of organized in-service programs designed to foster the growth of groups of teachers” (Glatthorn, 1995:41 in Anderson, 2004).

Continuing professional development (CPD) is increasingly seen, then, as a key part of the career development of all professionals which is a shared responsibility with their employers because it serves the interest of both. The concept is often left ill-defined, however, being in many cases conflated with the related concepts of in-service training and on the job learning. Both are more limited than CPD, as CPD can encompass a wide variety of approaches and teaching and learning styles in a variety of settings (inside or outside of the workplace). It is distinguishable from the broader concept of lifelong learning, which can include all sorts of learning. It is seen primarily as being related to people’s professional identities and roles and the goals of the organization they are working for (Galloway 2000).

According to Madden and Mitchell (1993), Continuing Professional Development is the maintenance and enhancement of the knowledge, expertise and competence of professionals throughout their careers according to a plan formulated with regard to the needs of the professional, the employer, the profession and society. This description is summarized as that, professionals: need to keep abreast of new developments in terms of knowledge, skills and technology to ensure continuing competence in their current job; need to enhance their knowledge and skills to be able to initiate and respond to change in the working environment as additional roles may be demanded of them; and may develop personal and professional effectiveness and increasing job satisfaction.

Sparks and Hirsh (1997) see CPD as critical to implementing new educational programmes. They assert that sustained implementation of new practices requires a new form of professional development affecting not only the knowledge, attitudes and practices of individual teachers, administrators and so on, but also the cultures and structures of the organizations in which they work. They further argue that teachers must have opportunities to discuss, think about, try out and hone new practices by taking new roles, creating new structures, working on new tasks and creating a culture of inquiry. In this way CPD linked to a reform agenda must support a learner-centered view of teaching and a career-long conception of teacher's learning.

Focusing on the external factors, Hayes (2004) defines continuous professional development as, "The activities designed to support teachers in using standards-based instruction and also to help them to develop and interpret standards-based assessment".

Tilahun (1990) also shares this idea by defining continuous professional development as whole range of planned activities by which education personnel in active service have opportunities to further their education, develop their understanding of educational principles and techniques.

Although definitions and concepts of teacher professional development may be somewhat different as scholars might approach it from different perspectives, they all share a common view that teacher professional development can be brought to teachers as opportunities to upgrade or apply their knowledge or it can be what teachers need and try to obtain or explore by their experience.

In other words, the term “teacher continuous professional development” goes beyond the meaning of “staff development” or “in-service training”; it includes both formal and informal means of helping teachers master new skills, widen their knowledge, develop an innovative insight into their pedagogy, their practice and their understanding of their own needs.

2.2. THEORETICAL BASIS OF PROFESSIONAL DEVELOPMENT

Learning can be defined as the competence-building acquisition of knowledge, capacities, and skills (Arnold, 2005:39). Learning could happen in formal or informal settings, intentionally or unintentionally (incidentally). Many studies argued that much of the competence acquisitions in adults are acquired through informal learning (Vaill 1998 quoted in Arnold 2005).

However, learning concepts and theories are too often based on the formal type of learning and learning processes and not so much on the informal learning. Arnold stressed the need for a more focused study and understanding of the “informal and self-guided learning processes in daily life, in the work environment and in real life practice” (P.39).

In general, learning theories could be grouped as behavioral, cognitive, and constructivist. The behavioral learning theories posit learning as a transmission of knowledge expressed through a change in behavior as a result of selective reinforcement of the individual’s response to external stimuli. The cognitive theories also support the transferability of knowledge but assert learning as an individual thinking process

whereby learners actively engage in acquiring new understanding, knowledge and skills .Cognitive theories give much emphasis on the role of thinking or cognition in the process of learning from personal experience and interactions with others in the learning context (Brown, 1998).

Constructivism is founded on the work of Piaget, Dewey, Vygotsky, Ernst von Glaserfeld, Kant and Kuhn and others (Fosnot, 1996 cited in Abebe, 2010). Constructivist learning theories posit that, “knowledge could not be transported from the outside to the inside, but rather represented as a restructuring process within a closed system” (Luhmann 1987 quoted in Arnold, (2005). Hence what can be best achieved in teaching is not the creation of knowledge and competence in others but the creation of an environment to stimulate and facilitate this restructuring process in the learner. Accordingly learning is created by the learner through the construction of knowledge as a result of interpretive interaction with and experiences in the environment.

Writers posit that adult education in general and professional development activities in particular need to be based on a constructivist theory of learning (Lieberman 1994). The adoption of a constructivist approach or any other particular point of view would have implications to the underlying assumptions about the various aspects of the learning and teaching process.

Constructivist view of the teaching learning process places much emphasis on the role of the teacher and the learner. Teachers need to make use of appropriate mix of methods which could facilitate the active engagement of the learner in the process of constructing

their own knowledge throughout the process. This requires the design of a didactic setting whereby active learning methods and corresponding tasks for such methods be designed to support the learner independent knowledge exploration process (Arnold 2005:68).

According to Amare, et. al, (2006), codified knowledge, prescriptive practice, inflexible rules of conduct and other traditional approaches to teacher learning belong to traditional or behaviorist paradigms and are unlikely to produce teachers who understand and practice active learning successfully. Constructivist and active-learning approaches require teachers to develop deep understanding of their practice and of the reforms that guide changes in that practice. Teachers' ability to develop, adopt, and improve throughout their careers is essential for effective active learning and depends on their participation in collaborative organizations, or communities of practice, based on continuous inquiry into practice. Scholars and education program specialists have long supported the view that successful school reform is best achieved by helping teachers and schools become inquiring collaborative organizations, engaging the entire school community in the reform (Craig et al. 1998; Darling-Hammond 1993; Lieberman and Miller 1990; Little 1988; Ministry of Education 2002a cited in Amare, et, al 2006:6).

2.3. THE SIGNIFICANCE OF CPD

According to TESO (2003), the main factors that initiate the needs for teachers continuous professional developments practices are diversification of student culture, rising demand for quality education and work conditions, varying service deliver reform,

expectation of curriculum to serve immediate needs from various interested groups, students inadequacy in social skills and self-centeredness of adults.

Sharma (2005,) on the other hand, pointed out some factors that initiate the need for professional development as: the defects in pre-service training and education, gap in pre-service training and real working situation, introduction of new roles of teachers and others.

Craft, (2004) also listed some reasons as to the need for continuous professional development: to improve the job performance skills of the whole staff or groups of staff; to improve the job performance skills of an individual teacher; to extend the experience of an individual teacher for career development or promotion purposes; to develop professional knowledge and understanding of an individual teacher; to develop an enhanced view of the job; and to enable teachers to anticipate and prepare for change and clarify the whole school or department's policy.

Professional development is the cornerstone of teacher professionalism and quality. In different parts of the world, there has been a significant investment of effort in continuing professional development (CPD) programs to help improve teacher quality, not only to fulfill society's expectations of the teaching profession, but also to meet the changing needs of students(Golding & Gray, 2006).

CPD is seen to be a foundational element in teachers' development. It is the process by which teachers acquire and develop the skills and know-how to become effective in the classroom. It is ongoing and career-lasting, in response to an environment which is

changing. Continuing Professional Development (CPD) is widely acknowledged to be of great importance in the life of schools, contributing to professional and personal development for staff and to improvement in teaching and learning (<http://www.teachfind.com/becta/printer-friendly-becta-research-research-archive-continuing-professional-development>).

In short, the need for continuous professional development and the reason why many teachers engage in professional development is to be able to do a better job, to be a better teacher and to improve the learning of their students. In view of all the above facts, one can clearly understand that continuous developmental training must be considered as a normal characteristic of teachers work throughout their entire career. And the success of this practice needs active participation of all stakeholders such as school principals, teachers, students, community representatives and officials of the education sector.

2.4. MODELS OF CONTINUING PROFESSIONAL DEVELOPMENT

So far, a number of models have been built up and applied to encourage and support teacher professionalism from the beginning of their career until their retirement in different countries around the world.

In her literature review of teacher professional development, Villegas-Reimers (2003) groups models of teacher professional growth into two sections: organizational partnership models which require inter-institutional corporation in order to be effective; and small groups or individual models which can be implemented on a smaller scale.

CPD is realized in a number of different modes, including short courses, degree upgrading courses, participation in CPD seminars/workshops, conference attendance, school/classroom-based research, and partnerships with universities or external consultants. Timperley et al. (2007) delineate the different types of learning made possible by the various modes of CPD, such as listening/watching, being observed/receiving feedback, engaging with academic/professional readings, discussing teaching with critical friends/experts, and discussing own theories of teaching. These different modes of CPD place different emphases on the teacher and learner role, the process as well as the context of learning.

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

Furthermore, Kennedy (2005:237) also described nine models of CPD, which are outlined below.

Training Model - focuses on skills, with expert delivery, and little practical focus. Supports a skills-based, technocratic view of teaching whereby CPD provides teachers with the opportunity to update their skills in order to be able to demonstrate their competence. It is generally 'delivered' to the teacher by an 'expert', with the agenda determined by the deliverer, and the participant placed in a passive role. While the

training can take place within the institution in which the participant works, it is most commonly delivered off-site and is often subject to criticism about its lack of connection to the current classroom context in which participants work.

Deficit Model - this looks at addressing shortcomings in an individual teacher, it tends to be individually tailored, but may not be good for confidence and is unsupportive of the development of a collective knowledge base within the school.

Cascade Model - involves individual teachers attending 'training events' and then cascading or disseminating the information to colleagues. It is commonly employed in situations where resources are limited.

Standards-based Model - belittles the notion of teaching as a complex, context-specific political and moral endeavor; rather it 'represents a desire to create a system of teaching, and teacher education, that can generate and empirically validate connections between teacher effectiveness and student learning'.

Coaching/mentoring Model - covers a variety of CPD practices that are based on a range of philosophical premises. However, the defining characteristic of this model is the importance of the one-to-one relationship, generally between two teachers, which is designed to support CPD. Both coaching and mentoring share this characteristic, although most attempts to distinguish between the two suggest that coaching is more skills based and mentoring involves an element of 'counseling and professional friendship'. Indeed, mentoring also often implies a relationship where one partner is novice and the other more experienced.

Mentoring is concerned with 'on job' practice and it is a means of promoting the new teachers' involvement in professional learning. It emphasizes progression from guided to independent practice. There are various dimensions to mentoring, each of which can be related to the skills exercised by mentors and the different levels at which mentoring takes place. Other variable factors include the school ethos, the attitude of senior management, the professional competence of mentors and the availability of resources (Bleach, K. 1999:7).

Key to the coaching/mentoring model is the notion that professional learning can take place within the school context and can be enhanced by sharing dialogue with colleagues.

Community of practice Model - There is a clear relationship between communities of practice and the mutually supportive and challenging form of the coaching/mentoring model discussed above. The essential difference between the two is that a community of practice generally involves more than two people, and would not necessarily rely on confidentiality. These may inhibit active and creative innovation of practice, although they have the potential to work well through combining the knowledge bases of members.

Action research Model - This is relevant to the classroom, and enables teachers to experiment with different practices, especially if the action research is collaborative.

Somekh (cited in Day, 1999:34) defines action research as 'the study of a social situation, involving the participants themselves as researchers, with a view to improving

the quality of action within it'. The 'quality of action' can be perceived as the participants' understanding of the situation, as well as the practice within the situation. Advocates of the action research model (Burbank & Kauchack, 2003 cited in Kennedy, 2005) tend to suggest that it has a greater impact on practice when it is shared in communities of practice or enquiry, and indeed, many communities of practice will engage in action research. However, collaboration of the nature found in a community of practice is not a prerequisite of the action research model.

Burbank & Kauchack, argue that collaborative action research provides an alternative to the passive role imposed on teachers in traditional models of professional development. They advocate teachers being encouraged to view research as a process as opposed to merely a product of someone else's endeavors. It is also, arguably, a means of limiting dependency on externally produced research, instead shifting the balance of power towards teachers themselves through their identification and implementation of relevant research activities.

Action research as a model of CPD has been acknowledged as being successful in allowing teachers to ask critical questions of their practice. An action research model clearly has significant capacity for transformative practice and professional autonomy.

The Transformative Model - involves the combination of a number of processes and conditions – the integration of several different types of the previous models, with a strong awareness and control of whose agenda is being addressed.

2.5. PRINCIPLES OF TEACHER CPD

As it is repeatedly mentioned in the previous sections, CPD refers to any activities aimed at enhancing the knowledge and skills of teachers by means of orientation, training and support. 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.

According to various authors, 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 and teaching methodology creatively and confidently.

To allow professional development to proceed successfully it should be a continuous process, contributing to the general improvement of education (Bredeson, 2003:14). Professional development does not only require the informal and spontaneous learning of teachers from one another (Day, 1999:148) 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. Obtaining knowledge and sharing existing knowledge and skills with others to join forces are valuable tools for change and improvement. Programmes for CPD and workshops must therefore cater for this diversity so that the needs of all participants can be met (Anderson, 2001:17).

The purpose of CPD programmes 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 CPD should also afford teachers an opportunity to apply their newly acquired knowledge in practice. It is essential for teachers to be guided to develop their own ideas and experiment with them in order to determine their success. Assessment should therefore be an integral part of continuous professional training and the teacher must be given the chance to discuss with others what has been done.

According to http://home.hiroshima_aac.jp/cice/publications/sosho4_2_02.pdf, the major principles of continuous teachers' professional development include the following:

- ❖ The content of professional development focuses on what students are to learn and how to address the different problems students may have in learning the material
- ❖ Professional development should be based on analyses of the differences between (a) actual student performance and (b) goals and standards for student learning.
- ❖ Professional development should involve teachers in identifying what they need to learn and in developing the learning experiences in which they will be involved.
- ❖ Professional development should be primarily school-based and built into the day-to-day work of teaching.
- ❖ Most professional development should be organized around collaborative problem solving.
- ❖ Professional development should be continuous and ongoing, involving follow-up and support for further learning – including support from sources external to the school that can provide necessary resources and new perspectives.

- ❖ Professional development should incorporate evaluation by multiple sources of information on (a) outcomes for students and (b) the instruction and other processes involved in implementing lessons learned through professional development.

2.6. FEATURES OF EFFECTIVE CPD

Researchers have affirmed that teachers' enhancement in their career is "a process along a continuum of learning" and that is about "ongoing professional growth and support." (Craig, Karft & Plessis:1998). They also state that teacher professional development have several characteristics:

- ❖ It is based on constructivism in which teachers are treated as active learners;
- ❖ It is perceived as a long-term process as it acknowledges the fact that teachers learn over time;
- ❖ It is perceived as a process that takes place within a particular context;
- ❖ It is intimately linked to school reform;
- ❖ A teacher is conceived of as a reflective practitioner;
- ❖ It is conceived as a collaborative process; and
- ❖ It may look and be very different in diverse settings.

Effective CPD is likely to have a direct relationship with what teachers are doing in their own schools and classrooms and uses external expertise linked to school-based activity as well as involves observation and feedback – especially teachers observing learning from each other and expert colleagues. It also includes peer support – colleagues supporting one another rather than leadership by supervisors; provides scope for

participants to identify the focus of their development; enables all staff to be reflective and focus on their contribution to children's learning and attainment; provides opportunities to work with other colleagues and share practice; includes opportunities to receive regular and structured feedback; applies processes for sustaining CPD over time to embed learning in classroom practice; and includes opportunities for independent self-study (CONNECT,1997).

According to MOE (2009:5), the most effective CPD covers a wide range of activities, both formal and informal. It is integrated into the work of the teacher, not a 'bolt on'. It is based on the concrete, ongoing over time with assistance and support as required. CPD needs to be conducted in school settings and linked to school wide efforts. Teachers work with each other, observing each other, planning lessons together, team teaching and undertaking action research together. These processes need to be frequent and regular within the school.

Effective CPD deals with subject content and teaching strategies. Teachers can only improve their classroom practice if they work on their understanding of the subject allied with a variety of teaching strategies that enable students to learn better. It has clear procedures for identifying and aligning training needs. CPD in all countries attempts to meet the needs at a number of levels; that of the individual teacher, that of the school, and that of the nation. Schools must have a clear structure for identifying priorities and CPD. It is important to have an annual CPD plan to meet the needs and priorities and the range of activities required. National priorities need to be shared with all teachers and integrated into the work of the schools with their own priorities (MOE, 2009:5).

2.7. FACTORS THAT AFFECT TEACHER CONTINUOUS PROFESSIONAL DEVELOPMENT

Fullan (1987) cited in Jacky Hanson, (2010) stated four crucial factors for successful teacher professional development as follows: redefinition of staff development as a process of learning; the role of leadership at the school level; the organizational culture at the school level; and the role of external agencies, especially at the local and regional level.

On the contrary, different authors stated various obstacles that hamper effective implementation of CPD program. For instance, Robere, (1998) cited in Blandford, (2000:81) identified the following possible obstacles to run CPD program: failure on the part of teachers to the intention with a program; resistance among teachers who feels that proposed changes are a threat to how they normally do things; lack of expertise on the part of the staff development functionary which may pose a problem in the design, delivery, and evaluation of a program; refusal to attend workshops or meetings convened by people whose expertise is doubted; lack of commitment on the part of the school management team and teachers; lack of time allowed for the training by the principal and school management team; lack of opportunity to implement what has been learnt; mismatch between identified individual and group needs and the staff development programs; unavailability of appropriate resources; lack of funds to initiate or attend courses, workshops, seminars and learning activities; negative relationship between the staff development practitioner and teachers.

In their research, Hult, Olofsson and Ronnerman (2003) quoted in Jacky Hanson, (2010) also assert that factors affecting teacher professional development include teachers, students and colleagues. Teachers themselves are considered in terms of their cognition, their awareness of their education and their commitment to their teaching and development, etc; students are also an important factor to their teachers' career development as students' challenging questions and special needs will pose a great impact on teacher future teaching; colleagues and peers also influence teacher career advancement much because teachers better their profession in a learning communities; participating in collaboration, discussing and exchanging information help teachers enhance their profession.

According to Schiff et al. (1997) cited in Abebe, (2010:35), the factors that influence teachers' professional development are classified into three groups: context, process and content. They argued that

Quality professional development is a dynamic and fluid process. If appropriate structures are in place (context), a variety of best practices (processes) are used, and appropriate knowledge and skill acquisition are occurring (content), then professional development will impact student achievement (Schiff et al. (1997:6) cited in Abebe, 2010:35).

Villegas-Reimers (2003:11) also stressed that "when looking at professional development, one must examine the content of the experience, the process by which the professional development occurs, and the context in which it will take place".

The contextual factors - include those factors related to the wider perspective of the societal, organizational, school work culture, prevailing systems of learning and development and others. These factors in general address the question of why, where and

when the learning and professional development takes place (Abebe, 2010). These contextual factors influence teachers' learning and development and need to be well understood and considered while planning their learning and development activities.

Villegas – Reimers (2003: 15) described the relevance of contextual factors and the non-existent of a one-fits-all model as there is no single form or model of professional development better than all others and which can be applied successfully in any institution or context. Schools and educators must evaluate their needs, cultural beliefs and practices in order to decide which professional development models would be most beneficial to their particular situation. It is clear in the literature that different factors within a workplace (which is one of the significant variables of 'the context'), such as school structure and culture, influence the teachers' sense of efficacy and professional motivation.

According to Abebe, (2010), contextual factors in teacher professional development have profound influences since cognition and learning are activities which are situated, social, and distributed. Rooted in the thinking of Dewey, Vygotsky and others, theories of cognition explicitly posit that knowledge is inseparable from its context and activities within which it is developed; both the physical and social contexts are an integral part of an activity that takes place as the activity itself is an integral part of the learning that takes place within it.

The Process factors - are related to the ways various learning and development activities take place. It is centered on the question how these development activities are designed, executed, and assessed in terms of the achievement of their intended goals.

The process that facilitate life long learning in adults need to be based on constructivism. Thus the learning process should be considered as a social process where learners not only engage actively in the process but also are in charge of the direction and control of the process (Reinmann - Rothmeier and Mandl 1996 cited in Abebe, 2010). To this end, the process of training or professional development should incorporate more than the transmission – mode of teaching. This calls for the need for applying wide range of spectrum of teaching-learning methods rather than focusing on the instructional mode, which often gives emphasis to the technical or specialized competences and at times stand as an obstacle to further learning itself.

The Content factors - refer to the new knowledge, skills, attitudes and experiences that teachers acquire both in their field of studies as well as in the pedagogical and didactic aspects. These factors focused on the question of what of the teachers' learning and development.

Arnold (2005) argued that learning in preparation for a profession requires not only of developing technical knowledge and skills (specialized competences), but also learning and working techniques (methodological competence) and the capability for team work and communication (Social and leadership competence). He asserted that the development of these competences is interdependent and could not occur in isolation from one another, thereby emphasizing the need for an integral development of the three aspects of a comprehensive occupational action competence.

2.8. OVERVIEW OF TEACHERS' CPD PROGRAM IN ETHIOPIA

Within the framework of the 1994 Education and Training Policy, the government of Ethiopia launched a series Education Sector Development Program (ESDP) in order to improve education quality and expand access of education. To treat issues related with teachers' qualification and In-service Teacher Education Program, the Teacher Education System Overhaul (TESO) program was undertaken. On the basis of TESO report, a thorough revision to modernize teacher education system was done. In relation to this, Teacher Development Program (TDP) was launched in 2005 (MOE, 2005: 21).

TDP emphasizes on improving the quality of education by designing various teacher support activities and modernizing both pre-service and in-service training of teachers. As a result, Teachers' Continuous Professional Development Program (CPD) launched as one aspect of TDP and has been implemented both in primary and secondary schools of Ethiopia since 2005. CPD has been introduced with two components: a two-year induction program for new teachers and a proper CPD for those who are already in the system. Each teacher is expected to complete a minimum of 60 hours CPD time per year.

According to MOE, (2009), the aim of Continuous Professional Development is to improve the performance of teachers in the classroom and raise student achievement. It is a career-long process of improving knowledge, skills and attitudes centered on the local context and, particularly, classroom practice. Specifically, its objectives are to: support teacher capacity to teach effectively using appropriate new student-centered and problem-solving approaches according to the active-learning-based curriculum that was

introduced in 1994; improve teachers' subject-matter knowledge based on the content of the curriculum and the teaching approaches which require teachers to engage students in the development of higher-order thinking skills; help teachers develop more positive attitudes, more cooperative approaches to their work at the school level, and strengthen professional identity; introduce the idea of reflective practice and action research through which teachers studied their practice to improve it; and promotes teachers to recognize their work as a professional by providing new opportunities for growth, exploration, learning and development (Villegas-Riemers, 2003).

All teachers must be actively engaged in: understanding what is meant by good teaching; their own learning process; identifying their own needs; sharing good practice with their colleagues; a wide range of activities, formal and informal, that will bring about improvement of their own practice and the practice of others. In Ethiopia Continuous Professional Development can be placed into two categories:

- a) **Updating** - is a continuous process in which every professional teacher participates during their career as a teacher. It focuses on subject knowledge and pedagogy and improves classroom practice.
- b) **Upgrading** - is the process by which teachers can choose to participate in additional study outside their regular work as a teacher at appropriate times in their career, e.g, convert a certificate to a diploma, a diploma to a first degree, or a first degree to a master's degree.

2.8.1.THE CPD CYCLE

According to MOE (2009: 16-24), the CPD program has a continuous cycle in which institutions and individuals should continuously be aspiring to improve, and therefore create better learning and achievement by all. The CPD cycle is shown in the following figure.

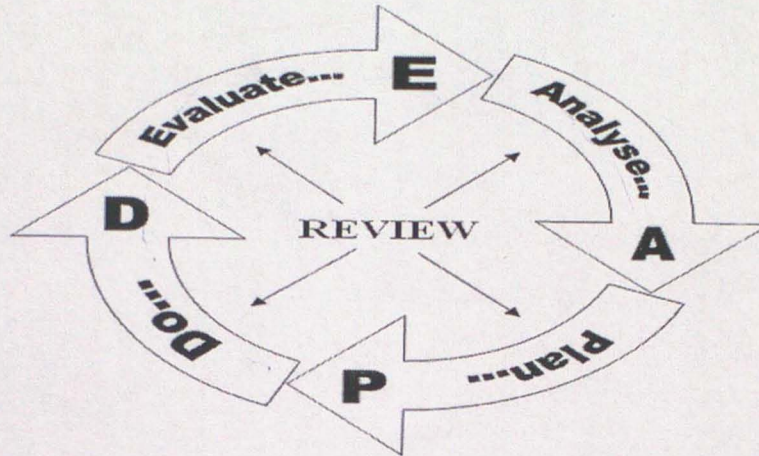


Figure 1: CPD cycle

Analyze - the CPD program is carried out in order to address the learning or development need of an individual, groups of individuals or an identified need of an institution. Therefore, the CPD 'Analyze' cycle is the stage where need is identified by a process of needs analysis or review.

Plan - Once the development need has been identified, a program, specifically designed to meet that need, can be prepared. Annual CPD plan should be developed both by institution and individual. This is done by prioritizing the issues identified by the analysis process. Three main priorities are recommended for each academic year. It is more effective to concentrate on fewer priorities and cover them well.

Some priorities for individuals will come from their institution's priorities. Some will be issues identified by the individuals themselves. An individual teacher's Annual CPD Action Plan should be kept in their Teacher's Professional Portfolio, and used as a guide to the type of information and evidence collected during the year.

Do – the CPD 'Do' cycle is the stage where the planned CPD program is put into practice. Participating in CPD can involve formal and informal sessions. It is essential that these sessions are linked together to form a coherent program. The methods and activities chosen should be appropriate to the needs identified.

Some CPD methods which have successfully been used to facilitate professional development 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 school; maintaining professional portfolio; team teaching; workshops; visiting experts; mentoring; discussion meetings.

Evaluate - Reviewing and evaluating the effectiveness of CPD is an essential part of the cycle. Ultimately CPD is carried out to help students to become better learners, so it is important to judge whether each CPD program is effective in doing that.

The CPD Action Plans, whether institutional or individual, should identify desired outcomes for each priority. These outcomes become the focus for review and evaluation. When a program is written, times for reviewing how the program is progressing should also be planned.

Review could take place during an individual's work, eg. in a lesson or in planning time; during, or at the end of a group activity, eg, a workshop or a staff meeting; during a regular monthly meeting of the CPD committee; at the end of the CPD program; as a planned part of a specific program, eg at the end of each module of the Higher Diploma Program. As a result of regular planned or spontaneous review, changes and improvements to the programme can be made. At the end of the programme, an evaluation should be conducted.

The process of evaluation should: celebrate success; measure whether desired outcomes have been achieved; identify additional unplanned outcomes; identify less successful aspects of the programme; inform future CPD needs at individual and institution level (MOE, 2009:16-24)

2.8.2. DUTIES AND RESPONSIBILITIES OF STAKEHOLDERS

The duties and responsibilities of stakeholders at different level of education system are compiled from (MOE, 2009) in the following way:

The Ministry of Education: is responsible for analysis and identification of national priorities, and for producing the materials and training to implement them; annually

producing and circulating National CPD Plans; raising awareness of the need for Continuous Professional Development; designing and implementing a National Framework for CPD; monitoring and Evaluating the CPD programme nationally and producing an annual report; producing support materials to be used throughout the Federal Republic; helping to increase capacity by training trainers; raising awareness of, and promoting, Inclusive education; collating and reporting EMS statistics; annually producing and circulating National CPD Plans; raising awareness of the need for Continuous Professional Development; designing and implementing a National Framework for CPD; monitoring and Evaluating the CPD programme nationally and producing an annual report; producing support materials to be used throughout the Federal Republic; helping to increase capacity by training trainers; raising awareness of, and promoting, Inclusive education; collating and reporting EMS statistics.

Regional Education Bureaus: are responsible for analysis and identification of regional priorities, and for producing the materials and training to implement them; annually producing and circulating Regional CPD Plans; appointing a responsible person for CPD; allocating the resources needed to implement the regional CPD programme; ensuring that resources are written in the appropriate language, produced in sufficient quantities and distributed throughout the region; monitoring and Evaluating the CPD programme regionally and producing an annual report; raising awareness of, and promoting, Inclusive education throughout the region; overseeing and facilitating the work of CTEs and clusters in their support of the CPD effort; Producing a CPD plan for employees of the REB; giving support to Woredas, Zones and Sub-cities within the

region; compiling EMS statistics for the region and submitting them annually to the MoE.

Woreda and Sub-City Administrations: are responsible for annually producing local CPD Plans; ensuring that all schools have annual CPD plans; monitoring and Evaluating the CPD activities of schools; collecting data about CPD activities in the Woreda/Zone/Sub-City; providing support and training to clusters and schools via the Supervisors; raising awareness of, and promoting, Inclusive education in all schools; collaborate with school Directors to administer the Induction CPD process and to moderate the judgments on passing/failing; providing support and advice on the maintenance of professional portfolios.

Clusters: are responsible for establishing and supporting the Cluster CPD Committee; managing and coordinating CPD activities within the cluster; Supporting, as appropriate, the annual school CPD plans; providing opportunities for collaboration and the sharing of good practice within the cluster eg samples of good lessons, effective teaching resources, innovative use of readily available materials for practical lessons etc; providing training opportunities as appropriate; supporting the delivery of the Induction programme for Newly Deployed Teachers; Supporting inclusive education; to report annually to the Woreda on cluster CPD activities; maintaining an effective communication system between all the schools; collating and sharing individual school CPD plans.

Principals: are responsible for ensuring that learning and student achievement is inclusive, and at the centre of strategic planning and resource management; creating a CPD management strategy within the establishment; monitoring, on a day-to-day basis the effectiveness of teaching and learning strategies, and together with colleagues, identifying issues for consideration as CPD priorities; ensuring that an effective CPD needs analysis is carried out each year; ensuring that the establishment produces an annual CPD plan; ensuring that all teachers take part in 60 hours of CPD activities each year; ensuring the quality of engagement of teachers in CPD activities and monitoring and evaluating the maintenance of individual CPD portfolios; collaborating with other local Directors and Principals to facilitate effective responses to shared CPD issues; collaborating with Woreda and REB professionals to ensure that National and Regional CPD priorities are addressed in institutional CPD planning; taking part in regional and National CPD activities which ensure that their own knowledge and experience is up-to-date.

Teachers: are responsible for engaging in their own Continuous Professional Development; working collaboratively with colleagues to improve teaching and learning; in consultation with others (eg mentor, line manager), identifying personal CPD needs in the light of the institution's Annual CPD plan; carrying out 60 hours CPD each year; maintaining a portfolio to record their personal CPD activities.

2.9. LOCAL RESEARCH FINDINGS ON TEACHERS' CPD

Ministry of Education conducted a study on the 'Quality and Effectiveness of Teacher Education in Ethiopia' in 2002. Based on the recommendations and indicative action

plan presented in the study report, a task force was established to produce the 'National Framework for the Teacher Education System Overhaul (TESO) Programme'. TESO consists of five priority programmes that have been implemented since 2003. The programme is an extensive and radical reform of the teacher education system encompassing areas from pre-service teacher education to continuing professional development of teachers, the professionalizing of teacher educators, selection for teacher education programmes and organization and advancing of teacher education system itself. Quality is the core element of the whole programme (MoE, 2009).

An impact study carried out in 2008 by Haramaya University found out that: nearly in four out of five schools the structure of CPD is either absent or inadequate; and nearly all CRCs sampled were not adequately prepared to run well organized, inspiring and transforming CPD activities.

According to this study, some identified major challenges were failure to synchronize the career structure and the CPD values and activities; time constraints on teachers as well as their school leaders; CPD program's lagging behind its time and the tendency of rushing to cover the course; total absence or inadequacy of the minimum resources required to run CPD; Lack of systematic collaboration and coordination between Education Bureaus, TEIs and NGOs (MoE, 2009).

An evaluation study conducted in 2009 by Amhara Regional State Education Bureau found out that although CPD has been a good introduction on a number of aspects of the teaching profession for primary school teachers in the areas of improving willingness to work together and to apply active learning method, these effects are less significant for

secondary school teachers. In this study, lack of teachers' motivation; lack of trained facilitators; Lack of training at school, Woreda and Zone level; lack of clear guidelines; the distance between rural schools within one cluster; and budget constraints were identified as the major challenges (AREB, 2009).

A research conducted by Ewnetu and Firdisa on secondary school teachers' perception of school based continuous professional development has revealed that there seem misunderstanding of the concepts and scope of SBCPD.

Participants defined SBCPD in terms of skill training among colleagues and as a means of career development and teacher re-license. Teachers' lack of internal readiness and absence of sufficient external supports were identified as the major challenges (<http://www.ajol.info/index.php/ejesc/article/viewFile/65374/53067>).

Getu Shiferaw, (2009) indicated that teachers were widely engaging in upgrading their qualification by using the summer course and distance education programs. Induction, observation, and mentoring are other activities moderately employed in schools. The CPD program benefited teachers to upgrade their qualification, to develop their professional knowledge, to enhance their career structure, and to relate themselves with technological advancement.

He also indicated the major problems that were affecting the effective implementation of the program as: scarcity of facilities and materials in schools; lack of sufficient time to conduct training and to practice CPD activities; lack of budget to run the program; absence of upward communication; lack of commitment from different practitioners; and lack of insights on how to implement the program (Getu Shiferaw, 2009: 99).

Similarly, the study conducted by Melkie Jenber (2010) in South Gonder Zone General Secondary Schools also revealed that teachers were practicing active learning methods of teaching, assessing students continuously, sharing experience, updating their knowledge and skills, improving students achievement and personal reading. According this study, lack of time and support; lack of internet access; absence of resourceful person; absence of incentives; lack of awareness about CPD were the major challenges (Melkie Jenber, 2010:64).

In conclusion, the literature reviewed in this section provides the concept, theoretical basis, principles, models, and significance of CPD as well as factors affecting the implementation of CPD program. An overview of CPD program in Ethiopia and local research findings on teachers' CPD program have also been discussed in this section.

These review of related literatures help as a conceptual framework on the basis of which the investigator organizes data collecting instruments and interprets the gathered data.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. RESEARCH DESIGN

The purpose of this study is to explore the practices of CPD program. To achieve the objective, descriptive survey research design was employed. This design helps the researcher to have understanding of the problem by studying the current status, nature of the prevailing conditions, practices and trends through relevant and precise information (Koul, 1996). Thus, to portray the existing situations and practice of CPD program in secondary schools of the zone, descriptive survey design was found to be convenient.

Both quantitative and qualitative approaches were used for this investigation. The quantitative data were gathered from teachers and school leaders through questionnaire. In addition, interview and document analysis was employed to collect qualitative data.

3.2. SOURCES OF DATA

The study utilized both primary and secondary sources of data.

Primary Sources: eight sample secondary schools' teachers, principals, supervisors, woreda education experts were used as primary source of data for this study.

Secondary Sources: Documents pertaining to CPD program such as teachers' portfolio, policy documents and relevant literatures were utilized as secondary sources of data for this study.

3.3. SAMPLE POPULATION AND SAMPLING TECHNIQUES

Random sampling, available sampling, and purposive sampling techniques were employed to select sample population for this study. More specifically, Lottery method random sampling technique was utilized to select sample schools so that each school has got equal chance to be selected as a sample. Then, stratified random sampling technique was employed to select sample teachers from each secondary school. The stratum is meant to secure gender and experience along the sample teachers. School principals, supervisors, and woreda educational experts were selected using available and purposive sampling techniques.

Available sampling technique was utilized to include all secondary school principals, vice principals and supervisors in the study, whereas the woreda educational experts were selected purposively. This was to involve more concerning experts who have responsibility for the implementation of teachers' CPD program.

There are 28 secondary schools available in 17 woredas of Jimma zone. Out of these schools, eight secondary schools were considered to be adequate and representative so as to supply dependable data. There were a total of 365 teachers in selected secondary schools. Among these, 111 teachers were considered to be adequate to provide reliable data. The sample size was taken from eight sample schools proportionally based on the size of teachers' population in their respective schools.

Besides, a total of 16 school principals (two principals from each school), eight educational experts (one from each woreda), and eight school supervisors were also included in the study.

Table 1: Summary of Target Population and Sampled Population

No	Woreda	Schools	Total population					Sample population				
			Teachers	principals	Supervisors	Experts	Total	Teachers	Principals	Supervisors	Experts	Total
1	Agaro City Administration	Agaro	68	2	1	1	72	20	2	1	1	24
2	Omo Nada	Asendabo	30	2	1	1	34	10	2	1	1	14
3	Dedo	Dedo	52	2	1	1	56	16	2	1	1	20
4	Seka Chokorsa	Seka	52	2	1	1	56	16	2	1	1	20
5	Kersa	Serbo	51	2	1	1	55	15	2	1	1	19
6	Sigmo	Sigmo	39	2	1	1	43	13	2	1	1	17
7	Gumay	Toba	30	2	1	1	34	10	2	1	1	14
8	Manna	Yebu	43	2	1	1	47	11	2	1	1	15
Total			365	16	8	8	397	111	16	8	8	143

3.4. DATA COLLECTION INSTRUMENTS

In order to achieve the purpose of this study, the researcher utilized questionnaire, interview and document analysis as data collection instruments.

3.4.1. Questionnaire

According to Best and Khan (2005:301), questionnaire is advantageous to gather data from a number of respondents at one place which makes possible an economy of time and expense, and provides a high proportion of usable responses. Thus, based on the research leading questions and review of related literatures, one set of questionnaire was

prepared and administered by the researcher for school principals and teachers. The questionnaire consists of both closed-ended and open-ended questions.

The closed-ended questions contained multiple choice type items and scale questions particularly, Likert type items on which the respondents were asked to show their agreement and to indicate the levels of variables. In addition, the open-ended questions were prepared to give chance for respondents to give their responses in their own words.

3.4.2. Interview

Semi-structured interview was prepared with the aim of obtaining detailed and deep information from secondary school supervisors and woreda educational experts. The interview was conducted face to face to the participants and recorded by taking extensive notes.

3.4.3. Document Analysis

Documents pertaining to teachers' CPD such as portfolio, CPD action plans, CPD reports and policy documents were analyzed with the aim of supplementing the data obtained through questionnaires and interviews. This was done by setting document analysis note taking format in advance.

3.5. PROCEDURES OF DATA COLLECTION

Before the administration of the questionnaire to the actual subjects in the study, the organized tools were amended through a pilot test. Pilot test is used to check the relevance, clarity and chance of ambiguity of each item in the questionnaire (Lodico, et,

al. 2006:169). Hence, in order to calculate the internal consistency of the items, pilot test was conducted to Gatira General Secondary School, one of the secondary schools in the zone which is not included in the sample schools.

To this end, the questionnaires were distributed to 14 participants including secondary school teachers and principals. After the respondents filled and returned the questionnaires, reliability estimates for the total items were computed using SPSS computer software. As a result, the reliability estimates for the total items using Guttman split-half were found to be 0.781. Since the statistical literature recommends that a reliability score more than 0.5 is accepted, the observed correlation coefficient was a good indicator for internal consistency of the items (*see appendix D*).

Then, the questions were administered face to face by the researcher to the sample respondents. After the data were collected, they were tabulated and analyzed using SPSS program and finally, the data was interpreted by using the review of related literatures.

All the questionnaires were prepared in English language due to the fact that the respondents were secondary school teachers, principals and vice principals. The researcher also believed that the participants could understand the issue under investigation for English is the medium of instruction in secondary schools and it is the language that they use during engaging in CPD activities. The semi-structured interview questions were conducted to woreda education officers and supervisors. It was carried out by the researcher himself face to face with the participants.

3.6. METHODS OF DATA ANALYSIS

The quantitative data gathered through questionnaires analyzed using appropriate statistical tools which were processed through SPSS version 15.0 computer software to give the picture of data and to provide better understanding of the results. Accordingly, to analyze the data, percentage, frequency, mean, and independent samples t-test were utilized.

Percentage was utilized to analyze and determine different characteristics (sex, age, service, qualification, etc) of the respondents. The frequency, mean and independent samples t- test were utilized to analyze and describe the extent to which secondary school teachers practice CPD activities, the effect of CPD on teaching learning process, the roles of stakeholders in CPD program implementation, factors affecting the effective implementation of CPD and to check the significant difference between the groups.

The data obtained through interview and document analysis were grouped into themes based on the basic questions and thematically described following the discussion of quantitative data. The data were analyzed using narrative description.

CHAPTER 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with presentation, analysis and interpretation of the data obtained from school teachers, principals, supervisors and educational experts. The first part of this chapter presents the background of the respondents, whereas the second part describes about the practice and challenges of teachers' CPD program based on the data obtained through questionnaire, interview, and document analysis. The data gathered through questionnaire are analyzed using percentage, mean, grand mean and independent samples t-test. The data obtained through interview and document analysis are narrated or quoted.

4.1. Characteristics of the Respondents

A total of 143 respondents were included in the study. Out of these, 127 respondents filled the questionnaire, and 16 participants were interviewed. More specifically, 127 copies of the questionnaires were distributed and 127 (100 %) copies were filled and returned. Interview was conducted with eight school supervisors and eight woreda education experts.

Table 2: Characteristics of Respondents by Sex, Age, Service years and Qualification

Descriptions		Teachers		Principals		Total Respondents	
		N	%	N	%	N	%
Sex	Male	94	84.68	16	100	110	86.6
	Female	17	15.32	-	-	17	13.4
	Total	111	100	16	100	127	100
Age	20 & below	2	1.8	-	-	2	1.6
	21-30	72	64.86	8	50	80	63
	31-40	23	20.72	6	37.5	29	22.8
	41-50	12	10.81	2	12.5	14	11
	Above 50	2	1.8	-	-	2	1.6
	Total	111	100	16	100	127	100
Service years	Less than 5	29	26.13	2	12.5	31	24.40
	5-10	43	38.75	7	43.75	50	39.40
	11-15	10	9	-	-	10	7.87
	16-20	10	9	2	12.5	13	10.24
	21-25	8	7.21	1	6.25	9	7.1
	26-30	9	7.21	4	25	12	9.45
	Above 30	2	2.7	-	-	3	2.36
	Total	111	100	16	100	127	100
Qualification	Diploma	2	1.8	-	-	2	1.6
	BA/BSC	108	97.3	16	100	124	97.6
	MA/MSC	1	0.9	-	-	1	0.8
	Total	111	100	16	100	127	100

As shown in Table 2 above, out of 127 respondents, 110 (86.6%) were males, whereas 17(13.4 %) were females. Specifically, while 94 (84.68%) of teachers were males and 17 (15.32%) of them were females, all the principals of secondary schools involved in the study were males. This visibly indicates that administration positions in governmental secondary schools of the zone under exploration had been highly dominated by males.

Regarding age of respondents, the majority of them were between three age intervals. The intervals were between 21-50 years of age which accounts for 123 (96.85%) of the total respondents. More specifically, while 72 (64.86%) of teachers and 8 (50%) of principals were between 21-30 age interval, 23 (20.72%) of teachers and 6 (37.5%) of

school principals were between 31-40 age interval. In addition, 12 (10.81%) of teachers and two of principals were found between 41 – 50 age interval. Thus, this implies that under normal circumstances, they were matured enough and can express ideas related to the study consistently and with better understanding. Therefore, their judgments and opinions can be taken as acceptable to the study.

With regard to work experience of respondents, the majority of respondents had 5-10 service years. Explicitly, 29 (26.13%) of teachers and 2 (12.5%) of principals had service years of less than five, whereas 43 (38.75%) of teachers and 7 (43.75%) of principals had 5-10 years of service. This implies that there were adequate number of respondents that can provide better information on the practice and challenges of teachers' CPD program. Thus, the data obtained from the respondents on CPD program could be dependable in terms of service years.

With respect to educational background of respondents, 124(97.6%) were first degree holders while 2 (1.6%) were diploma and only 1 (0.8%) was masters degree holder. The table also treats the respondents' qualification separately. Accordingly, 108 (97.3%) of teachers were BA/BSC holders while 2 (1.8%) of them were diploma holders and only 1 (0.9%) of them was MA/MSc holder. As per the guideline of Ministry of Education, the minimum requirements of qualification to teach in secondary schools were first degree. Hence, it can be concluded that almost all sampled secondary schools' teachers were qualified to the position they held.

On the other hand, regarding the qualification of secondary school principals, all of them were first degree holders. The minimum qualification required for secondary school

principals and vice principals, according to Ministry of Education, is masters degree. Thus, all principals of secondary schools under investigation were under qualified to their position.

4.2. Analysis and Interpretation of Data on the Practices of CPD program

This section deals with the presentation, analysis and interpretation of data related to the practices and challenges of teachers' CPD programs. The data were analyzed based on the responses obtained from the respondents.

4.2.1. The Practice of CPD Activities

In order to achieve improvements in teaching and better learning outcomes for students, teachers need to be engaged in professional development that promotes inquiry, creativity and innovation (Little, 1993).

MoE, (2009a) also states that all teachers must be engaged in a wide range of activities that will bring about improvements in teachers' activities. CPD is a compulsory requirement for those who teach in all Ethiopian educational establishments. It is a civic and professional duty of all educators to engage in Continuous Professional Development.

Therefore, the Ministry of Education identified some major CPD activities that are used to improve the performance of teachers in the classroom and facilitate their professional development, as well as to be performed by teachers frequently and regularly within schools. In this section, the respondents were asked to indicate whether or not the

teachers were participating in various CPD activities, and the extent of their participation in these activities.

Table 3: Teachers' participation in CPD program

No	Items	Options	Respondents					
			Teachers		Principals		Total	
			N	%	N	%	N	%
1	Do teachers participate in CPD program activities?	Yes	111	100	16	100	127	100
		No	-	-	-	-	-	-
		Total	111	100	16	100	127	100
2	To what extent do they participate?	Very low	19	17.12	-	-	19	15.0
		Low	18	16.22	1	6.25	19	15.0
		Moderate	74	66.66	15	93.75	89	69.3
		High	-	-	-	-	-	-
		Very high	-	-	-	-	-	-
		Total	111	100	16	100	127	100.

In table 3 item 1, the respondents were asked to indicate whether or not the teachers were participating in school-based CPD activities. All 111 teachers and 16 principals totally, 127 (100%) of the respondents have ensured that teachers were participating in CPD activities.

For the 2nd item in the same table above, the respondents were asked to indicate the extent to which secondary school teachers were engaging in CPD activities. Accordingly, 19 (15%) of the total respondents rated "Low" and 19 (15%) of them rated "very low". Whereas 74 (66.66%) of teachers and 15 (93.75%) of principals totally, 89 (69.3%) of the respondents rated "moderate".

The majority of respondents indicated that the CPD activities were being employed moderately in secondary schools under investigation. This clearly entails that the extent

of secondary school teachers' involvement in different CPD activities was neither very high nor very low.

The data obtained through interview also shows that even though they participate in few activities and their participation varies from school to school, teachers engage in CPD activities. However, the extent of their engagement was not as expected by Ministry of education.

Table 4: Mean Distribution of Responses on CPD Activities

No	Items	Respondents' category		Grand Means	T	Sig. (2-tailed)	
			Teachers (N= 111)				principals (N=16)
1	Induction	Mean	4.17	4.13	4.15	.437	.663
		SD	.402	.342			
2	Mentoring /coaching	Mean	4.12	4.06	4.09	.648	.518
		SD	.323	.250			
3	Peer observation	Mean	3.53	3.50	3.515	.177	.860
		SD	.672	.632			
4	Sharing/showing good practice within school	Mean	3.51	3.50	3.505	.069	.945
		SD	.737	.730			
5	Planning lessons together	Mean	2.53	2.44	2.48	.478	.633
		SD	.761	.512			
6	Visiting schools and teachers	Mean	2.24	2.44	2.34	-1.089	.287
		SD	.886	.629			
7	Maintaining professional portfolio	Mean	2.47	2.69	2.58	-1.561	.130
		SD	.772	.479			
8	Discussion meetings	Mean	4.16	4.19	4.17	-.240	.811
		SD	.394	.403			
9	Conducting action research	Mean	2.23	2.56	2.39	-1.913	.068
		SD	.839	.629			
10	Conducting trainings	Mean	2.23	2.56	2.39	-1.639	.115
		SD	.884	.727			
11	Team teaching	Mean	2.20	2.38	2.29	-.773	.441
		SD	.872	.719			
12	Professional reading	Mean	2.29	2.44	2.37	-1.001	.326
		SD	.802	.512			
13	Workshops	Mean	1.87	2.00	1.94	-1.640	.104
		SD	.810	.000			
14	Visiting experts	Mean	1.76	1.88	1.82	-1.055	.298
		SD	.765	.342			

NB. Mean <2.50 "Low"; Mean =2.50-3.00 "Moderate"; Mean>3 "High".

Some major CPD activities were presented to the respondents so that they could indicate the extent to which these activities were being implemented in their schools. Accordingly, the two groups of respondents approved that teachers practiced some CPD activities such as, discussion meetings; giving induction for newly employed teachers; mentoring or coaching; peer observation; and sharing/showing good practice within school, as indicated by grand means 4.17; 4.15; 4.09; 3.515; and 3.505 respectively. Thus, the schools have good practice on some CPD activities, which were obvious among teachers.

As indicated in the same table, for an item 7 (maintaining professional portfolio), the respondents showed that it was being practiced moderately in secondary schools with grand mean 2.58. On the other hand, the respondents replied that the activities like visiting experts, conducting or taking part in workshops, team teaching, conducting action research, conducting trainings, visiting other schools and teachers, professional reading, and planning lessons together did not get due emphasis (grand means range from 1.82 to 2.48). The results of sample independent t-test for each variable indicates that there is no statistically significant difference between the two groups of respondents because the obtained P values, which range from .068 to .945 were greater than 0.05 for all items. This could be due to the fact that the two groups of respondents had equal awareness on teachers' practices on CPD activities.

The data obtained through interview also revealed that secondary school teachers did not give much attention to involve in CPD activities. However, they participate in a few number of CPD activities such as mentoring, participating in discussion meetings, peer

observation and sharing experience within staff members. Activities like conducting action research, team teaching, visiting experts and other schools, trainings and workshops were not well practiced by secondary school teachers. From document analysis, it was also observed that even though teachers were maintaining their professional portfolio, there were very limited numbers of CPD activities attached to their profile. In addition, majority of teachers did not update and insert necessary contents into their portfolio. According to MoE (2009), teachers' professional portfolio should contain individual CV (personal and professional data and qualifications); individual CPD Action Plans; evidence of all the CPD activities which have been undertaken by the individual teacher in the last two years; feedback from mentors/facilitators; teacher's self-reflections on progress; annual appraisal reports; examples of examination results with an analysis; examples of lesson plans with evaluations; etc. However, the contents of the analyzed teachers' portfolio varied from school to school and even from teacher to teacher.

To sum up, as it can be understood from the data obtained through questionnaire, interview and document analysis, secondary school teachers were practicing some of the CPD activities suggested by Ministry of Education. The majority of activities which are very important in improving teachers' professional skills were not so much practiced by secondary school teachers. According to Anderson (2001:17), obtaining knowledge and sharing existing knowledge and skills with others to join forces are valuable tools for change and improvement. However, CPD activities particularly those activities contribute a lot to teachers' development of knowledge, skills and attitudes are questionable in the schools under consideration.

4.2.2. Effects of CPD Program

According to Craft, (2000), Continuing Professional Development (CPD) is widely acknowledged to be of great importance in the life of schools, contributing to professional and personal development for staff and to improvement in teaching and learning. It is centrally important in maintaining and enhancing the quality of teaching and learning in schools. It has also confirmed that where teachers are able to access new ideas and to share experiences more readily, there is greater potential for school and classroom improvement. Improving schools invest in the development of their staff and create opportunities for teachers to collaborate and to share best practice (Day 1999).

Under this section, the respondents were provided with different items. They were requested to give their responses on whether or not the CPD program has effects on improving the teaching and learning process and the extent to which the program benefited teaching and learning process. In addition, they were also asked to indicate the degree of their agreement on some identified effects of CPD program.

Table 5: Effects of CPD program

No	Items	Options	Respondents					
			Teachers		Principals		Total	
			N	%	N	%	N	%
3.1	Does the CPD program have effects on improving the teaching learning process?	Yes	109	98.2	16	100	125	98.4
		No	2	1.8	-	-	2	1.6
		Total	111	100	16	100	127	100
3.2	To what extent the CPD program benefited the teaching learning process?	Very low	8	9.00	-	-	10	7.9
		Low	7	6.31	-	-	7	5.5
		Moderate	93	83.78	15	93.75	108	85
		High	1	0.90	-	-	1	.80
		Very high	-	-	1	6.25	1	.80
		Total	109	100	16	100	127	100

As shown in Table 5 above, 109 (98.2%) of teachers and 16 (100%) of school principals indicated that the CPD program has encouraging effects on improving the teaching learning process. This entails that almost all respondents supposed that the CPD program has positive effect on improving the process of teaching and learning.

With respect to the 2nd item above, it can be seen that 93 (83.78%) of teachers and 15 (93.75%) of principals totally 108 (85%) of the respondents showed that CPD program benefited somewhat or moderately the process of teaching and learning. On the other hand, 10 (7.90%) and 7 (5.50%) of the respondents indicated that it has low effect in improving the process of teaching and learning. This might be because of teachers' less involvement in major CPD activities. In line with this idea, Day (1999) suggested that where staff development opportunities are poorly conceptualized, insensitive to the concerns of individual participants and make little effort to relate learning experiences to workplace conditions, they make little impact upon teachers or their pupils.

Table 6: Mean Distribution of Responses on Effects of CPD Program

No	Items	Respondents' category			Grand mean	t	Sig. (2-tailed)
			Teachers N= 111	Principals N=16			
1	Helped teachers apply active learning methods	Mean	3.94	4.10	4.02	-.394	.694
		SD	1.208	1.063			
2	Helped teachers undertake continuous assessment	Mean	3.96	4.25	4.11	-.974	.332
		SD	1.128	.856			
3	Encouraged teachers to remain in the profession	Mean	2.77	2.88	2.83	-.728	.468
		SD	.534	.342			
4	Made teachers engage in conducting action research	Mean	2.80	2.94	2.87	-1.728	.093
		SD	.501	.250			
5	Encouraged teachers to solve students' problems	Mean	4.23	4.19	4.21	.168	.867
		SD	.849	.750			
6	Promoted collegial learning and cooperative work	Mean	4.35	4.50	4.43	-1.148	.253
		SD	.480	.516			
7	Created teachers' self initiation	Mean	2.70	2.88	2.79	-1.681	.103
		SD	.579	.342			
8	Improved students' achievements	Mean	2.79	2.88	2.84	-.628	.531
		SD	.507	.342			
9	Improved teachers' classroom management	Mean	4.15	4.44	4.29	-1.265	.208
		SD	.844	.814			
10	Helped teachers update their profession	Mean	2.77	2.94	2.85	-1.973	.055
		SD	.567	.250			
11	Enhanced quality of teaching	Mean	4.08	4.25	4.16	-.724	.471
		SD	.896	.683			
12	Related teachers with technological advancements	Mean	2.65	2.63	2.64	.138	.890
		SD	.656	.500			
13	Developed teachers' self-confidence	Mean	3.02	2.94	2.98	1.020	.310
		SD	.301	.250			
14	Helped teachers upgrade their qualification	Mean	2.62	2.81	2.71	-1.598	.121
		SD	.675	.403			

NB: Mean <2.50 "disagree"; Mean = 2.50-3.00 "undecided" Mean >3 "agree".

As can be seen in Table 7 above, the respondents were asked to indicate the extent of their agreement on some identified or listed effects of CPD program. Accordingly, it can be seen that for items 6, 9, 5, 11, 2, and 1 the grand mean ratings were 4.43, 4.29, 4.21, 4.16, 4.11, and 4.02 respectively.

This implies both group of respondents agreed that CPD program has contributed to improve teaching and learning process, specially, in promoting collegial learning and

cooperative work; improving teachers' classroom management; encouraging teachers to solve students' problems; enhancing quality of teaching; helping teachers undertake continuous assessment; and helping teachers apply active learning methods.

On the contrary for items 3, 4, 7, 8, 10, 12, 13, and 14 in the same Table, the grand mean ratings ranged from 2.50 to 3.00. This portrays that the two group of respondents undecided to agree that the CPD program has positive effect in developing teachers' self-confidence; making teachers engage in conducting action research; helping teachers update their profession; improving students' achievements; encouraging teachers to remain in the profession; creating teachers' self initiation; helping teachers upgrade their qualification; and relating teachers with technological advancements in their respective school settings. This might be due to their less involvement in various CPD activities and their negative view of the CPD program.

① The results of independent samples t-test values for all items indicates that there is no statistically significant difference between the means of the two groups as the obtained p values which range from .055 to .890 were greater than 0.05 (see Table 7).

This may be due to the fact that both teachers and principals have similar thoughts on the effects of CPD program on teaching and learning process. Both groups understood that the program played a great role in improving the process of teaching and learning even though it has not been implemented fully as it was intended.

The data gathered from woreda education officers and secondary school supervisors through interview questions also reveals that though secondary school teachers do not

consistently realize most of their CPD program activities, some of the CPD activities that were undertaken in schools have played significant roles in improving the process of teaching and learning.

4.2.3. The Roles of Stakeholders

According to MoE (2009), each stakeholder in CPD has responsibilities. These can be either as an individual or as an institution. Therefore, the responsibilities and roles that should be played by stakeholders found at different levels had been identified in teachers CPD framework by Ministry of Education.

The stakeholders should play their roles so as to ensure the effective implementation of CPD program. The following table presents some listed roles of CPD stakeholders and the extent to which they have been employed by the stakeholders.

Table7: The Role Played in Implementation of CPD Program

No	Items	Respondents			Grand mean	t	Sig. (2-tailed)
			Teachers (N=111)	Principals (N=16)			
Teachers' Role							
1	Identifying personal CPD needs in consultation with others	Mean	2.48	2.38	2.43	.556	.579
		SD	.712	.500			
2	Planning annual CPD program	Mean	3.62	3.63	3.625	-.016	.987
		SD	.775	.719			
3	Carrying out 60 hours CPD each year	Mean	2.61	2.50	2.55	.651	.516
		SD					
4	Working collaboratively with colleagues to improve teaching and learning	Mean	3.80	4.13	3.96	-1.644	.115
		SD	.840	.719			
5	Maintaining a portfolio to record their personal CPD activities	Mean	2.60	2.50	2.55	.597	.551
		SD	.664	.516			
School Principals' role							
6	Identifying issues for consideration as CPD priorities	Mean	2.47	2.50	2.48	-.160	.873
		SD	.761	.561			
7	Creating conducive conditions for CPD program implementation	Mean	3.52	3.81	3.66	-1.428	.156
		SD	.773	.655			
8	Ensuring that all teachers take part in 60 hours of CPD activities each year	Mean	2.36	2.38	2.37	-.100	.921
		SD	.795	.500			
9	Monitoring and evaluating the maintenance of individual CPD portfolios	Mean	2.34	2.44	2.39	-.638	.529
		SD	.803	.512			
10	Monitoring the effectiveness of teaching and learning strategies	Mean	3.60	3.88	3.74	-1.578	.128
		SD	.789	.619			
11	Preparing short-term training	Mean	2.23	2.44	2.33	-1.413	.169
		SD	.828	.512			
Woreda education office and supervisors' role							
12	Monitoring and Evaluating the CPD activities of schools	Mean	2.06	2.44	2.25	-1.562	.121
		SD	.917	.727			
13	Providing support and training to clusters and schools	Mean	2.05	2.25	2.15	-1.415	.166
		SD	.862	.447			
14	Raising awareness of, and promoting, inclusive education in all schools	Mean	2.08	2.38	2.23	-1.958	.059
		SD	.875	.500			
15	Providing support and advice on the maintenance of professional portfolios	Mean	2.04	2.25	2.14	-1.525	.136
		SD	.894	.447			
16	Allocating sufficient budget for CPD program	Mean	1.71	2.13	1.92	-1.902	.059
		SD	.813	.806			

NB: Mean<2.50 "Low"; Mean=2.50-3.00 "Moderate"; Mean>3.00 "High".

A set of questions were asked to the teacher and principal respondents to identify whether or not the stakeholders were playing a significant role in the effective implementation of teachers' CPD program.

As depicted in table 8 above, the respondents were asked to point out the extent to which the stakeholders played their roles by rating from “very low to “very high”. Accordingly, among the first five items of teachers’ roles, the respondents confirmed that working collaboratively with colleagues to improve teaching and learning and planning annual CPD programs were the most achieved roles played by teachers as shown with grand mean ratings of 3.96 and 3.625 respectively. They also indicated that maintaining professional portfolio; carrying out 60 hours CPD each year were the roles played fairly by the teachers as indicated by grand means 2.55 and 2.55 correspondingly.

On the contrary, both group of respondents rated “low” for item 1 in Table 8 above. That means, identifying personal CPD needs in consultation with others was not emphasized by teachers as it indicated by grand mean rating 2.43. This entails that teachers plan and implement their CPD without identifying and analyzing personal CPD needs. But according to MoE (2004), CPD program should be planned and implemented after analyzing and prioritizing the needs of school and individual teachers in addition to the national and regional issues. Effective CPD should firstly be aware of and address the specific needs of teachers. Once these needs have been identified, activities need to be properly planned.

With regard to school principals’ roles, monitoring the effectiveness of teaching and learning strategies and creating conducive conditions for the implementation of CPD program were some of the roles being played by them as shown by grand means ratings of 3.74 and 3.66 correspondingly. This implies that secondary school principals were

playing their roles by monitoring the effectiveness of teaching and learning strategies and by creating favorable conditions for the implementation of CPD program.

Other listed roles of principals such as preparing short-term trainings; ensuring that all teachers take part in 60 hours of CPD activities each year; monitoring and evaluating the maintenance of individual CPD portfolio; and identifying issues for consideration as CPD priorities were roles which the school principals did not give due attention as indicated by the grand mean ratings range from 2.33 to 2.48. This depicts that the roles played by secondary school principals in effective implementation of CPD program was low. In other words, they did not emphasize on teachers' continuous professional development programs but on monitoring the teaching and learning strategies and other managerial activities.

However, according to Martaza (2010), effective leadership means that principals are in the position to facilitate professional development programmes for teachers and that they should be actively involved in the professional development of teachers. Principals need to view the CPD of teachers in their schools in a more serious light. Principals who create professional development opportunities that revitalize teachers' passion for learning and development will support their growth and also enhance teaching. Principals also have to monitor and evaluate the teaching processes, especially after professional development programmes in order to take appropriate action.

Regarding the roles of woreda education office and supervisors, all the identified roles were rated low. As indicated in table 8, both group of respondents pointed out that the

roles played by woreda education office and supervisors in implementation of CPD program were low as shown with grand mean ratings range from 1.92 to 2.25. This means, they haven't played a significant role in effective implementation of teachers' CPD program as expected.

In other words, as indicated by MoE (2009), they should have played a great role in providing support and training to clusters and schools; raising awareness and promoting inclusive education in all schools; providing support and advice on the maintenance of professional portfolios; etc.

The independent samples t- test result of each item in table 8 indicates the obtained p-values are greater than 0.05 in all items. This means that there is no statistically significant difference between the means of both groups of respondents. This might be because of the fact that both groups of respondents had similar consideration about the roles of each stakeholder.

The data gathered through interview also revealed that, with regard to teachers' and school principals' roles, teachers were planning and performing some CPD activities, whereas the school principals were also planning and facilitating the implementation of the program by providing required resources as much as possible. However, regarding woreda education office and supervisors, the roles played in the implementation of CPD program were not adequate. According to the participants, more emphasis was given to primary schools than secondary schools in providing support for the effective implementation of teachers' CPD.

It was also observed from document analysis that schools' and teachers' annual CPD plan were not based on the analyzed and prioritized CPD needs. Schools plan teachers' CPD program in different ways. Majority of the schools plan teachers' CPD program by inserting in general annual plan of the school and some others plan CPD program by separating from annual school plan. In the attempts made to identify supports given to schools, no evidences were found at school level which approve assistance (trainings, workshops, seminars, etc) given by local authorities on the implementation of teachers' CPD program.

4.2.4. Factors Affecting the Implementation of CPD Program

As it was depicted in the review literature of this study, there are different factors affecting the implementation of teachers' CPD program. Recognizing these factors may help to take corrective and immediate actions. Thus, in this section factors that contribute to and obstruct the implementation of CPD program are presented. In the first part, the respondents were asked to indicate the extent of their agreement on the presence of some identified factors that contribute to the effective implementation of CPD program in their school settings. Then, the respondents' responses on the extent to which the listed factors were blocking the implementation of CPD program in their schools have been presented and analyzed in the second part.

Table 8: Factors Facilitating the Implementation of CPD program

No	Items		Respondents		Grand mean	t	Sig. (2-tailed)
			Teacher (N=111)	Principal (N=16)			
1	There is friendly relationship among staff members	Mean	4.27	4.44	4.35	-1.376	.171
		SD	.446	.512			
2	There is sufficient time for CPD program	Mean	2.77	2.69	2.73	.764	.446
		SD	.420	.479			
3	Staff members are committed to carry out CPD activities	Mean	2.41	2.63	2.52	-1.227	.232
		SD	.780	.619			
4	Teachers have positive attitude towards CPD program	Mean	1.85	1.94	1.89	-1.271	.215
		SD	.362	.250			
5	There is adequate budget allocation for the program	Mean	2.32	2.25	2.28	.320	.750
		SD	.786	.577			
6	There are adequate material resources	Mean	2.44	2.44	2.44	.070	.986
		SD	.839	.892			
7	There are sufficient trained human resources	Mean	2.05	2.25	2.15	-.890	.375
		SD	.818	.856			
8	There is good access to new information through reading materials and Internet	Mean	1.54	1.63	1.58	-.631	.529
		SD	.506	.500			

NB: Mean <3.00 "disagree"; Mean 3.00 "undecided" Mean >3 "agree".

For item 1 in Table 8 above, the analysis indicates that the mean ratings of teachers and principals were 4.27 and 4.44 respectively with grand mean 4.35. This indicates both groups of respondents agreed with the idea that there were friendly relationships among the staff members. In other words, the existence of friendly relationships among the staff members was the major factor that facilitated the implementation of teachers' CPD program in secondary schools under consideration. The result of computed independent samples *t*-test ($p = .171$) indicates that there is no statistically significant difference between means of the groups of respondents.

On the contrary for items 2 - 8 in the same Table, the grand mean ratings were found to be less than 3.00. This portrays that the two group of respondents disagreed the presence of good access to new information through reading materials and Internet; committed staff members to carry out CPD activities; teachers' positive attitude towards CPD program; sufficient trained human resources; adequate budget allocation for the program; and adequate material resources.

The independent samples t- test result indicates that there is no statistically significant difference between the means of the group of respondents for the obtained p- values of each variable is greater than .05 (see table 9).

The data obtained through interview also revealed that existence of positive relationship and cooperative work among teachers was the major facilitating factors for CPD program implementation. As some informants illustrated, there is no financial problem in schools because the government has recently allocated school grant budget for each school for the accomplishment of school improvement program. However, the schools did not consider the CPD program as a part of school improvement program. Therefore, they still raise the shortage of budget as a challenging factor in running the CPD program effectively.

Table 9: Factors Obstructing the Implementation of CPD Program

No	Items		Respondents		Grand Mean	T	Sig. (2-tailed)
			Teachers (N=111)	Principals (N=16)			
1	Time constraints	Mean	1.88	2.13	2.00	-1.137	.258
		SD	.795	.806			
2	Unavailability of material resources	Mean	2.75	2.75	2.75	-.010	.992
		SD	.868	.9311			
3	Lack of financial resource	Mean	2.68	2.56	2.62	.696	.488
		SD	.646	.727			
4	Lack of support from school principals	Mean	2.83	2.25	2.54	4.105	.000
		SD	.537	.447			
5	Lack of support from woreda education experts and supervisors	Mean	3.65	3.31	3.48	.827	.410
		SD	1.541	1.352			
6	Lack of required knowledge and skills from mentors and facilitators	Mean	3.15	2.81	2.98	1.015	.312
		SD	1.281	1.047			
7	Lack of access to information technology	Mean	3.59	3.38	3.49	.570	.570
		SD	1.411	1.147			
8	Absence of collegial collaboration	Mean	1.77	1.75	1.76	.210	.834
		SD	.441	.447			
9	Absence of effective management	Mean	3.23	2.44	2.835	3.072	.005
		SD	1.333	.8892			
10	Absence of teachers' positive attitude towards the program	Mean	4.12	4.19	4.16	-.789	.432
		SD	3.23	.403			
11	Lack of commitment of practitioners	Mean	4.24	4.13	4.18	1.238	.228
		SD	.452	.342			
12	Lack of incentives	Mean	3.68	3.50	3.59	.462	.645
		SD	1.441	1.265			

NB: Mean<2.00 "Low"; Mean=2.00-3.00 "Moderate"; Mean>3.00 "High".

Regarding factors that hinder the implementation of CPD program, respondents rated the extent to which the factors were affecting the implementation of CPD program from very high (5) to very low (1) on the five point Likert scale. For the purpose of this analysis, the mean values were interpreted as >3.00= "major factor"; 2.00-3.00= "moderate factor; <2.00= "minor factor".

Accordingly, the grand mean ratings for items 1, 2, 3, 4, 6, and 9 were found to be 2.00, 2.75, 2.62, 2.54, 2.98 and 2.835 respectively. This implies that time constraints,

unavailability of material resource, lack of financial resource, lack of support from school principals, lack of required knowledge and skills from mentors and facilitators and absence of effective management were considered as the moderate factors to some extent affecting the implementation of CPD program.

For items 5, 7, 10, 11, and 12 in the same Table above, the grand mean ratings were 3.48, 3.49, 4.16, 4.18, and 3.59 respectively. This implies that lack of support from woreda education experts and supervisors, lack of information access, absence of teachers' positive attitude towards the CPD program, lack of commitment of practitioners, and lack of incentives were the major factors affecting the implementation of teachers' CPD program in secondary schools under the study. In line with teachers' related problems, Hult, Olofsson and Ronnerman (2003) in Jacky Hanson (2010) assert that teachers themselves are considered in terms of their cognition, their awareness of their education and their commitment to their teaching and development.

On the other hand, for item 8 the grand mean rating was 1.76. This noticeably implies that absence of collegial collaboration was the minor factor affecting the implementation of CPD program in secondary schools under investigation.

The computed independent samples t-test result in Table 10 above shows that for almost all items, except for items 4 and 9, the calculated P-values are greater than 0.05. This portrays that there is no statistically significant difference between the means of the two groups of respondents. However, for items 4 and 9, the p-values obtained were found to be 0.000 and 0.005 respectively. This indicates that there is statistically significant difference between the two groups' means. The difference observed might be due to the

fact that the support provided to teachers by the school principals and the principals' effectiveness in managing the implementation of CPD program were not manifested to teachers.

The two groups of respondents were also asked with an open-ended question to identify any other obstructions encountered them in the implementation of CPD activities. Accordingly, some of the common major problems identified by them were as follows:

- ❖ Lack of motivation on teachers side;
- ❖ Absence of professional license for teachers who performed their CPD effectively;
- ❖ Absence of short-term trainings;
- ❖ Absence of CPD program evaluation; and
- ❖ Lack of sustainable support and evaluation techniques from supervisors and woreda education officers.

Likewise, the data gathered from interview also conveys almost similar suggestions with the questionnaire data. The informants indicated that teachers were not committed to perform their CPD and that they had no positive feeling about their continuous professional development program.

In addition, the participants also indicated that teachers and school principals viewed CPD program as an additional task; teachers focus mostly on academic activities like planning for lessons and conducting make-up class to finish their portion; facilitators and mentors lack adequate awareness on how to support teachers and coordinate their

activities; and teachers are not motivated to perform CPD because there is no incentive or reward provided to teachers who are participating in CPD activities.

In general, some of the major challenges of CPD program implementation proposed by woreda educational officers and supervisors were listed as follows:

- ❖ Lack of committed teachers, mentors, and facilitators;
- ❖ Lack of motivation within staff members;
- ❖ Lack of coordination in schools;
- ❖ Absence of commitment from stakeholders
- ❖ Resistance from teachers who completed career development;
- ❖ Absence of professional license or any motivating rewards;
- ❖ Lack of awareness on mentors and facilitators side;
- ❖ Absence of commonly accepted format on teachers' professional portfolio etc.

The respondents were also asked with an open-ended question to suggest the possible solutions for the identified challenging factors for the implementation of CPD program.

Consequently, some of the common solutions forwarded by the respondents were as follows:

- ❖ Conducting trainings and workshops;
- ❖ Motivating teachers who performed their CPD;
- ❖ Providing and validating teachers' professional license;
- ❖ Synchronizing CPD with teachers' career development;
- ❖ Providing sustainable support and follow up for schools and teachers etc.

In addition, the interview question was also presented for woreda educational experts and secondary school supervisors on solutions for challenges of CPD program implementation. They suggested that for the realization of CPD program in schools, all the stakeholders ought to be committed. Teachers, mentors and facilitators should be provided with continuous support and feedback. School principals and supervisors ought to be well skilled to provide the necessary assistance for facilitators and mentors as well as for teachers.

As a whole, the data obtained on CPD obstructions through open-ended and interview questions portray that there are a number of hindering factors that affect the practice of CPD program. Particularly, absence of commitment and lack of positive attitude towards the program are the major problems. Absence of consistent support, evaluation and feedback by woreda educational experts and school supervisors as well as absence of short-term trainings to raise awareness is also some other challenges. In addition, absence of professional license and motivation also blocked the implementation of the program. Similarly, the participants have proposed solutions for the problems as conducting short term trainings, workshops, and experience sharing program in order to promote commitment and positive attitude as well as to gain awareness on the program; providing motivation (incentives) and executing professional licensing system; adjusting the system of continuous support, evaluation and providing timely feedback for school teachers and principals etc.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of three sub sections. The first sub section deals with the general summary and the major findings of the study. The next part presents conclusions drawn from the findings and the last one presents alternative solutions recommended so as to ease the problems encountered in the course of practicing CPD program.

5.1. Summary

The main purpose of this study was to assess the practice of teachers' CPD program in selected general secondary schools of Jimma zone. The study also attempted to explore the extent of teachers' involvement in CPD program activities; the most prevailing CPD activities in secondary schools; the effects that the CPD program brought in teaching learning process; the roles being played by stakeholders in the implementation of teachers' CPD program; the major factors that contribute to or hinder the effective implementation of the program in secondary schools; and to suggest possible solutions for the identified problems.

In order to attain these objectives, the following basic research questions were raised and answered in the course of the study:

1. To what extent do secondary school teachers engage in teachers' CPD program activities?
2. What effects has the CPD program brought in teaching learning process?

3. To what extent do the stakeholders play their roles in the implementation of the program?
4. What are the major factors that contribute to and hold-back the implementation of teachers' continuous professional development program in secondary schools of Jimma zone?

To deal with these questions, descriptive survey method was employed. Questionnaires, interview guides and document analysis were used as instruments of data collection. In providing relevant data, 111 secondary school teachers, 16 secondary school principals, 8 secondary school supervisors, and 8 woreda education officers totally, 143 respondents were involved in the study. The obtained quantitative data were analyzed using frequency, percentage, mean, grand mean and independent sample t-test which were computed using SPSS software. The qualitative data gathered from woreda education experts and secondary school supervisors were analyzed thematically following the discussion of quantitative data. After the completion of data analysis and interpretation, the following major findings were drawn:

- ❖ Concerning the practice of CPD program and teachers' engagement in CPD activities, teachers were moderately participating in their continuous professional development. They were involving in few CPD activities. CPD activities like giving induction for newly employed teachers; mentoring /coaching; peer observation; and sharing/showing good practice within school were being practiced as indicated with grand means 4.17; 4.15; 4.09; 3.515; and 3.505 respectively. However, activities like visiting experts, conducting or taking part in workshops, team teaching, conducting action research, conducting trainings, visiting other schools and teachers,

professional reading, and planning lessons together did not get much emphasis (grand means range from 1.82 to 2.48).

- ❖ Regarding the effects of CPD program, almost all the respondents agreed that the CPD program has positive effects on improving the process of teaching and learning. Particularly, the program has played a great role in promoting collegial learning and cooperative work; improving teachers' classroom management; encouraging teachers to solve students' problems; enhancing quality of teaching; helping teachers undertake continuous assessment; and helping teachers apply active learning methods with grand means range from 4.02 to 4.43.
- ❖ With respect to the roles of stakeholders, working collaboratively with colleagues to improve teaching and learning and planning annual CPD programs were the most achieved roles played by teachers (grand means 3.96 and 3.625). Similarly, maintaining professional portfolio and carrying out 60 hours CPD each year were the roles played fairly by the teachers as indicated by grand means 2.55; 2.55; and 2.50 correspondingly. Teachers plan and implement their CPD without identifying and analyzing personal CPD needs. On the other hand, the roles played by school principals, woreda education officers and school supervisors were not as expected.
- ❖ Concerning factors affecting the implementation of CPD program, the presence of friendly relationship among the staff members was identified as the major contributing factor to the implementation of CPD program. Nevertheless, lack of teachers' commitment; lack of teachers' positive attitude towards the program; absence of information access; lack of support from woreda education experts and

supervisors; and lack of incentives were the major obstructing factors of CPD program implementation (grand means range from 3.48 to 4.18).

- ❖ Similarly, lack of required knowledge and skills from mentors and facilitators; absence of effective management; lack of financial resource; unavailability of material resource; and lack of support from school principals were some other factors that were, to some extent, affecting the implementation of CPD program in secondary schools under consideration (grand means range from 2.98 to 2.54).

5.2. Conclusions

The realization of the CPD program comes from the fact that like any other professionals, teachers have a responsibility to themselves and their professions to deepen their knowledge extend their professional skills and keep themselves up to date on major developments affecting their performances. However, the result of this study revealed that secondary school teachers of the zone under investigation participate in few activities of CPD program such as giving induction for newly employed teachers, mentoring/coaching; discussion meeting; peer observation; and sharing/showing good practice within school. CPD activities such as visiting experts, conducting or taking part in workshops, team teaching, conducting action research, conducting trainings, visiting other schools and teachers, professional readings, and planning lessons together did not get much emphasis.

The finding also indicated that the roles played by the stakeholders, especially by supervisors and woreda education officers were very low in the effective implementation

of teachers' continuous professional development program. This has resulted in the failure of the program to attain its aim as it was intended by Ministry of Education.

Though there were friendly relationships among the staff members of the schools under the study as facilitating factor, lack of teachers' commitment; lack of teachers' positive attitude towards the CPD program; absence of information access; lack of support from woreda education experts and supervisors; and lack of incentives were the major challenges of CPD program implementation. Due to these factors, the practice of teachers' CPD program in secondary schools under the study was below the expectation.

5.3. Recommendations

On the basis of the overall study and the conclusions drawn, the following recommendations are proposed:

- ❖ Schools, WEO, ZEO, and other concerning bodies need to give more emphasis to stimulate teachers' interest and commitment to make them engage actively in their continuous professional development. This could be done by providing incentives for teachers' better performances of CPD programs. The incentives could also involve certificate, teaching license, career promotion, chances to take part in training, workshops, etc.
- ❖ Teachers' CPD program is one of the basic requirements for teachers' career development and qualification improvements. It was also aimed that after completion of their CPD, teachers obtain and renew their professional license. Therefore, Ministry of Education, regional and local authorities of education need to

take the responsibility to give and renew teaching license for teachers who performed their continuous professional development so as to encourage teachers engage actively in CPD activities.

- ❖ To allow professional development to proceed successfully it should be a continuous process, contributing to the general improvement of education. Therefore, consistent and well organized trainings should be arranged for school teachers, mentors, facilitators, principals and supervisors. This is to raise awareness and tackle the problem of negative attitudes towards the CPD program. WEO, ZEO and REB should take the responsibility of facilitating conditions.
- ❖ The access to information technology and other professional reading materials need to be available in secondary schools so that teachers, principals, mentors and facilitators could get awareness and current information on teachers' continuous professional development implementation.
- ❖ The implementation of teachers' CPD program needs continuous support, evaluation and reaction. It is also clear that the role of practitioners is considered to be vital in ensuring the successful realization of teachers' CPD program. Hence, woreda education office, supervisors and school principals ought to give consideration on providing consistent and sustainable support for teachers. To do so, local education authorities should take responsibility to smooth the progresses of the program by creating positive relationships with schools.

- ❖ Teachers' CPD program is a key part of school improvement program. Therefore, schools should allocate adequate budget to sustain the implementation of CPD program from the school grant fund provided by the government to improve the quality of education.
- ❖ Schools should set regular and continuous panel discussions to persist the practice of teachers' CPD program. This could be done by reflecting individuals work, evaluating the implementation of the CPD program and supplying immediate and sympathetic comments and feedbacks.
- ❖ Evaluating the implementation of teachers' CPD program contributes much to take counteractive measures and find solutions for the problems of CPD program implementation. Therefore, it is suggested that the stakeholders and other bodies ought to carry out continuously the evaluation of CPD program implementation. This could be done by assessing the implementation of teachers' continuous professional development program persistently.

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Appendix - A
Addis Ababa University
School of Graduate Studies
Department of Curriculum and Teachers
Professional Development Studies

Questionnaires to be filled by Secondary School Teachers and Principals

Dear Respondents,

The purpose of this questionnaire is to collect data on MA thesis entitled: **“The Practice of Teachers’ Continuous Professional Development (CPD) program in Jimma zone General Secondary Schools”**. It aims at assessing the practice of CPD program and identifying factors affecting its implementation as well as suggesting solutions. The success of the study to a great extent depends on your genuine response to each question. Therefore, you are kindly requested to give reliable information by answering the questionnaire honestly and responsibly. The researcher assures you that your responses will be confidential and be used only for the purpose of this study.

Thank you in advance for your cooperation.

Note:

- ▶ You are not required to write your name.
- ▶ Indicate your response by marking ‘X’ in the box for questions with options and by writing short and brief answer for open-ended questions.
- ▶ Note that all the questions are of equal importance to attain the objectives of the study. Therefore, please try to answer all the questions.

Part One: Background Information of the Respondents

Instruction: Please give the required information by marking 'X' in the box or by writing on the space provided.

1. Name of the school: _____ Woreda: _____
2. Sex: Male Female
3. Age 20 and below 21-30 years 31-40 years
 41-50 years above 50 years
4. Service in years:
 Less than 5 years 5-10
 11-15 16-20
 21-25 26-30 above 30 years
5. Job responsibility: Teacher Principal Vice principal
Other, please specify _____
6. Qualification: Diploma BA/BSC
 MA/MSc Any other, please specify _____

Part Two: The Extent of Teachers' Engagement in CPD Activities

- 2.1. Do teachers participate in school-based CPD program activities?
 Yes No
- 2.2. If your answer for the above question is "Yes", to what extent do they participate?
 Very high High Moderate Low Very low
- 2.3. If your answer for question number 1 is "No", why? _____

2.4. There are a number of CPD activities that teachers perform in schools. Some of them are listed in the table below. To what extent do you think are teachers involving in the activities? Please indicate the extent to which teachers are participating in these activities in your school by marking 'X' in the appropriate column. (Use 5= very high; 4= high; 3= moderate; 2= low; and 1= very low for scaling).

No	CPD activities	5	4	3	2	1
2.4.1	Induction					
2.4.2	Mentoring /coaching					
2.4.3	Peer observation					
2.4.4	Sharing good practices within school					
2.4.5	Planning lessons together					
2.4.6	Visiting schools and teachers to see examples of good practice					
2.4.7	Maintaining professional portfolio					
2.4.8	Discussion meetings					
2.4.9	Conducting action research					
2.4.10	Conducting trainings					
2.4.11	Team teaching					
2.4.12	Professional reading					
2.4.13	Workshops					
2.4.14	Visiting experts					

2.5. If any other, please specify _____

Part Three: Effects of CPD program

3.1. Do you think the CPD program has effects on improving the teaching-learning process?

Yes

No

3.2. If your response for the above question is “Yes”, to what extent do you think it benefited the teaching-learning process?

Very high

High

Moderate

Low

Very low

3.3. In your opinion, what effects has the practice of CPD program brought in the teaching learning process? Please indicate the extent of your agreement on the effects of the program on the following activities. (Use 5=strongly agree; 4=Agree; 3=Undecided; 2= Disagree; and 1=Strongly disagree).

No	Effects of CPD program	5	4	3	2	1
	CPD program has:					
3.3.1	Helped teachers apply active learning methods					
3.3.2	Helped teachers undertake continuous assessment					
3.3.3	Encouraged teachers to remain in the profession					
3.3.4	Made teachers engage in conducting action research					
3.3.5	Encouraged teachers to solve students’ problems					
3.3.6	Promoted collegial learning and cooperative work					
3.3.7	Created teachers’ self initiation					
3.3.8	Improved students’ achievements					
3.3.9	Improved teachers’ classroom management					
3.3.10	Helped teachers update their profession					
3.3.11	Enhanced quality of teaching					
3.3.12	Related teachers with technological advancements					
3.3.13	Developed teachers’ self-confidence					
3.3.14	Helped teachers upgrade their qualification					

3.4. If any, please specify _____

Part Four: Roles of Stakeholders

4.1. The following are roles of stakeholders (teachers, principals and vice principals, supervisors, and experts of education) in the implementation of CPD program. To what extent do you think that they have played these roles? (Scale your response using 5=Very high; 4=High; 3=Moderate; 2=Low; and 1=Low).

No	Roles of stakeholders	5	4	3	2	1
	A) Teachers' roles					
4.1.1.	Identifying personal CPD needs in consultation with others					
4.1.2	Planning annual CPD program					
4.1.5	Carrying out 60 hours CPD each year					
4.1.3	Working collaboratively with colleagues to improve teaching and learning					
4.1.4	Maintaining a portfolio to record their personal CPD activities					
	B) School Principals' roles					
4.1.6	Identifying issues for consideration as CPD priorities					
4.1.7	Creating conducive conditions for CPD program implementation					
4.1.8	Ensuring that all teachers take part in 60 hours of CPD activities each year					
4.1.9	Monitoring and evaluating the maintenance of individual CPD portfolios					
4.1.10	Monitoring the effectiveness of teaching and learning strategies					
4.1.11	Preparing short-term training					
	C) Woreda education office and supervisors' roles					
4.1.12	Monitoring and Evaluating the CPD activities of schools					
4.1.13	Providing support and training to clusters and schools					
4.1.14	Raising awareness of, and promoting, inclusive education in all schools					
4.1.15	Providing support and advice on the maintenance of professional portfolios.					
4.1.16	Allocating sufficient budget for CPD program					

4.2. If any, please specify. _____

Part Five: Factors Affecting the Implementation of CPD Program

5.1. What encouraging factors do you think are there in your school to facilitate the implementation of the CPD program? Please judge your school context in terms of the given items by marking 'X' in the column of your choice. Use 5=Strongly agree; 4=Agree; 3=Undecided; 2=Disagree; and 1=Strongly disagree.

No	Items	5	4	3	2	1
5.1.1	There is friendly relationship among staff members					
5.1.2	There is sufficient time for CPD program					
5.1.3	Staff members are committed to carry out CPD activities					
5.1.4	Teachers have positive attitude towards CPD program					
5.1.5	There is adequate budget allocation for the program					
5.1.6	There are adequate material resources					
5.1.7	There are sufficient trained human resources					
5.1.8	There is good access to new information through reading materials and Internet					

5.2. If any, please specify. _____

5.3. Some possible obstructions affecting the implementation of CPD program are stated in the table below. Please rank them based on their severity. (Use 5=Very high; 4=High; 3=fair; 2=Low; and 1=Very low).

No	Items	5	4	3	2	1
5.3.1	Time constraints					
5.3.2	Unavailability of material resources					
5.3.3	Lack of financial resource					
5.3.4	Lack of support from school principals					
5.3.5	Lack of support from woreda education experts and supervisors					
5.3.6	Lack of required knowledge and skills from mentors and facilitators					
5.3.7	Lack of information access					
5.3.8	Absence of collegial collaboration					
5.3.9	Absence of effective management					
5.3.10	Absence of teachers' positive attitude towards the program					
5.3.11	Lack of commitment of practitioners					
5.3.12	Lack of incentives					

5.4. If any, please specify. _____

5.5. What do you think are the possible solutions? Please suggest them.

Appendix - B

Interview Guide Questions for secondary school supervisors and Woreda Educational Experts

1. Introduction

- Introduction of the researcher
- Explanation of the purpose of the research

2. Question Schedule

- 2.1. Do you think teachers are engaging in CPD activities?
- 2.2. How do you illustrate their participation in CPD activities?
- 2.3. Would you mention the major CPD activities that the teachers are practicing in secondary schools?
- 2.4. How do you see the effects of CPD program on the teaching learning process?
- 2.5. Do you think schools and the stakeholders are contributing their roles in effective implementation of CPD program?
- 2.6. What roles do you think are they playing in the implementation of the CPD program?
- 2.7. What favorable conditions that facilitate the effectiveness of CPD program have you seen in secondary schools?
- 2.8. What do you think are the major challenges that affect the implementation of CPD program?
- 2.9. What suggestions do you have with regard to tackling the challenges and improving the CPD program within schools?

Appendix – C

Note Taking Format for Document Analysis

Name of School: _____ Woreda: _____

1. School CPD plan

1.1. Need analysis

1.2. Major CPD activities

1.3. Budget

1.4. CPD evaluation mechanism

2. Teachers' Portfolio

2.1. Name of school _____

2.2. Name of the teacher _____

2.3. Sex _____

2.4. Educational qualification _____

2.5. Activities performed

2.6. Feedback given by different bodies

3. Report files

3.1. Major CPD activities

3.2. Planned activities

3.3. Challenges encountered

APPENDIX – D The Computed Pilot Test Result

RELIABILITY

```

/VARIABLES=Q2.1 Q2.2 Q2.4.1 Q2.4.2 Q2.4.3 Q2.4.4 Q2.4.5 Q2.4.6 Q2.4.7
Q2.4.8 Q2.4.9 Q2.4.10 Q2.4.11 Q2.4.12 Q2.4.13 Q2.4.14 Q3.1 Q3.2 Q3.3.1
Q3.3.2 Q3.3.3 Q3.3.4 Q3.3.5 Q3.3.6 Q3.3.7 Q3.3.8 Q3.3.9 Q3.3.10 Q3.3.11
Q3.3.12 Q3.3.13 Q3.3.14 Q4.1.1 Q4.1.2 Q4.1.3 Q4.1.4 Q4.1.5 Q4.1.6 Q4.1.7
Q4.1.8 Q4.1.9 Q4.1.10 Q4.1.11 Q4.1.12 Q4.1.13 Q4.1.14 Q4.1.15 Q4.1.16
Q5.1.1 Q5.1.2 Q5.1.3 Q5.1.4 Q5.1.5 Q5.1.6 Q5.1.7 Q5.1.8 Q5.3.1 Q5.3.2
Q5.3.3 Q5.3.4 Q5.3.5 Q5.3.6 Q5.3.7 Q5.3.8 Q5.3.9 Q5.3.10 Q5.3.11 Q5.3.12
Q5.3.13
/SCALE('ALL VARIABLES') ALL/MODEL=SPLIT.
  
```

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	14	100.0
	Excluded(a)	0	.0
	Total	14	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.955
		N of Items	35(a)
	Part 2	Value	.962
		N of Items	35(b)
Total N of Items			69
Correlation Between Forms			.652
Spearman-Brown Coefficient	Equal Length	.789	
	Unequal Length	.789	
Guttman Split-Half Coefficient			.781

a The items are: Q2.1, Q2.2, Q2.4.1, Q2.4.2, Q2.4.3, Q2.4.4, Q2.4.5, Q2.4.6, Q2.4.7, Q2.4.8, Q2.4.9, Q2.4.10, Q2.4.11, Q2.4.12, Q2.4.13, Q2.4.14, Q3.1, Q3.2, Q3.3.1, Q3.3.2, Q3.3.3, Q3.3.4, Q3.3.5, Q3.3.6, Q3.3.7, Q3.3.8, Q3.3.9, Q3.3.10, Q3.3.11, Q3.3.12, Q3.3.13, Q3.3.14, Q3.3.15, Q4.1.1, Q4.1.2.

b The items are: Q4.1.3, Q4.1.4, Q4.1.5, Q4.1.6, Q4.1.7, Q4.1.8, Q4.1.9, Q4.1.10, Q4.1.11, Q4.1.12, Q4.1.13, Q4.1.14, Q4.1.15, Q4.1.16, Q5.1.1, Q5.1.2, Q5.1.3, Q5.1.4, Q5.1.5, Q5.1.6, Q5.1.7, Q5.1.8, Q5.3.1, Q5.3.2, Q5.3.3, Q5.3.4, Q5.3.5, Q5.3.6, Q5.3.7, Q5.3.8, Q5.3.9, Q5.3.10, Q5.3.11, Q5.3.12, Q5.3.13.

Appendix - E

The Computed Mean and Independent Samples T-Test Result

Item No	Job responsibility	Group Statistics			
		N	Mean	Std. Deviation	Std. Error Mean
Q2.4.1	teacher	111	4.17	.402	.038
	principal	16	4.13	.342	.085
Q2.4.2	teacher	111	4.12	.323	.031
	principal	16	4.06	.250	.063
2.4.3	teacher	111	3.53	.672	.064
	principal	16	3.50	.632	.158
2.4.4	teacher	111	3.51	.737	.070
	principal	16	3.50	.730	.183
2.4.5	teacher	111	2.53	.761	.072
	principal	16	2.44	.512	.128
2.4.6	teacher	111	2.24	.886	.084
	principal	16	2.44	.629	.157
2.4.7	teacher	111	2.47	.772	.073
	principal	16	2.69	.479	.120
2.4.8	teacher	111	4.16	.394	.037
	principal	16	4.19	.403	.101
2.4.9	teacher	111	2.23	.839	.080
	principal	16	2.56	.629	.157
2.4.10	teacher	111	2.23	.884	.084
	principal	16	2.56	.727	.182
2.4.11	teacher	111	2.20	.872	.083
	principal	16	2.38	.719	.180
2.4.12	teacher	111	2.29	.802	.076
	principal	16	2.44	.512	.128
2.4.13	teacher	111	1.87	.810	.077
	principal	16	2.00	.000	.000
2.4.14	teacher	111	1.76	.765	.073
	principal	16	1.88	.342	.085
3.3.1	Teacher	111	2.85	.362	.034
	principal	16	2.88	.342	.085
3.3.2	Teacher	111	2.89	.390	.037
	principal	16	3.00	.365	.091
3.3.3	Teacher	111	2.77	.534	.051
	principal	16	2.88	.342	.085
3.3.4	Teacher	111	2.80	.501	.048
	principal	16	2.94	.250	.063

Item No	Job responsibility	N	Mean	Std. Deviation	Std. Error Mean
3.3.5	Teacher	111	4.23	.849	.081
	principal	16	4.19	.750	.188
3.3.6	Teacher	111	4.05	.824	.078
	principal	16	4.19	.911	.228
3.3.7	Teacher	111	2.70	.597	.057
	principal	16	2.88	.342	.085
3.3.8	Teacher	111	2.79	.507	.048
	principal	16	2.88	.342	.085
3.3.9	teacher	111	4.15	.844	.080
	principal	16	4.44	.814	.203
3.3.10	teacher	111	2.77	.567	.054
	principal	16	2.94	.250	.063
3.3.11	teacher	111	4.08	.896	.085
	principal	16	4.25	.683	.171
3.3.12	teacher	111	3.48	1.299	.123
	principal	16	3.75	1.000	.250
3.3.13	teacher	111	3.02	.301	.029
	principal	16	2.94	.250	.063
3.3.14	teacher	111	2.62	.675	.064
	principal	16	2.81	.403	.101
4.1.1	teacher	111	2.59	.707	.067
	principal	16	2.50	.516	.129
4.1.2	teacher	111	3.62	.775	.074
	principal	16	3.63	.719	.180
4.1.3	teacher	111	2.61	.663	.063
	principal	16	2.50	.516	.129
4.1.4	teacher	111	3.80	.840	.080
	principal	16	4.13	.719	.180
4.1.5	teacher	111	2.60	.664	.063
	principal	16	2.50	.516	.129
4.1.6	teacher	111	2.47	.761	.072
	principal	16	2.50	.516	.129
4.1.7	teacher	111	3.52	.773	.073
	principal	16	3.81	.655	.164
4.1.8	teacher	111	2.36	.795	.075
	principal	16	2.38	.500	.125
4.1.9	teacher	111	2.34	.803	.076
	principal	16	2.44	.512	.128
4.1.10	teacher	111	3.60	.789	.075
	principal	16	3.88	.619	.155

Item No	Job responsibility	N	Mean	Std. Deviation	Std. Error Mean
4.1.11	teacher	111	2.23	.828	.079
	principal	16	2.44	.512	.128
4.1.12	teacher	111	2.06	.917	.087
	principal	16	2.44	.727	.182
4.1.13	teacher	111	2.05	.862	.082
	principal	16	2.25	.447	.112
4.1.14	teacher	111	2.08	.875	.083
	principal	16	2.38	.500	.125
4.1.15	teacher	111	2.04	.894	.085
	principal	16	2.25	.447	.112
4.1.16	teacher	111	1.71	.813	.077
	principal	16	2.13	.806	.202
5.1.1	teacher	111	4.27	.446	.042
	principal	16	4.44	.512	.128
5.1.2	teacher	111	2.77	.420	.040
	principal	16	2.69	.479	.120
5.1.3	teacher	111	3.56	1.255	.119
	principal	16	3.63	1.025	.256
5.1.4	teacher	111	1.85	.362	.034
	principal	16	1.94	.250	.063
5.1.5	teacher	111	2.32	.786	.075
	principal	16	2.25	.577	.144
5.1.6	teacher	111	2.44	.839	.080
	principal	16	2.44	.892	.223
5.1.7	teacher	111	2.05	.818	.078
	principal	16	2.25	.856	.214
5.1.8	teacher	111	1.54	.501	.048
	principal	16	1.63	.500	.125
5.3.1	teacher	111	1.88	.795	.075
	principal	16	2.13	.806	.202
5.3.2	teacher	111	2.75	.868	.082
	principal	16	2.75	.931	.233
5.3.3	teacher	111	2.68	.646	.061
	principal	16	2.56	.727	.182
5.3.4	teacher	111	2.83	.537	.051
	principal	16	2.25	.447	.112
5.3.5	teacher	111	3.65	1.541	.146
	principal	16	3.31	1.352	.338
5.3.6	teacher	111	3.15	1.281	.122
	principal	16	2.81	1.047	.262

Item No	Job responsibility	N	Mean	Std. Deviation	Std. Error Mean
Q5.3.7	teacher	111	3.59	1.411	.134
	principal	16	3.38	1.147	.287
Q5.3.8	teacher	111	1.77	.441	.042
	principal	16	1.75	.447	.112
Q5.3.9	teacher	111	3.23	1.333	.126
	principal	16	2.44	.892	.223
Q5.3.10	teacher	111	4.12	.323	.031
	principal	16	4.19	.403	.101
Q5.3.11	teacher	111	4.24	.452	.043
	principal	16	4.13	.342	.085
Q5.3.12	teacher	111	3.68	1.441	.137
	principal	16	3.50	1.265	.316

Independent Samples Test

Item No		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
2.4.1	Equal variances assumed	1.265	.263	.437	125	.663	.046	.106	-.163	.255
	Equal variances not assumed			.494	21.460	.627	.046	.094	-.148	.240
2.4.2	Equal variances assumed	1.885	.172	.648	125	.518	.055	.084	-.112	.221
	Equal variances not assumed			.785	22.907	.441	.055	.070	-.089	.199
2.4.3	Equal variances assumed	.287	.593	.177	125	.860	.032	.178	-.322	.385
	Equal variances not assumed			.185	20.202	.855	.032	.170	-.324	.387
2.4.4	Equal variances assumed	.060	.807	.069	125	.945	.014	.197	-.376	.403
	Equal variances not assumed			.069	19.668	.946	.014	.196	-.395	.422

Item No		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
2.4.5	Equal variances assumed	2.588	.110	.478	125	.633	.094	.197	-.295	.483
	Equal variances not assumed			.640	25.691	.528	.094	.147	-.208	.396
2.4.6	Equal variances assumed	8.777	.004	-.845	125	.400	-.194	.230	-.649	.261
	Equal variances not assumed			-1.089	24.538	.287	-.194	.178	-.562	.173
2.4.7	Equal variances assumed	7.399	.007	-1.102	125	.273	-.219	.199	-.612	.174
	Equal variances not assumed			-1.561	27.838	.130	-.219	.140	-.507	.069
2.4.8	Equal variances assumed	.063	.803	-.240	125	.811	-.025	.106	-.234	.184
	Equal variances not assumed			-.236	19.367	.816	-.025	.107	-.250	.199
2.4.9	Equal variances assumed	4.848	.030	-1.545	125	.125	-.337	.218	-.769	.095
	Equal variances not assumed			-1.913	23.458	.068	-.337	.176	-.702	.027
2.4.10	Equal variances assumed	5.444	.021	-1.417	125	.159	-.328	.232	-.787	.130
	Equal variances not assumed			-1.639	21.926	.115	-.328	.200	-.744	.087
2.4.11	Equal variances assumed	3.338	.070	-.773	125	.441	-.177	.229	-.629	.276
	Equal variances not assumed			-.894	21.905	.381	-.177	.198	-.587	.234
2.4.12	Equal variances assumed	6.564	.012	-.722	125	.472	-.149	.207	-.558	.260
	Equal variances not assumed			-1.001	27.012	.326	-.149	.149	-.455	.157
2.4.13	Equal variances assumed	44.258	.000	-.620	125	.536	-.126	.203	-.528	.276
	Equal variances not assumed			-1.640	110.000	.104	-.126	.077	-.279	.026
2.4.14	Equal variances assumed	22.247	.000	-.608	125	.544	-.118	.195	-.503	.267
	Equal variances not assumed			-1.055	41.597	.298	-.118	.112	-.345	.108

Item No		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
3.3.1	Equal variances assumed	.365	.547	-.293	125	.770	-.028	.096	-.218	.162
	Equal variances not assumed			-.306	20.171	.763	-.028	.092	-.220	.164
3.3.2	Equal variances assumed	1.362	.245	-1.045	125	.298	-.108	.103	-.313	.097
	Equal variances not assumed			-1.098	20.254	.285	-.108	.098	-.313	.097
3.3.3	Equal variances assumed	2.475	.118	-.728	125	.468	-.100	.138	-.373	.172
	Equal variances not assumed			-1.009	26.976	.322	-.100	.099	-.304	.104
3.3.4	Equal variances assumed	5.266	.023	-1.061	125	.291	-.136	.128	-.389	.117
	Equal variances not assumed			-1.728	35.784	.093	-.136	.079	-.295	.024
Q3.3.5	Equal variances assumed	2.670	.105	.168	125	.867	.038	.224	-.406	.481
	Equal variances not assumed			.185	20.962	.855	.038	.204	-.387	.462
3.3.6	Equal variances assumed	1.312	.254	-.638	125	.525	-.142	.223	-.585	.300
	Equal variances not assumed			-.592	18.719	.561	-.142	.241	-.647	.362
3.3.7	Equal variances assumed	6.157	.014	-1.126	125	.262	-.172	.153	-.475	.131
	Equal variances not assumed			-1.681	30.311	.103	-.172	.102	-.381	.037
3.3.8	Equal variances assumed	1.822	.180	-.628	125	.531	-.082	.131	-.341	.177
	Equal variances not assumed			-.839	25.670	.409	-.082	.098	-.284	.119
3.3.9	Equal variances assumed	.189	.665	-1.265	125	.208	-.284	.225	-.729	.161
	Equal variances not assumed			-1.300	19.947	.208	-.284	.219	-.741	.172
3.3.10	Equal variances assumed	7.745	.006	-1.129	125	.261	-.163	.144	-.448	.123
	Equal variances not assumed			-1.973	42.322	.055	-.163	.082	-.329	.004

Item No		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
3.3.11	Equal variances assumed	3.537	.062	-.724	125	.471	-.169	.233	-.631	.293
	Equal variances not assumed			-.885	23.163	.385	-.169	.191	-.563	.226
3.3.12	Equal variances assumed	2.013	.158	-.804	125	.423	-.273	.339	-.943	.398
	Equal variances not assumed			-.978	23.002	.338	-.273	.279	-.849	.304
3.3.13	Equal variances assumed	.362	.549	1.020	125	.310	.081	.079	-.076	.237
	Equal variances not assumed			1.172	21.792	.254	.081	.069	-.062	.223
3.3.14	Equal variances assumed	6.224	.014	-1.101	125	.273	-.191	.173	-.534	.152
	Equal variances not assumed			-1.598	28.927	.121	-.191	.119	-.435	.053
4.1.1	Equal variances assumed	.866	.354	.466	125	.642	.086	.184	-.278	.449
	Equal variances not assumed			.588	23.954	.562	.086	.145	-.215	.386
4.1.2	Equal variances assumed	.598	.441	-.016	125	.987	-.003	.206	-.410	.403
	Equal variances not assumed			-.017	20.374	.986	-.003	.194	-.408	.401
4.1.3	Equal variances assumed	.317	.575	.651	125	.516	.113	.173	-.230	.455
	Equal variances not assumed			.784	22.798	.441	.113	.144	-.185	.410
4.1.4	Equal variances assumed	4.065	.046	-1.462	125	.146	-.323	.221	-.761	.114
	Equal variances not assumed			-1.644	21.376	.115	-.323	.197	-.732	.085
4.1.5	Equal variances assumed	.404	.526	.597	125	.551	.104	.173	-.240	.447
	Equal variances not assumed			.721	22.835	.478	.104	.144	-.194	.401
4.1.6	Equal variances assumed	3.691	.057	-.160	125	.873	-.032	.197	-.421	.358
	Equal variances not assumed			-.213	25.509	.833	-.032	.148	-.336	.273

Item No		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
4.1.7	Equal variances assumed	2.876	.092	-1.428	125	.156	-.290	.203	-.692	.112
	Equal variances not assumed			-1.616	21.503	.121	-.290	.179	-.663	.083
4.1.8	Equal variances assumed	8.035	.005	-.071	125	.943	-.015	.205	-.420	.391
	Equal variances not assumed			-.100	27.440	.921	-.015	.146	-.314	.285
4.1.9	Equal variances assumed	7.122	.009	-.460	125	.647	-.095	.207	-.505	.315
	Equal variances not assumed			-.638	27.052	.529	-.095	.149	-.401	.211
4.1.10	Equal variances assumed	8.044	.005	-1.316	125	.190	-.271	.206	-.679	.137
	Equal variances not assumed			-1.578	22.685	.128	-.271	.172	-.627	.085
4.1.11	Equal variances assumed	7.311	.008	-.997	125	.321	-.212	.213	-.634	.209
	Equal variances not assumed			-1.413	27.873	.169	-.212	.150	-.520	.096
4.1.12	Equal variances assumed	1.948	.165	-1.562	125	.121	-.374	.240	-.849	.100
	Equal variances not assumed			-1.857	22.503	.076	-.374	.202	-.792	.043
4.1.13	Equal variances assumed	12.288	.001	-.890	125	.375	-.196	.220	-.632	.240
	Equal variances not assumed			-1.415	34.021	.166	-.196	.139	-.477	.086
4.1.14	Equal variances assumed	9.682	.002	-1.310	125	.193	-.294	.224	-.738	.150
	Equal variances not assumed			-1.958	30.370	.059	-.294	.150	-.600	.012
4.1.15	Equal variances assumed	17.701	.000	-.939	125	.350	-.214	.228	-.665	.237
	Equal variances not assumed			-1.525	35.629	.136	-.214	.140	-.499	.071
4.1.16	Equal variances assumed	.597	.441	-1.902	125	.059	-.413	.217	-.843	.017
	Equal variances not assumed			-1.915	19.667	.070	-.413	.216	-.864	.037

Item No		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
5.1.1	Equal variances assumed	3.566	.061	-1.376	125	.171	-.167	.122	-.408	.073
	Equal variances not assumed			-1.240	18.428	.231	-.167	.135	-.450	.116
5.1.2	Equal variances assumed	1.797	.182	.764	125	.446	.087	.114	-.139	.313
	Equal variances not assumed			.692	18.476	.498	.087	.126	-.177	.352
5.1.3	Equal variances assumed	2.279	.134	-.202	125	.840	-.066	.329	-.717	.585
	Equal variances not assumed			-.235	22.052	.816	-.066	.283	-.652	.519
5.1.4	Equal variances assumed	4.624	.033	-.968	125	.335	-.091	.094	-.276	.095
	Equal variances not assumed			-1.271	25.110	.215	-.091	.071	-.237	.056
5.1.5	Equal variances assumed	.592	.443	.320	125	.750	.065	.204	-.339	.470
	Equal variances not assumed			.402	23.854	.691	.065	.162	-.270	.401
5.1.6	Equal variances assumed	.019	.892	.017	125	.986	.004	.226	-.443	.451
	Equal variances not assumed			.017	19.023	.987	.004	.237	-.492	.500
5.1.7	Equal variances assumed	.338	.562	-.890	125	.375	-.196	.220	-.632	.240
	Equal variances not assumed			-.860	19.164	.400	-.196	.228	-.672	.280
5.1.8	Equal variances assumed	3.289	.072	-.631	125	.529	-.084	.134	-.349	.180
	Equal variances not assumed			-.632	19.592	.535	-.084	.134	-.364	.195
5.3.1	Equal variances assumed	.011	.917	-1.137	125	.258	-.242	.213	-.663	.179
	Equal variances not assumed			-1.125	19.444	.274	-.242	.215	-.692	.208
5.3.2	Equal variances assumed	.172	.679	-.010	125	.992	-.002	.234	-.466	.461
	Equal variances not assumed			-.009	18.957	.993	-.002	.247	-.519	.515

Item No		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-ta)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
5.3.3	Equal variances assumed	.958	.329	.696	125	.488	.122	.176	-.225	.470
	Equal variances not assumed			.637	18.576	.532	.122	.192	-.280	.525
5.3.4	Equal variances assumed	.018	.894	4.105	125	.000	.579	.141	.300	.858
	Equal variances not assumed			4.710	21.761	.000	.579	.123	.324	.834
5.3.5	Equal variances assumed	1.489	.225	.827	125	.410	.336	.406	-.468	1.141
	Equal variances not assumed			.912	21.041	.372	.336	.368	-.430	1.102
5.3.6	Equal variances assumed	2.001	.160	1.015	125	.312	.341	.336	-.323	1.005
	Equal variances not assumed			1.181	22.030	.250	.341	.289	-.258	.939
5.3.7	Equal variances assumed	.155	.694	-.636	125	.526	-.135	.213	-.556	.286
	Equal variances not assumed			-.621	19.295	.542	-.135	.218	-.590	.320
5.3.8	Equal variances assumed	2.800	.097	.570	125	.570	.211	.370	-.521	.942
	Equal variances not assumed			.665	22.106	.513	.211	.317	-.446	.867
5.3.9	Equal variances assumed	.034	.854	.210	125	.834	.025	.118	-.209	.258
	Equal variances not assumed			.208	19.442	.838	.025	.119	-.225	.274
5.3.10	Equal variances assumed	5.442	.021	2.287	125	.024	.788	.344	.106	1.469
	Equal variances not assumed			3.072	25.838	.005	.788	.256	.261	1.315
5.3.11	Equal variances assumed	2.180	.142	-.789	125	.432	-.070	.089	-.247	.106
	Equal variances not assumed			-.668	17.884	.513	-.070	.105	-.292	.151
5.3.12	Equal variances assumed	6.420	.013	1.005	125	.317	.118	.118	-.115	.351
	Equal variances not assumed			1.238	23.309	.228	.118	.096	-.079	.316
5.3.13	Equal variances assumed	1.737	.190	.462	125	.645	.176	.380	-.576	.928
	Equal variances not assumed			.510	21.034	.615	.176	.345	-.541	.892