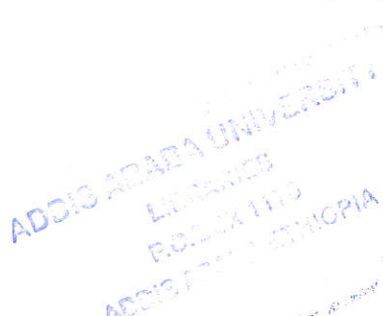
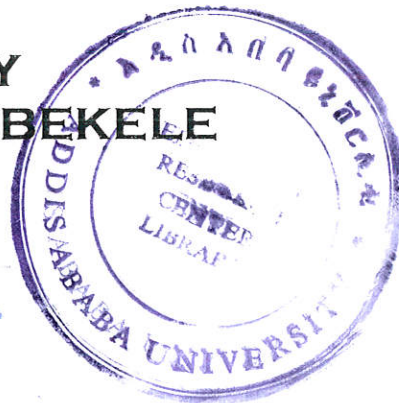


**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**SCHOOL-BASED PRACTICES OF TEACHERS'
PROFESSIONAL DEVELOPMENT IN THE
SENIOR SECONDARY SCHOOLS OF
NORTHERN SHOWA ZONE OF
OROMIA REGIONAL STATE**

**BY
ZENEBE BEKELE**



**JUNE, 2007
ADDIS ABABA**

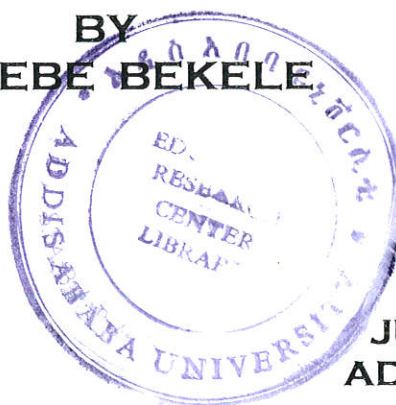
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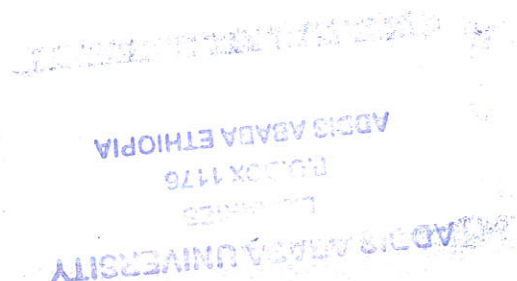
**A THESIS PRESENTED TO THE
SCHOOL OF GRADUATE STUDIES
ADDIS ABABA UNIVERSITY**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF EDUCATION
IN CURRICULUM AND INSTRUCTION**

**BY
ZENEBE BEKELE**



**JUNE, 2007
ADDIS ABABA**



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SCHOOL OF GRADUATE STUDIES
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BY:
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ACRONYMS

CPD	Continuous Professional Development
ELIP	English Language Improvement Programme
ESDP	Educating Sector Development Programme
ETP	Education and Training Policy
FRDE	Federal Republic Democratic Ethiopia
ICDR	Institute for Curriculum Development and Research
ICT	Information and Communication Technology
ITC	Institute of Teachers' College.
Ls	Leading Staff
LSGM	Leading Staff Grand Mean
MOE	Ministry of Education
NDT	New Deployed Teachers
NQT	New Qualified Teachers
PDS	Professional Development Schools
PTA	Parents and Teachers Association
REB	Regional Educational Bureau
TEI	Teachers' Education Institute
TESO	Teachers Education System overhaul
TS	Teaching Staff
TSGM	Teaching Staff Grand Mean
UNDP	United Nations Development Programme
WEO	Woreda Education Office

ABSTRACT

School-based practices of teachers' continuous professional development are the means by which teachers and school leaders up-date their professional knowledge, skill, and attitudes. It is held that teachers should get opportunities to improve their profession and produce a productive citizen through providing relevant education for their learners. School-based practices of CPD are more supportive to create access to all teachers and for the whole development of the school. The purpose of this thesis was to identify and analysis the school-based practices of teachers' professional development in the selected senior secondary schools of Northern Showa Oromia Regional State. On the top of this, it was believed that findings of the study would contribute to the improvement of school-based practices of teachers' CPD and its management in the sampled schools. A descriptive survey method of research was used to study the problem. To do this, four senior secondary schools were taken as a sample using simple random sampling from 15 secondary schools. Of these schools teaching (146) and leading (44) staff members, 88 teaching and 28 leading staff members were taken as sample population. 77 teaching and 27 leading staff members responded the questionnaire. 36 students, 12 community representatives, 15 woreda and zone education office experts were interviewed. Based on their information interpretation and analysis was taking place.

The findings of the study showed that school-based practices of teachers CPD were at low stage. Its activity was below the expected level. Because there was no any responsible body reacted in planning, programming and organizing the CPD practices in the senior secondary schools as well as on the top education sector, the success was inadequate. Some focused practices were practices such as class observation, staff meeting for discussion, ELIP and personal readings. But the prime CPD practices such as action research on education, mentoring and induction for the NQT were not well developed in the selected senior secondary schools of Northern shows zone of Oromia Regional State.

CHAPTER ONE

ORGANIZATION OF THE STUDY

The study was organized in five chapters. Chapter one presents the introduction, statement of the problem, purpose, significance, limitation and delimitation of the study and definition of terms, chapter two deals with review of the related literature, chapter three employed in treating the research methodology and producers, chapter four was engaged in presentation, analysis and interpretation. Finally, chapter five treats summary of findings and recommendation of the study.

1.1 Introduction

Education is a process by which man transmits his experience, new findings, and values accumulated over the years, in his struggle for survival and development through generation (Fullan, 1999: 4-5). It enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability and attitudes (MOE, 1994: 2). The main aim of education is to strengthen the individuals and society's creating capacity.

Education is growth and growth never stops. It transmits the culture of one generation to another. The new generation has not only to be conveyed the activities and practices of the past generation. But, it has to make necessary changes in his activities and practices to meet the new situations with which it will meet (J. C. AGGARWAL, 2004: 9).

Thus, being a regulating constructive agency, education is engaged in improving societal economic, social, cultural and political aspects.

To operate its message education should be processed effectively. i.e. in order to bring changes by diffusing science and technology in the society, the process

of teaching and learning should be practiced effectively and efficiently through enhancing the quality of education. In educational system, there are different variables that have their own contribution for its development. Of all, the one which is the main input and important is the teacher who needs the elements of effective professional development. The relevant and quality education can be provided for the learners by engaging a well trained and professionally developed teachers at all education levels.

But, the quality of education nowadays is facing different challenges in most countries of the world. One of the challenges faced the quality of education mainly in developing countries such as Ethiopia is the shortage of professionally qualified teachers who can fit the standards set for the different levels of the school system. It is meaningless to build schools and distribute educational materials with no human power that can mutually use and transmit the educational contents to the users.

So, in order to bring effective education, professionally qualified teachers are highly issued. This is why it is often said that "no education system is better than the quality of teacher". Teachers can professionally develop through pre-service and in-service education (training). Of all, the in-service education is the most important one that can enrich the professional capacity of teachers. In-service education of teachers can be taking place through different programmes i.e. summer programmes, distance learning, school based teachers' continuous professional development (CPD), and others (MOE, 2006).

Of these types of in-service educations, this study deals with the school-based practices of teachers' continuous professional development. The topic significantly engaged to explore the practices of school-based Teachers Continuous Professional Development (CPD) in the context of selected secondary schools of Northern Showa zone of Oromia Regional State.

A continuous professional Development is a means by which teachers update their professional knowledge, skills, attitudes and abilities. Because change is taking place rapidly any time everywhere, in order to know the direction of change and fulfill the success of educational goals, continuous learning is highly required for teachers.

The school-based practices of teachers' continuous professional development are important in embracing formal education job experience, relationships and self-reflection of teachers. School-based teachers' continuous professional development is focusing mainly on the total school improvement and quality of education provided for the learners. Because trying to teach in the 21st without conceptual schema, for the continued developing knowledge is like trying to build a house without "a blue-print"....., conceptual development of teachers' in a life-long is highly demanded for teachers in nowadays. Regarding this, Dereje (2000) cited in Haileselasse (2004: 21) quoted that:

While the world is evolving rapidly today, teachers like most other professional groups, must know the fact that their initial training will not fit them throughout the rest of their lives; they need to up-date and improve their own knowledge and technologies throughout their life time.

Changes are inevitable. This is true for teaching. Teaching is affected by change. Teachers need to continuously up-date their competence. It is this fact that makes CPD practices requisite.

1.2 Statement of the Problem

It is clear that, school-based practice of teachers' CPD is useful for individual teachers' development, school improvement and fulfillment of public demands. The school where teachers work together on a daily basis and share their professional experience, is the obvious place for the most-effective staff development to take place. CPD can be managed at very low cost at school

(TESCO, 2003: 99; Hayes, 2004: 23). To materialize this, school-based CPD should be well planned, organized and based around the interest and needs of the teachers, students, parents, and the country at large.

Although school based CPD is not a new idea of Ethiopia, it was not well structured and supported effectively. Research findings related to the past in-service trainings indicate that, there are some problems with its implementation. To list some; in-service programs were used only to up-grade teachers qualification, opportunists that help to improve teaching were inadequate, programmes were not relevant to real development, there was no systematic follow up and support systems were not designed properly (BESO, 1996: 67 and Tilahun (1990: 116) cited in Haile-Silasse 2004: 5, MOE, 2002: 15).

Tilahun (1990: 116) and Daraje in Amara et al (2001: 9-10) also described lack of awareness in the implementing bodies about policies and strategies as the main constraints. Other problems were lack of incentives, financial and time constraints (TESO 2003 Manna and Tesfaye 2000: 5-6). They also identified the variables that affect the CPD activities in Ethiopia educational system. These are:- The finance, equipment, time, support of educational leaders particularly school principals and colleagues, accommodations, distance of training venues, lack of motivation and skills associated with planning and management of training programmes, lack of unity of purposes and feedbacks.

To solve problems related to educational quality and relevance, a research organized under the MOE was conducted in 2002 under the title of "The Quality and Effectiveness of Teachers Education in Ethiopia."

The findings of the document indicated above were used as a foundation for the origin of the document known as "Teachers Education System Overhaul (TESO) in 2003. The group consulted with the study of in-service program in TESO prepared a document known as "A National Guideline for an Education

Quality Improvement: Continuous Professional Development". This document was accepted by MOE to be the strategies and guidelines of the new approach of CPD in Ethiopia (MOE, 1998: EC: 71-72).

The document embodied the principles of rights, responsibilities and duties of all sectors of educational community. According to the document; all members of educational community have the right of access to quality and relevant staff development opportunities, and it is the responsibilities of all to ensure that, participation in staff development activities (CPD) result in change and in measurable improvement in the organization and management of education. It also expresses that, it is the duty of all in education and particularly of teachers to be committed to their students and members of their community and to be aware of the policies and practices of the Ethiopian government and strive for their efficient and effective implementation (TESO, 2003: 93; MOE, 2003: 8-9), and these planes (i.e. CPD practices) are by now in the implementation in most part of the country.

However, there might be a disparity between what ought to be and what exists in reality at the implementation site. There might be changes to the better or the worse. These created an interest to identify and analyze the practices of the new approach of CPD. Therefore, the researcher was motivated to identify and analyze the school-based practices of teachers' CPD in the Senior Secondary Schools of Northern Showa zone of Oromia Regional State. To reach this goal, the following basic questions were raised:

- What are the main types of school-based practices of teachers' CPD in the school?
- Who are the main planning and organizing bodies of the school-based practice of teachers' CPD in the school?
- What is the activity level of stakeholders in providing and supporting CPD practices in the school?

- Are all teachers have opportunities of access to the CPD practices available in the school?
- What is the attitude of teachers on the new approach of CPD in the school?
- What are the school improvements seen due to the CPD practiced in the school?
- What are the factors influencing the CPD practices in the school?

1.3 The Purpose of the Study

It is believed that findings of this thesis would have contribution to the improvement of school-based practices of teachers' PD management and its implementation in Northern Showa Zone of Oromia Regional State Senior secondary schools through:-

- Identifying the main types of CPD practices
- Identifying the organizational and managerial function of CPD practices.
- Discussing the activity levels of stakeholders in providing and supporting CPD practices.
- Analyzing the opportunities of access to CPD by teachers.
- Analyzing the attitudes of teachers on the new approach to CPD.
- Giving comment on the school improvements due to the CPD practices
- Identifying the major factors influencing school-based practices of CPD.

1.4 Significance of the Study

The study attempted to find opinions that respondents can reply through different instruments of data collection. This was in order to identify and analyze the school-based practices of teachers' continuous professional development and moreover, the aim of the paper was to check how much the previously CPD practices are re-enforced in the new one and how far the new added strategies encourage, the CPD practices in the secondary schools of Northern

Showa Zone of Oromia regional state. In addition, for the reason that, such types of study did not practiced in the sample areas, this study had great value in indicating the main components of CPD practices and their implementation strategies. To this end, the researcher feels that the study is significant for the following:-

- It indicates the main components of teachers' CPD practices and strategies for their implementation.
- Pointing out the major constraints for the implementation of CPD practices
- Suggests ways and means of improving the strategies of implementation of teachers CPD practices
- Recommends the impacts of CPD practices on the school improvement in the sampled schools.
- May serve as a reference material for the beginning readers in the field.

1.5 Delimitation of the Study

The study was delimited to school-based practices of teachers' professional development in selected senior secondary schools of Northern Showa Zone of Oromia Regional State.

The temporal boundary of the study covers the prevailing situation from one year back to the time of data collection. This is because the new approach of school-based practices of teachers CPD started to be applicable in the zone from 2006 onwards.

1.6 Limitation of the Study

To conduct this study, the researcher faced certain problems. Time to collect the data was one of the problems. Financial constraints, availability of resources, such as recent books as well as the reluctance of some respondents

to fill out and return the questionnaires were another limitation. Each of these has its own impact to organize the study.

1.7 Definition of Terms

Action Research: is a process of investigating, reflecting and action which deliberately aims to improve or make an impact on, the quality of the real situations which forms the focus of investigation. It is a form of enquiry which involves self-evaluation, critical awareness and contributes to the existing knowledge of education community (McBride, 1996: 18).

Induction:- it is an introductory course provided for the new teachers in order to develop their teaching profession (TESO, 2003: 103).

Mentoring:- is a continuous staff development activity which once a system is in a place, happens during normal school life (Blandford, 2000 in Moon et al 2001: 99).

New Approach to CPD:- is a type of CPD with the strategy of centrally developed courses dealing with priority topics, which teachers will be expected to take over a period of time. Each teacher will also be expected to participate in other staff development activities arranged at school or cluster level and keep a portfolio recording all courses attended and activities undertaken both individually and with colleagues in study groups (MOE, 2003: 8).

Peer Coaching:- Involves teachers supporting teachers as they apply and reflect on new ways of teaching that will better meet the diverse needs of students. (Swafford, 1998 in Moon et al, 2001: 107).

Profession: - a sort of teaching occupation based on their special knowledge, skills and wisdom that sued for teaching activities (ICDR, 1999: 5)

School-based CPD: An approach to teachers' professional development in the work place. This means that individuals or groups acquire, interpret, re-organize, assimilate or exchange information, skills, and feelings jointly. In this new paradigm, the learning design emphasizes critical reflection (Estebanz et al in 1999 in Moon, 2001: 139).

Senior Secondary Schools:- Structure of educational system that includes general secondary education (9-10) and preparatory senior secondary education (NETP, 1994).

Updating:- a continuous professional development used to match self experience and knowledge with the day to day developing environment (Reily, 1996: 189)

Up-grading:- increasing educational qualification through in-service courses or regular schooling system (Goble, et al, 1997: 19)

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1 Conceptual Framework

The practice of teachers' continuous professional development contribute much for the enhancement of educational quality. They also provide opportunities for teachers to develop professionally. They also use as a means of school improvement as a whole.

Scholars define the practices of teachers' continuous professional development in various ways; but they express the same concept. For example Hayes (2004: 22) defines CPD as: "The activities designed to support teachers in using standards-based instruction and also to help them to develop and interpret standards-based assessment".

Marks et al in Stoops (1981) define CPD as:- "All activities of school personnel which contributes to their continued professional growth and competence".

Cyil-Houle also (quoted in Haile Selasse, 2004: 16) defines it as "the ways in which professionals try, through active lives of service, to refresh their own knowledge and ability and build a sense of collective responsibility to the society.

Haye (2004: 23) strengthened his expression on CPD in such that "professional development for teachers is considered as a critical component of school improvement".

The definitions given by those scholars have common point in their concept by which CPD activities are mainly concede with the improvement of schools and professional development of individual teachers and the school community as a whole.

TESO (2003: 91) also defines CPD as "a means of improving teachers' skills and competence in the level they are currently teaching. This is to say that CPD activities are used to up-date teachers effectiveness in providing quality education in classrooms and make them competent in the continuously changing global conditions.

Continuous professional development practices on the other side is concerned with staff collaboration, broadening of pedagogical and subject matter knowledge, strengthening of relationships between scholars and research institutions, minimizing the gap between professional requirements and limitations in pre-service teachers training and focuses on capacity building up to the required standards. It emphasizes on empowerment and responsiveness to local needs and demand for higher quality of education.

Continuous professional development prepares teachers to manage their future responsibility, because it is a future oriented process. It is considered for the researcher as one of the most important pedagogical activities that is used to up-date teachers effectiveness and enhance school improvement with all its constitution parts.

Generally, in teaching and learning process school-based practices of teacher's continuous professional development is essential in such that: (<http://www.google.com>.)

- It enhances knowledge of the subject content by assisting the teachers in acquiring content knowledge with in their own discipline(s) and in application to other disciplines;
- It improves understandings of the academic, social, emotional, and physical needs of each learners and ensures that educators utilize appropriate teaching skills to enable students to meet their potential;

- It is a means of reflecting best available integrations of relevant knowledge, including empirical research and the consensus of professional opinion in teaching-learning and leadership activities;
- It encourages teachers to develop a variety of classroom based assessment skills;
- It empowers the teachers to connect their learning to what they teach and to incorporate new concepts into practice;
- It fosters the use of reflection and staff assessment in professional and intelligence growth;
- It encourages careful experimentation with the new practice and creative use of best practice;
- It develops a school culture that fosters continuous improvement and that changes roles and relationships among teachers;
- It is an on-going process which respects the personal strength and needs of each teacher;
- It increases public understandings and encouragement for the teachers continuous professional development;
- It empowers teachers to work effectively with parents and community partners.

2.2 The Need for the Practices of Teachers' Professional Development

The practices of teachers' continuous professional development are useful for teachers to meet the dynamic changing development of global conditions. It is only through this, teachers can fulfill the current environmental demands. No matter how excellent the pre-service preparation and how well qualified are at the time of employment, principals must not assign new deployed teachers and forget them. CPD program is an important for the teacher in this rapidly changing, complex environment of the systems, technology, accountability,

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need assessment and others (Stoops et al, 1981: 374, Moon et al 2003: 3 and Hayes, 2004: 21-22).

Moon et al (2000: 3) develops his idea on the need of CPD in the 21st C. Putting reasons that demand for CPD activities. These are:- the changing forms of economic and social organizations, most notably the shift from manual to knowledge based form of employment, increasingly rapid changes in the knowledge-based of many parts of the curriculums, rising of public expectations about the standards that schools and other educational institution should achieve and new forms of public accountability at all levels of the educational system are some of the reasons demanding CPD practices.

Because we can not sit contented with past accomplishments, the on-going experimentation on the existing knowledge and developing new information that could enhance our capacity of resisting environmental challenges is significantly required. Man is said to have triumphed in the struggle for survival because collective efforts and human individual efforts are usually social (TESO, 2003: 12 and Fullan, 1999: 374). These efforts never completed, rather, it will continue progressively with the existence of the system.

Schools as the centre of educational system should provide an up-dated education for the learners who are expected to be good citizens of the morrow. Qualified education can be actualized only when there is an effective teacher who can match the rapidly changing world condition. To do so, schools should provide teachers the opportunities to learn and grow professionally (Fanse and Conely, 1994: 50 and Haile, 2001: 33).

Teachers' professional development is also directed towards the improvement of the school as well as the professional development of individuals. Nowadays, the diversification of students culture, rising demand for quality education and work conditions, varying service delivery reform, expectation of curriculum to

serve immediate needs from various interest groups, students inadequacy in social skills and self-centeredness of adults (Dale, 1997: 37, Helsby, 1991: 1, Crafts and Burgess, 2001: 57 and TESO, 2003: 13) are the main factors that initiate the needs for teachers continuous professional developments practices at school-level.

In fact when we say opportunities of CPD practices should be given to teachers and school community, we mean that, it is "an appropriate" CPD practices that should be given. Appropriate CPD practices are distinguished for: their access to all teachers; their high quality standards; their contribution to improve quality of education; their integration with career ladders; registration and licensing of practicing; their motivate features to teachers to fulfill standards; their flexibility and dynamism to individual learning needs (TESO, 2001: 11 and Clyne, 1995: 54-55).

The success of all these practices need active participation of stakeholders such as school administration, students, community representatives (PTA and school board) and top-managers of education sectors from woreda level to the Regional Educational Bureau and MOE.

2.3 Purpose and Principles of Teachers' Continuous Professional Development

2.3.1 Purpose of Teachers' Continuous Professional Development

Many researchers support that teachers' learning enhances students learning. Because effective staff development focuses on the knowledge, skills and attitudes of teachers, administrators and other school employees so that all students can learn and perform at high levels (Hayes, 2004-2005: 22, Fullan, 1998: 131, Dimnock, 1993: 154-156 and McBirde, 1996: 179).

Though the purpose depend on ones stance, and on the value of he/she assigns to professional development, its purpose is to prepare and support teachers and school communities to help students achieve the highest learning standard through improving learning process and school environment. Because the major purpose of the whole education systems are the production of good caring citizens who are enterprising problem solve, endowed with a belief in democratic principals. To meet these long-term purposes, the teachers' education system must implement practical and effective continuous professional programmes (TESO, 2003: 100).

Both the authors above and TESO (2003: 100) indicate that, for the purpose of achieving educational goals, continuous professional development of teachers', school leaderships and school community is demanding in to-days rapidly changing global environment.

2.3.2 Principles of Teachers' Continuous Professional Development

The concept of life-long education implies just as much to teacher training as to general education and specialized training. The emergency of this concept marks the end of the period in which it was possible to regard teacher-training as something that was acquired once and for all. The dynamic evolution of science, technology, culture and school system itself makes it necessary for the basic training of teachers to be completed by the further training, representing its natural extension (Goble, et al, 1977: 218).

Goble and his colleagues (1977: 219) develop this idea in a such that "this constant training is more effective and more direct than the training provided before entry into teaching profession. The teacher with same practical experience is more of the inadequacies of his basic training and may concentrate on the important problems posed, by the need to improve the quality of education. Life-long education is thus also the simplest and most

effective way of rapidly spreading the principle of school reform and innovation."

The principles of professional development which help as a guidance reflect the main characteristics of professional teachers and are based on the societal requirements. This means they are based on the socio-economic and cultural development of the society. Based on this, in the Ethiopian context, according to MOE (1995: 4) the professional requirements are based on creativity; knowledge and skills, collaboration and cooperation among colleagues and its positive attitude towards the needs of the society.

In America (Campbell, et al, 1997: 2-3), "a National for Professional Teachers Standards" was formed for the purpose of setting standards for teaching profession. And these standards were monitored by organized and goal-oriented documentation known as "portfolio" which is a collection of documents with tangible evidence of the wide range of knowledge, disposition and skills that could be possessed as professional.

In South Africa according to Moon et. al. (2000: 4) professional requirements are based on a period of extensive consultation in a professional development reforming through an agreed set of socio-political and pedagogical values: democracy, liberty, equality, justice and peace as well as relevance, learner centeredness, professionalism, co-operation and collegiality and innovativeness.

In England and Wales, a consultation paper Moon, et. al. (2003: 3-4) on professional development set out ten principles upon which the best three are based on: teacher ship, equality of opportunity and learning from the best.

In all cases, the researcher understood that the principles of teachers continuous professional development should be set on the basis of its applicability and relevance in the society.

The new CPD programme in the Ethiopian context outlined the principles for the CPD programme (MOE, 2003: 29-30) as follow:-

- There will be an initial CPD programme phase for all teachers to follow. It will focus on areas of identified need that are common (generic) across the system, and alongside that other staff development activities, will take up the 1st, 2nd or 3rd years of the new scheme. Thereafter the scheme proper (phase two) will be introduced.
- Staff development programme will be more effective if all on-going activities are registered or documented. This will be necessary for all who may be on valued in the licensing of school teachers. To do this, school principals should establish a mechanism by which all staff development plans, actually implemented training activities and outcomes would be registered by the CPD coordinating body (woreda education offices).
- One key element of CPD will be the provision of courses related to the levels at which teachers are (level-related courses either interms of consent or activities).
- The renewal of a professional teaching license will require the completion of the equivalent of stated minimum number of semester hours of CPD credits over the period concerned.
- All teachers will keep a portfolio of their participation in CPD programmes. The mentors will also keep records (portfolio) of all completed activities classroom observations and meetings held with teachers and have them signed by themselves and teachers. All these portfolios will be used as evidence for licensing and re-licensing teachers by the body responsible; mainly Woreda Education offices. The portfolios might contain details of CPD participation, benefit that accrued and effects on performance.
- Professional license renewal documents, indicating that teachers have met the required renewal criteria, must be verified by school principals

and/or by other education professionals, mainly WEO, who are responsible locally.

- All professional development activities used for renewal purposes must be approved in advance by the principal or other person responsible for conducting local evolutions. This must be part of a clear set of process and procedures, linked to setting performance and improvement targets on annual basis;
- Documentation providing participation in these activities will be retained at the local (school) level. Summary compilations of this documentation should be submitted to the WEO with renewal applications.

2.4 School-based Practices of Teachers' Continuous Professional Development

Schools are heavily dependent upon humans performance for nearly every aspect of their operation. So long as peoples make the crucial difference in the school operation, their education and/or training will be vital concern (Haile, 2001: 33; TESO, 2003: 99, UNESCO, 1975: 135, Dimmock, 1993: 93, Goble, 1997: 169).

The schools, where teachers work together on a daily basis and share their professional experience is the obvious place for the most effective staff development to take place (TESO, 2003: 99), because the ultimate purpose of professional development is to bring change and school situation which is mainly done at school level.

Practices of teachers' CPD need to be school-based where staff members are combination of the beginners and tenured teachers with varied needs. Because CPD is school-based, so they are designed in accordance with the school and individual teacher development needs. To be effective, school-based practices of teachers' continuous professional development should be relevant, well managed and practical part of a systematic and well coordinated school

improvement process. At school, all educational community such as school leadership, school management and school teachers are found, so that it is easy to apply the principles of CPD effectively.

School-based practices of teachers' continuous professional development as a new approach where teachers, school principals and others develop their knowledge and skills at the work site, change in education can be realized and sustained and where improvement in education starts at implementation level. It is an effective interms of time and cost creating conditions for training experience.

School-based practices of teachers' continuous professional development can be taking place in many ways (Fullan in McBide, 1996: 115, TESO, 2003: x, and Hayes, 2004: 25-25), i.e. an individual teachers through private reading, study and reflection on their practice may improve their performance, group work of teachers working together in schools on a daily basis have opportunity to show their professional experiences, identity needs and seek solutions to problems.

School-based practices of teachers' continuous professional development that meet local needs and develop a collaborative and collegial relationship among teachers at school level or through school cluster will develop to a sustainable improvement in teaching practices (MOE, 2006: 91-92, Hays, 2004: 24-25).

Haye (2004: 25-25) summarized the concept of school-based CPD as:-

The paradigm shift in staff development from stage to stage to job-embedded professional development brings powerful opportunities to develop a professional learning communities. A professional learning communities use where educators become a team of professionals working together to apply the best findings of educational research, best education practices, and their own common sense to the challenges they confront daily. These educators create for themselves a community in which they collectively become learners and seekers of information. They support one another in a common endeavor that of finding better ways to reach and teach all learners.

Thus, school based teachers' continuous professional development practices are pedagogically, sociologically as well as time and cost aspect are an effective system of professional development that should properly managed.

2.4.1 Importance of School-based Teachers' CPD

This new approach of teachers' professional development focuses on schools where teachers, school principals and others school communities develop their knowledge and skills at work site, where change in education, can be realized and sustained and where improvement in education starts at implementation level (Fullan, 1998: 63, McBiade, 1996: 100 and Dimmock, 1993: 92).

School-based practices of teachers' continuous professional have many advantages as it is already discussed earlier. To put the main ones are that:- if it sufficiently motivated by a greater sense of control and direction over its own affairs, it will find the resources to provide the CPD according to its needs at site. If CPD is school based (Gizaw et al 2005: 89); "the process of identifying needs would be easier; programmes can be more closely matched those needs; the barriers to change will be eliminated, and choices about the content and delivery of such programmes set with the teachers in the school."

Thus, school-based-practices of teachers' continuous professional development is important nowadays in the world, particularly in developing countries where the resource capacity is very limited.

2.4.2 Practices used as School-based Teachers' Continuous Professional Development

Different authorities provide examples of CPD practices for teachers. Some of them are:- assisting students on their personal needs, participating in curriculum – based activities, the use of ICT to increase knowledge endeavors to meet national qualification or quality standards, reflection on self practices, consultation with professional bodies, participation in educational panels, working to implement educational plans by schools, departments or others as members of a taskforce, sharing experience with other school teachers, observing others' classes; secondments, personal readings and research, mentoring, evaluating students learning materials, discussion on personal hunches with regard to knowledge and practices, excursions shadowing, case studies, sensitive training, brainstorming, providing services on a trainer, appraiser, leading meetings, or work as observer are all CPD activities (Tilahun, 1990: 90, Abdal-Hagg, 1998: 21-23 and Dimmock: 1996: 108-109).

CPD practices can be formally or informally practiced through the exposure of new information and techniques and are varied based on its requirement of the time and place. However, the most commonly used are presented below.

2.4.2.1 Induction

Initial teacher training (pre-professional phase) according to McBird, (1996: 115) is aimed at developing teachers' starting competences, i.e. mastery of the basic classroom teaching skills; induction (threshold phase and phase growing into the profession) is aimed at helping novices or new developed teachers develop a professional identity and an appropriate repertoire of actions and finally to structure their self-directed professional development.

The importance of teachers' induction both for the beginner teachers and the schools is that it contributes to avoiding unnecessary tension and future malfunction. It is known from studies on teachers professional development that, teachers who have been left to fend for themselves in the first years of teaching tend to develop a strongly "survival-oriented" repertoire of actions sometimes called a "survival kit (in McBride, 1996: 115 Moon et al, 2000: 102, Reilly, 1996: 189).

The new qualified teachers are influenced by immediate circumstantial pressure and are most often inflexible in nature. With the inevitable constraints of time the NQT (New Qualified Teacher) are hardly able to reflect it, and if they do, they do not know what to reflect on; they lack a solid orientation base. As the result, such a repertoire offers very few points of contact for expansion and further development. Changes in that repertoire demand great effort on the part of those teachers because it could again lead to class-control problems which are something they wish to avoid away (Vonkand Schras, 1987 in McBride 1996: 117 and TESO, 2003: 11).

For such problems, solution set by McBride (1996; 117) is that:

Adequate mentoring can aid novice teachers to tackle effectively the problems they meet and hence to cope with the reality-shock they experience. Eventually, we may expect to lead to the development of a more flexible repertoire of action and a more open-minded attitude to change.

So, induction is useful for NQT, school principals and concerning officials need to plan appropriate induction programmes and monitor its implementation in order to get feedback and solve the challenges that can be faced through the process based on the feedback.

2.4.2.2 Mentoring

Vonk in McBiade (1996: 113-114) expressed that, "the growing emphasis on the quality of teaching in recent years has not only led to experiments with other model of teacher education, but also to greater attention to policies, staff development and supervision of institution and curriculum in schools. In this context, we consider mentoring of beginning teachers as a part of the supervision of instruction: i.e. an element in the supervisory service of schools". This is to say that mentoring aimed at stimulating the enhancement of the quality of educational teachers' performance as well as that of the organization of the school as a whole. These functions are not strictly bound to school management but are viewed as a function of the school as a whole. Mentoring is a multi-faceted concept (Bush et al 1996 in Moon (2001: 98) i.e. mentoring give at one level a positive support by skilled and experienced practitioners who need to acquire complex new skills. This apprenticeship model is based on the mentor as "interpreter" or guide (Maynard and Furlong, 1995 in Moon, 2001: 97) providing access to the craft of the classroom by collaborative teaching, modeling, observation and discussion.

Another view of mentoring is linked according Butches (2000) in Moon (2001: 97-98) to the competence-based system of pre-service training in England and Wales. A mentor who systematically and actively helps a student teacher reach a threshold in a set of pre-defined professional competences is perceived as an instructor, trainer or coacher.

The third view of mentoring recognizes that growth in teaching is a process over time. A mentor focuses on learning rather than teaching and engages in co-enquiry to encourage reflection on a teaching as a process. This reflective model incorporates a more critical element in the mentoring process to move teachers from novice through to expert status (Berliner, 1994, in Moon 2001; 98).

From these conceptual expressions, what we can understand is that, mentoring is the process of continuous supervisory support of professional development activities by the experienced teachers who are volunteer to the beginner teacher during normal school life.

Mentoring in this context is particularly concerned with helping of novice develop a clear perspective and themselves and their situation.

Mentoring is useful for the development of Beginner Teachers (BT) as well as serving senior teachers. It is the most useful relationship between the mentor and mentee. It is hard to teach without mentoring (McBridge, 1996; 118, and Moon, 2001: 100).

Monitors play decisive role in the development of the teachers. People selected as mentors should be good models and skillful (McBridge, 1996: 118 and Moon 2001: 99). Expected roles of mentors are leading mentees to reflect on practices and student achievement, administrating model teaching, helping mentees in planning and analyzing lessons and in classroom management, help in efficient ways of resource utilization McBride 1996: 123-131, and Gansor et al (1999: 74) in Hail-Selasse (2004: 35). Moon et al (1996: 99) and McBride (1996: 118) believe that – many of the skill necessary for effective mentoring practiced by many teachers in pre-service school experience do appear to transfer to the domain of professional development. These skills include classroom observation, the conducting of review meeting and target setting. Effective mentors create realistic frameworks for support and know how to exploit contextual factors. They demonstrate the process of:- listening and counseling, motivating support, consultation, drawing out, target setting renewing and reflecting, sharing, problem solving and developing common approach.

To act these effectively, a mentor must have to master a wide range types of interpersonal behaviors and know how to much these behaviors to institutions. It will be clear that mentors have to be selected carefully as not all teachers meet the pre-request as mentioned above or the abilities to develop them. Also after selection, they will still need substantial training to be able to effectively as mentors in order to foster quality of education and increase cost effective.

2.4.2.3 Peer Coaching

Peer coaching is a process where a person with expertise in the field assists colleague through structured discussions and activities on how to solve their problems or perform tasks better than they would do it without this assistance (TTA, 1998: 28 in Haile Selasse, 2004: 36).

The main purpose of coaching is improving practical skills. It takes place at workplace when workers seek advice, explanations or demonstrations. Major coaching opportunities are research, participation in study groups, problem-solving teams, observation on performance of their colleagues, writing journals, participating in improvement.

The concept of coaching as it relates to teaching was introduced by Joye and Showers (1982) in Moon, et al (2001: 108). After their review research about how individual's best learn new skills, they investigated the usefulness of peer coaching for helping teachers to develop expertise with, new teaching techniques and to sustain their use. What they found from their research according to Moon et al (2001: 108) was that coaching did, in fact, make a difference. A meta-analysis of studies that examined the outcomes of staff development programmes reveled that peer coaching was more powerful interms of transfer of training than all the other training components.

Teachers who participate in coaching are those at higher career status because they are engaged in higher-level knowledge of creation, utilization and problem solving.

The article by Shower (1996) as quoted by Moon et al (2001: 18) describes peer coaching as "entire faculties collaborating to determine students most pressing needs, to design teacher- training to meet students needs and to assess the impact of instruction".

Robbins (1995) in Moon et al (2001: 18) defines peer coaching as "a confidential process through which two or more professional colleagues work together to reflect upon current practices, expand, refine, and build new skill, share ideas; conduct action research; teaches one another; or solve problems within the working places".

Peer coaching may include out-of-class activities and in class activities (Robbins, 1995; Shower, 1996, in Moon et al (2001: 18). Out-of-class activities and in class activities include co-planning, study groups, problem solving and curriculum development. In class-forms of coaching typically involve teachers observing one another' teaching. Pre-observation conferences set the stage for observations and the teacher requesting assistance describes the desired focus of the observation. Post-observation conferences provide opportunities for the teacher and coacher to discuss, analysis and reflect on classroom instruction (Moon et al 2001: 18).

In-class coaching may take different forms depending on the purposes and goals for coaching, i.e.:- technical-coaching – involves the transfer of teaching methods, introduced in workshops, to the classroom (Hartgreaves and Dewe, 1990: Jave and Shwoers, 1982, in Moon et al (2001: 18). Expert coach utilizes specially trained teachers with expertise using particular methods. They observe, support and provide feedback to other teachers (Ackland, 1991) in

Moon et al (2001: 18). Reciprocal coaching involves teachers who observe and coach each other so that instruction may be improved (Ibid). Reflective coaching (Nolan, 1991) and cognitive coaching Garmston, et al (1993), Costa and Garmstan (1994) in Moon et al (2001: 18) involve engaging teachers in on-going dialogue about their classroom practices and exploring their meanings.

The form of coaching that will be beneficial according to the points discussed above by different scholars depends on the needs of particular teachers. When the needs change, the form of coaching also change. However, peer coaching requires human interpersonal relationships, collegial atmosphere and collaboration.

2.4.2.4 Action Research

One of the major CPD activities for teachers is action research. It is an important practice in developing educational profession in educational system. To know more about its importance, we have to answer questions such as. "What is action research? How it is useful for the development of teaching profession and the educational systems?"

Different researchers gave the following description for action research i.e. Cohen et al (1980) quoted Harrer's conventional definition of action research in ICDR (1989) in a such that "Action research is a small-scale intervention in the function of the real world and close examination of the effects of such intervention". This is to mean that it is the process by which the researcher involve in the function of real world in order to understand the function of real world. The definition does not stress the process of action research and its attempt to solve problems related to the effect of real world in order to understand the function of real world through a reflective practice and a research based process of deliberate and active change.

Elliot (quoted in Haile Selase, 2004: 37) defined action research as: "The study of social situation with a view to improving the quality of reaction within it". This is to say that the purpose of action research is improving reaction within the society for betterment of the result. Again this definition is limited to clearly put who makes the research and how the process of research and its outcomes changed into action.

McBride (1996: 181) defines action research: "as a process of investigation, reflection and action which deliberately aims to improve, or make an impute on the quality of the real situation which forms the focus of the investigation. It is a form of enquiry which involves and contributes to the existing knowledge of the educational community". And this definition is more supported by the writers of this research for it clearly indicates what the practices are expected to undertaken in the process of action research. The ultimate purpose of action research in education is finding practical solutions to immediate problems. Thus, teachers are expected to undertake action research that helps to bring educational improvement. According to McBride (1996: 181) there are three basic reasons why action research is good for teachers' professional development: i.e.

- It is inquiry based and allows teachers to investigate their own worlds;
- It is aimed at the improvement of teaching and learning in schools; and
- It leads to deliberate and planned action to improve conditions for teaching and learning.

The process of action research enables the participants to realize their pedagogical aims by: focusing on changing the pedagogy to bring into line with their aims and ideas; collecting audience about the extent to which the practice is consistent with their aims; identifying and explaining inconsistencies between the aims and the practices thus retraining and problematizing the theories which guide the practice; generating and testing new forms of action and reconstructing practical theories; and reflexively guiding the pedagogical

enquiry which integrates research and practice into one process (McBride, 1996: 181-185).

Action research is useful to generate and disseminate knowledge, to improve practices and to win public esteem to teachers and profession, and it is an essential CPD opportunity to teachers' competency.

2.5 Managing School-based Practices of Teachers' Continuous Professional Development

In the implementation of the CPD programmes, the individual variation of teachers' experiences, expertise, skills and knowledge and their rights to further professional development to improve the quality of teaching take into account in the capacity of proper designing and managing of the programmes (MOE, 2003: 13 and Dimmock, 1993: 1).

Dimmock expressed that, the connection between quality of school-based management and curriculum are typically assumed. Underlying much of the emphasis on school-based management and principals' professional development is the belief that improvement in the management of schools will necessarily generate better quality curriculum, teaching and learning.

Professional CPD management is the provision of clear instruction on sequence of actions to be followed, and making of objectives clear, monitoring and evaluation. Provisions of necessary services, materials finance and governing policies are essential. There should be clear structure and human resources. Management of CPD practices deals with the planning, structuring and coordinating function (Fullan, 1998: 74, Haile Selase, 2004: 41 and TESO, 2003: 99).

2.5.1 The Role of Principals in Creating Good School Environment for Teachers' Continuous Professional Development

Beyond having a supportive attitude and creating an atmosphere where there is a love of learning, school directors (principals) must be the primary CPD developer, because it is the principal who has the greatest direct control over the factors affecting school environment (Marezely, 1996: 98 in Haile-Selasse, 2001: 39, MOE, 2003: 14, and Dimmock, 1993: 178-179). Identifying the development needs of each teacher and the school staff as a whole, pleasuring and arranging CPD opportunities, monitoring progress and evaluating performance must be undertaken by school principal. The school principal is the common denominator of these factors (Marezely, 1996: 98, and Fullan, 1998: 71).

The principals' role in nurturing CPD is significant and it begins with sensitivity to the school development needs. He has to develop professional kinship with the school staff in order to foster the school improvement and satisfy the needs of the staff. In order to create good school environment for CPD, an adequacy planned programme on critically identified and determined needs of participants must be designed and implemented. The needs might be training needs, financial needs, time needs and material needs.

2.5.2 The Role of Educational Sectors at Different Level to Achieve CPD Activities at School – level

To achieve the school-based teachers' continuous professional development activities, a comprehensive and coordinated approach needs to be established between all those educational sectors (i.e. Educational Institutions and Education Offices from Central to Woreda and School level), and concerning stakeholders. Because schools are small community centre where different individuals, groups, and organization are involved in improving its effectively directly or indirectly. There should be a good relationship between the school

and the stakeholders to facilitate CPD activities at school-level. In the Ethiopian context, TESO (2003: x) and MOE (2003: 9) expressed that "A collaborative mechanism needs to be evolved among the Federal and Regional Education offices at the various levels, teachers education institution, school clusters (coordinators, advisers, supervisors) and school board and parents and teachers association". Especially it is obvious that the woreda and zonal education officials are the near-by facilitators of school improvement. They will be praised or blamed by the success or failure of the school development. Therefore, they are required to do their best in the organizing and provision of school-based practices of teachers' continuous professional development.

2.6 Teachers' Continuous Professional Development in Ethiopia

Different studies about specific aspects of teachers' continuous professional development in Ethiopia had been taking place in different times. But all confirmed that the programmes were at low status (TESO, 2003: 96, Haile Selasse, 2004: 47 and Dereje, 2001: 10).

Dereje (2001: 10) justified this point in his finding of "an evaluative research on curriculum Implementation in a such that:

One of the challenges that used to affect the country's education and which may continue to affect for sometimes to come is that all available training opportunities are the means to qualify teachers for certificates, diploma and degree. The overall experience among decision makers and the trainees is that the short term trainings that are supposed to build the day-to-day professional capacity of ones own immediate professionalism is totally neglected.

Continuous professional development as a means of up-dating teachers' professional knowledge, skills, attitudes and abilities is not properly

implemented even though the TEP of 1994 outlined as strategy for the application of CPD program at school level in Ethiopia.

Findings of Haile-Selasse (2004: vii) in his research paper indicates that – the available CPD opportunities in Addis Ababa Administrative Region were only teachers English Language improvement Program (ELIP), in-service degree programmes, limited curriculum based training activities and educational leaderships".

The main reasons for weak CPD program is stated that – the planning organization and management policies professional skills. Also stakeholders that should have played active role in providing CPD opportunities to teachers did not take part. His findings also put the main constraints for CPD development in Addis – Ababa Administrative region, i.e. the provision of training was not determined by systematized needs assessment. The programmes were characterized by a series of "one short work shops" and they were not integrated in such away that they contribute to the success of regional and national polices. TESO (2003: 96) also indicates the problems attached with the CPD program in the country. These are – poor educational management and planning, lack of crucial, effective and positive support and supervision combined with mismanagement of scarce resources, have all combined to confuse, de-motivate and stress teachers and school mangers.

Beside the problems indicated above, the quality of educational leadership at grass root level and the role of the community in the implementation process has not been satisfactory as desired in the country according to TESOS' (2003: 96) expression. Woreda educational offices have not been strengthened despite the fact that they are closer to the real educational undertakings. Their professional supports as well as inspectional services due to shortage of both human and other resources (Dereje, 2001: 10 and ESPD II, 2002: 18) are poor.

Findings of the already cited studies show that, the practices of teachers' CPD programme in Ethiopia are at infant stage. More they focus in on the qualification upgrading. Moreover, CPD practices in Ethiopia did not manage teachers, administrators, and school community with necessary professional knowledge, skills and attitudes.

In Ethiopia, curriculum reform which aimed at improving the relevance and quality of education calls for commitment changes in teaching methods, teachers' discipline, role of teachers in producing good citizens, system of examinations and assessment, provisions of teaching resources materials in the classroom, etc. for its successful implementation (ESDP II, 2002: 20).

To succeed this, building the capacity within the education system for sustainable development of the system through organizational capacity building for program implementation, continuous innovation and quality leadership at various levels is necessary. This can be applied at school-level through the school-based practices of teachers' continuous professional development.

2.6.1 The New Approach of Teachers Continuous Professional Development

A means of improving teachers' skill and competency in the level they are currently teaching through the new approach of CPD is programmed by MOE to solve the problems indicated above (TESO, 2003: 96).

The new approach of CPD addresses the issues and build's on the principles of responsibility, professional ethics and good citizenship. These are the key factors inherent in a paradigm shift in the provision of staff development opportunities for those in the education system. The Education Quality Improvement Programme involves (TESO, 2003: 96): access for all teachers to high quality and CPD program; access to co-ordinated provision of CPD which has continuity and progression; enabling all teachers systematically to build

their professional skills and knowledge required for modern teachers inline with all government policies; a compulsory programme of staff development opportunities designed to meet the needs of both schools and individual teachers would ensure that, all teachers would remain competent in their own levels of specialty on expertise, a positive and developmental process of performance arrangement, would ensure that all teachers were actively involved in quality professional development and contribute to managed career development and a rigorous process of initial licensing and re-licensing would support the principle of CPD and ensures quality and relevance of education.

This programme also embodied the principle of rights, responsibly and duties for all sectors of education community. It is based on the objective of improving the quality of teaching and learning in Ethiopian schools by means of effective CPD programmes (TESO, 97-99).

The new strategy of CPD combines activities in a structured way. A number of courses are developed centrally dealing with topics, which teachers are expected to make over a period of time. Each teacher is expected to participate in other staff development activities and activities undertaken both individually and with colleagues in study group (MOE, 2003: 8).

2.6.2 Strategies of the New Teachers Continuous Professional Development Practices

The strategy for the new CPD in school has several components. Of the main ones are:-

- ***A Two Years Induction Courses for the New Deployed Teachers***

The most vulnerable period for beginner teacher is the first two years of their professional careers (MOE, 2003: 4, MOE, 2004: 2). It is aimed in provision of induction courses that can support and ensure the new teachers that they have the skills and knowledge to become increasingly competent professionally. In

the new CPD, the new deployed teacher will participate a two years induction courses, working on prepared course materials and completing a series of activities and projects, while teaching in their schools.

They will be followed up by their senior teachers (mentors). As the new deployed teacher works through the course book, it will have a portfolio of evidence of the work done. This portfolio of evidence will be used as a part of the course assessment (MOE, 2003; 4 and MOE, 2004:2).

A series of centrally developed courses dealing with identified, priority issued courses are taken by experienced teachers. These courses include some priority issues relevant to the whole country, and there are activities such as professional ethics, gender awareness, HIV/AIDS, civic education and rural development programmes (MOE, 2003: 5).

Also individuals approved, professional development are very essential for teachers, school principals and school community for effective education and school improvement. As a whole, the review of the literature indicates us that the implementation of CPD activities requires good management and favourable school environment with voluntary participation of school community.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The main purpose of this study was to identify and analyze the school-based practices of teachers' continuous professional development in Northern Showa zone of Oromia Regional State Senior secondary schools. To this effect, the methods of the research, source of data, sample of population and sampling techniques, instrument and procedures of data collection and methods of data analysis stated here under.

3.1 Research Method

The descriptive survey research method was employed to study the problem. It was designed to be used, because the method can provide a precise information concerning the current status of CPD in the study area. Besides, it helps to draw valid general conclusions. Particularity, descriptive survey research method is the one which is commonly used in educational research. On this point, Cover et al (1980) in ICDRC (1999) described that, descriptive survey research method used to collect data for the purpose of

- a) describing the nature of the existing conductions or
- b) identifying the standards against which existing condition can be compared or
- c) determining the relationship that exists between specific events.

So, in order to identity and analyze the existing conditions of school-based practices of teachers' CPD, compare its existing condition with the reviewed research findings of the past and to draw a general conclusion of the study, the researcher was interested to use this research method for the study.

3.2 Source of Data

Teachers, principals, vice-principals, unit-leaders, department heads, students, school-board and parent and teachers association (PTA), woreda and zone education office experts are the main sources of data.

3.3 Sampling Population and Sampling Procedures

The main objective of the study was to identify and analyze the school-based practices of teachers CPD in selected senior secondary schools of Northern Showa zone of oromia regional state. To meet this objective, a sample of population was drawn form a total of 15 senior secondary schools.

These 15 secondary schools were categorized into those with the 1st cycle grade level i.e. 9-10 and those which combine both the 1st and 2nd cycle secondary school i.e. 9-12. There are about six with only 1st cycle and nine with 1st and 2nd cycle senior secondary schools. To increase the level of accuracy, four senior secondary schools with grade level combination of the 1st and 2nd cycles were purposively selected.

Table I: Sample Schools of Northern Showa Zone of Oromia Regional State

No	Name of school	Grade level	Woreda	Town	Teaching staff	Leading staff	Total
1	Chancho Aba Gedas S.S. School	9-12	Sululta	Chancho	37	11	48
2	Fiche S.S. school	9-12	Grar-Jarso	Fiche	42	11	53
3	Sendafa S.S. School	9-12	Berchi	Sendafa	35	11	46
4	Sheno S.S. School	9-12	Kinbibit	Sheno	37	11	43
				Total	146	44	190

These schools were purposely selected as a sample for the reasons that:-

- The schools were comparatively with large number of qualified and experienced teaching and leading staff member, so that they do have a good understanding about the research topic and can support the researcher in replying the response at a time with full accuracy.
- The researcher himself was a staff member in the two of the sample schools; i.e. in Chanco Abba-Geda and Fiche S.S. School, and he is familiar with the school community and this created opportunities for him to get reliable information and support from these schools.
- Besides, the researcher is one of the educational expert in one of the Northern Showa zone of Oromia Regional State woredas, that is in Sululta Woreda. So, for the matter of office work and exchange of experience with those Woreda education office experts in the zone, he had visited these schools for more than two intervals. This initiated the researcher to focus on these schools believing that, taking them as a sample for the study reduces the constraints that can be created due to non-cognition of the area to be studied

Of the total 146 teaching and 44 leading staff members, to increase the level of reliability of response, it was believed that, the study should include at least 60% and 63% of teaching and leading staff members respectively. Based on the number of teaching and leaching staff, 60% of teaching and 63% of leading staff from each school were taken using simple random sampling particularly the lottery method. Therefore a sample population of about 88 teaching staff (i.e. 22 from Chanco Aba- Gedda, 25 from Fiche, 21 from Sendafa and 22 from Sheno Senior secondary schools) were taken using the sampling technique indicated above. The leading staff sample population was selected using diffident systems.

For the principal and vice-principals as well as the unit leaders, all are taken for the reason that, there were no alternatives. The schools have only one principal and one vice principal. Unit leaders are two, but each works with a shift so that one could not cover the whole processes of the days. Both were taken with no choice. There are 5 departments organized based on their major and minor area of specializations. Out of these, 63% were selected using the simple random sampling (a lottery method) for each department in each school. This totally brought about 28 leading staff members (i.e. 4 principals, 4 vice principals, 8 unit leaders and 12 department heads). Questionnaire was the main instruments of data collection for both teaching and leading staff response.

The selections of students were based on quota sampling system. To take 36 students from the four schools, quota was given for each grades. Grades with section of 12 and above were to be represented by 3 (8.3%) and grades with less than 12 sections were to be represented by 2 (5.5%) students. Of this, 35% were girls and 65% were boys. These boys and girls were selected from the already representing sections from grade 9-12 using a simple random sampling system indicated above (i.e. lottery system). Interviewing was the instrument used for collection of data from 36 students (i.e. 12 from Fiche and 8 from each three secondary schools).

Community representatives such as school-board and Parent and Teachers Association (PTA) are the important stakeholder in facilitating CPD programmes and school improvement. This day, school administration is decentralized and this role is played by community representatives indicated above. So, the researcher assumed that, these groups have a grate value in the study and he took them as a source of data for the study.

Each school has 7 PTA and 9 school board members. These numbers will be 16 for each school which again come out with 64 total population of community representatives. From each school, 3 (2 from school-board and 1 from PTA)

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were taken using simple Random sampling (lottery method). So, about 12 school board and PTA members were interviewed for the response of information on the study.

From the top-officials (i.e. woreda and zonal education experts) 15 experts (3 from each woreda and 3 from the zone) were taken on the availability base. They were administered using interviews to provide information. Therefore, the total numbers of respondent in this study were (88 teachers, 28 leading staff members, 36 student, 15 woreda and zone educational officials, 12 PTA and school board members) about 189.

3.4 Instrument and Procedures of Data Collection

Gathering adequate data for the study was done by using questionnaire and interviews. Questionnaires were structured with closed and open-ended type. Teaching and leading staffs' response were administered by this instrument.

Interviews were used to get information from community representatives, students, woreda and zone education experts. It was used for community representatives, because most of them are illiterate to respond to the written questionnaires. Similarly these instruments were used for woreda and zone education officials for the reason that the responses from them were to be used as a support to the responses of the questionnaires. Interviews were administered by students, and this was mainly to check the improvement of teaching methodology and ethical approaches of teachers in the classroom and how this brought a change on students' performance.

In an attempt to get valid information for the study, the existing related literatures to this specific topic were explored and information were gathered from works of scholars. On the basis of information gathered from the sources, questionnaire for pilot study were developed. The validity of the questionnaire were checked by expert of the curriculum and teachers' professional

development studies department and senior expert in Oromia Education Bureau.

In accordance with suggestions from these experts, modifications were made on the errors that were identified. This was followed by testing the instrument in the field. For testing, Chanco Aba-Geda secondary school was used. In the testing area, the researcher provided explanation about the objectives of the study and how to respond the questionnaires for the respondents. 10 teachers, 1 principal and 1 department head were taken for responding the respective questionnaires. Again 2 community representatives were interviewed. Finally, taking into account the suggestions from teachers and their responses to the questionnaires, further modification were made.

Then after, the final questionnaires prepared for 88 teachers, 28 leading staff (4 principals 4 vice principals, 8 unit leader and 12 department heads) were duplicated. After duplication, it was distributed to the study areas by the researcher. Interviews were prepared for 15 education officials experts 36 students and 12 community representatives. The interviewing was going on by the researcher. Finally the data collected through different sources were sorted, tallied and tabulated for analysis.

3.5 Method of Data Analysis

The data gathered were presented in tables and analyzed quantitatively and qualitatively. Regarding tools of data analysis, the data collected through close-ended questionnaires were presented in tables and analyzed using:

- Frequency
- Percentage
- Rating mean and grand mean
- The data gathered through interviews and open-ended questions were qualitatively analyzed.

CHAPTER FOUR

PRESENTATION ANALYSIS AND INTERPRETATION OF THE DATA

This chapter deals with presentation, analysis and interpretation of the data collected from sampled respondents. To do this, a total of 88 teaching and 28 leading staff members (principals, voice principals, unit-leaders and department heads) were randomly selected from four sample secondary schools of the Northern Showa zone of Oromia Regional State. For these respondents, 116 questionnaires were distributed. Of these, the rate of return were 77 (87.5%) of the teaching staff and 27 (96.4%) of the leading staff which were filled in and collected. The total return rate was 104 (89.7%) and this can be regarded as high for a survey study of its kind to get enough research information.

The data collected through questionnaires were tallied, tabulated and quantified. Along with the absolute number frequency and percentage of respondents had been revealed to indicate the characteristics of the study population. Also to determine the level of activity and degree of agreement, numerical values of each item were multiplied by corresponding values assigned to the degree of agreement. Then all the scores within the category were added and divided by the number of respondents in each study group to find the rating mean which was used to determine factors with unique characteristics in the analysis. Grand mean was used to draw conclusion on the basic questions. A grand mean was considered low if it was below 3 which is the average point in the rating scale. It was considered high if it was above 3.

4.1 Characteristics of Respondents

Table II: Descriptions of Respondents by Sex

N ^o	Item	Respondents											
		Teaching staff (N=77)		Leading staff of schools (N=27)								Total (Teachers and leading staff) N=104	
				Principals		Vice principal		Unit leader		Dept. head			
N ^o	%	N ^o	%	N ^o	%	N ^o	%	N ^o	%	N ^o	%	N ^o	%
1	Sex												
	Male	71	92.2	4	14.81	4	14.81	6	22.2	12	100	97	93.3
	Female	6	7.8	-	-	-	-	1	3.7	-	-	7	6.7
	Total	77	100	4	14.81	4	14.81	7	25.9	12	100	104	100

Table II, deals with the respondents characteristics in terms of sex as it is indicated in the table, the male group constituted the overwhelming majority of 97 (93.3%), while the females make-up a small part, 7 (6.7%). This shows that females participation in teaching activity were very insignificant in the secondary schools of the sample area. In leading position, we have only 1 (3.7) of 27 (100%) leading staffs. This is also the other indicator of less participation of females in school administration. Anyway, opinion was from both sexes. This helps to incorporate beliefs and interests of both sexes.

Table III: Descriptions of Respondents by Age

N ^o	Item	Respondents											
		Teaching staff (N=77)		Leading staff of schools (N=27)								Total (Teachers and leading staff) N=104	
				Principals		Vice principal		Unit leader		Dept. head			
N ^o	%	N ^o	%	N ^o	%	N ^o	%	N ^o	%	N ^o	%	N ^o	%
1	Age in years												
	20 and below	1	1.3	-	-	-	-	-	-	-	-	1	0.96
	21-25	19	24.7	1	3.7	1	3.7	2	7.4	-	-	22	21.2
	26-30	13	16.9	-	-	-	-	1	3.7	3	11.1	17	16.3
	31-35	11	14.3	2	7.4	1	3.7	1	3.7	2	7.4	16	15.4
	36-40	18	23.4	-	-	-	-	-	-	2	7.4	20	19.2
	41-45	9	11.7	1	3.7	2	7.4	1	3.7	1	3.7	14	13.5
	46-50	5	6.5	-	-	-	-	2	7.4	2	7.4	9	8.7
	51 and above	1	1.3	-	-	-	-	-	-	-	-	1	0.96
	Total	77	100	4	14.8	4	14.8	7	25.9	12	44.44	104	100

Table III indicates the age category of respondents. Of the total 104 (100%) of respondents, it is only 1 (0.96%) that falls in the year category of 20 and below while 23 (22.1%) are within the range of 21-25, 17 (16.35%), within 26-30, 18 (17.3%) within 31-35, 21 (20.2%) within 36-40, 14 (13.5%) within 41-45, 9 (8.7%) within the range of 46-50, and 1 (0.96%) is 51 years and above. Therefore, as clearly shown in Table III, the majority of the respondents were matured enough age wise to provide reliable information, i.e. under normal circumstances, they can express ideas related to the study consistently and with good understanding.

Table IV: Description of Respondent Service Year

N ^o	Years of service	Respondents											
		Teaching staff (N=77)		Leadership staff of the schools (N=27)								Total (Teachers and leading staff) N=104	
				Principal		Vice principals		Unit leaders		Dep. Heads			
N ^o	%	N ^o	%	N ^o	%	N ^o	%	N ^o	%	N ^o	%	N ^o	%
1	One year	15	9.5	-	-	-	-	-	-	-	-	15	14.4
2	2-4 years	6	7.8	-	-	1	3.7	2	7.4	-	-	9	8.7
3	5-9 years	8	10.4	2	7.4	-	-	1	3.7	2	7.4	13	12.5
4	10-14 ears	7	9.1	1	3.7	1	3.7	1	3.7	1	3.7	11	10.6
5	15-19 years	22	28.6	-	-	-	-	1	3.7	5	18.5	28	26.9
6	20-24 years	14	18.2	1	3.7	2	7.4	1	3.7	2	7.4	20	19.2
7	25-29 years	4	5.2	-	-	-	-	1	3.7	1	3.7	6	5.77
8	30and above	1	1.3	-	-	-	-	-	-	1	3.7	2	1.9
	Total	77	100	4	14.8	4	14.8	7	25.9	12	44.4	104	100

Table IV treats respondents years of service in educational profession; i.e. teaching and educational leadership activities. The directors and vice directors of the secondary schools were placed to their present possession a year ago, that was by 2006 by REB of Oromia on the base of the guideline drawn from the MOE. According to the guideline, all secondary school directors and vice directors should have a minimum of five and above years of service with first degree qualification in any educational field of study. So the service years for

the directors and vice directors were including the teaching and one year leading possession as a whole.

As we can see from the table, of all 104 (100%), 78 (75%) had a service of 5-30 years while 9 (8.7%) have a service of 2-4 years. The rest 15 (14.4%) and 2 (1.9%) have service years of one year and above 30 years respectively.

From this, it follows that majority of teaching and leading staff members had ample experience accumulated over years. It can also be clearly understood that the availability of experienced and qualified teaching and leading staff members in the schools should create good environment to practice induction program to professionalize the 15 (14.4%) new employed teachers. And in general we can say that the study population had profiles that were appropriate to this study. So their opinions can be accepted as valid and reliable.

Table V: Description of Qualification of Respondents

N ^o	Item	Respondents											
		Teaching staff (N=77)		Leading staff of the schools (N=27)								Total (Teachers and leading staff) N=104	
				Principals		Vice principal		Unit leader		Dept. head			
N ^o	%	N ^o	%	N ^o	%	N ^o	%	N ^o	%	N ^o	%	N ^o	%
1	Diploma	22	28.6	-	-	1	3.7	2	7.4	3	11.1	28	26.9
2	Degree(BA/ BSC)	55	71.4	4	14.8	3	11.1	5	18.5	9	33.3	76	73.1
3	Master	-	-	-	-	-	-	-	-	-	-		
4	Others	-	-	-	-	-	-	-	-	-	-		
	Total	77	100	4	14.8	4	14.8	7	25.9	12	44.4	104	100

In Table V, respondents academic qualification was treated. Accordingly, of 77 (100%) teachers, 55 (71.4%) are 1st degree holders while 22 (28.6%) are with qualification of diploma. Also from 27 (100%) of the leading staffs, all directors 4 (14.8) were first degree holders. Of 4 (14.8%) vice directors, 3 (11.1%) were first degree holders and 1 (3.7%) was diploma holders. Of 7 (25.9%) unit

leaders, 5 (128.52%) were first degree holders and 2 (7.4%) were diploma holders. Again of 12 (44.4%) department heads, 9 (33.33%) were first degree holders and the 2 (7.4%) were diploma holders.

Totally when we see the qualification of the respondents, of all 104 (100%), 76 (73.12%) were with first degree and 28 (26.9%) were diploma holders.

Because, as per the guidelines of Ministry of Education (1987 E.C: 12) the minimum requisite qualification to teach at secondary schools was the first degree, the schools were with 28 (26.9%) under qualified teachers to teach in secondary schools. Also there was a serious problem with regard to one vice-director who was with qualification of diploma. This is because again the guideline of the Ministry of education on the assigning of the principals and vice principals of secondary school was decided to be with the minimum qualification of first degree. Therefore, seen from the Ethiopian secondary education, it is safe to conclude that the number of the unqualified teaching and leading staff members could not be seen as easy to influence the quality of educating. However, based on their qualification and ample experience, the researcher believed that, they could be the source of reliable and useful information for the study.

these we can understand that, this subject lacks owners, and teachers oriented on the subject and enter the classroom to teach the subject. Also subjects such as physical education, basic technical drawing, information and technical drawing and business lack standardized teachers who qualified in degree according to the guideline on the requisite of qualification to teach senior secondary schools.

Of the leading staff members of 27, 2 (7.4%), 2 (7.4%), 3(7.4%), 1(3.7%), 5 (18.5%), 2 (7.4%), 1(3.7%), 5(18.5%) are degree holders in English, Amharic, mathematics, Physics, biology, Chemistry, History and Geography respectively. These diploma holders are specialized in Amharic 1 (3.7%), Afaan Oromo (3.7%), Biology 1 (3.7%), geography 1 (3.7%) and physical education 2 (2.74%).

Here, what we can see is that, leading possession lacks professional specialization, i.e. there was no one who specialized in educational administration. From this, it follows that, in the process of placing schools leading position, mainly principals and vice, principals, no attention was given for specialization in educational administration.

However, it should be noted that, school administration is not mere occupation where people can get into it without the possession of the requisite qualification and specialization. It is the area which the expected knowledge specialized skill and felling of responsibility, proper management of school in general and effective handing and utilization of teachers in particular is possible when the necessary professional skill are possessed.

Therefore, to better achieve the desired educational objectives, specialization and proper placing of school directors should not be over- emphasized.

However, the diversification of specialization in different subjects with the already discussed long duration of experience can create enough

understanding on the CPD practices. So that they can provide valid and reliable opinion for the study.

4.2 Data Analysis and Interpretation

Table VII: Major Type of School-based Practice of Teachers CPD

N ^o	Item	Respondents				Total (Teachers and leading staff) N=104	
		Teachers staff		Leading staff		fr	%
		fr	%	fr	%		
1	Teachers are participated in such as						
	a) Reflection of self practices	31	40.3	8	29.6	39	37.5
	b) textbook evaluation	25	32	19	70.4	44	42.5
	c) Consulting with professional colleagues	31	40.3	12	44.4	43	41.3
	d) Sharing experiences with others	31	40.3	12	44.4	43	41.3
	e) Class observation	58	75.3	22	81.5	80	76.9
	f) personal reading	48	62.3	17	61.96	65	62.5
	g) Action research	15	19.5	4	14.8	19	18.3
	h) Mentoring	15	19.5	6	22.2	21	20.2
	i) Participating in school panel discussion	8	10.4	3	11.1	11	10.6
	j) Education field trips	8	10.4	4	14.8	12	11.5
	k) school improvement, programme	12	15.6	7	25.9	19	18.3
	l) coaching	2	2.6	-	-	2	1.92
	m) staff meeting and discussing	48	62	22	81	70	67.3
	n) FLIP	38	36.5	25	55.6	53	50.96
	o) non of the above	1	2.6	-	-	2	1.92
2	The CPD practices listed above are essential for developed your profession						
	a) Yes	46	59.7	14	51.9	60	57.70
	b) No	2	2.6	1	3.7	3	2.88
	c) No idea	29	37.2	12	44.1	41	39.44
	Total	77	160	27	100	104	100

Table VII shows the type of major CPD practices practiced in the sampled schools and item in the table asks whether the CPD practices are important or not. Under item 1 respondents were asked to indicate the important CPD practices they most practiced. According to the study the more the CPD practiced by the respondents, the more it was focused.

Based on this, the response indicated that, of the total 104 (100%), i.e. total teaching and leading staff members, 39 (35.5%) respondents were participated in reflective of self practice, 44 (42.3%) in textbook evaluation, 43 (41.35%) in consulting with professional bodies of colleagues, 79 (76%) class observation, 56 (53.9%) in personal reading, 19 (10.3%) in action research, 6 (5.8%) in mentoring, 3 (2.9%) in educational panel discussion, 12 (11.54%) in education field trips, 19 (18.3%) in school improvement programmes 2 (1.9%) in coaching, 69 (66.3%) in staff meeting for discussion and 45 (43.3%) in English Language Improvement programme (ELIP). Those who did not participated in any CPD practices counted 2 (1.9%) of the respondents. In the open-ended questions related to this points, respondents added that the CPD practices they used as CPD practices beside the identified once were workshops given on subjects such as civics and ethical education, afaan Oromo and ICT at cluster schools and neighboring woreda high schools. Mostly the practices undergone here were for the purpose of professional development and introducing the new subjects included in the curriculum of the secondary school recently.

Also trainings were provided for respondents on the socially relevant issues such as HIV/AIDS and gender issues according to the information provided from the interview of the school leading board members and written opinions given for open-ended questions by respondents of the questionnaires.

According to the responses provided, the main CPD practices that more focused were practices such as class observation 79 (76%) , staff meeting for discussion 69 (66.3%), personal reading 56 (35.9%) and sharing experience with the neighboring school teachers 43 (41.3%). Practices such as ELIP 45 (43.3%), textbook evaluation 44 (42.3%) consulting with profession colleagues 43 (41.35%) and reflection of self practices 39 (37.5%) these practices were also considered as an important ones in the sample schools. CPD activities such as action research, school improvement program, participation in mentoring and coaching which are not less important in teaching profession

were given less emphasis as it indicates in the table VII and this should be a homework for the sample schools for the researcher.

Regarding the importance of the CPD practices listed in the questionnaires, majority of the respondents; i.e. 60 (57.5%) of respondents affirmed that the CPD practices were very important to develop their knowledge, skill and attitudes. On the contrary 3 (288%) of the respondents refused their importance for the reason that they were not interested. About 41 (39.42%) have no idea on the importance of the CPD practices listed on the table.

Table VIII: Planning and Organizing of School Based Practices of Teachers PD

N ^o	Item	Respondents										Total (Teachers and leading staff) N=104	
		Teaching staff (N=77)		Leadership staff of the schools (N=27)									
		N ^o	%	Principal		Vice principals		Unit leaders		Dep. Heads		N ^o	%
1	Planning and organizing												
	a) senior teachers	19	24.7	1	25	-	-	-	-	2	25	22	21.2
	b) school principals	37	48.1	1	25	3	75	1	14.3	7	58.3	49	47.1
	C) department heads	16	20.8	1	25	1	25	3	42.9	3	25	24	31.2
	d) school development committee	3	3.9	1	25	-	-	3	42.9	-	-	7	6.4
	e) none of the above	2	2.6	-	-	-	-	-	-	-	-	2	1.9
	Total	77	100	4	100	4	100	7	100	12	100	104	100

In table VIII activity level of planning and organizing school-based practices of CPD were treated. Possible stakeholders were identified. Respondents were asked to select the important CPD organizers of the identified stakeholders. As indicated in the table, of the total 104 (100%), 49 (47%) respondents reported that the school principals are the main organizers of the school-based practices

of teachers' CPD, while 24 (23.1), 22 (21.2%) and 7 (6.7%) replied that it was organized by department heads, senior teachers and school development committee respectively. Of all, only insignificant number; i.e. 2 (0.52%) respondents were revealed that none of the above stakeholders engaged in organizing the program.

Here, what can be seen clearly was that, the school directors domination was prevailing on the school concerns and the degree of sharing responsibility by the school leaders was not adequate. Because school-based CPD requires a joint responsibility, the process of planning, programming and organizing should be a joint activity and the attempt tried by department heads, school CPD committee and senior teacher in the sample schools should be flourished.

Table IX: Activity Level of Supporting and Providing Practices of CPD

No	Stakeholders	Total respondents	Scores						mean rating
			V. High (5)	High (4)	I don't know (3)	low (2)	V. low (1)	no response (0)	
1	school principals	TS	26	21	8	9	5	8	3.39
		LS	7	10	1	5	1	3	3.3
2	school CPD coordinating committee	TS	6	14	20	9	8	20	2.23
		LS	2	9	5	7	1	3	2.81
3	department heads	TS	13	32	10	10	5	7	3.48
		LS	6	10	1	7	1	2	3.26
4	senior teachers of the school	TS	26	21	9	8	7	6	3.72
		LS	-	7	5	5	7	2	2.71
5	teachers association at school level	TS	4	9	20	17	16	11	2.16
		LS	2	5	6	7	7	2	2.19
6	woreda education office experts	TS	8	11	18	15	14	11	2.36
		LS							
7	zonal educational office experts	TS	7	11	23	13	12	11	2.41
		LS	6	5	5	7	5	3	2.37
8	oromia educational bureau experience	TS	9	18	18	11	7	14	2.60
		LS	5	2	5	9	2	4	2.70
9	professional society	TS	14	4	16	19	11	23	2.48
		LS	4	2	6	6	3	5	2.44
10	educational institutions	TS	14	9	19	11	2	15	2.52
		LS	4	4	6	8	2	3	2.67
11	NGO	TS	9	12	19	9	23	5	2.48
		LS	-	3	6	7	4	3	2.75
		TSGM							2.71
		LSGM							2.75

Table IX deals with the activity level of supporting and providing practices of CPD opportunities for the sampled school teachers. It indicates the response of teachers and leading staff members. It shows the report of teaching and leading staff of the school about the support of stakeholders. Respondents were asked in both cases, to rate the activity level of the identified stakeholders in the schools. Looking at the response of teachers, we can understand that school principals, department heads and senior teachers of the schools with the mean rating of 3.39, 3.48 and 3.72 respectively performed their expected activities, while the rest stakeholders mean rating shows low performing in providing their expected role satisfactorily. The grand mean for the teacher was 2.71 which is below 3.0 and this shows that even though the mean rating for school principals, department heads and senior teachers were high; i.e. above 3.0 (average of the rating scale), the low grand mean of the mean rating indicates that the level of providing practices of CPD by the assumed stakeholders was poor.

Regarding the leading staff response as it indicates that, the school principals, department heads and senior teachers of the school were performing their duty in providing CPD practices in the schools satisfactorily. However, the rest stakeholders role was inadequate according the leading staff report. This makes the grand mean of the mean rating below 3.0; i.e. it was 2.75.

Thus, because the grand means of the two groups were below 3.00, the performances of those stakeholders in supporting and providing practices of school-based practices of teachers' CPD were poor. This should be improved through a joint effort of the stakeholders in order to enrich CPD activities.

Table X: Accessibility of School-based CPD Opportunities for Teachers

Strongly agree (SA) = 5, Agree (age) = 4, Undecided (UN DI) = 3, Disagree = 2, Strongly Disagree SDA = 1

No	Statement	Respondents TS (N=72) LS (N = 27)	Degree of agreement rating mean						
			Scores					no response	mean rating
			5	4	3	2	1		
1	All teachers have equal opportunities to participate CPD to practices	TS	8	14	12	24	11	8	2.48
		LS	-	3	5	13	2	4	2.03
2	New teachers are:								
	a) Introduced to school community and school atmosphere	TS	13	27	12	12	6	7	3.1
		LS	3	11	2	6	2	3	2.93
	b) Oriented school policies, strategies, and professional ethics	TS	9	27	11	16	4	10	2.88
		LS	4	10	3	4	3	3	2.96
	c) given pedagogical support by their mentors	TS	5	27	15	12	7	11	2.87
		LS	1	12	4	4	3	3	2.81
	d) assessed through their portfolio	TS	14	30	11	10	3	9	3.19
		LS	1	8	8	7	1	2	2.74
3	Teachers have opportunities to consult with								
	a) neighboring school experienced teachers	TS	9	11	13	14	10	10	2.42
		LS	4	4	2	7	3	4	2.19
	b) College – teachers	TS	7	12	14	20	13	11	2.55
		LS	3	8	3	7	2	4	2.74
	c) top-education expertise	TS	8	18	10	18	11	12	2.19
		LS	3	7	3	4	7	3	2.48
	d) school improvement	TS	9	25	7	20	9	7	2.65
		LS	3	8	4	6	3	3	2.74
		TSGM							2.70
		LSGM							2.62

* TS – Teaching staff

* LS – Leading staff

Table X depicts accessibility of school-based CPD for teachers' in the sampled secondary schools. Statements were presented in rating scale and they were concerned with the accessibility of the opportunity of CPD practices for the

whole teachers and the support provided for the new deployed teachers particularly in introducing them to the school community and school atmosphere, school policies, strategies and professional ethics. How the mentors assigned to help the NQT provided pedagogical support in planning and implementing their induction programmes accordingly was tried to assessed. Besides in items 3, teachers' opportunities to exchange experience with neighbouring schools and colleges teachers, top educational offices experts and school CPD coordinating committee were assessed, but all were inadequate according to the grand mean of both groups, i.e. the findings of the response for item 1 by teaching staff and leading staff were 2.4 and 2.03 which was below the mean average. In item 2 (a), the teaching staff response was with mean rating of 3.1 while for leading staff, it was 2.93. This is where the two groups show difference. Teachers argued that, introduction about school community was given satisfactory, while the leading staff refuse this idea. Item 2 (b and c) were supported by both groups.

Item 2 (d) was also replied differently by the two groups. The teaching staff responded that, the portfolio of the new teachers assessed properly while the leading staff argued that it was not satisfactory. As the result, the conclusion of the basic question which was indicated by grand – mean become 2.7 for teaching staff and 2.62 for leading staff. This shows that teachers had less access to CPD opportunities in the sampled schools and this should be solved through well or planned and organized programmes.

Table XI: Respondents' Agreement on the Attitude of Teachers towards School-based CPD Practices

Strongly agree (SA) = 5, Agree (age) = 4, Undecided (UN DI) = 3, Disagree = 2, Strongly Disagree SDA = 1

No	Statement	Respondents *TS (N=72) **LS (N = 27)	Degree of agreement rating mean						no response	mean rating
			Scores							
			5	4	3	2	1			
1	Teachers are volunteered to									
	a) coaching new teachers	TS	8	25	14	10	4	16	2.68	
		LS	2	12	3	6	1	3	2.41	
	b)engage in action research	TS	11	24	18	5	9	9	2.99	
		LS	4	7	7	2	3	3	3.0	
	c) mentoring new teachers	TS	9	30	10	7	11	11	2.88	
		LS	3	11	5	1	3	3	3.07	
	d) involve in CPD coordinating	TS	9	25	10	6	15	15	2.69	
		LS	2	10	5	2	2	2	2.22	
		TSGM							2.81	
	LSGM							2.58		
2	Teachers agree on the advantage of school-based CPD because they think that:-									
	a) It helps to solve school problem	TS	20	36	7	3	4	7	3.57	
		LS	10	14	1	2	0	0	3.81	
	b) It creates opportunities of sharing experience	TS	21	35	6	3	4	8	3.55	
		LS	7	14	1	2	0	3	3.37	
	c) It enhances creativity	TS	24	34	2	3	6	8	3.56	
		LS	8	13	2	1	0	3	3.70	
	d) it creates work collaboration	TS	25	31	5	3	5	8	2.98	
		LS	8	9	6	0	2	2	3.56	
	e) It is a means of career of teachers	TS	26	30	7	4	6	4	3.70	
		LS	9	12	2	1	0	3	3.70	
	f) it is relevant	TS	16	35	7	4	7	8	3.3	
		LS	8	14	4	1	0	3	3.74	
		TSGM							3.44	
	LSGM							3.65		

* TS = Teaching staff

** LS = Leading staff

Table XI illustrates teachers' attitude towards CPD practices. Item one in the table tries to understand as if teachers are volunteer to participate CPD practices such as: coaching, action research, mentoring and CPD coordination.

The teaching groups' responses for all indicated practices are not sufficient. It

means that the mean rate of each item was less than the average mean of the scores. Also, the grand mean of the teachers is 2.81 which was below the average (3.0) of the mean rates. This shows that teachers' participation in the above important CPD practices is beyond their interest.

The leading staff members have different ideas on these practices. They respond that, practices such as action research and mentoring was practiced by teachers satisfactorily while their responses about coaching and CPD coordination were similar to teaching staffs opinions; i.e. it was inadequate. However, when we see their final outcome, it was with negative in both cases. That means, the grand mean which indicates the strength of the response on the principals idea is below the average point for both teaching and leading staffs. From this, it can concluded that teachers participation voluntarily in CPD practices was very week.

Item 2 stats about teachers' agreement on the stated advantages of CPD practices for the professional development of teachers. All stated reasons for the advantage of the CPD practices were accepted positively by the two groups. This shows that there was a positive attitude of teachers towards the practices of CPD. But, the problems according to the information gathered through interviews were lack of proper planning, programming, managing and materials as well as available time. And this limited their interest towards CPD participation at school level. But what matters is that; to push them into CPD participation voluntarily, assessment of needs and proper management is required.

Table XII: The Availability of School Management Support to School-based Practices of Teachers PD

Strongly agree (SA) = 5, Agree (age) = 4, Undecided (UN DI) = 3, Disagree = 2, Strongly Disagree SDA = 1

No	Statement	Respondents TS (N=72) LS (N = 27)	Degree of agreement rating mean						no response	mean rating
			Scores							
			5	4	3	2	1			
1	The support of school management for CPD practice is in terms of:-									
	a) Finance	TS	13	11	10	21	12	10	2.57	
		LS	2	4	10	5	2	4	2.52	
	b) Available time	TS	9	23	14	14	7	10	2.78	
		LS	3	8	4	5	3	4	2.67	
	c) material	TS	13	26	8	10	9	11	2.81	
		LS	2	10	3	4	2	6	2.96	
	d) moral	TS	15	30	8	10	7	7	3.12	
		LS	2	11	4	5	2	3	2.89	
		TSGM							2.82	
		LSGM							2.74	

* TS = Teaching staff

* LS = Leading staff

The Availability of support to school-based practices of teachers' PD by school management was treated in table XII. CPD as the main means of improving school environment should be supported by the school management. It is the responsibility of school directors and concerning education management organization to facilitate the new CPD strategy through supporting what is necessary for its implementation. To this end variables such as the support of finance, available time, materials and moral support setted to see their degree of support. But all except moral support were inadequate according to the report by both groups as it was indicated in the table.

From this, what it can be concluded is that, attention was not given for CPD practices from school managerial bodies in the sampled schools. Under this condition, the need for quality of education and school improvement would be a

dream rather than an event. Because no one can assume an out-put with no input for the process in CPD practices.

Table XIII: Respondents Opinion on the Schools Improvement due to School-based CPD Practices

Strongly agree (SA) = 5, Agree (age) = 4, Undecided (UN DI) = 3, Disagree = 2, Strongly Disagree SDA = 1

No	Items	Respondents TS (N=72) LS (N = 27)	Degree of agreement rating mean						no response	mean rating
			Scores							
			5	4	3	2	1			
1	Schools improvement seen due to the practices of CPD in your school is:									
	a) school administration was highly democratized	TS	13	29	6	13	9	7	3.04	
		LS	5	8	5	5	1	3	3.07	
	b) mutual teacher-student relation created	TS	14	33	10	6	5	9	3.23	
		LS	4	13	0	6	1	3	3.15	
	c) systems of managing large class-size flourished	TS	9	24	10	15	10	9	2.74	
		LS	1	11	2	7	3	3	2.67	
	d) active learning flourished	TS	12	30	13	7	4	11	3.17	
		LS	2	12	2	5	3	3	2.85	
	e) Socially relevant issues such as HIV/AIDS and environmental protection are well award by school community	TS	13	35	8	6	6	9	2.13	
		LS	6	10	1	7	0	3	3.22	
	f) students drop-out decreased	TS	9	20	17	14	7	10	2.74	
		LS	2	15	3	3	1	4	3.19	
	g) students absentees decreased	TS	9	19	9	20	10	10	2.52	
		LS	3	14	4	2	1	-	3.26	
		TSGM	-	-	-	-	-	-	2.94	
		LSGM	-	-	-	-	-	-	3.09	

* TS = Teaching staff

* LS = Leading staff

Table XIII was depicted to treat some of the school development seen due to the school-based practices of teachers' continuous professional Development (CPD) in the sampled senior secondary schools. Teachers and leading staff were invited to give their opinion on items 1 (a) – 1 (g). Item 1 (a) was stated as

if the school administration created a school environment where the culture of working with others, the act of sharing an idea and developing school-based decision making were flourished through creating a democratic school administration systems. For this idea as it indicated in the table XIII mean rating, both the teaching and the leading staff replied that, to some extent there was an attempt to rooted a democratic type of school administration in these schools.

Item 1 (b) in the same table also tried to get respondents opinion on the relation created between teachers and students. Because to pursue an effective teaching – learning processes, there should be a mutual understanding between the teacher and the learner. This mutual relationship should be based on the ethical perspectives of both the teachers and the learner. For this statement the two groups reported that, there were some positive changes on the relation between the teachers and the learners in those sampled schools.

Item 1 (c) was stated as if the system of managing large class-size improved by teachers.

Both the teachers and leading staff with the mean rating 2.74 and 2.67 respectively reflected that there was no any improvement in this aspect in these senior secondary schools. This is another problem affecting the quality of education and blocks the implementation of active – learning practices. Thus, it can be said that CPD practices were not adequately provided on this problem in the schools and this would be the main task of the schools in order to meet systems of managing large class-size. Item (d) in the same table tried to test if there was a practice of active – learning method of teaching and learning process. On this point, the two groups responded differently. For the leading staff, it was inadequate while teachers' replied that active learning was adequately implemented. However as the researcher informed from students through interviews forwarded, due to the plasma programmes, large class size,

teachers' poor interest and lack of available time, active learning was a policy drawn on the paper with no practical implementation in the schools.

Item 1 (e) which related with society's relevant aspects such as awaring the school community about HIV/AIDS and environmental protection problem was positively replied by the two groups.

Item 1 (f and g) tired to check the effectiveness of education through minimizing students drop-out and absentees. Here teachers' response was negative i.e. the mean rating was below the average point (3) for both cases as it was indicated in the table XIII. But the leading staff replied positively. To get reliable information, interviews were forwarded for the woreda educational offices' planning and statistical experts. And they all replied that regarding students drop-out, it was maximizing rather than minimizing. So, teachers' response was nearest to the truth.

Table XIV: Factors that have Important Influence on School-based CPD Practices

Strongly agree (SA) = 5, Agree (age) = 4, Undecided (UN DI) = 3, Disagree = 2, Strongly Disagree SDA = 1

No	Items	Respondents TS (N=72) LS (N = 27)	Degree of agreement rating mean						no response	mean rating
			Scores							
			5	4	3	2	1			
1	Administrative support	TS	26	32	11	6	1	1	3.95	
		LS	11	10	5	1	-	-	3.95	
2	Clarify of the guidelines of CPD practices	TS	18	26	21	10	5	0	3.66	
		LS	9	10	6	2	-	-	4.33	
3	Available time for CPD practice	TS	4	25	15	5	1	0	4.04	
		LS	5	6	10	4	2	-	3.44	
4	Budget allocation	TS	21	25	26	4	1	-	3.69	
		LS	10	6	5	4	2	-	3.65	
5	Participants interest and commitment	TS	32	26	6	10	3	-	3.95	
		LS	10	10	5	2	-	-	4.19	
6	Incentives	TS	21	24	27	3	2	-	3.77	
		LS	10	9	5	3	-	-	3.96	
7	Program relevance	TS	21	36	12	4	3	-	3.84	
		LS	12	8	4	2	1	-	4.04	
Grand mean		TSGM	-	-	-	-	-	-	3.84	
		LSGM	-	-	-	-	-	-	3.94	

* TS = Teaching staff

* LS = Leading staff

Table XIV illustrate about variables that have important influence on school-based practices of teachers' CPD. The study revealed that all the identified variables had an important influence on the development of school-based practices of CPD. They were accepted as they all were taken as important variables by both respondent groups. Also to judge the general result, the grand mean of both the teachers' and leading staff calculated and were 3.84 and 3.96 respectively. This shows that beside external factors, the given variables such as the support of administration, clarity of the guidelines of CPD practices, available time for teachers to participate in the CPD practices, budgeting, interest and commitment of the participants, incentives for the better exercises as well as program relevancy were taken as the main important variables that can enhance the school-based practices of teachers' CPD.

Open-ended questions such as; what was the level of school-based CPD in your school? list other factors that can enhance the CPD practices in your school? And write the alternatives to the existing challenges? were forwarded in the questionnaire. Even though some respondents in both teaching and leading staffs are reluctant (i.e. 2 (2.6%) from teaching and 1 (3.7%) from leading staff) to respond these questions, majority of the teachers (75) and leading staff (25) filled the open-ended question based on their feelings. When the researchers summarized most ideas, for the prior questions, they conclude that the school-based practices of teachers' CPD were at the infant stage; i.e. not matured enough; and they inform that these poor condition of CPD practices should be read-out by improving the variables indicated above.

They also listed the main constraints of school-based practices of teachers CPD in their schools. These were the poor management systems, unsupportive environment from the upper officials, lack of available time for practicing CPD, lack of the know-how of the guidelines and strategies of implementation, lack of standardized indicators of quality of education and lack of interest and commitment by some school community which is the minor case. These ideas

were certified by the zonal and woreda education office expects according to their response for the interviews forwarded for them. Thus, it can be conclude that, the attitude of the majority of the schools community (teachers and leading staff) were positive if the variables indicated above were available.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This part of the thesis deals with the summary of the major findings of the study, conclusions drawn on the basis of the findings and recommendations that are assumed to be useful to alleviate the problem related to the school-based practices of teachers continuous professional development.

5.1 Summary of the Research Findings and Conclusion

The purpose of this study was to identify and analyze the activity level of school-based practices of teachers CPD in Northern Showa zone of Oromia Regional State. The study was conducted in four purposively selected senior secondary schools of Northern Showa zone of Oromia Regional State. The necessary information were gathered mainly through questionnaire. Interviews were also conducted as supplementary source of information. The data obtained were analyzed by using relevant statistical tools such as percentage rating mean and grand mean based upon the analysis made. The major findings of the study are summarized here under:-

1. The proportion of female respondents were very few, i.e. they are only 7.8% among teachers and 14.3% among the leading staff members while of the total, it holds only 6.7%. This shows that the female participation in high school teaching and leadership position was low comparative to the male.
2. The majority of secondary school teachers and leading staff members are within the range age of 21-45; i.e. 90 (86.5%). This means that most of the respondents are in the productive age group.
3. Substantial proportion 78 (75%) of the respondents had a service of 5-30 years, so that the majority had ample work experience.

4. The majority of teachers and leading staff members had the first degree qualification 76 (75.1%) while 28(26.9%) of the secondary school teachers and leading staff members were below the request qualification with diversity of area of specialization.
5. The main organizers of school-based practices of teachers' CPD were school principals. This shows that responsibility sharing in schools administration in coordinating CPD practices were inadequate to work jointly.
6. The major providers of the school-based practices of teachers CPD were school principals, department heads and junior teachers of the senior secondary schools. The role of other responsible groups. CPD coordinating committee, TPA and educational official experts were poor.
7. The practices of CPD opportunity were accessible only for limited teachers while for the new deployed teachers, only orientation about the school community and school atmosphere during their first arrival was actualized according to the teachers responses, while orienting the schools policy and professional ethics and pedagogical activities were at low stage. This means that induction activities were poorly practiced in the secondary schools of the Northern Showa zone of Oromai Regional State.
8. When we see the attitude of teachers towards the school-based practices of teachers CPD, due to lack of proper orientation, planning, programming and managing, it was poor, their participation in action research, mentoring, coaching and coordinating CPD activities was very limited, and this requires an immediate solution in the senior secondary schools of sample area.
 - 8.1 Essential support such as financing, available time and materials were not sufficiently provided by the school management, woreda or

zonal educational officials. It means that good atmosphere for school-based CPD was not created.

- 8.2 Teachers were poorly given the opportunity to get professional support from neighboring schools, education institutions and top officials as it was indicated from the response of table IX.
 - 8.3 Because teachers were not well oriented about CPD guidelines and strategies, their participation in school development was very limited. This was based on the government of 14 (89%) of education expert from woredas and zone education office.
 - 8.4 Teachers agreed on the advantage of CPD for the reason that, it enhance teachers level of understanding the school problems and made them involve in solving the problem, creates opportunity to share experience, create good human relation and they assume that CPD practices are relevant in nowadays, to adept the fast changing global condition. From this, what we can understand is that, teachers had a positive perception on school-based practices of CPD. The matter is, developing this positive attitude to wards participate in CPD by creating good school atmosphere in the schools.
9. Activities such as school administration improvement, relation between teachers and students, social relevant activities were better developed in the schools. Because respondents were replying that these activities were showing positive atmosphere. However, because activities such as managing large class size, active-learning, reducing student dropout, students absentees were responded differently. That means there was no common idea between teachers and leading staff members. However because the grand means of the basic question was less than the average grand mean, requires more task school development due to CPD was insignificant and it.

10. Teachers agreed that variable that have important influence on school-based practices of teachers CPD- are administrative support, clarity of guidelines, available time for CPD practices, budget allocations, commitment and interest of participates incentive and program relevance.
11. Leadership professional knowledge was not given attention to assign principals and vice principals in the senior secondary schools. This has its own contribution for the limitation the capacity of planning, programming and managing of the school-based practices of teachers' CPD.
12. The main school-based practices of teachers CPD that were more focused by the schools teachers were class observation, staff meeting and discussing, personal reading and sharing experiences ELIP, textbook evaluation, consulting with professional colleagues and reflection of self practice. However, even though there were an attempt to practices in these activities, their frequencies except class-observation and staff meeting for discussion, were below the required amount i.e. below 50%. Practices such as active research, mentoring and school development program which are the prime force to bring change in educational quality were given less emphasis.
13. The activities of organizing school-based practices of teachers CPD was left for school principals. Responsible bodies of woreda education office, zone educational offices and the local school leading groups reacted on this activity were very limited.

5.2 Recommendations

Based on the major findings and conclusion drawn with respect to the school-based practices of teachers' continuous professional development, the following recommendations are suggested.

1. Promoting female teachers to school leadership position is vital. This is in order to enhance their participation in social development. This also have a positive influence on the teaching-learning process. It is useful to give chance of promotion for female teachers to leadership and hierarchy positions. However, this should based on the available training relevant to the intended jobs before the placement.
2. Attempt tried to re-enforced CPD activities through the new approach conducted by MOE was important and timely. To flourish CPD practices, trainings were given for school principals, woreda supervisors and some teachers during summer school break-up. Also at school levels, mentors were selected and a short workshop on mentoring system was given. Then after, materials for induction courses were prepared at central level and distributed for the high schools. But the effort seen in the implementation was insignificant in the secondary schools of the sample schools. It has not been matched as it was required. So, what is important is that the provision of training for the purpose of capacitating ability of transmitting professional knowledge should be supported by monitoring, organizing, programming, evaluating and needs assessments. There should be a responsible body to manage CPD activities at school, WEO and zonal educational office levels. The woreda and zone educational offices had responsibilities to plan, organize, coordinate, supervise and support CPD programmes and insure the effective implementation of CPD in local schools (MOE, 2003: 18). But, these bodies lack to apply these duties effectively.

3. The number of teachers and leading staff members who are under the request qualification to teach and lead in senior secondary schools should not be considered as simple with less influence on quality of education and psychological make-up of those teachers within this category. Therefore, there should be opportunity to up-grade their qualification through summer courses, distance education and extension through financial support of the government and others stakeholders. This will solve the problem of shortage of qualified teachers with the required standard and then by create a supportive psychological make-up for those teachers.
4. According to the new approach of CPD, the opportunity of providing CPD was outlined to be for all teachers. But findings of the research show that there was a gab on the access of GPD practices for both the new and experienced teachers in the schools. And this was where implementation of the new CPD strategies faced problems. So, to overcome this problem there should be a joint work between the school leadership, upper-managing bodies and school teachers.
5. CPD practices demand more time to be practiced. Teachers who are participating CPD in supporting, supervising, coaching and mentoring and mentees should get ample time to participate in the CPD practices. The time provided for CPD should be not included their luxury and students' learning time. There should be a scheduling program based on the interest of the participants.
6. The relation created between neighboring schools, colleges, and professional society was very limited. This can hinder the exchange of experience between professionals. Opportunity of exchanging ideas should be created in order to get new information that can enhance their professional capacity. This can be created through facilitating the relationships between the cluster schools and education institutions in the

zone and the near-by education institutions such as the Mugar and Adama Teachers' college.

7. Some teachers have a negative attitude towards CPD activities, for the reasons that they are reluctant to the process of "licensing and re-licensing". Because they assume that they are already professionalized after they graduated from ITC or universities. This makes them create a negative attitude to the new CPD approach which has a direct relation with licensing and relicensing through their career life. For this reason, enough orientation on the guideline of CPD practices and the relations between the process of licensing and relicensing with career structure must be clearly defined for the teachers in the senior secondary schools of the sampled area.
8. Workshops given for mentors should be embedded with continuous support by more experienced and professional expertise, so that they will develop a capacity of self-reliance and sustainable knowledge about the process of CPD practices.
9. The schools lacked professional leaders. This has its own negative impact on the school-based practices of teachers' continuous professional development. Attention was not given for professionalism for school leadership. Leading system requires professionalism. The attempt of assigning school principal based on their service year beyond the professional requirement should be re-checked. Professionally skilled principals and vice principals who are specialized in education administration should be prioritized to place in this leading position. Because we do not have any teaching or leading staff members who specialized in education administration as we can see from table VI.

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----- (1998):: የትምህርት ቤት ማሻሻያ ፕሮግራም አዲስ አበባ ትምህርት ሚኒስቴር::

የኢትዮጵያ ፌዴራላዊ ዲሞክራሲያዊ ሪፐብሊክ መንግሥት (የማስፈጸም አቅም ግንባታ ስትራቴጂና ፕሮግራሞች) (አዲስ አበባ በማስታወቂያ ሚኒስቴር የፕራሰና አዲያቪዥናል መምሪያ::)

APPENDIX – A

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION
SCHOOL OF GRADUATE STUDENT
DEPARTMENT OF CURRICULUM AND TEACHERS PROFESSIONAL
DEVELOPMENT STUDIES

A questionnaire to be completed by secondary School Teachers, School Principals and Department Heads

I. Purpose:-

The purpose of this questionnaire is to collect data for thesis entitled "The practices of school based teachers' continuous professional development in selected secondary schools of North Showa Oromia regional state".

School-based practices of teachers' continuous professional development refers to planned, short and long term training programmes, educational workshops and refresher courses that assist teachers and school leaders to develop their professional knowledge, skills and attitudes, so that, they will effectively discharge their responsibility throughout their career.

Your cooperation is essential for the success of the study. So you are kindly requested to complete this questionnaire. Your information will be kept confidential and will be never used for other purpose than the above mentioned, so please you should feel free in forwarding your opinion.

Thank you for your cooperation.

Note:-

Please, do not write your name

Part I. Information about respondents

- please put a "✓" in the respectively representing your choice.

1. Age

- A. 20 years and below B. 21-25 C. 26-30 D. 31-35
E. 36-40 F. 41-45 G. 46-50 H. 51 and above

2. Sex A. male B. Female

3. service

- a. one year b. 2-4 year c. 5-9 year d. 10-14 year
e. 15-19 year f. 20-24 g. 25-29 year h. 30 and above

4. Educational level (qualification)

- a. Diploma B. 1st degree C. master D. Other _____

5. Major areas of specialization

- a. Major _____ b. minor _____

6. Job description beside teaching

- a. school principal b. department head c. unit leader
d. vice principal

Part II. Information concerning the school-based practices of teachers' continuous professional development

1. Would you please indicate the practices used as teachers' continuous professional development activities in your school? (you can give more than one response)

- a. reflection of self practice
b. textbook evaluation
c. consulting with professional bodies of colleagues
d. sharing experience with other school teachers
e. class observation
f. personal reading
g. action research
h. mentoring
i. participating in educational panels
j. educational field trip
k. school improvement programmes
l. coaching
m. staff meeting for discussion
n. English Language Improvement Programme
o. None of the above

2. Who is your school-based teachers' professional development organizer?
- a. senior teachers b. school principals
- c. department heads d. staff development committee
- e. none one
- f. other _____
3. Do you believe that the training program you listed above is essential for developing your profession?
- a. yes b. No c. No idea

Part III: Many writers agree that the practices of teachers' CPD are a joint responsibility. If so, what is the activity level of the following stakeholders in your school?

Please rate the degree of importance using, very high = 5, high = 4, I don't know = 3, low= 2, and very low = 1

Table II

No	State holders	Activity levels				
		Very high	High	I don't know	Low	Very low
1	School principals					
2	School CPD committee					
3	Department heads					
4	Teacher association at school level					
5	Woreda office experts					
6	Zonal education office					
7	Oromia educational bureau					
8	Subject based professional society					
9	NGO					
10	Teacher education institutions					
11	Senior teachers					
12	If there are other list in space _____					

- I. Table III. Column 2 contains statement that should hold CPD activities in your schools. The degree of your agreement is given in five choices in such that strongly agree = 5, agree = 4, undecided = 3, disagree = 2 and strongly disagree = 1 please indicate using "✓" for your agreement

Table III.

No	Statement	Degree of agreement				
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	The practices of teachers CPD opportunities are equally accessible to all secondary teachers					
2	New teachers:-					
	a) are introduced to school community and school atmosphere					
	b) are oriented school polices, strategies and professional ethics					
	c) are given a pedagogical support by their mentors					
	d) their portfolio is well organized and assessed.					
3.	Senior teachers help newly deployed teachers to design their professional development plans					
4	Teachers are voluntary to engage in the following CPD activities such as:-					
	a. action research					
	b. mentoring					
	c. coaching					
	d. CPD coordinating					
5	The support given for teachers engaged in the above CPD practices are in terms of					
	a. finance					
	b. available time					
	c. stationary materials					
	d. moral support					
6	Teachers have an opportunity					
	a. to consult with neighbouring school experienced teachers					
	b. college teachers					
	c. educational officials of woreda/ zone					

No	Statement	Degree of agreement				
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
7	Teachers are:-					
	a. well oriented about polices and guidelines of CPD					
	b. well participated in school development programmes					
8	Teachers agree on the advantage of CPD for the reasons that:-					
	a. it enhance teachers' level of understanding and involves them in problem solving					
	b. it creates opportunities to share experiences and encourage team work among teachers					
	c. it enhance creativity and open more chance to students learning status					
	d. the practices are relevant					
	e. it creates good human relations among the school community					
	f. they do not accept					
9	School development due to the practices of CPD in your school are:-					
	a. school administration is highly democratized					
	b. mutual teacher-student relation created					
	c. system of managing large class size flourished					
	d. active learning flourished					
	e. socially relevant issues (HIV/AIDS, environmental protection are well awarded by school community					
	f. student dropout decreased					
	g. students absences decreased					

IV. The variables in the table have important influence on the school-based practices of teachers' CPD. Indicate the degree of its importance.

Please rate the degree of its important using, very high = 5, high = 4, I do not know = 3, low = 2, and very low = 1

S No	Variables	Degree of its importance					N. responses (0)
		V. high (5)	High (4)	I don't zone (3)	Low (2)	v. low (1)	
1	Administrative support						
2	Budget						
3	Clarity of the CPD guideline						
4	Availability of time for CPD practices						
5	Participants interest						
6	Incentives						

General

4.1 What is the level of the school-based practices of teachers' continuous professional development in your school?

4.2 A) would you please list other factors that can enhance the practices of CPD in your school?

1. _____
 2. _____

B) Would you list the main constraints you think hindering the enrichment of CPD in your school?

1. _____
 2. _____

C) What do you think the selection for the existing challenges of CPD practices?

1. _____
 2. _____

APPENDIX – B

Interview to Woreda and Zone Educational Officials

Age _____
Sex _____

Nationality _____
Qualification _____

1. What is the status of school-based teachers' CPD in the senior secondary school(s)?
2. What are the major types of CPD practiced in the senior secondary school (s)?
3. What do you think about perception of teachers on the school-based practices of CPD?
4. What is the school(s) atmosphere to practice the CPD activities in the school(s)?
5. Who are the organizers, planners, program designers and providers of school-based practices of CPD in the senior school(s)? And how they are formed?
6. How did the system of programming, and implementing assessed and evaluated?
7. What are the general school development you had been seen due to CPD practices in the senior secondary school (s)?
8. What is the support of your office for the CPD practiced in the senior secondary school (s)? If there are some means of support, in what kind?
9. What are the key problem that you think as a constraints of CPD?
10. What do you think the solution for the problem you identified?
11. Is there any comment you add?

Thank you

APPENDIX – C

Interview to Students

Age _____
Sex _____

Nationality _____
Qualification _____

1. Did the school oriented you about the rule of the school and students ethics during the beginning the school year?
2. If you are oriented how did you feel it?
3. Are you participated in co-curriculum programs? If you are why?
4. What is your relation with your class-mate? Your teachers and your community?
5. What you feel about active – learning? Is it employed by all teachers or not? If not why?
6. Are you participate in pedagogical center activities?
7. What is your performance in education?
8. What subject is you favour and what not? Why?
9. How do you evaluate the teaching performance of your teachers?
10. What is your ideas about the imbalance seen between girls and boys in participation of education?
11. What do you think about the school development in your school? Is it progressing or not? Why
12. Is there any comment you add?

Thank you

APPENDIX – D

Interview to PTA and School Boards

Age _____

Sex _____

Nationality _____

Educational level _____

Occupation _____

1. How many children do you have in the senior secondary school?
2. How did you nominated to the PTA and school board committee?
3. Are you playing your role in school development through a planned and programmed system of participation?
4. Do you have any training budget that allocated for school-based practices of CPD? If yes, how? If not, why?
5. Are you oriented by educational experts or school directors about CPD practices?
6. Are you supervised the school activities from time to time in the senior secondary school?
7. Is there any disciplinary problems in the senior secondary school? If yes, from what direction?
8. What do you think the performance of your children that enrolled in the senior secondary school?
9. What is your support for the school-based practices of CPD in the secondary school?
10. How do you judge the professional ethics of the senior secondary school teachers?
11. Is there any comment on the school development that you may add?

SIGNED DECLARATION

I, the undersigned, declared this thesis is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the thesis have been duly acknowledged.

Name ZENOB BEKELE

Signature 

Place and date of submission: **Addis Ababa University, July 15, 2007**

This thesis has been submitted for examination with my approval as a university advisor.

Name _____

Title _____

Signature _____

Date of submission _____

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