



**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

**PRACTICES AND CHALLENGES OF SCHOOL LEADERS IN IMPLEMENTING  
TEACHERS CONTINUOUS PROFESSIONAL DEVELOPMENT IN THE SECONDARY  
SCHOOLS OF KAMASHI ZONE, BENISHANGUL GUMUZ REGIONAL STATE**

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**Practices and Challenges of School Leaders in Implementing Teachers  
Continuous Professional Development in the Secondary Schools of Kamash  
Zone, Benishangul Gumuz Regional State**

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of the Requirements for the Degree of Master of Arts in School Leadership**

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College of Education and Behavioral Studies

This is to certify that the thesis set by Ahmed Yasin entitled, the **practices and challenges of school leaders in implementing teacher continuous professional development in the secondary schools of the Kamashi Zone Benishangul Gumuz Regional State** and submitted in partial fulfillment of the requirement of Degree of Master's of Arts in school leadership with the regulations and standards of the University and meets accepted standards with respect to originality and quality.

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ACRONYMS AND ABRVATIONS

<b>AREB</b>	Amhara Region Education Bureau
<b>BGREB</b>	Benishangul Gumuz Region Educational Bureau
<b>CPD</b>	Continuous Professional Development
<b>DES</b>	Department for Education and Skills
<b>ESDP</b>	Education Sector Development Program
<b>ETP</b>	Education and Training Policy
<b>GEQIP</b>	General Education Quality Improvement Program
<b>IST</b>	In-Service Training
<b>MOE</b>	Ministry of Education
<b>REB</b>	Regional Education Bureau
<b>SPSS</b>	Statistical Package for the Social Sciences
<b>TCPD</b>	Teacher Continuous Professional Development
<b>TDP</b>	Teacher Development Program
<b>TGE</b>	Transitional Government of Ethiopia
<b>TTA</b>	Teacher Training Agency
<b>USAID</b>	United States Agency for International Development
<b>WEO</b>	Woreda Education Office

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ABSTRACT

*The purpose of the study was to assess the practices and challenges of school leaders in the implementation of continuous professional development in the secondary schools of the Kamashi Zone of the Benishangul Gumuz National Regional State. To that effect, a descriptive research design which employs both quantitative for the questioners and qualitative for the interview and document analyses approach was used to conduct the study. Samples were drawn from teachers, principals, vice principals, supervisors and Woreda Education Bureau TDP coordinators. The sampling techniques used included purposive and availability sampling. The data gathering tools employed were questionnaire, interview as well as document analysis. Quantitative data were analyzed using frequency, percentage, standard deviation, and mean score while qualitative data were analyzed thematically. Results of the study revealed that school principals were not able to create favorable situations for teachers to get diverse training, undertake educational research, get professional support and participate in joint planning of CPD programs. The major challenges encountered by school principals in the implementation of CPD were lack of budget, professional support from Woreda Education Office, knowledge and skills in CPD program, and trained CPD facilitators. Based on the results, it was concluded that CPD was not effectively implemented. And, based on the conclusion, it was recommended that school principals should initiate teachers to undertake educational research, facilitate conditions for teachers to get different training, involve teachers in joint planning of CPD.*

## CHAPTER ONE

### INTRODUCTION

This chapter deals with the background, statement, objectives, significance, delimitations and limitations of the study as well as operational definition of key terms and organization of the study.

#### 1.1. Background of the Study

In the world we live in, rapid changes are taking place politically, socially, economically as well as technologically. These changes are manifested in the day-to-day activities of people and may have a negative or positive influence. Education, more than any other social activities, is always being affected by these changes since it is one of the major instruments for economic, social, political and cultural development of any country. It plays a primary role in establishing suitable condition for development process by increasing the number of skilled manpower and raising the human capital necessary for national development. Changes in the educational system of a nation and global requirements demand staff development activities. In a major initiative to address problems related to access, equity, and quality of educational provision, the Transitional Government of Ethiopia (TGE) introduced the Education and Training Policy in 1994 ( TGE,1994).

The Education and Training Policy (ETP) promotes quality and equity of education (TGE, 1994). At the heart of this approach is the promotion of more active learning, problem solving and student-centered teaching methods. The ETP programs have focused on the expansion of the system, increased access for marginalized children and girls, and reduction of attrition. However, with the rapid expansion of education and large class size, teachers still rely on the teacher centered methods with limited opportunities for continuous professional development (CPD). Therefore, the quality of education is not at the desired level. The issue of quality of education is as important as quantitative expansion. There is a great debate among stakeholders at all levels about the quality of education. Accordingly, the Ethiopian government has shifted its attention to improve the quality of education (MOE, 2004).

Currently Ethiopia has given emphasis to upgrading and updating both pre – service and in-service training of teachers focusing on quality to promote the knowledge and skills of teachers (MOE,

2005). It was recognized that teachers are the key to school improvement and therefore in-service program was developed in 2005. The emphasis on improving teacher quality is most prominent in the 2005 Education Sector Development Program (MOE, 2005). Therefore, the Ministry of Education has given priority for continuous professional development believing that it is the right of teachers as well as of great value for national development (Barrow, 2006).

Without competent teachers, the curriculum cannot be implemented effectively and quality education will not be attained. That requires the implementation of teacher professional development (MOE, 2006). That is why one of the elements included in the General Education Quality Improvement Program (GEQIP) is continuous professional development of teachers. This effort helps teachers improve their knowledge and skills by way of providing orientation, training and professional support (Coetzer, 2001).

In Ethiopia, CPD focuses on improving the teaching-learning process through introducing active learning, practicing continuous assessment and large classroom management. Effective implementation of these programs needs qualified and committed educational leaders in general and school leaders such as principals and supervisors in particular. It was in line with this that MoE (2009) planned CPD program for teachers, principals and supervisors to ultimately impact classroom practices and ensure improved learning. This is believed to enhance the knowledge, skill and attitudes of school leaders and teachers to become more effective classroom practitioners and contribute meaningfully to professional development.

School leaders should take the initiative to work together with teachers, parents and learners to determine the strengths and weaknesses of the teaching and learning process. In addition to these, they are expected to involve teachers in designing and implementing techniques useful to identify training needs and approaches to satisfy the needs as well as follow up activities (Sparks, 2002). Yet, the impact study conducted by Haramaya University in 2008 on continuous professional development indicated that the ongoing professional development program suffered from absence of training need assessment, standardized training programs and prevalence of uncoordinated CPD practices. Based on this impact study, the MOE commissioned a study on the situation surrounding the issue. The findings of this study indicated the following as the major problems faced by CPD:

- objectives were not clearly defined
- support was not provided from school leaders
- time was short because of teacher heavy work load
- turnover of CPD facilitators was high
- Shared vision, common understanding, and collaboration in monitoring and evaluation were lacking (MOE, 2008).

In order to address the problem, the MOE developed a new framework of CPD for teachers, principals and supervisors all over the country including regional education bureau (REB), Zone education department (ZED) and Woreda education officials (WEO). This also provided school principals the roles and responsibilities of assessing training needs of teachers and planning a year-long program for CPD training along with choosing facilitators, mentors and supervisors(MOE, 2009). The changes that followed the introduction of the new framework were not examined. So, necessitate examination of the practices and challenges of school principals in the implementation of teacher continuous professional development in the secondary school of Kamashi Zone of the Benishangul-Gumuz Regional State.

## 1.2. Statement of the Problem

The problem is about the implementation of continuous professional development in the secondary schools of Kamashi Zone of Benishangul Gumuz Regional State. The preliminary investigation made by the researcher suggested that continuous professional development was not properly practiced and the process of teaching and learning is facing challenges. Therefore, this study attempted to answer the following basic research questions:

1. To what extent is continuous professional development implemented in the secondary schools of Kamashi Zone?
2. How do school principals play their role in the implementation of continuous professional development in the secondary schools of Kamash Zone?
3. How do administrative, material and financial challenges faced by principals influence the implementation of continuous professional development in the secondary schools of Kamash Zone?

### 1.3. Objective of the Study

The study includes both general and specific objectives

#### 1.3.1. General Objective

The general objective of the study was to assess the practices and challenges of school leaders in the implementation of continuous professional development in the secondary schools of Kamash Zone of the Benishangul-Gumuz Regional State.

#### 1.3.2. Specific Objectives

Specifically this study was conducted to meet the following objectives:

- Examining the level of implementation of continuous professional development in the secondary schools of Kamash Zone of the Benishangul Gumuz Regional State.
- Investigating how school principals plan, lead, carry out and evaluate the implementation of continuous professional development in the secondary schools of Kamash Zone of the Benishangul Gumuz Regional State.
- Determining the administrative, material and financial challenges faced by principals in implementation of continuous professional development in the secondary schools of Kamash Zone of the Benishangul Gumuz Regional State.

#### 1.4. Significance of the Study

The study derives its significance from the following benefits it provides:

- Providing feedback for school leaders on the strength and limitations of the implementation of continuous professional development as a basis for making future improvements
- Bringing the current practices and challenges faced in the implementation of continuous professional development in the secondary schools of Kamashi Zone to the attention of concerned Zonal and Woreda authorities thereby helping them take necessary measures to improve the process and produce better educated students.
- Suggesting useful mechanisms for bringing about improvement in the implementation of continuous professional development as a basis for making future improvements
- Serving as a stepping stone for those who are interested in conducting further study on the topic under investigation.

#### 1.5. Delimitation of the Study

The study was conducted in Kamashi Zone of the Benishangul Gumuz Regional State. The Benishangul Gumuz Regional State has three zones. Of these, Kamashi Zone was selected for the study because of the absence of any systematic studies on the practices and challenges of school leaders in the implementation of CPD. Examining the conduct of CPD was chosen as the area of the study in view of its impact upon student learning outcomes. The study was conducted in the secondary schools since low academic achievement of students has been a serious issue in Kamashi Zone Secondary Schools (BGREB,2005-2010 E.C). The study was conducted between October 2017 and October 2018. This is to make it more recent.

#### 1.6. Limitations of the Study

One of the limitations faced was shortage of time to conduct the study and meet deadlines. Besides, the difficulty of getting timely responses and other data needed for the study from participants was among those which posed limitation on the study. However, by following up things closely and persuading participants by way of telling them the importance of the study, the researcher minimized the possible effects of these limitations on the outcomes of the study.

### 1.7. Operational Definition of Key Terms

The terms defined for purposes of clarity are presented as follows.

**Challenges:** Problems that school leaders face in the implementation of CPD activities including lack of teacher motivation/ commitment, trained facilitators, materials and finance as perceived by participants of the study.

**CPD activities:** The activities in the continuous professional development of teachers are specific actions to be practiced or performed by teachers, principals, CPD focal person, head teachers and other practitioners to achieve pre-determined objectives of teachers' professional growth. These activities are training, doing action research, peer observation of class, curriculum meeting and so on (MOE, 2009)

**Practice:** An action rather than ideas; exercising the actual framework of principal's task to implement CPD activities including curriculum meeting, CPD plan, need prioritization, training etc.

**School leader:** In this study context, it can be defined as a person who manages the school.

**Secondary School:** Structure of the educational system in Ethiopia that includes general secondary education (Grade 9-10)

### 1.8. Organization of the Study

The study consists of five chapters. The first chapter contains the background of the study, statement of the problems, objectives, significance, limitation as well as delimitation of the study and operational definition of terms. The second chapter consists of the review of related literature. The third chapter presents the research design and methodology. The fourth chapter includes presentation, analysis and interpretation of data. The fifth chapter includes summary, conclusion and recommendations.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

This chapter presents literature related to the general concepts of the practice and challenges of school leaders in implementing teacher continuous professional development. Theory and research reports were reviewed.

#### 2.1. Continuous Professional Development

Continuous professional development is one of those areas crucial for teacher and learner improvement. In this part of the study, the concept and history, purposes, principles, characteristics, cycles, approaches, models, and challenges of continuous professional development of teachers were reviewed.

##### 2.1.1. Concept and History

Continuous professional development is defined by different scholars in various ways; but they express the same concept. According to Bolam (1993) CPD is defined as a commitment to structured skills and knowledge enhancement for personal or professional competence. It is the term for a framework of learning and development activities which is seen as contributing to an individual's continued effectiveness as a professional. The term CPD refers to life-long teacher learning and comprises the full range of educational experiences designed to enrich teachers' professional knowledge, understanding and capabilities throughout their careers.

The term continuous professional development (CPD) has been widely used for ongoing education and training (Earley and Bubb, 2004). CPD embraces the idea that individuals aim for continuous improvement in their professional skills and knowledge, beyond the basic training initially required to carry out the job. Arguably, the change in terminology signifies a shift in emphasis away from the provider and/or employer, towards the individual. In other words, the individual is now responsible for his or her lifelong career development, under the umbrella of the school or schools that employ the teacher (Gray, 2005).

According to Steyn and Van Niekerk (2002) professional development describes an ongoing development program that focuses on the whole range of knowledge, skills and attitudes required to educate learners effectively. It refers to the participation of teachers or educational leaders in development opportunities in order to be better equipped as teachers and educational leaders. The activities in a developmental program happen throughout the career of teachers. During the activities the knowledge, skills and competence of the individual teachers or the collective are enhanced. Professional development involves development, which increases the personal skills of a teacher (Tomlinson, 1997).

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

Continuing professional development embraces those educations, training and support activities engaged in by teachers following their initial certification which aims to enhance their professional knowledge, improve their professional skills, help clarify their professional values and enable pupils to be educated more effectively (Bolam, 1993). According to Madden and Mitchell (1993) survey CPD can fulfill three functions for updating and extending the professional's knowledge and skills on new development's and new areas of practice to ensure continuing competence in the current job. In addition to this CPD is used to training for new responsibilities and for a changing role in developing new areas of competence in preparation for more senior post and also to develop personal and professional effectiveness, increasing job satisfaction, increase competence in a wider context with benefits to both professional and personal roles.

The recent definition states that continuous professional development means any activity that increases the skills, knowledge or understanding of teachers, and their effectiveness in schools' (DfES, 2001). What is central to the success of the strategy is the need for staff to work in schools

with collaborative cultures, where there is a commitment to improving teaching and learning and, in the words of the department, where there is learning from and with other teachers (DES, 2001). Learning on the job and learning from the best are key characteristics of the CPD strategy.

In general CPD is an ongoing process of education, training, learning and support activities which is taking place in either external or work-based settings engaged in by qualified educational professionals aimed mainly at promoting learning and development of their professional knowledge, skills and values to help decide and implement valued changes in their teaching and learning behavior so that they can educate their students more effectively thus achieving an agreed balance between individual, school and national needs ( Bolam, 2002).

The primary responsibility of schools is to create literate citizens. However, the roles of teachers and the quality of professional development have changed a great deal of these responsibilities in to various aspects of the education systems. In the early 19<sup>th</sup> century for instance, teachers usually were poorly equipped with professional attributes and were usually not given attention of advancing their own profession. In that period, teacher training was aimed at correcting deficiencies in teachers' academic background. But, teaching was professionalized at the turn of the century and schools appeared for the specific purpose of training teachers and in-service education reforms (Grant, Peggy & Young, 2008). In America, as noted by Abdal-Haqq (1998) the coming of rival countries to lead in scientific and economic competitions, such as the launching of the spunknik satellite by the Soviet Union and the issue of socialist justice and pragmatism were the factors that initiated the needs of CPD. Social justice advocates were worried about the gap in learning acquisition between the poor and the rich. Less privileged children achieved less and this was not healthy. These necessitated the search for improved teacher training and restructuring of educational management. So, instead of developing teachers in teacher training institutions only, the upgrading programs were made to take place in schools. Thus professional development schools became familiar in America. Continuous professional development program is demanded because of increasing quality education and the demand to improve teachers skills. As a result government involvement in the professional development has increased over time and the program is now more prepared and became part of government policies and Targets (Baldford, 2000). According to Nicollas, (2001) CPD was formerly known as in-service education and training. He also explained that CPD was first developed

in 1960s in Great Britain. The reasons that gave for its appearance were problem identified on the issue of the quality of teaching.

Therefore, continuous professional development is the systematic progress of teachers' knowledge and skills and the improvement of learning throughout an individual working life. The programs include activities such as on-the-job training, conferences, seminars, work shops, and being a coach or mentor (Gust, 2004). Also due to a continuing internal and external pressure on the education system, CPD has emerged and got a wider attention. In support of this idea Baldford, (2000) pointed out that CPD program is demanded due to increasing quality of education and the need to improve teachers' skills. As a result, governments' involvement in the professional development has increased overtime and the program is now more structured and became part of government policies and targets.

#### 2.1.2. Purpose

The purpose of CPD for teachers is to have continuous improvement in professional knowledge and skills and be exposed to a deeper understanding of teaching pedagogy. Continuous professional development is generally viewed as a way for the improvement of learning and teaching. Bolam (1993) defines CPD as any professional development activities engaged in by teachers which enhance their knowledge and skills and enable them to consider their attitudes and approaches to the education of children, with a view to improve the quality of the teaching and learning process. Gordon (2004) has similar views about the purpose of CPD. The core purposes of CPD are improvement of teaching and learning, in terms of curriculum development, restructuring and instructional development, improvement of student assessment and improvement of school-parent collaboration.

Moreover, CPD serves for personal needs of individual teachers and institutional needs of the school where CPD activities can be content-driven and skills-based. CPD is essential to help teachers acquire and update knowledge and skills to deal with educational change (Anderson, 2001). CPD activities are provided to teachers for enhancing their knowledge and skills/competencies in the relevant areas by means of support and training (Coetzer, 2001). CPD is also supposed to develop professional attitudes towards education and it is intended to enhance the

betterment of the quality of education. The activities are planned to give support to teachers by equipping them with suitable knowledge and teaching methodology with reference to the identified needs and context. It is claimed that CPD activities can be successful in obtaining the best results when they are structurally and formally planned and conducted with the enhancement of personal and professional growth by broadening knowledge, skills and positive attitudes and reflections (Collinson, 2000; Anderson, 2001) and developing personal and professional effectiveness and increasing job satisfaction (Madden and Mitchell, 1993).

Continuing professional development is essential to develop strategies and to enhance teacher expertise for continuous improvement whether new initiatives are being implemented or school staffs are seeking to enhance the effectiveness of programs already in place. In the continuous improvement process, professional development is driven by the analysis of student needs, is targeted on specific skills needed by individuals and groups of teachers, and is on-going and integral to the implementation process (Adams, 1993).

According to Friedman (2000) CPD is concerned with developing and maintaining the knowledge, skills and competencies of teachers and leaders. It is about keeping up-to-date, improves and broadens knowledge and skills, that is, CPD is intended to support future professional development and it develops personal qualities necessary to execute professional and technical duties in the work place throughout individual's working life. The CPD involves in a wide range of activities to improve the performance of the teachers and other staff role or prepare for a new position in the future.

Levine (2005), also stated that CPD improves teachers' knowledge of the subject matter that they are teaching and enhances their understanding of student thinking in that subject matter. Effective CPD is also an important element of school improvement in the process of raising pupils' achievement. It enables teachers to be committed to their own professional development and to build job satisfaction. CPD is significant to make school environment safe and secure. Moreover, the purpose of CPD is to update their skills and knowledge of teachers for the benefit of themselves and their pupils if clearly oriented and introduced to teachers, well-structured, linked to the school development plan, presented by expert practitioners, provide the opportunity for teachers to work collaboratively and for active involvement (Campbell, 2003).

As stated in the framework of MOE (2009), continuous professional development is vital to improve the performance of teachers in the classroom and raise student achievement. And also it is vital for career-long process of teachers in improving knowledge, skills and attitudes - centered on the local context and, particularly, classroom practice. The overall purpose of the CPD program is to raise and improve teachers subject-matter knowledge based on the content of the curriculum and the teaching approaches which require teachers to engage students in the development of higher-order thinking skills by developing more positive attitudes and more cooperative approaches to their work at the school level, and strengthen professional identity. It also promotes teachers to recognize their work as a professional by providing new opportunities for growth, exploration, learning and development (Villegas-Riemers, 2003). Furthermore, the contribution of CPD for improved and relevant pre-service and in-service training and professional support is pointed out in the Educational Sector Development Review (ESDP IV) of the Federal Ministry of Education (MOE, 2010).

### 2.1.3. Principles

The principles are the fundamental rules refined to satisfy better achievement of goals. They are general guides that individual members know very well and are convinced to put into practice. Principles of CPD guide is the thinking and action of school leaders toward the desired fruitful end. All school leaders should be fully aware about the basic principles of their profession. Currently in most countries of the world, teacher continuous professional development is not mandatory. However the voluntary nature is increasingly changing. Governments in both developed and developing countries are introducing legislation concerning CPD and linking it to career structure and appraisal. The legislation covers different principles and conditions of services (Schwille, et al., 2005)

According to the work of Leu (2004) and Gray (2005) the principles of teacher's professional development focuses on what students learn and how to address their different problems based on analyses of the differences between the actual student performance and goals & standards for student learning. Besides this Professional development should involve teachers in identifying what they need to learn and in developing the learning experiences in which they will be involved. More over professional development should be primarily school-based and built into the day-to-day work

of teaching by organizing collaborative problem solving approaches with continuous and ongoing, follow-up and support for further learning – including support from sources external to the school that can provide necessary resources and new perspectives. Professional development should incorporate evaluation by multiple sources of information on (a) outcomes for students and (b) the instruction and other processes involved in implementing lessons learned through professional development.

Accordingly, the principles that a professional development practice should be based on fairness in selecting beneficiaries and giving equal chance for all staff based upon rigorous and continuous analysis of professional learning needs. The principles must be part of a school's overall strategy and self-evaluation supported by senior leader/managers, subject to review, critically examining all evidence, including any unexpected evidence for unintended outcomes and evaluation of impact (Leu, 2005).

The principles of continuous 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 socioeconomic and cultural development of the society. Consequently, MOE (1994) noted that the professional requirements rely on creativity knowledge and skills, collaboration and cooperation among colleagues and its positive attitude towards the needs of the society.

According to Teachers Training Agency (TTA) (1998), principles of CPD should depend on broaden knowledge of content to provide a strong foundation in the pedagogy of particular disciplines and knowledge about the teaching and learning process. The contents of professional development should be aligned with the standards and curriculum teachers' use and should contribute to measurable improvement in students' achievement. Professional development should be intellectually engaging and address the complexity of teaching, designed by teachers in cooperation with experts in the field, and should be job embedded and site specific.

As stated in MOE (2003) in Ethiopian context the principles of CPD program should contain an initial phase for all teachers and it should focus on areas of identified needs that are common across the system .Staff development program will be more effective if all on-going activities are

registered or documented and the provision of courses is related to the levels and status of teachers. The renewal of a professional teaching license will require the completion of equivalent of stated minimum number of semester hours of CPD credits over the period concerned and all teachers will keep a record of their participation in CPD programs. The mentors will also keep records of all completed activities classroom observations and meetings held with teacher's .School principals and/or other education professionals must verify professional license renewal documents, indicating that teachers have met the required renewal criteria, mainly WOE, who is 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 evaluations.

#### 2.1.4. Characteristics

In the past, CPD was poorly conceptualized as it was not responsive to the concerns of individual participating teachers and there was little relevance to the needs of the participating teachers in their own working context. Effective CPD should be able to address and cater for the specific needs of teachers (Anderson, 2001). CPD is believed to be a tool for the improvement of the school as well as the professional advancement of individuals. In other words, professional development encompasses all activities that cater for both the personal needs of teachers and the institutional needs of the whole school. It is crucial for teachers to engage in continuing career long development that meet their own personal and professional need and these needs vary according to circumstances, personal and professional histories and current dispositions. It is believed that CPD can help teachers to enhance or strengthen their knowledge and skills in implementing certain change in learning and teaching and raise student achievement. (Good all et al.. 2005).

The other common characteristics of effective CPD are goal setting and understanding prior knowledge and experiences. Setting clear goals of CPD activities is crucial in designing and conducting an effective CPD activity (Bubb and Earley, 2004). Before any CPD activities, CPD planners should reflect on what they wish to accomplish through those activities. In doing so, they should take prior knowledge of teachers into account in designing the activities. Prior knowledge is essential to enrich experiences of the participating learners and develop their potentials by further building each other's experiences, skills and knowledge. The personal history, beliefs and

dispositions of each person should also be taken into account when formulating CPD planning (Hoban and Erickson, 2004).

The other common characteristics of effective CPD are situated learning and professional learning communities. CPD is effective when teacher learning occurs in an authentic way through teachers' active engagement, participation and collaboration. This authentic way of learning fundamentally situated in the context of the practice leading to the betterment of learning and teaching. Teachers put what they have learnt into practice and new learning through social construction and negotiation of meanings by means of sharing, collegiality and reflection. In this learning process, collaboration is significant in shaping effective CPD. It is the basic to create professional learning communities. In collaboration can create teachers' professional confidence and allow for interactions amongst teachers (Harris, 2003). There has been a growing consensus that the most effective CPD is focused on teachers' classroom practice and is collaborative in nature. It claims that an increasing body of professional work demonstrates the value of moving collegial learning from the margins of professional practice to the heart of it in which classroom teachers not only as classroom experts in a single school but also as members of the broader education community.

In other words Sparks and Hirsch (1997) contend that effective CPD programs must be developed from a clearly articulated vision based in student learning and mindful of how students learn specific content in particular settings. Such teacher CPD programs must embody a clearly articulated theory of learning, focus on specific issues of pedagogy and content, develop collaborative teacher efforts within schools, and involve participation of school leaders and staff. To be successful, these programs must be sustained over time and the learning of teachers and their students must be continuously assessed and improved upon. The authors also suggest that the most effective programs take place as close to student learning as possible in schools and classrooms. Several studies indicate that the most successful in-service CPD programs are ones that allow high levels of school staff and community participation in design and implementation. Although each of these components has not been empirically tested and validated, there is consensus among practitioners and academics that they constitute important pieces of a workable approach to CPD of teachers (Elmore, 2002). According to Craig et al., an effective CPD program has the following characteristics:

1. A systematic and participatory needs assessment of teachers and staff is required for the design of an effective CPD
2. The design of an effective CPD program must be derived from an overall strategic vision and framework for the continuous implementation of the professional development effort
3. Teachers, school staff, and administrators must participate in all stages of planning and implementation.
4. The curriculum of the CPD program should combine pedagogy and content, rather than over emphasize one or the other; and
5. There should be a commitment to continuous improvement through ongoing guidance, monitoring and feedback, and technical support (Craig et al., 1998).

In addition, effective CPD is the one which makes use of expert teachers and excellent classroom practitioners with the active involvement of school leaders in planning, improving and other collaborative CPD activities. Furthermore, effective professional learning focuses on developing the core attributes of an effective teacher. It enhances teachers' understanding of the content they teach and equips them with a range of strategies that enable their students to learn that content. It is directed towards providing teachers with the skills to teach and assess for deep understanding and to develop students' met cognitive skills (Desalgn, 2010).

The most effective forms of professional development seem to be those that focus on clearly articulated priorities, providing on-going school based support to classroom teachers, deal with subject matter content as well as suitable instructional strategies and classroom management techniques and create opportunities for teachers to observe experience and try out new teaching method (Day, 1991).

### 2.1.5. Cycles

The CPD cycle is the continuous aspiration of institutions or individuals to improve learning achievement. The CPD cycle is a carefully planned response to identified development needs which is similar at all levels of government institution and stakeholders (MOE, 2009). The major activities in CPD cycle are analysis of the existing situation, planning, doing and evaluation of the impacts.

Figure 1: The CPD cycle



Source MOE (2009)

The CPD program analysis carried out in order to address the learning or development need of an individual, group of individuals or an identified need of school. The analysis activities includes self-assessment , peer review, annual appraisal, and selection of school CPD priorities by the school based CPD stakeholders, the principals, CPD facilitators, teachers, department heads, Woreda and zone education experts (MOE, 2009). Therefore, needs analysis or needs assessment is always used to systematically explore the way should be used for accomplishing learning and find out expectations upon the outcomes of learning (Rouda and Kusy, 1995). In the needs analysis of professional development, teachers should be involved in the identification of what they need to learn and, when possible, in the development of the learning opportunity and the process to be used (Newman, 2000).

Planning is the second part of the CPD cycle which is developed annually by the CPD stakeholders of every educational institution preceded by prioritizing the issue identified by the analysis process.

The CPD plan can be prepared individually or institutionally with detailed of events and timings within the CPD Module (MOE, 2009). Individual CPD plan is developed annually based on the priorities of the individual teacher and institution. The individual teacher's annual CPD plan is kept in their professional portfolio and used as a guide to the type of information and evidence collected the year. Each institution should develop annual CPD plans. This is done by prioritizing the issue identified by the analysis process. To do more effectively it is recommended to concentrate on three main priorities for each academic year. Once the priorities are selected the annual CPD plan should be completed. This document should describe each priority, identified the desired outcomes, assigning the responsible group or individual and allocated the time needed to implement the plan (MOE, 2009)

CPD planning will be intimately linked and integrated with the school's development/ improvement plan and be based on the needs of the school as identified through its self-evaluation; issues identified through other monitoring, the national and local priorities, local community priorities; feedback from staff and others including governors, pupils and parents. Furthermore, professional development plan involves the preparation required to acquire the new skills and knowledge needed to enact the improvements scheduled for implementation. Planning may involve workshops, intensive sessions and other activities prior to initiating the new practices. Moreover, professional development plans propose for the improvements in student learning, and the procedures teachers have to know to take their success to a higher level. Thus, professional development plan anticipates on-going support for professional learning in the context of collaborative problem solving and encompasses interrelated activities such as, action, assessment, and additional learning. These processes go on continuously until the focus of professional development plan is implemented. Accordingly, each teacher is required to keep a portfolio of CPD activities. The CPD plan that meets the need analysis is developed by an individual and the institution (MOE, 2009).

The CPD do cycle involves activities that are chosen to meet the identified needs through the needs analysis. The do cycle activities include: curriculum meetings, demonstration lessons, planning lessons together, peer observation, observation of lessons and feedback, observation of students in lessons, talking to students, assessment of students work before and after the CPD activity, marking of students work, giving feedback and advice for development and investigating a teacher action research, professional reading and research, visiting schools and teachers to see examples of

good practices, sharing/showing good practices within a school, maintaining a professional portfolio, team teaching, workshops, visiting experts, mentoring, discussion, and meetings (MOE, 2009).

Moreover, doing is concerned with specific practical methodologies to realize the school based CPD needs in improving and updating teacher performance. Such activities include curriculum reforms, planning, peer- observation and action research, communicating students, sharing professional experiences, workshops, mentoring, discussion, and meetings (Desalegn, 2010).

Reviewing and evaluating the effectiveness of CPD is another essential part of the CPD cycle. Ultimately CPD is carried out to help students to become better learners, so it is important to judge whether each CPD program is effective in doing that. The CPD action Plans, whether institutional or individual, should identify desired outcomes for each priority. These outcomes become the focus for review and evaluation. When a program is written, times for reviewing how the program is progressing should also be planned. The effectiveness is judged whether or not it is effective in improving students' learning .Evaluation is reviewing and assessing to judge the effectiveness of the desired outcomes of the school based CPD action plans (MOE, 2009).

Review could take place:

- ❖ during an individual's work, eg in a lesson or in planning time
- ❖ during, or at the end of a group activity, eg a workshop or a staff meeting
- ❖ during a regular monthly meeting of the CPD committee
- ❖ at the end of the CPD programme
- ❖ as a planned part of a specific programme, eg at the end of each module of the Higher Diploma Programme

As a result of regular planned or spontaneous review, changes and improvements to the programme can be made (MOE, 2009). Evaluation of professional development experiences is performed in order to positively change the practices which focus on changes in student learning. Knowing how useful the assessment of professional development program in a school will help schools' stake holders to anticipate the readiness of teachers to pursue new directions and the priority that might be placed on such initiatives. Thus, the final design for professional

development should incorporate multiple sources of information on the outcomes for students and the instruction and other processes that are involved in implementing the lessons learned (Gus key, 2000).

According to Dessalegn (2010), the review can take place during an individual's work in the lesson, at the time of planning and at the end of an activity in the form workshop or staff meetings or during the regular monthly meeting of the CPD committee or at the end of the CPD program. At the end of the program, an evaluation should be conducted. The process of evaluation should celebrate success, measure whether the desired outcomes have been achieved, identify additional unplanned outcomes and less successful aspects of the program and inform future CPD needs of the individual and at the institution level (MOE, 2009). At the end of the programme, an evaluation should be conducted.

The process of evaluation should:

- ❖ celebrate success
- ❖ measure whether desired outcomes have been achieved
- ❖ identify additional unplanned outcomes
- ❖ identify less successful aspects of the programme
- ❖ inform future CPD needs at individual and institution level.

#### 2.1.6. Approaches

Approaches are the ways that carryout the activities of CPD that links directly with the classroom. The activities in the continuous professional development of teachers are specific actions to be practiced or performed by teachers, principals, CPD facilitators, supervisors and other practitioners to achieve the predetermined objectives of teacher's professional development growth. According to teachers education systems overhaul (TESO) (2003) practiced of Continuous Professional Development (CPD) is a new approach where teachers, principals, supervisors and other practitioners developed their knowledge and skills at the work site, is the best way that change in education can be realized and sustained. It is where improvement in education starts i.e. at implementation level. It is also effective in terms of time and cost saving for training experience. CPD activities can be formally or informally practiced through the exposure of new information and techniques and are varied based on their requirements of time and place.

The process of development in schools should cater for both the individual needs of teachers' and for policy needs of the whole school as well as those of its constituent parts. The statement above justifies the fact, the professional development of teachers should be regarded as a deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff furthering the job satisfaction and career prospects and of the institution for supporting its academic work & plans and the implementation of program of staff activities designed for the harmonious satisfaction of needs (Billings. 1997).

Steyn (2008), mentions that in order to understand any CPD initiative such as Teachers' Continuous Professional Development (TCPD) it is important to have a clear understanding of CPD. Hopkins and Ainscow (1994) believe that the growth in school focused and school based staff development, the existence of professional training days and the experience of appraisal schemes are beginning to lead to better policy and practice. Some of the common approaches or practices addressed in the available literature are: conferences, courses, workshops, peer coaching, mentoring, action research, induction, peer observations and demonstration.

Induction is a systematic organizational effort to minimize problems confronting new personnel, so that they contribute maximally to the work of the school while realizing personal and positional satisfaction. It assists new staff members to adjust effectively to their work environment and new assignment (Steyn and Van Niekerk, 2002). It could be argued that induction is an intended activity to help beginners and/or new staff so as to properly perform their duties. This is because the first year of teaching has always been difficult and can be an extremely traumatic experience.

According to Gray (2005) induction is a form of well-organized professional assistance provided for beginner teachers and new staff to contribute for the proper accomplishment of their job. Newly deployed teachers need to understand how the school system is functioning and how to suit to it. Induction is provided for new teachers as transitional CPD in order to adapt or transform to the lifelong learning processes. Newly hired teachers need to understand how the system is functioning and how they fit into it. More specifically, newly hired teachers face difficulties in understanding their responsibilities due to lack of information about the school's mission and its goals. It can be crucial for new staff to have job description and knowledge of the formal structure of the school (Craft, 2004)

According to David (2006), unless teachers get sufficient information about their roles, responsibilities and other related issues, they will frustrate and may leave their profession. Schools should avoid placing newly qualified teachers to perform complex tasks. They should establish guidance and provide assistance to ensure that they can demonstrate their proficiency in their teaching. To this effect, induction programs should be customized based on analysis of individual needs to support new teachers from widely diverse backgrounds and experiences. Thus induction is important for both the beginner teachers and the schools it contributes to avoid unnecessary tension and future malfunction.

Adequate induction program can aid novice teachers to tackle effectively the problems they meet and hence to cope with reality-shock they experience. So induction is useful for new qualified teachers. School leaders and concerning officials need to plan appropriate induction programs and facilitate its implementation in order to get feedback and solve the challenges that can be faced through the process based on the feedback.

Mentoring is used to support, encourage and managing their own learning in order that they may maximize their potential, develop their skill, improve their performance and become the person they want to be. It is a process by which an experienced person provides support, encouragement and advice to a less experienced person. Mentoring in schools is used when a beginner teacher or newly appointed teacher is assigned to an experienced one. During mentoring knowledge and skills are transferred by the more experienced teachers to a less experienced teachers .The experienced teacher coaches the beginner or newly appointed teacher, eventually ensuring that he/she acquires the necessary knowledge and skills. It is a complex, interactive process, occurring between two individuals of different levels of experience and expertise which incorporates interpersonal or psychological development, career and educational development and socialization functions in to the relationship (Caruthers, 1993).

It is a powerful personal development and empowerment tool. It is an effective way of helping people to progress in their careers and is becoming increasing popular as its potential is realized. It is a partnership between two people normally working in a similar field or sharing field. Mentoring is a longer term relationship and according to (Rhodes, 2004) it is an essentially supportive process it can be used to support teachers through a combination of coaching and counseling.

According to Anderson and Shannon, (1995) mentoring is an activity which is to be an intentional, a nurturing, an insightful, a supportive, protective and a role modeling process. With this in mind, they adopt Anderson's definition of mentoring as a nurturing process, in which a more skilled or more experienced person, serving as a role model, teaches sponsors, encourages, counsels, and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional and/or personal development. Mentoring functions are carried out within the context of an ongoing, caring relationship between the mentor and protégé.

According to Bladford, (2000), mentoring can be defined as a process (assistance) offered by experienced staff to other practitioners who need to acquire professional skill. The experienced practitioner is appointed as a mentor to assist beginner or inexperienced teacher to adapt to the demands of a complex job of teaching. A mentor provides a new comer with support, problem solving, guidance and network of staff who shares resources practices and materials. The mentors they also expected to establish a supportive supervisory relationship and apply effective counseling skills (Bleach, 1999).

For mentoring to be successful it should be free from compulsion and external pressures. Mentees are free to choose their mentors. Mentoring activities are fruitful if they help newly qualified teachers to develop, if relationships are cohesive and efforts are collaborative. Group achievements are celebrated more than individual efforts. Mentees have chances to reflect. Mentors have development opportunities (Glover and Law, 1996).

Mundry (2005) stated that beginner teachers or teachers who wish to improve their teaching are assigned to an accomplished teacher mentor who teaches the same subject matter. The main focus of the work between the mentor and mentee is on teaching the content and ensuring that the learner understanding. In the process of mentoring, the mentors also benefit as they develop lifelong attributes worth fostering and experience satisfaction with their roles as mentors (Heirds field et al., 2008). In mentoring the school leaders and concerning officials need to plan appropriate mentoring programs and facilitate its implementation in order to get feedback and solve the challenges that can be faced through the process based on the feedback (Anderson and Shannon, 1995).

One of the major CPD activities for teachers is doing action research. It is an important practice in developing educational profession in educational system. Different scholars viewed action research from different perspectives. According to Gay and Airasian, (2000) action research is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices as well as their understanding of the practices and the situations in which the practices are carried out.

MOE (1999) also viewed action research as a small-scale intervention in the function of the real world and close examination of the effects of such intervention. This entails that it is the process by which the researcher involves in the function of real world in order to understand the function of real world. According to McBride (1996) action research is an enquiry based and allows teachers to investigate their own words aimed at the improvement of teaching and learning in schools. It leads to deliberate and planned action to improve conditions for teaching and learning.

Action research is also closely related to teacher empowerment and has become an important component of what is considered good teacher development. Action or participatory research refers to teachers individually or in groups gathering and analyzing information in order to solve the problem at the school level. In addition to mobilizing teachers to study and reflect on their practice, action research advances the professionalization of teachers by helping them develop and validate their knowledge (Hopkins, 2002). Action research often begins, in a teacher's practice, as school-based studies that are part of a pre-service teacher education program and continue as part of school-based teacher professional development programs.

Eileen (2005) stated that, action research is a deliberate collaboration of teachers' activity being accomplished individually, among colleagues, students or other stakeholders searching for solutions to every real problems rising in schools. In Johnson (1993), it is described that, action research improves the teaching and learning practices towards quality education by reinforcing, modifying or changing perceptions of teachers. It asks for how to improve the existing situation and provide potential to impact school change. It also makes teachers more competent.

Further more, action research empowers teachers by enhancing the individual pedagogical practices, improves student learning outcomes, encourages commitment to work, develops

collegiality in decision making, creates cooperative work place and empowers for effective school leadership. Findings identified that action research enhances collegiality among teachers, reduces feelings of teacher isolation; and the development of an intellectual community for teachers within schools. Participating in action research positively affects teachers' careers at different levels of experiences (Grundy, 1994).

Coaching is the process where a person with expertise in the field assists colleagues through structured discussions and activities on how to solve their problems and perform their tasks better than they would do it without this assistance (TTA, 1998). Coaching may take different forms depending on the purposes and goals. It can be given in the form of either peer or experts.

Peer coaching occurs when two or more peers, usually sharing the same grade, subject or learning area, visit each other as they teach and discuss how to help learners (Bladford, 2000). Furthermore, Bladford (2000) state that peer coach is particularly effective where teachers have under gone the same training and use opportunities to compare how they implement their newly gained skills. In peer coaching as Oldroyd and Hall (1991) rightfully put it the coach may have received little training in coaching skills but has shared the same training as the teacher being coached and engages in coaching on a mutual basis.

Hopkins and Ainscow (1994) provide an important point when they write that the primary purpose of peer coaching is to support or facilitate and not evaluation, thus peers are more appropriate partners than administrators in this professional growth scheme. In expert coach the coach utilizes specially trained teachers with expertise using particular methods. They observe, support and provide feedback to the other teachers (Moon et al., 2001).

The main purpose of coaching is improving practical skills. It takes place at workplace when workers seek advice, explanations or demonstrations. The major coaching opportunities are, research, participation in study groups, problem-solving teams, observation on performance of their colleagues, writing journals, participating in improvement endeavors (Kalinauckas in Clyne, 1995).

In general coaching requires human interpersonal relationships, collegial, atmosphere and collaboration, skillful, knowledgeable and committed. Teachers are required to play coaching role and selecting an appropriate coaches. If this process is successfully implemented in schools, the

education system will benefit a lot. Moreover collegiality is considered extremely important for teachers' professional development through providing teachers with learning opportunities and learning space, at the same time, school leaders can and should play a role in creating a supportive working context that encourages teacher professional development (Clement and Vandenberghe, 2001).

Peer observation is another approach to development and occurs when one teacher is observed in practice by another usually a friendly colleague. It is important for self-evaluation and development. It offers firsthand experience and direct evidence about what happens in other classrooms. It is a very practical and powerful way to support the practice and knowledge about teaching and learning. Peer observation involves one teacher observing another colleague's practice and feeding back in a reflective way, on what they observed. It is about trust and support between colleagues so that the observation is mutually productive. It works best when colleagues choose to work together (Bubb and Earley, 2004).

Peer observation gives an opportunity to watch and understand the development of complex classroom interactions, observe in a structured way how, when and with what effect a teacher uses different strategies, investigate the different effects of a range of teaching styles and strategies on how pupils respond and learn, internalize new approaches you may see in others' practice so that they become part of your repertoire to connect knowledge and practice together (Bubb and Earley, 2004).

#### 2.1.7. Models

There are different models of CPD. According to Lieberman and Wood (2002) CPD was classified into three models: direct teaching (such as courses, workshops, and so on); learning in school (such as peer coaching, critical friendships, mentoring, action research, and task-related planning teams); and out of school (such as learning networks, visits to other schools, school-university partnerships, and so on). Kennedy (2005) also described nine models of CPD, which were outlined below.

1. **Training**- focuses on skills, with expert delivery, and little practical focus
2. **Award Bearing**– usually in conjunction with a higher education institution, this brings the worrying discourse on the irrelevance of academia to the fore.

3. **Deficit**- this looks at addressing shortcomings in an individual teacher, it tends to be individually tailored, but may not be good for confidence and is unsupportive of the development of a collective knowledge base within the school.
4. **Cascade**- this is relatively cheap in terms of resources, but there are issues surrounding the loss of a collaborative element in the original learning.
5. **Standards Based**- this assumes that there is a system of effective teaching, and is not flexible in terms of teacher learning. It can be useful for developing a common language but may be very narrow and limiting.
6. **Coaching/Mentoring**- the development of a non-threatening relationship can encourage discussion, but a coach or mentor needs good communication skills.
7. **Community of Practice**- these may inhibit active and creative innovation of practice, although they have the potential to work well through combining the knowledge bases of members.
8. **Action Research**- This is relevant to the classroom, and enables teachers to experiment with different practices, especially if the action research is collaborative.
9. **Transformative**- the integration of several different types of the previous models, with a strong awareness and control of whose agenda is being addressed.

In Ethiopian context, direct teaching, learning in school, out of school learning, training, coaching/mentoring, community of practice and action research are mostly practicing models of CPD.

## 2.2.Practices of Principals in Implementing Continuous Professional Development

An extensive research supports the view that school leadership is the most important element of an effective teacher professional development. Effective leadership articulates the types of professional improvements required to achieve intended goals and expectations and develop a common language for describing good teaching and learning practices. Educational leaders create clear understanding of the change process and a deep, current and critical understanding of how teachers' grow and how students learn. Effective leaders engage their staff in professional discourse, drawing on external ideas and research to inform their thinking and actions, and encourage them to reflect on what they are trying to achieve with students and how they are doing it (Stoll, 2004).

In the implementation of the CPD programs, the individual uniqueness of teachers' experiences, expertise, skills and knowledge and their rights to further professional development to improve the quality of teaching should be taken in to account in the proper designing and managing of the programs (MOE, 2003). The role of the school's leadership is crucial. Principals have to recognize themselves as educational leaders and must be involved in the identification of the school CPD needs and the planning of activities. Principals must also be involved in the CPD activities, and conduct formal professional discussions with staff.

According to Steyn& Van Niekerk (2002) the principal is considered as a leader and a dynamo of the school having the responsible for the development of staff training programs, school based, school focused and externally directed and to assist teachers, particularly new and inexperienced teachers, in developing and achieving educational objectives in accordance with the needs of school. The development of teachers and change go hand in hand since the intention of development is to change behaviors, attitudes, skills and knowledge. One of the many roles of principals is to create the right set of conditions to enable change to occur. Principals have an important role of setting and clarifying expectations either for or even better, with teachers and other staff members, monitoring progress and attending to the concerns of teachers.

Other researchers who believe that principals can evaluate and monitor teachers and choose the kind of developmental program these teachers need support needs based development (Desimone, Smith &Ueno 2006). The role of the principals as an educational leader should be strive towards ensuring his/her staff is professionally developed in order to provide education of the highest quality to the communities that the school services. Principals as leaders of their respective schools, have to consult literature that indicates how they can lead their staff members to enhance the provision of quality education. Despite this teachers should strive to improve their practice by availing themselves for development opportunities as well as taking part in their self-initiated professional development activities. (Desimone, 2006)

In addition to a supportive attitude and creating an atmosphere where there is a love of learning, school principals must be the primary CPD developers, because it is the principal who has the greatest direct control over the factors affecting school environment, ( Marezely,1996). Marezely further stated that identifying the development needs of each teacher and the school staff as a

whole, developing 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.

In relation with the above idea, MOE (2009) briefly states that principals are responsible for creating a CPD management strategy with in the school and should ensure that learning and student achievement is inclusive at the center of strategic planning and resource management. In addition to this the school principals expected to establish CPD program coordinating committee ,facilitate, giving support and together with colleagues, identifying issues for consideration as CPD priorities. Furthermore the school principals should create conducive environment for teachers, allocate the necessary resource including budget, prepare monthly CPD evaluation programs and regularly monitoring the effectiveness of the changes to teaching and learning. More over the school principals are responsible for ensuring the quality of engagement of teachers in CPD activities monitoring and assessing the content of individual professional portfolio and giving constructive feedback, collaborating with other local head teachers and supervisors to facilitate effective responses to shared CPD issues, taking part in regional and national CPD activities which ensure that their own knowledge and experience is up-to-date, ensuring that all teachers in schools take part in sixty hours of CPD activities each year, collaborating with woreda, zone and REB professionals to ensure that national and regional CPD priorities are addressed in institutional CPD planning.

The school principals, play as facilitators of CPD program implementation. Thus, the school principal is a key granter of successful implementation. He can also play a major role in CPD implementation by giving moral support to the staff, by arranging staff development, by collecting resources to the task and by establishing good working relationship among teachers, by generating better solution to the school problems and the like (Fullan,1991).

The school principal has the responsibility to provide directions and guidance, and assure that teachers have the necessary instructional materials to carry out their duties. Without the support of the school principals, the chance for successful CPD implementation is very low. This implies that CPD implementation is a cooperative enterprise and a joint venture between teachers and principals

in the school. Therefore, school principals are crucial to success or failure on the part of the school administrator for the implementation function of the teacher.

Hence, it is clear from the discussion above that the school principal is the key player of CPD activities. The principal's role in nurturing CPD is significant and it begins with sensitivity to the school development needs. He has to develop professional relationship with the school staff in order to foster the school improvement and satisfy the needs of the staff (Marezely, 1996).

Beyond having a supportive attitude and creating an atmosphere where there is a love of learning, school leaders must enable the implementation of the new CPD strategy through their planning and management. CPD activities should become an integral part of the school's annual calendar. Identifying the development needs of each teacher and the school staff as a whole, planning and arranging CPD opportunities, monitoring progress and evaluating performance, should be undertaken by school leaders. The main duties and responsibilities of school leaders are:

- ❖ Identifying individual and school priorities for professional development.
- ❖ Setting annual targets for teachers' professional development at school in accordance with the identified individual needs and national priorities.
- ❖ Ensuring that learning and student achievement is inclusive, and at the centre of strategic planning and resource management.
- ❖ Creating a CPD management strategy within the institution.
- ❖ Ensuring that an effective CPD needs analysis is carried out each year.
- ❖ Identifying issues for consideration as CPD priorities. together with colleagues,
- ❖ Plan, organize, budget, manage and supervise CPD program at school level.
- ❖ Facilitate particular CPD opportunities for female teachers.
- ❖ Ensuring that the institution/department/faculty produces an Annual CPD Plan.
- ❖ Regularly monitoring the effectiveness of the changes to teaching and learning.
- ❖ Ensuring the quality of engagement of teachers in CPD activities, monitoring and assessing the content of individual Professional Portfolios and giving constructive feedback.
- ❖ Collaborating with other local institutional leaders to facilitate effective responses to shared CPD issues.

- ❖ Collaborating with Woreda, Zone and REB professionals to ensure that national and regional CPD priorities are addressed in institutional CPD planning.
- ❖ Taking part in regional and national CPD activities which ensure that their own knowledge and experience is up-to-date.
- ❖ Ensuring that all teachers in schools take part in sixty hours of CPD activities each year.
- ❖ Keeping linkage with education offices, cluster centers, TEIs and NGOs to provide further CPD opportunities for teachers.

### 2.3.Challenges of Principals in Implementing Continuous Professional Development

The challenges of school leaders for the effective implementation of teachers professional development refers to difficulties , complexities ,barriers or hand situation against the expected outcomes of teachers growth .These challenges need a lot of skill ,energy, resources, and determination to deal with in order to arrive at the pre-determined goal. According to the Ministry of Education (2010), the major challenges identified at the national level included lack of trained facilitator, time constraint and lack of awareness of teachers, and absence of coordination among stakeholders.

Falk (2001) specified that lack of uniformity of the CPD formats for the portfolio and absence of guideline about what should be included in the format confuses teachers. Similarly, principals and school-based CPD facilitators or mentors are not carrying out their responsibilities of providing clear feedback for teachers on the portfolio documents.

The research in AREB (2008) indicated that the lack of trained facilitators & extra work load, lack of teacher's motivation, language problem and lack of CPD course books are some of the identified constraints of CPD program implementation. Schools in the study identified a number of barriers to the provision of effective CPD. Time and cost were the main barriers identified. Time was mentioned in terms of both the actual time spent in the CPD event, but also in terms of taking time to implement changes (Day, 2005).

In addition, duration and time span of CPD programs is another determining factor for the effective implementation of CPD. Several authors including Penuel, Fishman, Yamaguchi and Gallagher (2007) pointed out that a common criticism of professional development activities designed for teachers is that they are too short and offer limited follow-up of teachers once they begin to teach. This results in teachers either assimilating teaching strategies into their current repertoires with little substantive change or rejecting the suggested changes altogether.

Another scholar, Brown (2004) argues that professional development that is of longer duration and time span is more likely to contain the kinds of learning opportunities necessary for teachers to integrate new knowledge into practice. And also, Little (1992), stated that in most cases teachers are poorly experienced to implement reforms in subject matter teaching that end with the absence of the integration of the contents with students opportunity to learn. Fine (1992) as cited in Little (1992), further indicates that the Magnitude of CPD task frustrate teachers and discourage them to dilemmas. Moreover, less committed leaders damage the coordination of CPD program.

Generally, the main challenges that can hinder school leaders from actively implementing their role in teacher CPD are lack of skill, less commitment and teachers resistance, low level of understanding of teachers about the significance of CPD, scarcity of need based trainings of school leaders, lack uniformity on how to use the portfolio modules, and absence of consolidated collaborative school system.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

This section discusses the study area, design of the study, sources of data, samples and sampling procedures, instruments and procedures of data collection, presentation, analysis and interpretation of data,

#### 3.1. Study Area

The study area for this research is in Kemashi Zone, Benishangul – Gumuz Regional State. The region was established in 1994 as one of the nine regional states of Ethiopia. Geographically, it was located between  $09^{\circ} 17'N$ - $12^{\circ} 06'N$  and  $34^{\circ} 10'E$ - $37^{\circ} 04'E$  with the total area of 50,380 square kilometer. In terms of relative location, the region was located in the Western and North Western part of the country bordering on the west by Sudan, on the north and north east by the Amhara region, on the south and south east by Oromiya region and on the south west Gambela region.

Benishangul- Gumuz Regional State has three Administrative Zones and one special wereda; Kemashi Zone is one of the three Zones. The Zone is found in the Western part of the region. It is bordered by Metekele Zone in the North, Assosa in the West, Oromiya Region in the South, East and North East. There are five Werdas in Kemashi Zone. These are: Belojiganfoy, Kamash, Yaso, Agalo, and Sedal werdas. There are eleven secondary schools in kemashi Zone. The population for this study was the seven secondary schools of Kemashi Zone Benishangul- Gumuz Regional State. These are Enjiner Tigre, Kamashi Male boarding school, Yaso, Belojiganfoy, Agalo meti, Korka Meti and Diza secondary schools. Chigsha Anger Meti, Gonkoro and Chicha Chugi secondary schools were excluded from the study to make the study manageable BGRB, (2010).

Figure 2: The administrative Map of Benishangul-Gumuz Regional State



Source BGREB, (2010)

### 3.2. Design of the Study

A descriptive survey design was employed in order to investigate current behaviors, attitudes, and beliefs of a population by gathering a large variety of data related to a problem under study. As indicated by Best and Kahn (2003) and Kothari (2006), a descriptive survey design is useful to study current practices and have a better understanding of situations by using a large segment of the population as samples.

3.3. Sources of Data

Both primary and secondary sources of data were used in the study. The primary data sources were principals, vice-principals, supervisors, Wereda educational office TDP coordinators and teachers. They are taken as sources of primary data considering their direct involvement in the process of CPD. The secondary data sources were documents of schools, publications, books, and reports written on CPD.

3.4. Population, Samples and Sampling Procedures

3.4.1. School

The total number of secondary schools in Kamash Zone is 11. About 66 % of the schools were selected as samples since this size includes above half of the schools would provide the data and information required for generalization to the remaining ones. Thus, out of a total of 11 schools, 7 were selected as samples for the study. As the schools are spread across the 5 Woredas of Kamash Zone, stratified sampling technique was used to select schools form 5 Woredas. Accordingly, the following schools were selected from the following Woredas. Table 1 presents the population and samples of schools selected from the Woredas included in the study.

**Table 1:** Population and Samples of Schools by Woreda

No	Woredas	No of schools	Sample Schools	Population	Sample	Remark
1	Kamashi	3	2	30	30	Because the number is small and to get more information
2	Agalo Meti	2	2	24	24	
3	Yaso	2	1	15	15	
4	Belojiganfoy	2	1	15	15	
5	Sedal	2	1	13	13	
Total		11	7	97	97	

The schools found within the same category tend to be more or less similar in their characteristics and mechanisms of implementing CPD by school leaders. Thus, including such a sample size for the study helped collect data and information which could represent the characteristics of the population.

#### 3.4.2. Principal & vice-principals

One of subjects of the study was school principals. Since there is one principal and one vice-principal in each of the schools selected for the study, all were included in the study considering their small size and the significance of the information and data they would provide for the study. As a result, a sum-total of 7 principals and 7 vice-principals were included in the study.

#### 3.4.3. Department Heads

Each of the schools selected for the study has 5 departments which add up to 35 in total. Considering the smaller size of departments and in order to obtain much richer data and information on the practices and challenges of implementing active learning, all the 35 department heads were taken as respondents for the study.

#### 3.4.4. Teachers

The total number of teachers is 30, 24, 15, 15 and 13 in Kamash, Agalometi, Yaso, Belojiganfoy, and Sedal woredas respectively. Censes sampling technique was used to select samples from the schools. This sampling technique was used because of availability of teachers coming from different departments and grades. Accordingly, teachers teaching different subjects in grades 9 and 10. The percentage of teachers taken for the study was 100%. This is to obtain more data from the population since the size was small. As shown in Table 1, indicates the population and sample of teachers selected form the schools included in the study.

#### 3.4.5. Supervisor

The total number of supervisors in the Kamashi Zone working with the schools selected for the study was 5. All the 5 supervisors were included in the study in view of their number being small.

3.4.6. Woreda TDP Coordinator

The total number of Woreda TDP coordinators working in each Woreda was 5. All the experts were included in the study in view of their number being small.

In general, a total of 121 participants were included in the study. This consists of 7 principals, 7 vice-principals, 97 teachers, 5 Woreda TDP coordinators and 5 supervisors. While principals, vice-principals, supervisors and Woreda TDP coordinators served as interviewees. The remaining participants who include teachers served as respondents of the questioners. Table 2 provides a picture of the population, samples and sampling techniques.

**Table 2:** Population and Samples of the Study

Participant	Population	Sample	%	Participants
Principal	7	7	100	Purposive
Vice-principal	7	7	100	Purposive
Teacher	97	97	100	Censes
Supervisor	5	5	100	Purposive
Expert	5	5	100	Purposive
Total	121	121	100	

Source : - Kamashi zone educational office (2010E.C)

3.5. Instruments and Procedures of Data Collection

Since the study used a descriptive survey method, data were collected using questionnaires, interview and document analysis. Employing multiple instruments of data collection helps combine, strengthen and amend some of the inadequacies and triangulate data (Cress well, 2005). Diverse procedures were also employed to gather the data needed for the study.

### 3.5.1. Questionnaire

Questionnaire was considered as an instrument since it helps collect data in an effective and more manageable way from a relatively larger population. Questionnaire helps cover many subject or issues and can be easily and quickly analyzed once field data gathering work is completed (Wilkinson and Birmingham, 2003). As suggested by Morrison et al (2000), questionnaire is one of the most widely used and useful instrument for collecting survey information and providing structured, often numerical data, which may be administered without the presence of the researcher.

A questionnaire was developed by the researcher for the purposes of the study. The instrument was meant to collect information from vice-principals and teachers. The number of items is 27. The source of the items is literature and previous similar studies. The questionnaire has two parts. The first part is about the demographic characteristics of respondents while the second deals with the practices and challenges of school leaders in implementing teacher continuous professional development

### 3.5.2. Interview

Interview was selected as an instrument since it permits the exploration of issues which might be too complex to investigate through questionnaires. It was also chosen as it provides better opportunities for explaining more explicitly what interviewees know on the issue (Best and Kahn, 2003). Interview was used to collect information from principals.

The interview was developed based on the basic research questions of the study. The instrument included 14 unstructured items. The source of the items is literature and previous similar studies. The interview has two parts: the interviewees' personal characteristics and items relevant to practices and challenges of school leaders to implementing teachers CPD.

### 3.5.3. Document Analysis

Guidelines prepared for implementing CPD and other related policy and legal documents as well as school records were used to collect data and information about the practices and challenges of the school leaders in implementing CPD.

#### 3.5.4. Validity and Reliability of Instruments

According to Kothari (2004), Maree (2007) and Mark (1996), validity refers to the degree to which an instrument measures what it is supposed to measure. Reliability has to do with the consistency or repeatability of a measure or an instrument and high reliability is obtained when the measure or instrument gives the same results if the research is repeated on the same sample (Maree,2007).

The instruments were validated by a group of experts with knowledge on instrument construction especially psychologists and teacher educators. Then, 4 items were modified, 2 items were added and 1 item was deleted. The instrument was piloted with 1 vice-principal 24 teachers of the Agalo Meti General Secondary School who were not participants of the study. The alpha value obtained was .810 which made the instrument reliable IBM SPSS Statistics (v22 x86, 2018)

#### 3.5.5. Procedures of Data Collection

Questionnaires were distributed and collected by the researcher. To do this, first permission was secured from the schools and then time and place fixed. Following that, orientation was given as to how the instrument is to be filled. Then after, the questionnaires were distributed and collected on the spot.

Interviews were conducted by the researcher. To do this, interviewees were asked to suggest the place and time of their convenience. Then after, interviews were conducted and information gathered using audio recorders.

Documents available in schools archives and other places were investigated and data collected by the researcher based on their relevance to the topic under investigation.

### 3.6. Data Analysis Methods

Both qualitative and quantitative techniques of analysis were used based on the type of data gathering and the instrument used.

As regards to quantitative data, responses were categorized and frequencies were tallied. Percentage counts were used to analyze the characteristics of the population as they help to determine the relative standing of the respondents. The items in the questionnaires were presented in tables according to their conceptual similarities. The scores of each item were organized, statistically compiled and imported into SPSS to obtain the frequency, percentage, mean value and standard deviation of each item.

The data collected from the semi-structured interview, open ended question items and the documents were analysed and interpreted qualitatively using narration.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the description of the sample population, analysis and interpretation of the data based on the information obtained through questionnaires, interviews and document analysis. It consists of two parts. The first part is concerned with the description of characteristics of participants of the study whereas the second part deals with the analysis and interpretation of data.

Out of a total of 97 copies of questionnaires distributed, among this 93 (about 96 %) were filled in and collected. Out of 24 interviews planned to be conducted 24 (100%) were undertaken. This made the data and information collected sufficient enough to answer the research questions raised by the study.

#### 4.1. Characteristics of Participants of the Study

The demographic characteristics of the participants of the study were considered from the viewpoints of sex, age, years of service and levels of qualification. These are treated here under in Table4.

**Table 3:-** Demographic Characteristics of Participants of the Study

Items	Category	Respondents									
		Teachers		Principals		vice principals		Supervisors		TDP coordinators	
		#	%	#	%	#	%	#	%	#	%
Sex	Male	78	80.4	7	100	7	100	5	100	5	100
	Female	19	19.6	--	--	--	--	--	--	--	--
	Total	97	100	7	100	7	100	5	100	5	100
Age	Below 25	1	1.0	--	--	--	--	--	--	--	--
	26-30	58	59.8	3	42.86	4	57.14	1	20	--	--
	31-35	20	20.6	1	14.29	3	42.86	4	80	2	40
	36-40	10	10.3	1	14.28	--	--	--	--	2	40
	Above 41	8	8.2	2	28.57	--	--	--	--	1	20
	Total	97	100	7	100	7	100	5	100	5	100
Service year	1-5	59	60.8	4	57.14	7	100	--	--	--	--
	6-10	20	20.6	3	42.86	--	--	2	40	--	--
	11-15	5	5.2	--	--	--	--	3	60	3	60
	16-20	6	6.2	--	--	--	--	--	--	2	40
	Above 21	7	7.2	--	--	--	--	--	--	--	--
	Total	97	100	7	100	7	100	5	100	5	100
Level of Education	Diploma	3	3.1	--	--	--	--	--	--	--	--
	First degree	90	92.8	5	71.43	7	100	3	60	5	100
	Masters degree	4	4.1	2	28.57	--	--	2	40	--	--
	Total	97	100	7	100	7	100	5	100	5	100

The above table shows the respondents' characteristics in terms of Sex, Age, Service year, and Level of Education. As regards sex, 78(80.4%) and 19 (19.6 %) of the respondents were male and female respectively. Concerning principals, Vice principals, cluster supervisors, TDP coordinators and department heads, all respondents are males. This shows that the essential data

was mainly obtained from male respondents. Moreover, one can understand that the number of females in the teaching profession is much lower compared to males in Secondary Schools of Kemashi Zone Benishangul - Gumuz Regional State.

Concerning age, all of the respondents were above 25 years of age. While 58(60%) of teachers were between 26-30 years of age, 20(21%) were within the range of 31-35, and 10(10%) were within the age range 36-40. The remaining 8 (8%) were above 41. Therefore, it could be possible to say that their age was an indicator of matured enough for implementing CPD.

Regarding experience, 59(61%), 20 (21%), 5(5%), and 6(6%) of the teachers had 1-5, 6-10, 11-15 and 16-20 years' experience respectively while 7(7%) had above 21 years of experience. This suggests that the majority of the teachers had insufficient years of experience necessitating more involvement in CPD to obtain more professional support from school leaders.

As can be seen from the table above, the qualification of 3(3.1%) teachers were diploma holder, 90(92.8%) teachers were degree holder and 4(4.1%) teachers were second degree holder. The education and training policy requires as a standard of second degree holders for secondary schools. The standard states that the minimum requisite qualification to teach at secondary school is second degree (MOE, 2010). But when we see from the data there are some teachers under qualified and yet are forced to teach at secondary schools. This implies that the qualification standard set by MOE was not achieved.

Regarding the school principals, vice principals, supervisors and woreda education expertise all of them were male. By qualification, all of them have first degree in teaching profession but not qualified in the field of educational leadership Except 2 principals and 2 supervisors qualified in educational leadership in MA level. With regard to experience level of the interviewees, all of the principals, vice principals, supervisors and the majority of woreda education experts reported to have served 1 to 5 years as a leaders in education. This shows that the majority of them was less experienced in leader's position and may affect their contribution

**4.2. Presentation, Analysis and Interpretation of Data**

This part of the study was devoted on the presentation, analysis, and interpretation of the data obtained from teacher respondents in relation to the practices and challenges of school leaders in implementing teacher continuous professional development in kamashi zone secondary schools of Benishangul Gumuz region.

**4.2.1. Continuous Professional Development**

Table 4: Principals’ effort in Identifying Teacher Need for Professional Development

No	Items	Responses										Mean	S.D
		Very low		Low		Medium		High		Very high			
		F	%	F	%	F	%	F	%	F	%		
1.1	Identifying the developmental needs of teachers	10	10.3	65	67	15	15.5	5	5.2	2	2.1	2.22	.780
1.2	Involving teachers during planning CPD	5	5.2	67	69.1	17	17.5	5	5.2	3	3.1	2.32	.785
1.3	Developing annual CPD plan based on priorities	4	4.1	64	66	21	21.6	5	5.2	3	3.1	2.37	.782
Average Mean and Standard Deviation											2.31	.782	

Key: 0-1.49 –very low    1.50-2.49 –low    2.50-3.49–moderate  
 3.50-4.49 –high    4.50-5.00–very high

Regarding the level of effort made by principals to identify teacher need for professional development, most respondents, that is, 75(77%) perceived it as low. The weighed mean of the responses is (2.22) implying that needs were not sufficiently identified. This shows that there was inadequate teacher participation in the prioritization of teacher’s need of professional development

and that priority was not clearly communicated to them. From this it can be conclude that school leaders did not actively and full involve teachers in prioritization of CPD needs.

With regard to participation in planning CPD, 72 (74 %) of respondents were of the opinion that it was low. The weighted mean result which is 2.32 indicates that the level of teacher participation in planning CPD was inadequate. This shows that there was inadequate teacher participation in the planning of professional development. From this it can conclude that school leaders did not actively and full involve teachers in developing CPD plans.

Regarding item 3 of the same table the respondents were asked to rate the extent of school leaders' effort in developing of CPD plan based on the priorities. Accordingly, among the whole respondents requested to answer this question, most respondents 64(66%) replied that the effort of school leaders' in such activities is low. As stated in the table the mean score is 2.37, within the scope of low level. This implies that the school leaders' develop the CPD plan without considering the priorities of the school.

School leaders in general principals in particular are the prominent key players in school CPD program implementation and improvement activity by coordinating the school community members and by creating conditions suitable for curriculum activity at school level therefore planning for effective CPD opportunities will be rated more highly when they meet identified individual, school or national development priorities.

The policy document of MOE shows that identifying the developmental needs of each teacher and the school staff as whole, arranging CPD opportunities, monitoring progress and evaluating performance must be consider by school leaders. In the needs analysis of professional development, teachers should be involved in the identification of what they need to learn and, when possible, in the development of the learning opportunity and the process to be used (MOE, 2009).

In relation to CPD planning activities the data gathered through interview indicate that, the school leaders' develop the CPD plan without considering the priorities of the school. In addition to this there was no involvement of teachers during planning CPD.

Finally, the researcher tried to see written documents regarding the magnitude of Principal effort in identifying teacher need for professional development. There for three schools identified the developmental needs of teachers; also there was no involvement of teachers during planning CPD and developing annual CPD plan without priorities. Few numbers of teachers prepared CPD modules and portfolios but it was not checked and approved by the concerned bodies.

In conclusion, the data collected from the instruments clearly indicated that there were no school leaders' support and follow up activities in the sampled schools. The document analysis also proved that there were no principals' efforts in identifying CPD needs, CPD plan, and CPD prioritization.

**4.2.2. Practices of implementing Continuous Professional Development**

Table 5: practices of Principals in the Implementation of Teacher Continuous Professional Development

No	Items	Respondents										Mean	S. D
		Very low		Low		Medium		High		Very high			
		F	%	F	%	F	%	F	%	F	%		
1	To what extent do your school principals/directors facilitate to identify the school CPD needs, Planning of CPD modules and training of CPD for teachers?	3	3.1	68	70.1	18	18.6	5	5.2	3	3.1	2.35	.764
2	To what level principals/directors monitor the ways of CPD training program?	4	4.1	68	70.1	17	17.5	5	5.2	3	3.1	2.37	.808
3	To what degree do Principals /directors support teachers by showing the ways of conducting action research?	5	5.2	70	72.2	22	22.7	--	--	--	--	2.18	.500
Average Mean and Standard Deviation												2.3	.691

In Item 1, of Table 5, the respondents were asked to rate the effort of school leaders in facilitating to identify the school CPD needs, planning of CPD modules and preparing training opportunities based on the training needs of teachers. As training is an important aspect in developing and increasing the human efficiency in order to attain the objectives set. Organizations give pre-service or in-service training for their workers to enable them to perform their work without minimum problems. In schools, it is one of the principal's duties together with supervisor and other concerned bodies to create favorable situations for teachers to have training to carry out their activities effectively. However, 3(3.1%) and 68(70.1%) of respondents reacted that the activity of the school

leaders in facilitating the training program is very low and low. Whereas 18(18.6%) of respondents responded that the activity of school leaders is medium. 5(5.2%) and 3(3.1%) of respondents responded that high and very high respectively. The mean of responses was 2.35. This implies that the attempt of school leaders in arranging the training opportunities at school level is less.

In Item 2 of table 5, respondents were asked to rate the extent of school leader's effort in facilitating the professional development of teachers through mentoring programs. According to Hartsfield et al (2008) school leaders are responsible in facilitating the mentoring program for the development of staff to assist the teachers particularly new and less experienced in developing and achieving educational objectives in accordance with the need of the school. However, 4(4.1%) and 68(70.1%) of respondents rated that the effort of school leaders is very low and low respectively. Also 17(17.5%) of respondents replied that the effort of school leader's in facilitating the program is medium. On the other hand 5(5.2%) and 3(3.1%) of the respondents replied that the effort of the school leader's in facilitating the mentoring programs is high and very high respectively. The mean score of the teacher responses is 2.37 within the scope of low. This implies that the effort of school leaders in facilitating the mentoring program is not in the expected level.

In item 3 of Table 5, respondents were asked the extent to which the school leaders initiate and support the teachers to conduct action research. Among the total respondents the majority 5(5.2%) and 70(72.2%) of respondents replied that the support provided for school teacher is very low and low respectively. In other words 22(22.7%) of the respondents replied that the activity is medium. As we can see from the mean score of the responses, the effort of school leader's is low. The mean of the item is 2.18. Hence, it is possible to recognize that school leaders were less involved in facilitating and providing support to the teachers for the practice of doing action research to systematically alleviate the day to day educational problems and to further boost their professional skills.

In relation to Practices of implementing CPD the data gathered through interview indicate that, the extent of school principal's facilitation to identify the school CPD needs are low. Also the school leaders did not provide much support and encouragement to the teachers to conduct action research. School leaders, even though they are ineffective as shown in the above discussion, the literature indicated that they have to play the central role in promoting teachers professional competence.

Lastly, the researcher checked the written documents regarding to the practices of Principals in the implementation of Teacher Continuous Professional Development program. The checked written materials were: sampled schools' annual and teachers' individual CPD plan, the identified CPD priorities of each school, CPD training certificate and action research conducted. From seven sampled schools only one school prepared certificate for teachers in the last year. All schools did not identify CPD priorities and they have no annual and individual CPD plan in this year (2018). In this year nobody tried to write action research.

In conclusion, the data collected from the instruments obviously pointed out that there were no practices of school leaders to implement CPD program effective.

Table 6: Contributions of principals in the implementation of teacher Continuous Professional Development

N o	Items	Respondents						Mean	S. D
		No, not at all		Yes, sometimes		Yes, mostly			
		F	%	F	%	F	%		
1	Do principals/directors provide orientation for teachers about CPD?	69	71.1	22	22.7	6	6.2	1.35	.596
2	Do principals/directors give permission for teachers to attend CPD conferences and courses?	60	61.9	32	33	5	5.2	1.43	.593
3	Do principals/directors provide training to update skills of teaching?	61	62.9	32	33	4	4.1	1.41	.573
4	Do principals/directors form appropriate CPD coordinating committee?	60	61.9	32	33	5	5.2	1.43	.593
5	Do principals/directors assign competent CPD facilitators?	55	56.7	37	38.1	5	5.2	1.48	.597
6	Do principals/directors assign competent CPD mentors?	54	55.7	36	37.1	7	7.2	1.52	.631
7	Do principals/directors conduct periodic program evaluation?	58	59.8	35	36.1	4	4.1	1.44	.577
8	Do principals/directors provide timely feedback?	59	60.8	33	34	5	5.2	1.44	.595
Average Mean and Standard Deviation								1.437	.593

As shown in item 1 of Table 6, respondents were asked to rate the extent of providing appropriate orientation about the program. According to Villegas-Reimers,(2003) school principals have the responsibilities to provide directions and guidance, and assure that teachers have the necessary knowledge, information and instructional materials to carry out their duties. However, from the total of respondents 69(71.1%) replied that the effort of principal' in such activity is not at all. Also

22(22.7%) and 6(6.2%) replied that the effort of principal' in such activity is Yes, sometimes and Yes, mostly respectively. The mean of responses is only 1.35. This implies that school principals did not provide the necessary orientation. So, one may say that teachers implement the CPD program without getting the necessary information which has very significance role in improving basic teaching skills and in expanding their knowledge.

In Item 2 of Table 6, relates the extent of principal's effort in give permission for teachers to attend CPD conferences and courses. With regard to this Leu (2004) state that attending the conference internally and outside the school is one of the means to enhance professional development of teachers' of the school. Through conference teachers could get chances to learn each other by sharing and exchanging more ideas about learning and teaching. This sharing and exchanging of ideas, it helps teachers to inspire ideas and get some new learning .As indicated in literature reviews principals are responsible in facilitating the program for teachers to attend and learn each other. According to MOE (2009) one of the major responsibilities of school principal is arranging a discussion forum with nearby schools to share the experience and to scale up good practice on the implementation of CPD activities. Though, the majority of respondents 60(61.9%) replied that the activity of principals is not at all. Also 32(33%) and 5(5.2%) replied that the activity of principals is Yes, sometimes and Yes, mostly respectively. The mean of the item is 1.43. This shows that principals did not prepare the program within the schools to share experiences with others. This reveals that the effort of principal in facilitating the conference for teachers with other school is not good enough.

Regarding item 3 of the same table respondents were asked to rate the extent of principal's effort in providing the latest information on teaching strategies. Accordingly, the majority, 61(62.9%) of respondents indicated that the activity was not accomplished effectively. 32(33%) and 4(4.1%) replied that Yes, sometimes and Yes, mostly respectively. The mean of the item is 1.41 which in the range of low level of support. Hence, it is possible to conclude that the role of principals to enhance professional competence of teachers is not almost implemented sufficiently.

As indicated in Table 6 item 4, the respondents were asked about the performance level of principals in establishing strong CPD coordinating committee. According to the guideline of MOE (2009) principals are responsible for creating a CPD management strategy with in the school and

should ensure that learning and student achievement is inclusive at the center of strategic planning and resource management .It also expected to establish CPD program coordinating committee, facilitate, giving support and together with colleagues, identifying issues for consideration as CPD priorities. However, the greater number 60(61.9%) respondents replied that the performance level of principals in establishing strong CPD coordinating committee is not at all. Also 32(33%) and 5(5.2%)respondents replied that the performance level of principals in establishing strong CPD coordinating committee is Yes, sometimes and Yes, mostly respectively. The mean of the responses is 1.43 which is in the scope of low. This implies that school leaders did not play their roles and responsibilities effectively.

Regarding item 5 of the same table respondents were asked to rate the extent of the appropriateness of CPD facilitators. As stated in MOE (2009) school leaders having the responsibility to establish CPD structure and select an appropriate facilitator for the group from senior staff with relevant experience and should give orientation about the program. Accordingly, 55(57.6%) respondents replied that the activity is not at all, Nevertheless. 37(38.1%) and 5(5.2%) respondents replied that Yes, sometimes and Yes, mostly respectively. As stated in the above table the mean of the item is 1.48 which is in the scope of low. This indicates there was no school leaders' effort to facilitate the mentoring program.

In item 6 of the above Table respondents were asked to rate the assigning of qualified and appropriate mentors for their respective schools. According to Anderson and Shannon (1995), it is crucial that the chosen mentors should be experienced in setting learning objectives and supporting progression therefore, one of the roles and responsibilities of school leader is assigning of appropriate mentors by developing their roles, responsibilities and skills. Accordingly, 54(55.7%) of respondents replied that there is not appropriateness of mentors assigned by school leaders. On the contrary 36(37.1%) and 7(7.2%) of respondents replied that the appropriateness of mentors is Yes, sometimes and Yes, mostly respectively. As stated in the above table the mean score of the item is 1.52 which is in the range of low level of appropriateness. This implies that there is not assigned the mentors based on their experience and knowledge.

In Item 7 of Table 6, various responses were given regarding the rate of a school principal in conduct periodic program evaluation of CPD program. Accordingly, 58(59.8%) respondents replied that principals never conduct CPD program evaluation. whereas 35(36.1%) and 4(4.1%) respondents rated that principals rarely undertake CPD evaluation in their schools and in very few schools mostly evaluate the program respectively. As stated in the above table the mean of the item is 2.84, which is in the range of sometimes. This indicates the activity of principals sometimes conduct an evaluation of CPD program.

In Item 8 of table 6, various responses were given regarding the extent to which principals monitor and assess the content of individual teacher's professional Portfolio and giving constructive feedback. According to the guideline of MOE (2009) the school principals are responsible for allocating the necessary resource including budget, prepare monthly CPD evaluation programs and regularly monitoring the effectiveness of the changes to teaching and, ensuring the quality of engagement of teachers in CPD activities, monitoring and assessing the content of individual professional portfolio. However, the greater number 55(57.6%) respondents replied that never provide feedback. Also 33(34%) and 5(5.2%) respondents rated that the effort of the school principals is rarely provide feedback and sometimes conduct an evaluation of CPD program respectively. The mean of the responses is only 1.44. This implies that school leaders did not monitor and assess the portfolio of individual teachers. So, one may say that teachers' preparation of CPD portfolio by recording all relevant documents was not regularly assessed to providing feedback which has very significant role in improving the overall teaching learning process.

In relation to Contribution of principals in the implementation of teachers CPD, the data gathered through interview indicate that, principals were not provided orientation on how and why to involve in CPD program, don't prepare CPD conferences and courses for teachers regularly, not using different mechanisms to enhance professional competence of teachers by providing the latest information, in most secondary schools of Kamashi zone the CPD committee was established, nevertheless it is not well organized and functional, don't assign competent CPD facilitators, assign CPD mentors for formality only, don't conduct periodic program evaluation of CPD and don't provide timely feedback for teachers.

Finally, the researcher tried to see written documents regarding principals' support and follow up activities. All sampled schools have training materials that were prepared by MoE but they were not organized well and sufficient enough in number. Few teachers prepared CPD modules and portfolios but it was not checked and approved by the concerned bodies. Since there was no CPD training in all sampled schools in this year (2018) the researcher did not get reports and feedback, meeting minutes and evaluation made on the training. With respect to document analysis, one can see that there were no any stakeholders' support and follow up activities on the CPD program. The school leaders and teachers also ignored CPD activities from teaching and learning process.

In conclusion, the data collected through the instruments clearly indicated that there were no school leaders' support and follow up activities in the sampled schools. The document analysis also proves that there were no principals support follow up activities on the CPD program.

### 4.2.3. Challenges of Implementing Continuous Professional Development

Table 7: Factors Negatively Influencing the Contribution of the Implementation of Teacher Continuous Professional Development

No	Item	Responses										Mean	S.D
		Very low		Low		Medium		High		Very high			
		F	%	F	%	F	%	F	%	F	%		
1	Absence of adequate number of mentors	3	3.1	5	5.2	4	4.1	81	83.5	4	4.1	3.80	.731
2	Absence of training manuals and guidelines	--	--	--	--	20	20.6	70	72.2	7	7.2	3.87	.513
3	Absence of adequate number of trained facilitators	3	3.1	5	5.2	7	7.2	78	80.4	4	4.1	3.77	.743
4	Shortage of time	--	--	14	14.4	47	48.5	32	33	4	4.1	3.27	.757
5	Irrelevant material in the content of the CPD training document	3	3.1	7	7.2	6	6.2	78	80.4	3	3.1	3.73	.771
Average Mean and Standard Deviation											3.688	.703	

Key: 4.50-5.00 – very high level of difficulty      1.50-2.49– low level of difficulty  
 3.50- 4.49 – high level of difficulty              0-1.49– very low of difficulty  
 2.50-3.49–moderate level of difficulty

The above Table deals with factors that hinder the contribution of principals for the effective implementation of CPD. With regard to the challenging factor various scholars suggest different prevailing conditions as hindrance to CPD implementation. According to MOE (2009) the challenges encountered in CPD in Ethiopia are the CRCs (Cluster Resource Centers) were not adequately trained to run well organized, inspiring, and transforming CPD activities, high turnover of CPD facilitators, time constraints of teachers and school leaders, lagging of the program behind

its time and the tendency of rushing to cover the course, absence or inadequacy of the resources to run the CPD program and lack the systematic coordination between the stake holders. Various responses were received regarding the challenges for the contribution of school leaders to implement the CPD programs effectively.

Regarding item 1 of Table 7 respondents were asked to rate the extent of challenges regarding the absence of adequate number of mentors. Accordingly, 85(87.6%) respondents replied that the absence of adequate number of mentors are highly affected the practice of Principals to implement CPD, The rest 12(12.4%) respondents replied that the moderately affected the implementation. As stated in the above table the mean of the item is 3.80 which were in the scope of high level of difficulty. This indicates the practices of principals are highly affected by absence of adequate number of mentors in their schools.

In item 2 of Table 7 respondents Intention was to rate the extent of challenges regarding the lack of CPD training manuals or guidelines inhibits the practice of implementing CPD program. Consequently, the majority of respondents 77(79.4%) respondents replied that lack of training manuals and guidelines highly affect the proper implementation of CPD. Also 20(20.6%) of the respondents replied that lack of training manuals and guidelines moderately affect the proper implementation of CPD. The mean score is 3.87 which are in the range of high level of difficulties. Thus, one can say that the availability of CPD materials was low.

While reacting to item 3 of Table 7, depicts that the total of 15(15.5%) respondents showed that lack of trained CPD facilitators moderately affect the effective implementation of CPD. Whereas 82(84.5%) showed that lack of trained CPD facilitators highly affected the practice of CPD. The mean value of responses is 3.77 which are in the range of high level of challenge. This implies that lack of trained CPD facilitators in secondary schools was one of the main challenges.

With item 4 of the same Table, it was tried to see to what extent the time constraint through heavy workload of teachers to implement CPD. Accordingly, the majority 61(62.9%) respondents replied that the influence of time for the effective implementation of CPD is moderate. 36(37.1%) responded that shortage of time is highly influence the effective implementation of CPD. The mean of the responses is 3.27 which are in the range of moderate level of difficulty.

With item 5 of the same Table, it was tried to see to the extent the challenges regarding irrelevant material in the content of the CPD training document. Accordingly, the majority 81(83.5%) respondents replied that the influence of irrelevant material in the content of the CPD training document is high. The mean of the responses is 3.73 which are in the range of high level of difficulty.

In relation to challenges of school leaders in implementing CPD, the data gathered through interview indicate that, workload was one of the major challenges of principals in the school which hindered them give more attention to the implementation of CPD practices. The principals underlined that majority of their time and effort went to the routine administrative tasks such as, leading meetings, handling conflicts among students and teachers, managing office works and writing reports. As a result of this, they could not provide professional support for teachers and follow up teachers' performances. Thus, they gave little attention to the actual practices of CPD program.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1. Summary

This part of the study deals with the summary of the major findings of the study, conclusion drawn on the bases of the findings and recommendations forwarded to enhancing the effective implementation of continuous professional development program. The main objective of this study was to assess the practices and challenges of school leaders in the implementation of continuous professional development in the secondary schools of the Kamashi Zone of the Benishangul Gumuz National Regional State.

In order to meet this purpose, basic research questions related to the major Practice and challenges of principals regarding the approaches of CPD in secondary schools, the support provided in the planning, monitoring & evaluation of the CPD program and the contribution of supervisor & woreda Education office in supporting of the teachers professional development were raised. Attempt was also made to investigate factors influencing the Practices of principals' in CPD in secondary schools of Kamashi zone.

To get answers for these questions, a descriptive survey method was employed due to the fact that, it is more appropriate to assess the practices and challenges of school leaders in implementing teacher continuous professional development in kamashi zone secondary schools of Benishangul Gumuz region. The study included seven secondary schools in Kamashi zone by using census and purposive method, likewise, all the 97 teachers, 7 principals, 7 vice principals, 5 cluster supervisors and 5 woreda educational TDP coordinators were also included in the study. Teachers, principals, supervisors and woreda educational TDP coordinators were also the main sources of data. Questionnaire, interview and document analysis were used to gather the relevant data from the respondents. In doing this, the necessary information was gathered mainly through questionnaires filled by teachers. In addition, interview was conducted with seven principals, seven vice principals, five cluster supervisors and five woreda educational TDP coordinators to extract information that

need clarification. The data collected from the questionnaire was analyzed and interpreted using different statistical tools such as frequency, percentage, mean and standard deviation. The data gathered through interview were analyzed qualitatively using narration. Hence, based on the review of literature and analysis of the data, the study came up with the following findings:

- ❖ The effort of school leaders in facilitating the professional development of teachers through mentoring program, arranging induction courses for beginner teachers and assigning of qualified and appropriate CPD facilitator was at low level.
- ❖ The effort of principals in identifying the developmental needs of the teacher, the participation of concerned bodies in CPD planning and considering of the priorities during CPD planning to the effective implementation of CPD program was unsatisfactory.
- ❖ Principals were ineffective in facilitating and providing professional support and encouragement for school teachers to undertake action research to solve their educational problem.
- ❖ There are unsatisfactory practices of school leaders in facilitating of training programs, arranging peer class room observation & peer coaching supervision and organizing curriculum meetings.
- ❖ Principals were less effective in creating conducive and stimulating environment and, in providing technical and professional assistance for the teachers to implement CPD.
- ❖ Principals did not provide support and encouragement to the teachers to undertake joint planning of experience sharing programs on the local school context.
- ❖ The principals were not much committed and willing to provide support for school teachers to implement CPD program effectively.
- ❖ The activity of principals in conducting program evaluation and providing feedback is insufficient.

- ❖ Most respondents replied that the major factors that affected the contribution of school principals for the practice of continuous professional development are:-
  - ✓ Lack of willingness and commitment among stakeholders
  - ✓ There is lack of budget to implement CPD effectively.
  - ✓ Lack of technical and professional support from woreda education experts
  - ✓ The mismatch of the practice of CPD with teacher's incentives.
  - ✓ Lack of systematic coordination between teachers and other stakeholders,
  - ✓ Lack of trained CPD facilitator
  - ✓ Un favorability of school environment,
  - ✓ Shortage of time due to the heavy workload of teachers and principals,
  - ✓ Lack of training manuals and CPD guidelines,
  - ✓ Lack of technical skills (capacity to implement CPD) in school and woreda level.  
Because they are graduated by subject matter
  - ✓ Lack of professional support from the concerned body ,
  - ✓ Lack of adequate training towards school leadership and management
  - ✓ Lack of experienced teacher
  
- ❖ The majority of the respondents confirmed that no strong attempts were made by school principals, supervisors and woreda education officials in solving the above mentioned factors

## 5.2. Conclusions

Based on the above major findings of the study, the following conclusions are made.

1. The school principals did not actively and fully involve teachers in developing CPD plans implying that teachers have less contribution in developing the CPD plan and school leaders are not developing the expertise knowledge of teachers. This implies that there was inadequate teacher participation in the planning of professional development and that priority was not clearly communicated to them and the problems which are related to developmental needs were not solved timely.
2. The contribution of school principals for the practical implementation of mentoring and induction courses was less effective.
3. Teachers are not encouraged to engage themselves in on-the-job training, peer class observation and peer coach supervision to familiarize them with modern trends in their respective subjects
4. One means of improving the professional development of teacher's is through promoting action research. The school principals are, thus expected to initiate and support the teachers to conduct action research to systematically alleviate the day to day educational problems and to further boost their professional skills. Conversely, what is revealed in the analysis is the school principals' failure to satisfy this requirement. Teachers are not supported to be innovative yet, are simply made mere followers and consumers of research outcomes developed by others. This implies that principals were less effective in facilitating the practice of doing action research.
5. Although, schools' CPD program reports state that principals were made to effort in their responsibilities properly the implementation of CPD program, One of the crucial findings of the study indicates that all principals themselves, experts and the majority of teacher respondents confirmed that they are not in a position to provide professional support to teachers who participate in the program. Due to the lack of basic skills and knowledge on how to manage CPD program and reduces principals' commitment and willingness to provide support for school teachers to implement CPD program in secondary schools. Thus, principals' contribution for the implementation of CPD program found to be weak.

6. The evaluation system of principals' on CPD performance by using different systems and providing constructive suggestions is very low.
7. It was found out that the major drawbacks that operate against roles of the school principals for the effective practice of continuous professional development are lack of budget to implement the program, lack of systematic coordination between teachers and other stakeholders, lack of professional support from woreda education experts, lack of principal's knowledge and skills in CPD program, lack of teacher's awareness and lack of trained CPD facilitator. In addition to this, lack of training manuals and CPD guidelines, unwillingness of the teachers to accept the CPD program and the lack of experienced teacher to implement the CPD program are also the identified challenges for the effective contribution of school principals to practice CPD in secondary school of Kamashi zone.
8. Therefore, Kamashi zone secondary school leaders should strive to eradicate or minimize these challenges by evaluating themselves through feedbacks given to them in the day to day activities.

### 5.3. Recommendations

Based on the conclusions, the study forwarded the following possible recommendations.

1. To make teachers professionally competent, different strategies of continuous professional development like induction or mentoring, action research, collegial supervision and in-service trainings are recommended to be carried out in the schools. Therefore, the school and woreda education offices should make strong effort to improve the practice of in-service trainings, induction or mentoring, action research and collegial supervision to facilitate teachers' professional development. Furthermore, woreda education office should assign well trained and motivated school leaders by arranging short term training opportunities to them in order to make CPD of effective and efficient in serving its intended purpose.
2. The contribution of school principals to the CPD program implementation has not been sufficient. One of the major factors, as it is indicated above, has been lack of knowledge on how to manage CPD program. Hence, for the CPD program to be successful, woreda education office in collaboration with other stakeholders such as Woreda, Zone and Regional management bodies should organize the necessary training for principals and teachers. The same should be done for supervisors and woreda education experts. Furthermore, it is recommended that there should be relatively highly qualified and experienced experts at woreda level who are responsible for coordinating overall practice of the program and provides the required support as needed.
3. Principals should prepare their CPD plan by participating teachers. This condition helps the teachers to be familiarized with the plan and used to incorporate their needs and demands as well as to the existing problems of the schools. This promotes mutual responsibilities of principals, supervisors and teachers in the implementation of the plan.
4. It was found out that principals did not use different system to follow up and evaluate the performance of CPD participants. It is clear that continuous follow up provides an opportunity to see how a certain program is effective. It also helps to develop corrective measures whenever necessary. Thus, principals should use the different mechanisms available to them. Their effort should also be strengthen by woreda education experts and other stakeholders through organizing seminars and workshops.

5. Monitoring and evaluation is important. It should be done continuously, i.e., it should not be a one time job. However, one of the results of the study indicates that there is inconsistency in conducting the evaluation and feedback system in the implementation of CPD program. In order to provide constructive suggestions on the performance of CPD participants, there should be continuous follow up and an immediate feedback system to coordinate efforts for an effective continuous professional development program. Therefore, Zonal Educational Office (ZEO), Woreda Educational Office (WEO) and schools should give attention for monitoring and evaluation scheme for the success of CPD.
6. It was found out that the major drawbacks that operate against roles of the school principals for the effective practice of continuous professional development is the lack of budget to implement the program. Therefore to solve the problem and practicing the effective CPD in the school, Woreda education office should allocate the necessary school budget for CPD activities, specifically to facilitate short term trainings and experience sharing programs.
7. Above all, the zonal, *woreda* and school level actors (mainly educational officials, supervisors and school directors) should work on internalizing objectives of the CPD with real commitment.
8. Need to focus instructional leadership and promote teachers professional development through CPD program which incorporates training, experience sharing, meetings with other teachers/supervisors, action research and mentoring.
9. Finally, the researcher recommends a more detailed and comprehensive study in the area to strengthen the result of the findings.

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**APPENDIX-A**  
**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**Practices and Challenges of Principals/directors in Implementing Teacher Continuous Professional Development**

**Questionnaire to be filled by Teachers& Department heads**

**Dear respondent:** The purpose of this questionnaire is to collect relevant data to the study entitled “Practices and Challenges of Principals/directors in implementing Teacher Continuous Professional Development in Kamashi Zone Secondary Schools: Benishangul Gumuz National Regional State”. Your responses are vital for the success of the study. Thus, you are kindly requested to read all questions and answer them in line with directions. Be sure that your responses will not be used for other purpose rather than academic purpose. Kindly, note that it is not necessary for you to write your names on the questionnaires.

Thank you in advance for taking your time and cooperation to take part in this questionnaire!

Ahmed Yasin  
Graduate Student  
Department of Educational Planning and Management  
College of Education and Behavioral Studies  
Addis Ababa University

**Part I. Personal Information**

**Direction 1:** Kindly put a '✓' mark, or give your response to each of the following items on the Space provided.

- 1.1 Name of the School \_\_\_\_\_
- 1.2 Type of school: Private \_\_\_\_\_ Government \_\_\_\_\_
- 1.3 Name of the Zone \_\_\_\_\_ Woreda \_\_\_\_\_
- 1.4 Sex: Male \_\_\_\_\_ Female \_\_\_\_\_
- 1.5 Age: \_\_\_\_\_
- 1.6 Qualification (BA, BSc, MA, MSc, etc.); \_\_\_\_\_
- 1.7 Area of Specialization: Major \_\_\_\_\_ Minor \_\_\_\_\_
- 1.8 Number of years of work experience \_\_\_\_\_

**Part II. Questions on the Practice and Challenges of Principals/directors in the implementation of Teacher Continuous Professional Development**

**Direction 1:** Below are questions related to the process of planning teacher CPD. Kindly, encircle the letter of your choice.

1. How do you rate the degree to principals/directors carry out the following?

1.1. Identifying the developmental needs of teachers

A. Very High    B. High    C. Medium    D. Low    E. Very Low

If any other opinion, kindly specify -----

-----

-----

1.2. Involving teachers during planning CPD

A. Very High    B. High    C. Medium    D. Low    E. Very Low

If any other opinion, kindly specify -----

-----

-----

1.3. Developing annual CPD plan based on priorities

A. Very High    B. High    C. Medium    D. Low    E. Very Low

If any other opinion, kindly specify -----

-----

-----

2. What other practices are involved in the process of planning teacher CPD in your school?

-----

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-----

**Direction 2:** Below are questions related to the practices of principals/directors in the implementation of teacher continuous professional development. Kindly, encircle the letter of your choice.

1. To what extent do your school principals/directors facilitate to identify the school CPD needs, planning of CPD modules and training of CPD for teachers?

- A. Very High    B. High    C. Medium    D. Low    E. Very Low

2. If the answer given to question No 1. Is Medium, Low or Very Low, What are the major obstacles? Kindly Specify\_\_\_\_\_

\_\_\_\_\_

3. To what level principals/directors monitor the ways of CPD training program?

- A. Very High    B. High    C. Medium    D. Low    E. Very Low

4. If the answer given to question No 3 is Medium, Low or Very Low, What are the major challenges? Kindly Specify\_\_\_\_\_

\_\_\_\_\_

5. To what degree do principals/directors support teachers by showing the ways of conducting action research?

- A. Very High    B. High    C. Medium    D. Low    E. Very Low

6. If the answer given to question No 5 is Medium, Low or Very Low, What are the major challenges? Kindly Specify\_\_\_\_\_

\_\_\_\_\_

7. Do principals/directors provide orientation for teachers about CPD?

- A. Yes, mostly    B. Yes, sometimes    C. No, not at all

If any additional opinion, kindly specify -----

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8. Do principals/directors give permission for teachers to attend CPD conferences and courses?

- A. Yes, mostly    B. Yes, sometimes    C. No, not at all

If any other opinion, kindly specify -----

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9. Do principals/directors provide training to update skills of teaching?

- A. Yes, mostly    B. Yes, sometimes    C. No, not at all

If any other opinion, kindly specify -----

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**10.** Do principals/directors form appropriate CPD coordinating committee?

A. Yes, mostly B. Yes, sometimes C. No, not at all

If any other opinion, kindly specify -----  
-----

**11.** Do principals/directors assign competent CPD facilitators?

A. Yes, mostly B. Yes, sometimes C. No, not at all

If any other opinion, kindly specify -----  
-----

**12.** Do principals/directors assign competent CPD mentors?

A. Yes, mostly B. Yes, sometimes C. No, not at all

If any other opinion, kindly specify -----  
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**13.** Do principals/directors conduct periodic program evaluation?

A. Yes B. No, not at all

If any other opinion, kindly specify -----  
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**14.** Do principals/directors provide timely feedback?

A. Yes, mostly B. Yes, sometimes C. No, not at all

If any other opinion, kindly specify -----  
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**15.** What do you think are the strong aspects of principals/directors in the implementation of teacher CPD in your school?

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**16.** What do you think are the deficiencies of principals/directors in the implementation of teacher CPD in your school?

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**Direction 3:** Below are statements related to the challenges faced in the implementation of teacher CPD in your school. Kindly, encircle the letter of your choice.

3. How do you rate the degree to which the following pose challenges on the implementation of teacher CPD in your school?

3.1. Absence of adequate number of mentors

- A. Very High    B. High    C. Medium    D. Low    E. Very Low

If any other opinion, kindly specify -----  
-----

3.2. Absence of training manuals and guidelines

- A. Very High    B. High    C. Medium    D. Low    E. Very Low

If any other opinion, kindly specify -----  
-----

3.3. Absence of adequate number of trained facilitators

- A. Very High    B. High    C. Medium    D. Low    E. Very Low

If any other opinion, kindly specify -----  
-----

3.4. Shortage of time

- A. Very High    B. High    C. Medium    D. Low    E. Very Low

If any other opinion, kindly specify -----  
-----

1.5. Irrelevant material in the content of the CPD training document

- A. Very High    B. High    C. Medium    D. Low    E. Very Low

If any other opinion, kindly specify -----  
-----

1.6. What other challenges are faced in your school in the implementation of teacher CPD?

\_\_\_\_\_

\_\_\_\_\_

1.7. What should be done to deal with challenges and make teacher CPD much more effective in your school?

\_\_\_\_\_

\_\_\_\_\_

**APPENDIX-B**  
**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**Practices and Challenges of Principals/Directors in Implementing Teacher Continuous Professional Development**

**Interview Guide for school Directors/Principals & vice Principals**

**Dear interviewee:** The purpose of this Interview is to collect relevant data to the study entitled “Practices and Challenges of principals/directors in implementing Teacher Continuous Professional Development in Kamashi Zone Secondary Schools: Benishangul Gumuz National Regional State”. Therefore, your cooperation in providing answers and explanations is valuable for the study. Since the success of this study depends upon your genuine responses, kindly provide objective and honest responses for all items included in this interview. Be sure that your responses will not be used for purposes other than academic ones.

Thank you in advance for taking your time and cooperation to take part in this Interview!

Ahmed Yasin  
Graduate Student  
Department of Educational Planning and Management  
College of Education and Behavioral Studies  
  
Addis Ababa University

**Part I. Personal Information**

**Direction:** Kindly provide answers for the following:

1. Name of the School \_\_\_\_\_
2. Type of school: Private \_\_\_\_\_ Government \_\_\_\_\_
3. Name of the Zone \_\_\_\_\_ Woreda \_\_\_\_\_
4. Sex: Male \_\_\_\_\_ Female \_\_\_\_\_
5. Age: \_\_\_\_\_
6. Qualification (BA, BSc, MA, MSc, etc.); \_\_\_\_\_
7. Area of Specialization: Major \_\_\_\_\_ Minor \_\_\_\_\_
8. Number of years of work experience \_\_\_\_\_

**Part II. Questions related to the practices and challenges of principals/directors in the implementation of Teacher Continuous Professional Development**

**Direction:** Kindly provide explanations and clarifications for the following questions related to the practices and challenges of principals/directors in the implementation of Teacher Continuous Professional Development in your school

1. How do you identify the developmental needs of teachers before you plan CPD in the school?
2. Are CPD plans developed by setting priorities?
3. To what extent do you involve teachers in the planning of CPD?
4. What kind of support do you provide for teachers to enable them carry out their duties and responsibilities?
5. Do you arrange orientation program before the launching of CPD?
6. Do you give permission for teachers to attend CPD conferences and courses?
7. How do you form CPD committees and select CPD facilitators and mentors?
8. Do you provide training in order to discharge one of your responsibilities of CPD?
9. How do you monitor and evaluate the conduct of the CPD program from the beginning through its end?
10. Do you provide feedback at the end of the CPD cycle?
11. To what extent do the following pose challenges in the implementation of CPD in your school?
  - absence of sufficient numbers of CPD facilitators and mentors
  - scarcity of training manuals and guidelines
  - Shortage of budget
  - Shortage of time
  - presence of irrelevant content in training manuals
12. What do you think are the strong aspects of principals/directors in the implementation of teacher CPD in your school?
13. What do you think are the deficiencies of principals/directors in the implementation of teacher CPD in your school?
14. What should be done to deal with challenges and make teacher CPD much more effective in your school?

**APPENDIX-C**  
**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**Practices and Challenges of Principals/Directors in Implementing Teacher Continuous Professional Development**

**Interview Guides for school supervisors and Woreda TDP coordinators**

**Dear interviewee:** The purpose of this Interview is to collect relevant data to the study entitled “Practices and Challenges of principals/directors in implementing Teacher Continuous Professional Development in Kamashi Zone Secondary Schools: Benishangul Gumuz National Regional State”. Therefore, your cooperation in providing answers and explanations is valuable for the study. Since the success of this study depends upon your genuine responses, kindly provide objective and honest responses for all items included in this interview. Be sure that your responses will not be used for purposes other than academic ones.

Thank you in advance for taking your time and cooperation to take part in these Interviews!

Ahmed Yasin  
Graduate Student  
Department of Educational Planning and Management  
College of Education and Behavioral Studies  
Addis Ababa University

### Part I. Personal Information

**Direction:** Kindly provide answers for the following:

1. Name of the School \_\_\_\_\_
2. Type of school: Private \_\_\_\_\_ Government \_\_\_\_\_
3. Name of the Zone \_\_\_\_\_ Woreda \_\_\_\_\_
4. Sex: Male \_\_\_\_\_ Female \_\_\_\_\_
5. Age: \_\_\_\_\_
6. Qualification (BA, BSc, MA, MSc, etc.); \_\_\_\_\_
7. Area of Specialization: Major \_\_\_\_\_ Minor \_\_\_\_\_
8. Number of years of work experience \_\_\_\_\_

**Part II. Questions related to the practices and challenges of principals/directors in the implementation of Teacher Continuous Professional Development**

**Direction:** Kindly provide explanations and clarifications for the following questions related to the practices and challenges of principals/directors in the implementation of Teacher Continuous Professional Development in your secondary schools of your woreda.

1. Does your school (WEO) have plan for CPD program? If not why?
2. How do you judge the perceptions of principals, vice-principals and teachers towards CPD program? Why these perceptions happened to them?
3. How do you evaluate the implementation status of CPD training at school level?
4. Has your office given any support in implementation of CPD program? If yes, what type of support? If not, why?
5. What kind of support do you provide for School director to enable them carry out their duties and responsibilities?
6. How do you monitor and evaluate the conduct of the CPD program of your secondary schools of your woreda?
7. What mechanisms do you use to support and follow up CPD program?
8. To what extent do the following pose challenges in the implementation of CPD in your secondary schools of your woreda?
  - absence of sufficient numbers of CPD facilitators and mentors
  - scarcity of training manuals and guidelines
  - Shortage of budget
  - Shortage of time
  - presence of irrelevant content in training manuals
9. What do you think are the strong aspects of principals/directors in the implementation of teacher CPD in your secondary schools of your woreda?
10. What do you think are the deficiencies of principals/directors in the implementation of teacher CPD in your secondary schools of your woreda?
11. What should be done to deal with challenges and make teacher CPD much more effective in your secondary schools of your woreda?
12. Do you have any comments to add that I have not specifically asked about?

**APPENDIX-D**

**Addis Ababa University**

**College Of Education and Behavioral Studies**

**Department of Educational Planning and Management**

**A survey study on practices and challenges of school leaders in implementing teacher  
continuous professional development**

**Document analysis of Schools CPD**

**General Directions:**

**Dear respondents:** The purposes of this document analysis are to collect relevant data to the study entitled “The Practices and Challenges of School Leaders in implementing Teacher Continuous Professional Development in Kamashi Zone Secondary Schools: Benishangul Gumuz National Regional State”. Therefore, your cooperation in providing answers and explanations is valuable for the study. Since the success of this study depends upon your genuine responses, kindly provide objective and honest responses for all items included in this interview. Be sure that your responses will not be used for other purpose rather than academic purpose.

Thank you in advance for taking your time and cooperation to take part in this Document analysis!

Ahmed Yasin

Graduate Student

Department of Educational Planning and Management

College of Education and Behavioral Studies

Addis Ababa University

**Part I. School Information**

**Direction to the Document Analysis Guide:** Kindly put a ‘✓’ mark or write down the responses given by each of the interviewees to each of the following items on the space provided.

1. Name of the School \_\_\_\_\_

2. School type: Private \_\_\_\_\_ Government \_\_\_\_\_

3. Name of the Zone \_\_\_\_\_

4. Name of the Woreda \_\_\_\_\_

5. Age of the school \_\_\_\_\_

**Part II. Document Analysis Guide on the Practice and Challenges of School Leaders to implement teachers CPD**

- ❖ Document Analysis Guide for CPD program implementation reports will be analyzed with reference to the following:
1. The methods used in trainings
  2. Materials used in the training and handed to the participants for use in their schools
  3. Duration of the training of portfolios and modules prepared by teachers
  4. School and teachers annual plans for CPD training
  5. Reports and feedback given by the concerned bodies
  6. Meeting and minutes on the issues of CPD program
  7. Mentoring and Evaluation of the CPD training
  8. Budget assigned for CPD
  9. Challenges encountered during CPD training