

**THE CONTRIBUTION OF SCHOOL PRINCIPALS FOR THE
IMPLEMENTATION OF CONTINUOUS PROFESSIONAL
DEVELOPMENT PROGRAM IN SECONDARY SCHOOLS OF
DEBERE MARKOS TOWN**

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BY

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Acronyms and Abbreviations

CPD	Continuous professional development
ESDP	Education Sector Development Program
ETP	Education and training Policy
FDRE	Federal Democratic Republic of Ethiopia
ICDR	Institute for Curriculum Development and Research
MOE	Ministry of Education
NDT	New Deployed Teachers
TESO	Teachers Education System overhaul

Abstract

The purpose of this study was to assess and analyze the contribution of school principals in the implementation of CPD program in secondary schools of Debre Markos town. In doing so, the attempted to answer the following basic questions; are the principals aware of their roles and responsibilities in the implementation of CPD? To what extent the school principals contribute for the development and implementation of CPD? And what are the major challenges and or weaknesses of a school principal during the implementation of CPD? The research method used to conduct this study was descriptive survey. All secondary schools in Debre Markos town were selected using availability sampling technique. Seventy eight teacher respondents were selected to fill out the questionnaire. Nevertheless, 61 teacher respondents filled out the questionnaires properly. Thus, the analysis and interpretation of data was undertaken based on the data gathered from 61 teachers, 6 principals and 2 worda education experts. Furthermore, schools' CPD program reports and study report of the ministry of Education were incorporated. The findings of the study indicate that the contribution of school principals in the implementation of the program has been weak although the inspection of documents states that principals' contribution seems good. Poor school management, lack of the required knowledge to implement the program and absence of incentive has been identified as crucial behind the poor contribution of the principals. Establishing more efficient school management system, better training for the school leadership and implementing effective incentive system are some of the possible solutions.

Chapter One

1. The Problem and Its Approach

1.1. Background of the Study

Professional development has existed for several decades and has become increasingly diverse. It goes beyond the term “training” and it encompasses formal and informal means of developing workers professionally. According to Galloway (in Daniel Muijs and Geoff Lindsay, 2008), the concept is often ill defined. However, being in many cases conflated with the related concepts of in-service training and on-the-job training, both are limited than Continuous professional development (CPD); as CPD can encompass a wide variety of approaches and teaching and learning styles in a variety of settings (inside and outside of the work place). It is also distinguishable from the broader concept of lifelong learning, which can include all kinds of learning. It is seen primarily as being related to practitioners’ professional identities and roles and the goals of the organization for which they are working.

Continuous professional development (CPD), benefits individuals in identifying their own strengths and areas which they need to work on so that they improve their attributes, knowledge and understanding skills, which enable them to cop up with the ever changing world. It also benefits organizations in increasing their efficiency and achieve their goals through professional practices. When it comes to the education sector, it even becomes more critical. It is clear that competent teachers are vital to the success of any teaching institution. It is equally clear that teachers require continuous professional development enabling them to address the challenges they face.

Continuous educational reforms are the norm and are more frequent. They trigger numerous demands to re-examine and reform the way teachers

educate and perform their job. Academic expectations are also increasing. Advances in technology are changing the working environment. Development of new instructional strategies and delivery methods continue to evolve to help teachers respond to a multitude of issues, ranging from increased student expectations to the conditions that students would confront in their communities. Employers are demanding more flexible workforce with ever-growing skills. As a result, teachers need to keep abreast of all these changes and requirements. In other words, as Haileselasse (2004) stated:

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

In helping teachers develop professionally, the presence of a strong school principal is a prerequisite. A principal must have a clear vision of the future direction of her/his school and the leadership ability to bring the dream to reality. Because schools reflect the increasing complexity of society as a whole, modern principals find themselves faced with unprecedented challenges in maintaining quality educational environments. According to the GLISI (2006) study, there are eight major roles of school principals: Curriculum, assessment, and instruction; data analysis; process improvement; learning and professional development; leadership; performance; operations; and change.

Among the roles school principals play, enhancing teachers' professionalism is critical. It allows teachers to develop professionally and frees the principal from many of the time-consuming tasks of dealing with staffs who do not or cannot work together (Paul E. Teske, 1999). In playing this role, the school principal helps teachers make full use of their

strengths towards personal and organizational goals and works to create a collaborative teaching and learning organization which develops leaders at all levels.

The availability of opportunity for staff members, energize teachers to work hard towards the achievement of common goals. In this respect, the school principal through its supervisory and evaluative role is expected to identify staff members and facilitate their participation in continuous professional development.

Different research studies showed that staff development is one of the major aspects of instructional leadership and it is essential for principals who aspire to be effective instructional leaders. In support of this idea Hughes, Ribbins and Thomas (1985) described that, managers and administrators in education, whether their work is in the classroom or in the local authority office, or national department, all face increasing pressures due to ever widening horizons of education itself, the rapidly changing economic, social and political context of educational management.

This implies that there is a pressure on the management of the education system in developing teachers' professionally due to the changing educational scene. Change is inevitable and unavoidable and in this respect, school principals have to work with their staffs to ensure that an entitlement to learning and development is a reality for all staff and play their role in organizing continuous staff development programs that are linked to the improvement of teaching and learning.

For this reason, this study tries to scrutinize the contribution of the secondary school principals towards implementing continuous professional development programs and suggest possible recommendations against weaknesses and shortcomings that may be found.

1.2. Statement of the Problem

Teachers must continuously develop and modernize their range of skills, techniques, and knowledge in order to best utilize new curricula and support continuous education reform initiatives. And continuous professional development can be provided in various ways: Higher education training, such as continuing education courses and degree programs; Pre-service training and orientation for new staff; In-service training provided by programs to current staff; Training seminars and resource centers provided by external organizations; Local and national conferences; Mentoring programs; and Ongoing informal resources.

Taking this in to consideration, MOE (2003) stresses the importance of CPD.

On the job training programs such as workshops, symposiums or seminars shall be extensively given as part of CPD to improve the quality of teachers.

The School principals should be committed to developing the school as a professional learning community and this commitment should involve every staff member of the school. The school leader should encourage and enable professional learning to happen and flourish by empowering individual staff to be responsible for their own professional development and believe that CPD is vital to the improvement of the school. The question here is, are school principals (especially secondary school) playing their roles in concrete terms? Are there challenges they faced or weaknesses they exhibited during implementation process? All these and other questions necessitate the assessment of the issue. In doing so, this study attempts to answer the following basic questions:

1. Are the school principals aware of their roles and responsibilities in the implementation of CPD?
2. To what extent the school principals contribute for the practical implementation of CPD?
3. What are the major challenges and/or weaknesses of school principals during the implementation of CPD?

1.3. Objectives of the Study

The main objective of this study is to examine the contribution of school principals for the development and implementation of CPD in the secondary schools of Amhara region, Debre Markos town with a view to provide ideas for enhancing its effective implementation and improves its level of success. Besides, the study has the following general objectives:

1. To investigate the awareness of principals in the implementation of CPD?
2. To examine practical situations in playing their role.
3. To identify problems arise from the school principals and the problems they face during implementation of CPD.

1.4. Significance of the Study

To be effective, teachers need to develop good interpersonal skills that enable them to interact positively with students and parents. To this effect, a continuous professional development program for teachers is a necessity. Teachers must continuously develop and modernize their repertoire of skills, techniques, and knowledge in order to best utilize new curricula and support continuous education reform initiatives. In order to maximize the benefit and efficiency of teachers' performance, the role of school leaders is vital. This study therefore may be useful for designing strategies that may help:

1. Secondary school principals clearly aware of their roles in implementing CPD.
2. Inform secondary school principals where they stand and what they need to do towards developing their staff professionally.
3. Form an understanding on the part of secondary school principals and experts, the gap that may exist between the theoretical framework and the practice.

Furthermore, since such kind of study has not been done so far in the Debre Markos town, this study has a vital importance in indicating the status of CPD implementation and the practical role of secondary school principals towards implementing it in the selected secondary schools of the town.

1.5. Delimitation of the Study

The study is delimited to the governmental secondary schools of Debre Markos town. This is done because of two main reasons: First, it is believed by the researcher that it will be convenient to manage it and tackle the problem with some pattern of uniformity regarding the distribution of facilities and form of delivery of schools. Second, the researcher had been working in the area where these schools are located. Thus, it will be convenient to distribute and collect questionnaire and obtain relevant documents in a timely manner.

1.6 Limitation of the Study

It is found out that sampled schools do not have CPD work plans. Besides, the schools', the worda's and zone's reports regarding CPD activities were not well stated. Their report only stated that the program was being implemented by teachers. There was no detailed documentation regarding how the CPD activities are being implemented.

1.7 Operational Definitions of Terms

Continuous Professional development: is the sum total of formal and informal learning experiences throughout one's career from pre-service teacher education to retirement".

Mentoring: a continuous staff development activity usually done by an experienced teacher in school who trains and counsels new teachers or junior teachers.

Profession: a paid occupation, especially one that involves prolonged training and a formal qualification

School principal: refers to management of the school that includes: school director and assistant director.

Secondary School: Structure of educational system that includes general secondary education (9-10) and preparatory education.

1.8 organization of the study

The study contains five chapters. The first chapter deals with the problem and its approach. Chapter two consists of the details of review of related literature. Chapter three is devoted to research design and methodology. Chapter four includes presentation of data, analysis and interpretation of the findings of the study. Chapter five consists of summary, conclusion and recommendations of the study.

Chapter Two

2.1 Overview of the Concept of Continuous Professional Development?

2.1.1 What is Continuous Professional Development?

The idea of continuous professional development emanates from the understanding that reflection on self-practices and collaboration are essential to improve competence and bring quality in education. Teachers and schools are responsible for student learning. Knowledge does not pour from outsiders; it is to develop through collaborative discussions, application and reflection in accordance with local realities (Sparks and Hirsh, 1997).

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

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

The definitions given by the above scholars have one crucial thing in common; they all agree that continuous professional development activities are mainly concerned with the improvement of schools and professional development of individual teachers and the school community as a whole. We can therefore understand from this that continuous professional development activities are career life endeavors to improve professional

competencies and standards. The definitions also carry the message that the process includes renovation of knowledge, skill and attitude so as to elevate one's professional status to the desirable level.

Continuous professional development prepares teachers to manage their future responsibility because it is a future oriented process. It is considered in this research as one of the most important pedagogical activities that is used to improve teachers' effectiveness and enhance school improvement with all its constitute parts.

Many writers use continuous professional development interchangeably with staff development (Tilahun, 1990) and (Clyne, 1995). However, (Huberman in Soler, 2001) and Abdal Haqq (1998) scrutinized the differences between the two. He considered staff development as narrowly focusing on minor institutional missions; lacked integration among efforts, follow-up mechanisms; results were not satisfactory; attempts were just to relieve crises; and reliance was on external expertise. The learner has no right to choose the content and method of learning. Continuous professional development, on the other hand, is concerned with staff collaboration, broadening of pedagogical and subject matter knowledge, strengthening of relationships between schools and research institutions, minimizing the gap between professional requirements and limitations in pre-service teacher training, and focuses on capacity building up to required standards. It emphasizes on empowerment and responsiveness to local needs and identified development needs rather than prescribed ones.

2.1.2 What Necessitates Continuous Professional Development?

Change is inevitable and unavoidable. One of the means to cope up with changes is improving oneself through learning, which is a continuous process. Ongoing experimentation on existing knowledge is always useful. In order to cope up with the ever changing environment, however, the need

for improving oneself is unquestionable. In this respect, professional development has become increasingly important as a way to ensure that teachers succeed in matching their teaching goals with their students' and demands of the community.

- ✓ The future of any country depends on the quality of manpower and technical ability. To have a qualified manpower with such ability, one time training is not sufficient, it should be given continuously. By the same token, to have a well fitted and up to date teacher, a continuous developmental training is a must. In this respect, Fullan (1998) noted the following:

"if schools are to become responsive, reviewing institutions that they must, the teachers in them must be purposefully engaged in the renewal process."

- ✓ TESO (2003) noted that the main factors that initiate the needs for teachers continuous professional developments practices are diversification of student culture, rising demand for quality education and work conditions, varying service deliver reform, expectation of curriculum to serve immediate needs from various interested groups, students inadequacy in social skills and self-centeredness of adults.

- ✓ Sharma (2005,) on the other hand, pointed out some factors that initiate the need for professional development as: the defects in pre-service training and education, gap in pre-service training and real working situation, introduction of new roles of teachers and others. Craft (2004) also listed some reasons as to the need for continuous professional development:

- To improve the job performance skills of the whole staff or groups of staff
- To improve the job performance skills of an individual teacher.

- To extend the experience of an individual teacher for career development or promotion purposes
- To develop professional knowledge and understanding of an individual teacher
- To develop an enhanced view of the job and
- To enable teachers to anticipate and prepare for change and clarify the whole school or department's policy.

In short, the need for continuous professional development and the reason why many teachers engage in professional development is to be able to do a better job, to be a better teacher and to improve the learning of their students. In this respect, Bell and Gilbert (1996) noted that while these professionals' concerns are foremost, they will also protect their own series of well-being, self esteem and ensure that they as teachers are viewed with respect by their students, colleagues and the community.

In view of all the above facts, one can clearly understand that continuous developmental training must be considered as a normal characteristic of teachers work throughout their entire career. And the success of this practice needs active participation of all stakeholders such as school principals, teachers, students, community representatives and officials of the education sector.

2.1.3 Purposes, Principles and Approaches in Continuous Professional Development

2.1.3.1 Purposes of Continuous Professional Development

Although the purpose of CPD depends on one's instance and on the value the beneficiary assigns to professional development, multiple purposes of CPD can be observed. According to Nashville State Community College (<http://ww2.nsc.edu>),

- CPD is concerned with maintaining knowledge and skills. More recently, this would be summarized as maintaining one's competence or competencies. It is about keeping up-to-date.
- CPD improves and broadens knowledge and skills; that is, CPD is intended to support future professional development.
- CPD develops personal qualities necessary to execute professional and technical duties; such personal qualities as may be needed to achieve the above two purposes.

As we can see above, the first purpose clearly benefits not only employees and employers, but also contributes to the reputation of the profession as a whole and the professional body as well as public interest. The second purpose relates largely to the individual professional as the beneficiary. It supports individual professionals in developing and broadening their knowledge and skills, which can then support their career development. The third purpose benefits not only individual professionals, but also affects clients and employers.

Sparks and Hirsh (1997), on the other hand, stresses that professional development should be designed and implemented for one of the following purposes; Awareness/exploration/, Skill building activities, program improvement and strategic planning.

The purpose of CPD according to TESO (2003) is to prepare and support teachers and school communities to help students achieve the highest learning standard through improving learning process and school environment. Because the purposes of the whole education systems are the production of good caring citizens who are enterprising problem solvers, endowed with a belief in democratic principles. To meet these long-term purposes, the teachers' education system must implement practical and effective continuous professional programs.

2.1.3.2 Principles of Continuous Professional Development

The dynamic evolution of science, technology, culture and school system itself makes it necessary for the basic training of teachers to be complemented by the further training. According to West (1989), the principles of staff development are the following: Staff must see themselves as owners of the program, it must suit all staffs, it must be rooted in the organizations' culture and it should be based on need assessment.

The Web site Teachingexpertise (<http://www.teachingexpertise.com>) looks at the principles of professional development from a different angle. Accordingly, the principles that a professional development practice should be based are:

- ❖ Fairness in selecting beneficiaries and giving equal chance for all staff
- ❖ Based upon rigorous and continuous analysis of professional learning needs
- ❖ 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
- ❖ Evaluation of impact

The principles of professional development which help as a guidance reflect the main characteristics of professional teachers and are based on the societal requirements. This means they are based on the socio-economic and cultural development of the society. 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.

Teachers Training Agency (TTA, 1998) also pointed out a number of principles that CPD needs to follow. Some of the points are:

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

The principles outlined in the Ethiopian context, on the other hand, according to MOE (2003) are:

- There should be an initial CPD program phase for all teachers to follow. 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.
- One key element of CPD will be the provision of courses 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.

- 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 teachers.
- School principals and/or other education professionals must verify professional silence renewal documents, indicating that teachers have met the required renewal criteria, mainly WOE, who are responsible locally.
- All professional development activities used for renewal purposes must be approved in advance by the principal or other person responsible for conducting local evolutions.
- Documentation providing participation in there activities will be retained at the school level. Summary compilations should be submitted to the WOE with renewal applications.

2.1.3.3 Approaches of Continuous Professional Development

In a broader sense, as noted in the web site, www.wikipedia.org, professional development may include formal types of vocational education, typically post-secondary or poly-technical training leading to qualification or credential required to obtain or retain employment. Professional development may also come in the form of pre-service or in-service professional development programs. These programs may be formal, or informal, group or individualized.

Professional development opportunities can range from a single workshop to a semester-long academic course, to services offered by different professional development providers and varying widely with respect to the philosophy, content, and format of the learning experiences. Some examples of approaches to professional development listed by the same web-site include:

- **Case Study Method** - The case study method is a teaching approach that consists in presenting the students with a case, putting them in the role of a decision maker facing a problem.
- **Consultation** - to assist an individual or group of individuals to clarify and address immediate concerns by following a systematic problem-solving process.
- **Coaching** - to enhance a person's competencies in a specific skill area by providing a process of observation, reflection, and action.
- **Communities of Practice** - to improve professional practice by engaging in shared inquiry and learning with people who have a common goal
- **Lesson Study** - to solve practical dilemmas related to intervention or instruction through participation with other professionals in systematically examining practice
- **Mentoring** - to promote an individual's awareness and refinement of his or her own professional development by providing and recommending structured opportunities for reflection and observation
- **Reflective Supervision** - to support, develop, and ultimately evaluate the performance of employees through a process of inquiry that encourages their understanding and articulation of the rationale for their own practices
- **Technical Assistance** - to assist individuals and their organization to improve by offering resources and information, supporting networking and change efforts

Similarly, John Nixon (1989) put CPD approaches by categorizing them in to three groups based on the methods they follow:

	Methods		
	On-the-job method	Off-the-job-Method (school based)	Off-the-job-Method (external)
Approaches	Instruction	Discussion groups	External courses
	Demonstration	Staff meetings	Management courses
	Coaching	Visiting speakers	Visits
	Counseling	School based courses	Secondment
	Job rotation	Team workshops	Cross-School links
	Observation	Pupil tracking	Conferences
	Team teaching	School conferences	Regional meetings

Gusky T. and Huberman, M. (1995), on the other hand, listed four major approaches to professional development:

- ❖ **Workshop/Presentation** fosters acquisition of new skills and knowledge about a topic through direct instruction and participatory activities.
- ❖ **Observation/Feedback** provides practitioners with data and feedback regarding their performance
- ❖ **Inquiry/Research** requires practitioners to reflect upon their daily practices in a systematic, intentional manner, over time.
- ❖ **Product/Program Development** engages practitioners in such processes as curriculum development, program enhancement, and program improvement.

According to these authors, Workshops/Presentations may be a first step in the professional development process, particularly if the purpose is to raise awareness among participants regarding new ideas or strategies. A workshop may be a vehicle for introducing practitioners to other approaches to professional development, or it may be a jumping off point for refining skills or for further exploring other concepts. Practitioners may, for instance, want to practice a new skill introduced in the workshop and choose to follow up with the Observation/ Feedback approach. Or, practitioners may wish to explore a new concept introduced in the workshop through the Inquiry/Research approach. Likewise, workshops or conferences may be held to discuss needs assessments and to collaboratively plan program-or product-development activities.

✓ Different literatures reveal that there is no single best approach to professional development. Rather, it is preferable for multiple approaches to be integrated with one another and address the complex and dynamic characteristics of specific program contents and learner needs. Success rests on finding the optimal combination of approaches for different situations.

2.2 Emergence and Evolution of Continuous Professional Development

✓ CPD is a recent phenomenon. According to Nicollas (2001), CPD was formerly known as in-service education and training, or INSET. He also states that CPD was first developed in 1960's in Great Britain. The reasons that gave birth for its emergence were problems identified on the issue of the quality of teaching. In America, as noted by Abdal-Haqq (1998), the factors that initiated the need for CPD were:

1. The coming of rival countries to the lead in scientific and economic competition, such as the launching of the sputnik satellite by the Soviet Union.
2. The issue of social justice and pragmatism. 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.

Hence, 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.

2.2.1 Continuous Professional Development in Ethiopia

As indicated above, CPD is a recent phenomenon world wide. In Ethiopia, as some literatures indicate it is even a new issue that has not yet got the attention it deserved. As indicated in MOE (2005), even though there might have been some efforts to upgrade teacher's professional competence through workshops, seminars and short-term trainings, a dedicated training of CPD for primary school teachers was developed only in 2005. And it was introduced with two components:

1. A two year induction program for new teachers.
2. Giving training for those who are already in the system where each teacher is expected to complete a minimum of 60 hours CPD per year.

Many of the ideas of education quality and teacher learning are evident in Ethiopia's current policies and programs, particularly in the overall guidelines for quality teacher development in the Teacher Education Strategic Objective (TESO) and the in-service continuous professional development (CPD) program, both of which are national policies adopted by all of the regional states (MOE, 2005). In the same token, Amare et al (2006) indicate that the government acknowledges the key role that teachers play in education quality and places teachers at the core of its quality improvement strategies.

Nevertheless, findings of different studies show that the quality of CPD program in Ethiopia is low and it was deservingly criticized for focusing on qualification upgrading, inefficient in producing enough number of teachers and for lack of necessary quality. Moreover, CPD in Ethiopia did not equip teachers with the necessary pedagogical skills and sense of professionalism (Bilillign cited in Tilahun, 1990). MOE (2005) also recognized:

"Lack of teachers' commitment, school initiatives, trainers' capacity problem and lack of supervisory support from the principal were among the various implementation problems while CPD was practiced".

Furthermore, TESO (2003) identified the problems of the CPD program in the country as: poor educational management and planning, and lack of crucial, effective and positive support and supervision combined with mismanagement of scarce resources. In addition, the quality of educational

leadership at grass root level and the role of the community in the implementation process have not been satisfactory as desired.

2.2.2 The Role of TESO Program in Relation to Continuous Professional Development

The policy document MOE (1994) indicates that during the earlier two decades education was entangled with complex problems in that it lacked relevance, quality, equity, and accessibility. In addition, inadequate facilities, insufficient training of teachers, overcrowded classes, shortage of books and other teaching materials are mentioned as indicators of low quality of education. On top of these, low participation rate of the relevant age cohort, wastage due to discontinuity of education and relapse to illiteracy are cited as major problems.

The document further states that, to overcome these problems, the Government of Ethiopia set a new education and training policy. The policy states general and specific objectives of education, an overall strategy and areas of special attention and prioritized action. Teacher training and overall professional development of teachers and other personnel has been considered among the three areas of special attention and prioritized action.

According to the some document, to facilitate implementation of the policy in the area of teacher education, a task force was formed to study the problems. The study report showed that the Ethiopian teachers' education had multifaceted problems, and this led to a complete teacher education system overhaul, hence, the emergence of TESO.

The strategy set for staff development includes introduction of relevant pre-service and in-service teacher training and development of educational and subject matter competence among teachers. To this effect short-term

training such as workshops for teaching and learning in higher education and diploma programs for teacher certification are being implemented.

From the above point, one can understand that TESO is created to improve the over all quality of education based on the new education and training policy. This was to be accomplished through teacher training and overall professional development of teachers and other personnel.

The national framework for the teacher education system overhaul (TESO) document has envisaged five major priority programs. It is an extensive and radical reform of the teacher education system encompassing areas ranging from pre-service teacher education to continuing professional development. Though CPD is not new to Ethiopia, there was no structured provision of CPD for teachers in schools. TESO-CPD strategies aim to put this structure in place (MOE, 2004).

The TESO-CPD strategy has three phases to be accomplished at the school or cluster level: Induction, the proper CPD training and individual CPD. The former two are modular approaches planned for two successive years. Induction is a program for newly deployed teachers having four modules, two per year to be practiced in the actual teaching with mentor. The proper CPD, on the other hand, is meant for those teachers already in the system or requirement with the objective of licensing.

Besides, TESO (2003) identifies features influencing CPD programs implementation as follows:-

1. Lack of motivation and application, combined with self interest and lack of training opportunities, have created achievement of apathy and cynicism amongst teachers;
2. The geographical feature of many regions and resulting problem of access transport and communication will Limit access for many

teachers to sustained Professional development programs outside their own school;

3. Lack of available Bureau or woreda personnel to plan, manage and monitor the program.
4. The quality of Knowledge and expertise available in administrative positions.
5. The severely restricted Availability of Resources to sustain development, including access to electricity and technology, especially in schools of remote areas.

So, from the above facts it looks that TESO is improving the quality of education in Ethiopia to large extent through teachers' professional development strategies. It does not only support CPD activities but CPD is became one component of TESO.

2.3 School-Based Practices of Teachers' Continuous Professional Development

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

Different examples of CPD activities for teachers can be identified here: assisting students on their personal needs, participating in curriculum-based activities, the use of ICT to increase knowledge. Moreover,

endeavors to meet national qualification or quality standards, reflection on self practices, consultation with professional bodies, participation in educational panels, working to implement educational plans by school, departments or others as members of a taskforce, sharing experience with other school teachers etc. are all CPD activities (Tilahun, 1990).

CPD practices can be formally or informally practiced through the exposure of new information and techniques and are varied based on their requirements of time and place. However, the most commonly used practices are briefly discussed below:

2.3.1. Induction

Induction is a systematic organizational effort to assist personnel to adjust to new assignment (Castetter, 1992). 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 as almost any serving teaching will testify.

✈ 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.

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

2.3.2. Mentoring

According to Bladford (2000), mentoring can be defined as a process (assistance) offered by experienced staff to other practitioner who needs to acquire professional skill. The experienced practitioner is appointed as a mentor to assist beginning or inexperienced teacher to adapt to the demands of a complex job of teaching.

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

A mentor provides a new comer with support, problem solving, guidance and network of staff who shares resources, insight, practices and materials. Mentors are also expected to establish a supportive supervisory relationship and apply effective counseling skills (Bleach, 1999). Moreover, induction tutors, in their day to day work with newly qualified teachers are expected to respect, encourage, motivate and understand them to take increasing responsibility for their own development.

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).

2.3.3. Peer Coaching

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

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

In general coaching requires human interpersonal relationships, collegial atmosphere and collaboration. Skillful, knowledgeable and committed teachers are required to play coaching role. Selecting appropriate coaches is essential. If this process is successfully implemented in schools, the education system will benefit a lot.

2.3.4. Action Research

One of the major CPD activities for teachers is action research. It is an important practice in developing educational profession in educational system. To appreciate its importance, we have to answer these questions: What is action research? How it is useful for the development of teaching profession and the 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.

ICDR (1998) 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.

What makes action research different from pure research is that the former is directed to increase the quality of practical application. It is international and practical in nature. It follows phases of problem identification, systematic data collection, reflection, analysis, data driven action and problem redefinition. It is then improving action through systematic studies (Gay and Airasian, 2000).

According to McBride (1996), there are three basic reasons why action research is good for teachers' professional development:

1. It is enquiry based and allows teachers to investigate their own words.
2. It is aimed at the improvement of teaching and learning in schools.

3. It leads to deliberate and planned action to improve conditions for teaching and learning.

Research is then useful to generate knowledge, to disseminate it, to improve practice and to win public esteem to teachers and their profession. That is why school principals and concerned educational authorities have to undertake exemplary action research, allocate fund, furnish libraries with current education journals and related materials and involve teachers in research activities (Terry cited in Amare et al, 2001).

2.4 Conducive School Environment for the Implementation of Continuous Professional Development

As it has been observed in the approaches of CPD, most of the mechanisms through which CPD activities are implemented are school-based, which makes schools appropriate places where most of the actual professional development activities take place. This entails that school cultures influence CPD programs. School cultures that are supportive to CPD programs foster CPD activities, while school cultures that are unfavorable impede the program. Hence, schools need to enhance CPD supportive cultures.

According to Skyrme (1999), culture encompasses symbols, rites, attitudes, behaviors, values and describes it as an abstract set of prescriptions on how things are done in a certain organization. The sign of good school environment is its ability to provide opportunities for teachers to develop their knowledge and skills; and its willingness to create networks with teacher education institutions. The premise of professional development schools is collaboration and acceptance of teachers' potential (Dadds in Soler, 2001).

Similarly, professional development schools are points to relate school realities to theoretical knowledge acquired in teacher training institutions

and reconcile the differences between the worlds of theory and practice so that pre-service teacher training will be enriched. Professional development schools are analogous to university medical centers in that the experienced practitioner executes surgery, the patient receives proper treatment, and the internee learns from the observation (Kirk, 2000).

However, Glover and Law (1996) pointed out that some schools have paternalistic while others have participative school cultures. With regards to which type of school culture is desirable, Potts (1998) reminds that it all depends on organizational context. What works in one does not work in another school.

In some schools, there is culture of knowledge enrichment. Work is collaborative. Teachers and professionals as individuals as well as in groups strive to get their dreams in action. They are committed to student learning. There are also other schools whose climate is to the contrary. School cultures supportive to CPD programs motivate teachers and they will lead schools to success (Skym, 1999).

When it specifically comes to the CPD programs, Fullan (1998) noted that ✓ cultures conducive to CPD programs have norms of learning. A learning school is inquisitive and has learning strategies. A skillful school principal builds teams, facilitates supportive learning conditions for staff and establishes shared visions. Staffs are generally encouraged to learn. Programs are not rigid. Knowledge creation and utilization are unique characteristics of the learning school. The school develops continuously and this helps it to control and manage change.

It is therefore unquestionable that schools are grounds for the development of teachers and their profession, and that, CPD programs are opportunities for all the teaching force and they are based in the school ✓ itself. And for the CPD program to be effective a conducive school environment is an absolute necessity.

2.5 Overview of the Role of the School Principal

Different authors have written on school principal leadership practices in different administrative setting and tasks of school organization. Benjamin and Gard (1993) noted that a leader who intends to bring about a change must develop and articulate a vision of what a school look like.

The school principal is the manager of the school. In order to manage and administer a school efficiently, he must provide organizational leadership in the school. In this respect, he is responsible for planning, organizing, coordinating, operating, monitoring the staff and the students, and managing school building and facilities (Mussazi, 1982).

He also noted that the principal is an organizational man who must plan and sustain an organization of the school. He plays an important role in communicating his ideas to those with whom he works, and he must be responsive to the communication of other. He provides a leadership recognizing the impact of the changing world outside. He also seeks to transform the behavior of teachers, students, and members of the community so that they will better serve themselves, their fellow men, and the educational enterprise from which they reap untold cultural and personal benefits.

According to the GLISI (2006) study, there are eight major roles of school principals: Curriculum, assessment, and instruction; data analysis; process improvement; learning and professional development; leadership; performance; operations; and change. On the other hand, www.wikipedia.org listed about seven major roles of school principals:

- They make sure the faculty is doing their jobs correctly and are happy doing their jobs.
- They make sure the curriculum is up to standards of teaching.

- They make sure that staff learning need and professional development is maintained.
- They keep lines of communication open with the teachers and parents.
- They keep up on what is going on at other schools around them so they can stay on top of educational needs and preferences.
- They get together with staff on a regular basis to see if any new ideas or suggestions can be used at their school to improve it for the students' learning process.
- They deal with administration, funding, etc.

✓ Similarly, MOE (2002) listed about 22 roles of a school principal, of which the following are crucial: The school principal together with parent-teacher unity and school community prepares annual plans with executing budget, thereby, implement it accordingly when approved. He makes sure that ✓ each department and teacher prepares a plan that emanates from the school plan and assures that it is based up on national and regional goals set. He also makes sure that teachers are informed and introduced with new events and new teaching and learning as well as working methods by preparing short term trainings and experience sharing programs at the school level with the view of helping them develop professionally. And coordinates co-curricular activities together with parent-teacher unity for the success of students educational activities performed in the class as well as out side the class.

2.5.1. Responsibilities of School Principal in Continuous Professional Development Practices

✓ 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 into account in the proper designing and managing of the programs (MOE, 2003).

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:

- Ensuring that learning and student achievement is inclusive, and at the center of strategic planning and resource management.
- Creating a CPD management strategy within the institution
- Facilitating special support for female teachers
- Together with colleagues, identifying issues for consideration as CPD priorities
- Establishing CPD program coordinating committee
- Ensuring that the institution/ department produces an annual CPD plan and manages the budget
- Creating conducive environment for teachers who needs special attention
- Fulfilling material and financial input
- Preparing monthly CPD evaluation report to woreda education office

- 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 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

In particular, MOE (2005) indicates that school principals have the following responsibilities in implementing proper CPD programs:

- ❖ Decide the appropriate duration and timing for the course.
- ❖ Decide on the formation of the groups and which teachers will be participants
- ❖ Includes the group sessions in the school timetable.
- ❖ Select appropriate facilitator for the group and gives orientation about the course.
- ❖ Contacts a near by school to act as partner school (to share experience)
- ❖ Give orientation on the course to the participants, who are then able to begin the course.

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 kinship with the school staff in order to foster the school improvement and satisfy the needs of the staff.

To sum up continuous professional development as a range of planned activities by which education personnel in active service have opportunities to further their education, develop their understanding of educational principles and techniques is crucial for the efficiency and effectiveness of a country's educational system. For this and other related reasons continuous professional development programs should mainly focus on improvement of schools, professional development of individual teachers and the school community as a whole. In these endeavor educators at every level within the structure of the educational sector, teachers, parents, students and the community at large need to play a constructive role. More importantly, school principals have decisive role to play in every aspect of the program.

Chapter Three

3. Research Methodology

3.1 Research Method

This chapter deals with the research method, sample population and sampling Techniques. More over, it deals with sources of data, instruments of data collection and methods of Data analysis.

The main intention of this study as mentioned earlier is to assess the contribution of secondary school principals in implementing CPD program. Thus, mixed approach was applied for the following purposes; to triangulate instruments and to apply both numerical and text analysis. The research method employed in this study is descriptive survey, with the belief that this method is suitable to obtain sufficient information on the issue under study from a relatively large number of cases at a particular time and it enables to answer the basic questions identified. According to (Cover et al, in ICDR, 1999), descriptive survey research method was used to:

1. Describe the nature of the existing condition.
2. Identify the standards against which existing conditions can be compared.
3. Determine the relationships that exist between specific events.

Hence, it is preferable to use descriptive survey method in light of the objective of this study.

3.2 Sample Population and Sampling Techniques

In Debre Markos town, there are three secondary schools. All the available three schools were selected with the intention that it will enable to show the existing situation of School principals' contribution in implementing CPD in the town in a more comprehensive manner.

To increase the reliability of responses and since the total number of teachers in the three schools were relatively small, large number of sample population were taken. Hence, the study included 50% of teachers in the three schools. To ensure a fair representation of samples from each category of data sources, 78 teachers from the population of 155 were selected using simple random sampling technique depending on the population distribution of teachers in each secondary school. Six school principals (two from each school) were selected on the basis of availability sampling techniques. To select education office experts as well, availability sampling technique was also employed.

3.3 Sources of Data

The sources of data mainly included school principals, teachers as well as woreda education experts of Debre Markos town. Besides, schools' CPD program reports and the study report of the Ministry of Education were used as additional source of data.

3.4 Instruments of Data Collection

The data collection tools that were used in this study are questionnaire and interviews from primary sources of data and documentary analysis from secondary sources.

Questionnaire

A questionnaire was prepared to collect information from teachers. Both open-ended and closed-ended questions were included in the questionnaire to create an opportunity for respondents to express their feeling freely. The questionnaire was prepared in English due to the fact that all respondents were secondary school teachers.

The questionnaire was constructed in three parts: the first part of the questionnaire was used to obtain relevant personal information about

respondents; the second part was designed to secure information about the actual practice of teachers' continuous professional development program. The third part was constructed to obtain information about the assessment and evaluation mechanisms of continuous professional development program in schools.

Before the administration of the questionnaire to the actual subjects in the study, a pilot study was conducted to check the relevance, clarity and chance of ambiguity of each item in the questionnaire. Then based on the feedback obtained, the necessary modifications were made for the actual usage.

Interviews

Two types of structured interviews were prepared. The first for school principals and the other was designed to obtain primary information from education experts.

Documents

Besides questionnaire and interviews, the researcher used the document as secondary sources of data collection. The document included schools' CPD program reports and study report of the Ministry of Education. Documentary analysis was used to collaborate the Information obtained using questionnaire and interviews.

3.5 Methods of Data Analysis

The data collected during the study using questionnaire was tallied and systematically organized through tabulation to facilitate analysis. The interview result was also analyzed qualitatively.

The information, which was gathered using the document inspection, was organized and incorporated. The results obtained were analyzed, interpreted and counter checked against the result obtained from primary sources. Moreover, percentages and a series of tables were also used to summarize and clarify the research data.

Chapter Four

4. Presentation, Analysis and Interpretation of Data

This chapter deals with presentation, analysis and interpretation of the data collected from sample respondents. For this purpose, a total of 78 teachers (randomly selected) and 6 principals were also selected from the three secondary schools of Debre Markos town. Schools' CPD reports and the study report document of the Ministry of Education were also incorporated in this part of the study. Besides, data were gathered from Debre Markos Woreda education experts. As indicated above 78 questionnaires were distributed, among this 65(83.3%) were filled in and collected. But, 4(5.1%) of the questionnaire were rejected before analysis due to the fact that there were not filled properly. Finally, the research analysis were done based on the data obtained from the remaining 61(78.2%) of the questionnaires, interview results as well as inspection of documents. This can be regarded as acceptable for a survey study of its kind to get the needed research information.

The data collected through questionnaires were tallied, tabulated and quantified. Along with the absolute number frequency, percentages of respondents have been used to indicate the characteristics of the study population. Percentage is also used to indicate the magnitude each scores posses. Besides, it was used to determine factors with unique characteristics in the analysis.

4.1 Characteristics of Respondents

Table I: Descriptions of Respondents by Sex

<u>No</u>	<u>Item</u>	<u>No of Response</u>			
		<u>Teachers</u>		<u>Principals</u>	<u>Experts</u>
		<u>No</u>	<u>%</u>	<u>No</u>	<u>No</u>
1	Sex				
	Male	53	86.8	6	2
	Female	8	13.2	-	-
	Total	61	100	6	2

The above table depicts the respondents' characteristics in terms of sex. Regarding teacher respondents, the male group constituted 53 (86.3%) while the females make up only 8 (13.2%). Concerning principals and the experts, all respondents are male. This indicates that the relevant data was mainly obtained from male respondents. Besides, it shows there are small numbers of female teachers in the teaching profession in the sampled secondary schools. Although, female teachers constitute only 8(13.2) of the total teachers, both sexes opinion were considered to include beliefs and interests of both sexes.

Table II: Description of Respondents by Age

No	Age	No of Response			
		Teachers		Principals	Expert
		No	%	No	No
	20 and below	-	-	-	-
	21-25	2	3.27	-	-
	26-30	22	36	-	-
	31-35	18	29.5	2	2
	36-40	10	16.39	-	-
	41-45	6	9.83	-	-
	46-50	2	3.27	4	-
	51 and above	1	1.62	-	-
	Total	61	100	6	2

Age is another general characteristics of the respondents considered. Accordingly, all of the respondents were above 20 years age. Of the total teacher respondents, it is only 2(3.27%) that falls in the year category between 21-25, while 22 (36%) are with in the range of 26-30. 18(29.5%) are with in the age range 31-35, 10 (16.39%) with in 31-35, 6 (9.83%) with in 41-45, 2(3.27%) with in the range of 46-50, and only 1 teacher respondent is in 51 and above. Among the 6 principal respondents, 2 of them and the two experts were in the same age group between 31-35. Other principal

respondents fall in the age category between 46-50. All respondents were above 18, the legal employable age in Ethiopia. Besides, it can be stated that under normal circumstances, they can express ideas related to the study consistently and with good understanding. Hence, their opinions can be taken as acceptable to the study.

Table III: Description of Qualification of Respondents

No	Item	No of Response			
		Teachers		Principals	Experts
		No	%	No	No
1	Diploma	7	11.5	-	-
2	First degree	54	88.5	6	2
3	Masters degree	-	-	-	-
4	Others	-	-	-	-
	Total	61	100	6	2

Respondents' academic qualification illustrated in the above table shows that 54(88.5%) of teachers were degree graduates. Nevertheless, 7(11.5%) of teacher respondents are diploma holders. Even though, only 7(11.5%) of teachers are diploma holders, it implies that the qualification standard set by MOE were not achieved. The standard states that the minimum requisite qualification to teach at secondary school is first degree (MOE, 2006). Furthermore, all the principals and educational experts hold first degree. Therefore, based on their qualification and ample experience they could be the source of reliable and useful information for the study.

Table IV: Respondents' fields of study

No	Fields of study	Teachers				Principals		Experts	
		Degree		Diploma		Degree		Diploma	Degree
		No	%	No	%	No	%	No	No
1	English	9	14.7	3	4.9	-	-	-	-
2	Amharic	4	6.6	2	3.3	-	-	-	-
3	Mathematics	6	9.8	-	-	2	33.3	-	2
4	History	6	9.8	-	-	2	33.3	-	-
5	Geography	7	11.5	-	-	1	16.7	-	-
6	Physics	5	8.2	-	-	-	-	-	-
7	Chemistry	7	11.5	-	-	-	-	-	-
8	Biology	8	13.1	-	-	-	-	-	-
9	Educational Administration	-	-	-	-	1	16.7	-	-
10	Pedagogy	-	-	-	-	-	-	-	-
11	Civics	-	-	-	-	-	-	-	-
12	Information technology	2	3.3	2	3.3	-	-	-	-
	Total	54	88.5	7	11.5	6	100		2

With respect to respondents' subject specialization, among the total 61 teacher respondents 54(88.5%) are first degree holder teachers, 9(14.7%), 4(6.6%), 6(9.8%), 6(9.8%), 7 (11.5%), 5(8.2%), 7(11.5%), 8(13.1%) and 2(3.3%) were with the major subject specialization of English, Amharic, mathematics, History, Geography, physics, chemistry, Biology and Information technology respectively. On the other hand, out of the total 7 diploma holders 3(4.9%), 2(3.3%) and 2(3.3%) were specialized in English, Amharic and information technology respectively. Concerning principals and educational experts, they were also specialized with different disciplines; geography, educational administration and mathematics. This entails that the respondents are from diverse educational backgrounds. This is helpful in getting diversified viewpoints on the issue under research.

Table V: Respondents' year of Service

No	Year of Service	No of Response				
		Teachers		Principals		Experts
		No	%	No	%	No
1	1-5 years	6	9.8	-	-	-
2	6-10 years	21	34.5	2	33.3	-
3	11-20 years	22	36	-	-	2
4	21-30 years	9	14.8	4	66.7	-
5	Above 30 years	3	4.9	-	-	-
	Total	61	100	6	100	2

Regarding the work experiences of respondents, only 6(9.8%) of teacher respondents had 1-5 years of service as teachers. The great majority of teacher respondents, principals and experts had more than six years of work experience. It shows that the schools have teachers with ample experience. It is crucial to point out here that the availability of experienced and qualified teaching staff and other personnel creates good environment to practice induction program to professionalize the new employed teachers. Besides, we can safely say that they have enough information on CPD program in the schools, which make them the best sources information for this research.

4.2 Data Analysis and Interpretation

Table VI: Issues which should be considered in planning teachers' continuous professional development program

No	Items	Total respondents N=61	Scores											
			Very high		High		Low		Very low		I don't know		No response	
			No	%	No	%	No	%	No	%	No	%	No	%
1	Cost-effectiveness of the program	61	18	29.5	13	21.3	5	8.2	13	21.3	9	14.7	3	4.9
2	Observation of the school environment	61	8	13.1	13	21.3	10	16.3	17	27.8	7	11.4	6	9.8
3	Assessment of teachers' training needs	61	13	21.3	15	24.5	9	14.7	14	22.3	2	3.3	8	13.1
4	Assessment of students' interest	61	7	11.4	16	26.2	14	22.3	7	11.4	9	14.7	8	13.1
5	Availability of resources	61	7	11.4	6	9.8	17	27.8	13	21.3	14	22.3	4	6.6
6	Willingness of administration staff to support teachers	61	11	18	16	26.2	13	21.3	7	11.4	9	14.7	5	8.2
7	System of reviewing the training program	61	9	14.7	12	19.6	11	18	8	13.1	18	29.5	3	4.9

The above table depicted pre-conditions which should be considered in planning continuous professional development program. Teacher respondents were asked to rate the level of importance of the above points while CPD program is planned. Of the total teacher respondents 18(29.5%) and 13(21.3%) reported that consideration of cost-effectiveness of the CPD program before planning has very high and high importance in the process of implementing the program respectively, where as 21.3% and 8.2% of them replied it has low and very low importance, 14.7% and 4.9% of the total teacher respondents did not comment. The majority 15(24.5%), 16(26.2) and 16(26.2%) indicates that assessment of teachers' and students need and willingness of administrative staff to support teachers should be

given high consideration while CPD program has been planned. 17(27.8%) of the respondents gave little consideration to observation of the school environment as an important factor. 27.8% of teacher respondents indicate that availability of resources should be given very high consideration. About 1/3 of the respondents gave very high and high importance for reviewing the training program while significant number expressed that they do not have good understanding system.

Principals were also asked through interview session about the pre-condition which should be considered before continuous professional development was planned. They indicated among other things that availability of resources, assessment of teachers and students' need, system of reviewing the program as well as willingness of the administrative staff to support teachers have crucial role in the implementation of CPD program. With respect to the same idea, Glover and Law (1996) state that planning is important. It ought to be made in available time, finance, workforce, space and political conditions. Moreover, carefully planned CPD activities will be successful while less systematic and inadequate planned programs are likely to fail. An adequately plan bases it self on critically identified and determined training needs. Thus, it is safe to argue that, while teachers' continuous professional program is in the process of planning, the cost-effectiveness of the program, the willingness of administrative staff to support teachers and assessment of teachers' training needs should be given high consideration.

Table VII: School related factors negatively influencing implementation of CPD. High effect= 5, moderate effect= 4, least effect= 3, no effect= 2, undecided=1

No	School factors related	Degree of agreement												
		Scores												
		5		4		3		2		1		No Response		Total respondent
		No	%	No	%	No	%	No	%	No	%	No	%	
1	absence of appropriate resource	18	29.5	12	19.6	17	27.8	9	14.7	5	8.2	-	-	61
2	Unfavorable school environment	9	14.7	11	18	17	27.8	14	22.3	6	9.8	4	6.6	61
3	lack of support from school principal	13	21.3	21	34.4	11	18	8	13.1	5	8.2	3	4.9	61
4	shortage of time to effectively implement the program	12	19.6	15	24.5	10	16.3	11	18	8	13.1	5	8.2	61
5	lack of budget to implement the program	19	31.1	13	21.3	8	13.1	12	19.6	7	11.4	2	3.2	61
6	Absence of knowledge on the program	17	27.8	13	21.3	9	14.7	12	19.6	6	9.8	4	6.6	61

The above table deals with school related factors negatively affecting the implementation of CPD. Teacher respondents and principals were asked to rate the extent of the effect of school related factors which inhibits the practice of implementing CPD program. The result, as shown in the table above, 18(29.5%) of the total teacher respondents stated that absence of appropriate resources had high negative influence on CPD program. Regarding item 2, most of them 17(27.8%) of indicates that unfavorable working environment did not have significant influence in the implementation of CPD program. The significant number 21(34.4%) of the

total 61 teachers indicated that lack of support from the school principal had a moderate negative effect on CPD program implementation. Lack of time and budget to effectively implement the program, and lack of knowledge of the program had significant effect in effective implementation of the program. Similarly, all 6 principal respondents stated that the most prominent factor negatively influencing CPD implementation is lack of knowledge of the program. This may shed light why principals have not made positive contribution to the CPD program. Education experts were also asked whether the expected training have been provided for school principals or not. They confirmed what principals have indicated that principals did not get access to develop their knowledge concerning CPD program. They also pointed out that relatively facilitators had better training on CPD program.

Lack of orientation among teachers, difficulty to decide the time for CPD session and lack of commitment to practice the theoretical aspect of the training during CPD session were identified by principals as factors negatively influencing the CPD program implementation.

In the same token, various scholars also suggest different prevailing conditions as hindrance to CPD implementation. According to Darling Hammond and Mc Laughlin (1996), settings that support teachers' inquiry and collaboration, extra school structure and support, participation by stakeholders, perspectives and priorities and the situation specific nature of teachers and learning may be key challenges for teachers' professional development. Bladford (2000) also asserts that CPD will be affected by: allocation of human and financial resources, alteration of structures and systems and presence or absence of staff development policy. With respect to factors that may affect CPD program in Ethiopian context; MOE (2003) pin points, among other things, lack of expertise and quality of knowledge in school administrative position as the main constraints.

As stated above, it is possible to put a concluding remark that administrative support for teachers to implement CPD programs should not be seen as limited only to advocating with policy makers and providing materials, financing and human resources. The symbolic leadership of the effective principal cannot be underestimated as a change agent. Thus, the school principal should be a learner as well as a leader. Beyond having a supportive attitudes and creating an atmosphere where there is a love of learning , school principal must be the primary CPD developer, because it is the principal who has the greatest direct control over the factors affecting school environment (Marezeley, 1996).

Table VIII: *Performance level of the principals in accordance with the listed roles and responsibilities in the implementation of proper CPD*

Very high = 5, High = 4 Low = 3, Very Low 2 and I do not know =1

N o	Activities	Scores										No Response		Total respondent s	
		5		4		3		2		1					
		NO	%	NO	%	NO	%	NO	%	NO	%	NO	%		
1	CPD development	3	4.9	8	13.1	11	18	14	22.3	20	33	5	8.2	61	100
2	Control over factors affecting school environment	2	3.3	9	14.7	15	24.5	19	31.1	12	19.6	4	6.6	61	100
3	Identify development need of each teacher	-	-	13	21.3	21	34.4	17	27.8	7	11.4	3	4.9	61	100
4	Decides on the appropriate duration and timing for the course	-	-	13	21.3	19	31.1	16	26.2	12	19.6	1	1.6	61	100
5	Decides on the formation of the groups and which teacher will be participants	3	4.9	11	18	18	29.5	22	36	7	11.4	-	-	61	100
6	Selects an appropriate facilitator for the group	8	13.1	12	19.6	18	29.5	9	14.7	8	13.1	6	9.8	61	100
7	Contact a near by school to act as partner school (to share experience after sessions, 10 and 15)	11	18	8	13.1	15	24.5	23	37.7	2	3.2	2	3.2	61	100
8	Give orientation on the course to the participants	5	8.2	11	18	17	29.8	19	31.1	8	13.1	1	1.6	61	100
9	school principals' contribution to the implementation of CPD	12	19.6	13	21.3	21	34.4	10	16.3	2	3.2	3	4.9	61	100

The above table deals with the performance level of the principals in accordance with the listed roles and responsibilities set by the MOE in the implementation of proper CPD. Teacher respondents were asked to rate the activity level of the principals. According to the response, 1/3 of teacher respondents in item one, expressed that they did not have any idea about CPD development, where as only 11 (18%) acknowledged high level of activity. With regard to item two 31.3% replied that there is little effort in controlling factors negatively influencing school environment by their principals. 21 of the total teacher respondents in item 3, responded that there is also an effort to identify development need of each teacher nevertheless, it is insignificant. The majority 19(31.1%), 18(29.5%) and also 18(29.5%) teacher respondents in item four, five and six, indicated that principals contribution was low. Regarding item 7 and 8, most of them described that principals exhibit very little contribution. 21(34.4) of respondent indicated that there is low principals' effort to support teachers in the implementation of the CPD program. In general, of the total teacher respondents 53.3%, 50.7%, 39.2%, 45.8%, 47.4% 27.8%, 40.9%, 44.2%, and 19.5% (activities 1-9 respectively) believed that principals had little contribution towards teachers' continuous professional development program implementation in their schools.

Literature reviews also shows that identifying the development needs of each teacher and the school staff as whole, arranging CPD opportunities, monitoring progress and evaluating performance must be undertaken by school principal. The school principal is the common denominator of these factors (Marezely, 1996). Furthermore, the principals' role in nurturing CPD is significant and begins with sensitivity to the school development needs. He has to develop professional kinship with the school staff in order to create good school environment for CPD are the roles and responsibilities of a principal.

The principals acknowledge that even though they got good knowledge of their roles and responsibilities in CPD implementation they had little contribution to CPD program implementation. Absence of adequate knowledge about the program, considering it as an additional load to their responsibility and lack of emphasis for program were stated by the principals as inhibiting factors for their low effort in the program implementation. Educational experts also confirmed that principals did not contribute a lot to the program. They also pointed out that some principals considered CPD program as the responsibility of teachers and coordinating CPD program as an additional working load to their responsibility.

Previous researches already indicated that poor educational management and planning, lack of crucial, effective and positive support and supervision combined with mismanagement of scarce resources, have all led to confuse, discourage and stress teachers and school managers (TESO,2003). Moreover, Dereje in Amare et al (2001) pointed out that principals, teachers and other implementers did not get ample orientation on the new curriculum and its implementation strategies.

Furthermore, principals' poor contribution to the program was also indicated in another study that was initiated on the request of the ministry of education which sought a comprehensive report about the impact of CPD through the items of reference sent to the Faculty of Education at Haramaya University. The sources of the data are eight regional education bureaus, twenty-three zonal education bureaus, sixteen district (woreda) education bureaus, fifteen teacher education institutes, twenty-eight secondary schools, and forty-seven primary schools. The total number of education bureau officers who participated in the study was seventy-seven whereas those from teacher education colleges were twenty-three. The number of school principals was ninety-eight. Two hundred thirty three teachers from schools and seventeen teacher educators were also contacted. One of the findings of the study states that the structure of CPD

is absent in twenty-five schools. These are schools where there was no evidence of the CPD formation process, allocation of resources, establishment of schedules, and presence of continuous and significant engagements (MOE, 2007).

Another finding indicates that facilitators are inadequately present at the CRCs (cluster resource centers). The study suggests that only in 10 of the visited CRCs, facilitators are adequately present. In the rest of the schools, they either are absent or inadequately present (MOE, 2007:6).

Furthermore, the study identified the following as major challenges and constraints: time constraints on teachers as well as their school leaders, CPD programs lagging behind its time and the tendency of rushing to cover the course. As a result, according to the same document, teachers tend to cover the modules with out thoroughly discussing among themselves on the principles of CPD and with out having adequate opportunity, to translate theories of professional development in practice (Ibid).

The study also indicated that the poor contribution of the principals has generally been due to the poor school management. Principals, as head of the school management, have the responsibility to establish CPD structure and schedules in schools in collaboration with other concerned parties. Furthermore, they should guarantee the presence of continuous and significant engagements. They are also responsible to select an appropriate facilitator for the group (from senior staff with relevant previous experience or help from outside the school) and gives him\her orientation about the course.

In general, scholars have indicated that the implementation of CPD activities requires good school management and favorable school environment with voluntary participation of school community. Dimmock

(1993) asserted that the connection between quality of school-based management and curriculum are typically assumed. Underlying much of the emphasis on school-based management and principals' professional development is the belief that improvement in the management of schools will necessarily generate better quality curriculum, teaching and learning. This entails, therefore, principals, teachers, experts and other concerned should attempt to improve the program through a joint effort in order to achieve the objectives of CPD. Otherwise the vision to produce professionally well informed and motivated teachers, capable of delivering quality education will not be fulfilled.

Table IX: Instruments used by the school principal in order to follow up the CPD program.

No	Instruments used for evaluating CPD program	scores												
		usually		sometimes		Rarely		Not at all		undecided		No response		Total Respondents N= 61
		5		4		3		2		1				
		No	%	No	%	No	%	No	%	No	%	No	%	
1	Questioners	-	-	1	1.6	7	11.4	29	47.5	13	21.3	11	18	61
2	Observations	14	22.3	13	21.3	18	29.5	4	6.6	7	11.4	5	8.2	61
3	Discussion	6	9.8	17	27.8	15	21.5	3	4.9	9	14.7	11	18	61
4	Interviews	-	-	9	14.7	13	21.3	24	39.3	7	11.4	8	13.1	61
5	Systematic follow up	-	-	9	14.7	13	21.3	19	31.1	15	24.5	5	8.2	61
6	Analysis of document	-	-	-	-	17	27.8	21	34.4	15	24.5	8	13.1	61
7	Taking portfolio	9	14.7	19	31.1	13	21.3	8	13.1	7	11.4	5	8.2	61

The above table indicates which instruments/tools, according to teacher respondents, have been used by principals to monitor CPD program in

their schools. According to teachers' response, only 22.3%, 9.8% and 14.7% of them believed that principals usually used observation, discussion and portfolio, respectively, in following up the program. On the contrary, 58.9%, 60.6% and 62.2% of teachers responded that questionnaires, interviews and analysis of documents, respectively, were used rarely or not at all. Teachers were also asked, using both open-ended and close-ended questions to identify which mechanisms principals use to monitor the CPD program. They responded that principals used observation and checking portfolio as instrument in order to follow up the activity of teachers who are participating in CPD program.

Besides, principals and education experts were also asked to list the possible mechanisms used by their office. Principals pointed out the following instruments; portfolio, observation, checking attendance and analyzing minutes to follow up teachers' performance. The experts, on the other hand, expressed that they follow up CPD program in schools using checklists and analyzing its results. Moreover, they indicated that they sometimes observe how teachers prepare portfolio in their schools.

According to MOE (2006) the follow up and evaluation of teachers continuous professional development program should be on the basis of the following instruments; portfolio assessment, comparing with standards and results of teachers performance evaluation. Hence, it can be safely summarized that although there is some effort to follow up CPD program in schools, principals concentrate only on certain instruments. This might be due to different reasons. One of the reasons might be lack of knowledge on the program evaluation schemes. Thus, principals should get better understanding of the evaluation schemes and start using the different instruments to collect valid data and to see the gap between what has been achieved and what has not yet been. This would help them to take corrective measure to undertake a sound CPD program.

Table X: Performance level of a school principal in evaluating CPD program

5= Always, 4= sometimes, 3= rarely, 2= undecided, 1= I don't know

No	Statements	Degree of agreement													
		Scores													
		5		4		3		2		1		No response		Total respondents	
		No	%	No	%	No	%	No	%	No	%	No	%		
1	How often your school principal conduct CPD program evaluation in your school	3	4.9	13	21.3	19	31.1	16	26.2	8	13.1	2	3.2	61	
2	How often your school principal provide feedback	5	8.2	22	36	15	24.5	11	18	7	11.4	1	1.6	61	

The above table shows activity level of a school principal in evaluating CPD program. Significant number 13(21.3%) of the total 61 teacher respondents stated that principals sometimes evaluate the program while only 3 (4.9%) of them indicated that principals always practice CPD program evaluation. On the other hand, 19(31.1%) of them replied that principals rarely undertake CPD evaluation in their schools. 18% and 11.4% of the respondents replied that they are undecided and they are not in a position to rate the activity level of principal in CPD program implementation respectively.

Regarding evaluation feedback, most of them stated that there is inconsistency in providing CPD evaluation feedback i.e. they gave CPD evaluation results rarely to teachers in their schools. Among them only

5(8.2%) indicated that principals always provide feedback to their teachers, while 15 (24.5%) of them replied that they rarely get feedback.

Principals were also asked about their practice of evaluation and feedback. Some principals responded that they provide a feedback at the end of each session in the proper CPD. However, most of them indicated that they gave feedback to teachers once in two months. It is important here to point out that, as Hampton et al (2004) states, a school culture, which supports CPD may be created by the school leadership and management teams of a school but this culture should be checked constantly to see its effectiveness as it may sometimes be ineffective.

/ In general, it is clear that evaluating CPD has a paramount importance to build an effective CPD program. Thus, the act of evaluating school's CPD program should not be a one-time job. It must be continuous. Besides, teachers who are participating in CPD program should be provided with an in-time feedback from their school principal, which helps them to appreciate what they have achieved and to work on what is to be done.

All respondents (teachers, principals and education experts) were also requested to identify major problems/challenges and suggest possible recommendations. Teachers indicate the following problems; absence of necessary materials, lack of acceptance for CPD program among teachers, weakness of principals to follow up the program and teachers are not having the required knowledge to implement the program. They also forwarded the following as remedies: CPD program should be well financed, there must be incentive for participants and principals, and there should be a mechanism for continuous follow up and evaluation.

The principals also suggested that teacher and themselves should to take further training regarding the importance and objective of CPD program.

Furthermore, they suggest that specific timetable should be developed, there must be enough CPD materials and it should be incorporated with the overall career structure. Experts also identified the following as remedies for the problems discussed above: there should be an additional training for woreda experts and some kind of incentive mechanism should be developed to motivate teachers, principals and others concerned for the success of the CPD program.

It is clear that all respondents strongly believed that there is lack of training among teachers, principals and education experts at the woreda level. It is also clear that principals did not provide the expected assistance to teachers. Besides, experts at the woreda level were not in a position to support principals. However, the schools' report regarding CPD program states that it seems principals were tried to handle their roles and responsibilities in the implementation of CPD in their schools.

Chapter Five

5. Summary, Conclusion and Recommendation

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 that are assumed to be useful to enhancing the effective implementation of continuous professional development program.

The main objective of this study was to assess the contribution of school principals for the implementation of CPD program in Debre Markos Town. In doing so, the study had the following purposes; to investigate the awareness of the principals in the implementation on CPD, to examine practical situations in playing their role and to identify problems arise from school principals and the problems they face during implementation of CPD. Descriptive survey method was employed due to the fact that it is more appropriate to assess the contribution of school principals for the implementation of CPD program. The study included all the three secondary schools in Debre Markos Town. There were 155 teachers in these schools. Among these, 50% of them were selected randomly. Furthermore, all the available 6 principals from the three schools and 2 education experts were also included in the study. Teachers, principals and education experts were also the main sources of data. Questionnaire, interview and inspection of documents were used to gather the relevant data from the respondents. Percentages and a series of tables were also used to analyze, summarize and clarify the research data.

5.1 Summary of the Research Findings

The analysis of the responses of the questionnaires and the interviews from the three secondary schools (teachers, principals and educators) makes it possible to reach the following major findings.

1. The proportion of female respondents were quite low, only 13.2%. This implies that the majority of respondents were male and there is low female participation in secondary school teaching position.
2. The majority of respondents were with in the age range 26-30. This shows that most of the respondents were within the productive age group.
3. Significant proportion of the respondents holds first degree, while few respondents were below the minimum requirement.
4. The majority of teachers, principals and experts have more than six years of service. Thus, it indicates that most of them have ample work experience.
5. Substantial proportion of the respondents agreed that willingness of the leadership to support teachers should be given high consideration when continuous professional development program is planned.
6. Most teacher and principal respondents agreed that the factors that have negative influence on teachers' continuous professional development are poor school management system, absence of motivation among principals and lack of knowledge concerning CPD program. In addition, absence of necessary materials, lack of

acceptance for CPD program, and lack of administrative support are also contributing factors.

7. Most teacher respondents believed that lack of support from the school principal had a moderate negative effect on CPD program implementation where as absence of appropriate resources has high negative influence on CPD program implementers.
8. Principals did not provide the expected professional support to CPD participants due to lack of basic knowledge on how to run CPD program in their schools. Besides, considering CPD program as an additional load on their responsibility and absence of commitment were also factors which make them perform below the expected level. Nevertheless, schools' CPD report indicates that principals were in a position to handle their responsibilities in the implementation of CPD program in their schools.
9. Principal respondents were aware of their roles and responsibilities in the implementation of CPD program and they mentioned the following; preparing schedules, deciding the place where CPD participants meet, follow up CPD session, checking portfolio, taking participants attendance, make sure the availability of stationary materials. Furthermore, they stated that having good knowledge of CPD program, assigning an appropriate facilitator and giving orientation on the course to the participants were further roles and responsibilities of a school principal in CPD implementation.
10. Most teacher respondents stated that principals sometimes used discussion method, rarely used interview and analysis of documents, did not apply systematic follow up instrument. On the other hand, principals pointed out that they used portfolio checking, observation,

taking attendance and analyze minutes to follow up teachers' performance in CPD implementation. Experts only described checklist and observation as instrument for monitoring CPD program.

11. Significant number of teacher respondents expressed that principals evaluate CPD program in their schools only some of the time. Besides, most of them stated that there is inconsistency in providing CPD evaluation feedback to CPD participants. Most principal respondents also confirmed that they gave feedback to teachers only once in two months. This indicates inconsistency in providing CPD evaluation feedback to teachers.

5.2 Conclusion

Based on the findings of the study it is possible to arrive at the following conclusion.

1. As indicated earlier there are important issues, which should be considered when CPD program was planned. Some of these are knowledge and experience of the school leadership, cost effectiveness of the program, observation of the school environment, assessment of students' and teacher' need, availability of resources, willingness of school leadership to support teachers and system of reviewing the training program. It is obvious that school based CPD program requires a joint responsibility. Thus, a motivated principal could play a significant and unreserved role in the process of implementing the CPD program. Hence, willingness of school leadership should not be underestimated but rather is better given high consideration.
2. Although, schools' CPD program reports states that principals were tried to handle their responsibilities properly in 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 principals were not in a position to provide professional support to teachers who participate in the program. This is due to the lack of basic knowledge on how to manage CPD program. In addition, absence of necessary materials, absence of motivation among principals and lack of convenient time have also played significant role. Thus, principals' contribution for the implementation of CPD program found to be weak.

3. There are plenty of instruments /tools, which can be used to follow up the performance of CPD participants. Nevertheless, it seems that principals did not use various instruments available to them. Application of diversified instruments assists principals to get the total picture of the program in their schools. Besides, it provides the chance to take an immediate action. Thus, principals should evaluate teachers' performance using different instruments to provide constructive suggestions.
4. There must be a continuous evaluation and feedback system in order to make a program effective. However, as this study shows, principals did not practice consistent evaluation system. Furthermore, they did not provide an immediate feedback to their teacher regarding CPD evaluation. Providing in-time feedback and evaluation have a potential to narrow the gap between what has been achieved and what is not and to take a remedy. Therefore, the act of evaluating and providing feedback should be continuous, i.e., it should be practiced throughout the program.

5. Principals are aware of their roles and responsibilities in implementing CPD program being: setting schedules, assigning an appropriate facilitator, deciding the place where CPD participants meet, follow up CPD session, checking portfolio, taking participants attendance, make sure the availability of materials and providing orientation on the course to participants.

5.3 Recommendations

1. The contribution of principals to the CPD program implementation has not been sufficient. One of the major factors, as it is indicated above, has been the lack of knowledge on how to manage CPD program. Hence, for the CPD program to be successful, worda education office in collaboration with other stakeholders should organize the necessary training to principals. The same should be done for worda education experts and key education leaders. Furthermore, it is recommended that there should be relatively highly qualified and experienced experts at worda level who are responsible for coordinating overall practice of the program and provides the required support as needed.
2. To enhance CPD practices, it is essential to develop an incentive mechanism for principals, teachers, facilitators and mentors. The incentive may range from a simple recognition (certificate) for what is achieved to promotion through career structure. Moreover, the reward should be clearly known to teachers and principals.
3. It was found out that principals did not use diversified instruments to follow up 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 do their utmost to use the

different instruments available to them. Their effort should also be strengthened by worda education experts and other stakeholders through organizing seminars and workshops.

4. Evaluation is important. It should be done continuous, 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 synchronize efforts for an effective continuous professional development program. The effort may be effective on the bases of planning which might be useful in indicating when and how to conduct an effective follow up and feedback system.
5. This study focuses on assessing the contribution of school principals to the implementation of CPD program only in government secondary schools of Debre Markos town. This entail, among other things, that its findings, conclusions and recommendations should be taken with its limitations in mind. However, the research will have its contribution in understanding the issue taking into account the very limited number researches conducted in this area. For this issue is not well researched interested educators, policy makers and researchers are encouraged to enrich these findings by further investigating the practices of other schools in other towns and regions of the country.

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Appendices

Appendix-A

Addis Ababa University

College of Education

School of Graduate Studies

**Department of curriculum and Teachers' professional
development Studies**

A Questionnaire to be filled by secondary school teachers

The intent of this questionnaire is to gather data in order to assess the contribution of school principals for the implementation of teachers' continuous professional development (CPD) in secondary schools of Debre Markos Town.

The student researcher believes that the outcome of this study will highly depend on your cooperation. Besides, knowing that your responses will be kept confidential and will never be used for purposes other than the above mentioned. Hence, you are kindly requested to feel free in forwarding your opinion.

N.B1. No need of writing your name on any page

2. Those questions with alternatives, mark your response on the space provided by putting "✓" or encircle the letter
3. For any additional opinion or explanation you are kindly requested to write briefly on the space provided

Thank you in advance for your cooperation

Part I: Personal information

1. Sex: Male ☐ Female ☐
2. Age: a. 20 years and below ☐ b. 21-25 ☐ c. 26-30 ☐
d. 31-35 ☐ e. 36-40 ☐ f. 41-45 ☐
g. 46-50 ☐ h. 51 and above ☐
3. Qualification: a. Diploma ☐ b. first degree ☐
c. Master's degree ☐ d. other
4. Fields of study
5. Experience:
- a. 1-5 years ☐ d. 21-30 years ☐
b. 6-10 years ☐ e. above 30 years ☐
c. 11-20 years ☐

Part II: Information concerning the actual practice of teachers' continuous professional development program?

1. The following are some of the pre-conditions which should be considered in planning continuous professional development program. Then you are kindly requested to provide response for the next questions. To what extent do you think or believe that the following pre-conditions should be considered in planning CPD program. Use the following scales to respond: 5= very high, 4= high 3= low 2= very low, 1= I don't know

No	Points which should be considered	5	4	3	2	1
1	Cost-effectiveness of the programs					
2	Observation of the school environment					
3	Assessment of teachers' training needs					
4	Assessment of students' interest					
5	Availability of resources to implement the program					
6	Willingness of administrative staff to support teachers					
7	System of reviewing the training program					

2. The following are possible school related factors which negatively influencing the implementation of continuous professional development program. Then you are kindly requested to scale their influences on the implementation of continuous professional development using the following scale 5= high effect; 4= moderate effect, 3= least effect, 2= no effect, 1= undecided

No	School related factors	5	4	3	2	1
1	Absence of appropriate resources					
2	Unfavorable school environment					
3	Lack of support from school principals					
4	Lack of time to effectively implement the program					
5	Lack of budge to implement the program					
6	Lack of knowledge on the program					

3. Activities in the table below stated by the ministry of education as the roles and responsibilities of a school principal in the implementation of continuous professional development program. Indicate the performance level of the principals in accordance with the listed activities. Please rate the degree of performance using very high =5; high=4; low =3; very low =2 and I do not know=1

No	Activities	5	4	3	2	1
1	CPD development					
2	Control over the factors which negatively influencing school environment					
3	Identify development need of each teacher					
4	Decides on the appropriate duration and timing for the course					
5	Decides on the formation of the groups and which teacher will be participants					
6	Selects an appropriate facilitator for the groups					
7	Contact a near by school to act as partners school (to share experience after sessions 10 and 15)					
8	Given orientation on the course to the participants					

4. To what extent your school principal contribute to the implementation of CPD in your school
- a. very high b. high c. low e. every low

Part III: Questions related to the assessment and evaluation mechanisms of the continuous professional development program.

- Is there any mechanism to evaluate the CPD program?
 - Yes
 - No
- If your answer for question number "1" is 'yes' list the mechanisms

3. How often your school principal conducting evaluation of continuous professional development activities?

a. Always b. usually c. sometimes d. undecided

4. The following are instruments to evaluate the effectiveness of CPD. You are kindly requested to provide response to the next question. To what extent do you think that these instruments are employed by the school principals to evaluate the CPD program in your school? Use the following scales to respond; 5= usually, 4= sometimes, 3= rarely, 2= Not at all and 1=undecided

No	Instruments to evaluate the CPD program	5	4	3	2	1
1	Questioners'					
2	Observation					
3	Discussion					
4	Interviews					
5	Systematic follow up					
6	Analysis of documents					
7	Taking portfolio					

5. How often your school principals provide periodic feedback for teachers concerning their professional development?

A. Always b. usually c. sometimes
d. Undecided e. I don't know

6. What are the major challenges (problems) in the implementation of CPD in your school? Write it down.

7. In your point to view what recommendations would you propose for effective implementation of continuous professional development (CPD) program? List them down

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Appendix-B
Addis Ababa University
College of Education
School of Graduate Studies
Department of Curriculum and Teachers' Professional
Development Studies

Interview guide for school principals

The purpose of this interview is to collect data on the contribution of school principals for the implementation of continuous professional development (CPD). Thus, you are kindly requested to contribute your own in providing response honestly and responsibly.

1. What are the pre-conditions which should be considered in planning before continuous professional development program?
2. Are you well-oriented by worda education bureau experts about continuous professional development program?
3. Are the school principals aware of their roles and responsibilities in the implementation of CPD?
4. What are the most common factors or challenges in the implementation of continuous professional development program in your school?
5. Would you describe the mechanisms you are using in order to follow up the continuous professional development program?
6. How often you are providing periodic feedback for teachers concerning continuous professional development program.
7. To what extent you are contributing for the implementation of continuous professional development program in your school?
8. What strategies would you recommend to promote teachers' continuous professional development program?

Appendix-C
Addis Ababa University
College of Education
School of Graduate Studies
Department of Curriculum and Teachers' Professional
Development Studies

Interview guide for Woreda Education experts

The purpose of this interview is to collect data on the contribution of school principals for the implementation of continuous professional development (CPD). The information you provide will be used only for this research purpose.

1. Are the school principals aware of their roles and responsibilities in the implementation of CPD?
2. What kind of assistance does your office provide for school principals regarding CPD program?
3. In your opinion, do you think the school principals get the expected training concerning continuous professional development program?
4. What are the mechanisms used by your office to follow up principals contribution in the implementation of continuous professional development program?
5. How do you judge the contribution of the school principals for the implementation of CPD?
6. What are major challenges problems encountered during implementation of CPD in secondary schools?
7. What measure/ actions should be taken to overcome to problems for the future?



በአማራ ብሔራዊ ክልላዊ መንግስት
 በምክር ቤት ጉዳዮች መስተዳደር ዘንድ
 ትምህርት ምክር ቤት በደብረ-ማርቆስ
 ከተማ ፀረዳ ትምህርት/ጽ/ቤት የመገኘታቸው
 ከ/25 ደረጃ ት/ቤት

ቁጥር 2034/817/27/2/2002
 ቀን 13/04/2002

→ ለደማርቆስ ወረዳ ትምህርት ጽ/ቤት
 ደ/ማ

ጉዳዩ :- የሁለተኛ ሩብ አመት ሪፖርት መላክን ይመለከታል

ከላይ በርዕሱ ለመግለጽ እንደተሞከረው የሁለተኛ ሩብ አመት ሪፖርት የላክን መሆኑን
 በትህትና እንገልጻለን ::



Aschale Adamu.

Director

የትምህርት ጥራትን ለማስጠበቅ ሁላችንም እንረባረብ

የ2002 ዓ.ም የራብ ዓመት ሪፖርት

የተፈጸሙ ተግባራት

1. በመምህራን ልማት መርህ-ግብር ስር የተከናወኑ ተግባራት
2. በስትራቴጂዎች ላይ የተደረገ ስልጠና
3. በInductions Proper CPD ዙሪያ የተከናወኑ ተግባራት

በትም/አመራር አሰራርና አደረጃጀት ማሻሻያ መርህ-ግብር ስር የተከናወኑ ተግባራት

ሰዩ ሰዩ ኮሚቴዎች ተቋቁመዋል	አፈፃፀም
• በት/ቤቱ የተማሪዎች ህብረት ተመስርቷል	100%
• በት/ቤቱ የወላጆች ህብረት ተመስርቷል።	100%
• ልዩ ልዩ የተማሪዎች አደረጃጀት (የጎበዝ ተማሪዎች የልማት ሰራዊት ክበባት የመሳሰሉት) ተመስርተዋል።	100%
• የኢት መሪዎች ዲፓርትመንት ሄዶች የተለያዩ የክበባት አስተባባሪዎች ተመርጠዋል።	100%
• የአለቆች ህብረት በየክፍሉ የተማሪ ተወካዮች ተመርጠዋል።	100%

ምቹ የትም/ቤት አካባቢን በተመለከተ

- የትም/ቤቱ ላር እንዲታጨድ የእስፖርት ሜዳውን ጨምሮ ዝግጁ ሆኗል።
- አጥር ታድሷል።
- ውሃ እንዲገባ እንቅስቃሴ ተጀምረዋል።

የማህበረሰብ ተሳትፎ

- ቀትስቦና ወመህ በመሰብሰብ በውሃና በት/ቤቱ ችግር ዙሪያ ተወያይተናል።
- የመፍትሄ ሃሳቦችም ቀርበዋል።
- ወላጆችን በመሰብሰብ ውይይት ተደርጓል።



- ◆ ት/ቤታችን አጥሩ ተጠግኗል። የተሰበሩ ወንበሮች ሙሉ በሙሉ ተጠግነው አገልግሎት ላይ ውለዋል። 10 የሚሆኑ የማይሰሩ ፕላዝማዎች ተጠግነው አገልግሎት እየሰጡ ይገኛሉ።
- ◆ ሁሉም የመማሪያ ክፍሎች 100% ደረጃውን የጠበቁ የተማሪዎች ኮምባይን ደስክ መማሪያዎች ሆነዋል።
- ◆ የክፍል ተማሪ ጥምርታ እስከ 2/02/2002 ዓ.ም ድረስ 1:52 ሆኗል።
- ◆ የተማሪ መፅሀፍ ጥምርታ 1:1 ተከፋፍሏል። ክንውን 100% ተፈፅሟል።
- ◆ የ10ኛ ክፍል ውጤት ተተንትኖ ለወረዳ ተልኳል። 100%
- ◆ ወላጆች በትምህርት ቤቱ ችግር ዙሪያ የትምቀን በማስመልከት ውይይት በማድረግ ለትም/ጥራት አንዱ ባለድርሻ መሆናቸውን የግንዛቤ ማስጨበጥ ስራ ተሰርቷል።

በመምህራን ልማት መርሃ ግብር ዙሪያ

- ✧ በት/ቤቱ ውስጥ ያሉ መምህራን በተከታታይ በሙያ ማሻሻያ ሂደት በመሳተፍ ዙሪ 25% አፈፃፀም ታይቷል። 2 Induction የሚወስዱ ጀማሪ መምህራን ሜንተር ተዘጋጅተዋል። ስራም ጀምረዋል። Proper CPD የሚወስዱ መምህራን ተለይተው ተመዝግበዋል።

በስነ-ዜጋና ስነ-ምግባር ትም/መርሃ-ግብር

- ✧ የስነ-ዜጋና ስነ-ምግባር ክበባት ተቋቁመዋል። አባላት ተመርጠዋል። ወደ እንቅስቃሴ ጥብተዋል። አፈፃፀሙም በጀምር ላይ ያለ።
- ✧ የሰንደቅ አላማ ቀን ተከብሯል። በዚህ አለት ስለ ሰንደቅ አላማ ትርጉም ለተማሪዎች ግንዛቤ ተሰጥቷል። ሰንደቅ አላማ በማስመልከት እያንዳንዱ መምህር ሰንደቅ አላማ ክፍል ይዞ እንዲገባ ተደርጓል።
- ✧ ተማሪዎች የሀገር ፍቅር ስሜት እንዲኖራቸውና በፈረቃ ጠጋትና ማታ የብሔራዊ መዝሙር እንዲዘምሩ ተደርጓል። 100%

በስርዓተ ትምህርት ማሻሻያ መርሀ-ግብር

- መማሪያ መፅሀፎች ለ9ኛ ክፍል ተማሪች ተከፋፍሏል። ተፈፅሟል። 100%
- የህብረተሰቡና የትምህርት በለድርሻዎ በስርዓት ትምህርት ማሻሻያ ሃሳብ በቋሚነት የሚሰጠበት ስርዓት ተዘርግቶ ተግባራዊ ሆኗል አፈፃፀሙ በጀምር ላይ።

የኢንፎርሜሽን ኮሚኒኬሽን ቴክኖሎጂ አገልግሎት ማስፋፊያ መርሀ-ግብር

- በት/ቤቱ በቴክኖሎጂ ተደግፎ በተጠናከረ መልኩ ትምህርቱን ተሰጥቷል። ሙሉ በሙሉ ፕላዝማዎች ሰርተዋል።





ቁጥር 0039/22431/3/2002

ቀን 12/05/2002

በአማራ ብሔራዊ ዘመናዊ ሙዚየም
በዋናው ጉዞ ላይ የሚገኝ
ትምህርት መስሪያ ቤት ማርቆስ
በአማራ ብሔራዊ ዘመናዊ ሙዚየም
በዋናው ጉዞ ላይ የሚገኝ
ትምህርት መስሪያ ቤት ማርቆስ

ጉዳዩ:- የዕለተኛው ሩብ አመት የተከታታይ የመምህራን ሙያ
ማሻሻያ ፖ(CPD) ሪፖርት መላክን ይመልከታል።

ከላይ በጉዳዩ ለመግለፅ እንደተሞከረው የመምህራን ተከታታይ ሙያ ማሻሻያ
የተሰሩ ስራዎች በዝርዝር የተረቡ መሆናቸውን እንገልጻለን ።

1. መምህራን በተለያዩ ዘዴዎች በድን መመስረት በሳምንት 2 ሰአት ኮርሱን
እየወሰዱ ይገኛሉ
2. የት/ቤቱ እርዕስ መምህርና የት/ቤቱ መርህ የCPD ፕሮግራም በማግኘት
እየተከናወነ መሆኑን ማስተባበርና መደበኛ የሆኑ አጫጭር ስልጠናዎች ይደረጋሉ
የልምድ ለውውጦች ባደረጉት እንዲታዩ ተደርጓል ።
3. ስለዚህ መምህራን የሙያ ማሻሻያ ስልጠና ተሰጧል ማንተር በማድረግ ምላሽ
ፖርትፎልዩ ተዘጋጅቷል።
4. ለትምህርት ቤቱ መምህራን የተሰጠ ልምድ ባላቸው መምህራን ስልጠና እግር
/coaching and maturing የሚያደርግላቸው ስርአት ተዘርግቷል።



Handwritten signature

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DECLARATION

I, the undersigned declared that this is my original work and all the sources used for the thesis have been dully acknowledged.

Name DAGIMAWI WONDEM

Signature 

Date 06/07/2010

APPROVAL

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

Name DR. MESERET ASSEFA

Signature _____

Date _____

