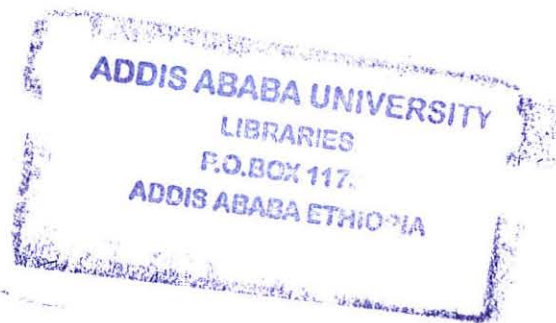
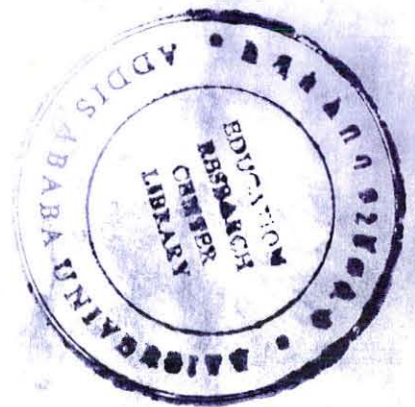


ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**THE STATUS OF CONTINUOUS PROFESSIONAL
DEVELOPMENT (CPD) PROGRAM IN GOVERNMENT
SECONDARY SCHOOLS: THE CASE OF EAST
WELLEGA ZONE**

BY
AGA ETANA ABSHALE



JULY 2009

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**A Thesis Submitted to the School of Graduate Studies of Addis Ababa
University in Partial Fulfillment of the Requirements for the Degree of
Master of Art in Curriculum and Instruction.**

BY
AGA ETANA ABSHALE

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

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Lists of Abbreviation

CTE	-	College of Teacher Education
D.H	-	Department Head
ETP	-	Education and Training Policy
L.S	-	Leading Staff
LSAM	-	Leading Staff Aggregate Mean
LSAP	-	Leading Staff Average Percentage
NETP	-	New Education and Training Policy
NQT	-	Newly Qualified Teachers
P	-	Principal
REB	-	Regional Education Bureau
T.S	-	Teaching Staff
TDP	-	Teachers development Program
TSAM	-	Teaching Staff Aggregate Mean
TSAP	-	Teaching Staff Average Percentage
V.P	-	Vice Principal
WEO	-	Wereda Education Office
ZEO	-	Zone Education Department

Abstract

The main purpose of this study was to assess the status of CPD program in secondary schools of East Wellega Zone. To realize this purpose, four research questions regarding perceptions, strength, hindering factors and what to be done on CPD were asked. To address these questions, the descriptive survey method was employed and 6 secondary schools were selected using simple random sampling and 128 teachers were selected using stratified sampling techniques in proportion with sex, age, experiences and qualification. Department heads, vice principals and principals were selected using availability base and experts in zone and wereda were selected by purposive sample technique. To collect primary data questionnaire and interview were used. The quantitative data were first tallied, organized and tabulated and then analyzed using percentage, and mean. The qualitative data were analyzed as they were understood by the researcher and as they were expressed by the respondents. The result of the data analysis and interpretation indicate that the assistances given to teachers on program were very low. The follow up system was very poor. The attention given by the concerned body to the program were affected the attitudes of teachers practicing CPD activities negatively. Furthermore, the procedures of its practice varied from place to place or from group to group in the school. Therefore, CPD was not practiced uniformly. The effects of the program were so tentative and that it lacked continuity. The major factors that greatly hampered the effectiveness of CPD program were, of many others, lack of assistances in terms of technical and materials lack of incentives, absence of responsible body at school level. Of the many recommendations suggested, assigning resourceful person at school and giving continuous assistances and follow-up for teachers were found to be critical.

CHAPTER ONE

Introduction

1.1. Background of the Study

Among the major functions of a teacher is to be change agent knowledge, skills, attitudes, facilitator and promoter and preparing the young for different responsibilities in the societies. To this effect, teachers should develop professionally through out their life in a sustainable way. They are expected to change themselves all the time because our world is rapidly changing in every aspect. Teachers' previous experiences, knowledge, skills, attitude, needs and interests can become fadeout after a certain time. Hence, it is important for educational sector to update and keep up the professional competences and academic abilities of teacher. To perform this, the teacher continuous professional development (CPD) program is the essential one which is integrated with different course for all teachers at any career level which enable them to own sustainable professional development in teaching (MOE, 1996, 2004).

The implication to education is that we need CPD programs for teachers. The Scottish executive as cited in (Hailesilasie 2004:2) states:

The need for continuing development of knowledge and skills is well organized in education. Rapid changes have taken places in the curriculum and in approaches to teaching and learning. Development in technology, particularly information and communication technology (ICT) and the constantly evolving role of schools in our society together mean that a teacher's competencies and knowledge need frequently review and development.

Teachers educate society to cope up with the changes by selecting the appropriate knowledge and skill from an updated source. Teachers are likely to succeed with this respect when they them selves have beliefs and interests in continuous learning. The system of learning seems complex and non- linear.

Different world views lead to different understanding about teaching, how teachers learn and the process of educational change. Hoban (2002) mentioned two paradigms. The first one is mechanistic which promotes a conception of teaching as a craft as well as beliefs that educational change is a linear process that can be supported by one- step approach to learning. The second paradigm is change based on complexity which promotes a conception of teaching as an art as well as a belief that educational change behaves a complex system. It needs to be supported by frame work to promote long- term teacher teaching. In fact, teaching profession is not a such simple one- step linear concept hence it is concerned with the practice that aims to develop appropriate relationships between mature and immature Kaplan (2000) and Campbell (1996) reviewed teaching profession as good teachers are 'born' or at least developed at early stage.

The effectiveness and efficiency of an institution are highly relied on the quality of performance of professional competences. That is why globally there is a growing interest in the concepts of competence learning in various areas of education, training and professional development (Westera 2001).

Recent large scale studies have shown that high quality professional development in the form of CPD program includes long contact hours, activities sustained over long period of time, participation of teachers from the same grade and school or subject. Besides, situations aiming at active learning opportunities, coherence with other reform and focus on subject matter can be put under recent large scale studies (Dessimone, et.al. 2002 and Garet, et.al. 2001 cited in Desimone et al. 2006).

A Study of teacher education reform project in East Africa outlines for improvement of CPD factors like teacher-centered and school-based

workshop, in class coaching by consultants, supervisors, or peers, Team-planning and problem solving by collegial work groups, action research, teachers inter visitation, and professional study groups contributed to the effective teacher professional development (Anderson, 2002).

In their professional development, teachers need to acquire the capacity to consider, implement and make room for changes (USAID, 2006). The combined process of efficiency and innovation are assumed to be “complementary at a global level, and they are complementary when appropriate levels of efficiency make room for innovation” (Darling-Hammond and Bransford, 2005:362). In other words, teachers need to develop practices that provide the flexibility for experimentation and innovation in classroom so that they can become adaptive experts.

Competences are commonly assumed to represent more than the levels of knowledge and skills in a specific context. In short CPD is continual enhancement of teacher’s knowledge, skills, abilities and attitudes. Therefore, this study is geared around the status of continuous Professional Development (CPD) program.

1.2. Statement of the Problem

The National Education and Training Policy of Ethiopia (1994) establish the program for continued professional development of all teachers at school. This teachers’ continuous professional development (CPD) program is necessary for all teachers teaching at different level. Based on this fact, MoE (2007) strengthening Teacher Education System Overhaul (TESO, 2003), which has been practiced in teachers’ training college, continuous professional development program is introduced to be practiced in all levels of schools. The Guideline’s central pivot is to strengthen teachers’ professional competences and improve students’

achievement performances. Though quantitative progress has been made, the quality of education offered is not yet at the desired level.

An extensive study by the MOE in 2002 entitled as “the quality and effectiveness of teacher education in Ethiopia” had five objectives. Generally, the five objectives aimed at identifying the existed educational problems with particular emphasis on teachers and coming up with certain solutions and a concrete action plan. The study revealed that the systems present ability to provide education in accordance with the goal of 1994 ETP is weakened by several factors. Of these that affect the performance of teachers, the following were identified as a major ones i) the difficult condition of the work environment; ii) weak pre- service preparation and lack of continuous in-service professional development; iii) an entirely academic, often irrelevant and not well- understood curriculum iv) an examination system that discourages active learning creative thinking and the development of higher order skills and v) weak management and leadership (MOE, 2003a).

The study also recommended an extensive series of programs to transfer the education quality and development of teachers’ competences. These recommendations were soon accepted by MOE and other government organ, NGOs or donors. This study produced a further document as the “Teacher Education System Overhaul (TESO)” program. The TESO program has given five major priority programs, of which the third priority aim at: i) upgrading untrained (under qualified teachers, to the levels of which they are assigned to teach through extension, summer and distance education ii) updating teachers in the field of changes taking place in the current education system of Ethiopia (MOE, 2003a).

Many of the ideas of education quality and teacher learning out lined above are evident in Ethiopia’s policies and programs particularly in the

overall guidelines for quality teacher development in Teacher Education System overhaul (TESO) and the in-service Continuous Professional Development (CPD) program both which are national policies adopted by all of regional states (Amare et al., 1998).

Statistical and observation evidence provide a grim picture of education many children through out Ethiopia receive. Many schools have teachers who are unqualified or have received only the minimum of initial training. Although some teachers have upgraded their knowledge in a variety of ways still very few have adequate skills and knowledge required to deliver the modern method of teaching experiences envisaged by the Government.

It must be recognized that significantly large amount of money and other resources have been invested in the education and training of teachers in both colleges and schools, yet it is abundantly clear that this investment has been largely ineffective in that it has not been matched by significant changes in the classroom practice of most teachers through out the country.

In order to begin to address this mismatch the analysis of the circumstances in which schools are currently trying to operate may identify areas where a new and more focused approach can be implemented. This is why MOE reorganize different packages for quality improvement in education under several programs. Therefore, CPD is one of the most important programs which are currently operating in all schools in the country through improving professional competences and to attain desired quality education. However, the status of CPD in schools seems to be out of the guidelines. Due to lack of in-depth trainings for the expertise and practitioners there appears to be a great confusion in implementing CPD. Leave alone the teachers, the principal,

the supervisors and officials complain not to have clear knowledge about the CPD at secondary school. For instance, portfolios of many teachers in a given school are often found to be copies of a few active teachers. Hence, the above mentioned problems initiate the researcher to conduct research on the status of CPD program.

Therefore, the study addresses the status of CPD in selected government secondary schools (Grade 9-10) in East Wellage Zone through the following guiding questions.

1. How do secondary school teachers perceive the importance of CPD in helping them towards gradual professional development in East Wollega Zone?
2. What are the strength and weakness observed in the current practice of CPD at secondary school level in East Wollega Zone?
3. What factors hinder the implementation of CPD program in East Wellega Secondary Schools?
4. What are the things to be changed to have effective CPD practice at secondary schools?

1.4. Objectives of the Study

The main objective of this study was to assess and investigate the current status of CPD program at selected secondary schools (grade 9-10) of East Wollega Zone of Oromia and address alternative suggestion for better practice of CPD program. The study specifically aimed to deal with the following points:

- a. Investigate the perception of teachers toward CPD program; in East Wollega Zone;
- b. Find out some of the factors that hinder proper implementation of CPD at secondary school level;

- c. Analyze the actual practices and procedures of teachers with the school CPD program;
- d. Examine the way how CPD adapts to secondary schools system in a sustainable manner;
- e. Suggest some better ways of implementing CPD at secondary school level.

1.5. Significance of the Study

This study could give some information for education experts with respect to the status of CPD in secondary schools. The information could also help educational policy makers and other higher officials at different levels as well as teachers, students and the community in general, to find out ways towards better implementation of CPD. Moreover, the findings of the study help as a spring board for those who want to make further research.

1.6. Delimitation of the Study

Although, there can be others educational issues which affect the quality of education, this study focused on the status of CPD program in selected secondary schools in relation to quality of education. Besides, the researcher believes that it could have been better to extend the number of research participants to use in the study. However; the research sites were limited to six secondary schools because of time and resource constraints.

1.7. Definition of Terms

Teacher professional development: is the sum total of formal and informal learning experiences through out one's career from pre-service teacher education to retirement (Fullan, 1991:326).

Secondary schools:- Include only 1st cycle general secondary schools, grade 9-10.

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

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

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

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

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CHAPTER TWO

Review of the Related Literature

2.1 Theoretical framework of teacher professional development

Over a long period of time a view of teaching has developed which sees it as some thing that, in contrast to the rest of society does not change and along with these a view of teachers unconservative and unwilling to change. Such an image probably hampers, rather than facilitates an understanding of both teachers professional knowledge

The aims and purpose of schooling changes as society changes. As to Carlgren (1999) during the second half of 20th century, there had been a permanent reform of schools and as a result, a professions and competencies. She mentioned that teachers work is characterized by 'rapture' rather than 'continuities'. Teachers' knowledge therefore, will be out of date more often than not. Every reform implies a loss of competence from teacher's perspectives. In contrast to more traditional crafts there is lack of stability and continuity in the teaching profession, which makes the accumulation of knowledge difficult.

Traditionally, professional development was dominated by course led model of how teachers learn, in other words, by In-service-Education Training (INSET) courses usually in colleges, teachers' centers or professional development centers. To some extent, what it means to be professional has changed over time too. Craft (2000) explained this issue that responsibility for decision making about curriculum and assessments has becoming increasingly centralized. Being professional means taking responsibility for identifying and attempting to meet the professional's development needs of one self and ones institutions.

The ways of meeting these needs have changed in their focus, as well as in terms of organization and methods. The emphasis on competence -

based professional development and assessment has increased in education as it has in other professions, although there remains an acknowledgement at government level that research award bearing courses still have a role to play in teacher development (DfE,1998) in (Craft 2000).

However, the individualistic focus on professional development, through the dominant apprenticeship and course-based models of learning have decreased in dominance. In parallel, the group focuses on professional learning, based in and/or focused on the school and its collective needs have increased in importance. Indeed, schools are now required by government to have a policy on professional development that offers a range of ways of participating as well as forms of opportunities for staff. With the shift as Bell (1991) has pointed out, some assumption:

- that medium and long-term planning is possible;
- that the policy, once formulated, can be implemented in the classrooms;
- that resource will be made available;
- that those whole school policies are the most effective way of managing and improving schools.

In recent years, the acquisition of competence has become a central issue in post secondary education. The traditional focus on factual knowledge no longer seems to meet requirements of changing society, (Westera 2001). Kirschner et al. (1997) states that even trainings towards well defined skills in applying factual knowledge in appropriate and productive ways seems to be inadequate as a basis for professional work.

Employers demand graduates who are able to operate in complex environments; that means school environments characterized by ill-defined problems, contradictory information, informal collaboration, and

abstract, dynamic and highly integrated process .The concept of teachers professional development is strongly associated with ability to master such complex situations.

Strengthening the above complex system of teachers professional development Danielson in Ryan and Cooper (2000) organize complex activities of teaching profession into twenty two components which are clustered into four domains

1. The planning and preparation;
2. The classroom environment;
3. Instruction; and
4. Professional responsibilities.

Research during 1990s suggests strongly links between leadership in the effective management of professional development and school improvement and effectiveness (Craft 2004). In addition, the fast growing use of new technologies in schools means that mode of professional learning are open out in ways one could not have foreseen several years ago.

Therefore, the above theoretical concepts of professional development has laid base for continuous professional development (CPD) of teachers in teaching -learning in improving quality of education.

2.2 Definitions of Continuous Professional Development (CPD)

Different authors define concepts of CPD: Webb. Dean et al. (1987) define effective CPD as “proactive, the extension of personal strength and creative talent, and self-development.” “Personal process designed to improve the personal and professional growth of teachers, supervisors and administrations”, (Dejozka, Edward, 1984). Similarly, Husen, Torsten and Postleth Waite, T.Nevell in Afework (2007) define CPD as

“the provision of organized in service programmes designed to foster the growth of teachers; it is only one of the systematic interventions that can be used for teachers development”.

In like manner Harris (1989) define CPD as “any planned programme of learned opportunities staff members afforded at school, colleges or other educational agencies targeting at improving the performance of individuals in already assigned positions”.

Craft (2000) states the interconnection of professional development, CPD, and In-service Education Training (INSET) that they are terms sometimes used loosely and interchangeably, which this study was throughout. They tend to be used as cover a broad range of activities designed to contribute to the learning of teachers, who have completed their initial training. Therefore, throughout this study the researcher used teacher professional development (TPD), continuous professional development (CPD) and INSET interchangeably.

According to Ryan & Cooper (2000) professional development is initially called In-service Education, the effort to extend the education of teachers is usually referred to as staff development or more recently as professional development which includes an array of activities: (1) On-site-school or district sponsored workshop (2) Colleges or university courses and program often leads to advance degree (3) Training experiences providing textbooks companies introducing their new curricula to school. More clearly TESO (2003) defines as “a means of improving teachers’ skills and competency in the level they currently teaching.”

One can conclude from definitions that have been given above by different scholars in the field that if the teachers are to be cognizant in the overall changes of the education quality and students achievement, they need to engage themselves in CPD. But, there are organizations that say teaching is not a profession.

2.3 Changes in Professional Development

Change theory, notably change implementation theory formed the main theoretical framework underlying the INSET/CPD strategies model (O'Sullivan 2001). As INSET seeks to promote change in classroom, generally by bringing about change in teachers practices, any INSET/CPD activities is underpinned by certain assumptions and views whether practitioner recognize it or not of nature of change and how it might be brought about Vandenberg 1987 cited in (O'sullivan2001).

Diverse ranges of change models, theories and approaches have evolved to guide and explain practices. The failures of educational reforms which drew upon those linear centrally determined blue print models which involve stages of planning, development, implementation and evaluation (Chin and Benne, 1969; Bishop, 1986; Hawe and Stephen cited in O'sullivan 2001). Since the early 1970s theorists have begun to consider why reforms failed. This led to focus on the process of change particularly the implementation of change. It became increasingly accepted that innovations couldn't be accurately preplanned, as it is impossible to predict people's reactions to them (O'sullivan, 2001).

A centrally determined blue-print model cannot be considered appropriate in all situations and context Lewin 1991 as cited in (O'sullivan 2001).

Over recent years a numbers of strategies have been developed to increase the impact of courses and to encourage a greater variety of approaches to professional development.

Of course, the other side of the picture is that a course can provide stimulating contact with people from a range of background. It can allow exchanges of ideas between institutions give rise to new perspectives. In many ways, a definition of a good in-service course might be that it is one where those responsible for organizing it have adopted deliberately strategies to counteract the potential problems outlined here. Hence change is essential to close the limitation of traditional approach.

Such strategies are at the heart of a number of recent developments, which have the potential to bring about more effective profession development. Recent developments in professional developments include as cited in (Craft 2000).

- Greater emphasis on basing professional development on careful needs analysis linked to evidence of existing practice and thus targeted training (linked increasingly to evidence changes in and achievement following professional development);
- Moves towards a broader view of what in-service education and professional are; a concern to ensure that school and individual needs are addressed through professional development activities.
- The use of school development planning and professional development;
- Moves towards building evaluation into professional development and of asking questions through this about the effects of professional development on practice;
- An increasing interest in seeing initial teacher training, induction and professional development as continuum for professional

competences and professional development portfolios providing a structure for planning development work.

2.4 Models of CPD

Thinking about CPD from several different perspectives can help to analyze professional development experiences and to clarify future plans. From this point on, introducing a number of models and frameworks should provide us tools for analyzing the CPD concerned with learning of teachers and students.

According to Less Bell and Cris Day (1991) there are three models of CPD. The first model is professional development through apprenticeship process model in which teachers' acts as more or less isolated individual in identifying, prioritizing and finding ways of meeting his or her development needs. It is sometimes referred as anticipatory socialization that takes place before the actual work. It is a process through which the entrance into an occupation and/or profession consciously or unconsciously acquires attitudes, values, behavioral patterns and the appearance of members of the profession. Hence, this model has been termed as individualistic approach to CPD.

The second model is group approach to CPD, in which teachers act in groups as well as responding as individuals through conversation, interaction and common work, members find ways to influence one another, to provide collegiality and support and encourage self empowerment and progress. Goodladen in Mclaughlin and Oberman (1996) suggested that partnerships are forged from tough problems that need resolution and then all members are equal in that they have problem to pose and solution to seek. This of course the group approaches to CPD.

The third model is the school development approach to professional development (school-based professional development), which is, characterized the extent which teachers make the whole school level as well as at group and individual levels. This model is based on the view of learning community. It identifies and solves many of its problems including INSET and needs of its staff. The school would, if sufficiently motivated by a greater sense of control and direction over its own affairs, find the resources to provide INSET activities according to its own particular needs.

If professional development is school based, then the process of identifying needs would be easier; programmes can be more closely matched to those needs; the barriers to change would disappear; and the choice about the content and delivery to such programmes set with the teachers in the school.

Therefore, the three models or approaches help the overall CPD of teachers at different levels.

All these models can be identified in teachers' professional development over the last three decades, but each has been predominated at a particular time. Almost every approach to CPD requires teacher to refocus their roles, responsibilities and opportunities...and as a result, to acquire new knowledge and skills. The successes of efforts to increase and reach high standards depend largely on the success of teachers and their ability to acquire the content knowledge and instructional practices necessary to teach to high academic standards.

2.5 Dimension of CPD

The professional development can be seen in a number of different angles as mentioned in Craft, (2000) as: purpose, location, length and methods. These dimensions of CPD will be discussed in the next sections.

2.5.1 Purposes

Ray Bolam, a writer in this field, uses the term continuing education in 1986 for professional development and sees continuing education serving five main purposes; meeting the needs of individuals as well as requirement of the system. These include: 1) staff /group performance 2) individuals job performance 3) Career development 4) professional knowledge 5) personal education Bolams model remind us that professional development can be more or less geared towards whole schools (system or individuals) needs .

In addition to the above purposes, Bolam (1993) proposed a number of professional development activities such as;

- Practitioner's development-, which is usually school-based involving the individuals and including such activities as observation, job shadowing, induction and team teaching;
- Professional education involves award -bearing courses offered in higher education institutions, which focus on interface between theory and practices;
- Professional training which includes such activities as courses workshops conferences emphasizing practical skills and information; some of which may lead to academic awards and
- Professional support -which forms part of collegial support in order to fulfill contractual of services and includes such activities as appraisals, promotions, career development, mentoring, team building, and equality of opportunity re-development.

2.5.2 Location

Craft (2000) describes different ways of organizing professional development in a number of categories relating to their location; school-based professional development, school-focused professional development, or school-centered professional development and off-site

INSET professional development. These categories will be discussed in the next sections.

2.5.2.1 Off-site professional development

The dominant model traditionally for professional development has been the off-site professional development courses. Here teachers from a number of schools typically come together for varying length of time for training courses. Such courses have ranged from short courses of one day or less to longer award-bearing courses.

The weakness of off-site approach to professional development included perceived or actual gaps between theory and practice and lack of supporting culture in valuing individual's off-site experiences for the team or school as a whole (Craft 2000).

2.5.2.2 School-based professional development

Moves towards school-based professional development arose out of concerns with the limitation of course-led model of delivery. One form of school-based professional development is the in-service course, provided within the school and targeted at group of staff. Two sets of aims underpin this approach. One set of aim is about achieving a better match of a professional development course to the needs and culture of a particular group of professionals. The second set of aims is about having direct impact on practice (Greenland, 1983) (Craft; 2000).

The drawback in which the school-based approaches of professional development can be that it becomes rather insular either it is facilitated by someone within the school or from outside. On the other hand, when the school-based work is as comprising a wide range of professional development opportunities and not solely in terms of courses, then the perspective changes. Such thinking has led to the development of a

range of learning opportunities in schools, for example, the use of mentoring, and job shadowing, recently documented (Kerry and Mayes 1995).

2.5.2.3 School-Focused professional development

School centered or school- focused professional development is similar to school-based professional development, in so far as a target group is some or all the staff of the particular school and the programme of the study is related to the needs of particular group or school. The location is however, out side the school itself (Craft 2000).

2.5.2.4 Linkage for professional development: the cascade

One frequent strategy for linking off-site and school- based development training is the cascade approach. Here one or two key people from the school are trained at off-site course and charged with replicating the training for colleagues back in the school, in ways which are appropriate there. In other words, dissemination is built into the initial learning processes. Cascade training tends to involve the dissemination of a central message approach (TESO 2003).

The cascade approach is not the only, or always the most appropriate, way of linking location for professional development. Where there is a central message to convey it can be useful. However, the model would be less appropriate for a more developmental focus for professional learning.

2.5.3 Length/Duration

It is also possible to consider professional development in terms of its duration or length and also interims of related issues of sequences and continuity. Fullan (1982) coined the phrase that change is a process, not an event, portraying change as a complex process that takes place overtime and involves the interaction of an array of factors and

individuals. Fullan (1982) argued that, if we are interested in theory of "change"-in identifying those factors most possible to alter and most instrumental in bringing about change at a level of practice professional development would be at the top of the list. Given that changes takes place over time those involved in changes are also likely to need support and training overtime. In other words, there is need to think interims continuity and sequence in professional development.

The range of professional development opportunities available to teachers does not necessarily fit these ideas. Craft (2004) provides a summary of typical opportunities and grouped them in terms of length, as 'part time', rather than 'full time' and some will be 'face-to-face', others 'distance' learning. The duration would be accordingly with school environment.

2.5.4. Methods

Two American experts develop models in professional development, Joyce and Showers (1988), where they relate kinds of activity during professional development, to the impact they each have. They identify the following methods of professional development

- 1) Presentation theory-impacts on awareness;
- 2) Demonstration-impacts on awareness and knowledge;
- 3) Practice in simulated setting -impacts on awareness and knowledge;
- 4) Feedback on performance-impacts on awareness, knowledge and skills and application;
- 5) Coaching/ assistances in the classroom-impacts on awareness, knowledge skills and application.

Other methods not mentioned in Joyce and Showers model includes action research, working group discussion, planning activities, visit to other schools, visit to museum/ galleries, teachers placement the creative use of ICT, mentoring, peer net works and job shadowing, rotation or exchange/(Craft, 2000).

2.6 The CPD/INSET Strategies

A trawl through the literature reveals the breadth and complexity of CPD. It appears to have numerous function of CPD (INSET) for the CPD program is to develop teachers' skill in order to support their efforts to bring improvement in professional development and students' achievement (O'Sullivan 2001). Different educators have summary of effective strategies of CPD or INSET in the following ways.

1. School- based and school focused programs (Green Land, 1983;and Craft, 2000)
2. Based on the teachers need (Beaby,1966;Esu.1991)
3. Related to class room realities (Green land, 1983;Avalos;1986)
4. Series of courses rather out short courses (Jocey and Showers 1980,1988;Fullan,1991)
5. Opportunities to try out new skill (Avalos, 1985; Jocey and Showers, 1988)
6. Adequate supervision and follow up (Green land, 1983;Fullan 1991)
7. Planned and formal in nature (Green land 1983)

The CPD (INSET) strategies model also drew from the authors' previous teacher training experiences which explored the usefulness of the strategies of phased intervention, particularly Henderson's as cited in O'sullivan (2001:5) school focused strategy of CPD (INSET) and Avalos (1995) procedural model. These modules tend to take a number of strategies of effective CPD (INSET) highlighted above in to account. Henderson's model in O'Sullivan (2001) encompasses three stages:-

1. Identification and definition of needs
2. Development and execution of appropriate CPD (INSET) activities to meet these needs
3. Evaluation. In similar way Avalos' (1985) developed procedural model Jocey and Showers (1980) as theory- demo- practice- feed back-coaching procedural model.

The implementation of these models however, has not been adequately evaluated either in developed or developing countries (O'sullivan, 2001). The stages of the INSET (CPD) strategies model correspondent to strategies, hence the name of model.

The subscribes to Zaltman et al cited in O'sullivan (2001) defines strategy as a generic grouping of tactics it also refers to the course of action or method needed to facilitate an optimum level of adoption of an innovation, Hurst in O'sullivan (2001).

In the context of the INSET (CPD) program, the strategy refers to the training strategies which ultimately lead to teachers implementing the training in their class room (school). The program sought to develop these INSET (CPD) strategies for example needs assessment or follow up strategies,

There is also a dearth of knowledge concerning the determination of content, effective training processes and follow-up strategies the available literature on content for CPD (INSET is mainly concerned with whether the content should be more or less theoretical, rather than pedagogical (Green Land, 1983, 1984; Hawes and Stephens 1990; Rust and Dalin et al 1992 cited in O'sullivan 2001) the training processes tends to be demonstrated by a concern to promote a reflective approaches to training rather than focus on specific practices and technical competence. Similarly, very little empirical research has been conducted which supports the critical role of follow-up , throw light on the processes used demonstrates the effectiveness of follow up strategies Lock head and Vespoor, 1991 as cited in O'sullivan (2001) , Fullan, (1991), Essu, (1991,). In deed, the lack of follow-up is highlighted as the reason for the limitation implementation of INSET (CPD) in school in

developed (Yogev, 1997) and developing countries Lamb, (1995) as cited in (O'Sullivan 2001).

2.7 Components of CPD

2.7.1. Mentoring

The original meaning of the word mentor refers to farther figure that sponsors, guides and develops younger persons (Ehrich et al 2004). Through out history, mentors have played a significant role in teaching, inducting and developing the skills and talents of others.

Mentoring in education can be characterized in a variety ways. One view of mentoring sees it as a framework of positive support by skilled and experienced practitioners to other practitioners who need to acquire complex new skills. These apprenticeship models are based on the mentor as “interpreter” or “guide” (Maynard and Furlong in Moon et.al.2001); providing access to the craft of the classroom by collaborative teaching, modeling, observation and discussion. Secondly mentor who systematically and actively helps a student teacher reach a threshold in a set of pre defined professional competences is perceived as instructor trainer or coach. The third view of mentoring recognizes the growth in teaching is the process over time. A mentor focuses on learning 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 in (Moon et al 2001). Such a conceptualization of mentoring utilizes in open minded challenges to confront believes and values, as well as support.

Mc Culoch & Lock (1994) have developed principles of mentorship as follows:

- 1) Students need to be active, critical learners who engage in reflective evaluation
- 2) Following reflection, students should develop their own practical ideas of teaching
- 3) School based learning is central to professional development of students, teachers and tutors.
- 4) The relationship between students, teachers and tutors must be built up on mutual respect for each other
- 5) Students, teachers and tutors have separate distinct, but complementary roles to play.
- 6) Differing perspective between partners, as well as similar ones, needs to be identified and explored.
- 7) Mentorship provides opportunities for professional development of students, teachers and tutors.
- 8) School needs to adopt a whole school approach to their involvement in Institute of teacher Education.

These principles delineate for underlying dimension of the mentorship program. It is built up on particular view of students' learning partnership, a whole school approach to mentorship and professional development of participations.

2.7.1.1 Mentoring and the induction of newly qualified teachers

The assessment of what teachers need "to know and be able to do" involves a variety of methods to profile teacher's work with students, knowledge of subjects, expertise in students' assessment and their own professional development.

Backing up all this work in several states, provinces, and countries is the expansion of standards requirements. There are three sets of interrelated standards that are being developed. These include pertaining-to teacher education programme, to the licensing of new teachers and to the continuous professional development/CPD/ (Fullan 2001).

The NBPTs (National Board for Professional Teaching standards/ has organized its assessment around five major propositions:

- 1) Teachers are committed to students their learning.
- 2) Teachers know the subject they teach and how to teach those subjects to students
- 3) Teachers are responsible for managing and monitoring students learning
- 4) Teachers think systematically about their practices and learn from experiences
- 5) Teachers are members of learning communities (Fullan 2001).

The new standards of practice from Ontario Colleges of teachers is similar, it organize around five components) 1) commitment to students learning 2) professional knowledge 3) teaching practice 4) leadership and community ongoing professional developments (Fullan 2001).

Darling –Hammond in Fullan (2001) concluded her several studies across the United States that at least 30% new teachers leave with 5 years entry and the rate is considerably higher for teachers in disadvantaged districts, where there is no supports orientation or induction programs in places for beginning teachers. Hiring practices

themselves, combined with the presence or absence of induction programs, is an indication, usually negative, of whether teaching is a worthwhile, developmental of professional.

David in Fullan (2001) describes four developmental stages of teachers should pass through. These are 1) survival stages 2) consolidation stages 3) renewal stages 4) maturity stages. Attempts to reforms in education and improve students' achievement dependent on our ability to move teachers through these developmental stages.

The most vulnerable period for a teacher must certainly be the first few years of their professional careers. This is also the period when any innovative or up dated methodology can be lost as newly qualified teacher (N Q Ts) are inducted in to the traditional conventions of their new school.

It is essential that during this period as to (TESO 2003: a) professional support and guidance is given from experienced and well informed mentors, b) support, supervision and quality assurance is available from external advisors, c) a range of competencies is clearly defined and d) particular support given to young female teachers sent to rural school.

This will form the basis of acquiring a teaching license up on the completion of the compulsory two years induction programme. Successful completion of the induction programme would insure that the new teacher has acquired the four basic competences: 1)competent in the values, attributes ,ethics, and abilities essential to professionalism, in upholding the professional ethics in producing responsive citizen in the future.2)competent in subjects the content of teaching ;3)competent in the classroom ;4)competent in the areas relating to school and the education system (TESO 2003).

2.7.1.2 Outcomes of mentoring on mentors and mentee

Many of educational studies (Ehrich et al. 2004) reviewed, 35.8% reported only positive outcomes as a result of mentoring and four studies 2.5% reported problematic outcomes. Four positive outcomes of mentoring for mentors as stated in Ehrich et al. 2004 as follow:

- 1) Collegiality and networking -almost 21% of the educational studies reported benefits associated with collaborating, networking or sharing ideas with colleagues.
- 2) Reflection. With 19.5% studies attributing reflection or appraisal of beliefs, practices, ideas and /or values to their mentoring activities.
- 3) Facilitate the professional development of mentors. More than 17% of the studies reported to the important outcomes of professional development.
- 4) Personal satisfaction, reward or growth.

In the same manner, mentoring has positive outcomes for mentees. Also Ehrich et al. 2004 mentioned that mentoring provides many advantages for mentees as follow:

- 1) Support, empathy, encouragement, counseling and friendship.
- 2) Assistance with classroom teaching.
- 3) Discussing or sharing idea, information or problem and gaining advice from peers.
- 4) Feed back through positive reinforcement constructive criticism.

Common to mentors mentees are issues relating to sharing idea and knowledge.

2.7.2 Coaching

Teachers' continuing professional development is essential to meet the ever-changing needs of students in today's school. However, traditional types of staff development are not sufficient to ensure that new ways teaching will become the norm in the classroom. Not only do teachers

need time to practice new instructional practices in the context of their classroom, but they also need support from their peers. Tharp and Gallimore in Moon et al. (2001) stress the importance of building a collaborative environment in schools in which teachers provides each other with assistances as they work together toward common goals and seek to improve and change instruction. Peer coaching provides teachers with the opportunities to investigate and explore instructional alternatives, reflect on their effectiveness, make adjustments when necessary, and then investigate and explore again. Peer coaching can help to build professional culture that supports teachers who are knowledgeable and responsive to all students regardless of their needs. Above all, for peer coaching to be successful, an atmosphere of trust, respect, collegiality and confidentiality must be fostered to provide a safe atmosphere in which teachers are willing to take risk as they learn new ways of teaching (Chase and Wolf; Cox et al.; Kohcer in Moon et al. 2001).

In the study conducted in 1992, Joyce and Showers, (1998) in which coached which involves tutor lesson, observation and feedback and un coached teachers received 30 hours of training the coached teachers experimented and implemented the training while the un coached teachers did not practice new strategies. In the earlier studies (Joyce and Showers, 1980) found that 10-15 practices with feedback of new skills are needed by teachers to enable them to use it effectively and creatively. Huberman and Miles (1994) as cited in O'sullivan (2001) support their claim and found that it may take 6-18 months of practice under the supervision before mastery of the a new skill is achieved by teachers. Similar findings emerged from study of Primary Science Programme (PSP) in South Africa Harvey, (1999) found that coached teachers improved more than uncoached teachers.

Rogan &Mc Donald, 1995 in O'sullivan (2001) highlight the success of an INSE/CPD programme for science teachers in South Africa entitled as the Science Education Programme (SEP).It used a model involving cycle of workshops for teachers and follow-up support in school .This model was successful in improving teachers performance in the classroom.

2.8 Effectiveness of Continuous Professional Development

Successful innovation presupposes and requires that teachers develop themselves professionally (Fullan and Hargreaves, 1992; Guskey, 1995; McLaughlin and Oberman, 1996).Whether teachers develop professionally depends on the characteristics of teachers themselves and also the characteristics of the environment in which the teachers work and function (Geijsel et al. 2003). With in this framework, researchers increasingly point to the effectiveness of CPD of teachers from an interaction perspectives Bakkenes (1996), Clement and Van den Berghe, 2000 as cited in (Geijsel et al. 2001).

To be effective, even the best of standard of practice must be evident in the daily organization and cultures of school. To this line Elmore and Burney in Fullan (2001) describe successful professional development as:

- a) Focusing on concrete classroom application of general ideas.
- b) Exposing teachers to actual practice rather than description.
- c) Providing opportunities for group support and collaboration.
- d) Involving deliberate evaluation and feedback by skilled practitioners.

In similar way Stigler and Hiebert in Fullan (2001) emphasis on the quality of professional development as: "A profession is not created by certificates and censures, but by the existence of a substantive body of professional knowledge, as well as a mechanism for improving it and by a genuine desire of the professions members to improve their practice."

For CPD plans are to be operational, enabling teachers to really change the way they work, then teachers must have opportunities to talk, think, tryout and hone new practices, which means they must be involved in learning about developing and using new ideas with their students (Oberman and Mc Laughlin 1996).

Effective CPD is embedded in the reality of schools and teachers work. Designed with teacher in put, it fosters critical reflection and meaningful collaboration .It is internally coherent and rigorous, and it is sustained over the long term (Little, 1993; Reny, 1996; Hirsch and Sparks, 1987). Promising CPD is aligned with effective teaching and learning.

These elements underlie various CPD structures such as university-school partnerships (Darling-Hammond, 1997; Frampton et al., 2003), teachers networks and collaborative (Little, 1993; Reny, 1996) teachers study groups (Ciar, 1995; 1998, Ryan and cooper 2004) to name a few. What these structures have in common is opportunities for teachers to take ownership of the CPD process to be knowledge creators as opposed to mere receivers of information.

The view that effective INSET /CPD must follow some sort of change strategy has been receiving increasing attention Fullan, (1991); Hofmeyr, et al .in O'sullivan (2001), in their effort to use literatures to devise policies for effective INSET/CPD have an underlined framework. Effective CPD involves teachers both as learners and as teachers and allows them to struggle with uncertainties that accompany each role.

In other word, Oberman and Mc Laughlin (1996) describe what effective CPD must be:

- 1) Experiential, engaging teachers in concrete task of teaching, assessment, observation and reflection that illuminate the process of learning and development.
- 2) Ground in inquiry ;reflection and experimentation that are participant driven
- 3) Collaborative and international; involving a sharing of knowledge among educators and focus on teachers communities of practice rather than individual teachers.
- 4) Connected to and derived from teachers work with their students.
- 5) Sustained, on going and intensive. Supported by modeling, coaching collective problem solving around specific problems of practice.
- 6) Connected to other aspects of school change.

The fundamental basis of any successful and ongoing professional development programme must be firm being that it is of value and that it will make a difference to the quality not only of learning experiences of students but also the teaching experiences of teachers.

This will require a significant shift in attitude from all those involved in any programme development.

In order to convince teachers of this value, (TESO, 2003) lists that the essentiality of the program include

1. Such programmes are accessible to all,
2. they are of the highest quality,
3. They are effective in improving the quality of educational experiences in their own class rooms.
4. They will be parts of a new career structure which reflects quality and competences. This in turn raises the issues of the role and responsibilities for those involved in the management of teachers'

performances and competencies. There is a need for quality training and development in areas of

- a) School improvement
- b) School leadership
- c) Support and supervision
- d) Performance management
- e) Quality assurance (TESO 2003)

2.9 Factors Affecting the Effectiveness of CPD Program

Like many aspects of education, there exists no empirically tested model of CPD that has been proven to be effective across all settings. Nevertheless, one can discern from the literature guidelines for CPD that have broad appeal and provide compelling, workable frameworks for designing and analyzing CPD programs (Elmore 2002). Sparks and Hirsch (1997) similarly contend for effective CPD programs to be developed from clearly articulated vision based on student learning and mindful of how students learn specific content in particular setting. Such CPD programs embody a clearly articulated theory of adult learning, focus on specific issues of pedagogy and content, developed collaborative teacher effort within schools and involve participation of school leaders and staff. To be successful, these programmes must be sustained over time and the learning of teachers and their students must be continuously assessed and improved. The educators also suggest that the most effective programmes take place as close to student learning as possible in school and classroom (Sparks and Hirsch, 1997). Several studies indicate that the most successful INSET/CPD programmes are ones that allow high level of school staff and community participation in design and implementation (Tatto, 1997).

Inevitably there are significant factors, which influences the organization of CPD in each region and these must be addressed realistically. Never the less, imaginative and constructive strategies can be developed to alleviate these if commitment and problem solving processes are applied effectively.

TESO (2003), identifies features influencing CPD programmes implementation as follow:-

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 communications will limit access for many teachers to sustained professional development programmes out side their own school;
3. Lack of available Bureau or Wereda personnel to plan, manage and monitor the programme.
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 remotes areas.

CPD programmes are many and varied. Like any other school activities their effectiveness results from the functions of different variables or factors .The major ones being those related to leadership, resources in the school, and teachers in decision making for school- based CPD.

The school leadership has a task of motivating and inspiring teachers to develop themselves professionally, encouraging teachers to participate in decision making processes and reducing any feelings of uncertainty Bolman and Heller 1995; Leithwood 1992:b; Lieberman and Miller 1992,

as cited in Geijsel et al. (2001), (Fullan 1999). A form of school leadership should be transformational Leithwood as in Geijsel et al. Vision, individualized consideration and intellectual stimulation are the three dimension of transformational leadership as form of social influence that can influence the implementation of innovation by teachers Hallinger and Heck, 1996 as cited in Geijesl et al.

The results of several studies on the effects of different dimensions of transformational leadership show that to influence participation in decision-making, professional development of teachers and certainty. Leadership impact on changed teaching practices as a result of innovation can nevertheless be assumed to be indirect in nature Halling and Heck in Geijesl et al. In other word, leaders organize the activities of organization to be performed according to the goals set. In a similar tone, Hrrison (1968) states that it is a principal who recognizes multifaceted aspects his responsibility and his obligation to help teachers improve instruction; and plans and schedules his supervisory activities in advance (Dougless ,1963) on his part forwarded that a principal should be an open minded individual capable of accepting new proposed ideas willing to experiment and try new methods, evaluating and accepting valuable ideas which may come from teachers, pupils or people of the community.

The second major factor is resources in the school. The availability of resources may facilitate the achievement of CPD. All human and other sorts of resources are very essential to present any in-service programme, particularly CPD. Without, resources, it is questionable to provide the programme. At the beginning of the programme, the staff should determine the availability of needed resources (financial, materials e.t.c.) both in quantity and quality aspect. Regarding this (Harrison, 1968) pointed out that the school principal's contribution in

the provision of required materials to project observing a few, sound principles. First and foremost those who are to use the materials must be involved in the selection, especially on identifying books where such an involvement is highly productive.

The third major factor is the interest and willingness of teachers' participations in decision-making and implementation of the programme is the most influential factor. Teachers participation in decision making has also been found to be important for successful implementation of any innovation in education by teachers Darling-Hammon and Mc Laughlin, 1996; Geijsel et al. 2001. It is assumed that "Lasting school improvement will occur when teachers become more involved in professional decision making at the school site." Geijsel et al. 1999 in Geijsel et al. also show greater bottom-up influence and greater decision making during (formal team meeting) in high innovation as opposed to low innovation schools. The findings of Smylie et al. in Geijsel et al. suggest that the professional learning and development of teachers may particularly important intermediary. Based on these findings, it can be expected that participation of teachers in decision making influence the effectiveness of CPD via professional development activities.

2.10. Continuous Professional Development (CPD) Program in Ethiopia

On going staff development is essential element in the success of sustained improvements. Staff development activities that meet the local needs and develop a collaborative and collegial relationship among teachers have been shown to lead to more sustained improvement in teaching practice. "Teachers who are given the opportunity to engage in professional exchange build mutual support groups, which provide an environment for sustaining innovation" (TESO 2003:96).

2.10.1 Quality of Education

Education quality is a multifaceted concept, defined differently depending on a country's policy objectives and underlying philosophies. According to recent UNESCO report on education quality many countries mix the following approaches in their vision of quality with one approach or an other dominating as policy evolves: 1) humanist approach which focuses on students' construction of knowledge, active learning and social action; 2) a behaviorist approach which assumes that students must be led by incremental steps to specific, pre-defined ends; 3) a critical approach which focuses on understanding and correcting inequalities; and 4) an indigenous approach which rejects main stream education imported from the centers of power (UNESCO 2004).

In Ethiopia, as in most countries, policies define education quality according to the knowledge, skills, and attitude that students develop - the familiar cognitive, affective and psychomotor domains. According to Ethiopian education policy, cognitive learning is important and includes relevant knowledge, analytical thinking and problem solving skills, which are the bedrock of the 1994 NETP and new curriculum. According to policy knowledge and skills are developed through student centered and active learning, as is ability to apply knowledge practically. Affective learning is also important and in Ethiopia as in many countries includes development of social commitment, democratic attitudes, self-knowledge and appropriate inter-personal skills (USAID, 2006).

According to the framework outlined above, Ethiopia's policy and programs most closely correspond to, the humanistic approach, although, elements of behaviorist are evident in many aspects of the system- the curriculum, textbooks, examinations, and teachers practices.

Decentralization has become the most important focus of education quality in recent years because of the failure of the central authority to produce quality and the weak link between top-down policy and school level practice Farrell, 2002. Ethiopia has a highly decentralized system of governance in the mid 1990s, decentralizing to the regional states level, and in the last about ten years to the Woreda and more local levels. Schools, teachers and communities working together in a supportive policy environment, are recognized as the primary engines of quality (Farrel, 2002).

Teachers are widely recognized a critical factor influencing education quality at school level (Amare et al.1998; UNESCO, 2006). Researchers, policy makers, program designers, implementers and evaluators, therefore are looking for ways of understanding teachers' quality and teachers learning, focusing on effective and promising teacher improvement program (Leu, 2005; Vespoor, 2006).

The literature on education quality indicates a strong link between teachers professional development and quality especially in the areas of "teachers beliefs and practices students' learning, and on the implementation of educational reforms" (UNESCO, 2006). This particularly important for teachers working in the context of new constructivist and active learning paradigms which reject more traditional behaviorist method of teaching and emphasizes student's construction of reality, flexible and dynamic ways of knowing the world, continuous construction of new meanings and learning through social interaction (Vygotsky, 1962; Dewy, 1916).

The literature indicates that positive and clear policy environment and adequate support for growth are essential for creating and sustaining teachers quality Mulkeen et al .2002; MoE 2002a).

Codified knowledge prescriptive practice inflexible rules of conduct and other traditional approaches to teachers learning belong to traditional or behaviorist paradigms and are unlikely to produce teachers who understand practice active learning successfully (USAID, 2006).

The ETP (1994) has declared that the major proposed of the whole education system are production of good caring citizens who are enterprising problem solvers endowed with the beliefs in democratic principles. To meet these long term purposes the teachers' education system must implement practical and effective CPD programmes.

It is hoped that the document will enable the concerned bodies of MOE, REB, TEIs and schools to implement and monitor the new programmes in order to improve the education system of the country, and at the same time, contributes to the over all capacity building programme of the government.

2.10.2. The Need for Continuous Professional Development /CPD Programme

It is essential that the development of comprehensive CPD programme in any area should take in to consideration in the interrelationship between all interested parties or stakeholders, Analysis of the reasons why there has been significant lack of real impact and change, even after input of massive amounts of training and resources, has clearly identified and urgent need for comprehensive and coordinated linked between all those operating in the education sectors. Planning for continuous and sustained progrmmmes must recognize the need for in-built continuity and progression and the systematic building up professional skills and knowledge. Any educational development programmes delivered to improve the quality of teaching and learning in Ethiopian school must be clearly under manage. These are constructive and mutually supportive.

Essentially the professional development and the management of quality of a teachers performance takes place at school level clearly the range of opportunities required and cannot be delivered or provided in school at this time so it is seems obvious that a well coordinated programme of opportunities, should be developed, incorporating choices from a wide range of providers and managed with in a whole range of different delivery models.

The school where teachers work together on daily basis and share their professional experiences is the obvious place for the most effective staff development processes to take place. Here this can be managed at a very little cost and very little inconveniences .This must, however, be relevant well-managed and practical, part of systematic and well coordinated school improvement process. Teaching is one of the most complex and demanding jobs. It is essential that the key area s of school management recognize this (TESO, 2003).

2.10.3. Local Researches done on the CPD

Different research had studied about specific aspects of CPD programmes in Ethiopia in different times. All confirmed that the programme were at low status. They had also identified common problems. This witnessed by Dereje in Amare et al (2001) when explaining finding of an evaluative research on curriculum implementation. He pointed out those principals' teachers and other key implementers did not get any orientation on the new curriculum and its implementation strategies. Supervision was not supportive. Ambisa in (Amare et al 2001) confirmed this in his study on graduate of Jimma Teachers college. As many of his respondents as 61% did not receive any forms of induction. Action research was not exercised in secondary schools (Seyoum 1998:15; Zenebe in Amare et.al. 2001; Zenebe and Wesenu 1999:31).

Studies also indicate that CPD supportive environments are non-existent. Main reasons are poor relationship between training and work realities, low teacher qualification (Tekeste, 1996), lack of motivating environment, weak collegial relationships among teachers (Manna and Tesfaye, 2000) cited in (Hailesillasie, 2004) poor management, irrelevance, lack of integration among training programmes (TESO, 2003); disengagement and failure of the MoE to clarify objectives to teacher educators and in-service trainees, poor resource utilization (Tilahun, 1990).

CPD programmes would have been of high value to the education system. Low teacher professionalization is one of the educational problems in the country. Systematically designed and well-organized CPD programmes should have compensated this problem. The system was not ready to use the skills and knowledge with teachers and educational personnel. This means it did not take advantage of the excellent opportunities available.

The research overview shows that CPD programmes are very low in Ethiopia in general and the case is similar in Oromia. Generally, the review of related literature shows that CPD programs are very essential for teachers, for the teaching profession, for educational institutions for the improvement of education service in all aspects and for the benefit of society as a whole. In spite of this, the status of CPD programmes in Ethiopia in the past was not satisfactory. The same situation prevailed in Oromia particularly in East Wallega secondary schools. Therefore, the researcher initiated to investigate this fact in secondary schools.

Generally, according to the research findings the variables that affect CPD activities in Ethiopia Education system are financial, materials, time, technical support of educational leadership particularly school principals and colleagues, accommodation, distance of training venues, lack of

motivation, lack of commitments and skills associated with planning and management of training programmes, lack of unity of purpose, feed back (TESO 2003, Yusuf cited in Seyoum, 1998:3, Manna and Tesfaye: as cited in Yihunie 2008).

CHAPTER THREE

The Research Design and Methodology

3.1. The Research Method

The descriptive survey method was employed to study the problem on the basic belief that it would provide sufficient data that enabled to answer the basic research questions. This is evident as stated by Sing Sidhu (1985:69), descriptive survey is the method of investigation which attempts to describe and interpret what exists at present in the form of conditions practices, processes, trends, effects, attitudes, beliefs etc . Consequently, in describing the status of continuous professional development program, the descriptive survey method was employed to be relevant and appropriate.

3.2. Sources of data

Sources of data were teachers, department heads, vice principals, principals and experts in zone and Wereda educational offices in Oromia Regional state in East Wellega Zone.

3.3. Sample population and sampling techniques

There are 18 government secondary schools in East Wellega Zone. And 6 schools were randomly selected using lottery techniques in order to see the status of the CPD program in all constituencies of the zone. There were 205 teachers in the selected/sampled schools. The teachers were selected using stratified sampling technique considering sex, age, work experiences and qualification in proportion. Department heads, vice principals, principals and experts in Zone and Wereda educational office were selected on availability base and purposive sample respectively.

Table 1- List of Sampled Schools

S.No	Schools	Town	Teaching staff	Sample	Leading staff	Total
1	Biftu Nekemte S. School	Nekemte	56	35	12	68
2	Gute S. School	Gute	18	11	12	30
3	Gida Ayana S. School	Ayana	50	32	12	62
4	Anger Gute S. School	Anger Gute	18	11	12	30
5	Kiremu S. School	Kiremu	23	14	12	35
6	Limu S. School	Galila	40	25	12	52
	Total	6	205	128	72	277

Of the total 205 teachers in the sampled school in table 1, to increase the level of reliability of response, it was believed that, the study should include at least 62% of the teaching staffs. Based on the number of teaching staff at least 62% was taken using stratified random sampling. Therefore, a sample population of 128 teachers, 35 from Biftu Nekemte secondary school, 11 from Gute secondary school, 32 from Gida Ayana secondary school, 11 from Anger Gute secondary school, 14 from kiremu secondary school, and 25 from Limu secondary school were taken using the sampling technique indicated above. The leading staff population was selected in the availability base 10 department heads and 2 principals (vice principals and principal) in each sampled schools which covered the total population of 72. That means, 60 department heads and 6 vice principals and 6 principals.

From the top officials of Wereda and Zonal Education experts (1 from each Wereda secondary school supervisor; and 1 from teacher development program department at zone level) were taken on the availability base and purposive sample. The informants were administered using interviews to provide information.

3.4. Instruments and procedures of data collection

Based on the basic research questions and in the light of the review of related literature, questionnaire and interview were designed for

teachers, department heads, vice principals, principals and experts. The questionnaire included both open ended and closed-ended questions which were prepared for teachers, department heads, vice principals and principals. The interview was for expertise and had semi- structured and open ended questions. The draft questionnaire and interview were evaluated by my thesis advisor. Accordingly, the researcher improved it. Then it was tested on a limited number of teachers in non- sampled school namely Uke secondary school before it was distributed to the target study groups. Some ambiguous questions were rectified. Under personal information in part I, No 5 'teacher' the position in career ladder was missed and added, in the same way under the approaches of leaders the alternative 'E' was missed and corrected. Pilot test was conducted only to check clarity of the instrument on the belief of its reliability since it was adopted from review of related literature and other researches had been conducted. Then, the questionnaire was distributed to respondents and completed questionnaires were collected. The returned rate was 121(94.5%) from teachers (teaching staff) and 66 (91.7%) from leading staff. Considering the satisfactory level of returns, data deemed valid were utilized in the study.

3.5. Data Analysis

Data gathered through the questionnaire were tallied, tabulated and quantified. In the rating scale, measures were 'very high', 'high', 'medium', 'low' and 'very low' These were used to measure use fullness of the program.

Like wise 'strongly agree', 'Agree', 'undecided' 'disagree' and 'strongly disagree' were used to rate degree of agreement on statements reflecting opinions and views. Corresponding quantitative values were given as 5 for highest degree of agreement and 1 for the lowest degree of agreement in both types. For all measures the number of responses was multiplied

by the value of the degree of agreement. Then, to determine the rating mean for the specific item, the scores were multiplied by respondents, added and divided by the number of respondents in each study group. Aggregate mean was calculated by adding all rating means with in a table and the sum was divided by the number of cases.

The rating mean was used to determine factors with unique characteristics in the analysis. It was employed to draw conclusion on the basic questions. Aggregate mean was considered low if it was below 3, the average point in the rating scale. It was also considered high if it was above 3.

For the items in the questionnaire which were not included in the rating scale, percentage was used to indicate the degree of agreement. Interview and open- ended question were analyzed qualitatively.

CHAPTER FOUR

Presentation, Analysis and Interpretation of Data

This chapter contains presentation, analysis of data and interpretation of the findings.

4.1. Characteristics of the Respondents

Table 2 Description of respondents in sex and age

No	Statement	Respondent								Total TS+ LS (N) =187	
		T.S (N) 121		Leading staff (LS) N=66							
		No	%	DH		V.P		P		No	%
1	Sex										
	-Male	107	88.4	54	81.8	5	7.6	5	7.6	171	91.4
	- Female	14	11.6	2	3	-	-	-	-	16	8.6
	Total	121	100	56	84.8	5	7.6	5	7.6	187	100
2	Age										
	20 and below	2	1.6	1	1.5	-	-	-	-	3	1.6
	21-25	58	48	19	28.8	-	-	-	-	77	41.2
	26-35	33	27.3	9	13.6	5	7.6	5	7.6	52	27.8
	36-45	17	14	16	24.2	-	-	-	-	33	17.6
	46 and above	11	9.1	11	16.7	-	-	-	-	22	11.8
	Total	121	100	56	84.8	5	7.6	5	7.6	187	100

T.S- Teaching staff V.P- Vice Principal L.S- Leading staff P- Principal

D.H- Department head

Table 2 shows the characteristics of respondents. The first major statement is concerned with gender (sex). Gender (sex) wise 14 (11.6%) of teacher respondents and 2 (3%) of leading staff were female. This shows that there are small percentage of female teachers and educational leaders in the secondary schools. Any way, opinions were from both sexes. This helps to incorporate beliefs and interests of both sexes.

Age wise all respondents were above 18 years for both teaching and leading staff, which is the legal employable age in Ethiopia. The 86.6% of both respondents age were ranged between 21-45 years which is active working time. In other way, it shows that under normal circumstances, they can express ideas related to the study consistently and with good

Table 4 Characteristics of respondents in career ladder

No	Career ladder	Respondent								Total TS+ LS (N) = 187	
		T.S (N) 121		Leading staff (LS) N= 66						No	%
		No	%	DH		V.P		P			
No	%	No	%	No	%	No	%	No	%		
7.1	Beginning teacher	24	19.8	1	1.5					25	13.4
7.2	Junior teacher	37	30.6	12	18.2					49	26.2
7.3	Teacher	12	9.9	13	19.7	1	1.5	1	1.5	27	14.4
7.4	Senior Teacher	12	9.9	13	19.7	1	1.5	2	3.1	28	15
7.5	Associate lead teacher	17	14.1	12	18.2	1	1.5	1	1.5	31	16.6
7.6	Lead teacher	19	15.7	5	7.5	2	3.1	1	1.5	27	14.4
	Total	121	100	56	84.8	5	7.6	5	7.6	187	100

Table 4 depicts that characteristic of respondents in career ladder. The data from the table above confirms that almost half of the teacher respondent were ranged in the 1st and 2nd career ladders 24 (19.8%) and 37 (30.6%) beginning teachers and junior teachers respectively. This is the indicator that the schools were rich in the ages of active generation which enables to practice any innovation if entirely used. In the same manner, the sampled schools were prosperous with long experienced teachers who were ranged as teacher 12 (9.9%) senior teachers 12 (9.9%) associated lead teacher 17 (14.1%) and 19 (15.7%) lead teachers respectively. This revealed that the schools were at the standard of performing any activities of teaching- learning process with these human resources in general and CPD program in particular if effectively utilized.

From the total 66 (100%) leading staff respondents 13 (19.7%) were with low experiences who were delegated as department heads. This may cause hindrance in proper operation of duties and responsibilities.

The data from table 4 confirms that about three fourth (3/4) of leading staff were at the level of enough experiences to lead, facilitate, supervise and guide activities of teaching- learning process in the school.

Accordingly 15(22.7%), 16(24.2%), 14(21.2%) and 8(12.1%) of leading staffs were teacher, senior teacher, associate lead teacher and lead teachers respectively. All principals and vice- principals were in the ranges from teachers to lead teachers in the career ladder. This indicates that their assignment were at the right track.

Table 5: Major areas of specialization of respondents

No	Areas of specialization	Respondents											
		Teaching staff (T.S)				Leading staff (L.S)				Total teaching staff+ leading staff			
		Diploma		Degree		Diploma		Degree		Diploma		Degree	
		No	%	No	%	No	%	No	%	No	%	No	%
8.1	English	5	4.1	13	10.7	3	4.5	3	4.5	8	4.3	16	8.6
8.2	Amharic	3	2.5	4	3.3	2	3.1	3	4.5	5	2.7	7	3.7
8.3	Afan Oromo	3	2.5	8	6.6	3	4.5	5	7.6	6	3.2	13	7
8.4	Mathematics	5	4.1	11	9.1	3	4.5	4	6.1	8	4.3	15	8
8.5	Physics	5	4.1	5	4.1	2	3.1	5	7.6	7	3.7	10	5.3
8.6	Biology	7	5.8	4	3.3	3	4.5	3	4.5	10	5.3	7	3.7
8.7	Chemistry	6	5.0	6	5.0	3	4.5	4	6.1	9	4.8	10	5.3
8.8	History	7	5.8	10	8.3	-	-	3	4.5	7	3.7	13	7
8.9	Geography	3	2.5	7	5.8	2	3.1	6	9.1	5	2.7	13	7
8.10	EDPM	2	1.6	-	-	1	1.5	1	1.5	3	1.6	1	6
8.11	HPE	1	0.8	2	1.6	2	3.1	2	3	3	1.6	4	2.1
8.12	Others	1	0.8	3	2.5	-	-	3	4.5	1	0.5	6	3.2
	Total	48	39.7	73	60.3	24	36.4	42	63.6	72	38.5	115	61.5

Table 5 treats major areas of subject specialization of the respondents in respects to their qualification. Of the total 73 (60.3%) first degree holders of teachers, 13 (10.7%), 4 (3.3%), 8 (6.6%), 11 (9.1%), 5 (4.1%), 4 (3.3%), 6 (5%), 10 (8.3%), 7 (5.8%) and 2 (1.6%) were with major subject specialization of English, Amharic, Afan Oromo, Mathematics, physics, Biology, Chemistry, History, Geography and Health and Physical Education (HPE) respectively. Those teaching staffs qualified with

diploma of total 48 (39.7%) were 5 (4.1%), 3 (2.5%), 3 (2.5%), 5 (4.1%), 5(4.1%), 7 (5.8%), 6 (5%), 7 (5.8%), 3 (2.5%), 2 (1.6%) and 1 (0.8%) were specialized in English, Amharic, Afan Oromo, Mathematics, Physics, Biology, Chemistry, History, Geography, Educational Planning and Management (EDPM) and Health and Physical Education (HPE) respectively. Here, there is insignificant percent of teachers qualified in Educational Planning and Management and Health and Physical Education both in degree and diploma. This indicates that it requires much attention in order to equip the school with professional leadership as well as in order to inculcate the future generation to make them mature and prepare in physical fitness.

Of the leading staff members 3 (4.5%), 2 (3.1%), 3 (4.5%) 3 (4.5%), 2(3.1%), 3 (4.5%), 3 (4.5%), 2 (3.1%), 1 (1.5%) and 2 (3.1%) were diploma holders in English, Amharic, Afan Oromo, Mathematics, physics, Biology, chemistry, Geography, Educational planning and management (EDPM) and Health and physical education respectively. The degree holders were of 3 (4.5%), 3 (4.5%), 5 (7.6%), 4 (6.1%), 5 (7.6%), 3 (4.5%), 4 (6.1%), 3(4.5%), 6 (9.1%), 1 (1.5%) and 2 (3%) in English, Amharic, Afan Oromo, Mathematics, physics, Biology, Chemistry, History, Geography, Educational Planning and Management (EDPM) and Health and Physical Education (HPE) respectively. The data in the table reveals that nearly more than one-third 72 (38.5%) of both respondents were below the requirement of teaching in secondary schools.

This indicates that there are problems in having sufficient skills and knowledge in teaching the subjects in required specialization in the subject areas.

4.2. Main Data on the Basic Questions

Under this section, the main data collected based on the basic questions were analyzed and interpreted.

4.2.1. Awareness, Organizations and Approaches on CPD

In this sub-section, the awareness of respondents, organization and approaches of CPD program were analyzed.

Table 6 Awareness on CPD program

No	Statement	Respondent	Rating scale					Mean
			VH (5)	H (4)	M (3)	L (2)	VL (1)	
1.1	Knowledge on objectives of CPD	T.S	20	52	18	9	22	3.3
		L.S	23	23	10	6	4	3.8
1.2	Understanding on the purpose of CPD	T.S	16	48	19	23	15	3.2
		L.S	19	30	8	6	3	3.8
1.3	Importance of CPD for gradual professional development	T.S	21	44	19	21	16	3.3
		L.S	20	27	8	5	6	3.8
1.4	Significant of CPD for professional competent	T.S	15	36	19	33	18	2.9
		L.S	19	25	10	5	7	3.61
		T.S. AM						3.21
		L.SAM						3.8

VH= Very high H= High, M=Medium, L= Low, VL. Very Low

Table 6 indicates the position of respondents on awareness of CPD program in East Wellega Zone secondary schools.

The above table shows that there was gap on the awareness of CPD program between teaching staff and leading staff. To this point the rating mean of teaching staff for statement 1,2,3 in table 6 was 3.3, 3.2, and 3.3 respectively. This shows that teachers have awareness on the objective, purposes and importance of CPD program for the gradual professional development. However, the response of teaching staff for statement 4 in table 6 was below the rating mean of others discussed above. This indicates that the awareness of teachers on the significance

of CPD program for professional competence was medium. On the side of leading staff comparison with teaching staff the rating mean for statement 1,2,3 and 4 in table 6 were 3.8, 3.8, 3.8 and 3.6 respectively. When we look at this rating mean, all were above 3.5 and showed that awareness on the CPD program of leading staff were very high. One can assume that teachers' awareness on CPD program were more or less lowly than that of leading staffs. This is obvious that leading staff should get more awareness on the objectives, purposes, importance and significances of CPD in order to combat the challenges in practicing it. And also, teachers should be updated with the continuous training by leading staffs. The aggregate mean for both teaching and leading staff was high 3.2 and 3.8. This indicated that teachers and leading staffs had good perception for CPD program.

Table 7. Rating of Teachers and Leaders on Comprehensiveness of CPD Program

No	Statement	Respondent	Rating scale					Mean
			S.A (5)	A (4)	U.D (3)	D.A (2)	S.DA (1)	
2.1	Well organized	T.S	11	42	21	31	16	3.2
		L.S	5	28	15	10	8	3.2
2.2	Identifies duties and responsibilities of concerned bodies	T.S	13	47	28	18	15	3.2
		L.S	9	26	15	8	8	3.3
2.3	Feasible for all teachers to continue in the profession	T.S	14	27	40	28	12	3.0
		L.S	8	24	20	6	8	3.3
2.4	Systematically programmed	T.S	12	37	29	29	14	3.0
		L.S	7	23	16	11	9	3.1
2.5	Feasible to all schools to improve students achievement	T.S	7	44	25	18	27	2.9
		L.S	8	6	38	7	7	3.0
2.6	Is up dated	T.S	14	39	26	20	22	3.0
		L.S	10	28	8	9	8	3.2
2.7	Resource full in problem solving	T.S	14	37	23	26	21	2.9
		L.S	13	20	6	20	7	3.2
2.8	Cost effective that every teachers can apply	T.S	17	29	28	13	24	2.7
		L.S	7	20	8	20	11	2.9
2.9	Supports teaching-learning process	T.S	22	38	19	20	22	3.1
		L.S	14	28	9	8	7	3.5
2.10	Initiates teachers to improve their professional development	T.S	21	35	31	19	15	3.3
		L.S	10	27	10	10	9	3.3
2.11	Interesting for professional development	T.S	19	44	19	18	21	3.1
		L.S	11	28	8	11	8	3.3
2.12	Is practical in school environment	T.S	14	45	24	21	17	3.1
		L.S	13	15	16	13	9	3.2
2.13	Integrated with ETP 1994	T.S	13	25	35	22	16	3.1
		L.S	11	18	18	11	8	3.2
		T.S. AM						3.0
		L.SAM						3.2

T.S AM= Teaching Staff Aggregate mean

L.S AM= Leading Staff Aggregate mean

In Table 7, statements number 1,2,4,6,9,10,11,12 and 13, the rating mean were 3.0,3.2,3.0,3.0,3.1,3.2,3.1,3.1, and 3.1 respectively. This rating mean for the indicated statements in table 7 showed that the comprehensiveness of CPD was in its organization of the program, identification of the duties and responsibilities of concerned body,

systematically programmed, support teaching- learning process, initiative and interesting practicable and integrated with ETP 1994. This indicates that teachers become familiar with the CPD program and show the strength of CPD in its compressive ness. In the other statement 5, 7 and 8 the rating mean were low. That is below 3. This shows that teachers were in doubt that the, feasibility to all school to improve students achievement, in problem- solving as resource full as well as cost effectiveness of the CPD program. Concerning the leading staff respondent, in table 7 for all statements except statements 8 the rating mean was high, (3 and above). This indicates that leading staffs had good understanding with the CPD program. Item 7, with the rating mean 2.9 the leading staff again in doubt as teaching staff in cost effectiveness of CPD program. In general, the comprehensiveness of CPD program the aggregate mean for both teaching staff and leading staff were 3 and 3.2 respectively. This shows that both had knowledge on the CPD program.

Table 8 Training on CPD

No	Respondent		Options		Total
			Yes	No	
3	Teaching staff	No	99	22	121
		%	81.8	18.2	100
	Leading staff	No	52	14	66
		%	78.8	21.2	100

Table 8 illustrates the number of respondents' participation in training concerning CPD program. The respondents were asked to answer whether they participated in any training concerning CPD program as 'yes' or 'No'. 99 (81.8%) of the teaching staff respondent agreed upon that they participated in different training conducted on CPD program. About one fifth of teaching staff 22 (18.2%) responded that they did not

participate in any training concerning CPD. Though, the number of teachers who did not take training seems few. This has its own negative effect on the practicing of CPD in the school. In similar manner, 52(78.8%) leading staffs attained training on CPD program where as 14(21.2%) about one-fifth of leading staffs had no training on CPD program. This indicates that there is problem in guiding, supporting and supervising the CPD activities operating in the school. Therefore, great attention is to be given for those who didn't get training on CPD since it has its own impacts on the implementation.

Table 9. Organizations who conducted the training for CPD

No	Types of respondent		Name of organization						
			School	WEO	ZED	REB	CTE	MOE	NGO
4.	Teaching staff	No	70	30	2	5	2	6	2
		%	70.7	30.3	2	5	2	6	2
	Leading staff	No	23	4	4	3	3	1	-
		%	44.2	34.6	7.7	5.8	5.8	19	-

WEO- Wereda Education Office

ZED- Zone Education Department

REB- Regional Educational Bureau

CTE- College of Teachers Education

MOE- Ministry of Education

NGO- Non Government Organization

Table 9 illustrates different organizations or institution conducting training on CPD program. Respondents in table 8 above, who attended the trainings were asked to give their response about the institution who conducted the training. As depicted in table 9 above, 70 (70.7%), the school, 30 (30.3%) WEO, 2 (2%) ZED, 5 (5%) REB, 2 (2%) CTE, 6(6%) MOE, and 2 (2%) NGOs for teaching staff respectively. From this

information, there were gaps among the organizations conducting the training. This indicates the degree of participation of NGOs and upper officials in conducting training on CPD is Low. Above half of the trainings were given in the school, which was cascade type in which the training was irrelevant or lacks consistency. Accordingly, of the total 52 (100%) who had attended training on CPD program of leading staff in table 8, by the school 23 (44.2%), WED 18 (34.6%), ZED 4 (7.7%), REB 3 (5.8%) CTE 3(5.8%), MOE 1 (1.9%) respectively were depicted in table 9 above. This data confirmed that in similar way as teaching staff, majority of leading staff attended training conducted by the school and Wereda Educational office. This implies that, decentralization of education is at operational level. However, key persons from the school or Wereda trained centrally by the upper departments and gave highlights for staffs. This method of training is not advisable recently. Much is expect from the rest of organization since their participation is insignificant.

Table 10. Contents of training given on CPD

No	Statement	Respondent	Score			
			Available		Not available	
			f	%	f	%
5.1	Awareness on CPD	T.S	68	56.2	53	43.8
		L.S	42	63.6	24	36.4
5.2	Objectives of CPD	T.S	75	62	46	38
		L.S	42	63.7	24	36.3
5.3	Importance of CPD	T.S	61	50.4	60	49.6
		L.S	48	72.7	18	27.3
5.4	Significances of CPD	T.S	61	50.4	60	49.6
		L.S	47	71.2	19	28.8
5.5	Active learning methodology	T.S	62	51.2	59	48.8
		L.S	24	36.4	42	63.6
5.6	Professional ethics	T.S	81	66.9	40	33.1
		L.S	46	69.7	20	30.3
5.7	Classroom management	T.S	77	63.6	44	36.4
		L.S	45	68.2	21	31.8
5.8	Conducting action research	T.S	79	65.3	42	34.7
		L.S	52	78.8	14	21.2
5.9	Collegial approach	T.S	72	59.5	49	40.5
		L.S	47	71.2	19	28.8
5.10	Preparing portfolio	T.S	86	71.1	35	28.9
		L.S	54	81.8	12	18.2
5.11	Continuous assessment	T.S	79	65.3	42	34.7
		L.S	54	81.8	12	18.2
5.12	Career structure	T.S	55	45.5	66	54.5
		L.S	44	66.7	22	33.3
5.13	Licensing of the profession	T.S	53	43.8	68	56.2
		L.S	29	43.9	31	56.1
5.14	Skills and knowledge of the subject	T.S	75	62.9	46	38
		L.S	38	57.6	28	42.4
5.15	Sharing experiences	T.S	95	78.5	26	21.5
		L.S	42	63.6	24	36.4
		T.S. AP	72	59.5	49	40.5
		L.SAP	44	66.7	22	33.3

TS.A.P- Teaching staff Average percentage LS.A.P- leading staff Average percentage

Table 10 illustrates the availability of contents on CPD program. From the total 121 teaching staff respondents replied to statement 3, 4, 5,12 and 13 the availability of the contents mentioned were at about 50% and below. To make this clear the respondents responded for statement 3, 4, 5, 12 and 13 were 61 (50.4%), 61 (50.4), 62 (51.2%), 55 (45.5%) and 53 (43.8%) respectively. This shows that training lagged behind in the very

important content such as significance of CPD, active learning, importance of CPD, career structure and licensing of the profession which were the back bone of the program.

Accordingly leading staffs responded to statement 5 and 13, below 50%, 24 (36.4%) and 29 (43.9%) respectively. This indicates that little attention was given to active learning methodology and career structure of which is core point of ETP 1994. To the average 66.7% confidentially responded the availability of the content of CPD program in table 10. This shows that there is weakness in identifying the essential contents of CPD while training had been conducted.

On other hand to the average 59.5 teaching staff and 66.7% of leading staffs attended trainings on content of CPD in table 10 listed above. This shows that there is gap on training and lacks continuity and uniformity. Since almost abut one third of the respondents responses were “not available.”

Table 11. Approaches of Training given on CPD program

No	Types of respondents	Options						Total	
		Modular		Short training		Others			
		N	%	N	%	N	%	N	%
6.	TS	72	59.5	27	22.3	22	18.2	121	100
	LS	44	66.7	11	16.7	11	16.7	66	100

Table 11 shows approach of training on CPD program. The respondents were asked to respond to the approaches of training as “modular”, “short training” and “others”. As indicated in the table 11, 72 (59.5%) of teaching staffs, 44 (66.7%) of leading staff responded that the mode of trainings were modular, where as 27 (22.3%) teaching staff and

11(16.7%) of leading staffs responded as short training. On the other hand, 22 (18.2%) of teaching staffs and 11 (16.7%) of leading staff responded that “others” that means “trial” and “error”, “collegial advise, “mentoring” and “coaching” while they were practicing the CPD program in the school. This indicates the trainings that had been given were not beyond giving awareness.

Table 12 Rating on Contents of the Modular Approaches of Training

No	Statement	Respondent	Rating scale					Mean
			S.A (5)	A (4)	U.D (3)	D.A (2)	S.DA (1)	
7.1	The study courses is comprehensive	T.S	7	37	12	8	8	3.4
		L.S	3	24	6	7	4	3.3
7.2	Fits the real situation of every school/teacher	T.S	8	20	20	15	9	3.0
		L.S	5	15	10	10	4	3.2
7.3	Feasible for all teachers regardless of qualification	T.S	8	21	20	9	14	3.0
		L.S	4	23	5	7	5	3.3
7.4	Problem- solving approach	T.S	16	30	7	7	12	3.4
		L.S	2	24	8	8	2	3.6
7.5	Clear and relevant	T.S	9	21	21	12	9	3.1
		L.S	4	19	8	9	4	3.2
7.6	Activities and projects are local and related to the school practicing	T.S	13	17	15	15	12	3.1
		L.S	8	18	7	7	4	3.4
7.7	Experiences in the module are local and easy to exercise	T.S	6	21	16	19	10	2.9
		L.S	5	12	11	11	5	3.13
7.8	Applicable with in the given frame time	T.S	5	21	12	22	12	2.8
		L.S	2	12	8	14	8	2.9
7.9	Appreciate both group and individual work	T.S	10	29	15	8	10	3.3
		L.S	6	18	6	8	6	3.2
7.10	Interesting	T.S	11	15	20	13	13	3.0
		L.S	7	15	6	12	4	3.3
7.11	Participatory	T.S	12	20	17	11	12	2.7
		L.S	7	22	4	6	5	3.5
7.12	Recognize the school's work load	T.S	11	13	17	11	20	2.6
		L.S	7	9	3	14	11	2.7
		T.S. AM						3.0
		L.SAM						3.3

Table 12 portrays the approaches of courses in the module. Out of the total 121 teaching staff respondents 72 (59.5%) and 44 (66.7%) of leading staff gave their responses as 'modular' respectively. See table 11. Table 12 illustrates the rating responses of these 72 teachers and 44 leading staff on the contents of the modular based training.

To statement 1-6 in the table teaching staff respondents agreed upon with the rating mean 3.4, 3.0, 3.0, 3.4, 3.1 and 3.1 respectively on the approach of the module that it was comprehensive, fits the real situation of every school, feasible for all teachers regardless of qualification, problem solver and activities related to the school practicing. In the similar way, statement 9 and 10 with rating mean 3.3 and 3.0 respectively teaching staff argued that the module appreciates individual and group work as well as interesting. Contrary to this, for statement 7 and 8, statement 11 and 12 with rating mean 2.9, 2.8, 2.7, and 2.6 respectively responded by teachers. This shows that the approach of the module did not consider experiences in the module as local and related to the school to exercise, work time of teachers, which makes teachers un participatory and busy. Thus, there should be conducive school environments for the practicing of CPD in the secondary school.

Concerning the leading staff responses in table 12 above for statements 1-12, were above average except 8 and 12 whose rating mean was 2.9 and 2.7 respectively. This indicates that leading staffs had enough knowledge about the module than teaching staff. This may be cases in the shortage of module supply/access. With regard to statement 8 and 12 similar interpretation had been drawn as that of teaching staff above. It should consider suitable time and school work- load and the experiences and practices should be localized.

The aggregate mean for both teaching and leading staff were 3.0 and 3.3 respectively which shows the approaches of the module is good and may help or guide teachers and leading staff to implement the CPD program.

4.2.2. How Teachers Practice CPD

This section portrays the major important elements of CPD and their practices.

Table 13 Important elements of CPD

No	Statement	Respondent	Rating scale					Mean
			VH (5)	H (4)	M (3)	L (2)	VL (1)	
8.1	Active learning methodology	T.S	24	41	23	22	11	3.4
		L.S	17	19	13	12	5	3.5
8.2	Continuous assessment	T.S	27	42	26	17	9	3.5
		L.S	19	19	14	9	5	3.4
8.3	Action research	T.S	28	37	23	19	14	3.4
		L.S	19	16	13	11	7	3.2
8.4	Class room management	T.S	31	37	23	20	10	3.5
		L.S	20	21	11	8	6	3.7
8.5	Preparing less on plan	T.S	39	34	26	10	12	3.6
		L.S	25	23	7	7	4	3.9
8.6	Making portfolio	T.S	42	41	22	12	4	3.9
		L.S	22	22	8	8	6	3.7
8.7	Professional ethics	T.S	41	33	20	14	13	3.6
		L.S	25	20	12	7	2	3.9
8.8	Induction	T.S	31	39	26	17	8	3.8
		L.S	18	22	17	6	3	3.7
8.9	Coaching	T.S	30	31	20	26	14	3.4
		L.S	18	18	15	8	7	3.5
		T.S AM						3.6
		L.S AM						3.6

Table 13 depicts the important elements of CPD. The respondents were requested to rate the level of their agreement. The questions were concerned with the important elements of CPD program. Both teaching and leading staffs responded that contents in the table were very important in the CPD program which was approved in the table with rating mean above 3 and aggregate mean of 3.6 for both teaching and leading staffs. This indicates that active learning methodology, continuous assessment, action research, class room management, lesson

plan preparation, making portfolio professional ethics, induction and coaching were the useful contents of CPD program which play great role in improving quality of education.

Table 14 Major Activities Practiced in CPD in Schools

No	Topics/ contents	Respondent	Option			
			Available		Not Available	
			f	%	f	%
9.1	Active learning methodology	T.S	76	62.8	45	37.2
		L.S	46	69.7	20	30.3
9.2	Continuous assessment	T.S	88	72.7	33	27.3
		L.S	55	83.3	11	16.7
9.3	Action research	T.S	80	66.1	41	33.9
		L.S	48	72.7	18	27.3
9.4	Class- room management	T.S	87	71.9	34	28.1
		L.S	54	81.8	12	18.2
9.5	Preparing lesson plan	T.S	91	75.2	30	24.8
		L.S	56	84.8	10	15.2
9.6	Making portfolio	T.S	100	82.6	21	17.4
		L.S	56	84.8	10	15.2
9.7	Professional ethics	T.S	102	84.3	19	15.7
		L.S	55	83.3	11	16.7
9.8	Mentoring	T.S	85	70.2	36	29.8
		L.S	55	83.3	11	16.7
9.9	Coaching	T.S	68	56.2	53	43.8
		L.S	43	65.2	23	34.8
		TSAP	86	71.3	35	28.7
		LSAP	52	78.8	14	21.2

Table -14 portrays the major activities (teachers) practiced in CPD program in the school. Respondents were asked to identify the availability of contents of CPD program. As indicated in the table both

teaching and leading staffs above 50% approved that the major contents of CPD program such as active learning methodology, continuous assessment, action research, class room management, preparing lesson plan, making portfolio, professional ethics, mentoring and coaching were available. The average percentage of the availability of the major activities of CPD program for both respondent were 86 (71.3%) and 52 (78.8%) respectively which is significant for practicing CPD in the school. For both teaching and leading staff in table 14, topic 9 coaching 56.2% and 65.2% respectively indicated that attention given to coaching was low comparatively with others. This indicates that experienced teachers were reluctant or involuntary in coaching activities. In similar way interviews conducted at all levels confirmed that the topics listed in the table 14 were available in the modules.

Table 15. Forms of Studying CPD Modules

No	Types of respondents		Options			Total
			Individual	In group	Both	
11.	Teaching staff	N	21	41	59	121
		%	17.4	33.8	48.8	100
	Leading staff	N	-	16	50	66
		%	-	24.2	75.8	100

Table 15 illustrates forms of teachers study the CPD activities in the school. The respondents were given options “individual”, “In group” and “both” to identify forms of studying. 21 (17.4%), 41 (33.8%) and 59(48.8%) teaching staffs responded as “individual”, “In group” and “both” respectively. This indicates that the form of studying CPD was well- arranged in the manner of collaborative works which develops the sprit of collegiality, experiences sharing etc in the staffs. Respondents of

the leading staff in the table 15 responded that as 16 (24.2%) “in group” and 50 (75.8%) both.

This indicates that leading staffs understood CPD activities were studied both in individual and in group.

Table 16. Duration of Studying CPD Modules

No	Types of respondents		Options				Total
			daily	Every weekend	Once a month	Others	
12	Teaching staff	N	-	33	-	8	41
		%	-	80.5	-	19.5	100
	Leading staff	N	-	12	-	4	16
		%		75		25	100

Table 16 depicts that time schedule or program when CPD was studying. The respondents were given options for time of studying CPD as “daily”, “every weekend”, “once a month” and “others” as portrayed in table 16. Responses in group, 33 (80.5%) of teaching staff, 12 (75%) leading staff responded that it was studied every weekend. This shows that there is a pre-planned scheduled CPD program which was agreed up on by the group members. 8 (19.5%) teaching staff 4 (25%) of leading staff responded that “other” varied based on the group time table and rearranged dependently. This shows that there was insufficient of time (work load). This is the evidence that majority of the sampled school teachers and leading staff, work load per week were 15-25 periods. (See table 3 No 3). Accordingly interview was also made to investigate how teachers carry out the activities impeded in the CPD modules and how they prepare and attach their portfolio. The interview made at ZED and Wereda experts revealed that the induction program was carried out individually in collaboration with the mentors. The portfolio was

prepared with in two or three copies by the NDTs and then signed by the mentors finally the school principal confirmed the copies with common seal of school. These interviewees replied that teachers carried out the proper CPD Basically in group but there might be individual and pair works as indicated in the modules which would be discussed in the session. From the interview the researcher identified that the procedures of discussion in each session and the preparation of the portfolio varied from place to place or group to group. This requires clear guide line for the program.

4.2.3. Out comes of CPD

This section deals with the major out comes of CPD program.

Table 17. Rating on the Out comes of CPD

No	Statement	Respo n -dent	Rating scale					Mea n
			S.A (5)	A(4)	U. D (3)	D.A (2)	S.DA (1)	
13.1	Improvement in class room management	T.S	19	49	16	11	26	3.2
		L.S	16	22	12	8	8	3.4
13.2	Improvement in teaching method	T.S	10	40	26	31	14	3.0
		L.S	11	30	9	10	6	3.5
13.3	Improvement in lesson preparation	T.S	15	42	11	22	31	2.9
		L.S	13	24	11	12	6	3.1
13.4	Improvement in sprit of collegiality	T.S	19	46	25	16	15	3.3
		L.S	20	26	9	6	5	3.8
13.5	Creates transparency	T.S	22	44	19	18	18	3.3
		L.S	21	24	7	10	4	3.7
13.6	Improves students achievement	T.S	22	26	28	20	25	3.0
		L.S	14	17	12	16	7	3.2
13.7	Develops interests in the profession	T.S	20	30	25	22	24	3
		L.S	15	18	11	17	5	3.3
13.8	Improves professional ethics	T.S	20	46	16	20	19	3.2
		L.S	17	21	9	12	7	3.4
13.9	Creates respect to the job	T.S	29	33	17	17	25	3.2
		L.S	17	19	6	17	7	3.3
13.10	Improves teacher student relation	T.S	21	38	24	19	19	3.2
		L.S	15	16	10	16	9	3.2
13.11	Improves teacher-parent relation	T.S	21	41	21	18	20	3.2
		L.S	15	17	11	13	10	3.2
13.12	Facilitates teaching-learning process	T.S	20	38	23	19	21	3.1
		L.S	17	14	18	10	7	3.2
13.13	Develops sense of competences	T.S	22	32	24	25	18	3.1
		L.S	17	17	14	11	7	3.4
13.14	Develops creativity	T.S	21	35	27	17	21	3.1
		L.S	18	19	9	12	8	3.4
13.15	Solves problem	T.S	18	31	34	20	18	3.1
		L.S	18	16	12	13	7	3.6
13.16	Beneficial to teachers and student	T.S	19	30	15	31	26	2.9
		L.S	8	23	11	16	8	2.8
13.17	Creates conducive school environment	T.S	20	29	26	26	20	3.0
		L.S	14	17	13	15	7	3.2
		T.S						3.0
		AM						
		L.S						3.3
		AM						

Table 17 portrays that important out comes of CPD program. Majority of the responds in statement 2-17 except statement 3 and 16 responded their agreement that CPD has important out comes in key activities of teaching – learning process. The rating mean for statements mentioned above were above 3.0 which revealed that CPD improves: class room management, sprits of collegial work, transparency among staffs, professional ethics, creates respect to the job, teacher student relation which are the ways to have quality of education. For the other statement except 3, and 16, whose rating mean were 2.9, and 2.8 respectively, the teaching staffs assumed the listed out comes in table 17 as positive out comes of CPD program. In statement 3, the reason behind is secondary school teachers were blaming active learning methodology since most of them were qualified in traditional methods of teaching and connected with to problem of the problem of the large class size. Regarding statement 16, benefit and incentive essential for any performance, since then, significant benefits were not offered to teachers. As a result most of the teaching staffs were at dilemma. This confirmed that any innovation should be in corporate with different kinds of benefits such as certificate, upgrading as well as verbal incentives for those who perform their activities effectively.

With regarding to leading staffs majority of the respondents assured that CPD program has positive out-comes in teaching-learning process in such a way that it inculcates every activities preformed in school through up-dating the way of the staff collaboratively, in problem solving and it develops the senses of competences among the staff members. This is evidenced with rating mean for leading staff were in between 3-3.8 except for statement 16, that it lacks benefits from upper official Wereda zone or region level.

The aggregate mean for teaching staff and leading staff were 3.0 and 3.3 respectively. This confirms that both teaching and leading staffs understood that CPD has positive outcomes in the teaching profession if appropriately operated in the school. Interviews were also made at various levels to investigate the effects of the CPD program on the day to day activities of teachers. The interviewees disclosed that there were some improvements in implementing active learning methodology continuous assessment, class room management and professional ethics. But they noted that there effects were tentative. The activities, of CPD program should link the content teachers teach with the methodology they apply to impact the contents.

4.2.4. Assurances on CPD program

This section discus the major supports provided during the practicing of CPD program.

Table 18. Assistance Provided on CPD

No	Statement	Respondent	Rating scale					Mean
			VH (5)	H (4)	M (3)	L (2)	VL (1)	
14.1	On time training	T.S	21	25	17	26	32	2.8
		L.S	8	20	12	15	11	2.98
14.2	Material supply	T.S	20	28	15	32	26	2.9
		L.S	10	17	15	14	10	3.0
14.3	Supervision from concerned bodies	T.S	16	26	22	24	33	2.7
		L.S	9	13	13	17	14	2.8
14.4	Net works with others	T.S	10	20	24	28	39	2.5
		L.S	9	16	17	12	11	2.9
14.5	Experiences exchange in school with others	T.S	23	31	20	19	28	3.0
		L.S	11	16	15	16	8	3.1
14.6	Uses of facilities, stationary ICT and computer	T.S	18	14	16	36	37	2.5
		L.S	11	12	12	20	11	2.9
14.7	Motivation and incentive	T.S	16	13	14	35	43	2.4
		L.S	10	10	7	19	20	2.5
		T.S AM						2.7
		L.S AM						2.9

Table 18 illustrates that major assurances provided for the implementation of CPD program. As indicated in the table above both teaching and leading staffs' responses lower than the average mean value 3. This indicates that important issues for the implementation of CPD program were forgotten. Time of training, material supply, modules, stationery, etc, supervision from supportive bodies (clinical and non-clinical), net works with others (schools, college of teacher education, universities, teachers) etc, and last but not least motivation and

incentives were given while CPD being practiced. Evidences in the table show that with out these, schools are exhausted to implement CPD effectively, which is unthinkable.

In respondents, teaching and leading staffs the aggregate mean were (2.7 and 2.9) respectively indicated that the assistances given to implementers of CPD program were insignificant. This shows that status of CPD in the schools were with plenty of problems. Interviews from wereda and zone expertise confirmed this issue that the assistances were very limited to small portion. Even, teachers were forced to buy stationery, pen etc from their pocket which is another burden with inflation of life as well as stationery. Though, we are at the age of information most of the respondent school had no access to information and communication technology, computer, modern library etc. Even for those who had a few of these devises, the access to use is insignificant. This indicates that the absence of these facilities demoralize the spirit of teachers to be updated.

4.2.5. Interests of Teachers and leaders before and after introduction of CPD

This section illustrates the level of interests of teachers and leaders before and after the introduction of CPD.

Table 19. Ratings of Interests of Teachers and Leaders

No	Item	Respondents		Rating Scale					Total
				V.H	High	Average	Low	V.L	
15	Before	T.S	N	39	31	34	7	10	121
			%	32.2	25.6	28.1	5.8	8.3	100
		L.S	N	5	25	26	5	5	66
			%	7.6	37.9	39.3	7.6	7.6	100
16	After	T.S	N	20	17	39	20	25	121
			%	16.5	14.1	32.2	16.5	20.7	100
		L.S	N	12	21	21	5	7	66
			%	18.2	31.8	31.8	7.6	10.6	100

To implement any innovation the interests of implementers play great role. The interests of teaching staff and leading staff in teaching profession before and after the introduction of CPD program summarized in table 19. The respondents were asked to reply their interests in teaching profession as “very high”, “high”, “average”, “low” and “very low” respectively before and after the introduction of CPD program. 39(32.2%), 31(25.6%), 34 (28.1%) of the teaching staff replied their interests before the introduction of CPD program as very high, high and average respectively. This data confirms that 104 (85.9%) teaching staffs have average and above interests in teaching staffs responded as low and very low in teaching profession. Accordingly, only 7 (5.8%) and 10 (8.3%) had no interest in teaching profession respectively. Though, the percentage seems low, this affects the quality of education negatively. With regarding to, leading staffs’ interests in teaching profession before introduction of CPD to the school was 5 (7.8%), 25 (37.9%), 26 (39.4) very high, high and average respectively. Above two- third i.e. 56 (84.8%) of the leading staff

had average and above interests in teaching profession. This indicates that if there is a conducive environment created it is obvious that quality of education will be assured.

In similar manner as in teaching staff, also in leading staff 5 (7.8%) and 5 (7.8%) responded as low and very low interests before the introduction of CPD to the school. Although, 10 (15.2%) looks insignificant comparatively with the rest respondents, the influence to quality of education is not ignored.

For the second item interests after the introduction of CPD in table 19 20(16.5%), 17 (14.1%) and 39 (32.2%) of teaching staff responded as very high, high and average respectively. The evidence from the data confirms that 76 (62.8%), the interest of teachers to teaching profession after the introduction of CPD program are lowered by 23.1%. This is clearly, the indicator for CPD practicing in the school that it has problem

The remaining teaching staff respondents replied to the same item in table 19, 20 (16.5%) and 25 (20.7%) as low and very low interests to teaching profession after the introduction of CPD program. This indicates that the dissatisfaction with the CPD practicing because the percentage to this ranking showed increment from 14% to 37.2%. This great inflation indicates problems in the way CPD practicing in the school.

Responses of leading staffs for the second item in table 19, 12 (18.2%), 21(31.8%) and 21 (31.8%) and 21 (31.8%) were very high, high and average respectively. In similar manner, the teaching staff, their interests slow down to 81.8% from 84.8%. Again this slight reduction in the interest of teaching profession had become witness for the problematic status of CPD program in the school. 5 (7.6%) and 7 (10.6) responded as low and very low interests in teaching profession after the introduction of

CPD program. This finding may help the policy maker to revise the program before investing a lot.

4.2.6. Factors Hinders CPD Program

This section describes the major hindering factors of CPD program

Table 20. Ratings of Factors Hindering CPD

No	Statement	Respondents	Rating Scale					Mean
			S.A (5)	A (4)	UD (3)	D.A (2)	S.DA (1)	
17.1	Lack of well-organized bodies	T.S	68	25	14	9	5	4.2
		L.S	38	16	4	5	3	4.2
17.2	Lack of expertise on the program	T.S	61	26	20	8	6	4.1
		L.S	29	20	9	4	3	4.4
17.3	Lack of financial support	T.S	66	26	14	10	5	4.1
		L.S	32	21	6	3	4	4.1
17.4	Lack of support form administrative body	T.S	65	29	12	8	7	4.1
		L.S	30	23	6	3	4	4.1
17.5	Work load in the school	T.S	71	32	8	6	4	4.3
		L.S	37	20	3	3	2	4.3
17.6	Limits of teacher as decision maker	T.S	51	41	13	9	7	3.99
		L.S	30	25	5	3	3	4.1
17.7	Shortage of researches on the significances of CPD	T.S	65	35	10	7	4	4.23
		L.S	36	22	4	2	2	4.4
17.8	Lack of commitment of the concerned bodies	T.S	64	43	3	6	5	4.2
		L.S	37	20	3	3	3	4.3
		T.SAM						4.14
		L.SAM						4.3

Table 20 illustrates the variables assumed to have higher negative impact on CPD program. The study revealed that both teaching and leading staffs agreed upon that all of the variables had higher influences on success and failure of CPD program in the sampled secondary schools. As indicated in the table 20 factors hindering CPD program were:

- Lack of well- organized bodies
- Lack of expertise on the program
- Lack of financial support (budget)
- Lack of support from administrative body
- Work load in the school

- Limits of teachers as decision maker
- Shortages of researches on the significance of CPD
- Lack of commitment of concerned bodies.

Both respondents, teaching and leading staffs were strongly agreed upon that the variables in the table above were factors hindering the CPD program. Thus aggregate mean of teaching staff 4.14 and of leading staff 4.3 assured this fact.

This shows that the status of CPD in secondary schools were at nominal level. Practicing any innovation in general and CPD program particularly is very difficult with out organized bodies for the program, qualified expertise for the program, detail awareness on the program, and necessary supports from concerned bodies. Since CPD program is practicing in the school along with teaching- learning process, work load in the school is another burden. Another problem with CPD practicing is lack of autonomous in the profession that the role of teacher as decision maker. Teachers or implementers have to debate on the program, act and react on how the program has organized. This may develop concepts about the program which motivates self commitment of the implementers.

Interview from the educational expert from zone and wereda offices, revealed that the status of CPD program in secondary school is at infancy level. They argued that though the concerned body assigned late this year 2001 E.C at the school level with the new reform BPR (Business processes reengineering) work done to minimize these factors is insignificant. In addition to this teachers are forced to buy stationery from their pockets. Finally the expertise suggested that if these organization or network from school to offices at different level properly function CPD will be fruit full in the future. The data confirms that both

implementers and expertise are agreed up on the factors that hindering the CPD program with out any significant differences.

4.2.7. Trainings Given for Leaders

This section portrays trainings given for leading staffs to capacitate in order to perform their duties and responsibilities.

Table 21 Training Leading Staff Received on Current Position

No	Respondent	Option					
		Yes		No		Total	
		No	%	No	%	No	%
18	L.S	50	75.8	16	24.2	66	100

Table 21 illustrates that trainings that leading staffs had received on the current positions they had operating. Evidence from the data in the table 21 revealed that 50 (75.8%) of the leading staff had training on the current position they were operating. This shows that two- third of the leading staffs were capable of performing their duties and responsibilities. In contrast to this, 16 (24.5) about one- fourth of the leading staffs did not take any training on the position they currently operating. This indicates that one-fourth of teaching staffs were 'blind with out stick'. This means confusing rather than leading which is danger for the implementation of any innovation particularly CPD.

Table 22 Usefulness of training

No	Respondent	Option					
		Useful		Not useful		Total	
		No	%	No	%	No	%
19	L.S	50	100	-	50	66	100

The data from the table confirmed that 50 (100%) of the respondents had proved the usefulness of the training. This indicates that on time training is essential to perform duties and responsibilities efficiently.

4.2.8. How Leaders Treat Teachers

This section depicts the style of approaches of leaders to the teaching staffs.

Table 23 Approaches of Leading Staff to teachers

No	Respondent		Options							
			A	B	C	D	E	F	G	H
20	L.S	N	24	12	12	4	8	11	3	15
		%	36.4	18.2	18.2	6	12.2	16.7	4.5	22.7

A= Facilitator B= advisor C= Supervisor D= Inspector E= evaluator
 F= Managerial leadership G= Instructional leadership H- Supporter

Table 23 illustrates that lists of different types of approaches of leadership to teachers which might affect either positively or negatively the implementation of any innovation particularly CPD. The data from the table confirms that 24 (36.4%), 12 (18.2%), 12 (18.2%), 4 (6%), 11(16.7%), 3 (4.5%) and 15 (22.7%) responded their approach as facilitator, advisor, supervisor, inspector, evaluator, managerial leadership, instructional leadership and supporter respectively. This indicates that most of the leading staff 24 (36.4) facilitators, 12 (18.2) advisors, 12 (18.2) supervisors, and 15 (22.7%) supporters which are democratic leadership style (approach). This type of approach may creates common understanding, collaborative work, collegial spirit in the staff and helpful in practicing any innovations in the school in general in CPD in particular. In option G. instructional leadership style was not familiar in the school which is very essential in modern leadership. 4(6%), 8 (12.2%), and 11 (16.7%) responded as inspector, evaluator and managerial leadership respectively. Though, this style of leadership is

essential, could not be fault finders, frustrating, but could be constructive and initiative.

4.2.9. of Mechanism of CPD Program Follow-up

This section shows the major follow up mechanism of CPD program in the school.

Table 24 Follow up of CPD

No	Respondent		Option				
			A	B	C	D	E
21	L.S	N	37	20	9	16	3
		%	56.1	30.3	13.6	24.2	4.5

A= Document inspection B= Reports C= Class room observation
D= Students achievement E=others

Table 24 illustrates the methods of follow up of CPD program. Any innovation needs follow-up in order to evaluate the status of its practicing. The respondents (leading staffs) were asked how they followed-up the activities of CPD using the options in table 24 above. Data from table 24 confirmed that 37 (56.1%), 20 (30.3), 9 (13.6%), 16(24.2%) and 3 (4.5%) responded the method of follow up as document inspection, reports, class room observation, students achievement and others respectively. The information in the table approved that CPD activities were followed up using document inspection personal file (dairy), reports from teachers, facilitators and leaders as well as improvements in teaching learning process (students achievement) in general. Interview from expertise from zone and Wereda education offices revealed that the major method of follow up was reports from the school and occasionally supervision to the school. Since there was sufficient budget, the follow up was limited to reports from the school which was

'paper game'. This indicates that the follow-up of the program lacks continuity.

Majority of leading staffs and teaching staffs responded to the open ended questionnaires that CPD program was interesting although it is full of problems.

4.2.10. Problems Listed and Solutions Suggested from Respondents on CPD Program

They listed down problems faced in CPD from different dimensions as follows.

Problems Listed:

With the respect to the assistance to be given

- Lack of modules
- Lack technical supports
- Lack of on time and continuous training

With regarding to attention and attitudinal problems

- Lack of interest- considering it as mandatory
- Shortage of time
- Lack of beliefs that CPD helps them improve their performances
- Lack of budget
- Lack of uniformity to prepare portfolio.
- Work load.
- Inconvenience of time and place to run CPD session

Regarding competences

- Lack of training for mentors, principals on CPD
- Lack of expertise at school and wereda level

This information assured that the importance of CPD program is undeniable but lacks the owner, follow-up and continuity. Therefore, the one who these concerns should play the role expected.

Respondents also forwarded what should be done to have effective CPD program in the school. These are listed below as tentative solution and what should be done for the future.

Solution for forwarded from the respondents (tentative) are using available module in groups, purchasing stationery materials, adjusting the time table in the manner feasible for practicing CPD activities and arranging temporary place for CPD module studies.

Solutions Listed for the future

- Concerned bodies (government, officials etc) should play their role such as supports both technical and materials.
- Teachers, facilitators, and mentors should be continuously assisted by competent professional
- Module should be prepared take into consideration the local situation of the school environment, removing redundancy in the content, localize the activities and practices, incorporate with knowledge and skill of subject area, separate, the career ladder, experiences and qualification etc to develop balanced competition.
- Continuous training for all teachers, form training center in the school or cluster, rather than training one or two key person centrally (cascade type training).
- Capable of the teachers, mentors, facilitators and leaders.
- Module should be available for all group members
- There should be assistance of stationery materials and reference books, internet, computer, libraries etc
- The follow- up mechanism has to be strengthened and continuous

CHAPTER FIVE

Summary, Conclusion and Recommendation

This chapter deals with the findings of the study, conclusion and recommendations.

5.1. Summary of the Research

The objectives of this study was to assess and investigate the current status of CPD program at secondary school (grade 9-10) of selected East Wellega zone of Oromia and address alternative suggestion for better practice of CPD program. The study was conducted in 6 randomly selected Government secondary schools in East Wellega Zone of Oromia Regional State. In line with the basic questions questionnaires were developed along interview guides. Data collected through these tools were analyzed using relevant statistical tools such as percentage, rating mean and aggregate mean and interpreted.

The major findings of the study are summarized here under

1. Proportion of female respondents was very low. From the total 187 (100%) respondent only 8.6% were female. This shows proportion of female teachers in secondary school is very low;
2. The majority of secondary school teachers and leaders' members were in the ranges of productive group i.e. 20-45 (86.6%);
3. Substantial proportion of respondents had ample work experiences which ranges from 6-30 (53.2%);
4. The majority of teaching and leading staffs were first degree holders 61.5% where as 38.5% of the secondary schools teaching staffs and leading staffs were below the required criterion of qualification to teach in secondary school i.e. diploma holders;
5. The majority of teaching and leading staffs got awareness on CPD program and this is confirmed with the aggregate mean 3.15 and

- 3.8 of the respondents respectively. Both respondents had sufficient awareness on CPD program;
6. CPD program were more or less comprehensive, on paper. The program did not consider the working condition of teachers i.e. many periods per week, and were not localized at the real situation of the school. The experiences and practices again did not coincide with practices in the school. It looks direct translation or import from somewhere. There was no budget allocated at secondary school for this purpose and this may affect negatively the interest of practitioner and reduces beliefs on the CPD program for continual professional development;
 7. Training on CPD program was not uniform. The respondents were confused to say training because the training system was in the form of cascade in which key persons or official trained centrally go back to the school with confusion or convincing. The main institution conducting training for teachers were the school and wereda educational office. The participation of others organizations such as ZED, REB CTE. MOE and NGO were insignificant. This indicates the program lacks integrity with these institutions. The contents of training, though it missed continuity and uniformity CPD contained important programs which are essential for teachers' professional development;
 8. Active learning methodology, continuous assessment, action research, classroom management, making portfolio, induction, professional ethics, mentoring and coaching are the major expected CPD practices. Majority of the respondents agreed upon the availability of these activities in the CPD training and document in paper, but there is no concrete practice in the school;
 9. Essential assistances such as on time training, available time and materials such as stationery, CPD modules ICT- computer, library, were not sufficiently provided by the concerned bodies i.e.

school principals, Wereda and zone education departments in the secondary schools;

10. Both teaching and leading staffs as well as experts from Wereda and zone education offices agreed that CPD program is advantageous for the reason that: it enhances teachers level of understanding the school problems and make them involve in solving the problem, creates opportunity to share experiences, creates good human relation and they assume that CPD practices are mandatory in now days to adapt the fast changing of global condition. This confirms that teachers and leading staffs had developed good perception on school- based practices of CPD;
11. The interest of teachers and leading staffs were investigated before and after the introduction of CPD. The data analyzed in chapter 4 table 19 revealed that there was sliding back from the practices. This might be the result of the obstacles while practicing CPD activities discussed above;
12. The method of follow up in the school was limited to document and reports. This shows that the evaluating mechanism was not to the ground and continual;
13. School leaders had lack of autonomy in providing CPD opportunities at the school for teachers. They relied up on and expecting only from the top officials. They were passive in such away that generating financial support, creating conducive environment, sharing responsibilities and conducting school based training on the program. Therefore, teachers' knowledge and skills were not utilized in the manner of improving the quality of education and in attempts to bring desirable changes in the school.

5.2. Conclusion

Based on the above findings the following conclusions were drawn:

1. Majority of teachers and leaders practicing CPD without detail trainings. Therefore, teachers and leaders were not convinced first about the importance, objectives and implementation of the CPD program, there by leading them to believe that they would learn something that would be helpful for their work.
2. In addition, the assistance that teachers received after they started practicing the program was very low. The modules were inadequate. They did not receive continuous expertise support. Therefore teachers as professional learners did not receive the same treatment that they themselves are expected to give their students. The major reason for the absence of pre- practice training and the current assistances was lack of responsible body in the school as well as in Wereda levels. The pre- service and in service training experts (experts of TDP department as new reform) at wereda level were either non existent or they were new for the position. Therefore, the status of new structure as a result of new reforms of Business Process Reengineering (BPR) is at nominal level.
3. The attitude of teachers towards the program was affected by the problems they faced while they were practicing the activities negatively. Therefore teachers are less interested in CPD practice.
4. The effects of the program on the daily activities of teachers were encouraging. But most of the interviewees revealed that the effect were tentative. This means that if a session, teachers practice, deals with active learning methodology, every teacher tries to implement it in class room at that movement. Therefore, major activities of CPD are not practiced simultaneously.
5. There were innumerable problems and challenges that negatively affected the practices of CPD program. However, the causes of these

problems and challenges were lack of assistances and follow-up. Therefore lack of assistances and follow up more than any other problems significantly hampers the effective implementation of CPD.

5.3. Recommendation

Based on the major findings and conclusion drawn with respect to the status of CPD program in secondary school, the following recommendations are suggested for policy makers, education expertise, teachers and others concerned bodies.

1. CPD program has to be revised, evaluated and the activities in the program should be localized. Based on the ETP the program should be localized, the preparation of study courses should be revised with standards of teachers at the different career level and qualification;
2. Teachers and leading staffs have awareness about CPD program. Awareness only cannot be sufficient, essential assistances, close investigation, feedbacks, need assessments, debates on the program etc are some of the ways to create valuable concepts on CPD program. Therefore, the interest or level of the teachers should be identified through case studies, panel discussion and reflection on the program. This may develop self confidences and transparency in the CPD;
3. Training CPD lacks uniformity and continuity. To solve this, resource person from teachers and from wereda education office should be trained intensively specifically on CPD. This may capacitate the school or wereda to conduct training at school level and enable continual follow-up near by and give immediate correction. It is better if center of excellence established in the

school where continual services will be given for teachers at different level;

4. There should be also good communication with different stakeholders; universities, colleges of teacher education and other schools in order to have good experiences sharing;
5. Induction and generic courses are the two main courses offering in the schools for NDTs and proper teachers. This may minimize the importance of CPD since all teachers with different experiences, qualification and career ladder categorized in only two groups. Therefore, study courses should consider service years, qualification, career ladder, which may reduce reluctantness; in participation, in reflection, in discussion etc in group work;
6. The status of CPD program faced a number of hindering factors which limited its practices. Therefore, much is expected from principals to come to better way that planning, monitoring organizing, generating incomes, coordinating and wise utilization of resources (both materials and humans) available in the school. Upper officials should do more in supplying and distributing materials produced at center proportionally;
7. There should be diagnosis in order to identify needs and interests of the implementers at school, Wereda or zone level towards better application of CPD.

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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

General Direction

Continuous Professional Development (CPD) program has been given for primary and secondary schools teachers through out the country. The purpose of this questionnaire is to collect data on the status of CPD program of secondary school teachers in East Wellega Zone.

This study aims at investigating how secondary school teachers practice the CPD program and there by identify the problem that hinder its implementation and looking for ways to improve its implementation. Thus, your genuine, frank and timely responses are vital to determine the success of this study. Therefore, realizing the information you provide will be used only for this research purpose, you are kindly requested to contribute your own in filling the questionnaire honestly and responsibly.

- N.B**
1. No need of writing your name on any page
 2. To 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 cooperation

Part I. Personal Information

1. Sex- 1.1. Male 1.2. Female
2. Age 2.1. 20 and below 2.2. 21-25 2.3. 26-35
2.4. 36-45 2.5. 46 and above
3. Service Year- 3.1. 2 and below 3.2. 3-5 3.3. 6-8
3.4. 9-12 3.5. 13-16 3.6. 17-20
3.7. 21-25 3.8. 26-30 3.9. 31 and above
4. Qualification 4.1. TTI 4.2. Diploma 10+1 10+2
10+3 12+2 12+3
4.3. Degree BA/BSC/BED MA
5. Load per week 5.1. Less than 10 periods 5.2. 10-15 periods
5.3. 16-25 periods 5.4. above 25 periods
6. Institution you certified from 6.1. Government college/university
6.2. Private college/ university
7. Position in career ladder- 7.1. Beginning Teacher
7.2. Junior Teacher
7.3. Teachers
7.4. Senior Teacher
7.5. Associate Lead
7.6. Lead Teacher
8. Subject qualified for: 8.1. Major _____ 8.2. Minor _____
9. Subject you teach currently 9.1. Major _____ 9.2. Minor _____
9.3. Both _____ 9.4. Other specify _____
10. School you work currently _____
11. Responsibilities in the school _____

Part II. Awareness about CPD Program

1. Instruction: The following table contains statements on awareness of teachers on the overall aspects of CPD (Continuous Professional Development). Please read the statements and decide your level of agreement with each statement and mark “√” on the space provided under your level of agreement.

5= very high,

4= high

3= medium

2= low

1= very low

No	Statement	Rating scale				
		5	4	3	2	1
1.1	I clearly know the objectives of CPD					
1.2	I have a good understanding of the purpose of CPD					
1.3	I have knowledge of importance of CPD in gradual professional development					
1.4	I understand that CPD is significant for professional competences					

2. Instruction: The following table contains statements on the comprehensiveness of continuous professional development (CPD) program. Please read the statements and decide your level of agreement with each statement and mark “√” on the space provided under your level of agreement.

5= Strongly Agree,

4= Agree

3= Undecided

2= Disagree

1= Strongly Disagree

No	Statement	Rating scale				
		5	4	3	2	1
	CPD program ...					
2.1	is well organized in contents and practices					
2.2	identifies duties and responsibilities of concerned body					
2.3	is feasible to all teachers to develop spirit of continuing in the profession					

2.4	is systematically programmed					
2.5	is feasible to all school to improve student achievement					
2.6	is updated					
2.7	is resourceful to solve problem in teaching- learning process					
2.8	is cost effective that every teacher can apply					
2.9	supports the teaching- learning process					
2.10	initiates teachers to improve their professional competences					
2.11	is interesting for gradual professional development					
2.12	is practical in school environment					
2.13	is integrated with education and training policy of 1994 and curriculum in operation.					

3. Have you participated in any training concerning CPD Program?

A. Yes B. No

4. If your response to Q.3 is “yes” the program was conducted by (you may have more than one choice accordingly).

- A. School
- B. Wereda education office
- C. Zonal education department
- D. College of teacher education
- E. Regional education bureau
- F. Ministry of education
- G. NGOs

H. If any others please specify here _____

5. Instruction: The following table contains statements on the contents of training you received in CPD program. Please read the statements and decide your level of agreement as 'Available' or 'Not Available' with each statement and mark "√" on the space provided under your level of agreement.

No	Contents of training	Available	Not available
5.1	Awareness on CPD		
5.2	Objectives of CPD		
5.3	Importance of CPD		
5.4	Significances of CPD		
5.5	Active learning methodology		
5.6	Professional ethics.		
5.7	Classroom management		
5.8	Conducting action research		
5.9	Collegial approach		
5.10	Preparing portfolio		
5.11	Continuous assessment		
5.12	Career structures		
5.13	Licensing of the profession		
5.14	Skills and knowledge on the subject		
5.15	Sharing experiences		
5.16	If any other topic please specify _____ _____		

6. What was the approach of training?

A. modular B. Short training

C. if any others please specify _____

7. Instruction: If your response in Q. 6 is “modular” the following table contains statements on over all aspects of modular approach. Please read the statements and decide your level of agreement with each statement and mark “√” on the space provided under your level of agreement.

5= Strongly Agree,

4= Agree

3= Undecided

2= Disagree

1= Strongly Disagree

No	Statement	Rating Scale				
		5	4	3	2	1
7.1	Comprehensive					
7.2	Fits the real situation of every teacher/school					
7.3	Feasible for all teachers regardless of qualification					
7.4	Problem solving approach					
7.5	Clear and relevant					
7.6	Activities and projects are related to the school practicing					
7.7	Experiences in the module are local and easy to exercise					
7.8	Applicable with in the given frame time					
7.9	Appreciate both group and individual works					
7.10	Interesting					
7.11	participatory					
7.12	Recognize the school work load					

Part III. How teachers practice CPD

8. Instruction: The following table contains important elements of CPD. Please rate the degree of importance of the following elements for CPD by putting “√” on the respective space provided below (5= very high, 4=high 3= medium; 2=low; 1=very low).

No	Topics	Rating Scale				
		5	4	3	2	1
8.1	Active learning methodology					
8.2	Continuous assessment					
8.3	Action research					
8.4	Classroom management					
8.5	Preparing lesson plan					
8.6	Making portfolio					
8.7	Professional ethics					
8.8	Induction					
8.9	Coaching					

9. Instruction: The following table contains statements on the contents of training you received in CPD program. Please read the statements and decide your level of agreement as ‘Available’ or ‘Not Available’ with each statement and mark “√” on the space provided under your level of agreement.

No	Topics	Available	Not available
9.1	Active learning methodology		
9.2	Continuous assessment		
9.3	Action research		
9.4	Class room management		
9.5	Preparing lesson plan		
9.6	Making portfolio		

9.7	Professional ethics		
9.8	Mentoring		
9.9	Coaching		
9.10	If any other please specify _____ _____		

10. If there are any important elements for CPD which is not mentioned above in Q. 9, Please specify below, _____

11. How do you practice activities in the modules?

A. Individually B. In group C. Both in group and individually

12. If you said "In Group", to Q. 11 how often do you carry out your activity?

A. daily B. Every weekend C. Once a moth

D. Others if any _____

Part IV. Out comes of the CPD Program

13. Instruction: The following table contains statements on out comes of CPD. After you received different trainings and module studies, what improvements have been made? Please read the statements and decide your level of agreement with each statement and mark "√" on the space provided under your level of agreement. 5 = strongly agree, 4= Agree, 3= Undecided, 2= Disagree, 1= Strongly disagree

No	Statements	Rating Scale				
		5	4	3	2	1
13.1	Classroom management shows improvement					
13.2	Improves in teaching methodology					
13.3	Improves lesson preparation					
13.4	Improvement in sprits of collegiality					
13.5	Create transparency					
13.6	Improve students achievement					
13.7	Develops interests in the profession					
13.8	Improves professional ethics					
13.9	Create respect to the job					
13.10	Improves teachers parent relations					
13.11	Improves teachers student relations					
13.12	Facilitates the teaching- learning process					
13.13	Develops sense of competences					
13.14	Develops creativity					
13.15	Solves problem					
13.16	Beneficial for teachers and students					
13.17	Creates conducive school environment					

14. Instruction: The following table contains statements on the assistance to be given to facilitate CPD Program. Please read the statements and decide your level of agreement as with each statements and mark “√” on the space provided under your level of agreement.

5= very high,

4= high

3= medium

2= low

1= very low

No	Statement	Rating Scale				
		5	4	3	2	1
14.1	On time training					
14.2	Material supply modules					
14.3	Supervision from concerned body					
14.4	Networks with others					
14.5	Experiences change in school with others					
14.6	Uses of facilities in the school stationery					
	ICT					
	Computer					
14.7	Motivation, incentives					

15. How do you rate your interest to continue in teaching profession before the introduction of CPD program?

A. Very high B. High C. Average D. Low E. Very low

16. How do you rate your interest to continue in teaching profession after the introduction of CPD program in your school?

A. Very high B. High C. Average D. Low E. Very low

Part V. Factors Hindering CPD Program

17. Instruction: The following table contains statements on factors hindering the implementation of CPD program. Please read the statements and decide the degree of your agreement with each statement and mark "√" on the space provided under your level of agreement. 5 = strongly agree, 4= Agree, 3= Undecided, 2= Disagree, 1= Strongly disagree

No	Statements	Rating Scale				
		5	4	3	2	1
17.1	Lack of well organized concerned body					
17.2	Lack of expertise on the program					
17.3	Lack of awareness on the program					
17.4	Lack of financial supply to facilitate the program					
17.5	Lack of support from the administrative body					
17.6	Work load in the school					
17.7	Limit of teachers as decision maker					
17.8	Shortages of researches on significance of CPD					
17.9	Lack of commitment of concerned bodies					

18. How would you see the CPD program in general? And what it lacks? Please write your opinion below briefly _____

19. What should be done to have effective CPD?

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____
- F. _____
- G. _____

The End

Appendix B
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 Department heads, vice principals and principals

General Direction

Continuous Professional Development (CPD) program has been given for primary and secondary schools teachers through out the country. The purpose of this questionnaire is to collect data on the status of CPD program of secondary school teachers in East Wellega Zone.

This study aims at investigating how secondary school teachers practice the CPD program and there by identify the problem that hinder its implementation and looking for ways to improve its implementation. Thus, your genuine, frank and timely responses are vital to determine the success of this study. Therefore, realizing the information you provide will be used only for this research purpose, you are kindly requested to contribute your own in filling the questionnaire honestly and responsibly.

- N.B**
1. No need of writing your name on any page
 2. To 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 cooperation

Part I. Personal Information

1. Sex- 1.1. Male 1.2. Female
2. Age 2.1. 20 and below 2.2. 21-25 2.3. 26-35
2.4. 36-45 2.5. 46 and above
3. Service Year- 3.1. 2 and below 3.2. 3-5 3.3. 6-8
3.4. 9-12 3.5. 13-16 3.6. 17-20
3.7. 21-25 3.8. 26-30 3.9. 31 and above
4. Qualification 4.1. TTI 4.2. Diploma 10+1 10+2
10+3 12+2 12+3
4.3. Degree BA/BSC/BED MA
5. Load per week 5.1. Less than 10 periods 5.2. 10-15 periods
5.3. 16-25 periods 5.4. above 25 periods
6. Institution you certified from 6.1. Government college/ university
6.2. Private college/ university
7. Position in career ladder- 7.1. Beginning Teacher
7.2. Junior Teacher
7.3. Teachers
7.4. Senior Teacher
7.5. Associate Lead
7.6. Lead Teacher
8. Subject qualified for: 8.1. Major _____ 8.2. Minor _____
9. Subject you teach currently 9.1. Major _____ 9.2. Minor _____
9.3. Both _____ 9.4. Other specify _____
10. School you work currently _____
11. Responsibilities in the school _____

No	Statement	Rating scale				
		5	4	3	2	1
	CPD program ...					
2.1	is well organized in contents and practices					
2.2	identifies duties and responsibilities of concerned body					
2.3	is feasible to all teachers to develop sprit of continuing in the profession					
2.4	is systematically programmed					
2.5	is feasible to all school to improve student achievement					
2.6	is updated					
2.7	is resourceful to solve problem in teaching- learning process					
2.8	is cost effective that every teacher can apply					
2.9	supports the teaching- learning process					
2.10	initiates teachers to improve their professional competences					
2.11	is interesting for gradual professional development					
2.12	is practical in school environment					
2.13	is integrated with education and training policy of 1994 and curriculum in operation.					

3. Have you participated in any training concerning CPD Program?

A. Yes B. No

4. If your response to Q.3 is “yes” the program was conducted by (you may have more than one choice accordingly).

A. School

B. Wereda education office

C. Zonal education department

D. College of teacher education

E. Regional education bureau

F. Ministry of education

G. NGOs

H. If any others please specify here _____

5. Instruction: The following table contains statements on the contents of training you received in CPD program. Please read the statements and decide your level of agreement as 'Available' or 'Not Available' with each statement and mark "√" on the space provided under your level of agreement.

No	Contents of training	Available	Not available
5.1	Awareness on CPD		
5.2	Objectives of CPD		
5.3	Importance's of CPD		
5.4	Significances of CPD		
5.5	Active learning methodology		
5.6	Professional ethics.		
5.7	Classroom management		
5.8	Conducting action research		
5.9	Collegial approach		
5.10	Preparing portfolio		
5.11	Continuous assessment		
5.12	Career structures		
5.13	Licensing of the profession		
5.14	Skills and knowledge on the subject		
5.15	Sharing experiences		
5.16	If any other topic places specify _____ _____		

6. What was the approach of training?

A. modular B. Short training

C. if any others please specify _____

7. Instruction: If your response in Q. 6 is “modular” the following table contains statements on over all aspects of modular approach. Please read the statements and decide your level of agreement with each statement and mark “√” on the space provided under your level of agreement.

5= Strongly Agree,

4= Agree

3= Undecided

2= Disagree

1= Strongly Disagree

No	Statement	Rating Scale				
		5	4	3	2	1
7.1	Comprehensive					
7.2	Fits the real situation of every teacher/school					
7.3	Feasible for all teachers regardless of qualification					
7.4	Problem solving approach					
7.5	Clear and relevant					
7.6	Activities and projects are related to the school practicing					
7.7	Experiences in the module are local and easy to exercise					
7.8	Applicable with in the given frame time					
7.9	Appreciate both group and individual works					
7.10	Interesting					
7.11	participatory					
7.12	Recognize the school work load					

Part III. How teachers practice CPD

8. Instruction: The following table contains important elements of CPD. Please rate the degree of importance of the following elements for CPD by putting “√” on the respective space provided below (5= very high, 4=high 3= medium; 2=low; 1=very low).

No	Topics	Rating Scale				
		5	4	3	2	1
8.1	Active learning methodology					
8.2	Continuous assessment					
8.3	Action research					
8.4	Classroom management					
8.5	Preparing lesson plan					
8.6	Making portfolio					
8.7	Professional ethics					
8.8	Induction					
8.9	Coaching					

9. Instruction: The following table contains statements on the contents of training you received in CPD program. Please read the statements and decide your level of agreement as ‘Available’ or ‘Not Available’ with each statement and mark “√” on the space provided under your level of agreement.

No	Topics	Available	Not available
9.1	Active learning methodology		
9.2	Continuous assessment		
9.3	Action research		
9.4	Class room management		
9.5	Preparing lesson plan		
9.6	Making portfolio		

9.7	Professional ethics		
9.8	Mentoring		
9.9	Coaching		
9.10	If any other please specify _____ _____		

10. If there are any important elements for CPD which is not mentioned above in Q. 9, please, specify below _____

11. How do you practice activities in the modules?

A. Individually B. In group C. Both in group and individually

12. If you said "In Group", to Q. 11 how often do you carry out your activity?

A. daily B. Every weekend C. Once a moth

D. Others if any _____

Part IV. Out comes of the CPD Program

13. Instruction: The following table contains statements on out comes of CPD. After you received different trainings and module studies, what improvements have been made? Please read the statements and decide your level of agreement with each statement and mark "√" on the space provided under your level of agreement. 5 = strongly agree, 4= Agree, 3= Undecided, 2= Disagree, 1= Strongly disagree

No	Statements	Rating Scale				
		5	4	3	2	1
13.1	Classroom management shows improvement					
13.2	Improves in teaching methodology					
13.3	Improves lesson preparation					
13.4	Improvement in spirits of collegiality					
13.5	Creates transparency					
13.6	Improves students achievement					
13.7	Develops interests in the profession					
13.8	Improves professional ethics					
13.9	Creates respect to the job					
13.10	Improves teachers parent relations					
13.11	Improves teachers student relations					
13.12	Facilitates the teaching- learning process					
13.13	Develops sense of competences					
13.14	Develops creativity					
13.15	Solves problem					
13.16	Beneficial for teachers and students					
13.17	Creates conducive school environment					

14.Instruction: The following table contains statements on the assistance to be given to facilitate CPD Program. Please read the statements and decide your level of agreement as with each statements and mark “√” on the space provided under your level of agreement.

5= very high,

4= high

3= medium

2= low

1= very low

No		Rating Scale				
		5	4	3	2	1
14.1	On time training					
14.2	Material supply modules					
14.3	Supervision from concerned body					
14.4	Networks with others					
14.5	Experiences change in school with others					
14.6	Uses of facilities in the school stationery					
	ICT					
	Computer					
14.7	Motivation, incentives					

15. How do you rate your interest to continue in teaching profession before the introduction of CPD program?

A. Very high B. High C. Average D. Low E. Very low

16. How do you rate your interest to continue in teaching profession after the introduction of CPD program in your school?

A. Very high B. High C. Average D. Low E. Very low

Part V. Factors Hindering CPD Program

17. Instruction: The following table contains statements on factors hindering the implementation of CPD program. Please read the statements and decide the degree of your agreement with each statement and mark “√” on the space provided under your level of agreement. 5 = strongly agree, 4= Agree, 3= Undecided, 2= Disagree, 1= Strongly disagree

20. The following lists are different types of approaches of leadership to teachers which might affect either positively or negatively the implementation of CPD program. Please read and encircle your response. (More than one response is possible accordingly).

- A. As facilitator B. As advisor
- C. As supervisor
- D. As inspector
- E. As evaluators
- F. As managerial leadership
- G. As instructional leadership
- H. As supporter

21. How do you follow up the activities on CPD in your school? (more than one response is possible)

- a) Document inspection
- b) Reports
- c) Class-room observation
- d) Students achievement
- e) Other methods please specify here _____

22. How do you see the CPD program in general? And what it lacks? Please write your opinion below briefly _____

23. What should be done to have effective CPD?

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____
- F. _____
- G. _____

The End

Appendix C

Interview Guide for Zone Education Department and Woreda Education Office Experts

The purpose of this interview is to collect data on the status of CPD program from Government secondary schools teachers in your zone or wereda I confirm that the information you provide will be used only for this research purpose. Thus, you are kindly requested to contribute your own in giving response honestly and responsibly.

1. What type of structure does your office have to facilitate and evaluate the status of CPD program in secondary school particularly?
2. Has your office given any assistance for teachers concerning CPD?
3. How do you judge the perception of teachers towards CPD? Why this perception is come into being?
4. Would you describe why CPD program is delivered to teachers?
5. What are the major activities that teachers perform in CPD program
6. Would you explain how teachers practice CPD activities at schools?
7. How do you follow up the implementation of CPD program? At each school?
8. In your opinion, what type of improvement do teachers show in their daily work after the introduction of CPD program?
9. Do you think that teacher implement CPD program effectively? If not what are the problems that affect its effectiveness?
10. In your opinion what measures/actions should be taken to overcome the problem for the future?

DECLARATION

I here by declare that this thesis is my original work and all relevant sources used for this thesis are acknowledged

NAME:- Aga Etana Abshale

SIGNATURE  _____

DATE 7th July 2009

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

NAME:- Tilahun Fanta

SIGNATURE  _____

DATE 07/07/09