THE PRACTICES AND CHALLENGES OF TEACHERS' CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD) PROGRAM IN GOVERNMENT SECONDARY SCHOOLS OF BALE ZONE

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Acronyms

CPD-	Continuous Professional Development
ESDP-	Education Sector Development Program
ET-	Experienced Teachers
ETP-	Education and Training policy
ICT-	Information Communication Technology
MoE-	Ministry of Education
NDT-	Newly Deployed Teachers
PD-	Professional Development
TAEO-	Town Administration Education Office
TDP-	Teacher Development Program
TESO-	Teacher Education System Overhaul
UNESCO-	United Nation Educational, Scientific and Cultural Organization
WEO-	Woreda Education Office
ZED-	Zone Education Department

Abstract

The main purpose of this study was to assess the practices and challenges of the CPD program in secondary schools of Bale Zone. To realize this purpose, for research questions regarding the extent of implementation of the program, the activities involved in the CPD program to put it in to practice, the effects of the program in daily activities of the teachers and the hindering factors were asked. To address these questions descriptive survey method was employed. Accordingly, four woredas and two towns administrative; nine secondary schools were selected using stratified and availability sampling techniques respectively. Besides, 189 teachers were selected by stratified and random sampling techniques while 30 school principals were selected by availability sampling. Seven woreda education experts, 2 town education office experts and 2 zonal education experts were selected purposefully. To collect primary data, questionnaire with close-ended and few open-ended questions and interview were employed. Teachers' portfolio were analyzed a secondary sources. The questionnaire was used to collect data from teachers and principals. The interview and document analysis were also conducted to crosscheck the information obtained through questionnaires. The data obtained qualitatively were first edited, organized and tabulated and then analyzed using frequency counts, percentage, mean, grand mean and one-way ANOVA. The quantitative data were first organized in to meaningful information and data were described both as expressed in interviewees and as understood by the researcher. The results of data analysis and interpretation indicated that the support given to teachers both pre-practice and during the actual practice was low. Furthermore, the teachers practice CPD activities in secondary schools vary from school to school and from group to group (lack uniformity). With regard to the reason for participation were largely for career aspiration and due to the interest of the government. The effects of the CPD program in the daily activities of teachers were found also encouraging. Though there were encouraging impacts of CPD program on day today teachers' activities, multiple challenges encountered. Consequently, lack of well organized concerned bodies, lack of systematic coordination, lack of reliable support, lack of follow up, lack of knowledge and expertise and budget constraints were identified as a major school/administration/ related factors while lack of training opportunities, failure to understand the intension of the program and high workload were identified as teacher related factors affecting the effectiveness of CPD. Thus, one cannot boldly speak the smooth and effective running of CPD program on the study area. To alleviate these problems creating training program, establishing a culture of support, follow up and organizational support (networking) on the issue were suggested.

CHAPTER ONE

1.1 Background of the Study

Education is one of the main instruments to solve the economic, social and political problems of a country. There is a direct relation between the advancement of the nations and education. In this decisive sector, teachers are pivotal, as the greatest task of molding the future generations' lies on their shoulders. Due to this the teaching profession requires peculiar attention.

Among the major functions of a teacher is to be a change agent of knowledge, skills, attitudes, facilitator and promoter and preparing the young generations for different responsibilities in the societies. To this end, teachers should develop professionally throughout their life in a sustainable way. They are expected to change themselves all the time because our world is changing in every aspect. Teachers' previous experience, knowledge, skills, attitudes, needs and interests can be fadeout after a certain time. Hence, it is important for education sector to update and keep up the professional competences and academic abilities of teachers (MoE, 2004).

In other words, there are changing times in education systems around the world. Many societies are engaging in serious and promising educational reforms. According to Villegas – Reimers (2003:7) one of the key elements in most of these reform is the professional development of teachers; societies are finally acknowledging the teachers are not only one of the "variables" that need to be changed in order to improve their education systems, but they are also the most significant change agents in these reforms. This double role of teachers in educational reforms being both subjects and subjects of change – makes the field of teacher professional development a growing and challenging area, and one that has received major attention during the past few years.

As a result teachers are expected to change themselves all the time since our world is rapidly changing in every dimensions. To this effect teachers' Continuous Professional Development (CPD) is essential one which is integrated with different course for all teachers at any career level that enable them to own sustainable professional development in teaching (MoE, 2004). CPD embraces the idea that individual teachers aim for continuous improvement in their professional skills and knowledge, beyond the basic training initially required to carry out the job.

Besides the Education and Training Policy (ETP,1994) set challenging targets for the development of education in Ethiopia in terms of access, and described a new approach to education. Although quantitative progress has been made the quality of education being offered is not to the level desires. There were a various problems mentioned by MoE in ESDP III, from which there are limited or no staff development opportunities at the school level or any other supporting mechanism that will enable teachers to use active learning methods in the classroom. There is no comprehensive and in built in service program put in place as a system to operate.

Consequently, new training approaches that focus on updating and upgrading the professional competence of teachers and enabling them to cope up with the order of the day were designed. Continuous Professional Development (CPD), was among the new initiatives. It is targeted to develop the professional competence and professional ethics of teachers, teaching at all levels of the school system (educational structure). Mintesinot (2008) described CPD as follows "continuous refers to throughout the practitioners working life; professional refers to maintaining the quality and relevance of professional service, and development implies the progression in personal quality to the acquired knowledge and skills.

CPD is a means of improving knowledge and skills of personnel throughout their working lives. According to Villegas – Reimers (2003:7), CPD may be used to: update knowledge and skills, prepare for changing roles and responsibilities and increase the general competencies. Day (1999), defined CPD as a process by, alone, and with others, teachers' reviews, renews and extends their commitment as change agents to the moral purpose of teaching, and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice children and colleagues through each phase of their teaching lives.

This indicates that CPD as a lifelong education, teachers teach themselves and teach each other to update and add valued to their profession. According to MoE (2004), the ultimate goal of CPD is to enable the students to acquire quality education. Thus, this motto necessitated the involvement and active participation of teachers in the CPD. The effective participation of teachers in the program is expressed and witnessed by the reflected and exhibited changes of the teacher in teaching and professional ethnics (TDP, 2006/7).

Thus, teachers' CPD program is imperative for teachers since changes are always inevitable and schools are within the dynamic and changing social system. Furthermore, teachers continually face new and challenging situation every time.

From the foregoing discussion it is possible to say that teachers are always professional learner no matter how extensive or excellent their formal education and preparation might be. Eastwood and Louis (1992) cited in Day and Sachs (2004) strengthen this idea and suggested that creating collaborative professional learning environment for teachers is the single most important factor for the successful improvement and the first order of business for those seeking to enhance the effectiveness of teaching and learning.

However, as with any promising school improvement strategy, the implementation of CPD program faces multiple challenges. Thus, this study geared towards the assessment of the practices and challenges of CPD program in government secondary schools of Bale Zone.

1.2 Statement of the Problem

Increasing teachers' learning opportunities is currently viewed as one of the most important ways to improve the quality of teaching. And teachers' CPD program is becoming an important reform strategy in schools.

The current Education and Training Policy (ETP, 1994) envisages teachers' CPD program at all school levels. To realize this MoE (2003) introduced Teacher Education System Overhaul (TESO) and the program is being achieved in Teacher Colleges, guidelines' central pivot is to strength on teachers' professional competences and improves students' achievements. According to (TESO, 2003), though remarkable quantitative progress has been made, the quality of education offered is not yet at the desired level. There is at present a gap between policy demand and skills of teachers.

MoE (2003) in its ESDP III document reported that teachers do not continuously update their competencies and skills. Concerning this, Craft (2000) stated that the dynamic nature of the educational environment cannot be easily managed without continuous learning. Hence, teachers must continuously develop and modernize their range of skills, knowledge and techniques, in order to best utilize the new curricula and support continuous education reforms. Moreover, teachers should continually improve and update their competences and skills for the benefit of the

society and the students they serve. This indicates that in a rapidly and permanently changing world being certified in pre-service training is not the only guarantee to become a well informed and effective teacher. Thus, teachers must continuously teach themselves as they teach the students. Therefore, CPD has been formed to be the most effective process and system of learning, experiencing and sharing throughout the teacher's career. Although CPD is not a new idea to Ethiopia, it has not been structured and supported (MoE, 2004).

To this effect the MOE has launched CPD program as a new reform of reaction that intended to solve the problems of educational quality by updating teachers. Accordingly, it has been reported that ultimate objective of CPD is to improve the teaching learning process in Ethiopian schools. However, it is not known whether the intended objective of CPD is attained or not. Gizaw (2006) reported that there is a doubt whether the CPD programs are actually practiced at school and/or cluster levels like other responsibilities of schools and teachers. This implies that there might be a gap between what has been intended and what is going on in actuality of the CPD practices. In addition, the practice of CPD in schools seems to be out of the guideline. Due to the lack of in-depth trainings, for expertise and practitioners there appears to be a great confusion in implementing CPD program.

On the top of that the researcher (as the former teacher and school principal and has experience in two woredas of which the study area located) participated in various CPD activities. The experience gained from this revealed that CPD was not well organized. Thus, it could be possible to say that it was not uniformly and smoothly practiced at the school and/or cluster level. This creates a curiosity to investigate the practices and challenges of CPD program in government secondary schools (9-10) of Bale Zone. To this effect this study tries to answer the following research questions

1. To what extent do schools implement continuous professional development programs aimed at teachers' development?
2. What are the activities involved in continuous professional development programs?
3. How effective are the continuous professional development programs in improving teachers' performance?
4. What are the factors affecting school CPD programs?

1.3. Objectives of the Study

Generally, the purpose of this study is to explore the practices and challenges of CPD program in secondary schools of Bale Zone. Accordingly, the specific objectives are to:

- Assess the extent to which schools are implementing CPD program aimed at teachers' development,
- Identify the activities involved in continuous professional development programs in the school,
- Assess the effectiveness of school mentoring program in the area, and
- Identify the factors affecting mentoring program in secondary schools.

1.4. Significance of the Study

Effective quality CPD program in school makes an important contribution to develop the professional skills of teachers and ensuring the best quality learning experiences for pupils. Teachers benefit from CPD as they work or pass through CPD programs. The researcher, therefore believe that the study will have a paramount importance in the following ways:-

- It may assist the education offices (School, Woreda and Zonal levels) to pay due attention to the practice of CPD at school levels.
- It will provide inform on the practice and problems of CPD program. Thus, education officials at each Woreda and Zonal level and schools might well use the findings and recommendations of the study to reconsider, or revise the current CPD practices in their respective schools and take remedial action.
- As there are few researches that are conducted, it may serve as source for furthers study

1.5. Delimitation of the Study

Teacher professional development could be planned/implemented at various levels: primary, secondary or at higher institution level, or at national, regional or zonal levels. This study, however delimited to the practices and challenges of teaches' CPD in secondary schools of Bale Zone. To make the study manageable it was also delimited to first cycle secondary schools (9-10). Furthermore, it is confined to assess the type of support teachers receive to put CPD in practice, methods employed/activities/ its effect on teachers' activities and challenges that hinder the effective implementations of the program.

1.6. Limitations of the study

It is obvious that so many findings have been conducted in the field of education and still a number of investigators are conducting their research in the area. Most of these researches use the school societies as a source to collect data. Because of this teaching staffs in schools are tired and bored in filling questionnaire and are not even willing to fill the questionnaires properly. This was especially true in secondary schools of Bale Zone. Therefore, this was the major challenge that the researcher faced while conducting this study. Due to this the researcher is forced to change few of sample schools.

1.7 Definitions of basic terms

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

Continuous Professional Development (CPD): is a program that is delivered at school level to improve teachers' knowledge, competence, skills and attitude in the level they are teaching starting from they join teaching until they leave the profession.

CPD Activities: The range of experience which contribute to teachers' development or activities that progress teachers existing skills or enhance his/her professionalism.

Experienced Teachers (ETs): are those teachers whose position in career ladder is above the begging teachers.

Induction Program: is a systematic organized effort (a training package) to assist newly deployed teachers to adjust to new assignment in the first two years.

Newly Deployed Teachers (NDT): are those teachers who have an experience of two years and below in teaching.

Proper CPD: is a continuous training program which is practiced by experienced teachers after they completed the induction program.

Secondary School: Structure of educational system that includes general secondary education (9-10) and preparatory education (11-12).

Teacher Professional Development (TPD): refers to the development of teachers' knowledge, skills and attitude on the job.

1.8 Organizations of the Study

The study organized into five chapters. The first chapter deals with background of the study, statement of the problem, basic questions, objectives of the study, significance of the study,

delimitation of the study, limitation of the study, definitions of basic terms and organization of the study. In the second chapter literature relevant to the study were intensively reviewed. The third and forth chapter treat the research design and methodology and presentation and interpretation of data respectively. Finally, the fifth chapter presents the summary, conclusion, and recommendations of the study. Bibliography and appendices were also attached at the end.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 THEORETICAL FRAMEWORK OF TEACHERS PROFESSIONAL DEVELOPMENT

2.1.1 The Concept of Teachers' Continuous Professional development (CPD)

Professional development, in broad sense, refers to the development of a person in his or her personal role (Villegas-Reimers, 2003). Surely, professional development enhances competence of all teachers' community in pursuit of their life-long learning.

In educational setting, reflecting itself as an important trend in the growth and improvement of any educational institution, teacher professional development becomes a milestone in teachers' continuum of life-long learning and career progression. So far, many scholars have attempted to define teacher professional development in terms of a high-quality, meaningful and effective teacher enhancement. According to Bolam (1993) teacher professional development refers to any professional development activities engaged in by teachers which enhance their knowledge and skills and enable them to consider their attitudes and approaches to students' learning, with a view to improve the quality of the teaching and learning process. From the view of teachers' commitment, Glatthorn (1995) asserts that teacher professional development is what a teacher attains as a result of obtaining experience and exploring his or her teaching systematically. Looking at external factors, Horsley (1996) defines teacher professional development as opportunities offered to educators to develop knowledge, skills, approaches and dispositions to improve their effectiveness in their classrooms and organizations.

Although definitions and concepts of teacher professional development may be somewhat different as scholars might approach it from different perspectives, they all share a common view that teacher professional development can be brought to teachers as opportunities to upgrade or apply their knowledge or it can be what teachers need and try to obtain or explore by their experience. In other words, the term "teacher professional development" goes beyond the meaning of "staff development" or "in-service training"; it includes both formal and informal means of helping teachers to master new skills, widen their knowledge, develop an innovative

insight into their pedagogy, their practice and their understanding of their own needs since a teacher's professional development is an aspect of his or her personal development as a whole.

The concept of continuing professional development (CPD) in education is often ill-defined, with the separate notions of formal training and on-the job learning serving to confuse the issue further. However, Day's (1999:15) definition of CPD encompasses all behaviors which are intended to effect change in the classroom:

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

Bolam (1981) quoted in Glaver and Law (1996) used the term CPD program to mean training activities engaged by teachers and principals following their initial certification and intended mainly or exclusively to improve their professional knowledge, skill and attitude. To Bolam, CPD is a series activity given for teachers and other educationalists to make them efficient enough in their profession.

CPD is to mean continuously developing the skills and capabilities of teachers. It helps teachers to perform to perform their work efficiently and this in turn, improves the quality of teaching in particular and quality of education in general(MoE, 2005:19). According to Leu (2004), CPD is the process of continually updating one's professional skill and knowledge throughout his/her working life. Updating refers to programs that bring new ideas to teachers and encourage them to share it and to generate new ones about good practice. Therefore, CPD is a process in which teachers maintain the quality and relevance of professional service throughout their career development.

The definition given by the above scholars have one crucial thing in common; they all agree that CPD activities are mainly concerned with the improvement of schools and professional development of individual teachers and school community as a whole. We can therefore, understand from this that CPD activities are career life endeavors to improve professional competences and standards. The definition also consist the message that the process includes

renovation of knowledge, skill and attitude so as to evaluate one's professional status to the desirable level.

CPD program in school prepares teachers to manage their future responsibility; hence it is a future oriented process. It is considered in this research as one of the most important teacher development program which in turn improves the teaching learning process enhancing teachers' effectiveness and school improvement.

2.2.2 What Necessitates for the Practice of CPD?

The teachers of tomorrow will be drawn from the students of today. So, to get good instructors for the future generation we must educate the students properly. And to do that we need good teachers and CPD ensures good teaching staff. CPD can revitalize skills throughout teaching careers. Change is a norm in this world and rapid changes have taken place in the approaches to teaching and learning. The curriculum has changed extensively too. Development in information and communication technology demands that a teacher's competence and knowledge be reviewed frequently and helped to be developed (Sultana, 2010).

Complex challenges in education, such as increasingly diverse student populations, new technologies and rigorous academic standards and goals have led to the emergence of the concept of continuing professional development within the process of lifelong learning (Eurydice, 1995). Thus, emphasis internationally has shifted from the traditional one-shot workshops to a 'consensus' view of teacher professional development, highlighting collaborative learning contexts, teacher research and inquiry, engagement in practical tasks, exploration of relevant subject matter and consistent feedback (Borko & Putnam, 1995).

Furthermore, change is inevitable and unavoidable. One of the means to cope up with change is improving oneself through learning, which is a continuous process. In order to cope up with the ever changing environment however, the need for improving oneself is unquestionable. In this respect, professional development has became increasingly important as a way to ensure that teachers succeed in matching their teaching goals with their students' and demands of the community. According to Kettle & Sellars (1996), teachers are at the core of any teaching and learning process and teacher professionalism must increase if education is to improve. Sharma (2005) also pointed out some factors that necessitate the need for professional development as:

the deficits in pre service training and education, gap in pre service training and real working situation, introduction of new roles of teachers and others.

The schools where teachers work together on daily bases and those their professional experience is obvious place for the most effective staff development process to take place. Hence this can be managed at a very little cost and very little inconveniencies. This must be however, is relevant well managed and practical part of systematic and well coordinated school improvement process. Teaching is one of the most complex and demanding job. Therefore, it must be supported with a well designed and coordinated CPD programs (TESO, 2003).

2.2.3. Objectives and Importance of CPD

2.2.3.1. Objectives of CPD

Although the purpose of CPD depends on one's instance and on the value of beneficiary assigns to professional development, multiple purposes of CPD can be observed. Different authors identified the objectives of CPD practices in many ways. Craft (2004), identified five major objectives of CPD. Accordingly, to improve the job performance skills of the whole staff or groups of staff, to improve the job performance skills individual teachers, to extend the experience of individual teacher for career development or promotion purposes, to develop professional knowledge and understanding of individual teacher, To develop an enhanced view of the job, and to enable the teachers to anticipate and prepare for change and clarify the whole school or departmental policy.

In Ethiopian context the overall objective of the CPD program is to raise the achievements of students in Ethiopian schools and higher education institutions (MoE, 2009b). According to this document the specific objectives CPD are to: Support teacher capacity to teach effectively using appropriate new student centered and problem solving approaches according to the active learning based curriculum that was introduced in 1994, to improve teachers' subject matter knowledge based on the content of the curriculum and he teaching approaches that required teachers to engage students in the development of higher order thinking skills, to help teachers develop more positive attitudes, more cooperative approaches to their work at school level, and strengthen professional identity to introduce the idea of reflective practice and action research through which teachers study their practice to improve it and promote teachers to recognize their

works as professional by providing new opportunities for growth, exploration, learning and development.

To sum up, the aim of CPD is to improve the performance of teachers in the classroom and raise student achievement. It is a career-long process of improving knowledge, skills and attitudes – centered at a local context and, particularly, classroom practice. According to MOE (2009b), all teachers must be actively engage in their own learning process, working with their colleagues, identifying their needs and the wide range of activities; formal and informal, that will bring about improvement of their own practice of others.

2.2.3.2. The Importance of CPD

Development of any kind is the process of becoming the best. Continuous Professional Development (CPD) is rather a requirement for all the employees of an organization. It aims at bringing benefit to the individual as well as to the organization, and to the profession as a whole. The two parties involved in CPD are the individual and the organization. The former makes a commitment to develop himself/herself and the latter actively supports it. This support from the organization is a must in CPD.

An emphasis on the purpose of CPD before any activities take place may enhance the CPD experience, and improve both individual and school-level outcomes. Harland and Kinder, (1997) described an inter-relationship between teacher, pupil and school outcomes, and suggested that CPD can meet the needs of all of these, so long as there is an awareness of those needs throughout the CPD process.

MoE (2004) also stated major benefits of a fully developed CPD programme. Accordingly, all teachers have an access to high quality CPD programme, systematically build their professional skills, knowledge and attitude required of them, consider CPD as an integral part of their evaluation, licensing/relicensing and career development, remain competent and up to date in their own specialty or expertise through a compulsory ongoing programme of staff development opportunities designed to meet the needs of both schools and individual teachers and offer high quality education to the benefits of students at every level.

Generally, teachers' CPD is the instruction provided to teachers to promote their development in a certain area. It is the tool by which policymakers' visions for change are disseminated and

conveyed to teachers. Though the recipient of teachers' CPD is the teacher, the ultimate beneficiary is the student hence; it has been designed to improve the quality of education. In my opinion, teacher professional development is also very important to their schools as their career growth vitally contributes to their schools' teaching quality, diversity and reputation. It is my strong belief that there is a two-way, inter-related relationship between teacher professional development and their schools' advancement.

2.3 Models of Teachers' CPD

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

So far, a number of models have been built up and applied to encourage and support teacher professionalism from the beginning of their career until their retirement in different countries around the world. Though, various writers offer different typologies of CPD starting from their own assumptions and adopt their own focus, the researcher based on the model suggested by Gaible and Burns (2005) which identified three models. The three models are described in more detail below.

2.3.1. Standardized CPD

Standardized CPD typically represents a centralized approach, involving workshops, and training sessions and in many cases the cascade model of scaled delivery. Standardized, training-based approaches generally focus on the exploration of new concepts and the demonstration and modeling of skills. When employed in accordance with best practices standardized approaches can effectively: expose teachers to new ideas, new ways of doing things and new colleagues disseminate knowledge and instructional methods to teachers throughout a country or region and visibly demonstrate the commitment of a nation or vendor or project to a particular course of action.

Standardized CPD can be very effective: in building awareness about computers, learner-centered instruction and/or new curricula; in the cascade model (training the trainer), a small group of teachers are selected to receive intensive training before returning to their own institutions to

provide training for their peers – serving as 'champion teachers" or a "vanguard team" and the cascade model has tremendous potential particularly with regard to support provision at school level.

However, the model tends towards a technical rationalist approach, the approach hovers on a 'one fit for all' principle for upgrading teachers' knowledge base that is independent of context, teachers are constructed as knowledge consumers with the responsibility to bring, what they have learned back to their classrooms and put it into practice, and workshops taking place at one time and in one location without on-going support rarely result in effective changes for teaching and learning. Furthermore, cascade training flows down through levels of less experienced trainers until it reaches the target group; in the process, complex information tends to be lost. Without incentives to motivate teachers to participate, collaborate and experiment with new strategies, teachers may be unwilling to 'take advantage' of their 'more knowledgeable' colleagues in the CPD 'vanguard teams'.

To bring about change will take more than the exchange of information typical of "make and take" top-down centralized models for professional development programmes.

2.3.2. Site-based CPD

Site based CPD often takes place in schools, resource centers or teachers colleges. Teachers work with local ("in house") facilitators or master teachers to engage in more gradual processes of learning, building master of pedagogy, content and technology skills. Site based CPD often focuses on the specific, situational problems that individual teachers encounter as they try to implement new techniques in their classroom practices.

Site-based models tend to: bring people together to address local issues and needs over a period of time, encourage individual initiative and collaborative approaches to problems, allow more flexible, sustained and intensive CPD and provide ongoing opportunities for professional learning among a single set of teachers

Site-based CPD programmes can be linked to change and innovation at the classroom and school level. The model can be most effective when delivered "in connection with a school development plan''. The tendency in site-based CPD is to support the establishment of teacher communities as communities of practice in order to foster the development of the new learning culture desired.

Smith & Gillespie (2004) point to value of incremental learning associated with site-based communities of practice - where every participant has their own perspectives, values and assumptions that become part of the process of constructing new understandings, as in "forming and reforming frameworks for understanding practice: how students and teachers construct the curriculum…".

However, site-based approaches are time- and labor intensive requiring locally-based CPD providers skilled in facilitation, instruction, content, curriculum, assessment and technology – as well as in mentoring teachers to find solutions in low-resource environments appropriate to their needs and contexts. Furthermore, the establishment and maintenance of a network of facilitators to meet the needs of large-scale CPD programmes would be a challenge for any educational system. In the teacher-poor education systems, the challenge is magnified.

2.3.3 Self-directed CPD

In self-directed CPD, teachers are involved in initiating and designing their own professional development and would share materials and ideas as well as discuss challenges and solutions. This approach to professional development helps teachers to become models of lifelong learners. Informal versions of self-directed CPD find teachers seeking out experienced colleagues for advice or searching for lesson plans on the Internet. It helps to provide support in professional development across a range of subject areas and themes.

Gaible and Burns (2005) consider that while teachers should certainly be encouraged to participate in ongoing, self-motivated learning, self-directed activities should not be used as the primary means of providing CPD. Instead, they should be used to complement and extend standardized and/ or site-based CPD.

2.4 Major Components of teachers CPD activities

Pre-service training is not adequate enough for teachers to perform their task effectively. Thus different professional development activities have to be given to teachers in order to enhance their professional competence. Different authors suggested various activities to be incorporated in CPD program. Some of them are assisting students in their personal needs, participating in curriculum based activities, the use of ICT to increase knowledge, reflection on staff practices,

participation in educational panels, mentoring, coaching, action research and keeping professional development portfolio (Craft, 2000; Blandford, 2000).

Even though the number and type of CPD activities are very large giving some descriptions on the major and commonly used activities are crucial. Therefore, action research, mentoring, induction, peer coaching professional development portfolio (PDP) are described below. Most of these activities are also undertaken in Ethiopian first cycle secondary schools.

2.4.1Action Research

According to Craft (2000:10), teachers select an aspect of their teaching to systematically investigate, such as their wait time during questioning. They record data and consider theories from the research literature, drawing conclusions about how teaching is influencing learning and vice versa, and informing future instructional decisions. The primary intent of action research is to improve the teachers' immediate classroom teaching; secondarily, if applicable, the intent is to generalize it across other contexts in the school or beyond.

Sachs (2003) also identified four purposes of action research in education. The first one is that it serves as a strategy for broader change initiative within school or classroom. The second reason is that it improves classroom practices. The third is to contribute to better understanding of the nature of teachers' knowledge and the last is that it serves as a basis for teacher development. Thus action research is important activity by which teachers improve their classroom practices in general.

2.4.2 Coaching

Coaching is a confidential process through which two or more professional colleagues work together to reflect up on current practices and solve problems within the work place (Hampton, 2004:11). According to Craft (2000), coaching differs from mentoring in its focus on the technical aspects of instruction, rather than the larger personal and nonacademic features of teaching. An instructional coach provides ongoing consistent follow-up by way of demonstrations, observations, and conversations with teachers as they implement new strategies and knowledge. Typically, instructional coaches have expertise in the applicable subject area and related teaching strategies. Coaching requires collegial atmosphere and collaboration, the

recognition of how adults learn, and time for its effective implementation (Hampton and others, 2004).

2.4.3 Mentoring

Another essential CPD activity related to induction is mentoring. Different authors defined mentoring in various ways. However, all shares one common idea that mentoring is a positive support relationship between a more experienced staff and less experienced staff (Blandford, 2000). Kerry and Mayes (1995) support the above idea and defined mentoring as a nurturing process in which a more experienced person serving as a role model, teachers, sponsors, encourages, counsels and be friends to a less skilled or less experienced person for the purpose of promoting the latter's professional and/or personal development. Mentoring functions are carried out within the context or an ongoing caring within relationship between the mentor and mentees.

According to Craft (2000) mentoring is increasingly implemented as part of the induction phase for new teachers, mentoring may develop into coaching or peer support relationships as teachers gain experience. Best practice includes matching teachers of the same content area, establishing common planning time, and structuring time for further collaboration. Mutual observance of classroom teaching is usually included. When situated in a new teacher's actual classroom practice, mentoring is a process for CPD.

Smith and West-Burnham (1993:22) offered a list of the skills mentors would need and suggested for training programs to meet those needs. They combined a useful checklist for mentor trainers observing, listening, providing positive feedback, negotiating, problem solving, linking theory and practice, organizing and managing the program. This indicates that mentors need to be skill full and experienced professionals committed to the idea of CPD for their mentees and themselves.

Mentoring benefits individual teachers (mentees), schools and the teaching profession. In relation to individual teacher it will help to maintain and enhance confidence, raise awareness about classroom practice and develop professional knowledge, skills, attitudes and an overall professional competence. In general, mentoring fosters quality education and coast effective (Hampton and others 2004).

In mentor-mentee relationship the experienced teacher shares his/her experience to the newly qualified teacher (mentee) on how to effectively perform his/her duties and to solve problems. In this case, mentors (experienced ones) play a significant role for the professional development of the less qualified teachers.

2.4.4 Professional Development Portfolios (PDP)

Professional development portfolio is an assemble professionals' lesson plans, student work, reflective writing, and other materials that are used to prepare for teaching or are used directly in the classroom (Day, 1999). From this definition it is possible to depict that portfolio involves a critical self reflection on one's own career and this makes it to be different from diary or record of achievements. According to Craft (2000) this body of work can be used to track a teacher's development in a competency area or for reference by other teachers. Teachers also report that developing a portfolio is a powerful learning activity as they reflect on their teaching practice in light of standards. Presenting one's portfolio to a group of one's peers or meeting with a coach can make portfolios a powerful venue for CPD.

According to MoE (2007:3), portfolio can give teachers a purpose and framework for preserving and sharing their work, provide occasions for mentoring and collegial interactions, and stimulate teachers to reflect on their own framework and on the act of teaching. More specifically document identified opportunities of a portfolio for teachers as: to become about curriculum, to create productive classroom environment; to provide an occasion for reflection on teaching goals, teacher student relationships, effectiveness of teaching strategies, on alternative methods for teaching and assessing teaching; to enhance awareness of teaching methods, to document teaching effectiveness, to promote professional dialogue about teaching and growth towards an effective teaching community, to transform interpersonal relationships and to form a culture of inquiry and self-review within the school. The document further noted that the contents tie together the personal history and values of teacher, teaching environment, planning skills, classroom management techniques, evaluation skills, creativity and organizational talents.

To sum up, portfolio is a collection of evidence gathered over a certain period of time to illustrate different aspects of teaching work, professional development and abilities.

2.4.5 Induction

Induction is one of the most important activities to be performed by participants in CPD program. Different scholars explained induction in various ways. Amongst, Blandford (2000) perceived it as a bridge from initial teachers training to the professional leading in to continuous professional development. However, according to TESO (2003) induction is considered as first phase of CPD. Thus, the researcher used this definition throughout the study.

Since, initial teacher training has been unable to meet the needs of all teachers in all situation induction is given for newly qualified teachers or to new appointees in order to help them to have sufficient knowledge and skills to become a fully competent professional.

According to Ibid the newly qualified teachers require information relating to the job, to the team to which he/she is assigned, their roles to colleagues, to school personnel and department aims etc. David (2006:183) strengthen the above idea and stated that unless teachers get sufficient information about their roles, responsibilities and other related issues, they will frustrate, anxiety and may leave their profession. This shows that induction activity is a paramount importance for teachers' professional development.

Other evidence from secondary schools in UK also indicates that schools which provide good induction program will not only retain staff but will have a head start in improving school standards through the resulting stability and commitment of the staff (Freshour and Halman, 1990).

In general, induction plays a significant role for teachers' professional development when they begin their career. Therefore, department, school principals, supervisors and other concerned personnel need to plan appropriate induction programs and then implement them effectively.

2.5 Principles Underlying of Teachers' CPD

CPD refers to any activities aimed at enhancing the knowledge and skills of teachers by means of orientation, training and support (Coetzer, 2001:78). The development is also likely to affect attitudes and approaches and may therefore contribute to the improvement of the quality of the learning and teaching process. According to various authors, effective CPD should firstly be aware of and address the specific needs of teachers. Once these needs have been identified, activities need to be properly planned to support teachers in applying the knowledge and teaching

methodology creatively and confidently. Collinson (2000:125) states that the best results are obtained if the programme is formally and systematically planned and presented with the focus on enhancement of personal and professional growth by broadening knowledge, skills and positive attitudes. To allow professional development to proceed successfully it should be a continuous process, contributing to the general improvement of education. Isolated inputs which do not build on one another have little value for those attending the training. Personal development is also enhanced by the diversity of the teaching corps regarding training, background, and needs (Day & Sachs, 2004:3). Professional development does not only require the informal and spontaneous learning of teachers from one another but also relies on the prior knowledge, wealth of potential and experience of each participant, which can be built upon and incorporated into further initiatives (Early & Bubb, 2004:17). Obtaining knowledge and sharing existing knowledge and skills with others to join forces are valuable tools for change and improvement. Programmes for CPD and workshops must therefore cater for this diversity so that the needs of all participants can be met (Anderson, 2001:17).

In addition to these principles, clarity of aim is an essential motivator for a successful workshop. Before the commencement of training, planners of training programmes should reflect on what they wish to accomplish through training (Waddington, 1995:76). The purpose of CPD programmes should be to both enable and support teachers, wherever they teach or whatever their professional background is and to provide the best possible instruction so that they become excellent by gaining competence, confidence, commitment and a sense of the joy of teaching (Day & Sachs, 2004:22).

According to Anderson (2001), CPD should also afford teachers an opportunity to apply their newly *ac*quired knowledge in practice. It is essential for teachers to be guided to develop their own ideas and experiment with them in order to determine their success. Assessment should therefore be an integral part of continuous professional training and the teacher must be given the chance to discuss with others what has been done. In support of this statement, contends that, guidance, support by one's own 'peer group', and formative assessment must be integrated into professional development.

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

are based on the socioeconomic and cultural development of the society. The principles out lined in Ethiopian context, on the other hand according to MoE (2004) are: CPD practice should focus on areas of identified need that are generic (common) across the system, the provision of courses should be based on the level at which teachers are (level related courses either in terms of content or activities) and all ongoing activities are registered or documented. Moreover, the renewal of Professional Teaching License will require the completion of the equivalent of a stated minimum number of semester hours of CPD credit over the period concerned and all professional development activities used for renewal purpose must be approved by principals or other persons responsible for conducting local evaluation. Finally, all teachers should keep a portfolio on their participation in the CPD programme and school principals and /or other education professionals must verify professional silence renewal documents, indicating Woreda Education Office (WEO).

To sum up, professional development should be continuous and ongoing, involving follow-up and support. The content of professional development should focus on what students are to learn and how to address the different problems students may have learning the material. Most professional development should be organized around collaborative problem solving.

2.6 Effectiveness of CPD

Concerning to the concept of 'effective' professional development, it becomes apparent that there is little consensus on a definition of 'effective'. According to Guskey(2003) in some cases effective means what teachers like, in others it means professional development that causes achievement gains in students, while in yet others it connotes a change in teacher behaviors. All three of these definitions seem to be shades of a similar concept. If teachers enjoy their staff development sessions, they are more likely to implement. Implementation changes teacher behavior, and if the implementations are done according to best practices, student achievement is affected positively.

Regardless of how effectiveness has been defined, there are some common elements which have emerged: Time, Support and Collegiality. Teachers need time to practice and plan; repeated exposure to the material enhances implementation. Professional Development needs to fit differing schedules. Implementation is more likely when participants can get help. Implementation is more likely to be sustained with a community of learners who collaborate.

Like many aspects of education, there exists no empirically tested model of teachers' 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 TPD programs (Elmore, 2002).

According to James MacNeil (2004), effective professional development programs must be developed from a clearly articulated vision based in student learning and mindful of how students learn specific content in particular settings. Such TPD programs must embody a clearly articulated theory of professional development focus on specific issues of pedagogy and content, develop collaborative teacher efforts within schools, and involve participation of school leaders and staff. To be successful, these programs must be sustained over time and the learning of teachers and their students must be continuously assessed and improved upon. The author also suggest that the most effective programs take place as close to student learning as possible – in schools and classrooms. Several studies indicate that the most successful CPD programs are ones that allow high levels of school staff and community participation in design and implementation (Eraut, 1994).

Effective professional development is an essential and indispensable process, without which schools and programs cannot hope to achieve their desired goals for student achievement. According to Fullan & Stiegelbauer, (1991), teachers' CPD programs and initiatives are built on the belief that the continued growth and ongoing development of professionals and other personnel are both key to the effectiveness of the educational system and critical to retaining the best people in the profession.

Professional development is an experience shaped by the willingness and readiness for change by educators, families, and other stakeholders. There is no single "ideal" model that meets every school's/district's needs and requirements. The diversity of cultures and uniqueness of concerns are thus acknowledged and valued (Guskey & Huberman, 1995).

Two key concepts are central to teachers' CPD programs: high quality staff development concurrent with organizational development; and, improvement of performance through both individual achievement and systemic change.

2.6.1 Characteristics of Effective CPD

Effective professional development programs are characterized by diversity of ideas, people, and support practices. They acknowledge and value the uniqueness of concerns, interests, and cultures within programs and staff. According to Guskey & Huberman (1995), professional development programs ought to be based on the following beliefs and assumptions:

The craft of teaching is best transmitted by teachers. Teachers know more about classroom culture and teachers' competencies than do external consultants or administrators who occasionally visit the classroom. Teachers who have experience with new, innovative practices are in a better position to support the efforts of colleagues.

Follow-up support is as important as initial training Through technical assistance; CPD strives to provide practitioners with ongoing support and opportunities for problem-solving and application of learning. What makes the early stages of implementation so complicated is that the problems encountered at this time are often multiple, pervasive, and unanticipated (Miles & Louis, 1990)

Networking facilitates change and reduces isolation. Educators need to be linked to both the local and larger learning community. The growth of any craft depends on shared practice and honest dialogue among the people who do it (Craig and Kraft, 1998). Professional networking affords practitioners the opportunity to share workable solutions to common issues and concerns while providing peer to peer support. It facilitates collegial reflection and provides a context for collaborative problem-solving.

2.6.2 What does Effective CPD look like?

There is a widespread consensus, backed up by researches about what effective CPD look like. The key features of good CPD are set out below by Training and Development for School (TDA) (2008).

Each activity is part of a coherent long-term plan that gives the participants opportunities to apply what they have learned, evaluate the effect on their practice, and develop their practice. Research shows that CPD is most effective when it is sustained, as part of a deliberately planned process.

It is planned with a clear vision of the effective or improved practice being sought. This vision is shared by those undertaking the development and by the people leading or supporting it. The plan needs to show precisely what expertise, understanding or technique the CPD is intended to deliver. Sharply defined outcomes are also the starting point for evaluating the impact of the CPD.

It enables the participants to develop skills, knowledge and understanding which will be practical, relevant and applicable to their current role or career aspiration – for example, in curriculum or subject content, teaching and learning strategies and the uses of technology. CPD is only effective when it is directly relevant to each participant. Where CPD is provided for large groups, or for the whole staff, it may be useful to separate the participants into smaller groups so the CPD can be customized to suit each type of participant.

It is provided by people with the necessary experience, expertise and skills. These providers may sometimes be colleagues and peers. Other times they may be specialists from inside or outside the school.

It is based on the best available evidence about teaching and learning. The evidence needs to include current research and inspection evidence. Research shows that pupils learn best when staff are motivated, developed and updated. Research also indicates positive links between pupils' learning and sustained CPD.

It takes account of the participant's previous knowledge and experience. Professional learning needs to be tailored to the individual so that it provides experience and insights which build on their existing level of expertise. Professional learning journals and various forms of accreditation can be useful in ensuring a person's existing expertise is properly taken into account.

It is supported by coaching or mentoring from experienced colleagues, either from within the school or from outside. Coaching is most effective when a staff member with a clearly identified need is paired with a colleague who has acknowledged expertise in that area.

It uses lesson observation as a basis for discussion about the focus of CPD and its impact. Conducted in a collaborative and supportive manner, observations of teaching can be particularly useful for identifying areas for development.

It models effective learning and teaching strategies, e.g. active learning. To be effective, CPD needs to go beyond theory and exposition. Ideally, it demonstrates techniques and strategies and gives the participant opportunities to try them out in a supportive setting.

It promotes continuous enquiry and problem solving embedded in the daily life of schools. A hallmark of effective CPD is an ethos in the school of lifelong learning and development. If the staff exemplifies learning as an instinctive and continual activity, they will also act as role models for the pupils.

Its impact on teaching and learning is evaluated, and this evaluation guides subsequent professional development activities. The ultimate purpose of all CPD in a school is to maintain the highest possible standards of education and care for children and young people. CPD needs to be vigorously evaluated to ensure it is making the maximum contribution to this objective. The most effective evaluations are planned from the outset as an integral part of the CPD.

In Ethiopian context MoE (2009) summarized the characteristics of the most effective CPD. According to this document effective CPD aims at improving teachers' performance in the classrooms, covers a wide range of activities, both formal and informal. It integrate in to the work of teachers no in to 'Bolton'. It is based on concrete ongoing overtime with assistance and support as required, teachers work with each other, observing each other, planning lessons together, team teaching and undertaking a real research together, meet the needs of individual teachers, schools and that of the nation, identifies and use of excellent classroom practitioner, recognizes the importance of informal systems with in school and on the job resources, teachers learn more effectively though active learning and learning by doing through lectures and directions. Thus, active learning, participation and involvement must be part of CPD process, and the school leader must be involved in the activities and provide a formal professional dialogue with staff.

2.7 Factors affecting the Effective Implementation of Teachers' CPD

Like many aspects of education, there exists no empirically tested model of CPD that has been proven to be effective across all settings. As with any promising school improvement strategy, implementation of teachers' CPD program faces a multiple challenges. Inevitably there are significant factors which influence the organization and effective implementation of teachers'

professional development. Regarding these factors various authors were described them in different ways.

Conco (2006) identified 13 possible barriers to CPD programme. These are failure on part of teachers to understand the intension with a program, resistance among the teachers who feels that proposed changes are threat to how they normally do things, lack of expertise on part of the staff development functionary which may pose a problem in the design, delivery and evaluation of the program, refusal to attend workshops or meetings convened by people whose expertise is doubted, programs that appear to undermine teachers' creative thinking, lack of commitment on the part of the school management team and teachers, lack of time allowed by principal or school management team, lack of opportunity to implement what has been learnt in the programs, fixed school time table, mismatch between identified individual and group needs and the staff development programs, unavailability of appropriate resources, lack of funds to initiate or attend courses, workshops and learning activities and a negative relationship between the staff development practitioners and teachers.

This indicates that it is important to predict the problems that can affect the effective implementation of the program. And similarly it is necessary to arrange the possible remedial actions for the predicted barriers beforehand. Lack of clarity on the parts of the participants, unable to target the main objectives in training the teachers, and lack of insight in to the process of teacher professional development and teacher professional learning are some of the obstacles mentioned by (Vonk, 1995 in Luel, 2006:10).

Moreover, Anna (2000:12) states the factors that affect effectiveness of CPD. According to Anna the factors are: the teachers' previous professional, his/her understanding of the nature of the purpose of professionalism and professional development; what he /she learned from his/her evaluation of professional development needs and preferred learning styles; the need of teachers' school and department(s) or team(s) and the appropriate form of professional development meet each participants need.

In Ethiopia TESO (2003) identified five features influencing the effective implementation of CPD programmes. These include: lack of motivation and application, combined with self interest and lack of training opportunities, have created achievement apathy and cynicism amongst teachers, the geographical features of many regions and resulting problems of access,

transport and communications will limit for many teachers to sustained professional development program outside their own school, lack of available Bureau or Woreda personnel to plan, manage and monitor the programme, the quality of knowledge and expertise available in administrative position and the severely restricted availability of resources to sustained development, including access to electricity and technology, especially in schools of remote areas.

In a similar fashion MoE (2009b) also identified the following more refined challenges encountered the CPD in Ethiopia: nearly four out of five schools the structure of CPD is either absent or inadequate, 93.5% of the CRCs (Cluster Resource Centers) were not adequately trained to run well organized, inspiring, and transforming CPD activities, failure to synchronize the career structure and the CPD values and activities, CPD facilitators high turnover, time constraints on teachers as well as their school leaders, CPD programs lagging behind its time and the tendency of rushing to cover the course, total absence or inadequacy of the minimum resources to run CPD and lack of systematic coordination between the education bureaus, Teacher Education Institutions and NGOs.

To sum up what is stated above by ~~different authors~~; lack of available resources, lack of motivation on part of teachers, lack of expertise, lack of time, lack of support, lack of funds to run the CPD programs, differences among the participants and lack of coordination among teachers and administration at different levels were barriers which affect the effective implementation of CPD program.

2.8 The Organizational Support for the Implementation of CPD Program

Teachers to satisfactorily involve in the range of CPD activities, they need support from various educational professionals. TESO (2003:9) strengthen this idea and included school principals, supervision, education sector at different levels (woreda, zone, regional and MoE) all need to work together in a systematic way enable teachers to participate fully in CPD.

Regarding this, Smith and Gillispie (2004) stated that since CPD is a new experience for teachers the need support to overcome the natural reluctance to sharing their concerns. They also argued that administrative support for teachers to implement CPD programs should be seen as limited only to advocating with policy makers and providing materials, financing and human resources.

Villegas-Reimers, (2003) reported that teachers as they are professional learners in CPD they should get the necessary support from the concerned bodies ranging from school community up to higher officials at different levels. She further argued that the policies must be supportive of the changes that teachers are expected to perform. Thus there must be new structures and institutional arrangement that support the role of teachers as a lifelong learners, new evaluation, accountability and promotion.

In line with this it is clear from the research on school improvement and the growing body of literature that the CPD programs are unlikely to have lasting effect without organizational support. Thus there is a corresponding need for professional support for teachers as the school becomes the fulcrum of reform.

Regarding the above idea the substantial support made by school principals and various professionals at different levels are highlighted below.

2.8.1 Support from school principal

The symbolic leadership of the effective school principal cannot be underestimated as a change agent. According to David (2006) the school leader needs to acquire appropriate knowledge and understanding to develop the necessary skill and attitudes towards change, think his/her role as a guide to action and clarity for teachers the strategic element that are essential for an effective implementation plan. This indicates that school leaders should examine type of knowledge, kinds of skills and the change needed to be developed for successful implementation of organizational change.

According to MoE (2009) an institution which is committed to CPD should collect resource focused up on all aspects of CPD including methodology and subject knowledge. The resources could be books, professional articles, electronic information sources, reports of action research and good practice from across the country. The school principals as he/she is the leader of the school he/she should be front liner to create good school environment for teachers CPD at school. The other most powerful and most accessible resources for CPD are found in the school itself committed supportive colleagues which the school principal is expected to provide guidance to initiate and mobilize professional resources at school level.

All available research shows that teachers CPD activities were most effective when carried out collaboratively in an atmosphere of mutual support and encouragement. Thus the school leader has the responsibility to create the appropriate climate where trust, confidence and interpersonal relationship were cordial.

CPD, as it is a professional learning, assumes effective leadership to create the motivation and commitment to change. Thus the school principal act as a facilitator and change agent to implement the CPD program, furthermore, the principal play significant role in convincing teachers in the school to conceptualize its importance, objectives and implementation of CPD. In doing so the school principal, act

2.8.2 Support Made by Educational Sectors at Different Levels

To achieve school based teachers' continuous professional development activities comprehensive and cooperative approaches need to be established. Thus the education sector at different levels should be coordinated from regional to woreda/town and the school. The local and regional education authorities have a number of supervisors and education experts on their staff. It is the responsibility of these experienced professionals to give help and advice to teachers in schools and colleges on matters to do with subject knowledge or teaching methodology.

According to Goble and Porter (1977) discussed that no reform can be expected to succeed unless it is fully understood, fully embraced, and effectively implemented by teachers; this implies that, CPD as it is new for them, teachers should acquire training to conceptualize its importance, and objective before they start to practice it. Likewise MoE (2009) pointed out, if the group organizing CPD does not have the necessary knowledge, expertise or experience to help to bring about the required change, then it can be helpful to ask for the help of an experienced and knowledge expert or expert team.

In education sector though efforts have been made to deepen decentralization to school level decision making, the regional education bureau plays a great role in supporting CPD activities. For instance, the regional education bureau, are expected to show their commitment to raising the standard of education by making great efforts to have high quality CPD programs for teachers in their respective regions. They work in partnership with MoE towards achieving this goal, and assist and encourage the woredas, school cluster centers and schools, which in turn will support teachers following CPD programs.

To highlight some of the support made by REB:

- Allocating the resources needed for CPD implementation
- Monitoring and Evaluating the CPD program within the region
- Raising awareness on CPD throughout the region

The regional education bureau ensures that all staffs are aware and capable of managing effectively and efficiently all aspects of CPD programs of teachers, possess' modern and relevant professional knowledge and skills to support the program.

Regarding the woreda /TAEO and Zonal education officials they are the nearby facilitators to provide support, and advice for the CPD program held at school. Thus, they will be praised or blamed for the success or failure of CPD program held at school level. Thus, will be praised or blamed by the success or failure of the CPD program implemented at school.

2.9 Teachers' CPD Program and Quality of Education in Ethiopian situation

2.9. 1 The Practice of CPD in Ethiopia

Within the framework of 1994 Educational Training Policy (ETP) the Government of Ethiopia launched a series Education Sector Development Programs (ESDP) in order to improve education quality, relevance, efficiency, equity and access of education. To treat issues with teachers' qualification and in-service teacher education program the Teacher Education System Overhaul (TESO) program was undertaken. On the basis of TESO report a thorough revision to modernize teacher education system was done. CPD as one aspects of TDP came to Ethiopia in 2005 taking the experience of other countries (MoE, 2005:21).

Teachers' development program emphasizes on improving the quality of education by designing various teacher support activities and modernizing both pre-service and in-service training to teachers. Therefore, with government's particular attention for in-service training of teachers' continuous professional development of teachers is launched as one aspect of teacher development program (TDP) in 2005.

According to ETP (1994), government has a firm belief that CPD is important to help teachers to increase their effectiveness, to reward and encourage the capable ones to even greater effectiveness, and discipline or weed out incompetent and unethical teachers.

Furthermore, CPD of teachers is believed to have greater importance to advance teachers' career ladder scheduled for them and it would in turn encourage them to improve their capabilities. According to ESDP III, equally important is that teachers' esteem in the society grows and they become an increasingly respected figure in the school as well as in the community.

According to MoE (2005:21), CPD has been implemented in both primary and secondary schools since 2005. It has been introduced with three components: the first component is to two year induction program intended for newly deployed teachers (NDTs) while the second component (proper CPD) is giving training for those who already in the system where each teacher expected to complete a minimum of 60 hours per semester and the third component is individual CPD.

In Ethiopia there might have been some efforts to update teachers' professional competence through workshop, seminars and short term trainings. Nevertheless, a dedicated training of CPD program for secondary school teachers was developed in 2005 (MoE 2005). The aim of CPD was to improve the quality of education through a continuous program that will develop the skills and professionalism of teachers at the general ground level.

2.9.2 CPD and Quality of Education

The literature indicates that there is a strong link between the quality and teacher development (EQUIP, 2006). This is especially so in the areas of teachers' beliefs and practices and the implementation of educational reforms. Implementing active learning and learning through social interaction can only be done effectively when teachers understand the ideas behind the reforms and have the ability to apply these ideas in their classroom (UNESCO 2006). Changes in the educational system of a nation and global requirements demand staff development activities. In a major initiative to address problems related to access, equity, and quality of educational provision, the Ethiopian Government introduced the Education and Training Policy (ETP) in 1994.

The ETP established the foundation for all subsequent strategies, guidelines and programs. The education sector programs were Education Sector Development Programs I, II and III which were developed in 1997, 2002 and 2005 respectively. In line with goals of creating "trained and skilled human power at all levels who will be driving forces in the promotion of democracy and (economic) development in the country" (MoE 2005:5), the programs have focused on expansion of the system, increased access for marginalized children and girls, and reduction of attrition.

With rapid quantitative expansion attention has increasingly been directed toward the issue of quality. Improving curricula, providing textbooks, increasing community participation, and augmenting financing for education are among the strategies pursued to address the perceived decline in the quality of education. Moreover, while all policy documents stress the importance of teachers for promoting learning, the emphasis on improving teacher quality is most prominent in the 2005 Education Sector Development Programme (MoE, 2005).

The Ministry of Education has given priority for CPD believing that it is the right of teachers as well as of a great value for national development (MoE, 2006). The school staff must have the necessary subject professional support to bring about changes in the classroom. At school level professional development programmes should include school principals/directors, teachers and technical and administrative personnel.

The ETP set standards for teachers and described a new approach to education. CPD focuses on improving the teaching-learning process, with the priorities of introducing active learning, practicing continuous assessment, and managing large classes.

2.10 School- Based Practices of Teachers' CPD

MOE (2004a) stated that CPD programs, which are given to primary and secondary schools teachers. Each of them is discussed below.

2.10.1 Induction Program

Induction program is given to newly deployed teachers (NDT) in the first two consecutive years of their employment. MOE (2004b) stated that the aim of this program (course) is to support new teachers during first years of teaching. It is also ensures that NDTs may have the skills and knowledge to become increasingly competent professionals. Thus, the NDTs will be competent in (1) knowledge of values, attributes, ethics and abilities essential to professionalism, (2) the subject matter and methodologies, (3) the management of classrooms, (4) understanding of the schools, its community and the education system.

To realize these goals the NDTs should undertake the activities of the induction program including: professional development: activities that focus on developing the expertise in the classrooms, action research: a teacher is expected to carry out two action research in one semester, professional appraisal: formal meetings and discussions in which evidences of

performance is reviewed; and classroom observation: it will be done by mentors (an experienced teacher) or another member of staff with relevant expertise.

MoE (2004b) stated that the activities and key events undertaken by individual teachers in the process are documented in portfolio. Each individual teacher is supported by a mentor at every step or activity.

2.10.2. Proper CPD Program

Proper CPD program is practiced by those teachers whose experience is two years and above. The program is to be designed differently for teachers who are at different career development. Every teacher is expected to attend activities that will take at least 60 hours per year. The activities are documented in a portfolio (MoE, 2004a). All the activities will b directly related to their classroom practice.

In addition to this, all teachers should attend workshops, seminars delivered at school or cluster levels regarding national or regional priorities, various policies and cluster and school based issues. These programs are mostly designed by external experts to inform the overall national priorities and the roles of teachers. The activities of teachers in each workshop and seminar are also documented in their respective portfolios (MoE, 2004a).

2.10.3 The Individual CPD

The individually approved CPD is the program designed for the time after proper CPD according to (MoE, 2004a). Here individual teachers through private reading study and reflection on their own practice may improve their performance. Teachers conduct an action research on an issue identified with in the classroom, school or local community and seek solutions, staff development activities that meet local needs and develop a collaborative working relationship among teachers at school level or through school clusters. Besides, teachers organize or facilitate the professional development workshops or presenting research findings for fellow professionals in schools, cluster centers etc. in addition to the above, all teachers (new or experienced) should attend workshops, seminars delivered at school level or cluster level regarding national or regional priorities, various policies and cluster and school based issues. The activities of teacher in each workshop and seminar are also documented in their respective portfolio.

CHAPTER THREE

3. Research Design and Methodology

3.1 Research Method

The main concern of the study was to assess the practice and challenges of teachers' CPD program in government secondary schools of Bale Zone which is found in Oromia Region. Therefore to serve this purpose, descriptive survey method was employed as an appropriate method to obtain reliable and relevant information about the issue under the study hence the design is characterized by prior formulation of specific research question. Descriptive survey design also investigates phenomena in their natural settings. Concerning this, Best and Kahn (2002:107) state that to collect data from a relatively large sample for the purpose of describing the nature of the existing conditions or determining the relationship that exists between specific events, survey method is appropriate. In line with this, Koul (1996) stated that descriptive method helps to have general understanding of the problem by studying the current practice, nature of the prevailing conditions and trends through relevant and precise information. In addition to this Abiy and others (2009:30) state that descriptive survey method is used to collect data of a particular point in time with the intention of describing the nature of existing conditions or determining the relationship that exists between specific events. Hence, on the basis of these arguments, it was found to be convincing to employ descriptive survey method predominated by quantitative approach.

3.2 Sources of Data

In order to conduct this study data was collected from both primary and secondary sources. Primary data were collected from Zonal Education Department, Woreda/Town Education Office experts, school principals and secondary school (9-10) teachers of the study area for the reason that they can provide relevant information to understand the problem under the study. Apart from this, various related documents with respect to CPD activities were used as secondary sources.

3.3 Sample Population and Sampling Techniques

Concerning the population of the study, secondary schools (9-10) and their teachers, school principals, Zonal and Woreda education experts were the population of the study. This is because the researcher believed that these members of the school community can provide relevant

information to understand the issue under the study considered. In the selection of sample population, the researcher employed all procedures appropriate to get representative sample population.

In Bale Zone, there are 18 Woredas and two town administration (Robe and Goba), and there is at least one secondary school (Grade 9-10) in every Woredas. Though there is no a blueprint to fix the sample size, the researcher, after considering the time allowed for data collection and the nature of the population in the study area, believed that a quarter of the Woredas could represent the others. Furthermore, to make the sample manageable and representative four sample Woredas were identified by using simple random (lottery) method. Accordingly, Goro, Ginnir, Rayitu Anole and Gassera Woredas. Since there are only two town administrations in the zone, two of them are selected.

Pertaining to school, there are 27 government secondary schools (9-10) in Bale zone. To select the sample schools, all secondary schools found in the sampled Woredas were taken. Accordingly, 9 (33.33%) schools were taken. These were Robe, Galema, Gobba, Goro, Gassera, Ginnir and Rayitu Anole secondary schools.

To select teacher respondents from the sample secondary schools, first teachers were stratified based on the type of CPD program they practice (induction or proper CPD). In line with this, there were 557 teachers in the study area of which 205 were NDTs (156 rural and 49 town) and 352 were ETs (215 rural and 137 towns). That is, the identified sub-groups were represented in the sample on the same proportion they exist in the population. After this, using simple random sampling 72 NDTs 18 from urban and 54 from rural were selected. In the same manner, 123 ETs 42 from urban and 81 from rural were selected. Altogether, 72 NDTs and 123 ETs were selected from secondary schools by random sampling. This makes 35% of the total teacher population.

With regard to principals, to obtain pertinent data, all principals and vice principals in the sampled secondary schools were selected by using availability sampling because of their role in supporting, mentoring and also practicing CPD activities in their respective schools.

Moreover, one expert from each woreda/town education offices of sample schools working in the area of teachers' professional development and supervision were selected purposefully to get pertinent and explicit information since they support and monitor all teaching and learning process in general and CPD in particular. Likewise, one expert in the area teacher development

program (TDP) and one in the area of supervision were selected purposively from zone education department in order to get pertinent and explicit information; hence they support and monitor the CPD program in secondary schools.

In general, 72 NDTs, 123 ETs and 30 principals and vice principals, 9 woreda/town education experts and 2 zone education experts were used as a sources of data. The selected respondents were presented in the following table.

Table 1 Description of the sample woreda, school and respondents

No	Respective Woreda/Town of respondents	Name of the schools	NDT		ETs		Principals		Supervisors	TDP experts	Total
			SEX		SEX		SEX				
			M	F	M	F	M	F			
1	Gobba	Gobba	4	1	16	4	4	-	1	-	30
2	Robe	Robe	3	1	14	5	4	-	1	2	30
		Galema	7	1	8	1	3	-	1	-	21
3	Goro	Goro	6	2	9	2	3	-	1	-	23
		Meliyyu Burka	5	1	7	1	3	-	1	-	18
4	Gassera	Gassera	7	2	15	4	4	-	1	-	33
5	Ginnir	Ginnir	8	2	17	5	4	-	1	-	37
		Dello Sebro	10	3	8	2	2	-	1	-	26
6	Rayitu Anole	Rayitu Anole	7	2	4	1	3	-	1	-	18
Total			57	15	98	25	30	-	9	2	236

3.4 Data Gathering Tools

The researcher employed multiple instruments to obtain valuable data for the study. These include questionnaire, interviews and document analysis.

1 Questionnaire

Questionnaire was the main instrument to collect information from the three groups of respondents (principals, NDTs and ETs). The questionnaire comprise mainly close ended and few open ended. The close ended item was used for the very reason that they are easier to categorize the responses gathered. The item types such as Likert scale, rating scale, options or choices type were used because they are suitable and quick for respondents to answer. Moreover they are easy to analyze using statistical techniques and enabling comparison to be made among the groups. Others are few open ended questions and their major purpose is to give an opportunity to respondents to express their feelings and perceptions related to the issues under the study without restrictions.

The questionnaires have two parts. The first part was intended to obtain relevant information about the respondents. The second part designed to collect information about the practice and problems of mentoring in secondary schools (9-10).

All the questionnaires were prepared in English hence the medium of instruction at the secondary school level is English. Thus, the researcher supposed that they understand the questionnaire and respond accurately.

2 Semi-structured Interview

Interviews help to obtain relevant data that cannot be collected by questionnaire. Semi-structured interview tends to be not only the most favored by educational. The researcher used semi-structured interviews because it combines both structured and unstructured approaches to collect data from Woreda/Town education office experts and zonal education department experts. As Bell (1993:154) stated this type of data collection instrument allows respondents to express themselves at some length but also offers enough shape to prevent aimless rambling. This method is also selected because it provides uniform information which ensures the capability of the data (Kumer, 1999). Thus, in order to crystallize the data obtained through questionnaire, a semi structured interview were conducted with 9 Woreda/Town education experts and 2 zonal education department experts. To this end an item guide (a written list of open and /or close ended items were prepared by the researcher and presented to the respondents in face to face interaction. Meanwhile, note book was also used to record the information provided by the informants.

3. Document Analysis

Documents related to the implementation of CPD such as portfolios, minutes and organizational and other plans were assessed to gather relevant information such as identifying types of CPD activities, time management, content covered, problems encountered during the implementation and the like.

3.5 Data Analysis

The data collected from sample schools via questionnaire, interview and document analysis were first edited, categorized and systematically organized in items and tabulated depending on the responses and basic research questions. After coding the question items of the questionnaire were

analyzed quantitatively using frequency counts, percentages, means, grand means and one way ANOVA. One way ANOVA were used for the very reason to check whether there is statistically significant difference among the three respondent groups in reasons prompted them to participate in CPD, effects of CPD, CPD activities and factors affecting the effectiveness of CPD. The qualitative data were organized in to meaningful information and triangulated by assessing and crosschecking findings from multiple points of view including different methods of data collection. This helps to elaborate the ideas and to triangulate the differences on the different issues related to CPD. Quantitatively analyzed data were interpreted mainly using percentages and mean scores.

3.6 Procedures of Data Collection

In the process of collecting data in the study the researcher used the following procedures.

First relevant questions, checklists and guidelines were developed for the questionnaire, interview and document analysis. After preparation, the instrument was submitted for evaluation in advance to the advisor before the actual collection took place. Based on the recommendations and suggestion given necessary modification were made.

Second, in order to collect and administer data from the field, the first task of researcher was to inform the responsible bodies in order to conduct the data collection process to get the necessary supports

Third, the questionnaires were administered to NDTs, ETs and principals in face to face situation so that clarify points of additional explanations regarding how to respond are required. Besides, the researcher conducted an interview with selected Woreda/Town education office experts and Zone Education Department experts by assessing key informants have key knowledge and relevant data with regard to the issue under the study. It was conducted more than once as needed and the time permitted.

Finally, document analysis related to the implementation of CPD such as reports, minutes, organizational and other plans were assessed and relevant information such as time management, content covered and problems encountered during implementation were consulted.

Piloting the Instruments

Piloting has paramount importance for sifting out the difficult, vague, and ambiguous items and concepts. It is one of the best ways of improving the instruments for data collection. After preparation, the instruments were tested to check whether they can generate the desired information (validity) and to judge their internal consistency (reliability). Accordingly, the instruments were administered to two classmates so as to judge the content validity. Valuable comments were given on each parts of the questionnaire prepared for NDTs, ETs and principals. Comments on the contents of "challenges of CPD" were strong and enabled the researcher to revise these items. Based on these valuable suggestions and recommendations necessary modification were made.

Moreover, some instruments were made clearer. In addition, slight modifications were made on two item of interview guide. Finally, the instruments were retyped and made ready for reliability test.

Then, the instrument was pilot tested in Delo and Dinshoo secondary schools which found in Delo and Dinsho Woreda respectively. The schools were selected because they are convenient and have common characteristics similar to schools the final study were took place. Accordingly, three questionnaires were distributed to 10 NDTs, 10 ETs and 5 principals. After respondents had filled in, reliability estimates for the total items of each were computed using SPSS computer software. The reliability estimates for the total items of the questionnaire prepared for NDTs, ETs and principals using Guttmann Split-half were found to be 0.848, 0.839 and 0.929 respectively. Since statistical literature recommended that a reliability score more than 0.5 is accepted. Thus the observed correlation coefficient is a good indicator of internal consistency of items (see Appendix E)

CHAPTER FOUR

4. Presentation, Analysis and Interpretation of Data

This part of the study deals with the presentation, analysis and interpretation of data collected through questionnaires and interviews from the sample respondents to address the basic research questions.

All the data gathered through questionnaires are first presented in table and then various statistical tools are used for analysis. The information collected through interviews and document analysis was also qualitatively described in order to give appropriate answer for the basic questions set in the study.

4.1. Characteristics of the Respondents

This section presents characteristics of respondents who responded the questionnaires and who were interviewed. To this end, a total of 225 questionnaires were distributed. From which 30 were for school principals and vice principals, 123 for experienced teachers and 72 for newly deployed teachers of nine selected government secondary schools. Out of the total numbers of questionnaires distributed 219 (97.33%) were filled in properly and returned. More specifically, of the 30 questionnaires for the sampled principals and vice principals, all were filled in and returned. Concerning the questionnaires distributed for experienced teachers, out of 123, four were not filled in and returned. Thus, the rate of return was 120 (97.56%). Likewise, out of the 72 questionnaires distributed to NDTs, 69 (95.83%) were filled in properly and returned. It was this figure that would be considered as total respondents in the analysis part of the study.

In addition to the questionnaires distributed for the sampled teachers and school principals, interviews also conducted with 9 supervisor and/or TDP experts in their respective Woreda education offices. Furthermore, one supervisor and one TDP experts from the zone education department were interviewed. Totally, 230 respondents took part in this study. More detail characteristics of the respondents in terms of sex, age, work experience, position in career leader, and teaching work load in period per week are discussed below.

Table 2- Characteristics of respondents by sex and age distribution

	Teachers				Total Teachers		Principals		Total Respondents	
	NDT		ET							
Sex	N	%	N	%	N	%	N	%	N	%
M	55	79.7	96	80	151	79.89	30	100	181	82.64
F	14	20.3	24	20	38	20.1	-	-	38	17.35
T	69	100	120	100	189	100	30	100	219	100
Age distribution										
20-24	19	27.5	-	-	19	10.05	-	-	19	8.67
25-29	45	65.5	3	2.5	48	25.39	10	33.33	58	26.48
30-34	5	7.2	24	20	29	15.34	16	53.33	45	20.54
35-40	-	-	38	31.7	38	20.1	4	13.33	42	19.17
41-44	-	-	29	24.2	29	15.34	-	-	29	13.24
Above 44	-	-	26	21.67	26	13.75	-	-	26	11.87
Total	69	100	120	100	189	100	30	100	219	100

As can be seen from Table 2 above the majority of the respondents 82.64% were male and the rest 17.35% were female. The table also shows the sex proportion across the three types of respondents. Accordingly, from NDT, the largest proportion, 55 (79.7%) were male while 14 (20.3%) were female. Similarly from experienced teachers, 96 (80%) were male and 24 (20%) were females. Furthermore, all the principals and vice principals involved in the study were male. This clearly indicates that administrative positions in governmental secondary schools had been highly occupied by males. Thus it is possible to say that like other leadership position participation of females in secondary school principalship position is also very low.

As it is indicated in Table 2 above, regarding age distribution, the majority of the respondents were found between three age intervals. These categories were, 58 (26.48) of them between 25 29, 45 (20.54 of them between 30-34 and 42 (19.17%) of them between 35-40 of respondents. To make more specific regarding the age distribution at different group of respondents, the majority of NDTs 45 (65.5%) were in age group of 25-29 and the rest 19 (27.5%) and 5 (7.2%) of them were found in age intervals of 20-24 and 30-34 respectively. With regard to experienced teachers 31.7% and 24.1% were found in age group of 35-40 and 41-44 respectively. And the rest 21.67% were found more than 44. The remaining proportions, 20% and 2.5% were in the age categories of 30-34 and 25-29 respectively. Likewise, principals were found in three age categories 33.33% were found in 25-29 age interval, 53.33 from 30-34 age interval and 13.33 were 35-40 age interval.

To sum up, as can be seen from the table 2, the largest proportions of teachers 125 (66.13%) were found above 30 age while 64 (33.36%) were found between 20-30 age interval. This implies that under normal circumstances, they can express ideas related to the study consistently and with

good understanding. Therefore, their opinions can be taken as acceptable to the study. With regard to principal respondents, 20 (66.65%) of them were found above 40 while 10 (33.33%) of them were between 20-30 age interval. This indicates that most of principalship positions are highly occupied by those whose age is relatively older. This might have its own contribution on the implementation of the program since the participants are aged they may have more experiences to manage and to lead the teachers. Consequently teachers have more energy to effectively implement the program.

Table 3.Characteristics of respondents by qualification and year in-service

Description	Teachers				Principals		Total respondents	
	NDT		ETs					
Qualification	N	%	N	%	N	%	N	%
Diploma	-	-	8	6.67	0	0	8	6.7
BA/BSC	69	100	112	93.33	30	100	211	96.34
MA/MSC	0	0	0	0	0	0	0	0
Total	69	100	120	100	30	100	219	100
Work experience								
≤2	69	0	0	0	0	0	69	31.50
3-6	0	0	17	14.2	0	0	17	7.76
7-12	0	0	22	16.3	11	36.67	33	15.06
13-16	0	0	14	11.7	16	53.33	30	10.30
17-22	0	0	28	23.3	3	10	31	14.15
Above 22	0	0	39	32.5	0	0	39	17.80
Total	69	100	120	100	30	100	219	100

With respect to educational background of the respondents, 211 (96.34%) were BA/BSc holders while 8 (3.65%) were Diploma holders. Table 4 also treats the three respondents' qualification separately. Accordingly, 100% of NDTs and principals were BA/BSc holders. Of the total ETs, 93.33% were BA/BSc holders while 6.67% were diploma. As per the guidelines of Ministry of Education (1994), the minimum requirements of qualification to teach in secondary schools were first degree. Thus, the sampled secondary schools had 8 (6.7%) under qualified teachers to teach in secondary schools. The minimum qualification required for secondary school principals and vice principals was first degree. In line with this, all the principals and vice principals fulfilled the required qualification in the sampled area.

With regard to the work experience of the respondents, as can be seen in table 3 above, the year experience of NDTs were two and below, which also accounts 69 (31.50%) of the total respondents. Seventeen (37.76%), 33 (15.06%), 30 (10.30%), 31 (14.15%) and 39 (17.80%) of

the respondents had year of teaching experience 3-6, 7-12, 13-16, 17-22 and 23 and above respectively. Higher service year enable teachers to possess information about CPD in the secondary schools. Moreover, it can also be clearly understood that the availability of experienced teachers in the sampled secondary schools should create good environment to practice induction program for newly deployed teachers.

Table 4- Characteristics of the respondents by position in career ladder and teaching work load in period per week

No	Characteristics	Teachers				Total teachers		Principals		Total respondents	
		NDT		ETs							
1	**Position in career ladder**	N	%	N	%	N	%	N	%	N	%
	Beginning teacher	69	100	0	0	69	36.5	0	0	69	31.5
	Junior teacher	0	0	17	14.2	17	8.99	9	30	26	11.87
	Teacher	0	0	26	21.7	26	13.75	14	46.67	40	18.26
	Associate teacher	0	0	41	34.2	41	21.69	6	20	47	21.46
	Lead teacher	0	0	36	30	36	19.047	1	3.33	31	14.15
	Total	69	100	120	100	189	100	30	100	219	100
2	**Teaching workload**										
	0-5	0	0	0	0	0	0	19	63.33	19	8.67
	6-10	0	0	8	6.7	8	4.23	11	36.67	19	8.67
	11-15	5	7.2	12	10	17	8.99	0	0	17	7.76
	16-20	21	30.4	35	29.2	56	29.62	0	0	56	25.57
	21-25	30	43.5	42	35	72	38.09	0	0	72	32.87
	above 25	13	18.84	23	19.2	36	19.04	0	0	36	16.43
	Total	69	100	120	100	189	100	30	100	219	100

The data in table 4 confirmed that 69 (36.5%) teacher were beginning teachers while junior teachers accounted 17 (8.99%). The sampled secondary schools were rich in having experienced teachers. To vividly indicate this, 26 (13.75%), 41 (21.69%), and 36 (19.04%) of teachers were teachers, associate teachers and lead teachers respectively. This shows that the secondary schools were at a good standard to perform activities of teaching learning processes in general and teachers' CPD in particular. To generalize, table 4 revealed that out of the total teacher respondents 189 (100%) 120 (63.49%) were above the beginning teacher by position in career ladder while 69 (36.50%) were beginning teachers. This has its own contribution to effectively implement the CPD program in the secondary schools; hence the sampled schools were rich in experienced teachers.

Table 4, also depicts the characteristics of respondents by teaching workload per week in periods. As can be seen from the table, out of total teacher respondents 72 (38.69%) had teaching

workload of 21-25 period per week while 56 (29.62%) had 16-20. Likewise, 36 (19.04%) of teachers had above 25 period per week while 17 (8.89%) were 11-15. The remaining 4.23% of teachers had 6-10 period per week. The teaching workload in period per week for 98 (51.85%) of teacher respondents was above 20. Moreover, teachers from all the sampled schools were operating in morning and afternoon shifts. This might congested their time. Regarding the principals and vice principals, 19 (63.33%), and 11 (36.67%) had teaching workload of 0-5 and 6-10 periods per week respectively. This reveals that the school principals had ample time to facilitate and guide the CPD program in secondary schools.

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

This section deals with the presentation and analysis of data related with the practices and challenges of CPD programs. The data were analyzed based on the responses obtained from secondary schools, WEO and zonal education departments.

4.2.1. Overall Patterns of Support for the Practices of CPD in School

As clearly depicted in the literature part, teachers need a reliable assistance to implement CPD program effectively aimed at their professional development. Accordingly, a set of questions were asked to the NDT, ETs and principals to identify whether they obtained support before and after they started CPD practice in the secondary schools. Their responses to the question are presented in Table 5 below.

Table 5- Analysis of respondents' agreement on the presence or absence of pre practice training for the CPD program.

Item	Respondents	Options				Total	
		Yes		No			
		N	%	N	%	N	%
Did you get any training before you begin to implement CPD?	NDT	18	26.08	51	73.91	69	31.56
	ET	37	30.83	83	69.167	120	54.79
	Principals	11	36.67	19	63.3	30	13.69
Total teachers		55	29.10	134	70.89	189	86.3
Total respondents		66	30.13	153	69.86	219	100

As depicted in Table 5, 51 (73.92%) of NDTs, 83 (69.16%) of ETs and 19 (63.3%) of principals responded that they did not received any pre-practice training. This accounted 153 (69.86%) of the total respondents. On the other hand, 18 (26.08%) of NDT, 73 (30.83%) of ETs and 11

(36.67%) of principals reacted positively which accounts 30.13% of the total respondents. This implies that they should get proper training prior to CPD practice. Without pre-practice training there might be challenge when they started practicing CPD activities in the school later on.

To find out the reason why teachers did not received pre practice training before the actual implementation of CPD practice, an open ended question was provided to the ones who responded negatively in table 5 above. With respect to this the majority of the three respondent groups noted lack of trained expert in different levels (school, woreda, zone education department even up to regional education Bureau) as a major reason for not receiving the training.

Furthermore, they stated lack of diligence and deep sense of responsibility on the parts of educational personnel at different levels prohibited them. They also added that lack of follow up at different levels and sending unrelated body to training instead of sending the concerned bodies for training were also an important ones. The researcher interviewed the WEO and ZED experts as to why pre practice training was not given to teachers before they started practicing CPD in secondary schools.

The ZED experts responded that though the WEO experts were expected to give the training, the turnover of experts made a gap on the training for secondary school teachers. The ZED experts further pointed out that they were not in a position to stop the turnover of experts because of decentralization (BPR) where decision making is shifted from regions and zones to woredas and municipalities. This means the woredas and municipalities were empowered to make significant decision making on the issue of turnover than others. On the other hand, the WEO experts pushed the responsibility of giving pre practice training to school principals. However, the pre practicing training is not the responsibility of one body (school, WEO, ZED, or RPB). Thus, there should be coordination among all concerned bodies.

Another question was also posed to teachers and principals who replied yes (positively) to investigate those who conducted the pre practice training and their responses are presented in Table 6 below.

Table 6- Analysis of trainers participating in the Pre practice training

Respondents		Organizations							
		School	Cluster	WEO	ZED	REB	MOE	NGOs	Total
NDT	N	12	1	4	1	0	0	0	18
	%	66.67	5.56	22.22	5.56	0	0	0	27.27
ET	N	10	4	12	7	2	2	0	37
	%	27.7	10.82	32.43	18.91	5.4	5.4	0	56.06
Principals	N	4	1	2	2	1	1	0	11
	%	36.36	9.09	58.8	18.8	9.09	9.09	0	16.66
Total	N	26	6	18	10	3	3	0	66
	%	39.39	9.09	27.27	15.75	4.54	4.54	0	100

As indicated in Table 6, 12 (66.67%), 1 (5.56%), 4 (22.82%) 1 (5.56%) of NDTs obtained the pre practicing training from school cluster, woreda education office and zone educational department respectively. Concerning the experienced teachers, 12 (32.43%), 10 (27.7%) and 7 (18.91%) obtained pre practice training from WEO, school and ZED respectively. The rest clusters, REB, and MOE all accounted 20.9% only. Regarding the school principals training, 4 (36.36%), 2 (18.8%) and, 2 (18.8%) obtained the pre practice training from school, woreda education office and zonal education department respectively.

To sum up, 39.39% and 27.27% of the respondents responded that the school and woreda education office were the main pre practicing training providers respectively. The contributions of others were not adequate which accounts only 33.33% and the participation of NGO's was null. Thus, this data confirmed that the majority of the training was provided by the school and WEO.

Meanwhile, teachers and principals who obtained the pre practicing training were also asked to rate the topics integrated in the pre practice training as very good, good, fair, poor and very poor. However, for convenience the five points rating was merged into three to simplify the data for analysis. The responses of the three respondents groups were indicated in Table 7 below.

Table 7- Topics which teachers received in their pre practice training

No	Statements	Respondents	Options						No
			Good		Fair		Poor		
			N	%	N	%	N	%	
1	How to implement the CPD program	NDT	6	33.33	8	44.44	3	16.67	18
		ET	16	43.24	9	24.32	12	32.43	37
		P	7	63.63	1	18.18	2	18.18	11
2	Instilling the objectives of CPD	NDT	9	50	3	16.67	6	33.33	18
		ET	18	46.64	5	13.51	4	37.83	37
		P	6	54.54	3	27.27	2	18.18	11
3	Informing the importance of CPD for teachers	NDT	10	55.55	3	16.67	4	22.22	18
		ET	7	45	16	43.24	4	10.81	37
		P	7	63.63	2	18.18	2	18.18	11
4	Creating team spirit among teachers and better working atmosphere	NDT	3	16.67	6	33.33	2	50	18
		ET	13	35.13	9	24.32	17	45.9	37
		P	4	36.36	3	27.27	4	36.36	11
5	Motivating teachers to improvement CPD	NDT	6	22.22	6	33.33	8	44.44	18
		ET	8	48.64	17	5.4	17	43.9	37
		P	7	63.63	1	9.09	3	27.27	11

As illustrated in Table above, 7 (44.44%) of NDT, rated the contribution of their pre practice training to introduce about how the CPD program would be implemented fairly and 6 (33.33%) rated good but three of them considered it poor. Furthermore, 16 (43.24%) of ET, rated the same item as good and 9 (24.32%) replied fair. And 12 (32.43%) considered it as poor. Meanwhile, more than half of the principals 7 (63.63%) rated it good but two considered it as poor.

Moreover, Table 7 also indicates that the pre practice training of CPD program was helpful for teachers to understand the CPD objectives. With regard to this, the half of the NDTs, 18 (48.64%) ET and 6 (54.54%) principals rated as good. Contrary to this; 6 (33.33%) NDTs, 14 (37.83%) ETs and 2 (18.18%) principals rated its contribution as poor. Even though almost half of the respondents reported the pre-practice training helped them to understand the CPD objectives, proportional percentage of respondents rated the same item as poor. This implies that the provided pre-practice training was not adequate to fully inculcate the objectives of CPD in the participants mind.

Table 7 also shows that more than half of the respondents, 55.55% NDTs, 45.9% ETs and 63.63% principals, said that they were well trained about the importance of CPD program on their pre practice training. In other words, 16.67% NDT 13.51% ET of NDTs (22.22%), ET (10.81%) and principals (18.18%) were rated poor.

As indicated in the same table, almost half of teacher respondents (50% NDTs and 45.9% ETs) and 36.36% of principals rated the emphasis of their pre practice training on item 4 rated as poor. The proportion of the respondents who rated the same item fair were 33.33% for NDTs, 24.32% for ETs, and 27.27% principals. 16.67% of NDTs, 35.13% of ETs and 36.36% of principals considered its emphasis as good. The largest proportion of the respondents replied that the emphasis of pre-practice training in creating team spirit among teachers and better working atmosphere as poor. This implies that the pre-practice training provided was not adequate in creating team spirit and better working atmosphere among the teachers.

Table 7 also indicates that the pre-practice training of the CPD program motivated teachers to engage in CPD. Regarding this; the response of the NDTs was somehow motivated but less. This is mainly because 44.44% of them rated their pre-practice less motivated them in the CPD program while 22.22% rated of as good. On the other hand, 33.37% of them rated as fair. The majority of principal respondents (63.63%) rated the same item as good and 9.09% rated as fair but 27.27% rated as poor. Almost half of ETs (48.64%) and 45.9% rated as good and poor respectively.

Generally, the proportion of the respondents who received the pre practice training of CPD was very small. The training was mostly given by lower level experts (officers) (school and woreda education offices) that resulted difference (variety) in its practice among schools. Besides, the data shows that the training contributed much to ban the way to effectively practice the CPD program. Respondents were also asked to mention if there were other topics which were not mentioned. Consequently, they did not mention any other topic (s) than the stated ones.

Table 8- Analysis of teachers' and principals' response regarding the presence or support during they started practicing CPD

Item	Respondents	Options			
		Yes		No	
		N	%	N	%
Did you get any support While participating in CDP	NDT	32	46.37	37	53.62
	ET	58	48.33	62	51.67
	P	14	46.66	16	53.33
Total teacher respondents		90	47.61	99	52.38
Total respondents		104	47.48	115	52.51

As indicated in Table 8 above, 32 (46.37%) of NDTs, 58 (48.33%) of ETs and 14 (46.66%) of principals were reacted positively saying 'yes'. That means out of the total respondents 104 (47.48%) received support after they started practicing CPD. Contrary to this, 37 (53.62%) of NDTs, 62 (51.67%) of ETs and 16 (53.33%) of principals reported that they have not been receiving any support since they started practicing CPD. This accounted 115 (52.51%) of the total respondents which was slightly greater than half. This proportion was quite similar with the pre-practice training received indicated in table 7. To sum up, slightly more than half of the respondents replied that they were not receiving support after they started practicing CPD in secondary schools. This implies that low level support or complete absence of support after teachers started practicing CPD activities in the sampled schools. This might negatively influence the effective implementation of CPD in secondary schools.

Following the above question, those respondents who replied negatively were also asked to identify the reasons why they did not receive the assistance. Their response is presented in Table 9 below.

Table 9- Reasons for not receiving support after they started practicing CPD

No	Statements	Respondents						Total	
		NDT		ET		Principals			
		N	%	N	%	N	%	N	%
1	The practice of CPD activities does not require any external support and I do not need any	1	5.36	1	2.7	-	-	2	2.4
2	There is no concerned body at any level for this purpose	7*	38.89	19*	51.35	5*	45.45	31	37.8
3	lack of commitment on the concerned body	4	22.22	5	13.51	2	18.18	11	13.41
4	Lack of expertise on the part of concerned body	6*	33.33	18*	48.64	5*	45.45	29	35.36
5	There is no budget for this purpose	2	11.1	4*	10.81	3*	27.27	9	10.97

*Responses are greater than total number of eligible respondents due to multiple responses of one response

As illustrated in Table 9, almost all teacher respondents with insignificant exceptions (2.4%) said that the implementation of the CPD require external support. The table also portray that from the given alternatives, considerable proportion of respondents, aggregate percentage of 37.8 responded that they did not receive any support due to the reason that there was any responsible/ concerned/ body at any level.

Regarding item number 2 of the same table, 7 (38.89%) NDTs, 19 (51.35%) ETs and 5 (45.45%) principals replied that there was no concerned body at any level as a major reason for not receiving support during their participation in CPD activities. This accounted 37.8% of the total

respondents. Those who noted lack of commitment as a reason for not receiving support after they started practicing CPD accounted 11 (13.41%). More specifically, 4 (22.22%) NDTs, 5 (13.5%) ETs and two principals.

Item number 4 which says "lack of experts on parts of concerned body" was considered as a second major reason for the absence support by 39 (35.36%) of the total respondents. The last item which says "lack of budget" was taken as the second least reason for not receiving support after they started practice CPD by 9 (10.97%) of the total respondents.

To explore the type of assistance teacher acquired, those teachers who replied positively in table 8- were asked with three options i.e. technical material and financial. The responses of the respondents treated in Table 10 below-

Table 10- Major supports given to teachers and principals while they are practicing CPD

Respondents	Frequency Percentage	Items			Total respondents	
		Material	Technical	Financial	N	%
NDT	N	21	11	-	32	30.76
	%	65.62	34.37	-		
ETs	N	35	23	-	58	55.76
	%	55.17	39.65	-		
P	N	8	6	-	14	13.46
	%	57.14	42.85	-		
Total	N	64	40	-	104	100
	%	61.53	38.46	-		

As indicated in Table 10 above the majority of the respondents with aggregated percentage of 61.53 responded that they obtained material assistance while the remaining 38.46% replied the technical support. To make more specific 65.62% of NDT, 55.17% of experienced teachers and 57.14% of principals responded that the support they obtained was given in the form material and the remaining said the technical support. This shows that the assistance was primarily material and technical. If these assistances are provided properly, the need for financial support is not as such important.

4.2.2. Overall Patterns of teachers' professional learning practices

The CPD program was started to enhance teachers' competence on teaching through on the job continuous learning with the ultimate aim of improving the quality of education. In doing so, teachers are expected to practice the CPD activities. As far as the CPD activities are concerned

the three key actors; the teacher (NDTs), mentors (ETs) and principals. The NDTs consider mentors as one the main providers of support in secondary schools. Most of the mentoring in secondary schools was undertaken by experienced teachers (often department head).

Regarding this, the NDTs were asked on the availability of mentors and 63 (91.3%) of them responded that they had mentors while 6 (8.7%) reported that they had no mentors. Those responded 'no' were also asked why they have no mentors. The majority of the NDTs who deprived of consistent support complained that only the name exists in the school with no practical application.

The remaining NDTs pointed out the following as a reason:

- Lack of commitment of school principals and department head
- Lack of follow up
- Lack of confidence on parts of mentors

However, from the researcher points of view except one all above complaints and reasons put forwarded by NDTs shows failure of mentors to assist the NDTs, with a set of personal and professional skills necessary to manage, maintain order and teach effectively in their respective classrooms. Moreover, the negative reaction of the respondents (NDTs) was caused as a result of lack of satisfaction with their mentors not failure of the school to assign mentors.

Next a question with five alternatives to assess the approach of mentors towards mentees was presented to newly deployed teachers who were positively reacted above. This was mainly because mentors' approach to NDTs might affect either positively or negatively the implementation of CPD in secondary schools. The responses of NDTs towards the approaches of their mentors confirmed that 39 (61.9%) reported the relationship with their mentor as advisor while 6 (9.52%) said as evaluator. Furthermore, 11 (17.46%) the NDTs rated the relation with their mentor as fault finder while two of them consider their mentor as their boss. This obviously shows that most of the mentees (61.90%) view their mentors as advisors. This may encourage common understanding and collaborative work and collegial approach (spirit) in the school that helps practicing any innovations in general and CPD program in particular.

Furthermore, NDTs, and school, principals were asked to rate the relationship between mentees and mentors as Very good (5), Good (4), Fair (3), Poor (2) and Very poor (1). The responses are analyzed in the Table 11 below.

Table 11- Analysis of the relationship between mentor and mentee

Respondents		Very good	Good	Fair	Poor	Very poor	Total
NDTs	N	10	19	17	13	3	63
	%	14.5	27.5	26.98	18.8	4.3	100
Principals	N	6	12	8	4	-	30
	%	20	40	26.7	13.3	-	100

As illustrated in Table 11, 19 (27.5%) of NDTs and 12 (40%) of the principals rated the rapport as 'good'. Ten (14.5%) of NDT and 6 (20%) of principals also responded the relationship between the two parties as 'very good'. And 13 (18.8%) of NDTs and four principals responded the relationship poor while only three of NDT 'very poor' which together accounted 21.5%. This indicates that there is a need for improvement of relationship between mentors and mentees, considerable proportion of the NDTs, and principals viewed the relationship some extent positively.

To know whether all experienced teachers are participating as mentors or not, ETs were asked to indicate their participation as mentors. The response of the respondents on the issue is presented in the Table 12 below.

Table 12- Participation of ETs as mentors

Item	Responses									
Are you a mentor?	Yes				No		Total			
	No				%	N	%		N	%
ETs	46				38.3	74	61.7		120	100
Criteria to select mentors	Relevant experience		Performance evaluation		Educational qualification		Career ladder		Others	
	N	%	N	%	N	%	N	%	N	%
Principals	20	66.67	2	6.67	2	6.67	2	6.67	4	13.33

As can be seen from Table 12, the majority of ETs, 74 (61.7%) responded that they were not a mentor while 46 (38.9%) were a mentor. To identify why some of the ETs were not selected as a mentor, an open ended question was forwarded to them, and they identified some reasons. The reasons for not being selected as a mentor include lack /total/ absence of training on how to mentor, having less experience as compared with those selected as mentors and absence of mentees in the department.

Table 12 also depicts the criteria to be selected as mentors. According to the existing rules and regulations mentors should be selected on the basis of relevant experience, performance

evaluation, educational qualification and career ladder. Besides, a mentor should be able to demonstrate up to date knowledge and expertise their subject matter knowledge. Furthermore, he/she must hold good interpersonal skills to guide and counsel. In line with this, school principals were asked to indicate which criteria they use in selecting mentors.

As indicated in Table 12 above, out of four alternatives provided, 20 (66.67%) of principals responded that relevant experience was used as a criteria. The rest 2 (6.67%) replied performance evaluation, educational qualification and career ladder. The remaining 4 (13.3%) responded others. Those responded others reported that they used all the criteria indicated above in combination. From this, one can conclude that there is no uniform ways of selecting mentors in the sampled schools.

A question with three options was also presented to the respondents to investigate how teachers practice the CPD activities provided in the module. Their responses are presented in Table 13 below.

Table 13- How teachers and principals practice CPD activities in secondary schools

Respondents	Options						Total	
	Individually		In group		Both individually and in group			
	N	%	N	%	N	%	N	%
NDTs	30	4.5	10	14.5	29	42	69	31.5
ETs	40	33.33	37	30.8	43	35.8	120	54.79
Principals	3	10	3	10	24	80	30	13.69
Total	73	33.33	50	22.83	96	43.83	219	100

Table 13 illustrates that how teachers practice CPD activities in their secondary schools. The respondents were given an option, as 'individually', in group or both, to identify how they practice the activities. Accordingly, 30 (43.3%), 40 (33.33%) and 3 (10%) of NDTs, ETs and principals responded individually respectively. Ten (14.5%) NDTs, 37 (30.8%) ETs and 3 (10%) principals responded the CPD activities were performed in group. The remaining 29 (42%) NDTs, 43 (35.8%) ET and 24 (80%) principals replied that the CPD activities were performed both individually and in group. Totally across the three groups of respondents 73 (33.33%) replied CPD activities performed individually, 50 (22.83%) replied in group while 96 (43.83%) responded both individually and in group.

The above responses indicate that in secondary schools CPD activities were carried out both individually and in groups. The NDTs responded that they carry out the CPD activities both individually and in group. However the idea perhaps due to the support they received from mentors or due to taking part in meeting dealing with CPD activities. The experienced teachers basically perform their proper CPD activities in group and individually as well.

Duration of time teachers spend practice CPD activities

An open ended question which says how many hours you spend per month in practicing CPD activities individually was posed. Accordingly, 23 (76.67%) NDT, and 28 (70%) ETs responded that they spend eight hours per month. The remaining respondents replied 1 hour up to 12 hours. However, as indicated in the literature every teacher should spent at least 60 hours per semester. Consequently, another question was forwarded to those who said CPD activities were carried out in group so as to investigate how the groups were formed. Their responses are shown in Table 14 below.

Table 14- How the group is formed to practice the CPD program

Statements	Respondents						Total	
	Teachers				Principals			
	NDT		ET					
	N	%	N	%	N	%	N	%
By department without considering the career level	1	10	4	10.81	-	-	5	10
In group by department of the same career structure	6	60	20	75.67	2	66.67	36	72
In group by inter department of the same career structure	3	30	3	8.1	1	33.33	7	14
By mixing teachers of department educational background and experience			2	5.4	-	-	2	4
Total	10	10	37	100	3	100	50	100

Table 14 illustrates that the formation of different groups while they practicing CPD activities. Accordingly, one NDTs and four ETs responded that the group was formed by department without considering the career level. But the principals did not reacted to this items as indicated in table above. Six (60%) NDTs, 28 (75.67%) ETs and two principals responded that the group was formed by department of the same career structure. This accounted 14% of the total respondents. On the other hand only two of experienced teachers responded that the group was

formed by mixing teachers of different background. NDTs and principals were not responded to this item.

To sum up, the majority of the respondents (72%) replied that the group was formed by departments of the same career structure. Thus the formations of group in practicing CPD activities were formed in departments of the same career ladder. This clearly indicates that the formation of a group in practicing CPD activities limited itself on department of the same career ladder.

Meanwhile, other question was posed to those responded the CPD activities carried out in groups. The question saying "how often the group meets to practice CPD activities?" their responses are shown in Table 15 below.

Table 15- How often the group practice CPD

Respondents	Options										Total
	One a week		More than once a week		Once in 2 week		Once in a month		More than once in a month		
	N	%	N	%	N	%	N	%	N	%	N
NDT	7	70	2	20	1	10	-	-	-	-	10
ET	28	75.67	7	18.91	2	5.4	-	-	-	-	37
Principal	2	66.67	1	33.33	-	-	-	-	-	-	3
Total	37	74	10	20	3	6	-	-	-	-	50

As illustrated in Table 15 above the respondents were asked to respond on how often the group engaged in practicing CPD activities in groups. Accordingly, 7 (70%) NDTs, 28 (75.67%) ETs and two principals responded that they were practiced once a week. The other two NDT, 7 (18.91%) ET, and 1 (33.33%) of principals replied that they were practicing more than once a week. Only 1 (10%) NDTs and 2 (5.4%) ETs responded that once in two weeks. In general 37 (74%) of the respondents responded that they were practicing CPD activities once a week. This indicates that there was a preplanned time table on which the teachers and principals agreed up on with the group members. Besides, different groups in sampled secondary schools and within each school had various time tables in practicing CPD activities. In line with this, the CPD document from the school was observed by the researcher and found charter and regular attendance taken during CPD activities. Furthermore, all teachers had a portfolio of their participation in CPD program. The mentors keep records of all completed activities in classroom observation, and meetings held with teachers and have them signed by themselves and teachers.

Concerning the length of time invested (spend) in one session, an open ended question was forwarded to the same respondents. The largest proportion of NDT, 8 (80%), ET 30 (81.08%) and three principals replied that they spent two hours for one session. On the other hand, two of NDTs and 5 (13.5%) of ETs reported that they practiced for one hours and half to one session while two of ET, responded that the length of time for a session was three to four hours. To sum up, the majority of the respondents 82% in the sampled school spent two hours for one session. The interview mode with WEO and ZED experts revealed that the amount of time allotted for one session was two hours, which is in line with the majority of the respondents.

Table 16 Activities of respondents after their participation in CPD activities.

No	Items	Options	Respondents						Total	
			NDT		ET		Principals			
			N	%	N	%	N	%	N	%
1	Develop a plan to integrate what they learned in your classroom practice	Yes	55	79.7	88	73.3	23	76.7	166	75.8
		No	14	20.3	32	26.7	7	23.3	53	24.2
2	Discuss what they learned with other teachers in their school who attended the activity	Yes	19	27.5	28	23.3	9	30	56	26.1
		No	50	72.5	92	7.7	21	70	163	74 .4
3	Discuss what they learned with other teachers in their school who did not attend the activity	Yes	1 8	26.1	35	29.2	21	70	74	33.8
		No	51	73.9	85	70.8	9	30	145	66.2
4	Discuss or share what you they learned with school leaders	Yes	50	72.5	86	72.7	21	70	157	71.21
		No	19	27.5	34	28.3	9	30	62	28.3
5	Outside of formal meetings held as part of the activity communicate with participants who teach in other schools	Yes	67	97.1	10	90.83	30	100	206	94.06
		No	2	2.89	11	9.16	0		13	5.9
6	Evaluate their learning with their colleagues mentors or department heads	Yes	53	76.8	33	87	22	73.3	108	49.3
		No	16	23.2	27. 5	72.5	8	26.7	111	50.7

Table 16 above indicates that teachers' and principals' response related to activities they conduct after they took part practicing CPD activities. They were asked whether they were involved in planning, discuss each other and evaluate their work or not after their participation in CPD. Their response is presented below.

As can be seen from the table most of respondents 55 (79.7%) NDTs, 88 (73.3%) ETs and 23 (76.7%) principals responded that they were developed a plan to integrate the practice with their classroom practices. On the other extreme, 14 (20.3%) NDTs, 32 (26.7%) ETs and 7 (23.3%) principals said no to the same item which accounted 24.2%. This implies that teachers and principals develop a plan after their participation in CPD activities. As a result the practice might have a positive effect on students' achievement.

Meanwhile, 50 (72.5%) NDTs, 92 (76.7%) ETs and 21 (70%) principals reported that they were not discussed with other teacher in their school who attended the activity. The remaining 19 (27.5%) NDTs, 28 (23.3%) ETs and 7 (30%) principals reacted positively. Furthermore, great majority of the respondents aggregated percentage of 66.2 responded negatively to item 3. In a similar fashion, 50 (72.5%) NDTs, 86 (71.7%) ETs and 21 (70%) of principals replied that they were not discuss (share) what they learned after their participation in CPD activities. The remaining 27.5% NDTs, 28.3% ETs and 30% principals replied positively to the same item.

Respondents were also asked whether they communicate (discuss) with participants who teach in other schools or not. Accordingly, overwhelmingly great majority of the respondents, aggregate percentage of 94 responded 'no' to the item. The remaining 5.9% said 'yes' to this item. The interview made with WEO and ZED confirmed that teachers have been not communicating with other teachers who teach in other schools. This is mainly because cluster policy works only in primary schools. Furthermore, the expert added that there is budget constraints to conduct experience sharing with teachers that teach in other school.

Furthermore, respondents were also asked to identify whether they evaluate their learning with their colleagues, mentors or head departments or not. Consequently, 53 (76.8%) NDTs, 33 (27.5%) ET, and 22 (73.3%) of principals responded 'yes' while 16 (25.25%) NDTs, 87 (72.5%) ETs and 8 (26.7%) principals responded negatively. From the responses of the respondents there is a variation. The great majority of NDT, and principals responded negatively while majority of ET, said 'yes' the interview made with WEO and RED experts as well as school principals confirm that the evaluation (class observation) was took place with those teachers who are in induction program while not in those taking proper and individual CPD.

4.2.3. Reasons prompted teachers to take part in CPD

Teachers are prompted to engage in CPD activities for many reasons. However, CPD is primarily designed to improve the educational quality via improving the competence of teachers. In line with this, a number of reasons why teachers may choose to pursue CPD have been formulated. A question intended to investigate whether teachers were knowingly or unknowingly involved in the CPD program. The responses are shown in Table 17 below.

Table 17- Reasons prompted teachers and principals to participate in CPD

No	Items	Respondents	Rating scales										X	GM	F	Sig
			SA		A		UD		D		SD					
			N	%	N	%	N	%	N	%	N	%				
1	To sought whatever the training	NDT	16	23.2	11	15.9	2	2.9	40	58	-	-	3.04	2.39	26.26	.000*
		ET	2	1.7	3	2.5	3	2.5	98	81.7	14	11.7	2.01			
		P	2	6.7	3	10	3	10	19	63.3	3	10	2.4			
2	To attain career aspiration	NDT	11	15.9	46	66.7	9	13	3	4.3	-	-	3.94	4.1	2.015	.51
		ET	37	30.8	69	57.5	6	5	6	5	2	1.7	4.11			
		P	22	73.2	4	13.3	2	6.7	2	6.7	-	-	4.4			
3	The school required my participation	NDT	14	20.3	46	66.7	8	11.6	1	1.4	-	-	4.06	4.49	25.98	.000*
		ET	97	80.8	27	14.2	5	4.2	1	.8	-	-	4.75			
		P	19	63.3	7	23.3	2	6.7	2	6.7	-	-	4.43			
4	Due to the interest of the government	NDT	85	79.7	6	8.7	4	5.8	3	4.3	1	1.4	4.67	4.63	2.216	.112
		ET	97	80.8	18	15	1	8	1	.8	3	2.5	4.71			
		P	22	73.3	1	3.3	3	10	3	10	1	3.3	4.33			
5	Because teaching needs continuing learning	NDT	-	-	48	69.6	3	4.3	18	26.1	-	-	3.43	4	19.363	.000*
		ET	59	49.2	39	32.5	15	12.5	3	2.5	4	3.3	4.22			
		P	19	63.3	8	96.7	1	3.3	2	6.7	-	-	4.47			
6	To get involved in action research	NDT	5	7.2	1	1.4	5	7.2	58	84.1	-	-	2.32	1.99	15.77	.000*
		ET	-	-	-	-	12	10	84	70	24	20	1.9			
		P	-	-	-	-	-	-	18	60	12	40	1.6			
7	To learn new methods and techniques	NDT	7	10.1	48	69.6	13	18.8	1	1.4	-	-	3.88	3.86	18.29	.000*
		ET	16	13.3	70	58.3	13	10.8	17	14.2	4	3.3	3.64			
		P	24	80	5	16.7	1	3.3	-	-	-	-	4.7			

NB. The mean scores were interpreted as: < 1.5 Strongly Disagree, 1.5-2.49 Disagree, 2.5-3.49 Undecided, 3.5-4.49 Agree and 4.5-5 Strongly Agree. *** Significant at 0.05**

As indicated in Table 17 the largest proportions of the respondent said that they were involved in CPD due to various reasons. The mean response of the respondents, NDTs (2.01) and ETs (2.4) indicates that they were disagreed to the reason to get whatever the training they want while the principals 'mean values (3.04) indicates that they were undecided on the issue. But, the grand mean values (2.39) of teachers and principals show that they were not participated in CPD activities due to the reason to get whatever the training they want. The computed ANOVA values also show statistical difference among the mean values of the respondents.

On top of this, the mean scores of the respondents, NDTs (3.94), ETs (4.11) and principals (4.4) with the grand mean values (4.1) rated as agree that CPD helped them to attain their career aspiration as one of the major reason. The calculated ANOVA value (0.051) shows that there is no statistically significant difference among the responses showing agreement of respondents.

Furthermore, the mean value of NDTs (4.06), and principals (4.43) rated as agree on item 3 while ETs (4.75) rated as strongly agreed on the issue. This indicates that principals and NDTs are less likely and ETS are more likely to attend CPD activities because their school required doing so. However, the computed ANOVA indicates that there statistically significant difference among the three respondent groups.

Table 17 also indicates that the response of the respondents with the grand mean values of 4.1 rated as agreed, indicating that teachers and principals involved in the CPD activities due to the interest of the government. The calculated ANOVA value shows that there is no statistically significant difference among the mean values of the respondents.

On the other hand, as can be seen from Table 17 the mean response of teachers and principals shows that they agreed to the reason that they involve in CPD activities because teaching needs continuing learning with the grand mean values of 4 rated as agreed on the issue. The calculated ANOVA value indicates that there is statistically significant difference among the respondent groups. This implies that ETs and principals are more likely and NDTs more likely to participate in CPD activities because teaching needs continuing learning.

With regard to the reason prompted teaches to conduct action research, the grand mean values (1.99) shows that they were disagreed to the issue. The calculated ANOVA value (.000) shows that there is statistically significant difference among the three respondent groups. The mean value of NDTs (1.9) and ETs (1.6) show that they were disagreed to the item while the mean values of principals (2.32) shows that they agreed to the same item.

The interview made with teachers confirmed that they were not properly conducting action research. Only the name appears. The interview made with Woreda/TAEO experts revealed that teachers idea towards the issue. Thus the principal's response towards the issue seems due to their position in administration.

In a similar fashion, the mean values of NDTs (3.88) and ETs (3.64) rated as agreed to item 7 while the principals rated as strongly agree on the issue. The calculated ANOVA value also shows that there is statistically significant difference among the mean values of the respondents. This implies that principals are more likely to attend CPD activities to learn new methods and techniques than the teachers.

From the above discussion, it is clear that teachers and principals were primarily involved in CPD activities due to interests of the government, to get career aspiration and the school needs their participation with grand mean values of 4.63, 4.1 and 4.49 respectively. This shows that teachers were not well informed about the objectives and importance of CPD in their professional development as well.

4.2.4. Describing the CPD activities that teachers take part in

Opportunities to take part in the CPD activities and teachers' participation in CPD activities closely track one another. When offered opportunities to participate in the CPD, the vast majority of teachers do take part in activities offered. However, it is clear that many teachers may not offer the range of available types of CPD. In this regard, the respondents were asked to identify the emphasis of contents in the CPD program in their respective school and extent of emphasis to the given contents. Thus, the major important elements of CPD and practices are presented on Table 18 below.

Table 18- Frequency and mean distribution of the CPD activities that teachers take part in

No	Statements	Respondents	Rating scale of respondents								X	GM	F	Sig
			VHE		HE		LE		NE					
			N	%	N	%	N	%	N	%				
1	Curriculum	NDT	13	18.8	3	4.3	10	14.5	43	62.3	1.8	1.42	.117	0.2
		ET	-	-	6	5	17	14.2	97	80.8	1.24			
		P	-	-	-	-	7	23.3	23	76.7	1.23			
2	Teaching and learning methods	NDT	43	62.3	20	29	6	8.7	-	-	3.54	3.48	.25	.779
		ET	78	65	24	20	14	11.7	4	3.3	3.47			
		P	19	63.3	5	16.67	6	20	-	-	3.43			
3	Approaches to assessment	NDT	18	26.1	38	55.1	13	18.8	-	-	3.07	3.06	10.7	.000*
		ET	19	15.8	78	65	18	15	5	4.2	2.92			
		P	24	80	2	6.7	2	6.7	2	6.7	3.6			
4	Behavior management in the classroom	NDT	53	76.8	13	18.8	2	2.9	1	1.4	3.71	3.73	.101	.904
		ET	108	90	-	-	6	5	6	5	3.75			
		P	25	83.3	1	3.3	4	13.3	-	-	3.7			
5	Use of ICT in learning	NDT	1	1.4	14	20.3	54	78.3	-	-	1.25	1.35	2.06	.127
		ET	3	2.5	6	5	30	25	81	67.5	1.42			
		P	-	-	-	-	8	26.7	22	73.3	1.27			
6	Catering the needs of different pupil needs	NDT	53	76.8	7	10.1	5	7.2	4	5.8	3.58	3.62	.802	.45
		ET	101	84.2	5	4.2	8	6.7	6	5	3.68			
		P	22	73.3	3	10	2	6.7	3	0	3.47			
7	Depending subject matter knowledge	NDT	35	50.7	9	13	13	18.8	12	17.4	2.97	2.86	1.29	.277
		ET	12	10	78	65	21	17.5	9	7.5	2.78			
		P	5	16.7	20	66.7	4	13	1	3.3	2.97			
8	Depending pedagogical knowledge	NDT	47	68.1	5	7.2	13	18.8	4	5.8	3.38	3.47	1.42	.242
		ET	77	64.2	36	30	4	3.3	3	2.5	3.56			
		P	21	70	2	6.7	3	10	4	13.3	3.33			
9	Conducting action research	NDT	48	69.6	5	7.2	10	14.5	6	8.7	3.38	3.49	.785	.458
		ET	86	70.7	18	15	11	9.2	5	4.2	3.54			
		P	22	73.3	2	6.7	6	20	-	-	3.53			

NB- The mean values were interpreted as: >3.5=Greater Extent, 3-3.5=Some Extent, 2.5-2.9=Limited Extent and <2.5= Not at all. ***Significant at 0.05**

As illustrated in Table 20, the largest proportion of the respondents responded that they were involved in CPD activities for various reasons. As can be seen from table NDTs (1.8), ETs (1.24) and principals (1.23) which the grand mean of 1.42 indicates that curriculum (curricular activities) to have no emphasis in CPD activities. The computed ANOVA value (P=0.2) shows that there is not statistically significant difference among the three means. This implies that less emphasis were given for curriculum in their CPD activities. However, as can be depicted in the literature the CPD program should provide a strong foundation in subject content and methods of content.

According to the response gathered from the respondents, approaches to assessment principals were given greater emphasis with the mean value of 3.6 while NDTs (mean=3.07) were given high emphasis in their CPD activities. On the other hand, ETs with the mean value of 2.9 rated as limited extent to same item. There is no statistically significant difference among the responses of respondent groups. From which one can conclude that there were high emphasis of active teaching and learning method in their CPD activities.

Table 18 also shows CPD activities in the sample school were given high emphasis for approaches to assessment with the grand mean value of 3.06. However, there is significant difference among the three respondent groups. The mean value of NDTs and principals were 3.07 and 3.6 respectively while 2.92 for ETs.

With regard to behavior management in the classroom, the grand mean value (3.73) of the respondents confirms that there was high emphasis in their CPD activities. The computed ANOVA value (.904) shows that there is no significant difference as $p>0.05$ among the respondent groups. This shows that the respondents' idea on the implementation of behavior management in the classroom was similar. Thus, it is possible to say that teachers and principals have been given very high emphasis to behavior management in their CPD activities .

Likewise the mean values of NDTs (3.58), ETs (3.68) and principals (3.47) with grand mean value of 3.62 lies on the scale of high emphasis for catering the needs of different pupils needs. The calculated ANOVA value (.459) also shows no significant difference among the respondent groups.

Table 18 also indicates that no emphasis was given to the use of ICT in learning of CPD activities. The grand mean value (1.35) of teachers and principals assures that there was no

emphasis to the use of ICT in their CPD activities. There is no statistically significant difference among the mean values of the respondents. The interview made with WEO and ZED confirms that teachers and principals idea. They further mentioned that there was lack of computers, lack of knowhow and budget constraints.

Regarding deepening the subject matter knowledge, the responses of the respondents with grand mean value (2.56) shows that less emphasis were given in their CPD practices. However, there is no statistically significant difference among the mean value of the respondents. On the other hand, the grand mean value (3.47) of the responses of the respondents shows that high emphasis were given to deepening pedagogical knowledge in their CPD activities. The calculated ANOVA value (.277) shows that there is no statistically significant difference as $p>0.05$ among the respondent groups. Therefore, it is possible to say that high emphasis was given to deepening pedagogical knowledge than deepening subject matter knowledge in the sampled secondary schools. However, from the researcher points of view, it is preferable to give equal emphasis to both subject matter and pedagogical knowledge hence each contribute in assuring quality education.

With regard to conducting action research the responses of the respondents with the grand mean values of 3.49 shows that high emphasis were given in the CPD practices. The computed ANOVA value shows that there is no statistical significance difference among respondent groups. However, the interview made with school principals, WEO and ZED, shows that there was only the name available. They also suggested no one was conducting the research properly. Moreover, from document analysis it has been observed the number of action researches conducted by teachers were very limited. This shows that teachers did not fulfill the requirements of MoE which is two in a semester especially during induction program.

Furthermore, the respondents were asked to specify other contents, if any. However, only small proposition 64 (21.23%) replied to it. They mentioned professional ethics, and current affairs and social problems like gender and HIV/AIDS and time management as additional topics in their modules.

4.2.5 The Effects of CPD Program on Daily Activities of Secondary School Teachers and Principals

The overall objective of CPD program is to improve the quality of education in Ethiopian education system via developing teachers' competence. In line with this, the question was posed to teachers and principals to investigate the effects of CPD program on their daily activities, and their responses on each item were rated. For this section the data were collected from NDTs, ETs and principals using Likert scales. To make the presentation more understandable the five point attitude scales was considered in to four scales as: greater extent (4), some extent (3), limited extent (2) and not at all (1).

Table 19.The effect of CPD program on daily activities of teachers and principals

No	Effects of CPD	Respondents	Rating scale								X	GM	F	Sig
			NA		LE		SE		GE					
			N	%	N	%	N	%	N	%				
1	Improved classroom management and solving students' problem	NDT	32	2.9	8	11.6	10	14.5	49	71	3.54	3.51	.66	.936
		ET	84	6.7	13	10.8	15	12.5	84	70	3.49			
		P	62	6.7	3	10	3	10	22	73.3	3.53			
2	Addressed immediate school needs	NDT	23	4.3	12	17.4	32	46.4	22	31.9	3.35	3.04	14.911	.000
		ET	9	7.5	15	12.5	69	57.5	28	23 .3	2.97			
		P	5	16.7	4	13.3	18	60	3	10	2.6			
3	Provided information that was new to me	NDT	7	10.1	2	9.9	7	10.1	53	76.8	3.55	3.59	.221	.802
		ET	7	5.8	8	6.7	11	9.2	94	78.3	3.62			
		P	3	10.7	1	3.3	49	13.3	22	73.3	3.53			
4	Practicing active learning methodologies	NDT	27	2.9	2	2.9	11	15.9	54	78.3	3.71	3.6	.957	1386
		ET	8	6.7	11	9.2	6	5	95	79.2	3.57			
		P	-	-	3	10	9	30.9	18	60	3.5			
5	Implementation of continuous assessment	NDT	12	17.4	11	9.2	15	12.5	82	68.3	3.45	3.42	.119	.888
		ET	12	1.0	11	9.2	16	13.3	81	67.5	3.39			
		P	3	10	3	10	1	3.3	23	76.7	3.47			
6	Changed my views on teaching	NDT	12	14.3	14	20.3	37	53.6	15	21.7	2.94	2.75	3.49	.32
		ET	20	16.7	23	19.2	61	50.8	16	13.3	2.61			
		P	3	10	3	10	17	56.7	7	23.3	2.87			
7	Enhanced collegiality	NDT	5	7.2	14	20.3	7	10.1	43	62.3	3.28	3.22	.249	.779
		ET	120	10	18	15	27	22.5	63	52.5	3.18			
		P	2	6.7	6	20	6	20	16	53.3	3.27			

NB. The mean scores were interpreted as: >3.5 greater extent and 3-3.49 some extent, 2.5-2.9 limited extent and <2.5 not at all. ***Significant at 0.05**

Table 19 shows that the effects of CPD on classroom management and solving students' problem. The mean values of NDTs and principals rated 3.54, and 3.53 respectively. This indicates that the effects of CPD program on the item rated greater extent. On the other hand, the

ET, with the mean values of 3.49 rated the same item as some extent. However, the calculated ANOVA value (.936) shows that there is no statistically significant difference among the response of the respondent groups as $p>0.05$. This implies that teachers and principals were to be highly effected the classroom management and solving students' problem hence the grand mean value (3.51) rated as greater extent.

Out of the three respondent groups ETs rated the effect of CPD in addressing the immediate school needs as some extent with the mean values of 3.35 each, but the mean values for NDTs and principals were found in the range 2.97 and 2.6 showing they rated to some extent. However, as stated in the literature part by Craig, Karft and Plessis (1998) effective CPD should be linked with to school reform and should address the school needs. Furthermore, it should promote continuous inquiry and problem solving embedded in daily life of schools. The calculated ANOVA value indicates that there is statistically significant difference among the response, of respondent groups.

The close examination of table 19 indicated that the effects of CPD program in providing new information on daily activities of teachers and principals were very high. The mean values of NDTs (3.55), ET (3.62) and principals (3.53) with the aggregate mean value of 3.59 rated the effects of CPD on the item as greater extent. The computed ANOVA value (.221) shows that there is no statistically significant difference among the respondents. This implies that CPD program, have great effect in providing various new information for teachers and schools.

Table 19 also illustrates that the effect of CPD program in practicing active learning methodologies in the classroom for NDTs, BTs and principals with respective mean values of 3.71, 3.57, and 3.5 respectively, with the grand mean value of 3.6. This indicates that effect of practicing active learning methodologies in classroom were rated as greater extent. The calculated ANOVA value shows that there is no statistically significant difference among the three respondent groups. This confirmed the education and training policy (ETP) that promotes the use of active learning, problem solving and student centered approaches to teaching.

With regard to implementation of continuous assessment, the mean values of NDTs (3.45), ETs (3.39) and principals (3.43) with the aggregate mean values 5.4, indicate that the effect of CPD program on the implementation of continuous assessment was rated as some extent. The

computed ANOVA value (.348) shows that there is no statistically significant difference among the groups of respondents.

With respect to the effect of CPD program in changing the teachers' and principals view towards teaching. The mean values of NDTs (2.94), ETs (2.4) and principals (2.62) together with the grand mean value of 2.75 shows rated as limited extent. From which one can conclude that the implementation of CPD program requires a lot of efforts, hence the attitude of teachers towards teaching plays a great role in assuring quality education. The calculated ANOVA value indicated there is no statistically significant difference among the respondent groups.

Table 19 also shows that the effects of CPD in enhancing collegiality among teachers. The mean values of NDT, ETs and principals were found between the range of 2.61 and 2.94 to some extent. There is no statistically significant difference among the respondents'. However, the researcher believes that effective CPD program enables teachers to work with colleagues, in and beyond their school building.

Next, an open ended question was presented to those teachers and principals who rated the effect of CPD on the item (s) as limited extent or not at all. Consequently, some of their reasons include failure of the program to address the needs of teachers, lack of knowledgeable experts to support teachers in implementing the program, and the number of studies in each classroom is beyond the accommodating capacity of the class. Thus, practicing active learning methodology in the classroom and continuous assessment is very difficult.

However, from the researcher points of view, teachers were expected to use continuous assessment or active learning, methodologies to the context of their own secondary schools with large class size. This is also vividly indicated in the CPD modules too.

Interview made with WEO/TAEO, and ZED experts to in order to investigate the effects of CPD program on the daily activities of teachers and principals revealed out the improvements in implementing active learning methodologies, continuous assessment, classroom management, improved studies' discipline, improved school and local community relationship and students learning. The experts further said that the effect of CPD on teachers was not long lasting. Thus, it needs persistent support and encouragement to move the effect permanent.

4.2.6. Analysis of Challenges Hindering the Effective Implementation of CPD Program

This section treats the problems impede the effective implementation of teachers' CPD program in secondary schools. There is no doubt that there would be challenges and problems when any program is implemented. The problem may emanate from the design of the program itself (internal) or from the implementation or, implementers or assistance provided or a combined effects of all. Regarding this a close and open ended questions were presented to respondents to rate and list down the problems teachers faced while they were practicing CPD activities.

Accordingly, amongst the various that might hinder the effective implementation of teachers' CPD program the major ones were presented to the respondents to be rated by five points of Likert scale as: 'very serious problem' =5, serious problem =4, medium problem =3, sometimes a problem =2 and not a problem =1. To make manageable the analysis, the challenges of CPD are presented in three parts. The first part presents the school related problem, the second section consist problems related to teachers and the last part treats problems related to time and resource.

4.2.6.1. Challenges related to school and administration

For the simplicity of analysis the mean values are classified as (>4=very serious problem, 3-4 serious problem, 2-2.9 less serious and <2 not a problem)

Table 20. Challenges related to school

No	Challenges	NDT	ET	Principal	Grand mean	ANOVA	
		Mean	Mean	Mean		F	Sig
1	Lack of well organized concerned body	4.45	4.62	4.40	4.54	1397	.250
2	Lack of support from concerned body	4.42	4.28	4.57	4.37	1.559	.213
3	Limit of teachers as decision makers	2.97	2.98	2.70	2.94	1.59	.550
4	Lack of commitment /motivation on part of school management	3.97	3.72	3.77	3.8	1.332	.266
5	Lack of follow up	4.41	4.18	4.23	4.26	1.117	.329
6	Lack of knowledge and expertise	3.93	3.86	3.57	3.84	1.414	.245
7	CPD facilitators high turnover	2.59	2.22	2.33	2.36	1.78	.178
8	Lack of systematic coordination among school, WEO, ZEB and REB	4.52	4.41	4.53	4.46	479	.620

As illustrated in Table 20 lack of well organized concerned body was rated as very serious problem with a grand mean value of 4.54 by all respondent groups as a major factor. The

computed ANOVA value (0.250) at 0.05 p value did not show statistically significant difference among the three respondent groups.

Furthermore, it is possible to say that all respondents of three groups have similar understanding on the lack of support from the concerned body with a grand mean of 4.37. The mean value of NDTs response (4.42), ETs (4.28), and principals (4.57) rests on the scale which depicts lack of support from concerned body was a very serious problem hindering the program. The calculated ANOVA (0.121) shows that there is no statistically significance difference among the three respondent groups.

Concerning limit of teachers as a decision makers the mean value on the respondents of NDTs (2.97), ET (2.98) and principals (2.7) with a grand mean value (2.94) indicates that it was less serious problem. With respect to lack of commitment on parts of school management was rated as a serious problem (Grand mean = 3.8). The calculated ANOVA value for the two items indicates that there is no statistically significance difference among the mean values of the respondents.

With regard to lack of follow up from the concerned body, the respondents' response with the mean value of NDTs (4.41), ET (4.18) and principals (4.23) reported that a very serious problem (Grand mean = 4.26). In a similar fashion, lack of knowledge and expertise rates as a serious problem with a grand mean value of 3.84, by all respondent groups. The computed ANOVA (.245) at 0.05 p value did not show statistically significant difference among the respondents.

Table 23 also illustrate high turnover of CPD facilitators with the mean value NDTs (1.24), ET (2.22) and principals (1.32) of the respondents rated as not serious problem with a grand mean value of 2.36. The calculated ANOVA value indicates that there is no statistically significant difference among the three groups. This does not mean that high turnover of CPD facilitator is not a problem. But as compared to the other mentioned factors it was less serious. Because the interview made with WEO/TAEO and ZED revealed that CPD facilitator high turnover as a major factor affecting the effective implementation of the program.

With respect to lack of systematic coordination among school, WEO/TAEO, and ZED the mean value for NDTs (4.52), ETs (4.41) and principals (4.153) indicates that it was a very serious problem with Grand mean value of 4.46. Moreover, the one way ANOVA employed to test if there was any discrepancy among the responses of the three respondent groups. Accordingly, the

result of ANOVA test and p-values shows that there were no significant mean differences among the views of the group of respondents of 95% level of significance regarding the problems listed in the table which are considered to be impediments on the practices of CPD program.

The above result generally shows that the lack of well organized concerned body, lack of support from concerned body, lack of commitment /motivation/, lack of follow up, lack of knowledge and expertise, CPD facilitators high turnover and lack of systematic coordination are major school /administration/ factors that affecting the effective implementation of CPD program. This implies that there is more school administration related factors which hinder the effective implementation of the program in Bole secondary schools. As a result, these can affect successful attainment of the desired result from the program.

4.2.6.2. Challenges related to teachers

Teachers are chief actors and practitioner that play a key role in the overall implementation of the CPD program at any level. However, there are various factors that inhibit the effectiveness of CPD in relation to teachers. In line with this teachers and principals were asked to rate the factor affect the implementation of CPD in their respective school and their response is presented in Table 21 below.

Table 21 Responses of the respondents on teacher related challenges of CPD

No	Challenges facing CPD	NDT		ET		Principals		GM		
		Mean	SD	Mean	SD	Mean	SD		F	Sign
1	Lack of awareness on the program	4.26	.934	4.08	.98	4.03	.765	4.13	1.34	.357
2	Lack of training opportunities	4.67	.634	4.61	.725	4.73	.45	4.64	.482	.618
3	Lack of commitment or motivation	3.88	1.195	3.67	1.015	3.93	1.2	3.77	1.23	.294
4	Failure to understand the intension of the program	3.61	1.166	3.6	1.53	4.03	1.159	3.66	1.2262	.285
5	Negative attitude on the program	4.32	.737	4.2	.866	4.03	.99	4.21	1.226	.296

In Table 21 factors related to teachers that inhibit the effective implementation of CPD was analyzed based on the respondent groups' response. Accordingly the mean values of NDTs (4.26), ET (4.08) and principals (4.03) showed that lack of awareness on the program was a

serious factor of teachers' CPD practices. The comparison of mean was computed using one-way ANOVA. The result shows that there was no statically significant different among the respondent on the response given to this variable. This means all the respondent groups agreed on the existence of the problem.

The other factor that was identified by respondent groups was lack of training opportunities. The grand mean value (4.64) indicates that this variable was one of the major challenges that inhibited the effective implementation CPD program in secondary schools. The obtained mean value has no statistical difference among the groups of respondents.

On top of this respondents were asked their understanding on the intention of the program. In this regard, the grand mean (3.66) of the respondent groups showed that failure to understand the intension of the program was rated as a serious problem. The computed ANOVA value (.285) at 0.05 p level did not show significant difference between the respondents.

Furthermore, teachers may not have commitment /motivation/ to practice the program. As a result the program could not be effectively implemented. In other words, the intended educational quality could not brought if the teachers were not motivated to practice the CPD activities. However, the grand mean values (2.26) respondents groups indicated that lack of commitment/motivation was not a serious problem as compared to the others. The computed ANOVA value (.29) does not show statistically significant difference at p=0.05 level among the respondent groups.

Table 21 generally shows that the above listed factors are considered as a major teacher related factors which can affect the implementation of the program. This implies that the impact of teacher related factors on the implementation of the program. However, the majority of factors mentioned in Table 21 above except lack of commitment/motivation/ and attitudes it seems all resulted due to lack of pre practice training and support after starting of practice the program.

On the basis of the result, most of the factors are school recorded. This implies that school related factors are highly affecting the implementation of CPD program than teachers' related factors. This implies that the influence of that the school related have on the program should be given priority.

4.2.6.3 Problems related to time and resources

Table 22 Factors affecting CPD related to time resources and budget

No	Factors	NDT Mean	ET Mean	Principals Mean	Grand mean	ANOVA F	ANOVA Sig
1	High workload	3.35	3.28	3.73	3.36	1.08	.338
2	Unavailability of appropriate resources	3.68	3.38	3.6	3.51	1.04	.287
3	Fixed time schedule	2.49	2.59	2.57	2.56	.112	.894
4	Budget constraints	4.32	4.2	4.09	4.21	1.226	.296

As can be seen from Table 22 above, high teaching workload in the sampled schools was identified as moderately serious problem with grand mean value of 3.36. Though teaching workload in period per week for the majority of the respondents (51.83%) was above 20, the workload was not identified as a serious problem. The comparison of mean, using ANOVA showed that there was no statistically significant difference among the respondents.

Furthermore, unavailability of appropriate resource for the effective implementation of CPD as shown by the respondent groups grand mean value (3.51) was identified as serious problem affecting the effectiveness of the program. The computed ANOVA value (.287) does not show statistically significant difference among the group of respondents.

Moreover, fixed time schedule that the schools follow may inhibit the effectiveness of CPD program. However, the fixed time schedule was not found as a major problem in the sampled school. The grand mean value (2.57) confirms this is less serious problem. As it was described earlier, the sampled schools were employed different schedule on the practice of CPD. Even a single school employed various schedules to practice CPD depending on various factors. This indicates that the respondents of the sampled schools were not, employed fixed time schedule to practice CPD.

The total respondent groups' value proportion given to the absence of budget as a factor affecting CPD was shown in Table 22. Accordingly, the grand mean value 4.2 showed that the budget constraint has a serious influence on the effectiveness of CPD. The computed ANOVA to value (.894) does not show statistically significant difference at $p < 0.05$ level among the respondents.

Besides what was mentioned above, teachers and principals were asked to mention the problems that hindered the effective implementation of CPD. Thus, their responses include lack of

consultation and need identification, poorly planned and organized, absence of licensing and relicensing after completing any those of CPD, lack of consistent support from concerned body, lack of practical application and lack of value for participants.

Mean while, WEO and ZED experts were interviewed on what major challenges the teachers of secondary schools encountered while practicing CPD. The interviewees revealed that the practices of CPD in secondary schools are still at its infancy stage. The concerned body assigned late with the new reform of BPR (Business process Reengineering). Thus, the works done to minimize the hindering factors were insignificant. As a whole the problems raised by experts were similar to what teachers and principals put forwarded except the turnover of experts emphasized by ZED.

Consequently, an open ended question was presented to teachers and principals to put forward their suggestion(s) to overcome the problems for the effectiveness of CPD program in the future. They suggested the following solutions.

- Well trained CPD trainers should be available in schools and indifferent education sectors.
- Assigning trained and capable facilitator in school and WEO.
- The CPD modules should be available for all teachers individually.
- The follow up mechanism should be consistent, organized and well coordinated.
- There should be convenient place to run the program during the CPD session.
- Teachers should be certified after completing certain phase of CPD.
- There should be need assessment and training prior to the actual implementation.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

This chapter deals with summary, conclusions and recommendations. The first part of this section presents a brief summary of the research approach and the major findings of the research work. The second part presents the major conclusions drawn from the findings. In the last part possible recommendations that are deemed to be relevant and significant are given based on the findings and conclusions.

5.1. Summary of the Study

The purpose of this study was to assess the practice and challenges of teachers' continuous professional development program in selected government secondary schools of Bale zone. To address this purpose the following research questions were formulated.

1. To what extent do schools implement continuous professional development programs aimed at teachers' development.
2. What are the activities involved in continuous professional development activities?
3. How effective are the continuous professional development programs in improving teachers' performance?
4. What are the major factors affecting the effective implementation of CPD program?

To address these basic questions of the study, descriptive survey research method was employed. In line with this, first the Woredas/TAEO and secondary schools were stratified into urban and rural (woreda) strata depending on their residential background. Then basing on the proportion to the size of the strata of secondary schools was selected using availability sampling from the two strata. To select the teacher respondent, first teachers were stratified depending on the type of CPD activities they were practicing. Thus 189 teachers (69 NDTs and 120 ETs) were selected by simple random sampling. With respect to school principals and vice principals, 30 were selected from sampled secondary schools by availability sampling, 9 Woreda/TAEO experts (one each in department of TDP and/or supervision) and 2 ZED experts were selected purposively. To collect primary data questionnaire with close ended and open ended questions, interviews and observation were used.

The qualitative data obtained from closed ended questions, were edited, organized and tabulated and then analyzed by using frequency, percentage, mean, grand mean values and one way ANOVA. The data obtained through interview and open ended questions, and document analysis was analyzed by using narrative description. Accordingly the following findings were obtained.

1. **Regarding the overall patterns of support**

The vast majority of the respondents (73.91%) reported that they did not receive any pre practice training that enables them to start the program. Teachers also reasoned out that they were not trained due to the lack of well organized concerned bodies, lack of support and lack of commitment from the top to lower level. However, those respond who received the pre-practice training reported that the school and WEO were the first and second major provider of pre practice training respectively.

Furthermore, the majority of respondents (53.62%) said that they have not been receiving any support since they started practicing CPD. Teachers and principals who did not be received any support after they started practicing CPD revealed that there are lack of expertise and lack of commitment on parts of concerned body. And the major support providers those teachers and principals received support after they started practicing CPD was the school. The support from the others was insignificant.

The major support provided to teachers and principals to practice CPD were material supply.

2. **Regarding the overall patterns of teachers' professional learning practices**

Majority of the respondents, 96(43.8%), reported that CPD activities were carried out both individually and in groups. The groups involved in practicing CPD activities once a week for 2 solid hours. 76.67% NDTs and 70% ETs respondents replied that the session was held once per week. And the same proportion of respondents responded that the time allotted for a session was two hours.

The interview made at all levels revealed that teachers prepared portfolio, though the procedures and styles of its preparation varied from school to school and form one group to another group in a school. The document analysis, however revealed not the portfolio was either unattached (unprepared) or the prepared ones were one and the same for all teachers i.e. each members of a

group prepared the same and identical portfolio irrespective of the intention and objectives of the program.

3. Reasons promoted teachers to participate in CPD

Teachers are prompted to engage in CPD activities for many reasons. The top four reasons that prompted teachers to participate in CPD are: due to the interest of a government, to seek out training that will help them attain their career aspiration, because their school required them to take part and because teaching needs continuous learning with the mean value ranging from 4-4.63.

Teachers are less likely to attend CPD because of they sought whatever the training they need, to learn new methods and techniques for increased performance and to get involved in action research. However the largest proportion of the respondents replied with the grand mean value of 4.63 and 4.49 were due to the interest of the government and for career aspiration respectively.

4. Activities that teachers take part in

The study clearly indicates that the CPD activities tended to have high emphasis are behavior management in the classroom, teaching learning method, catering the needs of different pupil, and conducting action research with the mean value ranging 3.49-3.73. The CPD activities tended to have less emphasis on curriculum, use of ICT in learning, deepening of the subject matter knowledge and approaches to assessment. Furthermore, the program incorporates professional ethics, cross sectional issues like HIV/AIDS and gender and harmful practices.

5. Effects of CPD on Daily activities of teachers and principals

It is clearly observed that the effects of CPD program on daily activities of teachers and solving students' problem, practicing active learning methodologies and providing new information with mean responses ranging 3.51-3.6. The study also shows that the effect of the program in addressing immediate school needs, implementation of continuous assessment and creating collegiality rated as some extent with grand mean value of ranging 3.04-3.42. The program has limited effect in changing the teachers' view towards teaching with the mean value of 2.75.

6. Challenges of CPD in secondary schools

Factor that can affect effective implementation of CPD program have been seen from three different angles and the result is presented here below.

6.1. School/Administration Related Factors

From the study it has been clearly observed that lack of well organized concerned body, lack of systematic coordination among school, WEO, ZED and REB, lack of reliable support, lack of follow up, lack of knowledge and expertise and lack of commitment/motivation were considered as very serious problems that affect the program with mean of responses ranging from 3.77 – 4.54. It was also reported that limit of teachers as decision makers and CPD facilitators high turnover are not considered as major problems by teacher and principal respondents. However, the interviews made with ZED experts reported that CPD facilitator's high turnover as a major factor.

6.2. Teacher Related Factors

The study clearly indicates that lack of awareness on the program, lack of training opportunities, lack of commitment /motivation/ failure to understand the intension of the program and negative attitude towards the program with the mean values of responses ranging 3.6 – 4.64 as major teacher related factors. Therefore, the study indicates that the entire expected teacher related factors are considered as major factors which affect implementation of CPD program in government secondary schools of Bole zone.

6.3. Other Common Factors

The study clearly indicate that high workload, unavailability of appropriate resource and lack of budget constraints which seriously affect the implementation of CPD program with mean of responses ranging from 3.36 – 4.21. But fixed time schedule was not considered as a major factor.

Lack of consultation and need identification, poorly planned and organized, lack of practical application and lack of value for participants were further added by the respondents as challenges affecting the effective implementation.

5.2. Conclusions

Based on the summary of the findings, the following conclusions were drawn:

Teachers' continuous professional development as a new program was introduced into the school system with the aim of improving the quality of education by improving professional competence

of teachers through on the job continuous training as long as they stay in the profession. In order to meet the objectives of CPD, the program needs professional support, guidance and follow up by all concerned bodies. However, the majority of teachers and principals were practicing CPD activities without trainings. Therefore, they were not convinced first about the importance, objective and implementation of the CPD program, there by leading them to believe that they would learn something that would be helpful for their work (profession).

Moreover; the support that teachers received after they started practicing the program was very low. They did not receive any expertise support. Therefore, teachers as a professional learner did not receive the same treatment that they themselves are expected to give their pupils. The major reasons for the absence of pre practice training and current assistance were lack of responsible body and lack of expertise at woreda level. The pre-service and in service training experts (experts of TDP department as new reform) at woreda 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 reconsidering (BPR) is a nominal level.

Teachers practiced the program in such a way that the untrained facilitators (mentors) carried out (provide advice) the activities based on his/her personal understanding. There was no any experience sharing activities after finishing five consecutive sessions as it was intended in the module. The way of carrying out the activities varied not only from school to school but also from group to group. Therefore, CPD was not being practiced uniformly in secondary schools of Bole zone.

The document analysis indicates that there was no clarity concerning the preparation of portfolio, which would be considered when any decision made regarding the program. This implies that as there was no any coordinated and well organized follow up and evaluation system starting from school up to the higher levels.

Though teachers participated in the program with various intensions, most of the NDTs were involved in the program primarily to get career promotion while the ETs were involved due to the imposition of the government. Therefore, teachers did not understand the fundamental reason of the program, i.e. maintaining educational quality via updating themselves.

Even though there were encouraging activities of CPD were given high emphasize it was found that there were less emphasis to curriculum, use of ICT in learning and conducting action research properly in secondary schools of Bole zone.

Lack of well organized concerned body, lack of commitment/motivation, lack of coordination among school, WEO, ZED and REB, lack of reliable support, lack of follow up; and lack of knowledge and experts on how to implement the program are major school related factors which affect the implementation of the CPD program. Likewise, scarcity of facilities and materials in schools to effectively implement the program, high workload and lack of budget to run the program are also major problems that are significantly affecting the CPD program. All these factors have their own impacts on the implementation of the program and therefore it would be difficult to achieve the expected outcomes form the program at the end.

In general there are encouraging impacts of the CPD programs on the day to day teachers' activities because of multiple challenges encountered one cannot boldly conclude /speak/ about the smooth and effective running of CPD programs in the secondary schools of Bale zone.

5.3. Recommendations

Based on the major findings of the study and conclusions drawn with respect to practices and challenges of teachers' continuous professional development the following recommendations are suggested.

1. Since lack of persistent pre-practice training, support and follow up affected the implementation of the program there should be adequate experts and created supportive culture.

1.1 Principals, mentors, and facilitators were expected to have adequate knowledge and awareness on the CPD program. However, as the findings indicated they lack required knowledge, competence and awareness on the program. As a result they were unable to provide adequate support/pre-practice training/ and to positively influence trainees to enable them participate in the program by their own interests and commitment. To alleviate these problems the schools together with the concerned bodies should exert coordinated effort to increase the capacity and awareness of principals, mentors, and facilitators by organizing training and experience sharing programs. Furthermore, full

time expertise should be assigned at all levels (at school, WEO/TAEO, Zonal and Regional levels) practically lead the program and mechanism of continuing support and follow up should be put into effect. They should also conduct training program on the basis of teachers' teaching needs, the students' information need and training needs of the school.

1.2 In order for professional development to be successful, a culture of support must be established. Building an effective collaborative school culture requires the involvement of teachers, administrators and other professionals working in schools as all merit, and can benefit from professional development opportunities. Especially the principals and WEO/TAEO experts should play a great role in order to support teachers' professional development. They can exert more planning a head, starting early, establishing a routine, tapping internal resources, establishing mentoring programs, holding staff meetings for professional development and observing and guiding.

Even though knowing how to design, implement and assess professional development opportunities is a learned process, teachers need time and opportunity and learn the necessary skills and knowing order to be effective promoters of their own professional development. There should be culture of support that involves teachers, principals, WEO, ZED and REO and MOE. The more support, the better effectiveness. Thus, administration at different levels (principals, vice principals, supervisors, educational experts and so on) should adequately support teachers in their implementation of CPD program. They should also give immediate solutions for problems related the implementation of the program.

2. Professional development is a lifelong process that needs personal dedication and commitment. Unless, teachers accept and own the program, it will be hardly possible to meet the objectives. The findings of the study indicated that teachers reported they participate in CPD for career aspiration and the interest of the government as major reasons to participate in the program. This shows that they did not understand the objectives of the program. Furthermore, the teachers responded agreed on the negative attitude towards CPD program. Thus, teachers should make themselves ready morally and psychologically for the challenges they face in their implementation of the program. For

this matter they should be committed for the job, they should give priority for their profession and should develop self confidence.

3. Funding for teachers' professional development was another challenge. It is clear that funding is essential in any reform or effective professional development but at the same time funding alone is not enough for effective professional development opportunities for teachers. However, TDP funding must be decentralized to woreda /TAEO level to be used by secondary schools.
4. There should be also good communication (net working) with different stakeholders, universities, colleges of teacher education in general and other schools in particular in order to have good experience sharing and support each other. Therefore, there should be organizational partnership. This can be employed by four ways; 1- developing teacher networking within school, 2- developing school networking, 3-creating University /College/-school partnership and other inter institutional partnership. Generally, it is teachers, administrators, university/college/ faculty members and other institutions ought to be created in order to improve teaching and learning on the parts of their respective students, and also in order to achieve educational theory and practice.

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APPENDICES

Appendices A

ADDIS ABABA UNIVERSIITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

Department of Educational Planning and Management

A questionnaire to be filled by **Newly Deployed Teachers (NDT)** of secondary school.

General Directions

A CPD program has been given for primary and secondary school teachers throughout the country. The purpose of this questionnaire is to collect data on the practices and challenges of teachers' CPD program for secondary schools of Bale Zone in partial fulfillment for post graduate degree.

The study aims at how secondary school teachers practice the CPD program and identifying the problems that hinder its effective implementation and looking for ways to improve its implementation. Thus, your genuine, frank and timely responses are vital to determine the success of the study. Therefore, realizing the information will be kept strictly confidential and used only for this research paper, so you are kindly requested to contribute your own views by filling the questionnaire honestly and responsibly. Thank you for contributing your time and thoughtful responses for this study.

Please note that

1. You are not required to write your name
2. To those questionnaires with alternatives, mark your response on the space provided by putting 'X' or encircle the letter.
3. For any additional opinion or explanation you are kindly requested to write briefly on the space provided.

Thank you in advance for your cooperation

Part I. Back ground and personal information of the respondents.

Instruction: Please fill the required information by making 'X' on the box provided.

Name of the school _____

1.1 Sex ☐ Male ☐ Female

1.2 Age ☐ 20-24 ☐ 35-40
☐ 25-29 ☐ 41-44
☐ 30-34 ☐ above 44

1.3 Qualification

☐ Diploma ☐ BA/BSc ☐ MA/MSc

1.4 Year of teaching experience

- ☐ < 2 years
- ☐ 3-6 years
- ☐ 7-12 years
- ☐ 13-16 years
- ☐ 16-22 years
- ☐ above 22 years

1.5 Position in career ladder

- ☐ Beginning teacher
- ☐ Junior teacher
- ☐ Teacher
- ☐ Associate teacher
- ☐ Lead teacher

1.6 Teaching workload per week in period.

- ☐ 0-5
- ☐ 6-10
- ☐ 16-20
- ☐ 21-25
- ☐ Above 25

Part II. Support

1. Did you get any training concerning CPD before you started its implementation?
   A. Yes ☐ B. No ☐
2. If your answer is 'No' to Q. 1, what do you think is the reason?

   _____

   _____
3. If your answer is 'Yes' to Q. 1, indicate who provided the training?
   A. The school
   B. The cluster center
   C. Woreda Education Office (WEO)
   D. Zone Education Department
   E. Regional Education Bureau (REB)
   F. Ministry of Education (MoE)
   G. NGO's
   H. Mention others, if any _____
4. If you answer 'Yes' to Q. 1 to what extent is the training you took related to the following topics? (5- Very Good, 4- Good, 3- Fair, 2- Poor, and 1- Very Poor)

No	Topics	Rating scales				
		5	4	3	2	1
4.1	How to implement the CPD program					
4.2	Instilling the objectives of CPD					
4.3	Informing the importance of CPD for teachers					
4.4	Creating team spirit among teachers and better working atmosphere					
4.5	Motivating teachers to engage in CPD					

If there is any topic that is not included in the table, please list down _____

_____

5. Did you get any support while you have been practicing CPD activities?
   A. Yes B. No

6. If your answer is 'No' to Q.5, what do you think is the reason?
   A. The practice of CPD activities does not require any external support and, I do not need any support.
   B. There is no concerned body at any level for this purpose.
   C. Lack of commitment on the part of concerned body.
   D. Lack of expertise on the part of concerned body.
   E. There is no budget for this purpose.
   F. Specify others, if any _____
7. If your answer is 'Yes' to Q.5, what are the major support given to you?
   A. Technical B. Mechanical C. Financial
8. Indicate the extent of support you have got from different sources. (5-Very High, 4-High, 3-Medium, 2-Low and 1poor)

No	Name	Rating Scales				
		5	4	3	2	1
8.1	School					
8.2	Cluster resource					
8.3	Woreda Education Office					
8.4	Zone Education Department					
8.5	Regional education Bureau					
8.6	Ministry of Education					
8.7	NGOs					

If any others, please specify _____
_____

9. Do you have a Mentor?
   A. Yes B. No
10. If you said 'No' to Q.8, what do you think is the reason? _____
    _____
    _____
11. If you said 'Yes' to Q.9, how do you evaluate the approach of your mentor?
    A. As advisor B.As supervisor C. As evaluator D. As fault finder E. As boss F. Specify if any others _____
12. The experience and educational qualification of your mentor in comparison to yours is:
    A. Less D. Greater in educational qualification and less in experience
    B. Equal E. Greater in experience but less in qualification
    C. Greater F. Equal in qualification but greater in experience
13. How do you rate the support and follow up of your mentor in each activity in your induction program?
    A. Very good B. Good C. Fair D. Poor E. Very poor

Part III. How Teachers Practice CPD

14. In your opinion, how much emphasis did the activity in which you spent the most time give to each of these areas? Please rate the degree of emphasis by putting 'X' in the respective space provided below. (4- Strong emphasis, 3-Quite strong emphasis, 2- Little emphasis and 1- No emphasis)

No	Areas of emphasis	Rating scales			
		4	3	2	1
14.1	Curriculum(e.g. units, texts, standards)				
14.2	Teaching and learning methods				
14.3	Approaches to assessment				
14.4	Behavior management in the classroom				
14.5	Use of ICT in learning				
14.6	Catering the needs of different pupil needs				
14.7	Deepening your knowledge of your subject matter				
14.8	Deepening your subject pedagogical knowledge				
14.9	Action research				

If there is any topic that is not included in the table, please list down _____

_____

15. How do you practice the activities in the module?

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

16. If you said individually to Q.15, how often do you carry out your activity?

A. Daily
B. On every Saturday and Sunday
C. Once per week
D. Once per month
E. If any others, specify _____

17. In practicing the activities of the modules, how many hours do you spend per month?

_____

18. If you said in 'group' to Q.15, how was the group formed?

A. By depart without considering the career level
B. In group by department of the same career structure
C. In group by inter-department of the same career structure
D. By mixing teachers of different educational background and experience
E. Others, if any specify _____

19. If you said in 'group' to Q.15, how often does the group meet together?

A. Once per week
B. More than once per week
C. Once per month
D. More than one per month
F. If any specify _____

20. In studying the materials in a group how many hours have you spend for one session? _____

_____

21. After participation in the CPD activity in which you spent most time, do you.....
Please Cross one in each raw

No	Items	Yes	No
21.1	Develop a plan to integrate what you learned in your classroom practice?		
21.2	Discuss what you learned with other teachers in your school who **attended** the activity?		
21.3	Discuss what you learned with other teachers in your school who **did not attend** the activity?		
21.4	Discuss or share what you learned with school leaders (e.g. Head teachers, mentors and department head)?		
21.5	Outside of formal meetings held as part of the activity, communicate with participants who teach in other schools?		
21.6	Evaluate your learning with your colleagues, mentors or department head?		

Part IV Reasons for participation

22. To what extent did the following reasons prompted you too participate in professional development activities? Please indicate your degree of agreement by putting 'X' in respective space provided. (5- Strongly Agree, 4- Agree, 3- Undecided, 2- Disagree and 1- Strongly Disagree)

No	Reasons for participation	Rating scales				
		5	4	3	2	1
22.1	I sought out whatever training I wanted					
22.2	I sought activities that would help me attain my career aspiration					
22.3	The school required my participation					
22.4	A colleague asked me to produce a professional development plan which I then followed					
22.5	Due to the interest of the government					
22.6	Because teaching needs continuing learning					
22.7	To get involved in action research					
22.8	To learn new methods and techniques for increased performance					

If there are any reasons which was not listed above, please specify-

_____

_____

Part V Effects of CPD on teachers' daily activity

23. In your opinion, what effects has the practice of CPD program brought in day to day activities of teachers? Or to what extent did the CPD activity in which you spent the most time have these impacts? Please indicate the effects of CPD on the following activities of teachers(4- Greater extent, 3- Some extent, 2- Limited extent and 1- Not at all)

No.	Effects of CPD	Rating scales			
		4	3	2	1
23.1	Improved classroom management and solving students' problem				
23.2	Addressed immediate school needs				
23.3	Provided information that was new to me				
23.4	Practicing active learning methodologies				
23.5	Implementation of continuous assessment				
23.6	Changed my views on teaching				
23.7	Enhanced collegiality				

If you choose 'limited extent' or 'not at all' to the activities under Q.23, what do you think is the reason? _____

_____

24. From your own experience how do you rate whether or not the CPD activities link with the subject area methodology?

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

Part VIII. Challenges of CPD

25. The following table contains statements on factors hindering the implementation of CPD program. Please read the statements and mark 'X' on the space provided under your level of agreement. (5- Strongly Agree, 4- Agree, 3- Undecided, 2- Disagree and 1- Strongly Disagree).

No	Statements	Rating scales				
		5	4	3	2	1
25.1	Lack of well organized concerned body					
25.2	Lack of expertise on the program					
25.3	Lack of awareness on the program					
25.4	Lack of support from administrative body					
25.5	Workload in the school					
25.6	Limit of teachers as decision makers					
25.7	Lack of training opportunities on part of teachers					
25.8	Lack of commitment/motivation/ on part of school management					
25.9	Lack of commitment/motivation/ on part of teachers					
25.10	Lack of follow up					
25.11	Unavailability of appropriate resources					
25.1	Lack of knowledge and expertise from administrative position					
25.13	Fixed school time table					
25.14	Failure on part of teachers to understand the intention with the program					
25.15	CPD facilitators high turnover					
25.16	Lack of systematic coordination among school, Woreda Education Office and Zone Education department					
25.17	Time constraints on part of teachers as well as school leaders					
25.18	Negative attitude towards CPD					

Others, if any please specify _____

_____

_____

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

_____

_____

_____

27. In your opinion, what do you suggest for the effective implementation of CPD in Secondary schools?

_____

_____

_____

_____

Thank you very much for taking the time to complete this questionnaire.

Appendix B

ADDIS ABABA UNIVERSIITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

Department of Educational Planning and Management

A questionnaire to be filled by **Experienced Teachers (ET)** of secondary school.

General Directions

A CPD program has been given for primary and secondary school teachers throughout the country. The purpose of this questionnaire is to collect data on the practices and challenges of teachers' CPD program for secondary schools of Bale Zone in partial fulfillment for post graduate degree.

The study aims at how secondary school teachers practice the CPD program and identifying the problems that hinder its effective implementation and looking for ways to improve its implementation. Thus, your genuine, frank and timely responses are vital to determine the success of the study. Therefore, realizing the information will be kept strictly confidential and used only for this research paper, so you are kindly requested to contribute your own views by filling the questionnaire honestly and responsibly. Thank you for contributing your time and thoughtful responses for this study.

Please note that

4. You are not required to write your name
5. To those questionnaires with alternatives, mark your response on the space provided by putting 'X' or encircle the letter.
6. For any additional opinion or explanation you are kindly requested to write briefly on the space provided.

Thank you in advance for your cooperation

Part I. Back ground and personal information of the respondents.

Instruction: Please fill the required information by making 'X' on the box provided.

Name of the school _____

1.1 Sex ☐ Male ☐ Female

1.2 Age ☐ 20-24 ☐ 35-40
☐ 25-29 ☐ 41-44
☐ 30-34 ☐ above 44

1.3 Year of teaching experience

☐ < 2 years ☐ 13-16 years
☐ 3-6 years ☐ 17-22 years
☐ 7-12 years ☐ above 22 years

1.4 Qualification

☐ Diploma ☐ BA/BSc ☐ MA/MSc

1.6 Position in career ladder

☐ Beginning teacher ☐ Associate teacher
☐ Junior teacher ☐ Lead teacher
☐ Teacher

1.7 Teaching workload per week in period.

☐ 0-5 ☐ 16-20 ☐ Above 25
☐ 6-10 ☐ 21-25

Part II. Support Provided to Put in to practice CPD

1. Did you get any training concerning CPD before you started its implementation?
   B. Yes ☐ B. No ☐
2. If your answer is 'No' to Q. 1, what do you think is the reason?

   _____
   _____
3. If your answer is 'Yes' to Q. 1, indicate who provided the training?
   I. The school
   J. The cluster center
   K. Woreda Education Office(WEO)
   L. Zone Education Department
   M. Regional Education Bureau(REB)
   N. Ministry of Education(MoE)
   O. NGO's
   P. Mention others, if any _____
4. If you answer 'Yes' to Q. 1 to what extent is the training you took related to the following topics? (5- Very Good, 4- Good, 3- Fair, 2- Poor, and 1- Very Poor)

No	Topics	Rating scales				
		5	4	3	2	1
4.1	How to implement the CPD program					
4.2	Instilling the objectives of CPD					
4.3	Informing the importance of CPD for teachers					
4.4	Creating team spirit among teachers and better working atmosphere					
4.5	Motivating teachers to engage in CPD					

If there is any topic that is not included in the table, please list down

_____

5. Did you get any support while you have been practicing CPD activities?
   B. Yes B. No
6. If your answer is 'No' to Q.5, what do you think is the reason?
   A. The practice of CPD activities does not require any external support and, I do not need any support.
   B. There is no concerned body at any level for this purpose.
   C. Lack of commitment on the part of concerned body.
   D. Lack of expertise on the part of concerned body.
   E. There is no budget for this purpose.
   F. Specify others, if any _____
7. If your answer is 'Yes' to Q.5, what are the major support given to you?
   B. Technical B. Mechanical C. Financial

8. Indicate the extent of support you have got from different sources. (5-Very High, 4-High, 3-Medium, 2-Low and 1poor)

No	Name	Rating Scales				
		5	4	3	2	1
8.1	School					
8.2	Cluster resource					
8.3	Woreda Education Office					
8.4	Zone Education Department					
8.5	Regional education Bureau					
8.6	Ministry of Education					
8.7	NGOs					

If any others, please specify_____

9. Are you a Mentor?
   B. Yes B. No
10. If you said 'No' to Q.9, what do you think is the reason? _____
    _____
11. If you said 'Yes' to Q.9, what was your reason?
    B. It is one of the responsibilities of teaching profession.
    C. It increases professional skills.
    D. It is related with performance evaluation and career promotion.
    E. It develops collegial learning.
    F. It is relevant to my CPD
    G. Others, if any specify_____
12. If you said 'No' to Q.9, what was your reason?
    A. I did not received any training concerning how to mentor
    B. It has a work burden C. Shortage of time D. It does not have any personal benefits
    E. It causes conflict with mentees
    F. Others, if any please specify it _____

Part III. How Teachers Practice CPD

13. In your opinion, how much emphasis did the activity in which you spent the most time give to each of these areas? Please rate the degree of emphasis by putting 'X' in the respective space provided below. (4- Strong emphasis, 3-Quite strong emphasis, 2- Little emphasis and 1- No emphasis)

No	Areas of emphasis	Rating scales			
		4	3	2	1
13.1	Curriculum(e.g. units, texts, standards)				
13.2	Teaching and learning methods				
13.3	Approaches to assessment				
13.4	Behavior management in the classroom				
13.5	Use of ICT in learning				
13.6	Catering the needs of different pupil needs				
13.7	Deepening your knowledge of your subject matter				
13.8	Deepening your subject pedagogical knowledge				
13.10	Conducting action research				

Others, if any specify _____
_____

14. How do you practice the activities in the module?
    B. Individually B. In group C. Both in group and individually
15. If you said individually to Q.14, how often do you carry out your activity?
    C. Daily C. Once per week
    D. On every Saturday and Sunday D. Once per month
    F. If any others, specify _____
16. In practicing the activities of the modules, how many hours do you spend per month?
    _____
17. If you said in 'group' to Q.14, how was the group formed?
    F. By depart without considering the career level
    G. In group by department of the same career structure
    H. In group by inter-department of the same career structure
    I. By mixing teachers of different educational background and experience
    J. Others, if any specify _____
18. If you said in 'group' to Q.14, how often does the group meet together?
    D. Once per week D. More than one per month
    E. More than once per week F. If any specify_____
    F. Once per month _____
19. In studying the materials in a group how many hours have you spend for one session?
    _____

20. After participation in the CPD activity in which you spent most time, do you.....
    Please Cross one in each raw

No	Items	Yes	No
21.1	Develop a plan to integrate what you learned in your classroom practice?		
21.2	Discuss what you learned with other teachers in your school who **attended** the activity?		
21.3	Discuss what you learned with other teachers in your school who **did not attend** the activity?		
21.4	Discuss or share what you learned with school leaders (e.g. Head teachers, mentors and department head)?		
21.5	Outside of formal meetings held as part of the activity, communicate with participants who teach in other schools?		
21.6	Evaluate your learning with your colleagues, mentors or department head?		

Part IV Reasons for participation

21. To what extent did the following reasons prompted you too participate in professional development activities? Please indicate your degree of agreement by putting 'X' in respective space provided. (5- Strongly Agree, 4- Agree, 3- Undecided, 2- Disagree and 1- Strongly Disagree)

No	Reasons for participation	Rating scales				
		5	4	3	2	1
23.1	I sought out whatever training I wanted					
23.2	I sought activities that would help me attain my career aspiration					
23.4	The school required my participation					
23.7	Due to the interest of the government					
23.8	Because teaching needs continuing learning					
23.9	To get involved in action research					
23.10	To learn new methods and techniques for increased performance					

If there are any reasons which was not listed above, please specify-

_____

_____

_____

Part VI Effects of CPD on teachers' daily activity

22. In your opinion, what effects has the practice of CPD program brought in day to day activities of teachers? Or to what extent did the CPD activity in which you spent the most time have these impacts? Please indicate the effects of CPD on the following activities of teachers(4- Greater extent, 3- Some extent, 2- Limited extent and 1- Not at all)

No.	Effects of CPD	Rating scales			
		4	3	2	1
22.1	Improved classroom management and solving students' problem				
22.2	Addressed immediate school needs				
22.3	Provided information that was new to me				
22.4	Practicing active learning methodologies				
22.5	Implementation of continuous assessment				
22.6	Changed my views on teaching				
22.7	Enhanced collegiality				

If you choose 'limited extent' or 'not at all' to the activities under Q.22, what do you think is the reason? _____

_____

23. From your own experience how do you rate whether or not the CPD activities link with the subject area methodology?

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

Part VIII. Challenges of CPD

24. The following table contains statements on factors hindering the implementation of CPD program. Please read the statements and mark 'X' on the space provided under your level of agreement. (5- Strongly Agree, 4- Agree, 3- Undecided, 2- Disagree and 1- Strongly Disagree).

No	Statements	Rating scales				
		5	4	3	2	1
27.1	Lack of well organized concerned body					
27.2	Lack of expertise on the program					
27.3	Lack of awareness on the program					
27.4	Lack of support from administrative body					
27.5	Workload in the school					
27.6	Limit of teachers as decision makers					
27.7	Lack of training opportunities on part of teachers					
27.8	Lack of commitment/motivation/ on part of school management					
27.9	Lack of commitment/motivation/ on part of teachers					
27.10	Lack of follow up					
27.11	Unavailability of appropriate resources					
27.12	Lack of knowledge and expertise from administrative position					
27.13	Fixed school time table					
27.14	Failure on part of teachers to understand the intention with the program					
27.15	CPD facilitators high turnover					
27.16	Lack of systematic coordination among school, Woreda Education Office and Zone Education department					
27.17	Time constraints on part of teachers as well as school leaders					
27.18	Negative attitude towards CPD					

Others, if any please specify _____

_____

_____

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

_____

_____

_____

26. In your opinion, what do you suggest for the effective implementation of CPD in Secondary schools?

_____

_____

_____

_____

Thank you very much for taking the time to complete this questionnaire.

Appendix C

ADDIS ABABA UNIVERSIITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

Department of Educational Planning and Management

A questionnaire to be filled by secondary school **Principals and vice principals.**

General Directions

A CPD program has been given for primary and secondary school teachers throughout the country. The purpose of this questionnaire is to collect data on the practices and challenges of teachers' CPD program for secondary schools of Bale Zone in partial fulfillment for post graduate degree.

The study aims at how secondary school teachers practice the CPD program and identifying the problems that hinder its effective implementation and looking for ways to improve its implementation. Thus, your genuine, frank and timely responses are vital to determine the success of the study. Therefore, realizing the information will be kept strictly confidential and used only for this research paper, so you are kindly requested to contribute your own views by filling the questionnaire honestly and responsibly. Thank you for contributing your time and thoughtful responses for this study.

Please note that

7. You are not required to write your name
8. To those questionnaires with alternatives, mark your response on the space provided by putting 'X' or encircle the letter.
9. For any additional opinion or explanation you are kindly requested to write briefly on the space provided.

Thank you in advance for your cooperation

Part I. Back ground and personal information of the respondents.

Instruction: Please fill the required information by making 'X' on the box provided.

Name of the school _____

1.1 Sex	☐	Male	☐	Female
1.2 Age	☐	20-24	☐	35-40
	☐	25-29	☐	41-44
	☐	30-34	☐	above 44

1.3 Year of teaching experience

☐ < 2 years ☐ 11-14 years
☐ 3-6 years ☐ 15-18 years
☐ 7-10 years ☐ 18-22 years

1.4 Position in career ladder

☐ Beginning teacher ☐ Associate teacher
☐ Junior teacher ☐ Lead teacher
☐ Teacher

1.6 Teaching workload per week in period.

☐ 0-5 ☐ 16-20 ☐ Above 25
☐ 6-10 ☐ 21-25

Part II. Support

1. Did teachers receive any training concerning CPD before they started its implementation?
C. Yes ☐ B. No ☐

2. If your answer is 'No' to Q. 1, what do you think is the reason?

_____

_____

_____

3. If your answer is 'Yes' to Q. 1, indicate who provided the training?
   Q. The school
   R. The cluster center
   S. Woreda Education Office (WEO)
   T. Zone Education Department
   U. Regional Education Bureau (REB)
   V. Ministry of Education (MoE)
   W. NGO's
   X. Mention others, if any _____

4. If you answer 'Yes' to Q. 1 to what extent is the training you took related to the following topics? (5- Very Good, 4- Good, 3- Fair, 2- Poor, and 1- Very Poor)

No	Topics	Rating scales				
		5	4	3	2	1
4.1	How to implement the CPD program					
4.2	Instilling the objectives of CPD					
4.3	Informing the importance of CPD for teachers					
4.4	Creating team spirit among teachers and better working atmosphere					
4.5	Motivating teachers to engage in CPD					

If there is any topic that is not included in the table, please list down

_____

_____

5. Did the teachers receive any support while participating in CPD?
   A. Yes B. No

6. How do you rate the relationship between mentors and mentees?
   A. Very Good B. Good C. fair D. Poor E. Very Poor
7. What are the criteria to be considered to select mentors in your school?
   A. Experience C. Educational qualification
   B. Performance D. If any others, please specify_____

Part III. How Teachers Practice CPD

8. In your opinion, how much emphasis did the activity in which teachers spent the most time give to each of these areas? Please rate the degree of emphasis by putting 'X' in the respective space provided below (4- Very High Emphasis, 3-High Emphasis, 2- Low Emphasis and 1- No Emphasis)

No	Areas of emphasis	Rating scales			
		4	3	2	1
8.1	Curriculum(e.g. units, texts, standards)				
8.2	Teaching and learning methods				
8.3	Approaches to assessment				
8.4	Behavior management in the classroom				
8.5	Use of ICT in learning				
8.6	Catering the needs of different pupil needs				
8.7	Deepening your knowledge of your subject matter				
8.8	Deepening your subject pedagogical knowledge				
8.9	Conducting action research				

9. How do teachers practice the activities in the module?
   C. Individually B. In group C. Both in group and individually
10. If you said individually to Q.9, how often do you carry out your activity?
   E. Daily C. Once per week
   F. On every Saturday and Sunday D. Once per month
   G. If any others, specify _____
   11. In practicing the activities of the modules, how many hours do teachers spend per month?

   _____
12. If you said in 'group' to Q.9, how was the group formed?
   K. By depart without considering the career level
   L. In group by department of the same career structure
   M. In group by inter-department of the same career structure
   N. By mixing teachers of different educational background and experience
   O. Others, if any specify _____

13. If you said in 'group' to Q.9, how often does the group meet together?

G. Once per week
H. More than once per week
I. Once per month
D. More than one per month
F. If any specify_____

14. In studying the materials in a group how many hours have teachers spend for one session?

_____

15. After participation in the CPD activity in which teachers spent most time, do they.....
Please Cross one in each raw

No	Items	Yes	No
15.1	Develop a plan to integrate what they learned in their classroom practice?		
15.2	Discuss what they learned with other teachers in their school who **attended** the activity?		
15.3	Discuss what they learned with other teachers in their school who **did not attend** the activity?		
15.4	Discuss or share what they learned with school leaders (e.g. Head teachers, mentors and department head)?		
15.5	Outside of formal meetings held as part of the activity, communicate with participants who teach in other schools?		
15.6	Evaluate their learning with their colleagues, mentors or department head?		

Part IV Reasons for participation

16. To what extent did the following reasons prompted you too participate in professional development activities? Please indicate your degree of agreement by putting 'X' in respective space provided. (5- Strongly Agree, 4- Agree, 3- Undecided, 2- Disagree and 1- Strongly Disagree)

No	Reasons for participation	Rating scales				
		5	4	3	2	1
16.1	I sought out whatever training I wanted					
16.2	I sought activities that would help me attain my career aspiration					
16.4	The school required my participation					
16.7	Due to the interest of the government					
16.8	Because teaching needs continuing learning					
16.9	To get involved in action research					
16.10	To learn new methods and techniques for increased performance					

If there are any reasons which was not listed above, please specify-

_____

_____

Part VI Effects of CPD on teachers' daily activity

17. In your opinion, what effects has the practice of CPD program brought in day to day activities of teachers? Or to what extent did the CPD activity in which you spent the most time have these impacts? Please indicate the effects of CPD on the following activities of teachers(4- Greater extent, 3- Some extent, 2- Limited extent and 1- Not at all)

No.	Effects of CPD	Rating scales			
		4	3	2	1
17.1	Improved classroom management and solving students' problem				
17.2	Addressed immediate school needs				
17.3	Provided information that was new to me				
17.4	Practicing active learning methodologies				
17.5	Implementation of continuous assessment				
17.6	Changed my views on teaching				
17.7	Enhanced collegiality				

If you choose 'limited extent' or 'not at all' to the activities under Q.17, what do you think is the reason? _____

_____

18. From your own experience how do you rate whether or not the CPD activities link with the subject area methodology?

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

Part VIII. Challenges of CPD

19. The following table contains statements on factors hindering the implementation of CPD program. Please read the statements and mark 'X' on the space provided under your level of agreement (5- Strongly Agree, 4- Agree, 3- Undecided, 2- Disagree and 1- Strongly Disagree).

No	Statements	Rating scales				
		5	4	3	2	1
19.1	Lack of well organized concerned body					
19.2	Lack of expertise on the program					
19.3	Lack of awareness on the program					
19.4	Lack of support from administrative body					
19.5	Workload in the school					
19.6	Limit of teachers as decision makers					
19.7	Lack of training opportunities on part of teachers					
19.8	Lack of commitment/motivation/ on part of school management					
19.9	Lack of commitment/motivation/ on part of teachers					
19.10	Lack of follow up					
19.11	Unavailability of appropriate resources					
19.12	Lack of knowledge and expertise from administrative position					
19.13	Fixed school time table					
19.14	Failure on part of teachers to understand the intention with the program					
19.15	CPD facilitators high turnover					
19.16	Lack of systematic coordination among school, Woreda Education Office and Zone Education department					
19.17	Time constraints on part of teachers as well as school leaders					
19.17	Negative attitude towards CPD					

Others, if any please specify _____

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

_____

_____

21. In your opinion, what do you suggest for the effective implementation of CPD in Secondary schools?

_____

_____

_____

Thank you very much for taking the time to complete this questionnaire.

Appendix D

Interview Guides for WEO/TAEO experts and ZED experts

The purpose of this interview is to collect data on the practice and challenges of CPD program from secondary school teachers in your school. Confirm that the information you provide will be used only for this research purpose. Thus, you are kindly asked to contribute your own in giving responses honestly and responsibly.

1. What type of assistance do teachers receive to practice the CPD program?
2. Would you describe why the CPD program is delivered to teachers?
3. What are the major activities that that teachers perform in the CPD program?
4. Would you explain how teachers practice the CPD activities in your school?
5. In your opinion, what type of improvements have teachers showed in their daily work after they have started practicing the CPD program?
6. Do you think teachers implement the CPD program effectively? If not, what are the problems that affect its effective implementation?
7. In your opinion, what measures/actions should be taken to overcome the problems for its effective implementation?

Appendix E-1

ADDIA ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

Department of Educational Planning and Management

RELIABILITY TEST RESULTS OF NDTs

```
/VARIABLES=Q1 Q4.1 Q4.2 Q4.3 Q4.4 Q4.5 Q8.1 Q8.2 Q8.3 Q8.4 Q8.5 Q8.6 Q8.7
Q14.1 Q14.2 Q14.3 Q14.4 Q14.5 Q14.6 Q14.7 Q14.8 Q14.9 Q15.1 Q15.2 Q15.3
Q15.4 Q15.5 Q15.6 Q15.7 Q15.8 Q15.9 Q22.1 Q22.2 Q22.3 Q22.4 Q22.5 Q22.6
Q23.1 Q23.2 Q23.3 Q23.4 Q23.5 Q23.6 Q23.7 Q23.8 Q24.1 Q24.2 Q24.3 Q24.4
Q24.5 Q24.6 Q24.7 Q24.8 Q25.1 Q25.2 Q25.3 Q25.4 Q25.5 Q25.6 Q25.7 Q25.8
Q25.9 Q26.1 Q26.2 Q26.3 Q26.4 Q26.5 Q26.6 Q26.7 Q26.8 Q26.9 Q28.1a Q28.2a
Q28.3a Q28.4a Q28.5a Q28.6a Q28.7a Q28.8a Q28.9b Q28.10b Q28.11b Q28.12b
Q28.13b Q28.14c Q28.15c Q28.16c
/SCALE ('ALL VARIABLES') ALL/MODEL=SPLIT.
```

Reliability

```
[DataSet1] C:\Documents and Settings\Administrator\Desktop\Questionnaire 2\NDT
SPSS.sav
```

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	10	100.0
	Excluded(a)	0	.0
	Total	10	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.777
		N of Items	44(a)
	Part 2	Value	.604
		N of Items	43(b)
	Total N of Items		87
Correlation Between Forms			.736
Spearman-Brown Coefficient	Equal Length		.848
	Unequal Length		.848
Guttman Split-Half Coefficient			.848

a The items are: Q1, Q4.1, Q4.2, Q4.3, Q4.4, Q4.5, Q8.1, Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q14.1, Q14.2, Q14.3, Q14.4, Q14.5, Q14.6, Q14.7, Q14.8, Q14.9, Q15.1, Q15.2, Q15.3, Q15.4, Q15.5, Q15.6, Q15.7, Q15.8, Q15.9, Q22.1, Q22.2, Q22.3, Q22.4, Q22.5, Q22.6, Q23.1, Q23.2, Q23.3, Q23.4, Q23.5, Q23.6, Q23.7.

b The items are: Q23.7, Q23.8, Q24.1, Q24.2, Q24.3, Q24.4, Q24.5, Q24.6, Q24.7, Q24.8, Q25.1, Q25.2, Q25.3, Q25.4, Q25.5, Q25.6, Q25.7, Q25.8, Q25.9, Q26.1, Q26.2, Q26.3, Q26.4, Q26.5, Q26.6, Q26.7, Q26.8, Q26.9, Q28.1a, Q28.2a, Q28.3a, Q28.4a, Q28.5a, Q28.6a, Q28.7a, Q28.8a, Q28.9b, Q28.10b, Q28.11b, Q28.12b, Q28.13b, Q28.14c, Q28.15c, Q28.16c.

Appendix E-2

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

Department of Educational Planning and Management

RELIABILITY TEST RESULTS OF ETs

```
/VARIABLES=Q4.1 Q4.2 Q4.3 Q4.4 Q4.5 Q8.1 Q8.2 Q8.3 Q8.4 Q8.5 Q8.6 Q8.7
Q13.1 Q13.2 Q13.3 Q13.4 Q13.5 Q13.6 Q13.7 Q13.8 Q13.9 Q14.1 Q14.2 Q14.3
Q14.4 Q14.5 Q14.6 Q14.7 Q14.8 Q14.9 Q21.1 Q21.2 Q21.3 Q21.4 Q21.5 Q21.6
Q22.1 Q22.2 Q22.3 Q22.4 Q22.5 Q22.6 Q22.7 Q22.8 Q23.1 Q23.2 Q23.3 Q23.4
Q23.5 Q23.6 Q23.7 Q23.8 Q24.1 Q24.2 Q24.3 Q24.4 Q24.5 Q24.6 Q24.7 Q24.8
Q24.9 Q25.1 Q25.2 Q25.3 Q25.4 Q25.5 Q25.6 Q25.7 Q25.8 Q25.9 Q27.2a Q27.3a
Q27.4a Q27.5a Q27.6a Q27.7a Q27.8a Q27.9b Q27.10b Q27.11b Q27.12b Q27.13b
Q27.14c Q27.15c Q27.16c
/SCALE ('ALL VARIABLES') ALL/MODEL=SPLIT.
```

Reliability

```
[DataSet2] C:\Documents and Settings\Administrator\Desktop\Questionnaire 2\ET
SPSS.sav
```

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	10	100.0
	Excluded(a)	0	.0
	Total	10	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.889
		N of Items	43(a)
	Part 2	Value	.766
		N of Items	42(b)
	Total N of Items		85
Correlation Between Forms			.751
Spearman-Brown Coefficient	Equal Length		.858
	Unequal Length		.858
Guttman Split-Half Coefficient			.839

a The items are: Q4.1, Q4.2, Q4.3, Q4.4, Q4.5, Q8.1, Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q13.1, Q13.2, Q13.3, Q13.4, Q13.5, Q13.6, Q13.7, Q13.8, Q13.9, Q14.1, Q14.2, Q14.3, Q14.4, Q14.5, Q14.6, Q14.7, Q14.8, Q14.9, Q21.1, Q21.2, Q21.3, Q21.4, Q21.5, Q21.6, Q22.1, Q22.2, Q22.3, Q22.4, Q22.5, Q22.6, Q22.7.

b The items are: Q22.7, Q22.8, Q23.1, Q23.2, Q23.3, Q23.4, Q23.5, Q23.6, Q23.7, Q23.8, Q24.1, Q24.2, Q24.3, Q24.4, Q24.5, Q24.6, Q24.7, Q24.8, Q24.9, Q25.1, Q25.2, Q25.3, Q25.4, Q25.5, Q25.6, Q25.7, Q25.8, Q25.9, Q27.2a, Q27.3a, Q27.4a, Q27.5a, Q27.6a, Q27.7a, Q27.8a, Q27.9b, Q27.10b, Q27.11b, Q27.12b, Q27.13b, Q27.14c, Q27.15c, Q27.16c.

Appendix E-3

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

Department of Educational Planning and Management

RELIABILITY TEST RESULTS OF Principals

```
RELIABILITY
  /VARIABLES=Q4.1 Q4.2 Q4.3 Q4.4 Q4.5 Q8.1 Q8.2 Q8.3 Q8.4 Q8.5 Q8.6 Q8.7
  Q8.8 Q8.9 Q8.10 Q9.1 Q9.2 Q9.3 Q9.4 Q9.5 Q9.6 Q9.7 Q9.8 Q9.9 Q9.10 Q16.1
  Q16.2 Q16.3 Q16.4 Q16.5 Q16.6 Q17.1 Q17.2 Q17.3 Q17.4 Q17.5 Q17.6 Q17.7
  Q17.8 Q17.9 Q17.10 Q17.11 Q17.12 Q18.1 Q18.2 Q18.3 Q18.4 Q18.5 Q18.6 Q18.7
  Q18.8 Q18.9 Q18.10 Q18.11 Q18.12 Q19.1 Q19.2 Q19.3 Q19.4 Q19.5 Q19.6 Q19.7
  Q19.8 Q19.9 Q19.10 Q19.11 Q19.12 Q20.1 Q20.2 Q20.3 Q20.4 Q20.5 Q20.6 Q20.7
  Q20.8 Q20.9 Q20.10 Q20.11 Q20.12 Q20.13 Q20.14 Q20.15 Q20.16 Q20.17 Q22.1
  Q22.2 Q22.3 Q22.4 Q22.5 Q22.6 Q22.7 Q22.8 Q22.9 Q22.10 Q22.11 Q22.12
  Q22.13 Q22.14 Q22.15 Q22.16 Q22.17
  /SCALE('ALL VARIABLES')  ALL/MODEL=SPLIT.
```

Reliability

```
[DataSet3] C:\Documents and Settings\Administrator\Desktop\Questionnaire 2\SPSS for
Principals_1.sav
```

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	5	100.0
	Excluded(a)	0	.0
	Total	5	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.932
		N of Items	51(a)
	Part 2	Value	.937
		N of Items	50(b)
	Total N of Items		101
Correlation Between Forms			.870
Spearman-Brown Coefficient	Equal Length		.931
	Unequal Length		.931
Guttman Split-Half Coefficient			.929

a The items are: Q4.1, Q4.2, Q4.3, Q4.4, Q4.5, Q8.1, Q8.2, Q8.3, Q8.4, Q8.5, Q8.6, Q8.7, Q8.8, Q8.9, Q8.10, Q9.1, Q9.2, Q9.3, Q9.4, Q9.5, Q9.6, Q9.7, Q9.8, Q9.9, Q9.10, Q16.1, Q16.2, Q16.3, Q16.4, Q16.5, Q16.6, Q17.1, Q17.2, Q17.3, Q17.4, Q17.5, Q17.6, Q17.7, Q17.8, Q17.9, Q17.10, Q17.11, Q17.12, Q18.1, Q18.2, Q18.3, Q18.4, Q18.5, Q18.6, Q18.7, Q18.8.

b The items are: Q18.8, Q18.9, Q18.10, Q18.11, Q18.12, Q19.1, Q19.2, Q19.3, Q19.4, Q19.5, Q19.6, Q19.7, Q19.8, Q19.9, Q19.10, Q19.11, Q19.12, Q20.1, Q20.2, Q20.3, Q20.4, Q20.5, Q20.6, Q20.7, Q20.8, Q20.9, Q20.10, Q20.11, Q20.12, Q20.13, Q20.14, Q20.15, Q20.16, Q20.17, Q22.1, Q22.2, Q22.3, Q22.4, Q22.5, Q22.6, Q22.7, Q22.8, Q22.9, Q22.10, Q22.11, Q22.12, Q22.13, Q22.14, Q22.15, Q22.16, Q22.1