PRACTICES AND CHALLENGES OF TEACHERS' CONTINIUOUS PROFESSIONAL DEVELOPMENT IN SECONDARY SCHOOLS OF WEST ARSI ZONE

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This is to certify that the thesis Prepared By Dereje Marema entitled : Practices and Challenges of Teachers' CPD in Secondary Schools of West Arsi Zone and submitted in partial fulfillment of the requirements for the degree of masters of arts in educational leadership complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

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Abstract

Practices and Challenges of Teachers' CPD in Secondary Schools of West Arsi Zone

DEREJE MAREMA BILATA

The main purpose of this research was to investigate the practices and challenges of CPD program. To this ends descriptive survey approach was employed as a method. Four woredas and six secondary schools from the woredas were selected using lottery method. Besides, 120 teaching staffs and 16 leading staff were selected using stratified sampling and then using lottery method. Eight teachers' development work officers or owners were selected using lottery method and 4(all) supervisors of the four wredas were selected using availability sampling. Questionnaire, with many open ended questions and interview were employed to collect primary data. Documents like teachers portfolio were analyzed as secondary sources. The questionnaire was used to collect data from teaching staff and leading staff. Interview, document analysis and observation were used to cross check the information obtained from questionnaires. The data obtained quantitatively were first edited, organized, and analyzed using frequency counts, percentage, mean, and t-test. The qualitative data were first organized into meaningful information and were described both as expressed in interviews and as understood by the researcher. The results of data analysis and interpretation indicated that most of the activities of CPD were not practiced as intended, coordinating the activities or components of CPD program was at medium level, teachers were not committed and become reluctant due to the lack of motivation from concerned bodies and the support given to teachers was not as expected. In addition the study revealed some challenges to CPD like: inconsistency of implementation, absence of formal time schedule, and lack of motivation from concerned body, lack of budget for implementation of CPD, lack of implementation of what is written on paper; for example; lack of licensing teachers for their performance in CPD program. Thus, one can not boldly expect the smooth and effective running of CPD program on the study area. To solve these problems, CPD should be continuous, should be supported by concerned body, teachers' salary should be related with perceived quality of their work, and CPD should be collaborative learning ,peer assisted learning, teacher as a researcher, teacher as student, independent learning and integrated approaches are highly required.

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Acronyms

AREB: Amahara Region Education Bureau

BESO: Basic Education System Overhaul

CPD: Continuous Professional Development

GEQIP: General Education Quality Improvement Program

INSET: In-service Education Training.

MDGs: Millennium Development Goals

MOE: Ministry of Education

NDTs: Newly Deployed Teachers

TDP: Teachers Professional Development

TGE: Transitional Government of Ethiopia

UNESCO: Unite Nations Education Scientific and Educational Organization

VSO: Voluntary Service Overseas

CHAPTER ONE

1. Introduction

The main purpose of this study is to investigate the practices and problems of teachers' continuous professional development in selected secondary and preparatory schools of west Arsi Zone; Oromia National regional state. The study was conducted to meet these objectives. To this end, under this chapter background of the study, statement of the problem, basic questions of the study, objectives of the study, significance of the study, delimitations of the study, limitations of the study operational definition of terms and organization of the study were included.

1.1. Background of the Study

Education is recognized as one indicator of development since it is a means of change and growth which initiated many countries to engage in a large scale education reform based on the belief that education should meet the social, economic, and political need of a country. One of the critical components of such efforts is the reform of teacher education system, particularly the continuing professional development of teachers.

Literatures indicate that professional development and school reform are inseparable. Hence professional development in education has its own history of evolution that parallels the stage of school reform. (Katzenmeyer and Moller, 1996:25; as cited in Mengistu, 2010)

In 1970s'workshops' were adopted dominantly as best strategy so as to ensure teachers professional development. The workshops as preferable strategies for teachers' professional development was emerged parallel with the school reform known as

'Teacher proof curriculum.' The expert training came in to being as a result of lack of progress in teachers' performance and students' achievement. Out side trainers were going to train teachers during this period. With the absence of the desired results, ''Organizational development.'' which focuses on group work was evolved to bring change about teachers professional development. However the strategy resulted in a little change. Thus a professional development intervention called, "learning communities'' which focused on individual as well as group development evolved in1990s. This is a stage at which continuous professional development of teachers has got a significant recognition.(Katzenmeyer and Moller, 1996:23-26 as cited in Mengistu2010). Therefore, the "learning communities" interventions promote the involvement of teachers in designing and setting up their own learning system in a context of local situation.(Katzenmeyer and Moller,1996,p.27 as cited in Mengistu, 2010)

To sum up, the historical development of teachers' professional development passes through four major stages including work shop (1970s), expert training (early 1980) organizational development (mid-late 1980s) and learning community (1999s) Katzenmeyer and moller ,1996; 24-25;as cited in Mengistu, 2010)

Thus, teachers' professional development, in many countries evolved from the traditional work shop models to organizational development models and now to learning communities that encourage sharing experience and collegial relation ships among teachers as well as between teachers and other stake holders.

Education is aimed to produce trained human resource who can overcome development embodiments of a given country and who can contribute to development and change of a

country which is directly related to quality of education. Quality education is mostly influenced by what happens in the classroom. Classroom activity is the interaction between the teacher and the student in which the stage for interaction is usually begin by the golden words of teachers as an introduction.

Teachers' professional development is a means by which teachers continue to grow and develop their job to effectively discharge their responsibilities to the students. In connection with this Abdeji and Olaniyan(2011) say that:

> "……..*Many countries face choices in order to expand educational opportunity and improve the quality of education provision. Thus the pursuit of quality of education in the rural areas places enormous stress on already burdened education systems in Africa. There fore preparing, recruiting and supporting enough teachers who will provide quality learning in rural as well as urban schools can be particularly challenging. To meet this challenge , there is a need to develop, promote and expand innovative methods for training teachers and administrators to improve the quality of teaching and learning for millions of African children particularly the rural communities.''* (Adedeji and Olaniyan 2011:44).

Currently, societies are acknowledging that teachers are not only one of the "variables'' that need to be changed in order to improve their education system, but they are also the most significant change agents in the reforms. Among the major reforms; teachers are to be involved in are that they should be changing agent of knowledge, skill, and attitude so that they prepare the new generation for different responsibilities in the society. To this effect teachers' professional development should have sustainability to cope up with the dynamic world and to fit the change with the need of the students and the society.

As Villages-Reimer (2003) stated these double roles of teachers in educational reform as making the field of teachers professional development growing and challenging area, and one that has received major attention during the past few years.

Teachers are the main role players in the classroom since they start teaching learning process and create active interaction between students to inculcate pupils with knowledge and skills and empower them with democratic out look. So, update teachers are essential for school improvement which is directly related to change and development of the country.

Education has unique characteristics since it is open to the society through its students i.e. teachers usually interact with their students; students also interact on their turn with their parents. This implies that teachers directly or indirectly contact with the society and schools are open to the community. From this one can simply relate that teachers have direct influence to change the behavior of their students and for the development and change of the society which results in the development of the country. (Aggarwal 1997,P. 290) supported this idea in the following ways, "If you educate a boy you educate one individual, if you educate a girl you educate the whole family and if you educate a teacher you educate the whole community.''

In this world, change is inevitable. This is one characteristics of teachers' professional development. Like any profession teaching is exposed to change. This implies that if teachers do not expose themselves to change they could not develop their profession effectively and they could not implement their profession as expected (Hailesillasie, 2004). In teachers' professional development, teachers should not only be changed for

the sake of change in education system but also they should take part in the change process and bring development.

Generally, knowledge, teachers' profession and teachers' behavior should be improved by attending teachers' professional development program which will directly contribute to standardize teaching learning process at the ultimate beneficiary of students. In this case educational sector at different levels, for example, responsible persons at federal or regional levels should work cooperatively in order to empower teachers with updated and standardized knowledge and skills so that they become effective teachers.

Since teachers are the main actors in the process of teaching and learning they have the most contribution in improving quality of education. Assuring quality education is the main factor in the development of a country. Therefore, teachers should be the source of update information to sharpen students with democracy and knowledge.

Furthermore, Beijaard, Tillema and Morine-Dershimer(2005, P. 9) explained change in education system in relation with school improvement as follows:

> *Education reform is an international phenomenon that has been building in effort and impact over a period of years. Reform has taken some what different patterns of development in different countries but there are important similarities that are visible across nations and cultures.*

As one can understand from the above; educational reform is the phenomenon of the world which takes long period of time. Although school improvement takes different stages according to the context of a country, it has some similar characteristics which are similar during education reform. Some of them are that it depends on quality of education and renewal of teachers.

In conclusion, education reform can be seen in terms of school improvement. It is mandatory to develop teachers to improve school since teachers are the main characters in teaching-learning process. Therefore, teachers should include the result of research, science and technology in their teaching and learning process and should produce pupils who are able to contribute to their culture and society. In order to do these teachers should be exposed to different kinds of change through continuous and life long learning. Continues professional development is one way by which teachers keep them selves update in the change process.

Professionals and concerned organizations in the field defined continuous professional development in different ways. Some examples are given as follows:

As stated by Gray (2005, p. 5) the term CPD is said to have been coined by Rechard Gardner ,who was in charge of professional development for the building professions in York University in mid-1970s.The term was chosen because professional development did not differentiate between learning from courses and learning 'on the job'. The term is now common to many professions. It embraces the idea that individuals aim for continuous improvement in their professional skills and knowledge beyond the basic training initially required to carry out the job. This implies that any individual teacher is responsible for his or her life long career development under the umbrella of schools.

As indicated in the ministry of education document (2007, p.4) ''Teachers' continues professional development is the continuous development of teachers' skills and knowledge by in service training.''

It is a life long process that can help teachers to maintain and develop their skill and knowledge through training. (Day,1999 ; p. 2).

The understandings of people about teachers' professional development could be seen as follows:

> *Professional development is an elusive term in education. To many, the term conjures up images of in-service days and workshops. To others it refers to a process in which teachers work under supervision to gain tenure or to enhance their professional practice. Professional development is defined as an ongoing learning process in which teachers engage voluntarily to learn how best to adjust their teaching to the learning needs of their students. Professional development is not a one shot, one size-fits-all event, but rather an evolving process of professional self- reflection and growth that yields the best results when sustained over time in communities of practice and when focused on job embedded responsibilities.* (Diaz-Maggiolil 2003 as cited in Nuru,2008)

As one can understand from the above explanation, the meaning of teachers' professional development was understood in different ways by different people. Some people look it as it is in-service training and others look as it is simply workshop others still interpret it as it is the work which is done under supervision for reward. The definition the researcher interested in is that teachers' professional development is a process which makes teachers to be responsive to their students' by matching the lesson with students' needs.

According to Mogginson and Whitaker (2003, P .5):

> *Continuous professional development is a process by which individuals take control of their own learning and development, by engaging in an ongoing process of reflection and action. This process is empowering and exciting and can stimulate people to achieve their aspiration and move towards their dreams .CPD provides the opportunity to soar like an eagle or helicopter and look at their career progress from a wider prospective. It challenges us to make time for regular personal reflections and review.*
> *It reminds us that we have the responsibility for developing our selves rather than pushing the ones onto our manager or others in the organizations. Remember that old saying, "you can take a horse to a river but you cannot make it to drink."*

Our response to that is to say that CPD is: about becoming thirsty for knowledge, thirsty for new skills and thirsty for new experiences and feeling satisfaction through success.

From the above discussion we can understand that teachers' professional development is a process by which teachers control their learning, teaching and development through self evaluation. Teachers' professional development is the process by which teachers evaluate their day to day activities, improve their teaching method, and find out problems during their implementation of their profession and do action research to solve the problems. This process helps teachers to achieve their vision. Teachers' professional development helps teachers to be successful in their dreams. Teachers are responsible for their professional development rather than leaving it to their boss or to principals. Teachers' professional development makes teachers motivated to acquire knowledge, skill and experience, get it and use it in their profession. However, it is not something which teachers get by pushing of others or by force.

Eventually, education is one of the instrument by which social, economical and political problems are solved. Workers of the other sectors like agriculture sector are the results of education sector. Education and development have direct relationship. In education sector since teachers are the main actors they are responsible to sharpen the generation of tomorrow who can contribute to the culture and economy of the country which in turn results in the development of the country.

In relation to this, Villegas-Reimers (2003; 20),Lecon (2001), Guzman(1995), McGinn and Borden (1995) and Tatto(1999) reported that ''the more professional knowledge the teacher have, the higher the levels of students achievement.'' This entails that the

contribution of effective CPD to teaching and learning process is paramount which is directly related to the transformation of the country.

1.2. Statement of the Problem

"No education can rise above the level of its teachers " (PAI OBANYA, 2010:90).

Teachers make or mar an education programme. Scientifically well founded educational theories can make sense only to the extent to which they stand the acid test of what teachers do in schools and classrooms, to and with learners. The same is true of educational polices, whose ultimate impact on the system would depend largely on how they are understood and interpreted by teachers in the course of their work.

It is strongly felt by all educators that pre-service education is only the initial phase of professional development. It is only the tip of the ice berg in comparison to the enormous task of in-service training which is continuous, life long and career long education. There fore, teachers, to meet the challenges of modern education, they should be up dated and up-graded through continuous and systematic in-service training and re-training program (Taye Demissew,1982:33).

This implies, teaching as the process of changing behavior and cognition of the students, demands the appropriate pedagogical, academic and psychological preparation of teachers which is sustainable and life-long. In this case, the role of the teachers can not be over looked.

Various educators; Lockheed and verspoor (1991), Yalew (2000) supported the idea by indicating some among many reports that the quality of education rests mainly on the quality of teachers.

Producing quality teacher requires teacher education programs that run in an unbroken continuum from initial preparatory education through professional induction to career long professional and personality development (PAI OBANYA, 2010:90).

Teachers help to empower people, build peace and develop societies, yet many suffer from poor status, wages and working conditions, and carry out their vital work in deprived and dangerous settings. Without sufficient number of qualified teachers – men and women- the EFA (education for all) and MDG (millennium development goals) targets will be hard to meet (UNESCO, 2011).

As Craft (200, P. 6); pointed out Professional development has attracted increasing attention in recent years. Faced with rapid change, demands for high standards and calls for improving quality, teachers have a need, as never before to update and improve their skills through professional development.

PAI OBANYA (2010:45) reported eight rules of Naigria's National Education policy. From these principles some of them read as:

> a- *If teachers are to stay motivated, they must have opportunities for continuing professional development and improvement in their chosen career.*
> *b- Like all professionals, teachers must constantly update their knowledge and skills if they are to remain relevant in a rapidly changing world.*

The above discussion implies that it is mandatory for teachers to remain learners whether formally or informally through out their life of teaching.

Understanding the advantage of quality of education and the dynamic change of the world, the Federal Democratic Republic of Ethiopia developed capacity building strategy in 1994. This strategy considered pre service training as a source of qualified teachers.

But this strategy did not satisfy the needs of the country's change and development. Therefore in order to improve the capacity of teachers, in service training like workshop, symposium, and seminars should be given. (Hailesillasie, 2000).

As explained in Education and Training Policy 1994 the major problems of education systems are relevance, quality, efficiency, access and equity. The other problem is that the knowledge and skill needed for teachers is not sufficient. The decisive measure taken at the time (1994) was taking action to solve problems. From these actions teachers' development program is the main priority of education policy. Ministry of education believes that teachers' development program will play a great role in the development and change of teachers which results in quality education. In this case teachers' professional development program has the main role. Kydd et al. (1997); O' Brien and Mac Beath;(1999), and Moon, (2000) in Rhodes, et al.2004) support this idea as; Well established CPD of teachers is regarded as essential in creating effective educational organizations and in raising the standards of learner achievement for increasing the skills, knowledge or understanding of teachers and their effectiveness in schools.

With out understanding the challenges, problems and threats that may face the implementations of teachers' professional development, expanding TDP in schools is not enough. Development program in schools should be given depending on the interest of individuals and organizations especially teachers. In addition reform programs for teachers should be contextualized. To assure this reflection should be evaluated and improved by professional development seen in the portfolio.

The Ethiopian Ministry of Education has expanded different packages of quality education through out the country. Teachers' development program is one of the programs which are being implemented in schools to improve quality education and teachers' profession. Quality education is mostly affected by what happens in the classroom during the interaction between the teachers and the students. In this case the major role is played by teachers themselves. For this reason teachers' development program which is dependent on renewal of license and upgrading should be given for teachers continuously.

As we can understand from different research findings, TDP Face different challenges at different times in different contexts.

For example, the research of AREB which was done on general quality education explains the challenges as follows:

> *Many teachers have negative attitude towards TDP for different reasons. It is said that TDP is time consuming, it just keeps the teachers busy and the new employed teachers think that they already studied the CPD topics in university. Another TDP challenge is technical; Materials are not distributed in time, there is no awareness about the function of portfolio, there is a shortage of mentors and facilitators especially in the rural areas and there is a lack of support from the principals and supervisors. Because of these findings the AREB wants to have more detailed information about the challenges for TDP related to the attitude of the teachers need in order to improve their teaching practice* (Hogenboch 2009, p.2)

The above mentioned problems are cause for other problems which implies that further research is necessary.

In addition, the studies conducted in 2008, after the end of three years of CPD development in schools, by Hromaya University and MOE identified some major challenges that need urgent solutions so as to produce professionally well informed and

motivated teachers capable of transmitting the quality of educational delivery. Based on the recommendations forwarded in these studies MOE took measures and prepared new CPD "frame work" and "practical toolkit" on which trainings were delivered at different levels and therefore the MOE is currently expecting effective implementation of CPD program in schools (MOE, 2009).However, there are still many challenges which need solution as I had observed in my previous two years services as the director of preparatory school.

Teacher educators should be professionals who are exemplars of teaching methods professional role models through whom student teachers will 'master the teaching model' and also 'model the master teacher.'(PAI OBANYA, 2010:90) This is the main objective of CPD, however, this objective is not achieved and as I had perceived from my previous experiences as a school principal teachers them selves could not be models for students. This implies that CPD is not successful to change the behavior of teachers as expected. This is the second reason which initiated the researcher to deal with this topic.

The findings of the researches and the experiences of the researcher show that TDP is being challenged by a lot of problems. This research is different from the previous researches in time, place and context. In order to make the objective of the research successful, in the context of secondary and preparatory school, it will find the challenges and problems which are not mentioned by the above researches in detail. Consequently, in order to achieve the main objective of the research the following basic questions were formulated:

1. What do the practices of CPD looks like concerning its planning, implementation, monitoring the implementation, giving feed back and keeping portfolio in secondary and preparatory schools of West Arsi Zone?
2. What do CPD activities, approaches, models and components look like regarding whether or not they are:
    a) Interesting,
    b) Updating and
    c) Contextualized
3. How are the activities and components of CPD organized?
4. How effective is CPD?
5. To what extent do concerned bodies support the process of CPD?
6. What are the main challenges or problems of CPD?

1.3. Objective of the Study

1.3.1. General Objectives

The general objective of this study is to investigate the practices and challenges of teachers' continuous professional development in secondary and preparatory schools of West Arsi Zone of Oromia National Regional State.

1.3.2. Specific Objectives

The study has the following specific objectives:

a. To assess the practices of teachers' professional development in secondary and preparatory schools of West Arsi Zone in terms of:

A. Planning;

B. Implementing;

C. Monitoring;

D. Giving feedback on time;

E. Accepting teachers' opinion in decision making and

F. Keeping portfolio.

b. To assess whether activities, approaches, models and components of CPD are:

- Interesting;
- Updated and
- Context based

c. To investigate whether the activities and the components of CPD are well organized

d. To identify the effects of CPD on teachers' general performance and students' achievement.

e. To investigate the degree to which support is given to teachers during implementation of CPD by concerned bodies.

f. To identify the major factors that affect the implementations of teachers' continuous professional development and.

g. To investigate measures to be taken for the effective continuation of teachers' CPD program.

1.4. Significance of the Study

This study is significant in providing practical suggestions for how teachers' professional development is improved and contribute to the result of the students which in turn contributes to the political, social and economic development of the country. More

specifically, information emanated from the findings of the study is expected to have the following advantages:

a. May create awareness about the practices of TDP for the responsible bodies so that the whole process of TDP will get due attention;
b. May put the ways in which the activities, components, models, approach and portfolio of teachers' CPD may be improved;
c. May suggest strategies by which the activities and/ or components of CPD program are well organized which initiate teachers towards implementation of teachers' professional development;
d. It may inform the effects or advantages of CPD so that concerned body will be aware of and carry out exchange of experience and/or best practices;
e. It may contribute to the development of teachers by highlighting better strategies of supporting and motivating teachers which in turn contributes to the development of the country
f. It indicates the major problems and put them in priority order of their significance so that responsible bodies would take the necessary remedial measures, and
g. It may shed light on the nature of the problem and initiate others to undertake further study.

1.5. Delimitation of the Study

Although dealing with a research of a larger scope helps to get more information, it takes longer time, needs more budget and energy. Consequently, it is necessary to limit the scope of the research. Even though teachers' profession could be examined in different directions, this research gave attention to TDP from the six packages of quality of

education in West ARSI zone. From 21 secondary and preparatory schools only six governmental secondary and preparatory schools were included. For this fact, the rest packages of quality of education, and teachers in primary schools were not the priority of the study.

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 researchers use the school communities as a source to collect data. Because of this teaching staff in the schools are tired and bored in filling the questionnaire properly. This was especially true in secondary schools of West Arsi Zone. Therefore this was the major challenge that the researcher faced while conducting this study. Due to this the researcher was obliged to change few of the sample schools. In addition, the researchers' findings could not be generalized for all schools in the country since some of the subjects were not randomly selected.

1.7. Operational Definition of Key Terms

Attitude-is a learned believes that develops over time about CPD.

CPD-is a continuous process or training which help teachers to become better teacher.

Facilitator-a teacher who is responsible to facilitate the implementation of the proper CPD activity in a group

Lead Teacher-A guide teacher who is at 5th stage of career structure.

Leading staff-Professionals who are at the management position and who guides, coaches and supports their subordinates.

Mentor – a teacher who acts as a counselor or guider for NDTs during attending induction course

Newly deployed teachers- a teacher at the beginning of his or her career

Perception- is the way someone thinks about CPD program or the impression someone has on the CPD program

Senior teacher – is a teacher who is younger than teacher stage in career structure.

Supervisors-a person who supervises somebody to make sure that the activity is done properly.

Teaching staff-are teachers who deal with teaching learning process in a school.

Updating-improving ones knowledge, skills and attitude to cope up with dynamic world or changing environment

1.8. Organization of the Study

The study was divided in to five chapters. The first chapter was about the back ground of the study. The review of related literature was presented in chapter two. Chapter three discussed the research design and methodology where as data analysis and findings were presented in chapter four of the study. Finally, summary, conclusion and recommendation were discussed in chapter five.

CHAPTER TWO

2. Review of Related Literature

In this chapter sub topics like concepts and definitions of CPD; approaches and models of CPD; changes in CPD; courses, components and activities of CPD; importance and effectiveness of CPD; organizational support for CPD program; general overview of CPD in Ethiopia; and factors which affect CPD have got due attention.

2.1. Concepts and Definition of Teachers' Continuous Professional Development

Different authors and organizations define CPD in different ways.

There is no unique definition up on teachers' CPD as it is varied from different educational traditions and contexts. CPD is a broad concept that embraces both personal development (individual learning) and staff development (the collegiality of group learning) (Bell,1999; Bland ford 2000; Matheson and Matheson, 200).

Continuous professional development CPD is an ongoing process of any kind of education, training, learning and support activities engaged in by teachers alone or with others. It can be seen as teacher learning in an ongoing way so as to bring about improvement of the school as well as the professional development of individual teachers(Wan and Lam 2010, Knapper and Cropley,2002; 1-2,1999.3; Craft 2002, as cited in Gamage,2006;170)

Webb Dean et al.(1987) define effective CPD as '' Proactive extension of personal strength and creative talent and self development.'' '' Personal process designed to improve the personal and professional growth of teachers, supervisors and administrators'',(Dejozka,Edward,1984).

Similarly, Hussen, Torsoten and Postleth Wait, T. Nevel in Afework (2007) define CPD as "the provision of organized in service programs designed to foster the growth of teachers; it is only one of the systematic interventions that can be used for teachers development."

In the same way Harris(1989) define CPD as,'' any planned program of learned opportunities staff members offered at school, college or other developmental agencies targeting at improving the performance of individuals in already assigned positions.''

Craft (2000) states the interconnection of professional development (CPD) and in service education training (INSET) that they are terms some times used loosely and interchangeably , which this study was through out. They tend to be used to cover a broad range of activities designed to contribute to the learning of teachers who have completed their initial training. There fore through out this study the researcher used teacher professional development TDP, continuous professional development CPD and in service education training INSET interchangeably.

According to Ryan and Cooper (2004) professional development is initially called in-service education, the effort to extend the education of teachers is usually referred to as staff development or more recently as professional development which includes an array of activities; on site school or district sponsored workshop, college or university courses

and program often leads to advance degree. training experiences providing text books companies introducing new curricula to school. More clearly TESO (2003) defines CPD as. "a means of improving teachers' skills and competency in the level they currently teaching."

One can conclude from the definitions above by different scholars in the field that if the teachers are to be cognizant in the over all changes of quality of education and students achievement they need to engage them selves in CPD.

In line with this, as quoted below, the definition given by Day (1999) could elaborate more the discussion made so far.

.....Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be direct or indirect benefit to the individual, group or school and which contribute to the quality of education.

From the preceding definitions one can argue that CPD is a life long development of a person in his or her professional role. It can involve both formal experience (e. g. attending workshops), and informal experiences (e.g. individual reading).

Eventually ,it seems appropriate to wind up the discussion about the definition above which was fore warded by MOE (2009a) .Ministry of education defined teachers' CPD as "any thing that makes better teacher."

2.2. Approaches and Models of Continuous Professional Development

2.2.1. Approaches to CPD

PAI OBANA (2010) pointed out the following examples of the approaches to CPD. These are:

a) *Case study method- The case method is a teaching approach that consists in presenting the students with a case putting them in a role of a decision maker facing problem.*
b) *Coaching-To enhance a persons competences in a specific skill area by providing a process of observation, reflection and action.*
c) *Communities of practice-To improve professional practice by engaging in shared inquiry and learning with people who have common goal.*
d) *Lesson study –to solve practical dilemmas related to intervention or instruction through participation with other professionals.*
e) *Mentoring – to promote individuals awareness and refinement of his/her own professional development by providing and recommending structured opportunities for reflection and observation.*
f) *Reflective supervision-To support, develop and ultimately evaluate the performance of employees.*
g) *Technical assistance – To assist individuals and their organization to improve by offering resources and information, supporting, networking and change efforts.*

This implies that to improve lesson of students for the advancement of their result different approaches to CPD should be practiced in the school as a culture.

2.2.2. Models of CPD

The Specific process and opportunities that are intended to provide professional development to teachers are called models of CPD. Thinking about CPD from different perspectives helps to analyze CPD and to clarify future plans.

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

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

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

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

Therefore, the three models or approaches help to the over all CPD of teachers at different levels.

Other authorities categorize TDP MODELS into 'organizational partnership' models and 'small groups or individual' models. The first group of models involves inter-institutional partnership, where as small group or individual model, as the name indicates focus on smaller scale (a school, classroom etc). In some literatures, small groups or individual models are called as synonymous with techniques, activities or methods (MoE, 2009a, Villegas-Reimer, 2003:68).

More specifically, the 'organizational partnership' model relies on the professional development formally carried out through organizations. The organizational partnership models professional development schools, university school partnership, school networks and distance education models.

Professional development schools are partnerships between teachers, administrators and university members created to improve teaching learning on the part of their respective students , and also in order to unite educational theory and practice(Villegas-Reimers 2003:71).

Small group or individual model involves various alternative models such as cooperative or collegial development, observation of excellent practices, portfolio, action research, and team teaching and so on.

In Ethiopia's context, the models that are adapted to be employed in schools involve both groups. However, in the document prepared by MOE in 2009, the smaller scales have got due emphasis (MOE, 2009a:24).

2.3. Changes in CPD

It can be argued that while change, often, but not necessarily, leads to learning, learning inevitably involves change. In this sense educators are the facilitators, the providers of favorable conditions for learning, which is change, to take place. This implies that even though all change may not lead to learning, learning always involves change. And since learning is facilitated by teachers, it is mandatory for teachers to be changed.

MoE supported this idea as '' CPD is compulsory for those who teach in all Ethiopian educational establishment.''(MoE, 2009)

Change theory notably change implementation theory formed the main theoretical frame work underlying the INSET/CPD strategies model (O'Sulivan, 2001)

As INSET seeks to promote change in teachers' practices, any INSET/CPD activity is under pinned by certain assumptions and how it might be brought about Vandenberg 1987 cited in (O'Sullivan 2001).

Diverse ranges of change models, theories and approaches have evolved to guide and explain practices. The failure of educational reforms which drew up on those linear centrally determine educational blue print models which involve stags of planning,

development, implementation and evaluation (Chin and Benne, 1969; Bishop, 1986; Howe and Stephen cited in O'Sullivan 2001).Since the early 1970s theorists have begun to consider why reforms failed .This led to focus on the process of change particularly the implementation of change. It became increasingly accepted that innovation could not be accurately pre-planned, as it is impossible to predict people's reactions to them (O'Sullin, 2001).

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

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

This implies that change is essential to close the limitations of traditional approach. Such strategies are at the heart of recent developments which have the potential to bring about more effective professional development.

Recent developments include as cited in (Craft, 2000):

> *Greater emphases on basing professional development on careful needs analysis linked to evidence changes in and achievement following professional development.*
> *Moves towards a broader view of what in service education and professional are, a concern to ensure that school and individual needs are addressed through professional development activities.*
> *The use of school development planning and professional development;*
> *Moves towards building evaluation into professional development and of asking questions through this about the effects of professional development on practice;*
> *An increasing interest in seeing initial teacher training, induction and professional development as continuum for professional competences and professional development portfolios providing structure for planning development work.*

2.4. Courses, Components and Activities in CPD

2.4.1. Courses of CPD

MOE (2004a) stated some CPD programs, which are given to primary and secondary school teachers. These programs are presented as follows:

1. Induction course (program)

PAI OBANYA (2010:80) explains the concept of induction course as:

> *Induction is the intensive support and guidance provided to new staff. Good induction helps you to feel at home and fit in, makes sure that you know the routines and procedures and understand the values and directions of your place of work. The induction period is one of the continuum support and rapid professional growth. The goals of the induction program are to improve performance and increase the retention of promising staff.*

From this discussion one can comprehend that induction course is a course given to newly qualified teachers; makes the new teacher accustomed to the new culture and environment of the school as well as the society, and makes the teacher love his or her work and profession.

MOE (2004b) supported the above idea by pointing out that; the aim of this program is to support new teachers during first years of teaching. It also ensures that NDTs may have the skills and knowledge to become increasingly competent professionals. Thus the new deployed teachers will be competent in (a) knowledge of values, attributes and ethics and abilities essential to professionalism, (b) the subject matter and methodologies, (c) the management of class rooms, (d) 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 class rooms, action research: a teacher is expected to carry out two action research in one semester; professional appraisal: formal meeting and discussions in which evidences of performance is reviewed and class room observation: it will be done by mentors 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.

Generally, career long education like; professional improvement courses and academic improvement courses should be given for newly qualified teachers.

2. Proper CPD course

After completing the induction course teachers should start proper CPD since teachers' career needs changes at different career points.

PAI OBANYA (2010) explain this idea as meeting teachers' learning needs at different career points is simply away of acknowledging the fact that teachers' learning needs would likely witness shifts at different points in their careers. For that reason in planning teachers continuous professional development program the focus should shift from one career level to the other. For example, the author summarized, for each level teacher, a different emphasis in focus of career long education as follows:

For the teachers at interns and new entrants' career levels, professional improvement and academic improvement skills should be emphasized.
For the teachers at mid- career levels, academic improvement and general education skills should be emphasized.
For teachers at top career level and in supervisory positions management related skills should be emphasized.

Proper CPD program is practiced by those who have experience of 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 be directly related to their class room 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 over all national priorities and the roles of teachers. The activities of teachers in each work shop and seminar are also documented in their respective portfolios. (MOE, 2004:2).

3. The individual approved CPD

Is the program designed for the time after proper CPD according to (MOE, 2004 a) .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 collaborative working relationships among teachers at school level or through school clusters. Besides teachers recognize 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 or seminars delivered at school level or cluster level regarding national or regional priorities , varies policies and cluster and school based issues. The activities of teachers in each work shop and seminar are also documented in their respective portfolio.

2.4.2. Components of CPD

a) Active Learning

According to PAI OBANYA (2010:46) teachers are required in ways that maximize students learning; their own education must involve the use of methods that work. They should be expected to ''master the models ''and ''model the master'' .Look at the following learning pyramid:

Lecture-5%

Recording-10%

Audio-Visual-20%

Demonisration-30%

Discussion in group-50%

Practice by group-75%

Teach others/immediate use-90%

This implies that students learn better when they are actively involved in teaching learning process and hence teachers should have adequate knowledge and skill which enable them treat students using appropriate methodology.

Active learning is a learning environment which makes the learner active participant. Learning facts by memorization can not help the students to solve problems or to change their environment. Regarding this ICDR (1999) asserted that learning is effective when it is meaningful to students.

Students learn better if teachers use active learning method in their classroom. On the contrary, teacher center or lecture method is one way communication and it makes the students passive listener. Based on this the education and training policy of Ethiopia (TGE, 1994) gives emphasis for active learning method. Students should be made free to discuss on issues so that they can be creative, problem solvers and can contribute to the better life of the society. As a result teachers' CPD gives greater emphasis to active learning method than teacher centered method.

b) Teaching Aids

Teaching aids are the different materials and equipment used by teachers to improve the teaching learning process (ICDR, 1997: 4). Regarding this, Macharia and Wario (1994:25) pointed out that teaching aids are any materials that are used to make the teaching learning process more effective. Teaching aids are part of instructional materials used to support teaching learning process. As ICDR (1997) attested'' instructional materials are those materials, which are manipulated, seen, heard and the instruments which facilitate instruction.' Further more, Amare (1999:53-65) asserted ''Instructional materials as all forms of materials with which students and teachers interact for the purpose of learning and teaching.'' According to Amare teaching with out instructional materials is tantamount to farming with the use of finger nails. Just like any activity the teaching learning process needs to use appropriate technology. But limited efforts are

made to supply and prepare instructional materials.''(Amare 1998:297) .Teaching aids could be prepared from local materials such as pieces of wire rubbers and match boxes if teacher become creative through CPD training.

C) Action Research

Educational action research is a self reflective inquiry done by teachers. As Hitch Cock and Hughes (2001:29) described ''Action research originally developed by Lewin and improved Carr and Kemmis ,'' Action research is a cyclical process that begins by the practitioner or by teacher reflection and followed by planning, acting, observation reflecting and re-planning. The cycles of action research project involves identification of problems, collecting information, analyzing and planning action.

Action research is highly concerned with solving immediate classroom problems and it is a useful method for immediate application. It is a type of applied research with high involvement of teachers to improve their practice.

According to Best and Kahn (1999:24) ''Action research is focused on immediate application, not on the development of theory or on general application. Its finding is to be evaluated in terms of local applicability.''

Educational action research is a small scale practice of teachers. The idea of action research is to solve class room problems by the practitioner. By conducting action research teachers can improve students' achievement. Based on their findings teachers can change their teaching method and solve students' problems or improve student teacher relation. Further more action research can help teachers to search answers for problems that he or she faces while teaching. How ever teachers couldn't be successful in

action research due to the lack of knowledge, lack of material supply, lack of interest and work over load

According to Kelvan Bleach (1999:12) there are six key stages of developing reflective practice or action research. These are:

1) *Identify an area of professional interest or concern.*
2) *Focus on one aspect that causes you interest or concern, e.g. Do I give feed back to pupils in order to make them improve?*
3) *Consider what you think you can do about it.*
4) *Implement and monitor your strategy for improvement.*
5) *Evaluate your research evidence.*
6) *Establish action for improving professional practice.*

This implies that action research is cyclical and teachers should involve them selves in doing it trough action research in order to improve their profession as well as their students' achievement.

D) Continuous assessment

Continuous assessment is a continuous process of gathering information about learners' progress in a class room. As USAID (2006:36) pointed out, there are three basic reasons for using continuous assessment. These are ``improve teaching, students learning and to accurate and fair about students' evaluation.

2.4.3. *Activities of CPD*

a) Supervision

Regarding supervision PAI OBENYA (2010:78) said that monitoring and evaluation are important activities that can ensure getting results in any institution.

According to Commings and colleagues (2005:15) supervision is a "support system. It is a means of educating teachers and schools performance for future improvement." There fore supervisors are expected to create favorable environment for teachers' professional development and manage the whole school work. They should also follow and evaluate the implementation of CPD in schools.

According to Singhal and his colleagues (1996:96-104) "The supervisors are people in the middle. That is between employers on one side and upper management on the other side." More over a good supervisor is one who is capable of communicating with his or her subordinates and can provide the necessary guidance and assistance to them for their professional development.

b) Coaching

Coaching is a confidential process through which two or more professional colleagues work together to reflect up on current practices and solve problems with in the work place (Hampton,2004:11).According to Craft (2000), coaching differs from mentoring in its focus on 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 demonstration, observation and conversations with teachers as they implement new strategy 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)

c) Mentoring

Another CPD activity related to induction course is mentoring. Different authors define mentoring in different ways. However all share common idea that mentoring is a positive support relationship between amore experienced staff and less experienced staff (Blandford, 2000).

Kerry and Mayes (1995) support the above idea and define mentoring as nurturing process in which a more experienced person serving as a role model: teaches, encourages, counsels and be friends to a less skilled or a less experienced person for the purpose of promoting the latter professional and/or personal development. Mentoring functions are carried out with in the context of an ongoing caring with in relation ship between the mentors and the mentees.

The skill areas that mentors need to develop in order to give support, supervise and nurture NQTs during their induction years according to (Kevan, 1999:43-48) are: Listening, questioning and body language.

Generally, Ehrich et.al. 2004 mentioned that mentoring provides many advantages for mentees as follows:

1) *Support, empathy, encouragement, counseling and friendship.*
2) *Assistance with classroom teaching.*
3) *Discussing or sharing idea, information or problem and gaining advice from peers.*
4) *Feedback through positive re-enforcement and constructive criticism. Common to mentors mentees are issues relating to sharing idea and knowledge.*

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 relation ships as teachers gain experience .Best practice includes matching teachers of the same content area ,establishing common planning time, and structuring time for common collaboration. Mutual observance of classroom teaching is usually included when situated in a new teachers' actual classroom. Mentoring is a process for CPD.

Smith and West-Burnham(1993:32) offered a list of the skills mentors 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 skillful and experienced professionally committed to the idea of CPD for their mentee and themselves.

Mentoring benefits individual teachers (mentee), 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 over all professional competence. In general mentoring fosters quality education and cost effective (Hampton and others 2004)

Generally, in mentor-mentee relationship the experienced teachers share his or her experience to the newly qualified teacher (mentee) on how to effectively perform his or her duties and to solve problems. In this case mentors play a significant role for the professional development of the less qualified teachers .Generally, supervision coaching and mentoring are useful activities used in CPD to share experience and best practices between staff members and schools.

2.5. Importance and Effectiveness of CPD

2.5.1. Importance of CPD

According to Segun Olugbenga Adedeji and Olanrewaju Olanlyan(2011:44), The purpose of teacher development and preparation should be to build student teacher general education and personal culture; their ability to educate others ;an awareness of the principles which underlie good human relations, with in and across national boundaries; and a sense of responsibility to contribute , both by teaching and by example, to social cultural and economic progress.

Singhal and his colleagues also pointed out that:

> *Professional development of staff was crucial to cope up with the changing needs of the profession. Due to the emergence of new technologies and findings available on the bases of researches conducted from time to time, it is necessary to aware of or to acquaint teachers with the latest techniques of teaching and learning* (Singhal et. al,1996: 106).

As one can understand from the idea of the above authors it is clear that CPD can acquaint teachers with different global issues, technologies and teaching methods. It can also have a positive effect on teachers' proficiency and improve the quality of learning. Further more , Day epigrammatically described professional development as : " It consists of all natural learning experiences and planned activities which are intended to be of direct or indirect benefit , to the individual or group and which contribute through these to the quality of education in the classroom (Day, 1999: 4) ."

As stated above, CPD can help professionals like teachers to maintain and improve their knowledge and skills required in their professional development. The professional development of teachers also affects the actual organization, change in particular

condition at the level of organization and this effectively contributes to school development.

Based on this MoE stated the importance of teachers' CPD as follows:

> *"The TESO strategy for CPD will provide induction course for all newly deployed teachers to help them build on he foundation and develop their teaching skills; .Experienced teachers also need to update themselves with the expanding knowledge , technologies and new ideas for teaching and learning approach* (MoE, 2004:1)

The newly employed teachers can be acquainted with the school environment and active learning methods in the induction package. On the other hand ,the proper CPD program is expected to develop the proficiency of experienced teachers by sharing resources and experiences among each other(MoE, 2007).As has been stated above teachers are expected to develop their proficiency in the CPD program. But as Eraut(1995) asserted effective teachers professional development should focus on the needs of teachers. That means to improve teachers skills or proficiency teachers professional should motivate teachers, professional materials should be used and avoid repetition and poor leadership.

Hence to improve teachers' skills and proficiency CPD should be well planed, financed and give emphasis for teachers.

From this it is clear that though CPD has many advantages it is not easily practiced through out the country as expected. One of the major reasons for this is financial problem. In addition lack of time also prohibits teachers from practicing their training. Regarding this UNISCO (2003) suggested the following:

A. Teachers must be given time and financial support to be active designers, implementers and active participants of teachers' continuous professional development activities.
B. The development programs and activities also should respond to teachers' professional need and interest.

Concerning this, Sadaker and Sadaker (2003:558-575) pointed out that in some districts of America teachers salary increment is connected to professional development or training hours offered by schools. In these schools the assumption is that effective professional development activities produce improved class room performance and this determines salary increment. Similar to this, the Ethiopian teachers' professional development program is associated or linked with teachers' career structure (MoE, 2007:17). That means teachers who effectively practice CPD will be benefited from teachers career structure.

The other purpose of in-service training for teachers is that it is a way of learning for teachers to become more effective in their profession. For this fact, teachers' CPD should be planed, organized, implemented, supported, monitored, evaluated and finally teachers should be motivated for their success(Gray, 2005. It should develop teachers' knowledge and skills by giving relevant information .Further more, CPD should not create displeasure among teachers. Teachers' commitment may increase if there is incentive during implementation.

To add more, CPD supports teachers in their day to day activities. Amare and his colleagues supported this idea as: CPD had helped teachers to develop their skills in lesson planning, continuous assessment and action research. It also fosters a culture of co-operation among teachers, students, parents and the surrounding community. Well

planed CPD can improve teachers' skills, knowledge and attitudes. But there are many challenges to implement CPD of teachers (Amare et al, 2006:39-41).

Generally, many scholars argue that teachers' CPD is needed due to the continuous nature of learning to teach the issue of globalization and complex change and the emergence of constructivism.

For example, Kaplan and Edelfelt (1996) noticed that CPD is important because of the complexity of the principle of learning to teach. They emphasized that learning to teach is a gradual process which requires connection between theory and practice. Thus learning to teach is not some thing finished at once, but it is a life long process. In relation to this, Villegas –Reimers (2003) suggested that regardless of the length of the program on the level of preparation, pre-service teacher education has its own limitation so as to secure the quality of teaching profession. This implies that pre-service preparation is not an end by itself but a foundation for further development in once profession.

Further Kirk (2000) argued that CPD is a response to change in curriculum, circumstances of schooling or any other kind of external pressure like globalization and political priority change. This infers that school curriculum is not static but it involves continuous changes and/or renewal, so as to cope up with changes which occur as a result of various socio economic and political reasons. Besides, Kirk (2000) noticed that teachers' knowledge and skills need to be updated in a continuous manner for the effective realization of the renewed and informed curriculum.

Finally, according to constructivists' view professional development yields the best result when it is long term, school based, collaborative, actively involving all teachers, focused on students learning and linked to the curriculum (Townsend and Bates, 2007). This implies that the professional development of teachers must be contextualized and give due attention to teachers' own knowledge of their practice and the realities of their class rooms and schools. In other words, CPD is practiced in the teachers' actual working place focusing on teachers needs. Consequently scholars argue that CPD has significant impact on teachers' work both in and out of the classroom, which in turn positively affect students' learning (Villegas-Reimers, 2003).

To sum up the above discussion, effective CPD program produces effective teacher who provides good- quality teaching and learning in the classroom which is vital to ensuring effective learning outcomes that provide students with literacy, innumeracy and other skills, enhance their creative and emotional development, and equip them with values and attitudes that enable them to be active and engaged citizens leading meaningful and valued lives.

2.5.2. Effectiveness of CPD

Recent large scale studies, which were carried out in different countries, explain the features of high quality professional development as it has many distinctive features. Accordingly effective professional development is characterized by: larger contact hours; participation by teachers from the grade, school or subject; activities sustained over long period of time and a focus on subject matter content (Desimone, 2006:182).

Effective CPD emphasizes strategies that gear toward subject- matter content and how children learn that content in order to make teaching and learning effective (Cororan, 1995; Desimone, et.al., 2006:182).

In addition to the features discussed so far, high quality teachers' CPD could be characterized by:

> *it is integrated into the work of the teacher,*
> *it is founded on the classroom practice,*
> *it promotes active learning, involvement and collaborative work system and*
> *it focuses on local educational leadership*
> (MoE,2009a:10-12;Villegas-Reimers,2003:13-15; Fullan Hahreaves,1991; Hargreaves, 1997,)

Thus CPD places emphases on local contexts as to bring about real change on students' achievement.

According to James MacNeil (2004), effective professional development must be developed from a clearly articulated vision based on student learning and mindful of how student learn specific content in particular settings. Such TDP programs must embody a clearly articulated theory of professional development focus on specific issues of pedagogy and content, develop collaborative teacher efforts with in schools, and involve participation of school leaders and staff. To be successful these programs must be sustained overtime and the learning of teachers and their students must be continuously assessed and improved up on. The author also suggest that the most effective programs take place as close to student learning as possible –in schools and class rooms. 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).

More clearly, according to Guskey and Huberman(1995),professional development program 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 other 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: trough technical assistance; CPD serves to provide practitioners with ongoing support and opportunities for problem solving and application of learning. What makes the early stage of implementation so complicated is that the problems encountered at this time are often multiple, pervasive and unanticipated (Miles and Louis,1990)

Networking facilitates change and reduces isolation. Educators need to be linked to both the local and longer learning community .The growth of any craft depends on shared practice and honest dialogue among the people who do it (Criag 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.

There is a wide spread consensus backed up by researchers about what effective CPD look like. The key features of good CPD are set out bellow by training and development for school (TDP, 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 sustained, as part of a deliberately planned process. It is planed with a clear vision 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 of the school.

Research shows that peoples 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 participants' 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 persons' existing expertise is properly taken into account.

- It is supported by coaching or mentoring from experienced colleagues. either from out side or from inside of the school. 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 as bases for discussion about the focus of CPD and its impact. Conducted in a collaborative and supportive manner observations of lessons can be particularly useful for identifying areas for development.
- It models effective teaching and learning strategies; example, 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 hall mark of effective CPD is an ethos in the school of life long 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, 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 out set as an integral part of the CPD.

To sum up 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 class room, covers a wide range of activities, both formal and informal. It integrates into the work of the teacher no into 'Bolton'. It is based on concrete ongoing overtime with assistance and support as required, teachers work with each other , planning lessons together , team teaching and undertaking a real research together , meet the needs of individual teacher , school and that of nations, identifies and use of excellent classroom practitioner ,recognizes the importance of informal system with in school and on the job resources, teachers learn more effectively trough 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.

2.6. Organizational Support for CPD Program

In order to make the CPD program effective, successful, interested and change oriented, it should be supported by concerned bodies. If there is sustainable support from concerned bodies, teachers' participation and involvement will increase. TESO (2003:9) supports this idea and included school leaders, supervisors and educational sectors at different levels who should work collaboratively in order to make teachers active participants of TDP.

Villegas-Reimers,(2003)also said 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 arrangements that support the role of teachers as a life long learners , new evaluation , accountability and promotion.

Smith and Gillispie (2004) reported that since CPD is a new experience for teachers they need support to overcome the natural reluctance to share 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.

From the researches done on CPD and quality of education and the literature about the issue like of the authors given above it is clear that the implementation of CPD can not be successful unless it is supported by concerned bodies like school principals. Thus there is corresponding need for professional support for teachers as the school becomes the fulcrum for reform.

Depending on the above mentioned ideas and other related literatures, the researcher tried to categorize the concerned bodies who give support for teachers during implementation of CPD in to the support given by principals and the support given by various professionals at different levels. These two divisions are discussed as follows:

A) Support from school principals

Markel(2004) in Adedeji and Olaniyan (2011:46) stated the support given by principal as it is the most crucial as follows:``

Looking at the condition of teachers in North America, presented a report from 39 surveys, which showed that working conditions have continuously played a large role in teacher decisions to migrate or leave the profession. Reasons for remaining in teaching or leaving are strongly related with how teachers view administrative support, available education resources, teacher input regarding decision making and school climate.

The symbolic leadership of school principal in our country; Ethiopia; also can not be underestimated as change agent. According to David (2006) the school leader needs to acquire appropriate knowledge and understanding to develop the necessary skill and attitude towards change, think his or 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, kind of skill 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 research focused up on all aspects of CPD including methodology and subject knowledge. The resource could be books, professional articles, electronic information sources, reports of action research and good practice from across the country. The school principal as she or he is a leader of the school she or he should be front liner to create good school environment for teachers CPD at school. The other most powerful and most accessible resource 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 resource at the school level.

Almost 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 relation ship were cordial.

CPD, as it is a professional learning, assumes effective leadership to create the motivation and commitment to change. Thus the school principal plays a significant role in convincing teachers in the school to conceptualize its importance, objectives and implementation of CPD.

B) Support from educational sectors at different levels

As the researcher has discussed so far principal of a school is a crucial person to reform a school by changing teachers' attitude and behavior trough teachers' CPD. However it is difficult if not impossible to make teachers participate in teachers' CPD only by principals' support. Thus, concerned bodies at different levels of educational sector from region to woreda/town and to the school should be coordinated. The local and regional level authorities have a number of supervisors and educational experts on their staff. It is the responsibility of these experienced professionals to give help and advice to teachers in schools and colleagues on matters to do with subject knowledge or teaching methodology.

Like wise MOE (2009) pointed out if the group who organize CPD does not have the necessary knowledge, expertise, or experience to help to bring about the acquired change then it can be helpful to ask for the help of an experienced and knowledgeable expert or expert team.

In education sector though efforts have been made to deepen decentralization at school level decision making, the regional educational 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 effort to have high quality CPD programs for teachers in their respective regions. They work in partner ship either 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 the supports given by REB:

- allocating the resources needed for CPD implementation,
- monitoring and evaluating the CPD program with in the region,
- raising awareness on CPD trough out the region.

The Regional Education Bureau ensures that all staffs are aware and capable of managing effectively and efficiently all aspects of CPD program of teachers possess modern and relevant professional knowledge and skills to support the program.

Regarding the woreda 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.

To sum up the supports that should be given for teachers during the life long process of CPD; Kevan Bleach (1999:38)-reported the distinguishing characteristics of an appropriately high level of support as:

- ❖ Fostering the professional development of teachers;
- ❖ A socially interactive and evolving mentoring relation ship;
- ❖ An emphasis on cooperatively achieved success;
- ❖ Opportunities for reflections part of learning process; and
- ❖ Professional development for supporters to enable them to help teachers be positive about the role of their feelings in learning.

2.7. General Overview of CPD in Ethiopia

The Practices of CPD in Ethiopia

With in a frame work of 1994 Educational Training Policy in Ethiopia (ETP) the Government of Ethiopia launched a series Education Sector Development Program (ESDP) in order to improve educational quality, relevance, efficiency, equality and access of education. To treat issues related to teachers' qualification and in service teacher education system overhaul (TESO) program was undertaken. On the bases of TESO report a through revision to modernize teacher education system we 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 governments' particular attention for in service training of teachers' continuous professional development of teachers is launched as one aspect of TDP in 2005. According to education training policy (ETP) (1994), government has a firm belief that CPD is important to help teachers to increase their effectiveness and discipline or weed out incompetent and unethical teachers.

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 the two year induction program intended for newly deployed teachers while the second component proper CPD is giving training for those who already in the system where each teacher is expected to complete a minimum of 60 hours per semester and the

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

The literature indicates that positive and clear policy environment and adequate support for growth are essential for creating and sustaining teachers' quality. (Mulkeen et. Al.2002; MOE 2002).

Different research had studied about specific aspects of CPD program in Ethiopia in different times. All the researchers confirmed that the program was at low status For example they have identified common problems which were witnessed by Dereje in Amare et. al. when explaining finding of an evaluative research on curriculum implementation .He pointed out those principal teachers and other key implementers did not get any orientation on the new curriculum and its implementation strategies. Supervision was not supportive. Ambisa in (Amare et. al. 2001) confirmed this in his study on graduate of Jimma Teachers' College as many of his respondents as 61 percent did not receive any of induction. Action research was not exercised in secondary schools.

The research review shows that CPD program was at low status in Ethiopia and the case is similar in Oromia. The review of related literature shows that CPD programs are very essential for teachers for teaching profession, to improve quality education and generally for the benefit of students and society as a whole. In spite of this fact, the status of CPD program in Ethiopia in the past years was not as effective as expected. The same situation is prevailed in Oromia region especially in west Arsi zone secondary and preparatory schools.

To sum up, the practice of CPD from 2005- 2008 in Ethiopia, recognizing that teachers were the key to school improvement Ethiopia developed program of in service CPD in 2005. A CPD guideline was developed for the induction of newly deployed teachers and for CPD priority programs. In 2008 Haromaya University made a research and found problems which hinder the implementations of CPD. As a result of this impact study and other studies the MoE commissioned a situational analysis which included a richer need analysis. The recommendations from the situational needs analysis and the TDP impact study were used as the basis for developing a new frame work for CPD. MoE understood the ineffectiveness of the cascade/top down approach/model of CPD from the national and international researches' findings and recommendations.

Eventually ''continuous professional development for primary and secondary school teachers, leaders and supervisors in Ethiopia –the frame work'' was adopted by MoE. This new frame work means that CPD is based more on schools and teachers it is more locally based. The over all aim of this frame work is to raise the achievement of students in all Ethiopian schools.

This frame work is supported by other documents produced at MoE level. These are practical toolkit; mentoring and portfolio. Some of them are discussed as follows:

Toolkit:

Toolkit explains how to apply the new CPD frame work for teachers in schools. It gives you the tools in the form of activities that will enable you to plan and implement CPD.

Portfolio –Portfolio is a collection of items, organized in file produced by a teacher to demonstrate his or her professional development (MoE, 2010:5)

According to MoE CPD portfolio should include the following:

- Individual CV,
- Individual CPD action plans,
- Evidence of all the CPD activities which have been undertaken by the individual teacher in the last two years,
- Feed back from mentors and facilitators,
- Teachers self –reflection on the progress,
- Annual appraisal reports,
- Example of examination results with an analysis,
- Examples of lesson plan with an evaluation.

The CPD cycle

"The CPD cycle is a carefully planned response to identified development needs."(MoE, 2009) MoE further explained the cycle as follows:

a) Analysis -CPD program is carried out to address the needs of individuals, groups or institution. The needs are identified by the process of needs analysis or review.

b) The CPD cycle plan –Once the development need has been identified a plan can be developed. Each institution must have a CPD plan which outlines the CPD priorities for the year. And each school teacher must take part in planned CPD activities for a minimum of sixty hours each year.

c) The CPD cycle do-practicing in CPD can include formal and informal sessions. E.g. Curriculum meeting, action research, peer observation and so on.

d) The CPD cycle evaluate-reviewing and evaluating the effectiveness of CPD is an essential part of the cycle. It is important to judge whether each CPD program is effective in helping students to become better learners.

2.8. Factors Affecting CPD

Segun Olugbenga Adedeji and Olanrewaju Olaniyan (2011:46) stated factors affecting teachers' CPD as '' The persistent high poverty, poor environment, low salaries, limited opportunities for professional development, social and geographical isolation, inter alias, have made rural schools unattractive for highly qualified and experienced teachers.'' From this author's discussion the main problem of teachers to implement their training can be summarized as: heavy teaching loads, lack of adequate materials, financial problems, lack of commitment and lack of sufficient skills. From this it is clear that good quality CPD provision should give emphasis for time, finance, training, and others for teachers.

Findings of researches also depict that there are a number of factors that facilitate or inhibit CPD of teachers. Some of these factors are school culture, time, financial resources, leader ship styles, teachers attendance, job variety, autonomy, participation,

collegial support, experiences and individual and organizational needs (Marczely, 1996; Villagas Reimers, 2003: 133; Nixon,1989: 10-13).

In many literatures, school context is highlighted as a major factor encompassing a number of in school factors such as school culture, financial issues, human resources and time (Marczely, 1996:76; Katzenmeyer and Moller, 1996:71).Thus it seems reasonable to deal with some of these factors briefly.

2.8.1. School Culture

School culture is one of the most complex and important factor in education. School culture describes,'' How things are and act as screen or lens through which the world is viewed.''(Hargreaves, 199). So from this one can say that a school culture is shaped by its history, context and people in it. Culture can be perceived as a glue that holds every one together (Schein, 1985; Deal and Peterson, 1999)

To become professional communities in which teachers' CPD can be ensured, schools have to develop school culture that promote collegiality and individuality (Hargreaves, 1994). Hence, school leaders have to create an environment in which teachers act collaboratively and independently so that teachers implement their CPD in the suitable school environment.

School must emphasis on developing collaborative school culture for it affects the effectiveness of CPD program highly. Collaborative school culture is characterized by developing norms of collegiality, openness and trust, providing opportunity for teachers' learning content in context, preparing teachers to become leaders, creating and supporting networks, resourcing to meet a range of needs, viewing teachers as professionals , and

participating teachers in decision making (Bush,1999; Rhodes, C. et. al., 2004; Lieberman, 1996; MOE, 2009a: 28)

In most cases the role of school principals to develop school culture which is conducive for teacher CPD is paramount. The school principals have to be facilitators of TDP. In order to be effective in performing what is expected of them, in relation to CPD they have to develop skill of collaboration and learn to empower teachers.

Consequently, in order to make CPD successful, conducive school culture should be created by concerned bodies. E.g. School leader

2.8.2. Time

In the absence of sufficient and formally allocated time in the school teachers can do nothing about CPD and they cannot deal with their mentor, coacher and facilitator. Thus time can be considered as one the initial factor that influences the implementation of CPD.

Many researchers supported the above idea as '' The greatest challenge in implementing effective CPD is lack of time.''(Wan and Lam,2010;Katzenmuer, 1996;Villagas-Reimers,2003;Little,1992).

In allotting time for CPD different countries have different experiences. For instance, in China, Germany and Japan teachers have significant amount of time to engage in CPD. Teachers engage 30 to40 percent of their day out of the classroom in performing CPD activities (Villagas-Reimers, 2003).

In Ethiopia's context document prepared by MOE indicates that it is mandatory for teachers to engage in CPD program using CPD days. The days allotted only for CPD

program and the time to be covered in this days are sixty hours in a year (MOE, 2009a:26) Thus as compared to the other countries the allotted time for CPD seems to be very short in Ethiopia.

2.8.3. Financial Resource

It is clear that money is a life blood for any activity inside or out side an organization for individual or group to implement the activity. Hence it is unquestionable that money is necessary for the implementation of teachers' CPD.

(UNESCO, 2005a) supported this idea as-A key to effective adult literacy program is to have motivated learners and instructors with sufficient incentives to do their job well. Additionally UNESCO suggested that sufficient teacher salaries are essential to provide teachers with a reasonable standard of living, work professionalism and job satisfaction.

From the above ideas one can deduce that it would be absolutely necessary to provide fertile soil for quality teachers with quality teaching for quality learning to grow and bear fruit in schools.

On the contrary, the experiences of different countries show that one of the major factors inhibiting the implementation of professional development is insufficiency of fund. Even in developed countries like China, and Taiwan, researches found that the funds allocated for teachers CPD is quite low (Bush, 1999; Wan and Lam, 2010).

Generally, like many aspects of education, there exists no empirically tested model of CPD that has been proven to be effective across all settings.

Inevitably, there are significant factors which influence the organization of CPD in each region and these must be addressed contextually. Nevertheless imaginative and constructive strategies can be developed to alleviate these problems if commitment and problem solving process are applied effectively.

CHAPTER THREE

3.1. Research Design and Methodology

The main objective of this research is to investigate the practices and challenges of teachers' CPD in West Arsi Zone Oromia regional state. In this chapter description of the study area, population of the research, sample and sampling technique, source of data, instruments of data collection, methods of data analysis, procedure of data collection, validity and reliability of the research instruments, and variables studied were included.

3.1.1. Description of the Study Area

West Arsi Zone/Sheshemene/ is found in the south direction of Addis Ababa between Ziway and Awasa. It is about 232 kilometers from Addis Ababa.

In this zone there are 13 Woredas, 13 secondary schools (9-10), 6 secondary and preparatory schools (9-12) and 5 preparatory schools (11-12) and generally there are 24 secondary and preparatory schools. This research was done in two secondary schools, two preparatory schools and two secondary and preparatory schools from the selected four woredas of West Arsi Zone in 2004 E. C.

3.1.2. Methods of the Study

This research examined the problems and the practices of teachers' CPD in West Arsi Zone Oromia regional state. In order to interpret data from different sources it used both quantitative and qualitative research methods. These methods were selected because it is believed that both methods are useful in order to get numerical data and data which can not be expressed in number like observation of class room activities. There fore,

descriptive survey approach, observation and document analysis were found suitable for the study.

3.1.3. Population of the Study

The subjects of this study were woreda teachers' development work officers and/or owners, supervisors, principals, and teachers. These leaders and teachers are selected since we could get detail information from them for the success of the research.

3.1.4. Sample and Sampling Techniques

In order to deal with this research the researcher selected purposive and random sampling techniques. Purposive sampling is used in order to get access information from stake holders of TDP who are already familiar with the program and who have more experience. In addition purposive sampling helps to select woredas and schools which are easy for transport and used to save budget. Cohn (1994: 89) explains purposive method as, "In purposive sampling, researchers handpick the case to be included in the sample on the bases of their judgment of their typicality. In this way, they build up a sample that is satisfactory to their specific needs."

As explained above, researchers use purposive sampling when they need to select people who can give genuine information depending on their objectives.

Best and Cohn (2006,19) say "Purposive sampling allows the researcher to select those participants who will provide the richest information, those who are the most interesting and those who manifest the characteristics of most interest to the researcher." As said above purposive sampling helps to gather information from participants who are the stake holders of the issue under the study and who can provide a lot of information and hence

The researcher used purposive sampling method mostly and sample random sampling technique which employs lottery method.

Generally, the researcher used the techniques as follows:

In West Arsi Zone there are 13 woredas. From these four woredas were selected purposively since they are nearer to the researcher and to the road so that it becomes easy for transport and requires fewer budgets.

In these selected four woredas there are 11 secondary and preparatory schools. From these six governmental secondary and preparatory schools was selected using lottery sampling method. Consequently, two secondary schools: Degaga secondary school and shala secondary school; two preparatory schools: Arsi Negele Preparatory school and sheshemene preparatory school and two secondary and preparatory schools: Kofale secondary and preparatory school and Gadab Asasa secondary and preparatory schools. These schools were selected using lottery sampling method to give equal chance.

In addition, since they are nearer to the researchers' previous workplace there was no any hazard for the researcher.

The sampling technique of teachers, woreda experts, supervisors and principals were discussed in detail as follows:

a. *Sampling of teachers*: first the teachers were divided in to two(experienced and newly deployed teachers)using stratified sampling method. Then lottery sampling method was used to give equal chance. i.e. fourteen teachers who have more experience and six teachers who have less experience. This was because it was assumed that teachers who have better experience give detail information about the

issue and teachers who have less experience give information about induction courses.

b. *Sampling of woreda experts of teachers development work officers and/or owners*

There are six experts of teachers' development program in each woreda. From these two experts were selected from each woreda using lottery sampling method to give equal and independent chance for the respondents.

c. *Sampling of supervisors*

As we know there is only one supervisor for secondary schools of a woreda so that the researcher selected all the supervisors from the four selected woredas since they were few in number.

d. *Sampling of Principals*

Two principals: the principal and the academic vice principal are selected from each school. As we know the number of principals depends on the number of students which makes the number of principals in different schools different. But for the purpose of the research the researcher purposively selected only the principal and the academic vise principal to get detail information about the practices and challenges.

Table 1-Summary of target population and sample size

No	Respondents' category	Target population size	Planed sample size in number and percent respectively	Sampling technique used
1	Teachers development work officers and/or owners	4x5=20	8,(33%)	Lottery method
2	supervisors	4x1=4	4, (100%)	
3	principals	6x3=18	12,(67%)	purposive
4	teachers	410	120, (29%)	Stratified and then lottery method
	total	452	146,(32%)	

3.1.5. Sources of Data

To carry out this research data were collected from different sources using both primary and secondary sources. These data sources have different advantages and Cohn (1994; 50) explained the characteristics and advantages of primary and secondary data sources as follows:

> *Primary data are those items that have had a direct physical relationship with the events being reconstructed. This category would include not only the written and oral testimony provided by actual participants in or witnesses of, an event, but also the participants them selves. Documents considered as primary sources include manuscripts, characters, laws, archives of official minutes or records, files, letters, recordings and research reports. All these are intentionally or unintentionally, capable of transmitting a first hand account of an event and are therefore considered as primary sources of data.*

In this case woreda experts, supervisors, principals, and teachers of CPD trainers and/ or trainees were used as primary sources.

Secondary sources of data:

Documents pertaining to CPD such as teachers' portfolio, policy documents and relevant related literatures were utilized as secondary sources of data to substantiate the primary sources.

3.1.6. Instruments of Data Collection

Instruments used for the collection of data were of four types. These were: questionnaire, interview, document analyses and observation because it was thought that using two or more instruments fill the gap which may be created by using less than two instruments.

Questionnaire: this instrument is believed to gather information from a wide population at once.

Wilkison and Bhandarkar (1990; 197) explained the advantage of this instrument as "The signal advantage of the questionnaire method is it affords great facilities collecting data from large diverse and widely scattered groups of people..."

In this research in order to get wide and detail information both closed and open questionnaires were used.

Best and Kahn (2006; 314) said," For certain types of information the closed form of questionnaire is entirely satisfactory. It is easy to fill out, takes little time for the respondents on the subjects, is relatively objective, and is fairly easy to tabulate and analyze"

From this we can understand that closed questionnaire is easy to use, saves time and it is objective in nature.

Generally, in order to achieve the objective of this research the researcher used closed questionnaire when open questionnaire is not suitable.

For closed questionnaire likert scale was used and open questionnaire were used to identify the attitude and idea of people deeply.

Interview: such kinds of instruments are helpful to get information which is very crucial to the objectives of the study and to support the information gained through the questionnaire.

Interview is useful in qualitative research, good to assess peoples perception, of situations, in constructing reality and in understanding others.

As we can understand from the explanation interview is preferable for qualitative research and to comprehend people's attitude, feelings, and hidden sense in detail.

Document analyses -It is very difficult if not impossible to get all information which is necessary for TDP by using only questionnaire and interview. So examining and identifying written documents about the activities, implementations and evaluations like portfolio is advisable. In addition it is necessary to examine certificate, records of meetings, rules, reports, personal records of teachers and so on.

Observation-CPD contains active learning, continuous assessment and teaching methodology of the teachers. So, observing the class room interaction makes the data collected by other instruments more effective.

Generally, using the four instruments at the same time helped to get genuine, wide and full information about the prevailing practices and challenges to teachers' CPD in schools.

3.1.7. Procedure of Data Collection

In order to make the process of data collection successful two main activities were carried out .The first one was finding related literature from different sources such as books and internet which leads the process of data collection to scientific ways. The second one was pilot test. In order to do this first, questionnaire and interview which were useful for the success of the research were prepared. After the questionnaire and interview were checked by the advisor they were pilot tested in order to give answer to the questions and identify barriers which block the understanding of the respondents. For the pilot study of the research teachers, principals and supervisor of yekatit 12 preparatory schools were selected purposively since the school is nearer to the university.

In order to make the information relevant to the objective of the study two principals, one supervisor three TDP trainers or trainees and totally six respondents were selected and requested. The questions were printed after the barriers were corrected. By explaining the objectives of the study face to face and exchanging the mobile number with the respondents, the question papers were distributed. This was done in order to get each question paper back with out any loss. Whether adequate answer was given to the questions by respondents or not was checked soon the question were collected. If there were incomplete responses or questions because of understanding, it was corrected at the time.

3.1.8. Validity and Reliability of the Research Instruments

All the four types of instruments were distributed to the graduate students in the department of educational planning and management, college of education, Addis Ababa University for their critical evaluation and suggestions for improvement. This was hopped to establish validity of the instruments. The instruments thus improved were presented to the research advisor for final say. There after the instruments are distributed to one of the preparatory schools found in Addis Ababa. The pilot test was also helped to further refine and improve the content validity of the instrument. Test retest reliability was employed by administering the questionnaire to the same group of respondents with in two weeks time. The results of the first and the second administration were entered in to SPSS computer software to check the reliability coefficients using Spearman Broun formula. Items with negative values were omitted from the final version of the questionnaire.

3.1.9. Method of Data Analysis

The researcher planned to collect information using questionnaire, interview, observation, and document analyses from woreda experts, supervisors, principals, and teachers.

First the information gathered was organized carefully. Information which was not related to the main objectives of the research was cancelled immediately. The information was identified according to their similarities and differences. Then the information was organized in words, numbers and tables. After that, information of interview, open questionnaire, observation and document analyses were interpreted qualitatively and information of closed questions were interpreted using quantitative approach such as frequency percentage, mean, weighted mean, and t-test. In addition to simplify data analysis by saving time and energy the researcher combined strongly agree and agree into one and strongly disagree and disagree into one.

Barbour (2008,151) said ,"Mixing methods also often employed in order to compensate for the perceived short coming of stand alone methods with the aim of either providing a more complete picture of enhancing coverage." As one can understand from this idea mixed method is useful to solve the challenges which may face by using one method.

3.2. Variables Studied

3.2.1. Independent Variables

Independent variables studied were: age, sex, qualification, work experience (experienced teachers and NDTs), school type (secondary schools, preparatory schools and secondary and preparatory schools), and school location (urban schools).

3.2.2. Dependent Variables

Dependent variables studied were:

a) practices(good practices, poor practices or fair practices)

b) mean score on the Likert type scale

c) practical challenges observed such as:

- degree of support for teachers training, materials provision, time, budget allocation motivation and so on
- Teachers' attitudes etc.

d) Effectiveness or importance

CHAPTER FOUR

4. Presentation, Analysis and Interpretation of Data

This chapter deals with presentation, interpretation and analysis of data collected through questionnaire, interview, document analysis and observation to address the basic questions asked at the very beginning of the study. All the data gathered through questionnaires were first presented in table and the various statistical tools were used for analysis. The data collected through interview, document analysis and observation were qualitatively described in order to give appropriate response for the basic questions set in the study.

A total of 132 questionnaires were distributed from which 12 were for leading staff and 120 were for teaching staff. Out of the total number of distributed questionnaires 11 from leading staff and 116 from teaching staff filled and returned. Thus the total rate of return was 127(96.2%). It was this figure that would be considered as total respondents in the analysis part of the study.

In addition, interview was conducted with four supervisors and eight teachers' development work officers and /or owners. Totally 139 respondents took part in this study.

More detail characteristics of the respondents in terms of sex, age, qualification, work experience, position in career ladder and teaching load in period per week were discussed below.

4.1. Biographical Data

Table 2: Description of Respondents by Sex and Age

No.	variable	respondents				total	
		T.S.		L.S.		No.	%
		No.	%	No.	%		
1-sex	male	102	88	11	100	113	89
	female	14	12	0	0	14	11
	total	116	100	11	100	127	100
2-age	20-25	36	31	0	0	36	28.3
	26-30	31	26.7	2	18.2	33	26
	31-35	20	17.2	4	36.4	24	18.9
	36-40	10	8.6	5	45.5	15	11.8
	41-45	11	9.5	0	0	11	8.7
	46-50	5	4.3	0	0	5	3.9
	50 and above	3	2.6	0	0	3	2.4

Note- T.S=teaching staff, L.S.= leading staff

The above table indicates only 12% of the teaching staff were female while the majority 88% were male. Concerning the leading staff all of them were male. This implies that CPD did not play a great role to bring up female students to the management position. The age distribution of the participants indicate 20-25 years(31%) , 26-30years (26.7%) , 31-35years(8.6%), 41-45 years (9.5%), 46-50years (4.3%) ,and those older than 50years (2.6%).The majority were therefore less than 40 years old.

Table 3: Characteristics of Respondents by Qualification and year of Service

No.	description	T.S.		L.S.		Total	
		No.	%	No.	%	No.	%
1-qualification	diploma	0	0	0	0	0	0
	BA/BSc	114	98.3	10	91.0	124	97.6
	MA/MSc	2	1.7	1	9	3	2.4
	total	116	100	11	100	127	100
Teaching experience	1-2	21	18.1	0	0	21	16.5
	3-8	23	19.8	0	0	23	18.1
	9-14	33	28.4	2	18.2	35	27.6
	15-20	16	13.8	6	54.5	22	17.3
	21-26	15	13	3	27.3	18	14.2
	27 and above	8	6.9	0	0	8	6.3
	total	116	100	11	100	127	100

Note-T.S.= Teaching Staff, L.S.= Leading staff

Of the participants all of them meet the minimum qualification for secondary schools .i.e. 98.3%of the teaching staff were BA/BSc 1.7%were MA/MSc and 91%of the leading staff were BA/BSc and 9% MA/MSc .Of the participants most of them have teaching experience greater than two years .i.e. the teaching staff who have 1-2 teaching experience were (18.1%), 3-8teaching experience (19.8%), 21-26 teaching

Experience (13%), and above 27 teaching experience (6.9).Concerning leading staff most of them have teaching experience above 10 years. This indicates that there were excess mentors and/or facilitators for CPD occupying leadership positions.

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

No. variables	category	T.S.		L.S.		Total	
		No.	%	No.	%	No.	%
Position in career ladder	Beginning teacher	22	19	0	0	22	17.3
	Junior teacher	21	18.1	1	9	22	17.3
	teacher	34	29.3	3	27.8	37	29.1
	Senior teacher	15	12.9	5	45.5	20	15.7
	Associate teacher	16	13.8	2	18.2	18	14.1
	Lead teacher	8	6.9	0	0	8	6.3
Work load per week	16-20	45	38.8	0	0	45	38.8
	21-25	41	35.3	0	0	41	35.3
	26-30	30	25.9	0	0	30	25.9
	Above 30	0	0	0	0	0	0
	total	116	100	0	0	116	100

Note that: T.S. Teaching staff, L.S. Leading staff

The data in table 4 confirmed that (19%) of teachers were beginning teachers while senior teachers accounted for (18.1%).The sampled secondary and preparatory schools were rich in having experienced teachers. To vividly indicate this, (29.3), (12.9%), (13.8%), (6.9%) were teachers, senior teachers, associate teachers and lead teachers

respectively. This shows that the secondary schools were at a good standard to perform activities of teaching leaning process in general and to carry out teachers CPD in particular. Table 4 also revealed that 74% of the leading staffs were above the senior teacher position in career ladder.

Further more, table 4 also depicts the characteristics of respondents by teaching work load per week in periods. As shown in the table the workload of 16-20 periods (38.8%), 21-25work load (35.3%), 26-30 (25.9%) and there was no respondent who teaches above 30 periods. Most of the teachers (61%) have teaching load above 20 periods per week .More over teachers from all the sampled schools were working both in morning and afternoon shifts. This might congested their time. Regarding leading staff they had no teaching work load. This reveals that the school leaders had ample time to facilitate and guide the CPD program in secondary and/ or preparatory schools to create conducive environment.

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

4.2.1. Over all Practices of CPD in the Schools

Table 5a: Practices of CPD

NO	Items	respondents	Rating scale												mean
			S.A.		A.		UN.		DS.		S.D.				
			No.	%	No.	%	No.	%	No.	%	No.	%			
1	Training was given on different issues	T.S	5	45.5	3	27.3	2	18.9	1	9.1	0	0			4.09
		L.S	3	2.9	61	52.6	24	20.7	23	19.8	5	4.3			3.32
2	Area of interest was selected by all teachers	T.S	6	54.5	4	36.4	1	9.1	0	0	0	0			4.45
		L.S	41	35.3	50	43.1	20	17.2	5	4.3	0	0			4.09
3	CPD was planed by teachers and the school	T.S	8	72.7	2	18.2	1	9.1	0	0	0	0			4.6
		L.S	66	56.9	47	40.5	3	2.6	0	0	0	0			4.54
4	CPD is implemented by the school	T.S	1	9.1	1	9.1	3	27.8	6	54.5	0	0			2.72
		L.S	4	3.4	15	12.9	38	32.8	48	41.4	11	9.5			2.68
5	Teachers were supported by concerned body	T.S	5	45.5	3	27.3	2	18.9	1	9.1	0	0			4.09
		L.S	3	2.6	60	51.7	24	20.7	25	21.6	4	3.4			3.27
6	CPD program was monitored or supervised	T.S	0	0	2	18.9	5	45.5	3	27.3	1	9.1			2.72
		L.S	2	1.7	25	21.6	36	31	51	44	2	1.7			2.96
7	Teachers' portfolio was filed	T.S	6	54.5	4	36.4	1	9.1	0	0	0	0			4.45
		L.S	21	18.1	45	38.8	23	19.8	11	9.5	5	4.3			3.56
8	Activities of CPD were directly related to performance appraisal	T.S	5	45.5	3	27.3	2	18.9	1		0	0			4.09
		L.S	45	38.8	26	22.4	18	15.5	11	9.5	5	4.3			3.7
9	CPD contributed to teachers' career structure	T.S	2	18.9	2	18.9	3	27.3	4	36.4	0	0			3.18
		L.S	11	9.5	5	4.3	10	8.6	60	51.7	30	25.9			2.19
10	Teachers were licensed	T.S	1	9.1	2	18.9	4	36.4	1	36.4	0	0			3.00
		L.S	2	1.7	4	3.4	11	9.5	61	52.6	38	32.8			1.88
11	Teachers were motivated or rewarded	T.S	2	18.9	1	9.1	5	45.5	3	27.3	0	0			3.18
		L.S	6	5.2	15	12.9	38	32.8	31	26.7	26	22.4			2.46

Note that: L.S. Leading staff ,T.S. Teaching staff, S.A. Strongly agree, A. Agree, UN. undecided, DS. Disagree and S.D. Strongly disagree

The results of teachers' agreement on the practice of CPD program in their school (secondary and/or preparatory school) was summarized in table one above. For discussion purposes, strongly agree and agree were grouped together, as were strongly disagree and disagree since their rating scale was almost similar. According to table 4, the teaching staff and the leading staff said that training was given in the school, area of interest was selected, CPD was planned and the activities are filed into portfolio. On the contrary, the respondents argued that implementation of CPD was not consistent, CPD program was not monitored/supported, CPD program and career ladder were not strongly related, teachers were not licensed and they were not rewarded / motivated for the

consequence of CPD as expected. This is statistically shown by mean and percent as shown in the above table. As indicated by mean most of the teaching staff and the leading staff agreed that training was given, area of interest was selected, CPD was planned and portfolio was kept. On the contrary, most of the respondents disagreed about the implementation of CPD as planned, support given during implementation, about the relation ship between CPD and career structure and about license. The percent also showed the same argument as follows: more than 50% of the teaching staff agreed that training was given on different issues of CPD, about 53% said that area of interest was selected, 56.9% said that CPD was planned and 38.8% said that activities were filed into their portfolio. On the other hand, more than 41.4 of the respondents said that implementation of CPD was not consistent, 44% of the respondents said that CPD was not monitored or supported, 51.7% said that CPD was not strongly related to career structure, 52% said that the teachers were not licensed for their career and finally 44 % of the respondents reported that teachers were not motivated /rewarded for their results and CPD was not related to incentives teachers get.

On the part of leading staff their response was almost similar with that of the teaching staff except that they argued that the support was given to teachers. For instance, more than 45.5% of the leading staff said that teachers were supported by concerned body. This question (dialogue) was supported (negotiated) by the idea obtained from the interview. The idea from the interview revealed that the support given to teachers during and after implementation of CPD was not consistent and not as intended.

4.2.2. Activities or Components of CPD

As clearly depicted in the literature part, the implementation of CPD is realized if the activities and components are usually updated with the dynamic world. Accordingly, a set of questions were asked to leading staff and teaching staff to identify whether the activities and components of CPD are updated. Their responses to the questions were presented in table 5 below.

Table 6: The Activities and /or Components of CPD Program

No.	item	Res.	options				total	
			yes		no			
			No.	%	No.	%	No.	%
1	The activities in my school are very interesting	T.S.	62	53.4	54	46.6	116	91.3
		L.S.	7	63.6	4	36.5	11	8.7
		T.	69	54.3	58	45.7	127	100
2	The activities are related to the content teachers teach.	T.S.	61	52.6	55	47.4	116	91.3
		L.S.	6	54.5	5	43.5	11	8.7
		T.	67		60		127	100
3	The activities are about active learning methods	T.S.	64	55.2	52	44.8	116	91.3
		L.S.	7	63.6	4	36.4	11	8.7
		T.	71		56		127	100
4	The activities are about continuous assessment	T.S	72	62.1	44	37.9	116	91.3
		L.S.	8	82.7	3	27.8	11	8.7
		T.	80		47		127	100
5	The activities are about self reflection	T.S.	66	56.9	50	43.1	116	91.3
		LS.	7	63.6	4	36.5	11	8.7
		T.	73		54		127	100
6	The activities are about self reflection through action research.	T.S.	81	69.8	35	30.2	116	91.3
		L.S.	8	72.7	3	27.8	11	8.7
		T.	89		38		127	100
7	The activities are usually updated	T.S.	45	38.8	71	61.2	116	91.3
		L.S.	6	54.5	5	45.5	11	8.7
		T.	51		76		127	100
8	Copies of the activities are put into portfolio	T.S.	71	61.2	45	38.8	116	91.3
		L.S.	7	63.6	4	36.4	11	8.7
		T.	78		49		127	100
9	The activities are prepared depending on the context of the school	T.S.	72	62.1	44	38	116	91.3
		L.S.	7	63.6	4	36.6	11	8.7
		T.	79		48		127	100
10	The activities are about doing and using action research.	T.S.	81	69.8	35	30.1	116	91.3
		L.S.	8	72.7	3	32.3	11	8.7
		T.	89		38		127	100
11	The activities are about doing and using instructional materials	T.S	61	52.6	55	47.4	116	91.3
		L.S.	6	54.5	5	45.5	11	8.7
		T.	67		60		127	100

L.S.=Leading staff ,T.S.=Teaching staff

The results of teachers' perceptions, of the activities which were included in teaching learning process were summarized in table 5 above. According to table 5, the teachers found most of the activities available in their secondary schools. More specifically more than 60% of the teaching staff and leading staff said that CPD activities are interesting, more than 55% of the respondents said that the activities are related to the content of the course teachers teach, more than 70% of the respondents responded that the activities are about active learning, continuous assessment, action research, instructional materials, the activities are put into portfolio, and the activities are context based. However, few respondents reported that the activities were not related to the learning teaching process. To specify it ; 46% of the respondents said that the activities were not interesting, about 45% of them said that the activities were not related to the content of the course teachers teach and about 30% said that the CPD activities were not about action research, not about active learning, not about continuous assessment and not about instructional materials. To crosscheck the responses from the questionnaires it was supported by the information received from observation of the classroom.

As the data collected from the classroom observation showed most of the teachers did not use active learning such as asking and answering questions, discussion in pairs and groups, solving problems and so on. In addition, use of instructional materials, the relation ship between teachers and students and classroom management and continuous assessment are at barley satisfactory level. To cross check the responses from different subjects the respondents were also interviewed why they do not use active learning and almost all of them answered that they could not use active learning because of large class size

4.2.3. Organization of the Activities of CPD

Table 7: The Organization of CPD Activities and/ or Components in the Schools

No.	Items	Res	Rating scale										
			V.H.		H		M		L		V.L.		X
			No	%	No	%	No	%	No	%	No	%	
1	Training	T.S.	3	2.9	24	20.7	61	52.6	23	19.8	5	4.3	2.97
		L.S.	0	0	1	9.1	5	45.5	3	27.3	2	18.9	2.45
2	Group or collaborative work	T.S.	5	4.3	10	8.6	60	51.7	30	25.9	11	9.5	2.72
		L.S.	2	18.9	3	27.3	4	36.4	2	18.9	0	0	3.45
3	Action research	T.S.	15	12.9	21	18	45	38.8	23	19.8	12	10.3	3.03
		L.S.	1	9.1	5	45.5	3	27.3	2	18.9	0	0	3.6
4	Active learning	T.S.	6	5.2	38	32.8	31	26.7	26	22.4	15	12.9	2.95
		L.S.	1	9.1	4	36	3	27.3	2	18.9	1	9.1	3.18
5	Teaching aids	T.S.	11	9.5	21	18.1	45	38.8	23	19.8	5	4.3	2.89
		L.S.	1	9.1	5	45.5	3	27.3	1	9.1	1	9.1	3.6
6	Facilitating resource materials	T.S.	3	2.6	24	20.7	60	51.7	25	21.6	4	3.4	2.97
		L.S.	5	45.5	3	27.3	2	18.9	1	9.1	0	0	4.3
7	Time for implementation	T.S.	2	1.7	4	3.4	61	52.6	11	9.5	38	32.8	2.3
		L.S	1	9.1	1	9.1	4	36.4	3	27.3	2	18.9	2.8
8	Finance/ budget	T.S.	6	5.2	15	12.9	26	22.4	38	32.8	31	26.7	2.37
		L.S.	0	0	1	9.1	5	45.5	3	27.3	2	18.9	2.45
9	Monitoring activities	T.S.	15	12.9	26	22.4	38	32.8	31	27.3	6	5.2	3.11
		L.S.	1	9.1	1	9.1	4	36.4	3	27.3	2	18.9	2.6
10	facilities	T.S.	2	1.5	38	32.8	61	52.6	11	9.5	4	3.4	2.93
		L.S.	0	0	5	45.5	3	27.3	2	18.9	1	9.1	3.3
11	portfolio	T.S.	3	2.6	60	51.7	25	21.6	24	20.7	4	3.4	3.29
		L.S.	0	0	1	9.1	5	45.5	3	27.3	2	18.9	2.6
	Weighted mean												3.09

Note- Res. respondents, V.H. very high, H high, M medium, L low, V.L. very low, T.S. Teaching Staff, L.S. leading staff

N.B. The mean scores were interpreted as : >3.5 high, 2.5-3.5 medium, and <2.5 less

Level of significance 0.05; degree of freedom 125; critical value 1.96

The above table depicted the organization or coordination of activities and/or components of CPD in secondary and preparatory schools. Teacher and leader respondents were asked to rate the level of coordination / organization of CPD activities or components. Of

the total teacher respondents 61(52%) and 23(19.8 %)reported that the organization or coordination of CPD training in secondary schools was at medium and low levels respectively; and in the same way 51% and 25% of them replied that the group or collaborative work between teachers was at medium and low levels respectively. In addition the respondents reported that the coordination of action research (38.8%) the coordination of active leaning (27%), the coordination to deal with instructional materials (38.8%) said that it is at medium and low levels respectively. The majority of the respondents 60(51.6%) , 61(52.6%), 38(32.8%) indicated that the coordination of facilitating materials for CPD, scheduling formal time for implementation and allocating adequate budget for CPD was at low levels. Where as, most of the teaching staff and leading staff indicated that the organization of portfolio and monitoring the activities were at high level. About 1 in 5 of the respondents gave very high and high level for general organization and/or coordination of CPD activities and or components in secondary and preparatory schools. Most of the leading staff respondents indicated that the organization /coordination of CPD in schools were at high and some of them reported that the organization of CPD was at medium level and low levels. More specifically: group or collaborative work(27.3%), action research (45.5),active learning(36%), instructional materials(45.5%) are organized at high level and training (36%),time for implementation (36.6%) and finance or budget (45.5%)were at medium level of coordination. As indicated in the above table the weighted mean (3.09) also revealed that the organization of CPD activities in secondary schools was at medium level.

4.2.4. Significance and/or Importance of CPD

The overall objective of CPD program is to improve quality of education in Ethiopian education system via developing teachers' competence. In line with this questions were presented to teachers and leaders to investigate the effects of CPD on their daily activities, and their responses on each item were rated. For this section the data were collected from leading staff and teaching staff using likert scales. To make it easy for data analysis the questions were summarized into seven questions according to their relations.

Table 8: Significance and/ or Importance of CPD

No.	Effects of CPD	Res.	Rating scale										x
			S.A.		A.		UN.		D.		S.D.		
			No.	%	No	%	No	%	No	%	No	%	
1	Improvement in classroom management and lesson plan	T.S.	2	11.7	4	3.4	12	10.3	38	32.8	62	53.4	1.7
		L.S.	0	0	1	9.1	2	18.9	3	27.3	5	45.5	2.0
2	Changed evaluation method into continuous assessment and improved problem solving capacity	T.S.	7	6	5	4.3	5	4.3	30	25.9	69	54.3	1.8
		L.S.	1	9.1	1	9.1	2	18.9	3	27.3	4	36	2.4
3	Improved interest in profession by making teachers updated	T.S.	2	1.7	4	3.4	11	9.5	61	52.8	38	32.8	1.88
		L.S.	0	0	1	9.1	2	18.9	3	27.3	5	45.5	2.0
4	Promoted teachers knowledge and sense of collegiality	T.S.	10	8.6	5	4.3	11	9.5	30	25.9	60	51	1.9
		L.S.	1	9.1	1	9.1	2	18.9	4	36	3	27.3	2.5
5	Improved teachers' creativity and competition	T.S.	2	1.7	4	3.4	11	9.5	61	52.6	38	32.8	1.8
		L.S.	0	0	1	9.1	2	18.9	3	27.3	5	45	2.0
6	Improved teacher student relationship and teachers professional ethics	T.S.	5	4.3	11	9.5	18	15.5	26	22.4	15	38.8	1.9
		L.S.	1	9.1	1	9.1	2	18.9	3	27.3	1	36	2.4
7	Created transparency and conducive environment in the school	T.S.	12	10.3	15	12.9	21	18.1	15	38.8	23	19.8	2.54
		L.S.	0	0	1	9.1	2	18.9	3	27.3	5	45.5	1.9

Res. respondents, S.A. Strongly agree, A agree, UN. undecided, DS disagree, S.D. strongly disagree

As portrayed in table 7 above, most of the respondents disagreed that CPD improved the skill, knowledge and methodology of teaching learning process. The result as shown in

the table above. 62(53.4%). 69(54.4%). 60(51.7%) disagreed that CPD improved classroom management, method of assessment and the extent of doing action research respectively. Regarding item 4 and 5 most of them: 60(51.7%) and 38(32.8%) disagreed that CPD created sense of collegiality and improved sense of creativity and competition.

Significant number 45(38.8%) of the total teaching staff disagreed that CPD improved teacher student relationships and teachers professional ethics.

Similarly, 45(38.8%) of the teaching staff indicated that CPD did not improve transparency between the staff members and did not create conducive environment in the schools. In the same way leading staff were also asked whether CPD contributed to school reform and most of them or above 81% reported that the contribution of CPD to improve classroom interaction, teachers' competence and to create conducive school environment is at medium level. The mean scores also show similar result with percentage as discussed above. As the researcher understood from the information received from interview, open ended questions, class room observation and document analysis there was improvement even though it was not satisfactory.

4.2.5. Support Given to Teachers

Questionnaires were distributed to leading staff and teaching staff to identify the extent to which support was given to them by concerned bodies. The respondents filled the questionnaire and the data were presented in the table below.

Table 9: Support Given to Teachers During Implementation of CPD by Concerned Bodies

No.	Sub-topic	Res.	Rating scale										x	t	p
			V.H.		H.		M.		L.		V.L.				
			No.	%	No.	%	No.	%	No.	%	No.	%			
1	Training on time and material supply	L.S.	3	27.3	2	18.4	4	36	1	9.1	1	9.1	3.45	0.25	0.81
		T.S.	26	22.4	38	32.8	31	27.3	15	12.9	6	5.2	3.5		
2	Financial support and facilities	L.S.	0	0	1	9.1	2	18.9	5	45.5	3	27.3	2.09	1.23	0.22
		T.S.	3	2.6	4	20.7	60	51.7	25	21.6	24	20.7	2.4		
3	Net work with other staff and supervision	L.S.	0	0	1	9.1	2	18.9	5	45.5	3	27.3	2.09	1.48	0.14
		T.S.	0	0	4	3.4	55	47.4	45	38.8	11	9.5	2.4		
4	Creating conducive environment as well as technical support	L.S.	0	0	1	9.1	5	45.5	3	27.3	2	18.9	2.45	-0.23	0.82
		T.S.	6	5.2	15	12.9	26	22.4	38	32.8	31	27.3	2.35		
5	Giving feed back and motivation	L.S.	1	9.1	4	36	3	27.3	2	18.9	1	9.1	3.18	-3.64	0.0
		T.S.	3	2.6	4	3.4	24	20.7	60	51.7	25	21.6	2.06		

Note: V.H. =very high, H. =high, M= Medium, L.= Low ,V.L.=very low, Res.=respondents

As indicated in table 9 above the support given to teachers during CPD implementation regarding different topics was fair. More specifically, 60(51.7%) of the teaching staff said that the financial support and facilities given was low, 31(27.3%) said that the training and material supply was medium or fair, 55(47.4%) said that net working with other staff and supervision given was medium, 38(32.8) said that creating conducive environment as well as technical support was low. Similarly, leading staff reported that the support given to teachers during implementation of CPD was medium or fair. To clarify it 45.5% of the respondents said that the financial support and facilities given to teachers was at low level; 36.4% of the respondents reported that facilitating training and material supply were at low levels;45.5% of the respondents reported that network with other schools and supervision was at low level; 32.8% of the respondents said that giving technical support and creating conducive environment was at low level and 27.3% of the respondents reported that giving feedback and motivation were at medium level.

The mean of the leading staff and the mean of the teaching staff also reveal that both groups have medium perception about training given for the practitioners and material supply given during the implementation of CPD. More specifically, the opinions of the two groups were compared using t-test and p- value one by one as follows: regarding question number one when we test the difference of the mean of the two groups using t-test since p-value is 0.81 which is greater than 0.05 there is no significant difference between the opinions of the two groups concerning training and material support. Regarding the financial support and fulfilling different facilities, the p-value (0.22) is again greater than 0.05 which shows that there is no significant difference between the two groups of respondents. The p- value of items number 3(creating net work between staff members) and number 4(creating conducive environment) is 0.14 and 0.82 respectively which shows that there is no significant difference between the two groups. On the other hand, the p- value of item number 5 is 0.00 which is less than 0.05 which shows that there is significant difference between the opinions of the two groups of the respondents. This might be resulted from the attitude of the leading staff that they do not want to explain the week side of the school. Since they are responsible for what happens in the school they do not want to report the fault of the school because their internal feeling do not allow them to do so.

4.2.6. Challenges to CPD

This section treats the challenges that impede the effective implementation of teachers CPD program in secondary schools. There is no doubt that there would be challenges when any program is implemented. The problem may emanate from the design of the program itself (internal) or from implementation or implementers or assistance provided

or 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 factors that might hinder the effective implementation of teachers CPD program the major ones were presented to the respondents to be rated on five point scales as strongly agree=5, agree=4, undecided=3, disagree=2 and strongly disagree=1 as in table 9: the questions were paired according to their relations in to eight to make analysis easier.

Table 10: Factors which affect CPD Program

No	Clauses/statements	Res	Rating scale									
			S.A.		A.		Un.		Dis.		S.D.	
			No	%	No	%	No	%	No	%	No.	%
1	There is no selected activity and the implementation of CPD has no consistency.	T.S	6	5.2	15	12.9	38	32.8	31	27.3	26	22.4
		L.S	0	0	1	9.1	2	18.9	5	45.5	3	27.3
2	There is no CPD expert and CPD plan is not carried out as intended.	T.S	0	0	45	38.8	55	47.4	11	9.5	4	3.4
		L.S	0	0	1	9.1	3	27.3	5	45.5	2	18.9
3	There is no financial support and portfolio was not kept as intended	T.S	24	20.7	60	51.7	25	21.6	4	3.9	3	2.6
		L.S	3	27.3	4	36	2	18.9	1	9.1	1	9.1
4	CPD activities are not related to career structure and teachers are not licensed	T.S	45	38.8	26	22.4	18	15.5	11	9.5	5	4.3
		L.S	6	72.2	2	18.2	1	9.1	0	0	0	0
5	Formal time is not scheduled and support is not as intended.	T.S	41	35.3	50	43.1	20	17.2	5	4.3	0	0
		L.S	6	5.4	4	36.4	1	9.1	0	0	0	0
6	Work load of teachers is high and teachers do not participate in decision making	T.S	4	3.4	15	12.9	38	32.8	48	41.4	11	9.5
		L.S	0	0	1	9.1	1	9.1	3	27.8	6	54.5
7	There is commitment, motivation and CPD is directly related to incentives teachers get.	T.S	2	1.7	25	21.6	51	44	36	31	2	1.7
		L.S	0	0	1	9.1	2	18.9	5	45.5	3	27.3
8	There are good CPD leader and school leader who created conducive environment	T.S	8	6.9	10	8.9	25	21.6	39	33.6	34	29.3
		L.S.	1	9.1	5	45.5	3	27.3	2	18.9	0	0

R.S.=respondents, S.A.=strongly agree, A.=agree, UN. Undecided, DS.=Disagree, SD.=Strongly disagre

As illustrated in table 9, 38(32.8%) of the respondents did not decide about the presence of the activity and the implementation of the selected activities. As the researcher got additional idea from interviewee they reported that even though there were selected activities their implementation was not consistent. About 31(27.3%) of the respondents disagreed about the availability of selected activities and its implementation.

Concerning item number two; CPD expert and CPD plan; 45(38.8%) and 55(47.4%) agreed and undecided about the absence of CPD expert and they also reported that the CPD plan was not carried out as intended.

Concerning the financial support and keeping portfolio the respondents 60(51.7%) of the leading staff reported that there was lack of financial support and portfolio was not kept as intended.24(20.7%) of the teaching staff also agreed on the absence of financial support for the implementation of CPD program. In the same way 27.3% and 36% of the leading staff strongly agreed and agreed that there was lack of financial support respectively.

The respondents were also asked whether the activities of CPD program in the school are related to career structure and about license for CPD completion.45(38.8%) and 26(22.4%)of the respondents (teaching staff) strongly agreed and agreed respectively that the activities and /performance in CPD was not related to career structure and there was no license until now. Most of the respondents from leading staff (72.7%) also indicated that there was lack of financial support. This response was also supported by the answers from interview that CPD performance was not related to the incentives teachers get.

Concerning the formal time scheduled for CPD and support from concerned bodies the respondents(teaching staff) reported that 41(35.3%) and 50(43.1%) strongly agreed and agreed that there was no formal time scheduled and support given was very less than expected from concerned bodies. Most of the leading staff (54.5%) and 36.4% strongly agreed and agreed about the absence of formally scheduled time for CPD implementation and that support given concerning CPD implementation was at midium stage. The response from interview questions also showed that there was no formally scheduled time for CPD and the principal of the school similarly called the staff for meeting and presents the CPD as one part of the sub-topics of the meeting. The interviewee added that CPD became an individual work (the teacher selected activities and writes document at his or her home and brings a completed document to be filed into portfolio).

Concerning workload and teachers' participation in decision making a good number of the respondents (41.4%) disagreed about high work load and teachers participation in decision making i.e. they said that even though the work load was not very high, teachers were not initiated to participate in decision making by concerned body. The response from the interview and leading staff also showed the same results.

The respondents were also requested to indicate about their commitment, motivation and whether incentive was given for the CPD performance. 51(44%) and 36(31%)of the leading staff disagreed and strongly disagreed about the presence of commitment of teachers to CPD, about motivation given during and after implementation and about incentives for performance of CPD activities. 45.5% and 27.3% of the leading staff also disagreed and strongly disagreed about the commitment , motivation and incentives concerning CPD .Interview response also showed that lack of incentives , lack of

motivation during implementation of CPD resulted in lack of commitment of the CPD implementers.

Concerning CPD leaders , school leaders and creation of conducive environment for CPD 39(33.6%) and 34(29.3%) of the teaching staff argued against (disagreed and strongly disagreed about the presence of good CPD leader and effective school leader which resulted in absence of conducive environment for CPD implementation. However the leading staff (45.5%) agreed about the presence of effective CPD leader, effective school leader and conducive environment. The response from the interview supported the argument of the teaching staff that there were few effective CPD leaders and school leaders which resulted in absence of conducive environment for the process of CPD.

4.3. Information from Document Analysis Checklist

As the researcher observed the documents depending on the checklist 90% of the school community provided plan which includes the activities of CPD but the school did not have budget and formal time for implementation of CPD program.

As the researcher observed there were format for monitoring the implementation of CPD ,there were guide lines, reference books such as toolkit, frame work, hand book for mentoring and the previous CPD courses were available in the schools. Although the reference courses (tool kit, frame work, hand book for mentoring and the previous CPD courses) were available, they were not used by the stake holders of CPD program. Meeting on CPD program were recorded and filed and 75% of portfolio were available in the school.45% of teachers did action research as it was observed. About 35% of the teachers continuously assessed the students result but the planed activities were not

continuously implemented. The students' result was documented in the school. The activities of the teachers were not related to career structure and there was no CPD module in the school.

4.4. Observation of Classroom Activities

In order to crosscheck the data collected through interview, questionnaire and document analysis the researcher observed classroom interaction to identify whether the effect of CPD changed the methodology of the teacher during instruction. The observation focused on four main topics which had some subtopics under them. These topics were discussed as follows depending on rating scale which identifies whether the teaching and learning process was excellent, good, satisfactory, barley satisfactory or not satisfactory.

4.4.1. The use of Active Learning Method

About seven subtopics were listed to understand the use of active learning in the classroom. The sub-topics were rated as follows: students asking questions, answering questions were satisfactory; grouping of students into pairs and groups was good in language class room but it was satisfactory in natural science class and mathematics class. The extent to which students solve problems, oral presentation and conducting experiments were satisfactory in natural science and barley satisfactory in social science and language classes.

4.4.2. Use of Instructional Materials

In this case three subtopics were forwarded as checklist such as using visual materials during the lesson, reaction of students against visual materials and observation of laboratory equipments or other tangible objects were not satisfactory.

4.4.3. The Relationship between Students and Teachers

Under this sub-topic the researcher observed that the teachers discussion with students in group as group member to give the students clue for their ambiguity and the friendly approach of the teacher to his or her students were at barley satisfactory level.

4.4.4. Classroom Management and Continuous Assessment

Giving appropriate feedback for the students and teachers moving around to give clues for the students during discussion was at satisfactory level.

CHAPTER FIVE

5. Summary conclusion and Recommendation of the Study

This chapter deals with summary, conclusion and recommendation of the study. First the chapter deals with the brief summary and main findings of the study. Second, the chapter presents the conclusion drawn from the findings. Finally, 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 identify the practices and challenges of CPD program in selected secondary and preparatory schools of West Arsi Zone, Oromia regional state. The following basic questions were formulated to address these purposes.

1) What does the practice of CPD look like?
2) What do CPD activities, approaches, models and components look like regarding whether or not they are:
    - Interesting
    - Updated
    - context based
3) How are the activities and components of CPD organized?
4) How effective is CPD?
5) To what extent do concerned bodies support the process of CPD?
6) What are the main challenges of CPD?

The objectives and the significance of the study are related to the basic questions asked above.

The research was delimited to only TDP from six packages of quality of education and to only six secondary schools of west Arsi zone; Oromia regional state. The researcher had faced some limitations during the research like: the respondents become reluctant and as a result some respondents did not respond to open ended questions. Descriptive survey approach, observation and document analysis were used to get data for the study. The stake holders or population of the study were woreda teachers' development work officers, supervisors, school leaders, and teachers were sampled through purposive and random sampling techniques. To carry out the research both primary and secondary data sources were used. Questionnaire, interview, document analyses and observation were used to collect data as instruments.

In order to check the validity of the instruments and further refine it, pilot test was used. The results of the first and the second administration were entered into SPSS computer software to check the reliability coefficients using Spear man Broun formula and items with negative values were omitted from the final version of the questionnaire. A reliability coefficient was obtained and the questionnaire was judged to be reliable for collection of data for this study.

Data gained from interview, open ended questionnaire, observation and document analysis were interpreted qualitatively and information of closed questions was interpreted using frequency, percentage and mean t-test. Independent variables such as age, sex, qualification, work experience, school types and school locations were used and

dependent variables such as practices , mean scores on the likert type scale, challenges observed and importance/significance were used.

Regarding the practice of CPD in selected secondary schools, the respondents reported that training, selecting area of interest, and keeping portfolio were effectively carried out. On the contrary, the respondents argued that implementation, monitoring or support ,relating career structure with CPD, licensing , and rewarding or motivating were not carried out effectively(as expected). Most of the respondents said that the activities for CPD were selected by individual teachers and hence they are interesting and updated. However the information received through observation regarding this issue showed that teachers did not use active learning method. Regarding the organization/coordination of these activities the respondents reported that the coordination of some activities such as keeping portfolio and monitoring were at medium level but the coordination of other activities like finance, formal time, and facilitating materials were at low level.

Most of the respondents reported that CPD improves the skill, knowledge and methodology of teaching and learning process. However, this effect is not applicable practically. The information gathered from the respondents revealed that the support given for teachers during implementation of CPD was at low level.

As the respondents reported the major factors that affect CPD were:

1) Inconsistency of implementation.
2) Lack of sufficient financial support.
3) The activities were not related to career structure.
4) There was no time allocated for CPD.

5) Support given to create conducive environment was not as expected.

6) There was no license and

7) Being reluctant by concerned body due to absence of motivation.

Measures or solutions given by the respondents for the above challenges were:

- Teachers should update themselves through ICT.
- Concerned body should give appropriate support for teachers.
- Principals and or school leaders should create conducive environment
- CPD should be financed
- Time for CPD should be scheduled formally.
- CPD should be strongly related with career structure.

5.2. Conclusion of the Study

Based on findings of the study the following conclusions were drawn:

Teachers' professional development was introduced to schools in order to change the practices of CPD. In order to carry out CPD in schools activities such as training, selecting area of interest, planning, implementation, support, monitoring, keeping portfolio, licensing and relating CPD activities to career structure should be carried out. Even though some of the activities were practiced, most of them were not practiced because teachers were still observed in using the traditional way of teaching learning and they became reluctant to cope up with change.

The activities of CPD should lead teachers to constructivist theory. If CPD was completely practiced in schools, teachers would make students creative and problem solvers. However, most of the teachers were not using active learning, instructional

materials and continuous assessment and they use lecture method and generally they were not updated as put in the objective CPD.

To make CPD implementation successful, it is necessary to organize and/ or coordinate CPD effectively. On the contrary, coordinating the activities and/or components of CPD program by mentors, facilitators, school leaders, supervisors and other concerned bodies was at medium level.

Teachers believe that CPD is significant or important to make them better teachers by adding on their academic and professional knowledge. However teachers were not committed and become reluctant due to the lack of motivation from concerned bodies. So the change in skills and profession of the teacher as a result of the program was not as intended.

Any implementation needs support from concerned body. CPD program also needs support since it is a process which should be carried out to improve and update teachers. However, the support given to teachers was affected by lack of knowledge and understanding from mentors, facilitators, school leaders and supervisors on how to give support and how to create appropriate school culture by gearing all efforts towards meeting the objectives of the program. Rather it seems control which was given by concerned body. Usually concerned bodies that were expected to give support to teachers during implementation take statistics of teachers who are doing CPD and who are not, number of teachers who attend induction course and who attend proper CPD and so on. E.g. monitoring.

There were many challenges to CPD .CPD as a program could update teachers' performance, leaders, supervisors and reform schools. It could also contribute to the development of the country. On the contrary CPD program was challenged by many factors in secondary schools such as:

a) Implementation problem: "One shot", "pull out" programs (short term) were the main practices of CPD in secondary schools to change documents not to change the teachers. Such programs are seen as ineffective in changing practice. Effective professional development is characterized by sustainability, ongoing, in-depth requiring active engagement by professionals. In a wide range of practices it is seen to be effective in various settings. These practices include collaborative learning, peer assisted learning, teacher researcher, teacher as student, independent learning and integrated approaches.

b) Very limited financial support was available in secondary schools; only in few schools which were facilitated by the school leaders not by the higher authorities. Financial incentives, career ladders, differentiation of roles and other forms of recognition were not related to CPD to encourage professional development and there are strong indications in literature that these interventions are achieving desired outcomes. Hence that the use of incentives with out clear connections to goals, standards and appropriate assessment is problematic in that teachers could not be motivated unless their effort is related to the salary they get.

c) Time: in the context of our country, Ethiopia, 60 hours were allocated in a year. However, there was no regular (formal) time scheduled for implementation of CPD in the school to deal with CPD collaboratively. Rather teachers select activities and

do them at their home individually. And literature shows that collaboration, shared practice and learning from and with peers at formally allocated time by the school have been identified as central to professional development.

d) Motivation from concerned body creates commitment in teachers. So, mentors facilitators, school leaders and supervisors are responsible to create conducive environment which motivates teachers towards implementing CPD. However, leaders and concerned bodies did not create conducive environment for implementation of CPD.

e) Generally, CPD program have no consistency and it is one shot process which is targeted to change the paper and to fulfill document for performance evaluation.

5.3. Recommendations

1. Effective practices such as collaborative learning, peer-assisted learning, teachers as researchers, teachers as students, independent learning and integrated approach should be carried out in order to successfully implement CPD in different contexts.
2. Learning is self regulated with lots of opportunity for discovery and students' interpretation of events. The images of students' learning that go with constructivism underlines the active role of the learner. Students are to be confronted with "contextual" real world environment or "rich" artificial environments simulated by means of interactive media. So, constructivist learning paradigms should be applied in learning and teaching process by teachers. E.g. active learning, situated cognition, cognitive apprenticeship.

3. Since student outcomes depend greatly on teacher quality, governments, local politicians and school managers need to foster, give support, and create conducive environment in order to cope effectively with ongoing changes of CPD and improve the quality of education.

4. Teachers' salary should be related to the perceived quality of his/ her work. The best performing teachers' remuneration should be increased. As put by MOE CPD in Ethiopia is related with career structure but when we observe the practical implementation/ reality, all teachers grow or get the ladder structure by counting their years of service. Even sometimes the performance appraisal is done on the day teachers' career structure is reported. So, the participation of teachers and the change on teachers' performance should be continuously assessed by concerned body and directly related to the career structure.

5. The main factor which affects CPD is allocating appropriate time for the implementation of CPD. In Ethiopian context the time allocated for the implementation of CPD is 60 hours yearly. To use this time properly the time for practicing CPD should be scheduled formally with time table of teaching learning process so that its implementation can be planned, implemented, monitored and finally rewarded by concerned bodies.

6. Effective professional development should be sustained by; ongoing, in-depth, requiring active engagement by the professional. CPD should not be short term, one shot and pullout programs which are seen to be ineffective in changing or developing practice. Therefore, the Secondary Schools in West Arsi Zone should

facilitate continuous professional development program by closely working with WEOs.

7. Since the program is new and challenging and at the same time since the program is crucial for professional development and quality of education which in turn contributes to the development of the country, further researches have to be conducted on the strategies by which the implementation of CPD will be improved.

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Appendix A

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Planning and Management

A questionnaire to be completed by teaching staff and leading staff of secondary and preparatory schools

Dear Respondents:

As you know CPD program has been given to all teachers of schools throughout the country. The purpose of this questionnaires is to collect relevant data regarding the research topic entitled, " The practice and challenges of teachers' CPD in west Arsi Zone, Oromia National Regional State."

The study is aimed at investigating how secondary and preparatory schools practice the CPD program and identifying the challenges which hinder its effective implementation and looking for ways of solving the problems so that CPD will be implemented effectively. Thus your genuine, frank and timely responses are vital to determine the success of the study. Therefore, realizing that this information will be kept strictly confidential and used only for this research paper, you are kindly requested to contribute your own views by filling the questionnaire honestly and responsibly.

Thank you in advance for contributing your time and thoughtful responses for this study

Please note the following points before you start filling the questionnaires:

1) You are not required to write your name on the question paper,

2) Please read all the instructions before you attempt to answer the questions.

3) There is no need of discussion on the answers of the questions; it is individual response representing your own views.

4)Try to provide appropriate answer by using a mark "X" or encircle the letter to choose one of the suggested likert scales .In addition write your opinion for the short answer questions on the space provided, and

5) Please, do not leave the questions not answered.

Part I-General information and personal background

Instruction: Please indicate your response by using 'X' mark in the box provided or by giving short answer on the space provided.

1.1Name of the school_____

1.2 Sex: male ☐ female ☐

1.3 Age: 20-25, ☐ 26-30, ☐ 31-35, ☐ 36-40, ☐ 41-45, ☐ 46-50 ☐ 51 and above ☐

1.4 Qualification: diploma ☐ BA/BSC ☐ MA/MSC ☐

1.5 Years of teaching experience : 1-2, ☐ 3-8, ☐ 9-14 ☐ 15-20, ☐ 21-26, ☐ 27 and above ☐

Position in career ladder: Beginning teache☐ Junior teache☐ teacher☐ associate tea☐er, lead teacher ☐

1.6 teaching Load per week: less than 15 pe☐ods , ☐ 16-20 ☐ 21-25 ☐6-30 ab☐ve 30

1.7 Responsibilities in CPD program:_____

Part II- Practices of CPD

Instruction: The following table contains important elements about the practice of CPD in secondary and preparatory schools. Please rate the degrees of your agreement with the following statements by putting 'X' mark in the respective space. (5=strongly agree 4=agree 3=undecided 2=disagree 1= strongly disagree)

NO.	Statement	Rating scale				
		5	4	3	2	1
2.1	Training is given in the school on the objectives , purposes and on the way CPD is carried out by the school principals					
2.2	Area of interest is selected by all teachers to practice CPD in the school.					
2.3	CPD is planned by all teachers individually and by the school to be carried out.					
2.4	CPD is implemented on its time as scheduled					
2.5	Teachers are supported by their mentors/facilitators or principals during implementation of CPD					
2.6	CPD program is monitored and/or supervised by concerned bodies					
2.7	Teachers' portfolio is filed/kept/ properly day to day.					
2.8	Activities in CPD are directly related to teachers' performance appraisal					
2.9	CPD contributed highly to teachers career development					
2.10	Teachers are licensed consistently for the completion of the given CPD activities					
2.11	Teachers are motivated /rewarded for their career					

2.12-Please list any element about the practice of CPD in your school which is not included in the above table

.....

Part III-Questions related to the activities or components of CPD.

Instruction: The following table contains important activities of CPD. Please rate the degree of your agreement by putting "X" mark under the respective space provided below:

No	Elements	yes	no
3.1	The activities of CPD in my school are very interesting since they are selected by individual teachers.		
3.2	The activities are related to the content of the course teachers teach.		
3.3	The activities are about active learning method		
3.4	The activities are about continuous assessment.		
3.5	The activities are about self reflection		
3.6	The activities are about solving problems through action research.		
3.7	The activities are usually updated		
3.8	Copies of the activities are put into portfolio.		
3.9	The activities are prepared depending on the context of the school.		
3.10	The activities are about doing and using action research.		
3.11	The activities are about doing and using instructional materials.		

3.12 please specify and list below if there is any other element which is not included in the table_____

_____

IV-The organization of CPD in the school

Instruction: The following table contains lists of topics and the extent to which CPD is organized under these topics in the school. Please read the lists carefully and decide your level as:

(5=very high, 4=high, 3=medium, 2= low, 1=very low)

No	Topics	Rating scale				
		5	4	3	2	1
4.1	Training					
.42	Group or collaborative work					
4.3	Action research					
4.4	Active learning/ways of using active learning are discussed on.					
4.5	Teaching aids/ when and what to prepare					
4.6	Facilitating resource materials					
4.7	Time for CPD					
4.8	Finance /budget					
4.9	Mentoring activities					
4.10	Facilitators/Supervision					
4.11	Other activities and portfolio					

4.12 -Please specify other activities which are organized in the school if it is not included in the above table:_____

_____

V- The significance and/or importance of CPD

The following table contains statements about the importance of teachers' CPD program. Please read the statements and decide your level of agreement by putting 'X' mark.

(5=strongly agree, 4=agree, 3= undecided, 2=disagree, 1=strongly disagree)

No	statement	Rating scale				
		5	4	3	2	1
5.1	I think CPD improves the preparation of lesson plan					
5.2	I think CPD improves class room management					
5.3	I believe CPD improves teaching methodology. E.g. frequent use of active learning					
5.4	I believe CPD changes evaluation method into continuous assessment					
5.5	In my opinion CPD improves teachers' problem solving capacity.					
5.6	In my opinion CPD improves the use of action research in the school.					
5.7	I think CPD helps teachers become updated.					
5.8	In my opinion CPD Creates interest in teaching profession.					
5.9	I believe CPD promotes teachers' academic skills and knowledge					
5.10	I think CPD creates sense of collegiality between staff members.					
5.11	In my opinion CPD improves teachers' creativity					
5.12	In my opinion CPD develops sense of competition					
5.13	I think CPD improves teacher student relation ships					
5.14	I think CPD improves professional ethics					
5.15	In my opinion CPD creates transparency in the school.					
5.16	I believe CPD creates conducive environment in the school.					

5.17 Please list other issues about the importance of CPD which are not mentioned in the above table_____

_____

VI-Support given for teachers during implementation of CPD by concerned bodies

Instruction: The following table contains sub topics about support given to enhance CPD programs of teachers .Please read the topic and decide your level of agreement with each statement and mark 'x' on the space provided under your level of agreement.

(5=very high, 4=high, 3=medium, 2=low, 1=very low).

No	Sub topic (support related to CPD was given to teachers concerning):	Rating scale				
		5	4	3	2	1
6.1	Training					
6.2	Material supply e.g. stationary					
6.3	Financial support					
6.4	Supervision from concerned bodies like mentor facilitator, principal or wreda experts					
6.5	Network with other staff members or colleagues					
6.6	Facilities ;e.g. computer					
6.7	Creating conducive environment					
6.8	Technical support					
6.9	Giving feed back on time					
6.10	Motivation and rewards					

11-please list any other support given to you which is not included in the above

table:_____

_____

VII- Factors which affect CPD program

Instruction: The following table contains clauses on factors hindering the implementations of CPD program. Please read the clauses and decide the degree of your agreement with each statement and mark 'X' on the space provided.

Note: 5=strongly agree, 4=agree, 3=undecided, 2=disagree, 1=strongly disagree

No	Clauses/statements	Rating scale				
		5	4	3	2	1
7.1	There are no selected activities to be dealt with					
7.2	Implementation of CPD has no continuity; it happens only once or twice a year to change the documents not to change the teachers					
7.3	Even though there is CPD plan it is not carried out properly					
7.4	There is no expert of CPD in the school.					
7.5	There is no financial support regarding CPD in the school.					
7.6	Portfolio is not kept properly.					
7.7	Activities of CPD are not included in performance appraisal of teachers and career structure of teachers.					
7.8	There is no certificate or license given concerning CPD.					
7.9	There is no formal time allotted for CPD.					
7.10	There is no support from concerned bodies.					
7.11	Teachers do not participate in decision making.					
7.12	Work load is very high in the school					
7.13	There is commitment from concerned bodies.					
7.14	There is motivation from concerned bodies and CPD is directly related to the incentives teachers get.					
7.15	Conducive environment is created by concerned bodies to effectively carryout CPD in the school. E.g. by the school leader					
7.16	There is good CPD leader, school leader or supervisor who enhances CPD implementation in this school.					

7.17-Please list other problems which is not included in the table above_____

_____

More short answer questions

1-What are the real practices in your school concerning the finance, time, support, planning, implementation and licensing of teachers' CPD program?_____

_____

_____

2-What are the factors which affect the implementation of CPD?_____

_____

3-What measures should be taken by the following concerned bodies in order to solve the problems?

Teachers _____

_____

Mentors_____

_____

Facilitators_____

_____

Vice Principals_____

_____

Principals_____

_____

Supervisors_____

Woreda Experts_____

_____

Zone Education Departments_____

_____

-Regional Education Bureau_____

Ministry of Education_____

_____

_____

Appendix B

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Planning and Management

Interview Guide

The purpose of this interview is to study the current practices and challenges of teachers' continuous professional development program in secondary and preparatory schools of West Arsi Zone.

Date_____

Time at which interview started_____

Time at which interview ended_____

Experience_____

My name is Dereje Marema. The purposes of these interview questions are to explore the interviewees' attitudes and beliefs about the practices and challenges of teachers' CPD program in secondary and preparatory schools. This research is conducted in partial fulfillment of MA. Degree in education offered in college of education and behavioral studies, Addis Ababa University. I am interested in understanding your perception about the practice and challenges of teachers' CPD in secondary and preparatory schools. Thus your reliable response is vital and highly appreciated for it is the concrete base of the result of this study.

Participants Agreement

I understand that by participating in this study, I will give my informed consent. As participant of this study I also understand the benefits that may be realized from the successful completion of this study. I am aware that no identity is needed and so that confidentiality is guaranteed. I realize that I have the right to refuse to participate and that my right to withdraw from participation at any time during the study will be respected with no prejudice.

Note –Questions or concerns about participation in the research or subsequent complaints should be addressed first to the researcher.

Interview Items

1) How do you explain the practice of CPD program in general in terms of:

a) Planning CPD

B) Implementation of CPD

C) Monitoring of CPD

D) Giving feed back

e) Keeping interests of teachers by accepting their opinion

f) The contents and availability of portfolio

_____

_____

2) How interesting, updated and contextualized are CPD activities and components?

_____

_____

3) How is CPD organized in the secondary and preparatory schools of your woreda? For example, training, supporting, time schedule and so on._____

_____

4) What are the strengths and/or weaknesses you perceived on the teachers after the implementation of CPD?_____

_____

5) How do you support your teachers? For example, how do you:

a- guide

b -monitor

c- Give feed back

d- Motivate /reward

_____

_____

6) What are the over all challenges you observed while implementing CPD in your school?

_____

_____

7) What solutions would you suggest to minimize these challenges?

_____

_____

8) What are your future plans to improve teachers CPD in your secondary and /or preparatory schools?_____

_____

Appendix C

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Planning and Management

Document Analysis Check List

The researcher will use the following document analysis checklist items with ''yes'' or ''no'' responses after carefully analyzing the necessary document that schools require to posses concerning CPD.

No.	Item	Yes		No	
		No.	%	No	%
1	The school provides plan which describe activities of teachers' interest and adequate budget for CPD				
2	There is formal time scheduled for the implementation of CPD				
3	There is format for monitoring the implementation of CPD				
4	There are guidelines, training manuals, and books which are used for the process of CPD. E.g. Toolkit, frame work, hand book for mentoring, and courses of CPD				
5	Meetings on CPD are always recorded and filed.				
6	Challenges and success about CPD are reported and filed consistently.				
7	Portfolio of all teachers is available in the school				
8	Action research and teaching aids are available and filed with their practical results				
9	Continuous assessment of students is properly filed.				
10	The planned CPD activities are implemented				
11	The improvement in the students' achievement is documented				
12	The activities of CPD which are related with teachers evaluation and career structure are available				
13	CPD module which is prepared by School is available				

Appendix D

Addis Ababa University

School of Graduate Studies

Department of Educational Planning and Management

Observation checklist for secondary or preparatory schools regarding CPD

Name of the school_____

Year of establishment_____

The researcher will use the following observation checklist items. After carefully observing the researcher puts his response under the given rating scales.

Note: 1=not satisfactory 2= barley satisfactory, 3=satisfactory, 4= good 5=excellent

No.	Items	Rating scale				
		5	4	3	2	1
1	*Use of active learning method in the class*					
1.1	Students ask questions					
1.2	Students answer questions					
1.3	Students discuss in pairs, groups etc.					
1.4	Students solve problems individually					
1.5	Students make oral presentations, debates, role-plays etc.					
1.6	Students solve problems on the chalk board					
1.7	Students conduct experiments					
2	*Use of teaching aids*					
2.1	Visual materials were used during the lesson					
2.2	Laboratory equipments or other tangible objects were observed during the lesson.					
2.3	Students react against visual materials					
3	*The relation ship between teachers and students*					
3.1	The teacher discusses with students in a group					
3.2	There is friendly approach between students and teachers.					
4	*Class room management and continuous assessment*					
4.1	The teacher gives appropriate feed back for the students					
4.2	The teacher moves around and gives clue during discussion					

Declaration

I, the undersigned, declare that this is my work and it has not been presented before in any university. More over I declare that all the sources of materials used for this thesis have been duly acknowledged.

Name:Dereje Marema Bilata

Signature _____

This thesis has been produced under my supervision and submitted for examination with my approval as university advisor.

Name: Teshome Tola (PH. D)

Signature _____

Date May 19, 2012