AN ASSESSMENT OF TEACHERS' CONTINUOUS PROFESSIONAL DEVELOPMENT PROGRAM IMPLEMENTATION IN GOVERNMENT SECONDARY SCHOOLS OF SOUTH WEST SHOA ZONE OF OROMIA REGIONAL STATE

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This is to certify that the thesis prepared by Fekadu Chimdessa, Titled: An Assessment of Teachers' Continuous Professional Development Program Implementation in Government Secondary Schools of South West Shoa Zone of Oromia Regional State and submitted in partial fulfillment of the requirements for the degree of Master of Arts (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

An Assessment of Teachers' Continuous Professional Development Program Implementation in Government Secondary Schools of South West Shoa Zone of Oromia Regional State

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The purpose of this study was to assess teachers' CPD program implementations in secondary schools of south West Shoa Zone of Oromia Regional State. To realize this purpose, four basic research questions were raised regarding the roles of CPD program in enhancing teachers' competence and commitments, support provided for teachers, how teachers practiced and problems in promoting the implementation of the program. To address these questions, descriptive survey method with mixed approach was employed. By using simple random sampling techniques four woredas were selected; and all the secondary schools and their teachers in the sample woredas were taken by using availability sampling techniques. To select the sample teacher respondents, first teachers were stratified based on the type of CPD activities they practiced. Data gathering tools such as questionnaire, interview, focus group discussion and document analysis were employed. The questionnaire was distributed for 50NDTs, 101 ETs and 30 SLs of the secondary schools, of these 46NDTs, 92ETs and all the SLs have completed and returned the questionnaires; interviews were conducted with four secondary school supervisors, four WEO and one ZED experts working on TDP and CPD program; and focus group discussions were carried out with 35 some selected SLs and teachers who were not participated in responding questionnaire and assigned as mentors/facilitators in the schools. Portfolios of teachers were analyzed as secondary source to substantiate the primary data collected. The quantitative data were organized and then analyzed by using frequency, percentage, mean, grand mean and one way ANOVA. The qualitative data were analyzed as they were expressed by the respondents. The results of the data analysis and interpretation indicate that the role of CPD in enhancing teachers' competence in conducting action research, active learning methods, skills in classroom managing and organizing portfolio were not adequate. In addition, the commitment of teachers in motivating students and sharing experiences to each other were inadequate. The support provided to teachers before and during they practiced the program was low; the follow up and evaluation system was also very poor; the practices of the program varied greatly from one group to the other and from schools to schools. Therefore, CPD was not practiced uniformly. The major problems in promoting the effective implementation of the program were low level of awareness, lack of experienced support provider at schools and woredas; and lack of commitment by teachers and responsible bodies. Hence, the roles of CPD to enhance teachers competence was not adequate, support provided to implement and the ways in which the program practiced in the schools was not uniform and continuous. Form many recommendations forwarded assigning qualified and experienced full time experts at all education levels in order to provide support and coordinate activities; and providing incentives for teachers were very important.

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Table of Content

Content **Pages**

Table of Content.....v

List of Tables.....ix

Acronyms.....xi

CHAPTER ONE: INTRODUCTION.....1

1.1.Background of the Study.....1

1.2.Statement of the Problem.....5

1.3.Objectives of the Study.....8

1.3.1. General Objective.....8

1.3.2. Specific Objectives.....8

1.4.Significance of the Study.....9

1.5.Delimitation of the Study.....10

1.6.Limitations of the Study.....10

1.7.Operational Definition of Key Terms.....11

1.8.Organization of the Study.....12

CHAPTER TWO: REVIEW OF RELATED LETRATURE.....13

2.1.Teachers' Professional Development (TPD).....13

2.2.Historical Development and Concepts of Continuous Professional Development Program (CPD).....15

2.2.1. Historical Development of Teachers' CPD Program.....15

2.2.2. Concepts of Continuous Professional Development (CPD).....17

2.3.The Importance and Objective of CPD.....18

2.3.1. The Importance of CPD.....18
2.3.2. Objectives of CPD.....21
2.3.3. Implementation of CPD Program.....22
2.4. Major Components of CPD.....23
2.4.1. Induction Program.....23
2.4.2. Proper Continuous Professional Development Program.....25
2.5.Teachers' Continuous Professional Development Activities.....26
2.5.1. Mentoring.....26
2.5.2. Coaching /Peer-Coaching/.....27
2.5.3. Active Learning.....28
2.5.4. Action Research.....29
2.5.5. Teachers' Professional Development (PD) Portfolio.....30
2.6. Characteristics of Effective CPD.....32
2.7.Administration Support for the Implementation of Teachers' CPD Program.....33
2.8.Factors Affecting Effective Implementation of Teachers' CPD.....35
2.9.Quality of Education and an Overview of CPD Program in Ethiopia.....37
2.9.1. Quality of Education.....37
2.9.2. An Overview Teachers' CPD Program in Ethiopia.....38

CHAPTER THREE.....42

3.1. The Research Design and Methodology.....42

3.2. Sources of Data.....42

3.3. Sample and Sampling Techniques.....43

3.4.Data Gathering Tools.....45

3.4.1. Questionnaire.....45

3.4.2. Interviews.....47

3.4.3. Focus Group Discussions.....47

3.4.4. Document Analysis.....48

3.5.Procedure of Data Collection.....48

3.6.Methods of Data Analysis.....49

CHAPTER FOUR.....50

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA.....50

4.1. Characteristics of the Respondents.....50

4.2. The Implementation and Challenges of Teachers' CPD Program.....56

4.2.1. The Roles of CPD Program in Enhancing Teachers Professional Competence and Commitment.....56

4.2.2. Support Provided for Teachers to Practice CPD Program.....64

4.2.3. How Teachers Practices CPD Activities.....82

4.2.4. Problems in Promoting CPD Program.....89

4.2.4.1. Problems Related to Teachers.....89

4.2.4.2. Schools Related problems in Promoting CPD program.....91

CHAPTERE FIVE.....97

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....97

1.1. Summary.....97

1.2. Conclusion.....104

1.3. Recommendations.....107

Reference.....110

Appendices.....116

List of Table

Table 1: Descriptions of the Sample woredas, Secondary Schools and Respondents.....45

Table 2: Characteristics of Respondent.....52

Table 3A: Roles or values f CPD Activities.....57

Table 3B: Roles or values of CPD activities.....62

Table 4: Training Provided Pre- CPD Implementation.....64

Table 5: Organization that Provided Pre-Practice Training for Trainers.....65

Table 6: Types Pre-practice Training of CPD Provided for Teachers.....67

Table 7: Support Provided During Practicing CPD Program.....68

Table 8: Reasons for not Receiving Support.....69

Table 9: Types of Support Provided.....70

Table 10: Support providers for Teachers in Practicing CPD Program.....71

Table11: The Extent of Support Provided from Different Sources while practicing.....72

Table 12: Presence or Absence of Mentors for NDTs.....74

Table 13: Reason for the Absence of Mentors.....74

Table 14: Participation of ETs as Mentor.....75

Table 15: Criteria to Selected Mentors.....75

Table 16: The Role of Mentors.....76

Table 17: Mentors - Mentees Relationship.....77

Table 18: Extent of Support of Mentor, Facilitators and School Leaders.....78

Table 19: Extents of Practice the Contents in the Course Modules.....82

Table 20: Responsible Body in Coordinating School Based CPD Activities.....84

Table 21: How Teachers Practice the Activities in the Modules..... 85

Table 22: How the Group is formed to Practice the CPD program.....86

Table 23: How often Group Meet to Practice CPD.....87

Table 24: Teachers Related Problem in Promoting CPD Program.....90

Table 25: Schools Related Problems in Promoting CPD Program.....92

Acronyms

CPD:	Continuous Professional Development
ESDP:	Education Sector Development Program
ETs:	Experienced Teachers
ETP:	Education and Training Policy
MoE:	Ministry of Education
NGOs:	Non Governmental Organizations
NDTs:	Newly Deployed Teachers
PD:	Professional Development
REB:	Regional Education Bureau
SLs:	School Leaders
TDP:	Teacher Development Program
TESO:	Teacher Education System Overhaul
TPD:	Teachers Professional Development
UNESCO:	United Nation Educational, Scientific and Cultural Organization
WEO:	Woreda Education Office
ZED:	Zonal Education Department

CHAPTER ONE: INTRODUCTION

This chapter deals with the background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, operational definitions of the key terms and organization of the study.

1.1. Background of the Study

The world is in dynamic climate as a result of technology changes from time to time, requiring new knowledge and skills. In this case the environment of education cannot be managed without continuously learning. Due to these facts teaching profession requires peculiar attention. In line to this, Sachs (2003) stated that the change that takes place in education (education reforms) seems more rapid and more demanding. Thus, the professionals in education (teachers) have a need, as never before, to update and improve their competences and skills continuously to cope up with the change. Similarly, Villegas-Reimers (2003) pointed out that teachers are both subjects and objects of change. These authors further described the function of teachers as the most significant agent for improving and reforming education system. So, in this regard, the role of teachers in education reforms make the field of teachers' professional development is grouping and challenging area; and one that has received major attention during the past few years.

Therefore, to fit with these changes, teachers' CPD program provides extremely large help for each individual teacher in order to acquire knowledge, skills and to be competent in performing their activities effectively to satisfy the need of students and improve quality of education. To this end teachers should develop professionally throughout their life in sustainable way. They are expected to change themselves all the time since their

previous experience, knowledge, skills, attitudes, needs and interests can be fadeout after a certain time. Hence, it is important for education sector to update and keep up the professional competencies and academic abilities of teacher (MoE, 2004). In line to this, Craft (2000) stated that, the world in which all professionals practice is changing. This change is a process, not an event. In this case, the knowledge base of the professionals and of the sectors in which they operate has also increased. With such changes come new opportunities; new clients, new markets, new areas of practice and new methods of working. Above all; such demands new knowledge, skills and increasingly a commitment to lifelong professional learning. Sachs also confirms that the school's most important asset is its teaching force. Thus, he underlines that the training of teacher through continuous, high quality professional development must be fostered.

Therefore, from the above discussion one can understand that, the need for continuing development of knowledge and skills is well recognized in the education sector throughout the world. This is because of the rapid changes that taken place in many subjects; changes to the curriculum and teaching methods; development in the technology, particularly information and communications technology; and the constantly involving role of schools in our society; all suggest that a teacher's competences and knowledge need frequently to be reviewed and updated.

Moreover, as research finding indicated the importance of CPD in both developed and developing countries; experience showed that the process of teachers Professional Development had a significant positive impact on teachers beliefs and practices, students' learning and on the implementation of educational reform (Villegas Reimers, 2003 and MoE, 2009). For instance, what is stated in villages-Reimers (2003) indicate that the

research conducted in Australia and Norway focusing on models of Professional Development confirmed that teachers CPD has significant impacts on teachers beliefs and behaviors as well as practices. In relation to this, Villegas-Reimers (2003) citing Falk (2001), Lecon (2001), Guman (1995), McGinn and Border (1995) and Totto (1999) reported that "the more professional knowledge teachers have, the higher the levels of students' achievement." This entails that the contribution of effective CPD to teaching and learning process is paramount to ensure quality of education.

In support to the above statements, the 1994 education and training policy of Ethiopia has given emphasis for teacher's education in pre-service and in-service training programs. Latter on the research conducted by MoE in 2002 which is entitled "the Quality and Effectiveness of Teacher Education in Ethiopia" revealed that the quality of education offered in Ethiopia was not to the level desired (MoE, 2003). The findings of this research confirmed that the existence of various problems, particularly in the per-service training education problems such as, poor management of education, lack of motivation of teachers and lack of sustained, coherent and professional development program. In order to tackle the identified serious problems and enhance quality of education, the present Ethiopia government established a task force to produce national framework for teacher education system overhaul (TESO) and the program has been implemented since 2003. The teachers' CPD program was emerged in a new form based on the TESO document. The MoE believed that the new approach (CPD) will solve the short coming of pre-service training program. This program is intended to be practiced either at school and/or cluster level (MoE, 2003).

Thus, the aim of teachers CPD is to improve the performance of teachers in classroom in order to raise students' achievement and learning. Moreover, the CPD program is designed and put into effect to enable teachers update themselves with new outlooks, approaches and policy direction which in turn bring about the improvement of teaching and learning in Ethiopian schools (MoE, 2003).

To this effect, MoE (2004) stated that, teachers' continuous professional development is essential one which is integrated with different courses for all teacher at any career level that enable them to own sustainable professional development in teaching. Therefore, continuous professional development embraces the idea that individual teacher aim for continuous improvement in their professional skills and knowledge, beyond the basic training initially required to carry out the job.

From the above discussion, it is possible to say that teachers are always professional learners no matter how extensive excellent their formal education and preparation might be. It is this inseparable nature of teaching and learning that results the emergence of a new approach called CPD. It focuses on the updating and upgrading the professional competence of teachers and professional ethics of teachers teaching at all levels of the school system aimed to improve quality of education. In general the major purpose of CPD is to improve the teaching learning process so as to prepare competent citizens who can solve problems and actively participate in the economic, social and political development of their country.

1.2. Statement of the Problem

Teaching as a process of changing behavior and cognition of the learner. demands the appropriate pedagogical. academic and psychological preparation of the teachers. In line with this. Kindo et al.. (1983) cited in Mengistu (2010) stated that. "development takes place first of all in the minds and heart of people." So. the role of teachers in this respect cannot be over looked. As several studies revealed, quality of education correlates with quality of teachers and has become a major concern all over the world. For instance, the study made by World Bank (1991) wittiness that teachers are central to the delivery of quality of education. Hence. it is believed that the academic and professional development of teachers have direct and positive bearing on the quality of performance and consequently on the achievement of students. In support to this, Yalew (2000), Derebssa (2006), Amare et al.. (2006), Yalew (2006) reported that, the quality of education rests mainly on the quality of teachers. Moreover, the 1994 education and training policy, and the various subsequent documents produced by MoE such as 2003 teachers education system overhaul (TESO), 2007 Teachers development program blue print also underline that as teachers are essential for real teaching and learning process takes place in the classroom.

But, in spite of the above reality, the quality in the Ethiopia education system has suffered much at the present time. This is mainly because MoE in its ESDP III document reports that teachers do not continuously update their competences and skills (MoE, 2005). To this end, Carft (2000) cited in the Alemayehu (2011) discussed that the dynamic nature of the educational environment can't be easily managed without continuous learning. Hence, teachers should continuously improve and update their

competences and skills for the benefits of the society and the student they serve. This shows that in a frequently changing world being certified in the pre-service training is not the only guarantee to become a well informed and effective teacher. Thus, teachers should continuously teach themselves as they teach their students.

The MoE has designed different packages for quality improvement in Education under several programs. From these various packages, CPD is one of the most important programs which is currently operating in all schools in the country through improving professional competences and teaching learning process in the Ethiopia schools to attain desired quality education. However, the implementation of CPD in school was not effective as intended because of the lack in depth training for expertise's and practitioners.' And also leaving alone the teachers, the supervisors and the principals complain not to have clear knowledge about CPD in general secondary schools. For instance, Yehunie (2008) reported that, portfolios of many teachers in a given schools are often found to be copies of a few active teachers, teachers were not committed to practice the programs, absence of motivation, and continuous follow up, lack of understanding and the activities of the program were not internalized to bring sustainable effects on the day to day activities of teachers.

As the written report about the implementations of CPD program in Oromia Regional Education Bureau revealed, the new teachers' CPD started in some schools in the region since 1999 E.C (OREB, 2011). But it is not fully operational. The report further pointed out that the program was put in to fully operation in all primary and secondary schools since September 2000 E.C academic year, after providing extensive training to regional and woreda officials and to school principals and all teachers. The program was design to

train induction program to Newly Deployed Teachers (NDTs) and proper CPD for Experienced Teachers (ETs) who served two and more than two years based on the training modules prepared at national level. Even though it was fully operational it didn't realize the intended educational quality yet to the required level. For instance, as grade 10 national examination result report in 2001, 2002, and 2003 E.C. in Oromia Regional Education Bureau (OREB, 2011) revealed that the average learning achievements of students fall below the expected average of 50% (i.e., 26.82%, 24.76% and 24.51% respectively). This indicates that the quality of education is still below the minimum requirement of the national average (i.e., 50%). So, it possible to say that still CPD is at its early stage and need great commitment of all the stakeholders found at different levels in order to implement the program effectively to reach the intended objectives of quality education for citizen.

Besides the above problems, the researcher, as the former teacher and school principal has experienced in two secondary schools (of which the study area located) participated in various CPD activities. The experience gained from this revealed that CPD was not well organized and implemented, there was low commitment and awareness of teachers about CPD, variation in the level of implementation of the program among schools, resistance and lack of interest to implement the program, coordination problems were a few of the problems realized in the implementation of the process. In addition some teachers considered the program as if it was designed to waste their time and strategy to keep teachers in the school all the time. Thus, it could be possible to say that it was not uniformly and smoothly practiced at school and/or cluster level. Thus, this initiated the

researcher to assess teachers' CPD program implementation in government general secondary schools (9-10) of South West Shoa Zone in Oromia Regional State.

Therefore, this study tries to answer the following basic research questions which were formulated for the study.

1. To what extent the activities in CPD program have enhanced teachers' professional competence and commitment?
2. To what extent support have been provided for teachers in order to implement the program effectively?
3. How are the activities in CPD program practiced in secondary schools?
4. What are the major problems that affect for promoting the implementation of CPD program?

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of this study was to assess teachers' CPD program implementation in general secondary school of the South West Shoa Zone.

1.3.2. Specific Objectives

To achieve the above general objective, the following specific objectives were stated.

1. To assess the role of CPD in enhancing teachers professional competence and commitment;
2. To identify the status of support provided by different stakeholders for teachers to implement the CPD program;

3. To investigate the methods employed to practice CPD program at school and
4. To identify major problems that affects the promotion of implementing the program.

1.4. Significance of the Study

The main purpose of this study was to assess teachers' CPD program implementation in general secondary schools of South West Shoa Zone. The study help to understand both the factor that encourage and influence (hinder) the implementation of CPD, the role of CPD to enhance teachers' professional competence and commitment, and the support provided from the stakeholder to implement CPD effectively. In general the researcher believes that the significance of the study would be the following.

1. It may assist the education offices (schools, woredas and zonal level) to pay attention to the practice of CPD at general secondary school level.
2. It helps to find out the ways to implement teacher's CPD program in secondary schools.
3. It helps to find out the factors for promoting the implementation of CPD program.
4. It helps to identify the problems in implementing teachers CPD program and then suggest some possible solutions to overcome the problems.
5. As there are few researches that are conducted, it may serve as source for further studies in order to look for solution in advance.

1.5. Delimitation of the Study

The teachers' continuous professional development could be implemented at various level: primary, secondary or at higher institution level or at national, regional or zonal levels. This, study was delimited to assess teachers' CPD program implementation in general secondary schools of South West Shoa Zone of Oromia Regional State. To make the study manageable, it was also delimited to the five first cycle secondary schools (9-10). Furthermore, it was confined to assess the role of CPD in enhancing teachers' competence and commitment, to identify the status of support teachers received to put CPD program in practice, the methods that teachers used to practice the program and problem that affect in promoting effective implementations of the CPD program.

1.6. Limitations of the Study

In conducting this study the researcher faced some problems. The main problems were; first lack of recent print literature related with the issue under study. The second problem was apprehension of respondents to give unbiased information about the study. Since the issue under study was the burning one, some respondents' first they tried to hide the actual practice of the program. But later they were convinced through dialogue. The third problem was lack of sufficient time and budget.

1.7. Operational Definition of Terms

The following key terms have the following definitions in this study.

1. **Continuous professional development (CPD)**: is a continuous training, program for teachers to enhance their competence and efficiency in teaching and learning process
2. **Experienced Teachers (ETs)**: are those teachers whose position in career ladder is above the begging teachers.
3. **Induction**: is a CPD program which is provided for teachers those have two and below two years of teaching experience.
4. **Implementation**: is the process of putting the planned program in to action within the context of an organization.
5. **Mentors**: is a teacher who acts as supporter/counselor/guider for newly deployed teachers during attending induction program.
6. **Newly Deployed Teachers (NDTs)**: are those teachers who have san experience of two years and below in teaching.
7. **Proper CPD**: is a continuous training program which is practiced by experienced teachers after they completed the induction program.
8. **Teacher professional development**: is the sum total of formal and informal learning experience throughout one's career from pre-service teacher education to retirement.
9. **Updating**: improving one's knowledge, skill and attitude to cope up with a dynamic world or changing environment.

1.8. Organization of the Study

This research paper was organized into five chapters. The first chapter holds the introduction part of the study which consists of background of the research, statement of the problem, objectives, significance, delimitation, limitations and organization of the study. The second chapter deals with review of literature pertinent to the research. The third chapter discussed about research methodology. The collected data from the subject of the study are carefully analyzed and interpreted under the fourth chapter. The fifth chapter summarizes the research and forward conclusion and recommendation based on the findings of the study. Reference and appendixes which include questionnaires, interview and focus group discussion guideline would be attached at the end of the paper.

CHAPTER TWO: REVIEW OF RELATED LETRATURE

2.1. Teachers' Professional Development (TPD)

Professional development is a key vehicle for the improvement of teaching and students achievement. To this fact, Day (1999) consider teachers as they are at the heart of educational process and professional development as a central for maintaining and enhancing the quality of teachers'. As important trend in the growth improvement of any educational institution, teachers' professional development is a milestone in teachers' continuum of lifelong learning and career progression (Villegas-Reimers, 2003). In this regard, many scholars have attempted to define TPD in terms of a high quality of, meaningful and effective teacher enhancement. For instance, Horsley (1996) Teachers Professional Development (TPD) defined as an opportunities offered to educators to develop knowledge, skills, approaches and dispositions to improve their effectiveness in their classroom and organization. According to Fenwick (2001), defined teachers' professional development as practices and activities teachers do individually or collectively to enrich themselves professionally. So, this is to mean that professional development is regarded as essential components in maintaining and advancing individual personal and professional abilities.

In support to the above concepts, Blandford (2000) stated professional development as it helps to enhance individual performance, rectify ineffective practices and facilitate the implementation of the policy and change. It services as the means of teacher capacity building for which both the individual and the organization can obtain mutual benefit that they would not have achieve independently. To this fact, Fulton (1994) also described

that "school development does not takes place without teachers' development." Therefore, the importance of teachers' lifelong learning in the school is crucial for the development of the education system. Hence, aside from the individual satisfaction or financial gain that teachers may obtain as a result of participating in professional development opportunities, the process of professional development has a significant positive impact on the implementation of educational reform. Because of this, successful professional development experiences have a noticeable impact on teachers' work, both in and out of the classroom (Villegas-Reimers, 2003). This implies that, education quality as measured by the pupil academic achievement is a function of teachers' quality. To this fact, Sharma (2005) pointed out some factors that initiate the need for professional development as; it is necessary because of the defects in pre-service training and education, gap in pre-service training and real working situation, introduction of new roles of teachers and others.

Despite different definition to the concept of TPD, they all share the view that TDP help teacher to master new skills, widen their knowledge, and develop innovation insight in to their pedagogy, their practice and understanding of their own needs. The definition also reveals that the importance of effective teaching of maintaining and building up on the desire of most teacher to make a difference in the life of students.

2.2. Historical Development and Concepts of Continuous Professional Development Program (CPD)

2.2.1. Historical Development of Teachers' CPD Program

Different authorities have different understanding about the historical development of continuous professional development (CPD) program. No one definitely knows when and where it was first emerged. However, they have their own assumption to describe concerning its emergence at different places. For instance, according to Nicolas (2001), CPD was formerly known as in-service education and training, or INSET. He also stated that CPD was first developed in 1960's in Great Britain. The reasons that gave birth for its emergence were problems identified on the issue of quality of teaching.

According to Gray (2005) the term "CPD" is said to have been coined by Richard Gardner, who was in charge of professional development for the building professional at York University in the 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 professionals. 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.

According to Smith and Gillespie (2004) stated, in the 1990s some experts began to support that the existed form of TPD lacked the focus, intensity and continuity needed to change classroom practices. Thus CPD, as they called it "job-embedded professional development" became popular approach in 1990s. It locates professional development

within the school or local contexts. It was rooted in the belief that students would benefit more when teachers learn in their work place.

As to Villegas-Reimers (2003) reported, CPD emerged out of the limitations of pre-service and in-service teacher education. Leu (2004) also stated that, CPD was emerged out of two independent paradigm shifts. The first was that the shift in approach to both student and teacher learning from passive to active learning. The second was the shift to more decentralized forms of authority, activity and agency. These two reasons are accomplished by rapid expansion of enrollment. Besides the above discussion, Amare and his colleagues pointed out some concepts about CPD in Ethiopia. As the report indicates, before the late 1990s, Ethiopia relied almost exclusively on cascade or multiplier models of professional Development (PD) through which selected teachers and principals attend centralized workshops and returned to their schools to disseminate their new knowledge. Although centralized workshops are still used occasionally, national and regional state polices now call for continuous professional development as compulsory, comprehensive, and ongoing programs of PD carried out predominantly at the school and cluster levels (Amare et al, 2006:9).

Therefore from the above discussion, one can understand that, even though there was different understanding about the emergency of CPD, its main purpose is to improve teacher's knowledge, competence and commitment for better teaching and learning process.

2.2.2. Concepts of Continuous Professional Development (CPD)

In many literatures different authorizes come up with different definitions of teachers CPD; but they express the same concept. For instance, Leu (2004) defined CPD as the process of continually updating ones professional skills and knowledge throughout his/her working life. Updating refers to the programs that bring new idea to teachers' and encourage them to share it and to generate new ones about good practices. Therefore, CPD is the process in which teachers maintain the quality and relevant professional service throughout their life. According to Day (1999:3) CPD is the process by which, alone and with others, teachers review and extend their knowledge, skills and emotional intelligence. This may be essential to good professional thinking, planning, and practice. An alternative definition given by Hampton et al (2003) is that, CPD is a process or understanding of teachers and their effectiveness in schools. In support to the views reflected above, MoE (2003:36) stated CPD as a means for improving teachers' skill and competency. Moreover, scholars such as Blandford (2000:5) and Craft (2000:13) argue CPD to be a lifelong career of teachers which will enable them to improve their competency.

The definitions given by the above scholars have one essential thing in common; they all agree that continuous professional development of activities are mainly concerned with the improvement of schools and teachers knowledge, skill and commitment so as to increase one's professional effectiveness to the desired level in order to obtain better achievement of quality of education.

Many writers use CPD interchangeably with professional development (PD) and INSET (in-service education training education training). But, according to Craft (2000:9) it is possible to see differently these three terms. PD is a much related to CPD, but unlike PD, CPD is ongoing and lifelong process. INSET is related to short courses provided for teachers outside there is related to short courses provided for teachers outside their school mostly. But, according to Blandford (2000:6) INSET catch all terms encompassing PD and CPD. From these points, the researcher accepts Craft's view, that is, CPD is distinct from PD and INSET. Because it is CPD that can meet the ongoing development needs of teachers in this dynamic and turbulent world, not PD and INSET. Another concept that is often used interchangeably with CPD is staff development (SD). However, according to Haileselassie (2004:17) there is a different between the two. This authority conceives SD as narrow in focus, lack integration and depend on external expertise. And he perceives CPD, as broad in focus, responsive to local needs and focuses on organizational development unlike that of SD which focuses on individual development.

Generally, implementation of effective continuing professional development (CPD) practices in schools implies the way for success in contributing to individual, team and organizational development and that further resulted in ensuring education quality for all citizens.

2.3. The Importance and Objective of CPD

2.3.1. The Importance of CPD

Continuous professional development (CPD) program like any other program have great importance for those who are in the program. It helps teacher to enhance their competence, knowledge and skills by means of participating the activities of the program.

In relation to the importance of CPD, Day and Sachs (2004:22) stated that the purpose of CPD program should be to both enable and support teachers, wherever they teach or whatever their professional background is and to provide the best possible instruction so that they become excellent by gaining competence, confidence, commitment and sense of the job of teaching. In support to this concept, Amare et al (2006:39-41) and his colleagues findings revealed that CPD had helped teachers to develop their skills in lesson planning, continuous assessment and action research. It also fostered a culture of cooperation among teachers, students, parents and the surrounding community. So, well planned CPD can improve teachers' skills, knowledge and attitude.

With regard to the role teachers' professional development on students' learning, a number of studies report that more professional knowledge have the higher the level of students achievement (Grosso De Leo, et. Al., 2001 cited in Villegas-Reimers, 2003: 21). They also noted that professional development plays an important role in enhancing teachers teaching methods, and that changes have a positive impact on students' learning. Further research show powerful evidence that experienced teachers' pedagogical content knowledge and pedagogical content believes can be affected by professional development programs and that such changes in their classroom instruction and student achievement. Moreover, Villegas-Reimers (2003:42) noted that professionalizing teaching has also another effect. She believed that professionalizing teaching could attract "talent" students to the teaching field which in turn increases status that community accords to the professionals. Thus, from this discussion, it is possible to say that students' learning mainly depend on the quality of teachers through improving quality of education.

Mengistu (2010) citing Krik (2000) describe that CPD is important because of two main reasons. The first reason is that, CPD is a response to changes in the curriculum, the circumstances of schooling, or any other kind of external pressure like globalization and political priority change. His assumption was that the school curriculum is not static (new subjects are introduced, new approaches of learning and teaching are recommended, etc.) due to various socio-economic and political reasons. Thus, he argued that this curriculum renewal and reform are unrealizable without updating teachers' knowledge and skills in a continuous manner. The second reason that necessitated CPD was the continuous nature of learning to teach. He suggested that teaching is a professional activity which requires a commitment to enhanced performance, and a continuing search for more sensitive and intelligent ways of enriching pupils' educational experience. So, complex the demands of teaching, indeed, that not teacher worthy of the designation would ever claim to have achieved such a mastery of skills that was nothing more to do or to learn, or that further improvement was impossible.

Therefore, any educational development in Ethiopia is aimed to improve quality of teaching and learning. Thus, CPD practiced in the teachers' actual working place (schools and/or cluster levels) based on the concerns and needs of teachers and teachers themselves as facilitators. Moreover, MoE (2004) also described the importance of CPD in Ethiopia as it is indispensable because of the pre-service training is the initial phase that provides teachers only the basic skills and knowledge required to inter the profession. MoE further justified its importance in such a way that since education is dynamic according to the technological innovations, teachers are expected to update their

professional competence in a continuous manner by taking the knowledge and skills acquired in their pre-service training as a base.

TESO (2003) also noted that the main factor that initiate the needs for the teachers CPD practices are diversification of students culture, rising demand for quality education and work educations, varying service deliver reform, expectation of curriculum to serve immediate needs from various interested groups, students inadequacy in social skills and self-centeredness of adults. According to Craft (2000) pointed out that, the reason for the need of CPD is "to improve the job performance skills of the whole staff or group of staff, to improve the job performance skills of an individual teachers, to extend the experience of an individual teacher for career development or promotion purposes, to develop professional knowledge and understanding of an individual teacher, to develop an enhanced view of the job and to enable teachers to anticipate and prepare for change clarity the whole school or department's policy."Therefore, the main necessitates of implementing CPD at school is the means to cope up with changes by improving oneself knowledge and skills through entire career learning process, in order to do better job and improve students' learning.

2.3.2. Objectives of CPD

It is important to recognize that CPD activities have a number of objectives. According to Villegas-Reimers (2003) teacher development programs aimed at enhancing teacher effectiveness. In the same way another author pointed out that the main reason for CPD is that it helps a teacher to achieve higher level of professional competence and understanding (Marchzelye, 1990: Vii). So, it is logical to say that CPD activities

promote both the teachers' professional skill that impact on students learning and it provides the opportunity to integrate theory and practice.

In Ethiopia context, the overall objectives of CPD program are to raise the achievement of students in Ethiopia schools and higher education institutions (MoE, 2009). According to the document the specific objectives of the CPD are to support teachers' capacity to teach effectively and solving problems according to active learning based curriculum and that was introduced in 1994, to improve teachers' subject matter knowledge based on the content of curriculum and the teaching approaches that required teachers to engage students in the development of higher order thinking skills, to help teachers develop positive attitudes, cooperative approaches, to their work in the school, to strengthen of reflective practice and action research through which teachers study their practices to improve it and etc.

2.3.3. Implementation of Continuous Professional Development Program

Fullan and Pomfret(1977:336) cited in Yaekob (2009) stated that implementation is the actual use of an innovation or what an innovation consists of in practice. According to this definition program implementation may involve putting the element of a program into an action within the context of a certain organization. Thus process may need prior conditions and may face contextual hindering factors. Thus, understanding the implementation of the CPD program needs a clear understanding of the concept by all implementing stakeholders. This implies that careful planning, communication, coordination among implementers and support obtained from different directions are important things that need to be considered in implementing any program.

Therefore, the implementation of CPD program like any other program may have two phases, the pre-operation and operation. The pre operation phase is one that is before actual implementation, where as the operation phase is while the plan is translated in to action. In line to this, Bishop (1976) cited in Afework (2007:35) states that the pre operation phase includes development activities were materials are searched or developed and staff development will take place on the part of implementers. In addition this phase may include restructuring of school, scheduling and arranging mechanism for monitoring, evaluating and reporting the effectiveness of the program. The operation phase occurs when planning becomes action design becomes structure and CPD activities impact directly as intended. Moreover, CPD program, to be effectively implemented requires both human and material resources necessary for the program, orientation to all participants and the provision of support from various stakeholders.

2.4. Major Components of CPD

Generally, teachers' continuous professional development program includes different programs. Such as, Induction program, higher diploma, English language improvement and proper CPD program. Among these programs, induction and proper CPD programs are offered for the primary and secondary school teachers in schools (MoE, 2004). This study is focused on the implementation of these two programs.

2.4.1. Induction Program

Teachers may face difficulties when they are assigned to new positions after their initial training. In order to overcome the work related problems, teachers need to be provided with induction programs to watch, think, and reflect what has happened and given time to

improve professional practices. Therefore, induction program is given to newly deployed teachers (NDTs) in the first two consecutive years of their employment. MoE (2004) stated that the aim of this program is to support new teachers during their first years of teaching. It also ensures that NDTs may have the skills and knowledge to become increasingly competent professionals. Thus, the NDTs will be competent in: the knowledge of the values, attributes, ethics and abilities essential to professionalism; the subject matter and methodologies; the management of classroom; and understanding of the schools, its community and the education system.

Blandford (2000) perceived induction as a "bridge from initial teachers training to the professional leading in to CPD." Therefore, induction is a systematic organizational effort to assist personnel to adjust to new assignment (Castetter, 1992:1995). It could be adjust to new staff so as to properly done their duties. Realizing the above objectives, the newly deployed teachers should undertake the following activities of induction program including: professional development activities that focus on developing the expertise in the classroom; action research a teacher is expected to carry out two action research in a semester; be observed two or three times while teaching, professional appraisal formal meetings and discussion in which evidence of performance is reviewed; classroom observation it will be done by mentor and experienced teachers or other members of staff with relevant expertise. MoE (2004) stated that the activities and key events undertaken by individual teachers in the process are documented in the portfolio. Each individual teacher is supported by a mentor at every step or activity.

Therefore, induction has major importance for the TPD especially for those teachers started teaching for the first time in the school. Hence, mentors, department heads, principals and other concerned body should give support for those teachers in induction program.

2.4.2. Proper Continuous Professional Development Program

Proper CPD program is practiced by those teachers whose experience is above two years. The program is to be design 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. These activities are documented in a portfolio (MoE, 2004). In addition to this, all teachers (new or experienced) should attend workshops, seminars delivered at school/or cluster levels regarding national and regional priorities, various policies and cluster and school based issues. These programs are mostly designed by external experts, to inform the overall national priorities and the roles of teachers regarding this. The activities of teachers in each workshop and seminar are also documented in their respective portfolio (MoE, 2004). It also has also noted that in addition to the course prepared at national level, activities related regions and local priorities are expected to be practiced by teachers in the form of workshops and seminars at schools and clusters level. The activities of teachers and the major achievement in terms of change in students' behavior should be documented in their portfolios. Each teacher is expected to attend two to three hours per-week and at least 60 hours per- year and the training is provided in group of about seven.

2.5. Teachers' Continuous Professional Development Activities

The activities of CPD can be suggested by different scholars at different time. Some of the activities identified are: assisting students in their personal needs, participating in curriculum based activities, the use of ICT to increase knowledge, reflection on the staff practices, participation in educational panels, induction, mentoring, coaching, and action research and keeping professional development portfolio (Blandford, 2000:6-7 and Craft, 2000: 10-11). Since, CPD activities can be formally or informally practiced through exposure of new information and techniques and are varied based on their requirement of time and place. However, the most commonly practiced CPD activities in Ethiopia secondary schools are discussed below.

2.5.1. Mentoring

Mentoring in education can be characterized in a variety of ways. One view of mentoring sees it as a frame work of positive support by skilled and experienced practitioners to other practitioners who need to acquire complex new skills (Butcher, 2000). In the same way Blandford (2000:182) also consider mentoring as a process through which knowledge and understanding, skills and abilities, may be passed to less-experienced practitioners. A mentor provides a new comer with support, problem solving, guidance and network of staff who shares resources, insight, practices and materials. Mentors also expected to establish a supportive supervisory relationship and apply effective consoling skills (Bleach, 1999). A mentor is therefore an experienced practitioner who provides professional guidance and support. Mentor-mentee relationships should be one-to-one, with adequate and appropriate time devoted to all of the required activities (MoE,

2010:3). Moreover, induction tutors, in their day to day work with newly qualified teachers are expected to respect, encourage, motivate and understand them to take increasingly responsibility for their own development. Bleach (1999:34) also stated that, the quality needed for effective and successful mentoring includes the ability: to encourage, empathies, listen, reflect analyzed organize, be flexible and be approachable; and to establish a supportive supervisory relationship, apply effective counseling and support the development of effective classroom practice.

Similarly, MoE (2004), mention the responsibilities of mentors as following: Plan the CPD program with the trainees; Provides CPD and personal support to those learners; Evaluate activities/assignments done by teachers and monitor program and quality improvement made by teachers in the classroom as indicated in the program; discuss and keep records (portfolios) of all completed activities, classroom objectives and meeting held with teachers, have them signed when required and submit assessment report to school directors at the end of each semester.

2.5.2. Coaching /Peer-coaching/

Coaching is another CPD activities related to mentoring. But according to Craft (2000) coaching differs from mentoring in its focus on technical aspects of instruction, rather than the larger personal and non-academic features of teaching. An instructional coach provides ongoing consistent follow up by way of demonstrations, observations and conversation with teachers as they implement new strategies and knowledge.

As to Moon et al. , (2001) coaching in the classroom may take different forms based on the purposes and goals for coaching that is, technical coaching involves the transfer of

teaching methods, introduced in workshops to the classroom and the second one is expert coach utilizes specially trained teachers with expertise using particular methods. They observe, support and provide feedback to the other teachers. Therefore, in order to apply coaching in the school system, one should select the appropriate coach alternatives that make the school benefited from its implementation.

2.5.3. Active Learning

One of the main objectives of CPD is to prepare teachers with the skills of active learning methodologies to enable students actively engage in the teaching learning process. For instance, after the adoption of the currently working Education and Training Policy in Ethiopia, extensive changes have taken place in education. One of the changes is the paradigm shift in the model of teaching and learning which involves the shift from rote learning to active learning. This change has brought a major paradigm shift in our thinking about education and the underlying ideas like active- learning approach, student-centered method, problem solving, student sensitive learning, the use of higher- order thinking skills etc have been introduced through this reform.

Similarly, in the teacher education system, there have been continuous changes in the curriculum and teacher's profile since the educational reform in the country. Particularly, at present, the teacher education program is guided by the Teacher Education System Over-haul (TESO) document (MoE, 2003). This document states that in the teacher education program, passive learning has to be replaced by active, learner-focused education. The document advocates, a Teacher Education System that develops and inculcates higher- order thinking skills in graduates and emphasizes that, teachers are essentially agents for positive societal change. This document also strongly criticizes the

previous teacher education system, which was traditional; where the subject content has been treated in a theoretical way. As a result, according to the document, it has produced teachers who are not necessarily good at teaching in schools using active learning. However, the intention of the new Teacher Education Program is to prepare teachers who can confidently teach using active learning approach and the development of problem solving skills through a learner- centered approach. In this assumption, teachers must be able to use a range of teaching strategies including active learning; interactive teaching and independent study and thus, be able to select strategies according to students' needs. Therefore, from the points raised above, one can understand that in an active classroom environment in which the teachers learning through active learning method in CPD programs are expected to improve their teaching and learning process in the classroom and this also further has contribution for ensuring quality of education.

2.5.4. Action Research

Action research is an important practice in developing educational profession in educational system. Regarding to this concept, various scholars suggests different ideas why teachers practice action research in the school. For instance, McKiernan (1995:5) suggest that action research is about studying what is happening in their classrooms and deciding how to make it a better place by changing what and how they teach and they select to students and community. Sachs (2003) also noted that the purpose of conducting action research is; it serves as strategy for broader change initiative with school or class room; it helps to improve classroom practice; it contributes to better understanding of nature of teachers' knowledge; and it serves as a basis for teacher development. Similarly, Zuber-Skirt (1986) cited USAID (2006:23) stated that, educational action research is

critical, collaborative, reflective, accountable (making the results of their enquiry public), self evaluating and continuing professional development. In line to this, USAID (2006:17) says that action research is a participatory, democratic process concerned with developing practical knowledge in the world view.

In general, it is possible to say that, action research as one of the components of CPD program, and it leads to greater job satisfaction, better academic programs, improvement of students learning and practitioners' insights and contributions to the advancement of knowledge in education. Thus, it is one of the most important technique by which teachers improve their classroom practice in order to bring better achievement of students.

2.5.5. Teachers' Professional Development (PD) Portfolio

Portfolio is one activities of teachers' continuous professional development. Rigges and Sodline (2000) define, portfolio as a collection of evidence gathered over a certain period of time, to illustrate different aspect of teaching work; professional development and abilities. In support to this, Robson (2006) described professional portfolio as it is usually contains relevant course documents, teaching materials, students evaluations, minutes of meetings and so forth as well as some kinds of diary and reflection on learning. The material is taken to be "evidence" of learning or expertise in the professional setting.

Portfolio can give teachers a purpose and framework for preserving and sharing their work, provide occasions for mentoring and collegial interactions and stimulate teachers to reflect on their own work and on the fact of teaching (MoE, 2007:3) More specifically the document identified the following opportunities: to become decision maker about

curriculum: to create productive classroom environment: to provide an occasion for reflection on teaching goals. teacher-student relationships. effectiveness of teaching strategies. on alternative methods for teaching and assessing teaching: to enhance awareness of teaching methods: to document teaching effectiveness: to promote professional dialogue about teaching and growth towards an effective teaching community; to transform interpersonal relationships and to form a culture of inquiry and self-review within the school.

MoE (2007) identified the following contents of portfolio: statements of teaching philosophy or goals; Summary of teaching methods. strategies and teaching environments employed towards meeting those goals; feedback/evidence from students, peers, administrators; samples of work or products of interpreted and analyzed to show students learning or aspects of learning environment; evidence and discussion of professional development, including professional education-related activities, teaching related service, research, innovation and publication; and recognition of teaching achievements, including awards, published papers and invented presentations.

Therefore, in order to prepare personal portfolio, teachers should be selective and follow the proper means to maintain their personal action plan and its implementation; and the best practices obtained with reference to the target set by the school. This is used as evidence as well as to share their experiences with their colleagues' in order to improve their professional in teaching and learning process.

2.6. Characteristics of Effective CPD

The most effective forms of professional development seem to be those that focus on clearly articulated priorities, providing ongoing school based support to classroom teachers, deal with subject matter content as well as suitable instructional strategies and classroom management techniques and create opportunities for teachers to techniques and try out new teaching methods OECD (2005) cited in MoE (2009:10).

According to Sparks and Loucks-Horsely, 1990 cited in MoE (2009:10) the characteristics of effective professional development includes: programs conducted in school setting and linked to school wide efforts ; teachers participating as helpers to each other and as planners, with administrators, of in-service activities; teachers in active roles, choosing goals and activities for themselves; emphasis on demonstration, supervised trials and feedback: training that is concrete and on-going overtime and ongoing assistance and support available up on requests. Corcoran (1995) cited in Villegas-Reimers (2003:11) also proposed the following characteristics of effective implementation of CPD program:

> *"stimulated and support site based initiatives; be grounded in knowledge about teaching; model constructivist teaching; offer intellectual, social and emotional engagement with ideas, materials and colleagues; demonstrate respect for teachers as professional and as adult learners; be accessible and inclusive and provide sufficient time and follow up".*

In addition to the above discussion, high quality teachers' CPD could by characterized by: integrated in to the work of the teacher: it is found on classroom practice; it promotes active learning, involvement and collaborative work system; and it focuses on local educational leadership (MoE, 2009; 10-12, Villegas-Reimars, 2003:13-15)

Depending on the characteristics mentioned above, it is possible to say that the program addresses the needs of individual teachers and the support needed or teachers to undertake activities. They also consider teachers as professionals and central to students learning, encourage teachers do individually or collegially over time in their working place and give more emphasis for improving teaching and learning process. Thus, effective CPD gives great concentration on the school based practices so as to bring about actual change on students' achievement.

2.7. Administration Support for the Implementation of Teachers' CPD Program

The effective implementation of teachers' CPD program need support starting from school level to the higher officials responsible for the program. Regarding this concept, Villegas-Reimers(2003) reported that teachers should receive the same treatment as they are professional learners in CPD should get the necessary assistance from the concerned bodies ranging from school community up to higher officials at different levels. She also further argued that the policies must be supportive of the changes that teachers are expected to perform. There should be new structures and institutional arrangement that support the role of teachers as lifelong learners, new evaluation, accountability and promotion. In support to the above idea, Smith and Gillespie (2004) stated that, administrative support for teachers to implement CPD programs should not be seen as limited only to advocating with policy makers and providing materials; financing and human resources. The symbolic leadership of the effective school principal cannot be underestimated as change agent. Thus, the school principal should be a learner as well as

a leader. This gives a clear message that participating in CPD program is so important that there is room for it even in their own busy schedule.

Blandford (2000:14) also reported that the professional development coordinator has to provide effective support and play important roles. The role of coordinator is to establish the development needs of individuals and to have the knowledge and ability, to actively promote and support their development within the overall development aims of the institution. And further noted that the professional development coordinators in the school is responsible for integrating the management of internal and external activities and more specifically he/she has the following activities: assisting in the identification and prioritization of training needs; facilitating and supporting the staff; communicating information to staff; influencing senior management on appropriate course of action; liaising or bridging the school with local education authorities and representing the school at meeting with outside agencies; evaluation of all CPD activities, teachers' needs in relation to students' and schools' needs.

Therefore, there are a wide variety of resources which can be needed to support CPD activities for its effective implementation. In line to this, MoE (2009) identified that the resources to support CPD comes under two headings, human resources and material resources. Human resources include professional resources at the institution level and external support. Committed and supportive colleagues are the most powerful and accessible resources at the institution level. The External supports for CPD include the local and regional educational authorities such as Woreda and Zone education offices and region education bureaus (REBs) which have a number of supervisors and educational experts. The institution organizing the CPD can ask for the support of an experienced and

knowledge expert or organization. The material supports are the national CPD materials which can be selected by the institutions according to their needs and priorities. In addition REBs produce additional material that addresses regional CPD issues.

Therefore, for effective implementation of CPD program there should be collaborative support among the educational office found at various levels, teachers' education institutions, NGOs, school cluster and specially it is obvious that the woreda and zone education officials are the nearby facilitators to provide support and advice for the CPD program held at school. For instance, MoE (2009) put the responsibilities of woreda and zone education offices for the successful implementation of teachers' CPD program. To highlight some of the support made by woreda and Zone education offices, they are raising awareness of and promoting inclusive education in all schools; allocating the resources needed to implement the program; monitoring and evaluating the CPD implementation; providing support and advice on the maintenance of professional portfolios, and etc.

In general, the coordination and support of administration at different level provided for teachers and the whole community of the school or education system has great role for the successful implementation of CPD program and in turn it contributes to the better professional development of teachers' and achievement of students learning.

2.8. Factors Affecting Effective Implementation of Teachers' CPD

As a research finding indicates that there are a number of factors that hinder the effective implementation of CPD program. For instance, school work context, leadership style, time, collaboration, quality of mentor, commitment, need analysis, contents of CPD

activities, workloads, personal factor, a financial factors, etc are some of the factors that have significant power to affect the effectiveness of CPD program either positively or negatively (Wan and Lam, 2010; Villegas-Reimers, 2003; Rhodes et al., 2004; MoE, 2009). According to Blandford (2000, 4-8), implementation of CPD was affected by: allocation of human and financial resources, alternations of structures and systematic and presence or absence of staff development policy. Wan and Lam (2010) Citing Kawokwan (2003) grouped these factors in to three. Personal factors such as professional attitudes, appraisals of feasibility, loss of personal accomplishment etc; task factors including pressure of work, emotional demands, job variety and autonomy; and work environments such as management support, collegial support and intentional learning support. Furthermore, Marczelye (1996) indicated that teachers' CPD can be affected by combination of organizational and personal factors.

According to Ethiopia context, TESO (2003) indicated the following factors influencing the implementation of CPD program. These are: lack of motivation and application, combined with self interest and lack of training opportunities, have created achievement of apathy and cynicism among teachers; the geographical feature of many regions and resulting problem of access, transport, and communication will limit access for many teachers to sustained professional development programs outside their own school; lack of available Bureau or woreda personnel to plan, manage and monitor the program; the quality of knowledge and expertise available in administrative position and the severity restricted availability of resources to sustain development, including access to electricity and technology, especially in schools of remote areas.

In general, based on the above discussion, it is possible to say that the major factors affecting the effective implement program are insufficient of modules for the program, low level of awareness on the program, school work context, lack of ample time, lack of available materials and finance, work overload, low level of management support, lack of experienced or qualified mentors, lack of motivation/incentives for the trainees, lack of follow up, fixed school time table, lack of coordination among concerned stakeholders and etc. Hence, every individual should consider these while implementing CPD program for better outcome.

2.9.Quality of Education and an Overview of CPD Program in Ethiopia

2.9.1. Quality of Education

Education quality is a multifaceted concept, defined differently depending on a country's policy objectives and underlying philosophies. In Ethiopia, as in many countries, policies define it according to the knowledge, skills and attitudes that students develop. In this regard, teachers are widely recognized as a critical factor influencing education quality at school level (Amare et al., 2006:5 and Villegas-Reimers, 2003). The literature on education quality indicates a strong link between teachers professional development and quality, especially in the areas of "teachers beliefs, and practices, students learning and on the implementation education reform." Implementing active teaching and learning through social interaction can only be done effectively when teachers understand the idea behind reform and have the ability to apply these ideas in their classroom (UNESCO, 2006:71). Therefore, it is possible to say that, teachers' ability to develop, adopt and improve throughout their career is essential for active learning of students in the classroom and improved their achievement.

2.9.2. An Overview Teachers' CPD Program in Ethiopia

The 1994 education and training policy of Ethiopia has given due emphasis for teacher education in pre-service and in service training programs. CPD was one of the emphases given for teacher education in the form of in-serve training program at school and/or cluster level. It was introduced to the education system of Ethiopia in 2003 as a result of an extensive study by the Ministry of Education (MoE) in 2002. The study entitled "The Quality and Effectiveness of Teacher Education in Ethiopia" had five major objectives. Generally, the five objectives aimed at identifying the existed educational problems, with particular emphasis on teachers, and coming up with certain solutions and a concrete action plan. The study revealed that the system's present ability to provide education in accordance with the goals of 1994 education and training policy is weakened by several factors. Of those that affect the performance of teachers are: the difficult conditions of the work environment; weak pre-service preparation and lack of continuous in-service professional development; an entirely academic, often irrelevant and not well understood curriculum; an examination system that discourage active learning, creative thinking and the development of higher-order think skills and weak management and leadership (MoE, 2003).

This study produced a further document known as the "National Framework for the Teacher Education System Overhaul" (TESO) program. The TESO program has given five major priority programs, of which the third priority aims at: i) upgrading untrained/under qualified teachers to the levels of which they are assigned to teach through extensive (though it has been considered as a part of the pre-service program in the TESO final document), summer and distance education; ii) updating teachers in the

field of changes taking place in the current education system of Ethiopia (MoE, 2003). This study focuses on the practices of the second aim of the third priority program. MoE believed that CPD will solve the short coming of the previous in-service training programs. According to MoE (2005:21), CPD has been implemented in both primary and secondary schools since 2005. It has been introduced with two components. These are: two year induction program given for newly deployed teachers (NDTs) and Proper CPD-which is giving training for those who already in the system where each teacher expected to complete a minimum of 60 hours per-semester.

The main aim of teachers' CPD is to improve the performance of teachers' in the classroom in order to liaise with the student achievement and learning. More specifically, as a result of the effective implementation of CPD program, the following outcomes would be expected. These are all teachers will have access to high quality of CPD program; all teachers will systematically build their professional skills, knowledge and attitude required of them in accordance with the ETP; all teachers will domain competent and up-t-date in their own levels of specially of expertise through a compulsory organizing program of staff development opportunities to meet the needs of both the school and individual teachers; all teachers will consider CPD as an integral part of the evaluation, licensing /re-licensing and career development; and all schools will offer high quality education to the benefit of students at every level (MoE, 2003, MoE, 2007). In order to achieve the above results/for the effectiveness of CPD program, the following principles are identified to be followed by the concerned bodies: There will be an initial CPD program phase, which will take up the first 2 or 3 years, for all teachers to follow; all staff development plans, actually implemented training activities and outcomes will be

registered or documented; the courses to be delivered should be related to the levels at which teachers are, in terms of content or activities; all teachers will keep a portfolio of their participation in CPD program; the renewal of professional teaching license will required the completion of the equivalent of a stated minimum number of semester hours of CPD credits over the period concerned etc, (MoE,2003)

However, at the end of three years, that is in 2008, of CPD development, MoE in collaboration with Haramaya University carried out an "Impact study" on the implementation of CPD program in the country. Besides, MoE also carried out a country wide need analysis study on teachers' CPD in the same year. The studies identified six challenges that affect the effective implementation of CPD program. These were

> *Failure to synchronize the career structure and CPD values and activities; CPD facilitators high turnover; time constraints on teachers as well as their school leaders; CPD program's lagging behind its time and the tendency of rushing to converse; total absence or inadequacy of the minimum resources required to run CPD; and lack of systematic collaboration and coordination between EBs, TEIs and NGO (MoE, 2009).*

To address these challenges, MoE developed two documents in 2009 based on the recommendation forwarded from the national study the documents are "Framework" and the "Practical Toolkit". The objectives of the documents are to provide teachers with clear structure and rationales for CPD through Ethiopia. More specifically, "The CPD for primary and secondary school teachers, leaders and supervisor in Ethiopia." The aim of "Framework" is to improve teachers' effectiveness and student achievement and "practical Toolkit" explain how to apply the new CPD framework for teachers in schools (MoE, 2009). It also identified five professional competencies of Ethiopian teachers. These are facilitating student learning outlines how teachers plan, develop, manage and apply a variety of teaching strategies to support quality students learning; assessing and

reporting student learning out comes describes how teachers monitors, assess, record and report student learning outcomes; engaging CPD describes how teachers manage their own CPD professional development and contribute to professional development of their colleagues; mastery of education and training policy (ETP) curriculum and other program development initiatives describes how teachers develop and apply understanding ETP to contribute to curriculum and/or other program development initiatives; and forming partnership with the school community describes how teachers build, facilitate and maintain work relationship with students, colleagues, parents and other care givers enhance student learning.

Beside this the schools develop (prepare) CPD module by identifying three major school issues. The teachers took one of the problems of the school and added other two of their weakness (problems) they have and develop their own individual CPD. Teachers conduct an action research on the issues indentified within the classroom, school or local community and seek solutions. Professional developments that meet local needs and collaborative activities developed at schools or cluster center levels. Besides, all teachers should participate in seminars, workshops and meetings given at schools, cluster centers and woredas regarding the priorities needs and all the activities practiced by teachers were documented in their respected portfolio at their schools.

CHAPTER THREE

This chapter deals with the research design and methodology, source of data, sample size and sampling techniques, data gathering tools, Procedure of data collection and method of data analysis.

3.1.Research Design and Methodology

As mentioned earlier the purpose of this study was to assess teachers' CPD implementation at secondary schools of South West Shoa Zone of Oromia Regional State. This study used descriptive survey method with a mixed approach, because it helps to get currently available information from teachers, school leaders (principal, vice principal, unit leader, department heads), secondary schools supervisor, experts of woredas and zones. It also enables the researcher to gather data from relatively large number of populations at a particular time and it was found to be convenient to portray the exiting situations of CPD programs. In line with this, Koul (1996) stated that, descriptive method helps to have general understanding of the problem by studying the method the current status, nature of the prevailing conditions, practices, and trends through relevant and precise information. Hence, on the basis of this assumption, it was found to be convincing to employ descriptive survey method predominated by quantitative approach.

3.2. Sources of Data

The choice of particular method of collecting data depend up on the purpose of collecting information, the information being collected, the resource available for researcher and the skill of the researcher (Kumar, 1996). Hence, for this study the researcher used both

primary and secondary sources of data. The primary sources of data were secondary school teachers, principals, vice principal, unit leader, department heads, supervisors, woreda education office experts and zonal education experts. This was the study mainly based on the opinion of individuals on certain issues making data sources to more important than secondary sources of data. The secondary sources of data are portfolio of teachers which were recorded at schools with respect to the CPD activities.

3.3. Sample and Sampling Techniques

There are eleven woredas and one town administration (Woliso town) in South West Shoa Zone. Each woreda has at least one secondary school (9-10). Concerning the population of the study, secondary schools (9-10) and their teachers, school leaders (principals, vice principal, unit leaders, department heads); supervisors, woredas and zone education experts working on TDP were the population of the study. This is because; the researcher believed that these members of the school community can provide relevant information by understanding the issue under the study. In order to make the sample manageable and representative by considering the time allocated for data collection, the budget allocated for the study and the nature of the population in the study area, the researcher believed that one-third of the woredas could represent the others in the zone. Accordingly 4(33.3%) sample woreda were selected by using simple random (lottery) sampling techniques. Since this technique was used to obtain representative sample of a population; and give equal and independent chance of being selected for each and every members of a population. Based on this, Amaya, Wonchi, Goro Woreda and Woliso Town administration were selected.

In this zone, there are 14 government general secondary schools (9-10). All the secondary school found in the sample woredas were taken by for the study. From the sampled Woreda, Wonchi has two secondary schools; accordingly, 5(35.71%) secondary schools (9-10) were selected by availability sampling method. These were, Gindo, Chitu, Dariyan, Goro and Dajasmach Geresu Duki secondary schools. In order to select the sample teacher respondents from the sample secondary schools, first teachers were stratified based on the type of CPD program they practiced (induction or proper CPD). In line with this, in the target area there were 216 teachers of which 50 were NDTs and 166 were ETs. From 166 experienced teachers, 50 of them were school leaders (School leaders includes: 5 principals, 10 vice principals, 12 unit leaders & 23 department heads) and 116 of them were ETs. Since, the number of teachers and school leaders in the sampled secondary schools were small all of them were selected for the study by availability sampling techniques.

Purposive sampling technique was employed to select secondary school supervisors from each sampled woredas. This is because; the position and duty of them are directly concerning with the issue under study. In the same way, one expert from each woreda/Town education offices of sampled schools working in the area of TDP and CPD program selected purposefully to get relevant information about the implementation of CPD program. Moreover, one expert in the area of teacher professional development program (TDP) was selected purposively from zone education department in order to get detail and in-depth information; hence they have the responsibility to support follow up, and evaluate the implementation of CPD program in secondary schools.

In general, 116 ETs, 50 NDTs, 50 SLs(i.e., 5 principals, 10 vice principals, 12 unit leaders, 23 department heads), 4 woreda education experts, 4 secondary school supervisors and one zone education expert, totally 225 were selected as respondents for the study. The chosen respondents were displayed in the following table.

Table.1 Descriptions of the sample woredas, secondary schools and respondents

No	Sampled woredas with their teachers		selected secondary schools	Types of Respondents														
				School Leaders(SLs)								NDTs		ETs		supervisor	WEO	ZED
				P		V/P		UL		DH								
				sex		sex		Sex		sex		sex		sex				
				M	F	M	F	M	F	M	F	M	F	M	F			
1	Amaya	44	Gindo	1	-	2	-	2	-	3	1	11	2	18	4	1	1	1
2	Wonchi	37	Chitu	1	-	2	-	2	-	4	-	7	1	15	4	1	1	
		39	Dariyan	1	-	2	-	2	-	3	1	8	2	16	3			
3	Waliso	72	Geresu	1	-	3	-	4	-	7	-	10	4	36	5	1	1	
4	Goro	30	Goro	1	-	1	-	2	-	4	-	4	1	13	2	1	1	
Total		216	5	5	-	10	-	12	-	21	2	40	10	98	18	4	4	1

NB: P-Principal, V/P-Vice Principal, UL- Unit Leaders and DH- Department Heads.

3.4.Data Gathering Tools

To obtain valuable quantitative and qualitative data instruments, such as questionnaire, interview, Focus Group Discussion (FGD) and document analysis were used.

3.4.1. Questionnaire

Questionnaire was used to gather data from 30 school leaders (such as; 5 school principals, 6 vice principals, 7 unit leaders and 12 department heads) out of 50 0f them, 50 Newly Deployed Teachers (NDTs) and101Experienced Teachers (ETs) out of 116 of them, which were relatively large population. The questionnaires include mainly close ended and few open ended. The close-ended questionnaire was chosen for it is easy to fill

out, takes little time, keeps the respondents on the subject, is relatively objective and fairly easy to tabulate and analyze. Moreover, the item type such as Likert scale, rating scale, options or choices type were used because they are easy to analyze using statistical techniques and enabling comparison to be made among the groups, others are few open ended questions were used and their major purpose were to give an opportunity to respondents to express their feeling and perceptions related to the issues under the study without restriction.

Three separate questionnaires were prepared for NDTs, ETs and SLs, and organized in to three parts. The purpose of the questionnaire and the importance of respondent's response for the success of the study were clearly stated in the first part of the questionnaire. Second part was intended to obtain relevant information about the respondents. The third part presented questions related to the basic research questions. Before administrating the instrument of data collection, pre-test is very essential to validate the tools as it gives the first chance to comment and check its clarity by identifying the understandable, vague and ambiguous items and concepts. Therefore, before the administration of the questionnaires to the actual subjects in the study, Dilalla secondary school was selected for pilot testing because it was not chosen as a sample and also found in the same zone having similar characteristics with sampled schools. As pilot participants, 6 NDTs, 9 ETs and 7 SLs (one principal, two vice principals, 3 departments heads and one unit leader), totally 22 participants were administered. They were asked to write any comments and suggestions regarding clarity of language, terms, grammar and ambiguity of the questionnaires. Based on the valuable suggestions and comments obtained from the pilot test, errors and irrelevant items were omitted. The pilot-test questionnaires were also

analyzed by the help of the soft ware Statistical Package for Social Science (SPSS) with using Crounbach Alpha. 0.79 coefficients was obtained for the tested items. After necessary correction made, it was made ready for the actual study. The whole questionnaires were prepared in English and administrated with the same language because all the respondents are secondary school teachers and use the language in their daily activities of teaching learning process.

3.4.2. Interviews

Semi-structured interview was employed in order to get additional information from four secondary school supervisors, four woreda and one zone experts. The instrument was consist of mainly questions about the role of CPD on teachers' competence and commitment, supports provided for teachers to implement CPD, how teachers practice CPD program and problems in promoting CPD program. For this purpose, interview guide line first prepared in English and then translated in to Afan Oromo for conducting the interview. The researcher made interview with respondents by arranging the programs. Accordingly, convenient programs were adjusted and the interview was conducted with each respondent in Afan Oromo and responses were noted down and later translated to English for analysis and interpretation of the data.

3.4.3. Focus Group Discussions

The focus group discussion was another method of data collection instrument. It was employed to collect data from school leaders (i.e., one vice principals, one unit leaders, and one department heads) and four teachers from each sampled schools who were not involved in the questionnaire as a respondent and also assigned as mentor and/or

facilitator in the schools. And programs for focus group discussion were arranged by discussing with them and the researcher conducted with all those selected for FGD. Because it has a real benefit of sharing views and experiences between participants, and of acquiring the insight full and reach data from participants. This help the researcher to collaborate the responses collected from respondents by using questionnaires and interviews by taking the responses of participants as they said and organizing the data to make simplicity for interpretation.

3.4.4. Document Analysis

Besides questionnaires, focus group discussion and interviews, the researcher also used document analysis as secondary sources of data collection. The document related to the implementation of CPD which includes the portfolio of the individual teachers, samples of active learning methods implemented, action research conducted, discussion minutes, activities practiced and other plans such as identifying types of CPD activities, time management and problems encountered during the implementation of the program. The document analysis was used to cross check the correspondence between what respondents said and what they practically did.

3.5.Procedure of Data Collection

To collect data, first relevant tools such as questionnaire, interview and FGD guideline; and document analysis checklists were developed. After preparation, instruments were submitted to advisor for evaluation in advance before the actual activities took place.

Secondly, to get necessary supports during data collection the researcher inform the responsible bodies' before gathering data. Thirdly, the questionnaires were administered

to NDTs, ETs and SLs in face to face situation. Beside, the researcher conducted an interview with supervisors, WEO and ZED experts working on CPD and FGD with some selected teachers and SLs assigned as mentor/facilitators in the schools. Finally, document analysis related to implementation of CPD was reviewed.

3.6.Methods of Data Analysis

The data collected from sample schools through questionnaire, interviews, focus group discussions and document analysis were first edited, categorized and systematically organized in items depending on the responses and basic research questions. After coding items of the questionnaire, it was analyzed quantitatively using frequency counts, percentages, means, grand mean and one way ANOVA. One way ANOVA (Analysis of Variance) was used to compare means of quantitative variable across different categories of a categorical variables and it allows for comparison among three or more groups and check whether there is statistically significant differences among the groups in roles of CPD in enhancing teachers' professional competence and commitment, support being provided for teachers to implement, the ways teachers practiced the program and factors affecting the effective implementation of CPD at secondary schools. The study results of these tests were checked at alpha (α) = 0.05 level of significance. The qualitative data was organized in to meaningful information and triangulated by assessing and cross checking findings from multiple points of view including different methods of data collection. This helps to elaborate the ideas and to triangulate the differences on the different issues related to CPD. Thus, the data obtained through open ended questions, interview and focus group discussion were qualitatively described.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deal with the presentation, analysis and interpretation of the data gathered from the sampled respondents through questionnaires, interviews. focus group discussion and document analysis to address the basic research questions. It consists of two major parts. The first section deals with the characteristic of the respondent, and the second section presents the analysis and interpretation of the result of the study. This chapter also incorporates quantitative and qualitative analysis of data. The quantitative data collected through questionnaires were first present in the table and then various statistical tools were used for analysis. The qualitative data gathered from open ended questions, interview, focus group discussion and document analysis were also qualitatively described and supposed to be complementary to the quantitative analysis.

4.1. Characteristics of the Respondents

This section presents characteristics of the respondents who were responded the questionnaires, interviewed and participated in the focus group discussion. For the purpose of this study a total of 181copies of questionnaires (50 for NDTs, 101 for ETs and 30 for school leaders) were distributed, of these, 168(92.8%) were filled in and returned. More specifically, from the distributed questionnaires 46(92%) of the NDTs, 92(91.1%) of the ETs and 30(100%) of the school leaders were completed and returned. It was this figure that would be considered as total respondents in the analysis part of the study.

Interviews also conducted with 4 supervisors of secondary schools of the respective woredas, 4 education experts of the woreda working at TDP and CPD program, and one education expert of the zone assigned on TDP. Besides questionnaires and interviews, focus group discussion (FGD) was conducted with some selected teachers and school leaders who were not involved in responding questionnaires as respondents and assigned as mentors/facilitators in their respective schools. Accordingly, from each secondary school seven participants were selected purposefully for the study, because they can contribute relevant information for the data gathered in order to triangulate the actual implementation of the program. Therefore, totally 225 respondents were participated in this study.

In general, the characteristics of the respondents in terms of sex, age, teaching work experience, position in career ladder and teaching workload in period per-week were discussed more in detail in the following table.

Table 2: Characteristics of Respondent.

S. No	Characteristics Of the respondents	Descriptions	Teachers(N=138)				Total Teachers (N=138)		School Leaders (N=30)		Total respondent (N=168)	
			NDTs(N=46)		ETs(N=92)							
			N	%	N	%	N	%	N	%	N	%
1	Sex	Male	39	84.8	76	80.9	115	83.3	28	93.3	143	83.1
		Female	7	15.2	16	17.3	23	16.7	2	6.7	25	14.8
		Total	46	100	92	100	138	100	30	100	168	100
2	Age in year	21-30	44	95.7	30	32.6	74	53.6	7	23.3	81	48.2
		31-40	1	2.2	58	63.0	59	42.7	20	66.7	79	47.0
		41-50	1	2.2	4	4.4	5	3.5	3	10.0	8	4.8
		51 & above	-	-	-	-	-	-	-	-	-	-
		Total	46	100	92	100	138	100	30	100	168	100
3	Qualification	Diploma	3	6.5	2	2.2	5	3.6	-	-	5	2.9
		BA/BSC/BED	43	93.5	89	96.7	132	95.7	30	100	162	96.4
		MA/MSC/MED	-	-	1	1.1	1	0.7	-	-	1	0.6
		Total	46	100	92	100	138	100	30	100	168	100
4	Teaching Experience	≤2	46	-	-	-	46	33.3	-	-	46	27.4
		3-6	-	-	20	21.7	20	14.5	1	3.3	21	12.5
		7-12	-	-	29	31.5	29	21.0	17	56.7	46	27.4
		13-16	-	-	16	17.4	16	11.6	3	10.0	19	11.3
		17-22	-	-	25	27.2	25	18.4	2	6.7	27	16.1
		≥23	-	-	2	2.2	2	1.5	7	23.3	9	5.4
		Total	46	100	92	100	138	100	30	100	168	100
5	Career Ladder	Beginning teacher	46	100	-	-	46	33.3	-	-	46	27.4
		Junior teacher	-	-	15	16.3	15	10.9	3	10.0	18	10.7
		Teacher	-	-	37	40.2	37	26.8	9	30.0	46	27.4
		Associate	-	-	31	33.7	31	22.5	11	36.7	42	25.0
		Lead teacher			9	9.8	9	6.5	7	23.3	12	7.14
		Total	46	100	92	100	138	100	30	100	168	100
6	Teaching Work load Per-week in Period.	0-5	-	-	-	-	-	-	3	10.0	3	1.8
		6-10	2	4.4	4	4.4	6	4.4	10	33.4	16	9.5
		11-15	15	32.6	12	13.0	27	19.6	8	26.7	35	20.8
		16-20	15	32.6	20	21.7	35	25.4	7	23.3	42	25.0
		21-25	14	30.4	40	43.5	54	39.2	1	3.3	55	32.7
		≥26	-	-	16	17.4	16	11.6	1	3.3	17	10.1
		Total	46	100	92	100	138	100	30	100	168	168

As can be seen from Table 2 above, of the total 168 respondents, 143(85.1%) were males while 25(14.9) were females. The table also shows the sex proportion across the three type respondents. Accordingly, from NDTs the largest proportion, 39(84.8%) were males and 7(15.2%) were females. On the same way from the ETs, 76(80.9%) were males and

16(17.3%) were females. From the total School Leaders (SLs), 28(93.3%) were males and 2(6.7%) were females. The interviewees (woredas and zone TDP expert and secondary school supervisors) were all male respondents. Therefore, one can also understand that the female teachers participation in leadership position in the secondary schools, woreda and zone TDP experts and supervisory position need great emphasis to encourage them by responsible bodies in order to be model for female students in secondary schools and by themselves they should have commitment to be competent with males at all levels. For this study, the proportions of sex were not considered.

As age distribution indicated in the above table 2, majority of respondents were found between in two age categories. These categories were, 81(48.2%), 79(47.0%) of them were found in between 21-30ages and 31-40 ages respectively. More specifically, majority of NDTs, 44(95.7%) were found in the age intervals of 21-30ages and the remaining were found in the age intervals of 31-40 and 1(2.2%) were found in the age intervals of 31-40 and 41-50 ages respectively. More than half of the ETs, 58(63.0%) respondents age found in the age intervals of 31-40 years. However, 30(32.6%) and 4(4.4%) were found in the age intervals of 21-30 and 41-50 age respectively. In general, about half of the ages of the teachers respondents 74(53.6%) were found in the age interval of 21-30 and 64(46.4%) of them were found in the age categories of 31-51 ages. thus, the young teachers have good opportunity to share experience from their senior teachers. The ages of interviewee participants, except one secondary school supervisor and one woreda TDP experts whose ages were 29 and 32 years old respectively, the

others were found to be in range of 39 to 46, which is believed that they have enough experience and in a better position to help teachers in order to share good experiences and encourage them to improve their professional competence.

Regarding to the age distribution of school leaders, most of them, 20(66.7%) found in the age categories of 31-40 and some of them were found in the age categories of 21-30(23.3%) and 41-50 (10%) years. These have more contribution to implement the CPD program and monitor, share experiences and lead teachers properly.

The education qualification of the respondents indicated in the table 2 above, from the total 168 respondents, 5(2.98%) were diploma holders, 102(96.4%) were BA/BSC/BED holders and 1(0.59%) was MA holders. More specifically, 30(100%) of the school leaders were BA/BSC/BED holders. However, from the total NDTs and ETs respondents 3(6.5%) and 2(2.2%) had diploma respectively, while majority of NDTs, 43(93.5%) and ETs, 89(96.7%) were BA/BSC/BED holders and 1 had MA. As guidelines of Ministry of education 1994 stated, the minimum requirements of qualification to teach in secondary schools were first degree. Therefore, in the sample secondary schools, majority of respondents were BA/BSC/BED holders. Hence, they were matured to understand and provide valuable information for the issue under study.

As can be seen from the table 2 above, the teaching experiences of all NDTs were two and below two years. However, the teaching experiences of ETs respondents were found in different proportions of all experience ranges. That means, 20(14.5%), 29(21%), 16(11.5%),25(18.1%) and 2(2.5%) were found in the experience ranges of 3-6, 7-12, 13-16, 17-22, and 23 and above 23 years of teaching experiences respectively. Finally, the

majority of school leaders, 17(56.7%) respondents' teaching experiences were found in the range of 7-12 years. The remaining proportions, 1(3.3%), 3(10%), 2(6.7%) and 7(23.3%) were found in the ranges of 3-6, 13-16, 17-22 and 23 and above years experiences.

From the above discussion, most of respondents have higher teaching experiences. Therefore, it is possible to say that the availability of higher teaching experience enable teachers to have sufficient information about teaching learning process and they are also matured enough to give responses for this study accordingly.

The characteristics of respondents by career ladder and teaching workload in period per-week also displayed in the table two above. As indicated in the table, 46(33.3%) teacher respondents were beginning teachers, while majority of teachers, 37(26.8%) and 31(22.5%) were found in the career ladder of teacher and associate teacher respectively. The remaining respondents, 9(6.5%) were found in the lead teacher career ladder. Thus, more than two-third of the respondents were above beginning teacher by position in career ladder from the total respondents. This has its own contribution in order to implement the CPD program effectively in the secondary schools. Hence, the sampled schools were rich in experienced teachers' in order to help NDTs in practicing the induction program and teaching learning process. Moreover, in the sampled secondary schools both type of CPD programs (induction and proper CPD program) were practiced by teachers based and they were also essential to provide valuable information for issue under study.

Lastly, concerning teaching workload per-week in periods, most of the teacher respondents, 35(25.4%) and 54(38.5%) had teaching workload of 16-20 and 21-25 period per-week respectively. Majority of school leaders, 10(33.3%), 8(26.67%) and (25.00%) had 6-10, 11-15 and 16-20 period per-week respectively. However, the remaining 3(10%) and 1(3.5%) had 0-5 and 21-25 period. In addition to this, the information obtained from interview and focus group discussion, most of the teachers in the sampled secondary schools were teaching in two shifts. So, this might consume their time beside other activities in the schools. But majority of the school leaders have considerable period per-week and have appropriate time to facilitate and support teachers to improve quality of education in the secondary schools.

4.2. An Assessment of Teachers' CPD Program Implementation

This section deals with the presentation and analysis of data related with the assessment of CPD program implementation in the schools. The data were analyzed based on the responses of respondents. The calculated mean values were interpreted as; <1.5 very low, 1.5-2.49 low, 2.5-3.49 medium, 3.5-4.49 high and > 4.5 very high; *significant at 0.05

4.2.1. The Roles of CPD Program in Enhancing Teachers Professional Competence and Commitment

The program was primary designed to improve education quality by improving the competences and commitments of teachers' in their daily activities. In doing so, teachers are expected to practice CPD activities related to teaching and learning process. Because, these have great contribution in enhancing their competence in order to improve education quality. Thus, this part of the study was conducted to assess the activities in

CPD program that enhances the teachers' performance in their daily activities. And the result of study was displayed in the following tables.

Table 3A: Roles or Values of CPD.

No	Items	Respondents' categories			GM	One way ANOVA	
		NDTs	ETs	SLs		F	Sig (p values)
		Mean	Mean	Mean			
1	Implementing active learning method in the classroom	2.26	2.24	2.13	2.21	1.466	0.234
2	Conducting action research	2.10	2.39	3.23	2.56	0.674	0.511
3	Improving classroom management in order to solving students problem	3.15	3.11	3.33	3.16	0.510	0.602
4	Creating teachers self-initiatives	2.87	2.87	3.45	3.12	2.320	0.101
5	Organizing professional portfolio	3.12	2.98	3.33	2.32	0.101	3.120
6	Improving students achievement	3.11	2.79	3.43	3.07	4.105	0.018

Table 3A presents the roles or values of CPD in enhancing teachers' professional competences in their daily activities. As can be indicated in the table, the roles of CPD in improving teachers' competence to implement active learning in the classroom rated as low extent by NDTs, ETs, and SLs with mean value 2.26, 2.24 and 2.13 respectively. Their grand mean scores (2.21) also rated the item as it was low. A one way ANOVA test was employed to check whether there was statistical significance difference among three groups of respondent. The obtained ANOVA value (0.234) indicates that there was no statistically significant difference between among the responses of the three groups. Hence, this reveals that the three groups of respondent similarly believe that active learning methodology was not given due emphasis in the secondary schools.

Beside this, interview conducted with supervisors, WEO and ZED experts and focus group discussion with some selected teachers and SLs who were not participated in

responding questionnaires reveals that the teaching methods practiced by teachers was mostly teacher centered. The assignments, class works, home works, and individual and group works given for students were very few. In the same way the document analysis also reveals that there were no evidences that indicate the use of active learning in the classroom. They pointed out that, the teachers were not used, due to high number of students in the classroom and need of teachers to cover the content of the courses.

Therefore, the implementations of active learning in the secondary schools were not given attention. This implies that CPD program did not effectively improved teachers' competence in practicing active learning methods in the classroom.

As it is observed in the table 3A above, NDTs and ETs rated the roles of CPD in enhancing teachers competence to conduct action research was low with mean values 2.10 and 2.39 respectively while SLs rated the same item as medium extent with mean value 3.23. Even though, there was difference among the mean values of respondents, their grand mean rated the item medium. To check whether there was statistical significance difference or not among respondent group one way ANOVA test was applied. The test value [F (2,165) =0.674, p=0.511 > α =0.05] shows that there was no statistical significance difference among the groups of respondent. This implies that all the respondents have similar views concerning action research conducted in the secondary schools to solve immediate problems. However, as it is indicated in the literature, the purpose of conducting action research is, to serve as strategy for broader change initiative with school or classroom, to broader change initiative with school or classroom, to improve classroom practice and contribute to better understanding of the nature of knowledge and also serves as a basis for teacher development (Sach, 2003).

Moreover, data collected from the interview of supervisors, WEO and ZED reveals that teacher conduct action research for performance appraisal and award but not for the sake of solving problems. Data collected from focus group discussion confirms that the action researches implemented in the secondary schools were not practical. But only the interested teachers write action research and documented in their portfolios. On the other hand, document analysis also indicates that the implemented action researches were very few and most of them were prepared up to proposal.

Generally, even though action research is very important in solving immediate problems of schools, especially problems related to students in the teaching learning process, it was failed to practice in the secondary schools. This indicates that CPD program did not sufficiently enhanced teachers competence to practice action research in order to solve problems.

The close examination of table 3A indicates that, the roles of CPD on improving teachers' competence in their classroom management skills and solving students' problems in the daily activities rated as high by school leaders with mean value 3.53. While the NDTs and ETs with mean values 3.33 and 3.08 respectively rated the same item medium. Even though there was difference among the mean values of each respondent, their grand mean values (3.31) reveals that the effect of CPD on improving classroom management and solving students' problem was rated as medium. The value for NOVA (0.602) shows that there was no statistically significant difference among respondents groups.

Moreover, the data obtained from focus group discussion and interview reveals that as there was an improvement in skills of teachers in managing classroom and solving students' problem. In spite of this, they also said that problems of how to handle classroom teaching would be raised by NDTs during teaching learning process. Thus, the role of CPD in improving teachers' competence in handling classroom and solving students was not as intended on part of NDTs.

Table 3A illustrates respondents' view on the roles of CPD in enhancing teachers' competence in creating teachers self-initiatives and organizing their portfolios. Their mean values found in the ranges between 2.87 to 3.47 for all respondents and rated the two items as medium. The calculated ANOVA values (0.101 and 0.076 respectively) reveal that there was no statistically significance difference among the responses of respondent groups. Hence, the role of CPD in improving teachers' competence in creating teachers self-initiatives and organizing portfolios were not sufficient.

On the other hand the data obtained from interview and focus group discussion reveals that still teachers lack the understanding how and what to be organized in the portfolio documents. Beside this the document analysis observed shows that teachers documented everything in their portfolio which were mostly irrelevant as evidence for professional development. Only few relevant evidences shows summary of teaching methods and strategy used, feedback from students, peers and administrators were observed but it was not organized properly. Therefore, it is likely to say that the role of CPD in improving teachers' competence in organizing professional portfolio was not adequate.

As indicated in the table above, even though the roles of CPD on improving students achievement is high, the responses of respondents rated medium, since their mean values found in between 2.5 and 3.5 with grand mean value 3.07. The test for statistical significance shows that respondents have no similar opinion to the item. Since, the obtained one way ANOVA value (0.018) less than α value (0.05), this shows there was statistically significance difference between the three respondent groups. However, in relation to students achievement literature states that, successful professional development experiences have noticeable impact on teachers' work, both in and out of the classroom (Villegas-Reimers, 2003:11). This implies that education quality as measured by the pupil academic achievement is a function of teachers' quality.

Moreover, the data obtained from both interview and focus group discussion indicates that the practice of CPD was more based on behavioral changes of the teachers not based according to subject area. Thus, it is possible to say that the role of CPD on improving students' achievement via improving teacher competence was insufficient. Next to this, the roles or values of CPD in improving teachers' commitment were raised for respondents and their responses were displayed in the following table.

Table 3B: The Roles or Values of CPD.

No	Items	Respondents Categories			GM	One way ANOVA	
		NDTs	ETs	SLs		F	Sig (P value)
		Mean	Mean	Mean			
1	Motivating students learning	3.11	3.03	3.27	3.11	0.395	0.674
2	Increasing professional experience sharing among teacher	3.96	3.46	3.30	3.57	0.888	0.413
3	Addressing immediate school needs for development	2.96	2.90	3.13	2.96	0.500	0.607
4	Making teachers to stay (love) in teaching profession	2.28	1.78	2.40	2.03	4.317	0.015

As indicated from the table 3B above, the roles of CPD in improving teachers professional commitment in order to motivate students learning and addressing immediate school needs for development rated medium with the mean values ranging from 2.90 to 3.27 and grand mean 2.96 to 3.11. Despite of the mean scores of the two items (item 1 & 3); a one way ANOVA test was employed to check whether there was statistical significance difference among the three groups. The result revealed that there was no statistically significant difference among the three groups, while the obtained values (0.674 and 0.607) were much greater than the values (0.05). Hence, the finding shows that the roles of CPD in improving teachers' commitment in motivating students in learning and addressing immediate school need for development was not adequate.

As it is depicted in table 3B above, the mean values of NDTs (3.96) rated item 2 (increasing professional experience sharing among teachers) as high while the mean scores 3.46 for ETs and 3.30 for SLs rated the same item as medium. Even though their mean values show differences, their grand mean value rated the item high. In respect to

the others, the role of CPD activities in motivating teachers to learn from each other was more than the effect on other item. The one way ANOVA computed value (0.413) indicates that there was no statistically significant difference among groups of respondent [$F(2, 165) = 0.888$, $p=0.413 > \alpha=0.05$].

Table 3B also revealed that the role of CPD program in to making teachers to stay (love) in teaching profession rated by NDTs, ETs and SL as low with mean values 2.28, 1.78 and 2.40 respectively. The average mean values of the respondents also indicate the same extent. The computed ANOVA [$F(2,165) = 4.317$, $p=0.015 < \alpha= 0.05$] shows that there was statistically significant differences among the responses of the respondent groups. This might be implies that there was low awareness towards the program by proving adequate and continuous awareness for teachers by responsible bodies. This is because teachers view play great role in assuring education quality. Hence, it is possible to conclude that, the role of CPD in improving teachers' commitment in making them to stay (love) in teaching profession was inadequate.

Moreover, interview was made with secondary school supervisors, WEO and ZED experts and focus group discussion with some selected teachers and school leaders. Their responses show that there is insignificant improvement in classroom management, implementing active learning methodologies, conducting action research and organizing their professional portfolios. Finally, they responded that the low level of commitment by teachers was resulted because of the absence of incentives (providing certificates, upgrading and less emphasis in relating with career structure promotion) and continuous follow up and evaluation of the program. They suggest that, for better achievement of

the objectives CPD program, there should be continuous support, follow up and evaluation by the responsible bodies at all levels of education system.

4.2.2. Support Provided for Teachers to Practice CPD Program

For effective implementation of CPD program in order to improve professional development of teacher and quality of education, it is clear that teachers need to get continuous assistance to practice CPD program. Accordingly, a set of questions were asked to make sure whether teachers were assisted before and after they started practicing the program. Their responses were indicated in table 4 below.

Table 4: Training Provided Pre-CPD Implementation

Items	Options	Respondents' category						Total	
		NDTs		ETs		SLs			
		N	%	N	%	N	%	N	%
Have you got any pre-practice training in relation to CPD implementation?	Yes	9	19.6	21	22.8	26	53.3	56	33.4
	No	37	80.4	71	77.2	14	4.6	122	66.7
Total		46	100	92	100	30	100	168	100

As can be seen in the table 4 above, majority of the respondents (66.7%) did not receive any pre-practice training. More specifically, 37(80.4%) of NDTs, 71(77.2%) of ETs and 14(46.7%) of SLs responded negatively. However, the remaining 56(33.4%) of the respondents responded as they have received training before they practiced CPD program. Thus, to have good understanding how to implement the program, pre-practice training is very essential unless it could be challenging to put the actual objectives of the CPD program in the secondary schools uniformly.

Next to this, an open question was provided for those respondents replied negatively (not received pre-practice training) for why they did not received pre-practice training. They responded as the program lack great emphasis by the responsible body, lack of commitment by school leaders and lack of trained experts who are going to give training. Thus, for better understanding and outcomes of CPD program, all the responsible body should be synchronized to provide pre-practice training to overcome problems in practicing CPD activities.

For the respondents a responded positively, other question was provided to identify the organizations who have given pre-practice training for them. Accordingly, it was indicated in the following table.

Table 5: Organization that Providing Pre-Practice Training.

Items	Respondents' category						Total	
	NDTs		ETs		SLs			
	N	%	N	%	N	%	N	%
The schools	3	33.3	5	23.8	4	25.0	12	26.1
The Chester centers	2	22.2	6	28.6	-	-	8	17.4
WEO	4	44.4	8	38.1	10	62.5	22	47.8
ZED	-	-	1	4.8	-	-	1	2.2
REB	-	-	1	4.8	2	12.5	3	6.5
MOE	-	-	-	-	-	-	-	-
NGOs	-	-	-	-	-	-	-	-
Total	9	100.0	21	100	16	100	46	100

As it is revealed in the table 5 above, 12 (26.1%), 8(17.4%), and 22(47.8%) of the respondents responded that the schools, the cluster centers and WOE were the main pre-practice training providers respectively. However, there was a difference concerning the major pre-practice training provider for the respondents. Accordingly, majority of NDT, 4(44.4%) responded that the training was conducted by WEO while 2(22.2%) and

3(33.3%) of them were said that the cluster centers and schools respectively. On the other hand, 8(38.1%), 6(28.6%), 5(23.8%) and 1(4.8%) of the ETs obtained pre-practice training form WEO, cluster centers, schools, ZED and REB respectively. This also shows that majority of ETs obtained training from schools, cluster centers and WEO which is the lowest responsible organizations. Concerning the school leaders, more than half, 10(62.5%) of them obtained from WEO and the others remaining 4(25%) and 2(12.5%) of them received pre-practice training from schools and REB respectively.

Therefore, the contribution of schools, cluster centers and woreda education office together accounted 91.30% and the others shows only 8.70%. Thus, these reveal that the lower organizations (schools, cluster centers and WEO) were the main providers of pre-practice training. But the contributions of the others were not these much indicated. So, these may create the reduction in the flow of concepts in CPD from its originality and this makes different ways of implementations among secondary schools.

Respondents who received pre-practice training were also asked to indicate the extent of their training to the topic listed below by using rating scales, very good, good, fair and poor in the table 7 below.

Table 6: Types of pre-practice Training of CPD Provided for Teachers.

No	Items	Respondents' category							
		NDT		ETs		SLs		Total	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
1	Informing the importance of CPD program	2.44	0.726	2.62	0.669	2.44	0.814	2.52	0.722
2	Providing awareness how to put into effect CPD programs	2.11	0.601	2.43	0.746	2.38	0.885	2.35	0.766
3	Introducing the objectives of CPD	2.00	1.000	2.48	0.750	2.50	0.632	2.39	0.774
4	Forming how group strength was formed among teachers.	2.00	0.707	1.81	0.814	1.94	0.929	1.89	0.823
5	Motivating teachers to involve in CPD	1.56	0.882	1.76	0.768	2.50	0.730	1.98	0.856
6	Informing the responsibilities of mentors, principals and other stakeholder	1.56	0.882	1.90	0.768	2.44	0.814	2.02	0.856
7	Way of communication and evaluation system of the program.	1.89	0.782	2.19	0.814	2.22	0.843	2.10	0.803

Table 6 presents the analysis of pre-practice training topics of CPD provided for teachers. In view of this, the pre-practice training about informing the importance of CPD program was rated as fair by ETs with mean value 2.62 while NDTs and SLs with mean values 2.44(each) rated the same item as low. However, the grand mean (2.52) of all the respondents rated the item as fair. Hence, the pre-practice training provided regarding the importance of CPD program was not adequate.

Regarding the provision of awareness how to put into effect CPD program and informing how group strength was formed among teachers rated as low by all respondents with a grand mean ranging from 2.35 to 2.39 respectively. So, it is possible to conclude that the training given how to implement the program and forming team sprit among teachers were not internalized by all stakeholders.

As it is indicated in the table above, SLs(2.50 each) rated fair for both item of motivating teachers to involve in the CPD program and introducing the objectives of CPD while NDTs and ETs with the grand mean score found in the range 1.98 to 2.39 rated the item as low. Thus, the pre-practice given about motivating teachers to engage in CPD and introducing its objectives were insufficient.

It is observed in the Table 6 above, in the pre-practice training provided for teachers regarding informing the responsibility of mentors, facilitators and school leaders and other stake holders, and ways of communication and evaluations of the program rated as low by all respondents with a mean values ranging from 1.56 to 2.44. Therefore, the pre-practice provided about the mentioned were generally low. So, the training given before the program started was inadequate.

In general, from the above discussion it is possible to say that few numbers of respondents received the pre-practice training in the CPD program. The schools, cluster centers and WEO expert (the lower level experts) were the most providers of pre-practice training. So, unless it takes great emphasis, the implementation of the CPD might be resulted in a different way among the schools. Hence, the pre-practice training given for teachers by all responsible bodies was not adequate.

Table 7: Support Provided During Practicing CPD Program

Items	Options	Respondents Categories						Total Teachers responses		Total	
		NDT		ETs		SLs					
		N	%	N	%	N	%	N	%	N	%
Have you received any Support during practicing CPD activities	Yes	11	23.9	39	42.4	19	63.3	50	36.2	69	41.1
	No	35	76.1	53	57.6	11	36.7	88	63.8	99	58.9
Total		46	100	92	100	30	100	138	100	168	100

As can be seen from the table 7 above, 36.2% (average percentage) of the teacher respondents reported that as they have been getting support while they started practicing CPD. On the other hand respondents replied negatively with the average percentage of 63.8%. More specifically, 11(23.9%) of NDTs and 39(42.4%) of ETs and19 (63.3) SLs replied positively while 35(76.1%) of NDTs and 53(57.6%) of ETs replied negatively. Regarding this item, 19(63.3%) of SLs replied that as teachers were receiving support while they have been practicing CPD activities but 11(36.7%) of SLs reported negatively. In general, majority of respondents with 99(58.9%) were not receiving support while they have been started practicing CPD in the secondary school. Therefore, this shows that the support provided for teachers during practicing CPD was very low. This might be the cause for ineffective implementation of the program as it was intended.

For those respondents reported negatively to the above item, they were asked to put their reason why they did not received support. Their sports were displayed in the following table.

Table 8: Reasons for not Receiving Support

S. No.	Items	Respondents' category						Total	
		NDTs		ETs		SLs			
		N	%	N	%	N	%	N	%
1	The activities of CPD practice do not invite external body to give support	1	2.9	3	5.7	-	-	4	4.1
2	Lack of responsible body assigned at all level for giving support	2	5.7	8	15.1	-	-	10	10.1
3	Low level of commitment by the responsible body	9	25.7	17	32.1	6	54.5	32	32.3
4	Responsible bodies lack expertise to offer support.	12	34.3	13	24.5	1	9.1	26	26.3
5	Work burden by the responsible body	5	14.3	8	15.1	1	9.1	14	11.1
6	Lack of budget the facilitate	6	17.1	4	7.5	3	27.3	13	13.1
Total		35	100	53	100	11	100	99	100

As it is indicated in the table 8, except for 4.1% of the respondents, the remaining were replied as the implementations of the CPD activities invite external body to provide support to them. The table also reveals that, 2(5.7%) of NDT and 8(15.1%) of ETs with the average percentage 10.1 responded that because of the absence of responsible body they did not received support in practicing CPD activities.

From the total respondents displayed in the table 8 above lack of commitment (32.3%), lack of expertise (26.3%), work burden (14.1%) on the part of the responsible body and lack of budget to facilitate support (13.1%) were the first, the second, third and forth reasons respectively that impede the effective provision of support during practicing CPD activities in the secondary schools were displayed in the following table.

From the above discussion it is possible to say that the main reason for the absence of support for trainees were lack of commitment, expertise, work overload by responsible bodies and inadequacy of budget to facilitate the implementation of the CPD program.

Table 9: Types of Support Provided

No	Items	Respondents' category						Total respondents	
		NDTs		ETs		SLs			
		N	%	N	%	N	%	N	%
1	Technical (i.e., training…)	7	63.6	28	71.8	12	63.2	47	68.1
2	Material(modules, stationeries)	4	36.4	11	28.2	7	36.8	22	31.9
3	Financial (incentives...)	-	-	-	-	-	-	-	-
Total		11	200	39	100	19	100	69	100

As can be shown in the table 9 above, above two-third of the respondents from the totals with aggregated percentage of 68.1% responded that they obtained technical support while the remaining 31.9% responded the material support. Financial support was totally absent.

Moreover, the secondary school supervisions, WEO and ZED experts and some selected respondents for focus group discussion were asked what type of support provided for teachers in practicing CPD program. According, they identified the following major supports. These includes, raising awareness, assigning mentors /facilitators, providing or informing how to organize portfolio, providing modules and stationary materials. But, they clearly indicated that there was lack of continuous follow up and evaluation of the program and absence of incentives to motivate them in order to implement the program as it was intended. Thus, the support they received was not adequate.

Thus, these indicates that the support provided were primarily technical and secondly materials. Since financial support was completely absent in the form of incentives, this may create the decreases in commitment/interest of teachers in practicing the program properly and also even though there was start in provision of support in different ways, still it was not adequately and uniformly provided for all teachers accordingly.

Table 10: Support providers for Teachers in Practicing CPD Program

Items	Respondents' category						Total respondents	
	NDTs		ETs		SLs			
	N	%	N	%	N	%	N	%
The school	7	63.6	23	59.0	6	31.6	36	52.1
The cluster center	-	-	3	7.7	2	10.5	5	7.3
WEO	4	36.4	7	17.9	9	47.3	20	29.0
ZEO	-	-	4	10.3	1	5.3	5	7.3
REB	-	-	2	5.1	1	5.3	3	4.3
MOE	-	-	-	-	-	-	-	-
NGOs	-	-	-	-	-	-	-	-
Total	11	100	39	100	19	100	69	100

As indicated in the table 10 above, more than half of the respondents (52.1%) responded that the schools were the main provider of the support followed by WEO (29.09%). The remaining organizations, cluster centers and ZED (73% each) and REB (4.3%)

considered as main providers of support for teachers in practicing on CPD program; and MOE and NGOs were not considered as support provider for the respondents. After this they also asked to rate the extent of support received from different sources.

Table11: The Extent of Support Provided from Different Sources while practicing

Items	Responses						Total		Mean
	High		Fair		Poor				
	N	%	N	%	N	%	N	%	
The school	7	10.1	18	26.1	11	15.9	36	52.1	2.86
The cluster center	-	-	1	1.5	3	4.3	4	5.8	2.25
WEO	4	5.8	8	11.6	8	11.6	20	29.0	2.75
ZED	-	-	4	5.8	2	2.9	6	8.7	2.67
REB	-	-	1	1.5	2	2.9	3	4.3	2.33
MoE	-	-	-	-	-	-	-	-	-
NGOs	-	-	-	-	-	-	-	-	-
Total	**11**	**15.9**	**32**	**46.4**	**26**	**37.7**	**69**	**100**	**2.57**

As can be indicated from the table 11above, half of the respondents, 18(26.1%) of them rated the support provided from school was faire while 7(10.1%) and 11(15.9%) of them rated as high and poor respectively. The support provided by cluster centers were not this much significant. This mean that only small proportions of the respondents 1(1.5%) and 3(4.5%) rated as fair and poor respectively. The extent of support being provided by WEO rated as high and faire with 5.8% and 11.6% while the rest 8(11.6%) of them rated as poor. On the other hand the extent of support received from ZED rated as faire and poor with 5.8% and 2.9% respectively. Moreover, 1.5% and 2.9% of the respondents rated the assistance being obtained from REB as fair and poor respectively. From the table 11, the average mean (2.57) of the respondents rated bellow the average mean (3.00). So, it is possible to say that the extent of support obtained from different sources were not adequate.

In support to the above ideas, interviews was made with secondary school supervisors, woreda and zone education experts working on TDP particularly on CPD program and focus group discussion with some selected secondary school teachers and school leaders in order to identify the support provided for teacher before and after they started practicing CPD program. During the interview the ZED responded that there was one CPD expert under the teachers' professional development (TPD) team at zone and woreda level. There were also secondary school supervisors at woreda level. These responsible bodies were supported by committees set up at secondary schools. Regarding the assistance given for the teachers the ZED responded that they gave training for woreda TDP experts, secondary school principals, supervisors and some selected mentors and facilitators of CPD of the schools. So, this implies that the support provided was more of technical.

The woreda education experts responded that they gave technical support in the form of training and material support like CPD modules and stationeries. Supervisors also responded that they gave training for teachers together with school principals at the beginning of the academic year about awareness creation, the importance of the CPD program and the way how to prepare portfolio while they practicing the program but the training was not continuously provided because of the work overload.

The focus group discussion participants said that they did not received adequate assistance how to implement the program from the responsible bodies especially from the higher experts. However, they mentioned that the schools rarely inform them to do the CPD activities. They said that their assistance was similar to a teacher lecturing their students in a classroom. This was because of the lack (shortage) of a sufficient amount of

time and CPD modules/ Frame Work and Practical Toolkit of CPD in the secondary schools.

Therefore, from this discussion one can understand that teachers were not received adequate support to implement the program effectively in their respective secondary schools.

Table 12: The Presence/Absence of Mentor for NDTs

Item		Respondent		Total
		NDT		
		Yes	No	
Did you have mentor?	N	27	19	46
	%	58.7	41.3	100

As it is portrayed in the table 12 above, majority of NDT (58.7%) have mentors while the remaining 19(41.3%) of them have no mentor. As it is discussed in the literature part, mentors are very important for newly deployed teachers to share their experiences in order to improve their teaching-learning process. Thus, all of them should have mentor for the first two consecutive years. Following to this, for those respondents replied the above question negatively, they were asked the reason for they have no mentors. Accordingly, their responses were indicated in the following table.

Table 13: Reason for the Absence of Mentors

Respondents	Reasons	N	%
NDTs(Newly Deployed Teachers)	The purpose do not need mentors	5	26.3
	The school do not assigned on time	11	57.9
	The teachers do not need to be mentor	3	15.8
	Others	-	-
	Total	19	100

As can be seen from the table, more than half (57.9%) of the respondents replied that the schools do not assigned mentors on time. While the other 5(26.3%) and 3(15.8%) of them said that this purpose do not need mentor and teachers do not need to be mentor for NDTs. So, this implies that there was less commitment of school leaders to assign mentors for NDTs in order to support/share professional experience in their daily activities.

Table 14: Participation of ETs as Mentor

Items	Responses				Total	
	Yes		No			
	N	%	N	%	N	%
Have you assigned as mentor?	15	16.30	77	83.7	92	100

As it is observed from table 14 above, more than three-fourth of the experienced teachers (83.7%) responded that they are not mentors while 15(16.30%) of them were mentors. To know the reason for those not selected to be a mentor, open ended question was raised. They said most of them, as they have less experiences from the other, lack of training on the program and lack of interest to be a mentor for mentees. Hence, this shows that teachers like school leaders; they were less committed and interested to support NDTs in their daily activities. Next to this, school leaders were asked to identify the criteria used to select mentor. The results were indicated in the following table.

Table 15: The Criteria to Selected Mentors

Respondents	frequency	Responses			
		Experience	Performance evaluation	Education qualification	Others
School leaders	N	21	4	5	-
	%	70.0	13.3	16.7	-

It is observed that majority of school leaders (70.0%) replied that to select mentors relative experience of teachers used as criteria. However 4(13.3%) and 5(16.7%) of them responded that the criteria used was performance qualification and education qualification respective. As it is stated in the literature about mentoring, it is a process through which knowledge; understanding, skills and abilities may be passed to less-experienced partners' (Blandfor, 2000:182). So, this indicates that experienced teachers may provide available experience for NDTs. Thus, this concept is in line with the response of major respondents. However, always focusing on relative experience has its own side effect when the high experienced teachers were less committed to provide support. Hence, in addition to work experience, performance competence should be also considered while selecting mentors were very essential.

Table 16: Mentors Roles

Respondents		Responses						Total
		As Advisor	As supporter	As evaluator	As colleagues	As fault finder	As boos	
NDTs	N	4	9	7	5	1	1	27
	%	14.8	33.3	25.9	18.5	3.7	3.7	22.7

As can be observed, from the table 16 above, 9(33.3%) of NDT evaluate the approaches of themselves with their mentor as supporter while 4(14.8%) of NDTs viewed the mentors as advisors of their work. From this data, less than half of NDTs 13(48.1%) evaluates the approaches as supporter and advisor in practicing CPD program respectively. However, 7(25.9%) of NDTs and 18(19.6%) of ETs consider as evaluators on the other hand 5(18.1%) of NDT and 10(10.9%) of ETs evaluates this approaches as colleagues. Finally very few of the respondents consider as faultfinder and boss. In

relation to this item literature states that mentors are expected to establish a supportive supervisory relationship and apply effective counseling skills (Bleach, 1999).

From the above discussion, it is possible to say that more than half of those NDTs have mentors evaluate the approaches of their mentors as it was not intended. To identify the relationship between mentors and mentees during the implementation of CPD program, school leader were asked to rate their relationship and presented in following table.

Table 17: Mentor - Mentee Relationship

Respondents		Rating scales					Total
		Very good	Good	Fair	Poor	Very poor	
School leaders (SLs)	N	7	13	5	3	2	30
	%	23.3	43.3	16.7	10.0	6.7	100

As it is illustrate in table 17 above, majority of SLs (43.3%) of them rated the relationship between mentors mentees as a good while 7(23.3%) of them rated as very good. So, this is very important for the program in order the mentors provide experiences for mentees to improve their professional competence. On the other hand, 5(16.7%) of them consider as fair. But the remaining 3(10.0%) and 2(6.7%) of them rated the same item as poor and very poor respectively. Hence, this relations is not supportive and it show be improved for successful implementation of the program.

Moreover, interview conducted concerning the approaches and extent of relationship of mentors and mentees during practicing the CPD program. As the data obtained from this, it reveals that the approaches were not adequately supporter or advisor. The reason they forwarded were mentors have no professional commitment to support mentees. In the same way the data obtained from focus group discussion indicate that majority of

mentees consider their mentors as a boss and fault finders. Thus why, they did not need to have mentors and practice CPD activities in their respective schools. Therefore, this implies that the approaches and extent of relationship among mentees and mentors were not good.

Table 18: Extent of Support provided by Mentor, Facilitators and School Leaders

S. No	Items	Respondents' Category			GM	One way ANOVA	
		NDT	ET	SL		F	Sig(p value)
		Mean	Mean	Mean			
1	In participating teachers in preparing action plan before starting the program	3.28	2.97	3.10	3.08	1.430	0.242
2	In leading the program as planned	3.17	2.97	3.37	3.10	4.982	0.008
3	In having interest to support the program	3.15	2.74	2.97	2.89	2.626	0.075
4	In discussing when an how classroom observation is conducted with trainees	3.00	2.66	2.93	2.80	2.133	0.122
5	In having enough knowledge about the program	2.04	2.63	2.80	2.49	1.925	0.149
6	In providing adequate feedback for trainee's activities	3.15	2.75	2.77	2.89	4.671	0.011
7	In preparing strategy on how to improve the weakness of the trainees in teaching practices	3.09	2.73	2.90	2.91	2.036	0.134
8	In evaluating the progress of the program by participating trainees and planned	2.80	2.27	3.51	2.84	9.645	0.000

As can be seen from the table 18 above, support provided for teachers by mentors/facilitators/school leaders are critical for the successful implementation of CPD program. Accordingly, the mean values 3.28, 2.97 and 3.10 for NDTs, ETs and SLs respectively with grand mean score 3.08 rated the participation of the teachers in preparing action plan before starting CPD program was fair. The calculated ANOVA value [$F(2,165) = 1.430$, $p = 0.242 > \alpha = 0.05$] reveals that there was no statistically significance difference between the responses of respondent groups. This reveals that the extent of participations of teachers in preparing action plan before starting the program with mentors or facilitators or school leaders were insufficient.

It is observed that, respondents rated as fair the competence of mentors, facilitators and school leaders in leading the program as plan to improve their improve the performance with mean values 3.17, 2.97 and 3.37 for NDTs, ETs and SLs respectively. However, the calculated ANOVA value (0.008) indicates that there was a statistically significant difference among groups of respondents, i.e., [F (2,165) =4.982, $p=0.008 < \alpha=0.05$]. To this effect, making someone in order to participate in a given issue means he/she will become decision maker on the issue raised. Therefore, mentors, facilitators and school leaders should encourage trainees on preparing action plan for the program unless it is difficult to them to lead the program as they planed successfully.

As it is illustrated from the table 18 above, the competence of mentors, school leaders and facilitators in supporting teachers on CPD program rated fair by NDT, ETs and SLs with mean values 3.15, 2.74 and 2.97 respectively. This might be happened when the facilitators/mentor lack knowledge, experiences and understanding about the program. Consequently, support provided by interest for trainees were not sufficient. In the same ways, in discussing when and how classroom observation is conducted with trainees rated fair with mean values 3.00, 2.66 and 2.93 by NDTs, ETs and SLs respectively. However, as it is stated in the literature classroom observation has three phases. These are pre-classroom observation, during classroom observation and post classroom observation process to conduct and support the trainees in their daily activities. Hence, the mentees were not satisfied to their mentors support during classroom observation. So, this needs special attention to do properly for assuring quality of education.

The above table also indicates that out of the three respondents NDTs rated the knowledge of their mentors on the program to support them as poor with a mean value

2.04. But the mean values for ETs and SLs were 2.63 and 2.80 respectively rated the item fair. Even though the respondents have different mean values each, their grand mean values (2.49) shows as poor. The calculated ANOVA values (0.149) reveals that there was no statistical significant among respondents groups. Therefore, it is possible to say that, teachers were not satisfied for the support provided by their mentors, school leaders and facilitators in the program.

In providing adequate feedback for trainees' activities in order to increase the capacity to identify what was done or not, continuous feedback is very important. Accordingly, the mean values NDT (3.15), ETs 2.73 and SLs (2.77) with grand mean 2.89 were reported. So, this indicates that the item was rated fair. The calculated ANOVA value [F (2,165) =4.671, $p=0.011 < \alpha=0.05$] reveals that as there was statistically significance difference among the responses of respondent groups. This implies that the competence of mentors, facilitators and school leaders in providing adequate feedback was not satisfactory. This might be resulted from the lack of the required knowledge and experiences from the mentors, facilitators and school leaders.

Regarding the preparation of strategy on how to improve the weakness of the trainees in teaching activities, respondents rated as fair with mean values 3.09, 2.73 and 2.90 by NDTs, ETs and SLs respectively. The calculated ANOVA value (0.134) reveals that there was no statistically significance among the responses of respondents and with their grand mean value 2.91. Hence, the strategy to improve trainees' weaknesses in teaching learning activities was inadequate.

As it is observed from the table 18 above, evaluation of the progress of the CPD program by participating trainees rated as fair by NDTs with mean value 2.80 while ETs with mean value 2.27 rated the same item as poor. But the SLs with mean values 3.51 rated the item and good. This indicates that NDTs and ETs have less participation to evaluate the progress of the program but SLs were more likely to do so. However, the computed ANOVA value [F (2,165) =9.645, p=0.000 < α=0.05] reveals that as there was statistically significant difference among the respondent groups.

To this fact, the interview made with supervisors, WEO and ZED experts' shows that the activities practiced in CPD program were evaluated regularly once per-semester. However, the focus group discussion made with some selected participants show that there was no separate evaluation conducted for CPD program. But the evaluation conducted for CPD program did not passed beyond submission and approving by mentors and vice principals. This is because; the schools consider practicing CPD as one criterion for performance evaluation per semester. Thus, the responses of the school leaders for the above item might be seem to be for the sake of their administrative position. However, the administrative support for teachers to implement CPD program should not be seen as limited only to advocating with policy makers and providing materials, financing and human resources but there should be new structures and institutional arrangement that support the role of teachers as lifelong learners, new evaluation, accountability and promotion (Smith and Gillespie,2004; and Villegas-Reimers,2003). In spite of this, the above data and discussion reveals that the competence of mentors, facilitators and school leaders to provide support, feedback and to evaluate the program was not adequate.

4.2.3. How Teachers Practice CPD Activities.

Table 19: The Extent of Practice of Contents in the Course Modules.

No	Items	Respondents' Types			GM	One way ANOVA	
		NDTs	ETs	SLs		F	Sig.
		Mean	Mean	Mean			
1	Action researches conducted per-semester	2.26	1.95	1.73	1.99	1.829	0.164
2	Classroom observation conducted by mentors per- semester	2.78	2.53	2.80	2.70	0.948	0.390
3	Project practiced per-semester	2.46	2.01	1.87	2.11	3.135	0.046
4	Meeting conducted with mentors/facilitators per-semester	2.74	2.58	2.73	2.65	0.437	0.647
5	Portfolio checked per semester	2.83	5.58	2.63	2.65	0.725	0.486

As can be indicated in the table 19 above, action research conducted by teachers' per-semester rated the mean values 2.26, 1.95 and 1.73 by NDTs, ETs and SLs which shows low participation respectively. These reveals the practice of teachers in conducting action research was rated to low extent and also their grand mean also shows the same frequency. The computed ANOVA value shows that there is no statistically significant difference among the responses of respondents. However, as stated in the review literature part by MoE (2004), teachers are expected to carry out two action research in a semester. The result obtained reveals that action researches practiced by teachers were low. Because teachers practiced bellow the requirement of the MoE which were indicated in their training modules. From the above table, most of the teachers reported one and school leaders two. However, document review shows that only very few action

researches were conducted and documented in their portfolios. So, this reveals that the action researches conducted were inadequate.

MoE (2004) stated that teachers should be observed two or three times while teaching. So, regarding to this, the mean values of NDTs (2.78), ETs (2.53) and SLs (2.80) with a grand mean value 2.70 rated that the classroom observation conducted per-semester is medium. The calculated ANOVA value (0.390) shows that there is no statistically significant difference among the respondents. Therefore, these might have inadequate contribution to improve quality of education by identifying the weak side of teachers in order to look for solution immediately.

Regarding to conducting project per-semester by teacher to improve schools rated with mean values 2.46 by NDTs and 2.01 by ETs and 1.87 by SLs indicates the participation was low with grand mean value 2.11. In this case, the computed ANOVA value [$F(2,165) = 3.135$, $p=0.046 < \alpha=0.05$] shows that there was statistically significant difference among the respondents. This means that respondents have no the similar opinion (understanding) to the activities practiced per-semester.

Table 19 also presents the extent of meeting conducted and portfolio checked by mentors or facilitators. For these items respondents rated medium. Since their mean values shows in the range between 2.50 and 3.49. Despite of the difference in mean values, a comparison of mean in one way ANOVA test shows that there were no statistically significant differences among the three groups of respondent for the two items since the obtained values(0.647 and 4.86 respectively) were greater than the α value(0.05). Hence,

the finding shows the meetings conducted and portfolios checked by mentors/facilitators with mentees were not adequate.

Table 20: Responsible bodies in Coordinating school based CPD activities

Items	Options	Respondents' Categories						Total	
		NDT		ETs		SL			
		N	%	N	%	N	%	N	%
Who was the responsible body in coordinating school based CPD activities?	Principals	5	10.9	18	19.6	2	6.7	25	14.9
	Vic principals	4	8.7	26	28.3	20	66.7	50	29.8
	Mentors	31	67.4	8	8.7	1	3.3	40	23.8
	Dep't head	6	13.0	40	43.5	7	23.3	53	31.5
Total		46	100	92	100	30	100	168	100

As it is revealed in the table 20 above, from the total respondents, 53(31.5%), 50(29.8%), 40(23.8%) and 25(14.9%) of the respondents responded that school based CPD activities were coordinated by department heads, vice principals, mentors, and principal respectively. More specifically three-fourth of the NDTs, majority of ETs (43.5%) and (66.7%) of SLs considered mentors, department heads and vice principals respectively were the responsible bodies in coordinating school based CPD activities. Actually, beside school principals, the school leaders in general (vice principals, mentors and department heads) are the major responsible bodies to facilitate school based activities of CPD program and they are the main providers of assistances for teachers.

However, as it is described in the literature, school principals are a learner as well as a leader in the school during practicing CPD program. That means he/she is professional coordinators in schools and responsible for integrating the management of internal and external activities, such as in assisting in the identification and prioritization of training needs; facilitating and supporting staff and liaising or bridging the school with local

education authorities(Blandford, 2000:14). But the above result of study reveals that the effect of principals in coordinating school based CPD activities was insufficient.

Table 21: How Teachers Practice the Activities in the Modules

Items	Options	Respondents Categories						Total	
		NDT		ETs		SL			
		N	%	N	%	N	%	N	%
How do you practice the activities in the CPD program?	Individually	42	91.3	52	56.5	16	53.3	110-	65.5
	In group	4	8.7	13	14.1	5	16.7	22	13.1
	Both	-	-	27	29.3	9	30.0	36	21.4
Total		46	100	92	100	30	100	168	100

As can be seen from the table 21 above, except 4(8.7%) of NDTs the remaining were responded that, they practice the activities in the modules individually. On the other hand majority of ETs (65.5%) replied that they practice individually while 14.1% and 29.3% of them responded in group and both individual and group. In the same way, majority of school leaders responded that the practice of CPD activities take place individually. Besides this, the remaining 5(16.7%) and 9(30.0%) of them responded that teachers were practiced CPD activities in group and in both.

The above responses indicate that, in secondary schools CPD activities were carried out both individually and in groups. Basically, NDTs practices individual by them self and in group with mentors, while ETs perform their proper CPD activities in group and individually as well by preparing CPD modules that is based on the schools problems that was given great attention currently.

An open-ended question reads "In practicing the activities of the modules individually, how many hours do you spend per-month?" was also presented to the same respondents. This shows, 19(41.3%) of NDTs, above three-fourth (76.1%) ETs and 25(83.3%) of the

SLs responded that six hours. The responses of the remaining ranged from two hours up to ten hours. However, as indicated in the literature every teacher should spent at least 60 hour per semester. Thus, the hours spend for practicing CPD by the respondents was not adequate with respect to the time allowed by the Ministry of Education.

For those respondents answered the practice of CPD carried out by group, another question was posed to them. The question "how the group formed" was presented to identify the way how groups were formed as indicated in the next table.

Table 22: How the Group is formed to Practice the CPD program

No	Items	Respondents Categories						Total	
		NDT		ETs		SL			
		N	%	N	%	N	%	N	%
1	By dep't of the same career structure.	3	75.0	3	23.1	-	-	6	27.3
2	By inter-dep't of the same career structure	1	25.0	4	30.8	1	20.0	6	27.3
3	By dep't of the same career structure	-	-	-		-	-	-	-
4	By mixing teachers of different educational experience and background	-	-	6	46.2	4	80.0	10	45.5
Total		4	18.2	13	59.1	5	22.7	22	100

As can be shown in the table 22 above, three fourth of the NDTs responded that the group was formed by department of the same career structure while the remaining responded the group was formed by inter-department of the same career structure. On the other hand majority of ETs (46.2%) and SLs (80%) responded that the group was formed by mixing teachers of different educational experience and background. But, 23.1% of ETs and 20% of SLs responded that their groups were organized by department of the same career structure and by inter-department of the same career structure respectively.

To identify the number of participants in a group, an open question "how many teachers does a group have?" was posed to the respondents. Accordingly, 20(50%) of the NDTs,

7(53%) of ETs and 3(60%) of SLs responded that four, five and six participates respectively. The others NDTs ETs responded that it ranges from six to nine teachers. The remaining SLs responded the group consists of the range from five to seven teachers. Therefore, their responses have variations among respondents. With respect to this, the interview was made with supervisors WEO and ZEP experts revealed that the module set the minimum and maximum number of teachers in a group, but they did not definitely put number of teachers should be consisted in one group. So, this indicates that there was weak follow up and evaluation system of the responsible bodies.

Another question saying "how often the group meets together?" was posed to those who responded in group and indicated in the table below.

Table 23: How often Group Meets To Practice CPD

Items	Options	Respondents Categories						Total	
		NDT		ETs		SL			
		N	%	N	%	N	%	N	%
How often does the group meet together?	Once per week	1	25.0	5	38.5	3	60.0	9	40.9
	More than one per-week	2	50.0	3	23.1	1	20.0	6	27.3
	Once per-month	1	25.0	4	30.8	1	20.0	6	27.3
	More than once per-month	-	-	1	7.7	-	-	1	4.5
Total		4	18.2	13	59.1	5	22.7	22	100

From the table 23 above, 1(25%) of NDTs, 5(38.5%) of ETs and 3(60.0%) of the SLs responded that the group meet together once per-week. On the other hand 2(50%) of the NDTs 3(23.1%) of ETs and 1(20%) of SLs replied that the group meet together more than one per-week while the remaining 1(25%) of NDT, 4(30.80%) of ETs and 1(20%) of SLs said that the group meet once pre-month. But 1(7.7%) of the ETs responded the group meet more than once per-month. In general, majority of the respondents said that

the group practice the CPD activities once per-week. To this fact, as the document analysis shows different group in the sampled schools had various time tables in practicing CPD activities with regular attendance, all teachers had their own portfolios. The mentors and vice principals keep records of all completed activities of CPD like annual plan of CPD prepared, meeting held with teachers and classroom observation which was signed by teachers and themselves.

To identify the length of time spent for one section, for the same respondents an open ended question was posed. Accordingly, one NDT and three ETs gave no response. But another three of the NDTs and four of the ETs responded that they spent 3-5 hours for one session. While majority ETs 6(45.2%) and all of SLs responded that they spent 2 hours for one session. As it is indicated in the literature the amount of time allotted for one session is two hours. Therefore, majority of the respondents' responses were in line to this agreement.

The interview conducted with secondary school supervisors, WEO and ZED experts, and focus group discussion conducted with some selected teachers and school leaders revealed that the time allotted for one session was two hours which is in line with the majority of the respondents. In addition to this, for individual CPD activities, supervisors and education experts responded that teachers prepare plan for individual CPD based on the school CPD plan and they were expected to practice activities in the working time. But, the responses obtained from focus group discussion, teachers practiced CPD activities when they were forced by mentors, department heads and vice principals. Thus, this indicates that still CPD activities were not given due attention by teachers at secondary schools.

4.2.4. Problems in Promoting CPD Program

Under this section problems that hinder the effective implementation of teachers' CPD program in secondary schools were discussed. These problems may be raised from the program itself or due to the malfunctioning of implementers or both. Accordingly, closed and open ended questions were presented to respondents. For close ended questionnaires, respondents were requested to rate the questions from the five points of Liker Scale as: 5 very high extent problems, 4 high extent problem, 3 medium extent problem, 2 low extent problems and 1 very low extent problem and give their opinion for open ended questionnaires. For simplicity the problems were classified in to two parts (teachers and schools related problems) for analysis.

4.2.4.1. Problems Related to Teachers

Table 24 presents the views of respondents on the challenges of CPD program related to teachers. As indicated in the table, low level of awareness on the program was rated as very high extent problem with the mean values of 3.87 by NDT and 3.57 by ETs. To the same item SLs responded with the wean values of 3.27 rated as a high extent problem. However, the grand mean of the all the respondent values (3.60) indicates the problem rated as very high. The result computed for ANOVA values (0.057) at 0.05 α value did not show statistically significant difference among the groups of respondent. Thus, it is possible to say that the problem had high effect on the implementation of CPD program.

Table 24: Teachers Related Problems in Promoting CPD Program

No	Items	Respondents' Categories			GM	One way ANOVA	
		NTD	ETs	SLs		F	Sig.
		Mean	Mean	Mean			
1	Low level awareness on the program	3.87	3.57	3.27	3.60	2.919	0.057
2	Work over load in the school	3.46	3.38	3.33	3.39	0.138	0.871
3	Negative attitude of teachers towards CPD	3.54	3.26	3.23	3.33	0.920	0.401
4	Lack of experienced mentor	3.35	3.41	3.51	3.42	0.229	0.796
5	Mentors turnover	3.33	3.33	3.37	3.33	0.017	0.983
6	Lack of commitment or motivation of trainees	3.48	3.36	3.53	3.42	0.292	0.747

Regarding to the work overload in the school as a problem of CPD program, all the respondents have the same understanding on the items with a grand mean of 3.39. This reveals that the problem was rated as high effect for the implementations of the program. The computed ANOVA value (0.871) also shows as respondent groups have similar opinion on the item. Thus, work burden may make not to have enough time to refer and read materials and implement the program.

Table 24 also depicted the negative attitude of teachers towards CPD program with the mean values 3.45 for NDT rated as a very high problem while the mean values 3.26 for ETs and 3.23 for SLs rated as high problems. However, the grand mean values (3.33) of all the respondents rated as high problem for the implementation of the CPD program in the secondary schools. The calculated ANOVA value (0.401) reveals that there is no statistically significance difference among the three groups. Therefore, it is likely to say that, most of the teachers have negative attitude towards the implementation of the program.

As it is indicated in the table 24 above, the lack of experienced mentors was one of the problems hider the effective implementation of CPD program. The mean values 3.51 and 3.41 of NDTs and ETs respectively shows that it was high extent problem while the mean value 3.51 of SLs rated the same item as very high effect for the implementation of program. However, the respondents' grand mean (3.42) reveals that the problem had high effect. With respect to mentor turnover and lack of commitment or motivation of trainees was rated as high problem with grand mean value of 3.33 and 3.42 respectively. The calculated ANOVA values for the three items reveals that there was no statistically significant difference among the group of respondents.

Thus, the above discussion reveals that, mentors and facilitators support was inadequate; teachers were less committed to the program and turnover of trained mentors/facilitators setback the implementations of the program.

4.2.4.2. Schools Related problems in Promoting CPD program

The table below present problems related to schools that affect the effective implementation of CPD and the analyzed responses of respondents.

Table 25: Schools Related Problems in Promoting CPD Program.

No	Problems	Respondents' category			GM	One way ANOVA	
		NDT	ET	SL		F	Sig.
		Mean	Mean	Mean			
1	Shortage of training modules	2.61	2.43	1.95	2.33	0.948	0.146
2	Lack of support from administrative body	3.72	3.60	3.37	3.59	0.944	0.391
3	Lack of knowledge and expertise from administrative position	3.41	3.41	3.00	3.27	1.473	0.232
4	Failure to allocate sufficient time for the program	3.52	3.30	3.77	3.53	1.077	0.129
5	Lack of available resources (finance)for the teachers	2.93	2.33	2.23	2.52	0.565	0.065
6	Lack of timely feedback from mentors /facilitators	3.70	3.32	3.37	3.43	1.961	0.144
7	Fixed school time table	3.37	3.18	3.47	3.29	0.797	0.452
8	Lack of follow up and evaluation	3.46	3.10	3.20	3.21	1.357	0.260
9	Lack of commitment /motivation on the part of the school management	3.92	3.61	3.47	3.67	0.212	0.809
10	Failure to assign mentors/facilitators	3.91	3.87	3.45	3.74	0.209	0.301

As the responses of respondents reveal the mean values of NDT(2.61), ETs (2.43) and 5(1.95) for the problem shortage of training modules rated as medium, low and very low extent problems respectively for the effective practicing of CPD program at secondary schools. However their grand mean value (2.33) rated the problem as low extent. Beside this, the comparison of mean was computed using one-way ANOVA. The result shows that there was no statistically significant different among the respondents responses. This means that the entire respondents group agreed on the existence of the problem to the low extent.

From the Table 25 above, it is observed that the mean scores of NDTs and ETs was 3.72 and 3.60 respectively for the item lack of support from administrative body rated as very high. For the same item SLs with mean value 3.37 rated as high problem. But their grand mean values 3.59 shows the problem was very high for the program. However, MoE (2009) put the responsibilities of different administrative bodies, their coordination and

support provided for the teachers and school has great role for the successful implementation of CPD program at secondary schools.

A close examination of table 25 also indicates as there was lack of knowledge and expertise from administrative bodies. All the respondent mean values found in the range 3.0-3.49 with the grand mean values 3.27. This shows that respondents rated the item as a high problem. The calculated ANOVA value also indicates that there was no statistically significant difference among the respondent groups. Thus, it is possible to say that administrative bodies had inadequate knowledge and expertise to support teachers in the implementations of the program effectively.

Concerning failure to allocate sufficient time for the program, the mean value of the respondents of NDT (3.52) and SL (3.77) shows that it was very high problem. For the same item ETs with mean value 3.30 shows the problem was high to implement the program. But, the computed ANOVA values (0.129) reveals that there was no statistically significant different from the responses of the groups of respondents. Therefore, clearly ample time for practicing CPD program was not allocated by responsible bodies at secondary schools.

The other factor identified by respondent groups was lack of available resources (materials like stationary and finances) for the teachers. NDTs with mean value 2.93 rated the problem as medium while ETs and SLs with mean values rated the same item as low extent problem in practicing the program. In spite of this, their grand mean values 2.52 rated the problem as a medium. The computed ANOVA value (0.065) does not reveals statistically significant difference among the groups of respondent.

Regarding the lack of timely feedback from mentor (facilitators) for CPD program, NDTs, ETs and SLs agreed with 3.70, 3.32 and 3.37 mean scores respectively. Their grand mean value was 3.43 which show that the item was rated as high problem for the successful practicing of CPD program at school. To this item the computed ANOVA values indicates that there was no statistically significant differences among the responses of the respondent group. Thus, all teachers were affected by lacking timely feedback regarding the implementation of CPD program from their mentors, facilitators and school leaders.

As can be seen from the table 25 above, the fixed time table that school follow also affects the effectiveness of the CPD program. The mean values of each the respondents exist in the range 3-3.49 with grand mean value 3.29. This reveals that the problem rated as serious for teachers to practice the program effectively. From the computed ANOVA value (0.452), respondents have similar understanding about the problem indicated above.

As it is portrayed from the table 25 above, it is possible to say that all the respondents of three groups have similar understanding on the lack of follow up and evaluation of the program by the responsible bodies with a grand mean of 3.21. Specifically, the mean values of NDTs (3.46), ETs (3.10) and SL (3.20) also rated the problem as high. The computed ANOVA value (0.260) indicates that there was no statically significant different among the responses of respondents groups.

With regard to lack of commitment, the grand mean value of respondents' response was 3.67; specifically the mean value of each respondent, 3.92, 3.61 and 3.47 for NDT, ETs

and SL respectively reported indicate the problem as it was very high. In the same way failure to assign mentors/facilitators timely rated as a very high problem with grand mean 3.74 by all respondents. For each of the two items the computed ANOVA values 0.89 and 0.301 respectively at 0.05, did not show statistically difference among the response of respondents. Since the ANOVA values were greater than α value (0.05).

Furthermore, regarding the problems that hinder in promoting CPD program, interview and focus group discussion was made by researcher. The information obtained from focus group discussion all similar with what is mentioned above. However, the interview made with supervisors, WEO and ZED experts reveals that most of problems have been solved. But they put some core problems that still not solved were lack of trained human power to give training, meteors/facilitators turnover, lack of interest by some experienced teachers (those old enough), lack of budget to run the program, work burden and inconvenience of time and place to run the CPD session.

Teachers (NDTs & ETs) and school leaders were asked an open ended question "how they overcome the problem they faced during implementation of CPD program?" Some of them responded that the problems were remained unsolved. But most of the respondents said that to overcome the problem they faced, they solved by group cooperation and self strength of individual teachers, by taking (borrowing) the available CPD materials from each other and buying stationary materials, practicing the program outside the room (under trees) in the school and arranging time for practice outside of the working hours.

Finally, an open end question was also raised for them in order to forward their suggestion about the program. Accordingly, they said that the program is useful if it is

implemented according to subject area rather than behavioral change of the program, full time well trained experts should be assigned at all levels of education systems in order to minimize information gap about the program, proper training schedule should be set, the nearer by responsible bodies should fulfill the resource (human, materials and financial) required for providing training for all teachers, there should be convenient place to run the program during the CPD session, there should be continuous follow up and evaluation system by all responsible bodies, CPD materials should be provided for all teachers, teachers should be certified after completing of a given courses, there should be incentives like upgrading, career structure promotion for teachers to motivate them in their daily activities.

CHAPTERED FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of three parts namely the summary, conclusions and recommendations. The first presents the general summary and the major findings of the study. The second part presents the major conclusions drawn from the findings. And the last part deals with the recommendations of the study.

5.1. Summary

The main purpose of this study was to assess teachers' CPD program implementations in selected secondary schools of South West Zone of Oromia Regional State. To address this purpose, the following research questions were formulated.

1. To what extent the activities in CPD program have enhanced teachers' professional competence and commitment?
2. To what extent supported have been provided for teachers in order to implement the CPD program effectively?
3. Howe teachers practices CPD activities?
4. What are the major problems that affects for promoting CPD program?

To this effect, the descriptive survey approach was employed as a method of study. In South West Zone, there are eleven woredas and one town administration and from these by using simple random sampling techniques four woredas were selected for the study. By using availability sampling method, all five the secondary schools found in the sample

woredas were taken for the study, namely Gindo, Chitu, Dariyan, Geresu and Goro Secondary schools. To select the sample teacher respondents, first teachers were stratified based on the types of CPD activities they practiced. In line with this, in the target area there were 216 teachers of which 50 were NDTs and 166 were ETs. From 166 experienced teachers, 50 of them were school leaders (School leaders includes; 5 principals, 10 vice principals, 12 unit leaders & 23 department heads) and 116 of them were ETs. Since, the number of teachers and school leaders in the sampled secondary schools were small all of them were selected for the study.

By using purposive sampling technique, four secondary school supervisors, four WEO and one ZED experts working on TDP were selected for the study. For focus group discussion (FGD) some selected teachers and SLs who are not participated in responding questionnaires and assigned as mentors and facilitators in the secondary schools were also used as participants. To collect primary data questionnaires and interview were developed from related literature reviewed. Data collected from NDTs, ETs and SLs through questionnaires; from supervisors, WEO and ZED experts via semi-structured interview and from some selected teachers and SLs through focus group discussion. Moreover, the data gathered tools were substantiated by document analysis. The quantitative data mainly obtained from closed ended questions were first edited, organized and tabulated and then analyzed by using frequency, percentage, mean, grand mean and one way ANOVA. The qualitative data obtained by means of open ended questions, interview, focus group discussion and document analysis were analyzed by

narration. Accordingly, after data analysis and interpretation the following findings were identified.

1. **The Roles of CPD in Enhancing teachers' professional Competencies and Commitment in the Teaching and Learning process**

The role of CPD program in promoting teachers competence on practices of active learning method in the classroom was rated low with the ground mean value 2.21. Beside this, the supervisors, WEO and ZED experts working on TDP pointed out that majority of teachers in the schools practiced frequently teacher centered method of teaching. They also pointed out that majority of the teacher lack the skills to apply active learning methods in the classroom and they prefer supply to cover the contents. From the document analysis the evidence that show sample of active learning methods were not documented. Thus, teachers were not effective practiced active learning methods. This reveals that CPD did not adequately enhanced teachers competence on the practice of active learning methods in the classroom.

The role of CPD program in improving teachers' competence in conducting action research was found to be low with the mean values of 2.10 for NDTs and 2.39 for ETs while SLs rated medium with mean value 3.23. But their grand mean score rated the item medium. On the other hand, supervisors, WEO and ZED experts disclosed that teachers conduct action research for the sake of performance evaluation not for the need of solving problems. The data obtained from FGD also confirms that the action research conduct in the school was not practical, teachers write action plan for the research but they did not change in to practice. Moreover the document review also shows the documented action

researches were organized up to proposal. Thus, the practices of action researches were very limited in secondary schools by teachers and it was conducted for their self benefit not for the benefit of students. This reveals that the contribution of CPD program in improving teachers' competence was insufficient to conduct action research in the schools.

The role of CPD in enhancing teachers' competence in classroom management, creating teachers self-initiative, organizing their professional portfolio and improving students' problem rated medium with mean values ranging from 2.87-3.45. In general, the roles of the program in improving teachers' competence in these activities were very limited or not adequate.

The role of CPD program in improving teachers' commitment in motivating students in learning and addressing immediate school needs for development rated medium by respondents with mean value ranging from 2.90-3.27. On the other hand the effect of the program in increasing professional experience sharing among teachers rated high with mean values ranging from 3.30-3.96 and the study also shows that the roles of the program in making teachers to stay (love) in teaching profession rated as low extent with the mean value found in between 1.78-2.40.

2. Regarding Support provided for Teachers

With respect to pre-practice training, majority of the respondents (66.7%) responded that they did not receive any training that prepares them to start the program. The reason teacher pointed out were lack of great emphasis by responsible bodies, lack of

commitment of school leaders and others; and lack of trained experts at all level of education system.

On the other hand the lower level organizations such as schools, cluster centers and WEO were the main providers of pre-practice training for those received training. But the contributions of the others (REB, MOE and NGOs) were insignificant.

In addition to this, for majority of respondents (58.9%) support was not provided by the concerned bodies during practicing CPD program. Significant number of respondents (32.35%) pointed out that lack of commitment on the part of responsible bodies were the major reason for the absence of support. The others reported that because of the lack of expertise and work overload on the part of the responsible bodies.

Schools were the main technical and material provider for respondents while they practicing CPD program. And the second most support provider was WEO but the support provided was not continuous.

Majority of NDTs (48.1%) consider the approaches and relationship of their mentors as supporter and advisor. But, 25.9%, 18.5% and 3.7% (each) of them consider as evaluators, as colleagues, as fault finder and as boss respectively. The support received from mentors, facilitators and school leaders by teachers were rated fair except one item which was in having enough knowledge about the program which was rated as low.

3. With Respect to the Practice of the Program

Respondents rated very low for the action research conducted per-semester with a mean value ranging from 1.17-2.26. It was below the requirement of MoE set in a semester on

the other hand, classroom observations, meeting conducted with mentors/facilitators and portfolios checked per-semester rated as fair with mean values raging from 2.53-2.74. However, respondents rated low for project practiced per-semester with mean value 2.11.

As report reveals school based CPD activities were coordinated by department heads, vice principals, mentors and school principals with the percentage 31.5, 29.8, 23.8 and 25 respectively. Majority of the NDTS (91.3%) reported that induction program was practiced individually in collaboration with mentor who are selected mainly by considering experienced as criterion. In the same way, majority of ETs (56.5%) reported that they practiced CPD individually, and 14.1% and 29.3% of them replied that they practice the program in group and in both respectively. Majority of respondents reported that they meet together to practice CPD once per-week and the time spent for one session was reported 2 to 5 hours by ETs, 3 hours by NDTs and 2 hours by all school leaders. The document analysis made do not indicates the time interval they spent on one session and the prepared portfolios documents were the same and identical portfolio irrespective of the objectives and intention (importance) of the program. Regarding to this problem, the interview conducted reveals that teachers copied the portfolios of active teachers without practicing the activities documented.

4. Problems in Promoting CPD Activities

Problems that can hinder in promoting CPD activities have been seen from two directions and the findings obtained were presented in the following.

4.1.Teachers Related Problems in Implementing CPD Program

Regarding the problems that hampered the proper implementations of the program, the low level of awareness on the CPD program rated as very high extent problem to affect the program with mean value ranging from 3.27 – 3.87 by respondent, on the other hand, the problem like work overload in the schools, negative attitudes of teachers towards CPD, lack of experienced mentors, mentors turnover and lack of commitment (motivation) of trainees have affected the implementation of the program to higher extent as reported by NDTs, ETs and SLs.

4.2. School related problems in promoting Implementation of CPD Program

From the respondents report it was clearly observed that, lack of support from administrative bodies, failure to allocate sufficient time for the program, lack of commitment/motivation on the part of school management; and failure to assign mentors and facilitators were considered as very high problems in promoting CPD program. On the other hand lack of timely feedback from mentors/facilitators/school leaders, fixed school time table, lack of follow up and lack of expertise on the part of administrative bodies were considered as high extent problem for the implementation of the program while shortage of training modules was rated as medium extent problem for the CPD program.

Furthermore, respondents reported that to overcome the problem they faced during the practice of CPD program, they were borrowing (taking from each other) the available CPD materials from each others, by purchasing stationary materials and rearrange the program and place for practice. They also pointed out the measure should be taken for the

future. Accordingly, important training about CPD should be given for trainees, the school in collaboration with responsible bodies should fulfill available resources, convenient place and time to run the program, teachers should be certified after completing given course and provided incentives like in-service upgrading, and trained CPD experts should be available at all levels of education system.

5.2. Conclusions

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

The role of CPD program in promoting teachers competence on practice of active learning method was reported inadequate. Teachers frequently practiced teachers centered method of teaching. This method of teaching makes students too passively attend lessons and it retards their creativity and motivation for self learning from different sources. Therefore, students were not encouraged for self-learning. This indicated that the CPD program has contributed less effect in enhancing the competence of teachers on the practice of active learning methods. Thus, it is likely to say that teachers were not practiced active learning methods in teaching-learning process.

The role of CPD program in improving teachers' competence in conducting action research was encouraging. However, the research works observed during document analysis were not beyond producing paper rather than the actual work. Most of them were not completed up to the end. None of the observed research works used to solve problems. Hence, teachers lack knowledge and competence to conduct action research and the role of CPD to this regard is inadequate.

In the same way, the role of CPD program in improving teachers' competence in managing classroom for productive, creating teachers' self-initiation to bring new changes, organizing portfolio properly for evidences and improving students' achievement were very encouraging. However, these all CPD activities were not internalized to bring sustainable effects on the day to day activities of the teachers.

The role of CPD in enhancing commitment of teachers in motivating students learning and addressing immediate school needs for development was very important. Even though there was some improvement on the part of teachers; lack of continuous training, follow up and receiving appropriate feedback for the improvement setback the implementation of the program. Thus, the role played by CPD to improve teachers' commitment to share experience from each other in order to motivate students in their learning was not sufficient.

Teachers in order to cope up with the changing world, they should to update profession to stay in their teaching profession need their commitment. However, the report of respondents reveal that, the role of CPD in improving teachers' commitment to stay (love) in teaching profession was low. But in this regard, the commitment of individual teacher has its own contribution to improve their professionals as well as quality of education at schools. So, this was not given due attention by teachers and other concerned bodies.

The result of the study reveals, most of the teachers started practicing CPD program without any pre-practice training. Therefore, they were not convinced first about the importance, objectives and implementation of the program. Hence, this may decreases the

commitment of teachers to practice effectively the program to achieve its objectives. In addition to this, majority of teachers were not received support while they were practicing the program. However, the support provided for insignificant number of teachers was very low and it was given by lower level experts and teachers practiced by untrained mentors/ facilitators based on his/her personal understanding. Hence, this may create the variation in implementation of the program in between secondary schools, and even in groups. Therefore, CPD was not being continuously supported and practiced uniformly. As document analysis indicated, there was no clarity concerning the preparation of portfolio and the coordination, follow up and evaluation of the program was not given due attention by all concerned bodies at all levels.

Even though the activities of CPD program such as action research, active learning, project activities, classroom observation and management practiced, the interviews and FGD participants revealed that the practices was not continuous, only give great emphasis when teachers were enforced by school leaders. Follow up and evaluation system of the CPD activities to provide timely feedback was not adequate. Therefore, the activities of the program were not internalized to being the enhanced teachers' competences and commitment in their daily activities.

There were challenge that negatively affected the practice of the CPD program related to teachers and the schools. Problems related to teachers were low level of awareness on the CPPD program, negative attitudes of teachers toward the program, lack of experienced mentors' /facilitator/ school leaders to provide support and lack of commitment/motivation of trainees to practice the program. These problems have more impact than the others.

In the same way, lack of support from the administrative bodies, failure to allocate sufficient time for the program and lack of commitment of school leaders to assign trained mentors /facilitators were considered as school related problems which significantly hampers the effective implementation of the program.

5.3. Recommendations

Based on the findings and conclusion drawn, the following recommendations were forwarded to improve the implementation of CPD program in secondary schools of the study area.

5.3.1. The teachers' CPD program was primary designed to improve education quality by improving the competences and commitments of teachers' in their daily activities. In doing so, teachers are expected to practice CPD activities related to teaching and learning process throughout their life. To this fact, CPD activities have high contribution to enhance teachers' professional competences and commitments in their daily activities.

Therefore, active learning as one of the activity of CPD that prepare teachers with the skills of active learning methodologies in the classroom in order to enable students actively engage in the teaching learning process to improve education qualities. However, the result of the study indicates that teachers frequently practiced teachers centered method of teaching. This method of teaching makes students too passively attend lessons and it retards their creativity and motivation for self learning from different sources. Thus, to overcome this problem the school leaders in collaboration with secondary school supervisors should follow

up teaching learning process daily; and conduct at least one classroom observation per-week and give timely feedback for teachers.

5.3.2. Action research as a component of CPD program was introduced to improve teachers' skills on conducting research and solve students' problems in teaching learning process. However, the finding of the study revealed that teachers reported that the practice of action research was limited in the secondary schools and the research works observed were not beyond paper work. Therefore, the school leaders, supervisors and WEO should stimulate research culture by establishing action research teams and creating strong link between practitioners in the schools and teachers training colleges.

5.3.3. As the report of this study indicates the implementation of the CPD program affected by the absence of continuous assistance before and during the practices of the program. These were due to the lack of required knowledge and awareness; lack of follow up and evaluation system and lack of providing timely feedback about the program by school leaders, mentors and facilitators. To alleviate these problems, there should be diagnosis in order to identify the need and interest of the implementers at schools, woredas or zone level regarding the practices of CPD; and providing trainings and continuous supports based on the identified needs. Furthermore, there should be experience sharing within and among the schools so that majority of the teachers would be benefited.

5.3.4. For coordinating and facilitating the implementation of CPD activities, highly qualified and experienced expert on CPD are very crucial. Therefore, for better achievement of the program there should be at least one full time expert assigned

at all level of education starting from the woreda up to the higher level of education system. This is used to minimize the information gab between the schools in order to practice the CPD activities uniformly by coordinating and providing support as needed for the schools in order to improve quality of education.

5.3.5. For the effectiveness of the program, continuous follow up and evaluation in order to provide constructive feedback is very essential. However, the result of the study reveals that there was insufficient follow up of the CPD activities, strategy to give timely feedback and evaluating the progress of the program responsible bodies at secondary schools. Therefore, there should be continuous and timely follow up and evaluations of CPD activities by school leaders, supervisors, WEO and ZED experts

5.3.6. Finally, there should be incentives for teachers, facilitators, mentors and school leaders based on their implementation of the CPD program. This incentive may range from nominal like giving recognition (certificate) for what teachers carried out up to getting career promotion and giving chance to upgrade their qualification in in-service training program. This may inspire teachers to be committed to the program and implement according to the need of ministry of education.

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Appendices

APPENDIX A

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

A questionnaire to be filled by **Newly Deployed Teachers (NDTs)** of secondary schools

General Directions

The purpose of this questionnaire is to collect data about the assessment of teachers' CPD program implementation in secondary schools of South West Shoa Zone in partial fulfillment for post graduate degree.

The study aims at how CPD activities improve the competence and commitment of secondary school teachers in implementing the program and identifying the problems that hinder its effective implementation; and moreover, looking for the ways to improve its practices effectively. Thus, your, genuine, frank and timely responses are crucial to determine the success of the study. Therefore, realizing this, the information will be kept strictly confidential and used only for this research paper. So, you are kindly requested to contribute your own views by filling the questionnaire honestly and responsibly. Thank you for contributing your time and thought full responses for this study.

Note that:

1. You are **not** required to write your name.
2. Read all the instructions before attempting to answer the questions
3. There is no need to consult others to fill the questionnaires.
4. To those questionnaires with alternatives mark your response on the space provided by putting "**X**" or encircles the letter.
5. For any **additional explanation** you are kindly requested to write briefly on the space provided.

Thank you in advance for your cooperation

Part I. Personal Information of the Respondents

1. Name of the school _____
2. Woreda _____
3. **Sex:** Male ☐ Female ☐
4. **Age:** 21-30 years ☐ 31-40 ☐ 41-50 years ☐ 51 years and above ☐
5. **Qualification:** MA/MSC/MED ☐ BA/BSC/BED ☐ Diploma ☐
6. **Teaching experiences:**
   ≤2 ☐ 3-6 ☐ 7-12 ☐ 13-16 ☐ 17-22 ☐ 23 years and above ☐
7. **Position in career ladder**
   Beginning teacher ☐ Junior teacher ☐ Teacher ☐
   Lead teacher ☐ Associate teacher ☐
8. **Teaching workload per week in period**
   0-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ Above 26 periods ☐
9. **Job responsibility in the school:** _____

Part II: The Roles of CPD on Teachers professional Competence and Commitment.

1. In your opinion, to what extent the activities in the CPD enhance/improve the performance of teachers on their daily activities? Please indicate your response about its effects by putting "X" on your choice corresponding each of the following items. (Use: 5=Very high, 4=high, 3=medium, 2=low, 1=very low).

No	Items	Rating seals				
		5	4	3	2	1
	Roles of CPD in:					
1.1	Implementing active learning method the classroom					
1.2.	Conducting action research					
1.3	Improving classroom management.					
1.4	Creating teachers self- initiatives					
1.5	Organizing professional portfolio					
1.6	Improving students achievement					
1.7	Motivating students in learning					
1.8	Sharing professional experience among teachers (Increasing collegiality).					
1.9	Addressing immediate school needs for development.					
1.10	Making teachers to stay(love) in teaching profession					

Part III: Support Provided for Teachers

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

_____

_____

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

No	Items	Rating seals				
		5	4	3	2	1
5.1	Informing the importance of CPD programs					
5.2	Providing awareness how to implement CPD programs					
5.3	Introducing the objectives of CPD					
5.4	Forming team spirit among teacher and better working atmosphere					
5.5	Motivating teachers to engage in CPD					
5.6	Informing the responsibilities of mentors, principals and other stakeholder					
5.7	Way of communication and evaluation system of the program.					

5.8. If there is any topic that is not included in the table, please specify_____

_____

6. Have you received any support during practicing CPD activities?
   A. Yes ☐ B. No ☐
7. If your response is "No" to Q.7, what do you think is the reason?
   A. The activities of CPD practices do not invite any external body to give support
   B. There is no responsible body at any level for this purpose
   C. Lack of commitment on the part of the responsible body

D. Lack of expertise by those responsible body
E. Work overload by the responsible body to give support.
F. There is no budget for this purpose to facilitate support
G. Specify others, if any more _____

8. If your answer is "Yes" to Q.7, what are the major supports given to you?
   A. Technical (i.e. training…) B. Materials (stationeries…)
   C. Financial (incentives…)

9. Indicate who has given the support you chosen to Q.7?
   A. The school E. Region Education Bureau (REB)
   B. The cluster center F. Ministry of Education (MoE)
   C. Woreda Education Office (WEO) G. NGOs
   D. Zone Education Department (ZED) H. Other, if any, specify_____

10. Indicate the extent of the support you have got from different sources? (use: 5= Very high; 4= High; 3= Fair; 2 = Lowe; 1= Very low)

No	Items	Rating seals				
		5	4	3	2	1
10.1	School					
10.2	Cluster education office					
10.3	Woreda education office					
10.4	Zone education department					
10.5	Region education bureau					
10.6	Ministry of education					
10.7	NGOs					

10.8. If any others, please specify_____

_____

11. Did mentor assigned for you? A. yes ☐ B. No ☐
12. If you said "No" to Q.12, what do you think is the reason?
    A. This purpose do not need mentors C. Teachers do not need to be a mentor
    B. The school do not assigned mentors on time D. If any others, specify_____
13. If you said "Yes" to Q.12, how do you evaluate the approach of your mentor?
    A. As advisor B. As supporter C. As evaluator D. As colleagues
    B. E. As a boss
    F. As faultfinder H. Specify, if any others_____

14. How do you rate extent of support (competence/punctuality) of your mentors/facilitators in providing you support on the induction program? (Use: 5= Very good, 4= Good, 3= Fair, 2= Poor, 1= Very poor)

No	Items	Rating scales				
		5	4	3	2	1
14.1	In participating teachers in preparing action plan before starting the program					
14.2	In leading the program as planned					
14.3	In having interest to support the program					
14.4	In discussing when and how classroom observation is conducted with trainees					
14.5	In having enough knowledge about the program					
14.6	In providing adequate feedback for trainee's activities/projects					
14.7	In preparing strategy on how to improve the weaknesses of trainees teaching practices					
14.8	In evaluating the progress of the program by participating trainees as planned					

14.9 Please, specify if any others_____

Part Four: How Teachers Practice CPD Activates

15. How frequently did you practice the contents in your course module? Please give your responses by putting "X" on your choice corresponding to each item.

No	Items	Frequency of performance				
		5	4	3	2	1
15.1	Action researches conducted per- semester:					
15.2	Classroom observations conducted by a mentor or facilitator per- semester					
15.3	Project practiced per-semester					
15.4	Meeting conducted with mentor or facilitator per- semester					
15.5	Portfolio checked per- semester					

15.6. If any others, please specify_____

16. Who was responsible in coordinating school based CPD activities

A. Principals B. Vice principals C. Mentors D. Department heads

E. If any other, specify _____

17. How did you practice the activities in the modules?

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

18. If you said "Individually" to Q.20, how often do you carry out your activities?

A. Daily B. Once every Saturday and Sunday C. Once per-week

D. Once per-month E. If any others, please specify_____

19. In practicing the activities of the modules individually, how many hour do you spend per-month? _____

20. If you said in "group" to Q.20, how was the group formed?
A. By department without considering the career level B. By department of the same career structure. C. By inter-department of the same career structure D. By mixing teachers of different educational experience and background E. Others, if any specify _____

21. If you said in "group" to Q.20, how many teachers does a group have? _____

22. If you said in "group" to Q.20, how often does the group meet together?
A. Once per week B. More than once per week C. Once per month
D. More than once per month E. Others, if any specify _____

23. In studying the materials in group how many hours have spent for one session? ____

Part Four: Problems in Promoting CPD Program

24. The following table contains items that hinder the implementation of CPD program. Please indicate the extent at which the factors hinder the effective implementation of CPD program (use: 5= Strongly Agree; 4= Agree; 3= Some Agree; 2= Disagree; 1= Strongly Disagree)

No	Items	Rating seals				
		5	4	3	2	1
26.1	Low level of awareness on the program					
26.2	Shortage of training modules					
26.3	Lack of support from administrative body					
26.4	Lack of knowledge and expertise from administrative position					
26.5	Work overload in the school					
26.6	Failure to allocate sufficient time for the program					
26.7	Lack of available resources (materials and finances)					
26.8	Lack of timely feedback from mentors/facilitators					
26.9	Fixed school time table					
26.10	Negative attitude of teachers towards CPD program					
26.11	Lack of experienced /competent mentor					
26.12	Mentors turnover					
26.13	Lack of follow up					
26.14	Lack of commitment/motivation of trainees					
26.15	Lack of commitment/motivation on the part of the school management					
26.16	Failure to assign mentors facilitators					

24.17. If any others, please specify _____

25. How did you overcome the problems you faced? _____

_____

_____

26. If you have any general suggestion on the implementation procedures, and contents of the CPD program, please mention them on the space provided below

_____

_____

"THE END"

Thank you for your cooperation!

APPENDIX B

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

A questionnaire to be filled by **Experienced Teachers (ETs)** of secondary schools

General Directions

The purpose of this questionnaire is to collect data about the assessment of teachers' CPD program implementation in secondary schools of South West Shoa Zone in partial fulfillment for post graduate degree.

The study aims at how CPD activities improve the competence and commitment of secondary school teachers in implementing the program and identifying the problems that hinder its effective implementation; and moreover, looking for the ways to improve its practices effectively. Thus, your, genuine, frank and timely responses are crucial to determine the success of the study. Therefore, realizing this, the information will be kept strictly confidential and used only for this research paper. So, you are kindly requested to contribute your own views by filling the questionnaire honestly and responsibly. Thank you for contributing your time and thought full responses for this study.

Note that:

1. You are **not** required to write your name.
2. Read all the instructions before attempting to answer the questions
3. There is no need to consult others to fill the questionnaires.
4. To those questionnaires with alternatives mark your response on the space provided by putting "**X**" or encircles the letter.
5. For any **additional explanation** you are kindly requested to write briefly on the space provided.

Thank you in advance for your cooperation!

Part I. Personal Information of the Respondents

1. Name of the school _____
2. Woreda _____
3. **Sex** Male ☐ Female ☐
4. **Age:** 21-30 years ☐ 41-50 years ☐ 31-40 years ☐ 51 years and above ☐
5. **Qualification:** MA/MSC/MED ☐ BA/BSC/BED ☐ Diploma ☐
6. **Teaching experiences:**
   ≤2 ☐ 3-6 ☐ 7-12 ☐ 13-16 ☐ 17-22 ☐ 23 years and above ☐
7. **Position in career ladder**
   Beginning teacher ☐ Junior teacher ☐ Teacher ☐ Associate teacher ☐
   Lead teacher ☐
8. **Teaching workload per week in period**
   0-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ Above 26 periods ☐
9. **Job responsibility in the school:** _____

Part II: The Roles of CPD on Teachers professional Competence and Commitment.

1. In your opinion, to what extent the activities in the CPD enhance/improve the performance of teachers on their daily activities? Please indicate your response about its effects by putting "X" on your choice corresponding each of the following items. (Use: 5=Very high, 4=high, 3=medium, 2=low, 1=very low).

No	Items	Rating seals				
		5	4	3	2	1
	Roles of CPD in:					
1.1	Implementing active learning method in the classroom					
1.2.	Conducting action research					
1.3	Improving classroom management and solving students problem					
1.4	Creating teachers self- initiatives					
1.5	Organizing professional portfolio					
1.6	Improving students achievement					
1.7	Motivating students in learning					
1.8	Sharing professional experience among teachers/increasing collegiality/					
1.9	Addressing immediate school needs for development					
1.10	Making teachers to stay (love) in teaching profession					

Part III: Support Provided for Teachers

2. Have you got any pre-practice training in relation to CPD implementation?
   Yes ☐ No ☐
3. If your answer is "No" to Q.2, what do you think is the reason? _____
4. If your answer is "Yes" to Q.2, indicate who provided the training? More than one choice is possible.
   A. The school
   B. The cluster center
   C. Woreda Education Office (WEO)
   D. Zone Education Department (ZED)
   E. Regional Education Bureau(REB)
   F. Ministry of Education (MoE)
   G. NGOs
   H. Mention, if any others,_____

E. If your answer is "Yes" to Q.2, to what extent is the training you took related to the following topics? (Use:5= Very good; 4=Good; 3= Fair; 2=Poor; 1=Very poor)

No	Items	Rating seals				
		5	4	3	2	1
5.1	Informing the importance of CPD programs					
5.2	Providing awareness how to implement CPD programs					
5.3	Introducing the objectives of CPD					
5.4	Forming team spirit among teacher and better working atmosphere					
5.5	Motivating teachers to engage in CPD					
5.6	Informing the responsibilities of mentors, principals and other stakeholder					
5.7	Ways of communication and evaluation system of the program					

5.8. If there is any topic that is not included in the table, please specify _____

_____

6. Have you received any support during practicing CPD activities?
   A. Yes ☐ B. No ☐
7. If your response is "No" to Q.7, what do you think is the reason?
   A. The activities of CPD practices do not invite external body to give support.
   B. There is no responsible body at any level for this purpose.
   C. Lack of commitment on the part of the responsible body.
   D. Lack of expertise by those of responsible body
   E. Work overload by the concerned body to provide support
   F. There is no budget for this purpose to facilitate support.
   G. If any others, please specify_____

8. If your answer is "Yes" to Q.6, what are the major supports given to you?
   A. Technical (i.e. training....) B. Material(stationeries...)
   C. Financial (incentives...)
9. Indicate who has given the support you chosen to Q.6?
   A. The school E. Region Education Bureau (REB)
   B. The cluster center F. Ministry of Education (MoE)
   C. Woreda Education Office (WEO) G. NGOs
   D. Zone Education Department (ZED) H. Other, if any, specify_____
10. Indicate the extent of the support you have got from different sources? (use: 5= Very high; 4= High; 3= Fair; 2 = Lowe; 1= Very low)

No	Items	Rating seals				
		5	4	3	2	1
10.1	School					
10.2	Cluster education office					
10.3	Woreda education office					
10.4	Zone education department					
10.5	Region education bureau					
10.6	Ministry of education					
10.7	NGOs					

10.8. If any others, please specify_____
11. Have you assigned as a mentor? A. yes ☐ B. No ☐
12. If you said "No" to Q.12, what do you think is the reason?
   A. It is not my interest to be a mentor B. Teachers do not need a mentor
   C. The school is not interested to assign me as a mentor
   D. If any others, please specify_____
13. If you said "Yes" to Q.12, how do you evaluate the approach of yourself and your mentee?
   C. As advisor B. As supporter C. As evaluator D. As colleagues E. As a boss
   F. As faultfinder H. Specify, if any others_____
14. How do you rate extent of support (competence/punctuality) of your facilitators in

providing you support on the CPD program? (Use: 5= Very good, 4= Good, 3= Fair, 2= Poor, 1= Very poor)

No	Items	Rating seals				
		5	4	3	2	1
14.1	In participating teachers in preparing action plan before starting the program					
14.2	In leading the program as planned					
14.3	In having interest to support the program					
14.4	In discussing when and how classroom observation is conducted with trainees					
14.5	In having enough knowledge about the program					
14.6	In providing adequate feedback for trainee's activities/projects					
14.7	In preparing strategy on how to improve the weaknesses of trainees teaching practices					
14.8	In evaluating the progress of the program by participating trainees as planned					

14.9. Others if any specify_____

Part Four: How Teachers Practice CPD Activates.

15. How frequently did you practice the contents in your course module? Please give your responses by putting "X" on your choice corresponding to each item.

No	Items	Frequency of performance				
		5	4	3	2	1
15.1	Action researches conducted per- semester:					
15.2	Classroom observations conducted by a mentor or facilitator per-semester					
15.3	Project practiced per-semester					
15.4	Meeting conducted with mentor or facilitator per- semester					
15.5	Portfolio checked per- semester					

15.6. If any others, please specify_____

16. Who was responsible in coordinating school based CPD activities?

B. Principals B. Vice principals C. Mentors D. Department heads

E. If any other, specify _____

17. How did you practice the activities in the modules?

B. Individually B. In group C. Both in group and individual

18. If you said "Individually" to Q.20, how often do you carry out your activities?

B. Daily B. One every Saturday and Sunday. C. Once per-week

D. Once per-month. E. Others if any, specify _____

19. In practicing the activities of the modules individually, how many hour do you spend per- month? _____

20. If you said in "group" to Q.20, how was the group formed?
   B. By department without considering the career level
   C. By department of the same career structure
   D. By inter-department of the same career structure
   E. By mixing teachers of different educational experience and background
   F. Others, if any specify _____

21. If you said in "group" to Q.20, how many teachers does a group have? _____

22. If you said in "group" to Q.20, how often does the group meet together?
   B. Once per week B. More than once per week C. Once per-month
   D. More than once per month E. Others, if any specify _____

23. In studying the materials in group how many hours have spent for one session? _____

Part Four: Problems in Promoting CPD Program

24. The following table contains items that hinder the implementation of CPD program. Please indicate the extent at which the factors hinder the effective implementation of CPD program (use: 5= strongly agree; 4= Agree; 3= Undecided; 2= Disagree; 1= Strongly Disagree)

No	Items	Rating seals				
		5	4	3	2	1
24.1	Low level of awareness on the program					
24.2	Shortage of training modules					
24.3	Lack of support from administrative body					
24.4	Lack of knowledge and expertise from administrative position					
24.5	Work overload in the school					
24.6	Failure to allocate sufficient time for the program					
24.7	Lack of available resources (finances)					
24.8	Lack of timely feedback from mentors/facilitators					
24.9	Fixed school time table					
24.10	Negative attitude of teachers towards CPD program					
24.11	Lack of experienced /competent mentor					
24.12	Mentors turnover					
24.13	Lack of follow up					
24.14	Lack of commitment/motivation of trainees					
24.15	Lack of commitment/motivation on the part of the school management					
24.16	Failure to assign mentors/facilitators					

24.17. If any others, please specify _____

25. How did you overcome the problems you faced? _____

26. If you have any general suggestion on the implementation procedures, and contents of the CPD program, please mention them on the space provided below_____

_____

_____

"*THE END*"

Thank you for your cooperation!

APPENDIX C

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

A questionnaire to be filled by **School leaders** (including: Principals, vice principals, unit leaders and department heads) of secondary schools.

General Directions

The purpose of this questionnaire is to collect data about the assessment of teachers' CPD program implementation in secondary schools of South West Shoa Zone in partial fulfillment for post graduate degree.

The study aims at how CPD activities improve the competence and commitment of secondary school teachers in implementing the program and identifying the problems that hinder its effective implementation; and moreover, looking for the ways to improve its practices effectively. Thus, your, genuine, frank and timely responses are crucial to determine the success of the study. Therefore, realizing this, the information will be kept strictly confidential and used only for this research paper. So, you are kindly requested to contribute your own views by filling the questionnaire honestly and responsibly. Thank you for contributing your time and thought full responses for this study.

Note that:

1. You are **not** required to write your name.
2. Read all the instructions before attempting to answer the questions
3. There is no need to consult others to fill the questionnaires.
4. To those questionnaires with alternatives mark your response on the space provided by putting "**X**" or encircles the letter.
5. For any **additional explanation** you are kindly requested to write briefly on the space provided.

Thank you in advance for your cooperation!

Part I. Personal Information of the Respondents

1. Name of the school _____
2. Woreda _____
3. **Sex:** Male ☐ Female ☐
4. **Age:** 21-30 years ☐ 31-40 ☐ 41-50 years ☐ 51 years and above ☐
5. Qualification MA/MSC/MED ☐ BA/BSC/BED ☐ Diploma ☐
6. **Teaching experiences:**
   ≤2 ☐ 3-6 ☐ 7-12 ☐ 13-16 ☐ 17-22 ☐ 23 years and above ☐
7. **Position in career ladder:**
   Beginning teacher ☐ Junior teacher ☐ Teacher ☐ Associate teacher ☐
   Lead teacher ☐
8. Teaching workload per week in period
   0-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ Above 26 periods ☐
9. Job responsibility in the school: _____

Part II: **The Roles of CPD on Teachers professional Competence and Commitment.**

1. In your opinion, to what extent the activities in the CPD enhance/improve the performance of teachers on their daily activities? (Use: 5=Very high, 4=high, 3=medium, 2=low, 1=very low).

No	Items	Rating seals				
		5	4	3	2	1
	Roles of CPD in:					
1.1	Implementing active learning method in the classroom					
1.2.	Conducting action research					
1.3	Improving classroom management and solving students problem					
1.4	Creating teachers self- initiatives					
1.5	Organizing professional portfolio					
1.6	Improving students achievement					
1.7	Motivating students in learning					
1.8	Sharing professional experience among teachers.					
1.9	Addressing immediate school needs for development					
1.10	Making teachers to stay(love) in teaching profession					

Part III: Support Provided for Teachers

2. Have you got any pre-practice training in relation to CPD implementation?
   A. Yes ☐ B. No ☐
3. If your answer is "No" to Q.2, what do you think is the reason? _____
4. If your answer is "Yes" to Q.2, indicate who provided the training?
   I. The school
   J. The cluster center
   K. Woreda Education Office (WEO)
   L. Zone Education Department (ZED)
   E. Regional Education Bureau(REB)
   F. Ministry of Education (MoE)
   G. NGOs
   H. Mention, if any others,_____
5. If your answer is "Yes" to Q.2, to what extent is the training you took related to the following topics? (Use:5= Very good; 4=Good; 3= Fair; 2=Poor; 1=Very poor)

No	Items	Rating seals				
		5	4	3	2	1
5.1	Informing the importance of CPD programs					
5.2	Providing awareness how to implement CPD programs					
5.3	Introducing the objectives of CPD					
5.4	Forming team spirit among teacher and better working atmosphere					
5.5	Motivating teachers to engage in CPD					
5.6	Informing the responsibilities of mentors, principals and other stakeholder					
5.7	Ways of Communication and evaluation system of the CPD program					

5.8. If there is any topic that is not included in the table, please specify

_____

6. Did teachers have received any support while they have been practicing CPD activities?
   B. Yes ☐ B. No ☐
7. If your response is "No" to Q.7, what do you think is the reason?
   O. The activities of CPD practices do not invite external body to give support.
   P. There is no responsible body at any level for this purpose.
   Q. Lack of commitment on the part of the responsible body.
   R. Lack of expertise by those of responsible body
   S. Work overload by the concerned body to provide support
   T. There is no budget for this purpose to facilitate support.
   U. If any others, please specify_____
8. If your answer is "Yes" to Q.7, what are the major supports given to you?
   A. Technical (i.e. Training…) B. Material (Stationeries…)

C. Financial (Incentives…)

9. Indicate who has given the support you chosen to Q.7?
   I. The school
   J. The cluster center
   K. Woreda Education Office (WEO)
   L. Zone Education Department (ZED)
   E. Region Education Bureau (REB)
   F. Ministry of Education (MoE)
   G. NGOs
   H. Other, if any, specify_____

10. In your opinion, did you think that the support have been given to teachers from different sources are adequate? Indicate the extent of the support they have got from different sources? (Use: 5= Very high; 4= High; 3= Fair; 2 = Low; 1= Very low)

No	Items	Rating seals				
		5	4	3	2	1
10.1	School					
10.2	Cluster education office					
10.3	Woreda education office					
10.4	Zone education department					
10.5	Region education bureau					
10.6	Ministry of education					
10.7	NGOs					

10.8. If any others, please specify_____

11. How do you rate the relationship between mentors and mentee?
    A. Very Good B. Good C. Fair D. Poor E. Very poor

12. What are the criteria to be used to select mentors/facilitators in your school?
    A. Experience B. performance evaluation C. Educational qualification
    D. If any others, please specify_____

13. If you said "Poor" or "Very poor" to Q.12, what do you think is the reason?

    _____

14. If you said "Very Good" or "Good" to Q.12 how do you evaluate their approach to each other?
    A. As advisor
    B. As supporter
    C. As evaluator
    D. As colleagues
    E. As faultfinder
    F. As boss
    G. Specify if any others___

15. How do you rate extent of support (competence/punctuality) of mentors/facilitators in providing support for trainees on the induction/Proper CPD program? (Use: 5= Very good, 4= Good, 3= Fair, 2= Poor, 1= Very poor)

No	Items	Rating seals				
		5	4	3	2	1
15.1	In participating trainees in preparing action plan before starting the program					
15.2	In leading the program as planned					
15.3	In having interest to support the program					
15.4	In discussing when and how classroom observation is conducted with trainees					
15.5	In having enough knowledge about the program					
15.6	In providing adequate feedback for trainee's activities/projects					
15.7	In preparing strategy on how to improve the weaknesses of trainees teaching practices					
15.8	In evaluating the progress of the program by participating trainees as planned					

15.9 If any others, please specify_____

Part Four: How Teachers Practice CPD Activates

16. How frequently did teachers practice the contents in their course module? Please give your responses by putting "X" on your choice corresponding to each item.

No	Items	Frequency of performance				
		5	4	3	2	1
16.1	Action researches conducted per- semester:					
16.2	Classroom observations conducted by a mentor or facilitator per- semester					
16.3	Project practiced per-semester					
16.4	Meeting conducted with mentor or facilitator per- semester					
16.5	Portfolio checked per- semester					

16.6. If any others, please specify_____

17. Who is responsible in coordinating school based CPD activities

C. Principals B. Vice principals C. Mentors D. Department heads

E. If any other, specify _____

18. How do teachers practice the activities in the modules?

2. Individually B. In group C. Both in group and individual

19. If you said "Individually" to Q.19, how often do teachers carry out their activities?

C. Daily B. One every Saturday and Sunday C. Once per-week

D. Once per-month E. Others if any, specify _____

20. In practicing activities of the modules individually, how many hour do teachers spend per-month? _____

21. If you said in "group" to Q.19, how was the group formed?
   G. By department without considering the career level
   H. By department of the same career structure
   I. By inter-department of the same career structure
   J. By mixing teachers of different educational experience and background
   K. Others, if any specify _____

22. If you said in "group" to Q.19, how many teachers does a group have? _____

23. If you said in "group" to Q.19, how often does the group meet together?
   A. Once per week B. More than once per week C. Once per-month
   D. More than once per month E. Others, if any specify _____

24. How do you follow up and evaluate the implementation of the CPD program?
_____

Part Four: Problems in Promoting CPD Program

25. The following table contains items that hinder the implementation of CPD program. Please indicate the extent at which the factors hinder the effective implementation of CPD program (use: 5= strongly agree; 4= Agree; 3= Undecided ; 2= Disagree; 1= Strongly Disagree)

No	Items	Rating seals				
		5	4	3	2	1
25.1	Low level of awareness on the program					
25.2	Shortage of training modules					
25.3	Lack of support from administrative body					
25.4	Lack of knowledge and expertise from administrative position					
25.5	Work overload in the school					
25.6	Failure to allocate sufficient time for the program					
25.7	Lack of available resources (materials and finances)					
25.8	Lack of timely feedback from mentors/facilitators					
25.9	Fixed school time table					
25.10	Negative attitude of teachers towards CPD program					
25.11	Lack of experienced /competent mentor					
25.12	Mentors turnover					
25.13	Lack of follow up					
25.14	Lack of commitment/motivation of trainees					
25.15	Lack of commitment/motivation on the part of the school management					
26.16	Failure to assign mentors/facilitators					

25.17. If any others, please specify _____

26. How did you overcome the problems you faced? _____
_____

27. If you have any general suggestion on the implementation procedures, and contents of the CPD program, please mention them on the space provided below_____

"*THE END*"

Thank you for your cooperation!

APPENDIX D

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Interview Guide for Woreda Education Office and Zone Education Department Experts

The purpose of this interview is to collect data about the assessment of teachers' CPD program implementation in government secondary schools teachers in your zone or woreda. I confirm that the information you provide will be used only for this research purpose. Thus, you are kindly and requested to contribute your own in giving responses honestly and responsibly.

Part I:

Name of institution _____ Sex _____ Age _____

Education qualification _____ Current position _____

Years of service in current position _____ Total year of services_____

Part II:

1. Would you mention your responsibilities about CPD program?
2. What type of structures does your office have to facilitate and evaluate the implementation of CPD program in secondary school particularly?
3. Has your office given any support for teachers concerning CPD program? If not why? If yes, what types of support?
4. In your opinion to what extent has CPD activities enhanced teachers' competence especially in:
   A. Classroom management
   B. Conducting active Learning
   C. Conducting action research
   D. Organizing professional portfolio
   E. Teachers motivation
5. How do you follow up the implementation of CPD at each school?
6. Do you think that teachers implement CPD program effectively? If not, what are the problems that affect its effective implementation?
7. In your opinion, what measure/actions should be taken to overcome the problems for the future?

Thank You for your Cooperation!

APPENDIX E

Addis Ababa University

College of Education School of Graduate Studies

Department of Educational Planning and Management

Focus group discussion guide for selected secondary school leadership (principal, vice principals, unit leader and department heads) and teachers in selected secondary schools of South West Shoa Zone of Oromia regional State.

The purpose of this discussion is to collect data about how your teachers in your school practice the CPD program and its effect on the day to day teaching practice of teachers. Information you provided is confidential. Thus, you are kindly requested to give your responses genuinely.

1. What do you know the structure used by schools, woreda and zone office to facilitate the implementations of CPD program at school?
2. How do you evaluate the support provided for teachers by your office concerning CPD?
3. In your opinion to what extent has CPD enhanced teachers competence especially in:
    a. Conducting active learning methodology
    b. Conducting action research
    c. Classroom management
    d. Organizing professional portfolio
    e. Teachers motivation
4. How do you follow up the implementations of CPD at the school level?
5. Do you think that teachers implement CPD effectively?
6. Are there problems in promoting CPD program? Please explain? If yes, what actions should be taken to overcome the problems in the future? By teachers? School leaders? Woreda? Zone experts?

Thank You for your Cooperation!

APPENDIX F

Addis Ababa University

College of Education and Behavioral studies

Department of Educational Planning and Management

Document Analysis Check List

The purpose of this check list is to substantiate the data collected from questionnaires and interview. Therefore, you are kindly requested to provide me the necessary documents related to teachers' practices on CPD program. The data will be used for the purpose of this study.

Name of the school _____

Woreda _____

1. Numbers of trainees participating in

   Induction _____

   Proper CPD _____

2. CPD training plan is prepared Yes ☐ No ☐

3. Written documents teachers portfolio

No	Report profile	Available	Not available
3.1	Discussion minutes about classroom observation.		
3.2	Discussion minutes about periodic evaluation on the CPD progress.		
3.3	Activities practiced by teachers.		
3.4	Action research conducted by teachers		
3.5	Evidence that show on the competence of teachers on classroom management activities.		
3.6	Evidences on the active learning competences of teachers' practices.		
3.8	Portfolio of all NDTs and ETs have contents should be included.		

4. Challenges encountered _____

_____

_____

Thank You for your Cooperation!

APPENDIX G

Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management

Gaaffii Qomaa Supparvizaroota, Expertii Wajjira Barnoota Aanaa fi Godinaa wliin ittiin taasisamu

Faayidaan duubdeebii kana ragaa waa'ee "An assessment of teachers' CPD program implementation in government secondary school of South West Shoa Zone Oromia Regional State" ykn "hojii irra oolmaa sagantaa DOW fi rakkoowwan mana barumsaa sadarkaa lammaffaa aanaa fi Zoonii keessan keessatti mul'atan sassabbachhuuf kan gargaarudha. Yaada isin kennita qorannoo kana qofaaf kan gargaaru ta'a. Kaanafuu, yaada barbaachisaa ta'e amanamummatiin akka naaf kennitan haata'u.

Qajeelfama I.

Maqaa wajjira keessanii_____ Saala_____ Umuri_____

Sadarka Barnoota keessanii_____ Bakka amma irra jirtan_____

Tajajila bakka amma irra jirtan qabdan_____ Tajajila waliigala qabdan_____

Qajeelfama II

1. Sagantaa DOW tiif ittigafatamumma malii akka qabdan natti himuu dandeessu?
2. Hojii irra olmaa sagantaa DOW mana barumsaa sadarkaa lammaffaa keessatti si'eessuu, hordofuu fi madaluutiif Wajjirri keessan caasaa akkamii qabaa?
3. Wajjirri keessaan sagantaa DOW irratti barsiisotaatiif deeggarssa barbaachisaa ta'e keenneefiira? Yoo hin kennine ta'e maaliif? Yoo kenneera ta"e immoo gosa akkamii kennee?
4. Sagantaan DOW barsiisotaaf akka kennamu maaliif akka taasisame naa ibsuu ni dandeessu?
5. Akka yaada keessaniitti sagantaan kun gaggeefamuunsa dandeettii barsiisotaa irratti jijjiirama maalii fidee? Keesumaa:
    A. Daree hogganuu(to'achuu) irratti
    B. Mala si'awaa baruu-barsiisuu gargaramuu irratti
    C. Qoranno gochaa gaggeessuu irratti
    D. Ragaa dhuunfaa(Portiifooliyoo) qindeeffachuu irratti
    E. Barsiisotaaf Onnachiistuu kennufii irratti
6. Mana barumsaa keessatti hojii irra olmaa sagantaa DOW haala kamiin hordoftuu?
7. Mana barumsaa keessatti barsiisonni haala bu'aa qabeessaattiin sagantaa DOW gaggeessaniiru jettee yaadda? Yoo miti ta'e, akka bu'aa qabeessan sagantaa kana hojii irraa hin oolchine kan isaan daangesse maali?
8. Akka yaada keetti, gara fuulduraatti rakkoo kana moo'achuuf tarkaanfii akkammii fudhatamuu qaba jette yaada?

APPENDIX H

Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management

Gaaffiiwwan Hoggantoota mana barumsaa fi Barsiisota filatamoo ta'an wliin mariin kan ittiin taasisamu

Faayidaan Marii kana ragaa waa'ee "An assessment of teachers' CPD program implementation in government secondary school of South West Shoa Zone Oromia Regional State" ykn "hojii irra oolmaa sagantaa DOW fi rakkoowwan mana barumsaa sadarkaa lammaffaa aanaa fi Zoonii keessan keessatti mul'atan sassabbachhuuf kan gargaarudha. Yaada isin kennita qorannoo kana qofaaf kan gargaaru ta'a. Kaanafuu, yaada barbaachisaa ta'e amanamummatiin akka naaf kennitan haata'u.

Qajeelfama I.

Maqaa Mana Barumsaa keessanii_____

Gahee Mana Barumsaa keessatti qabdan_____

Tajaajila baruu-barsiisuu irratti qabdan_____

Qajeelfama II

1. Hojii irra olmaa sagantaa DOW mana barumsaa sadarkaa lammaffaa keessatti ci'eessuu, hordofuu fi madaluutiif Wajjirri keessan caasaa akkamii qabaa?
2. Wajjirri keessaan sagantaa DOW irratti barsiisotaatiif deeggarssa barbaachisaa ta'e keenneefiira? Yoo hin kennine ta'e maaliif? Yoo kenneera ta"e immoo gosa akkamii kennee?
3. Akka yaada keessaniitti sagantaan kun gaggeefamuunsa dandeettii barsiisotaa irratti jijjiirama maalii fidee? Keesumaa:
   A. Daree hogganuu(to'achuu) irratti
   B. Mala si'awaa baruu-barsiisuu gargaramuu irratti
   C. Qoranno gochaa gaggeessuu irratti
   D. Ragaa dhuunfaa(Portiifooliyoo) qindeeffachuu irratti
   E. Barsiisotaaf Onnachiistuu kennufii irratti
4. Mana barumsaa keessatti hojii irra olmaa sagantaa DOW haala kamiin hordoftuu?
5. Mana barumsaa keessatti barsiisonni haala bu'aa qabeessaattiin sagantaa DOW gaggeessaniiru jettee yaadda? Yoo miti ta'e, akka bu'aa qabeessan sagantaa kana hojii irraa hin oolchine kan isaan daangesse maali?
6. Akka yaada keetti, gara fuulduraatti rakkoo kana moo'achuuf tarkaanfii akkammii fudhatamuu qaba jette yaada?

Galatooma!

DECLARATION

I, the under signed, declared that this thesis is my original work and has not been presented for a degree in any other university and all source of materials used for the thesis have been duly acknowledged.

Name: Fekadu Chimdessa Giduma

Signature: 

Date: 26/06/2012

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

Name: Haileselassie Woldegerima (Assistant Professor)

Signature: _____

Date: _____