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PRACTICE AND CHALLENGES OF CONTINUOUS PROFESSIONAL
DEVELOPMENT IN GOVERNMENT SECONDARY SCHOOLS OF ADDIS
KETEMA SUB-CITY, ADDIS ABABA

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DECLARATION

I, the undersigned graduate student, here by declared that this thesis is my original work, and that all sources of the materials used for this have been duly acknowledged.

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ABBREVIATIONS AND ACRONYMS

FGD--- Focus Group Discussion

TDP – Teachers Development Program

CPD---Continuous Professional Development

AREB-- Amhara Region Education Bureau

ETP--- Education and Training Policy

ESDP---Education Sector Development Programs

TESO---Teacher Education System Overhaul

FDRE---Federal Democratic Republic of Ethiopia

GEQIP---General Education and Quality Improvement Program

MOE---Ministry of Education

OECD--Organization for Economic Co-operation and Development

REB-- Region Education Bureau

SPSS---Statistical Package for Social Sciences

TTA---Teacher Training Agency

USAID---United States Agency for International Development

ABSTRACT

The purpose of this study is to investigate the practices and challenges of school based continuous professional development in government secondary schools of Addis Ketema sub-city, Addis Ababa. School based Continuous Professional Development (CPD) has been implemented in Ethiopian schools with the aim of enhancing the classroom practices of teachers and consequently improving the achievement of students. This study is an attempt to analyze the practices and challenges of implementing school based CPD in the selected government secondary schools of Addis Ketema sub-city. The study used three basic research questions. The research methodology employed in the study was descriptive survey method. School principals, school CPD facilitators, sub-city supervisors and education experts/CPD focal persons were selected purposively as sources of data where as teachers were selected with simple random sampling for the study. The data gathering tools employed were questionnaire, interview, FGD and document analysis. The participants of interview were principals, vice principals and school CPD facilitators. Sub-city supervisors and education office experts were used in FGD/focus group discussions. Questionnaire was administered to teachers of which all were properly filled and returned. Then, the information gathered through closed-ended questionnaire was analyzed using percentage, frequency and mean score while the data gathered through interview and open-ended questions were narrated qualitatively. Results of the document analysis were also described. The analyses of the data revealed that the extent of teachers' engagement in continuous professional development practices was inadequate. The findings showed that stakeholders were providing insufficient support for the teachers. The absence of strong link between CPD and teachers' career development structure, efficiency, license and relicense could lead to teachers' loss of trust in CPD. Generally, it is possible to conclude that school based continuous professional development was inadequately implemented and students' academic achievement was insufficiently improved in government Secondary Schools of Addis Ketema sub-city. So, serious consideration should be given mainly to the capacity development of all the stakeholders involved in the delivery of the CPD program.

Key Words: Continuous Professional Development, Practice, implementation, challenge

CHAPTER ONE

1. INTRODUCTION

This part of the study deals with background of the study, statement of the problem, objective of the study, research questions, significance of the study, scope of the study, limitation of the study , organization of the study and definition of terms.

1.1. Background of the Study

It is suggested that the conventional forms of professional development and support grounded in training are poorly conceived to help teachers expand the possibilities for learning, teaching and schooling (Little, 1994). Alternatively, continuous professional development (CPD) at school level has been conceived a better model for helping teachers expand their knowledge and expertise in many countries. As Robinson (2002), an African educator pointed out, a school based approach to professional development can certainly be expected to better promote ownership of innovation, teacher expertise and relevance to the class.

As education is the key instrument to resolve economic, political, social and cultural problems of a society, there is always a direct interdependence between sustainable development and education (AREB, 2009). In this respect, Ethiopia has placed education at the center of strategies for development and democratization, with strong policies promoting quality and equity of education (TGE, 1994). Quality education by itself largely depends on the magnitude of school based teacher's continuous professional development (CPD) in improving learner's achievement. Furthermore, teacher's professional development is a key driver of excellence in any school to contribute to not only teacher and school improvement but also the overall improvement of education system (USAID, 2006).

In support of this, the Education and Training Policy of Ethiopia (ETP) has also set high standards for teachers and described a new approach to education, formulated by the Transitional Government of Ethiopia (TGE, 1994). At the heart of this new approach is the emphasis given to upgrading and updating teachers through pre-service and in-service trainings so as to promote active learning, problem solving and student centered teaching and learning. According to the Ministry of Education (MOE, 2004), priority has been given to the need and the right of all teachers to high quality and relevant CPD opportunities throughout their careers. Teachers are encouraged to embrace the

concept of lifelong learning for their own benefit, for the benefit of the peoples they teach, the communities in which they live and the country at large. Moreover, the Ministry of Education (MOE, 2005) underlines that quality teacher is essential for quality education since it is in the classroom that learning takes place. Without competent teacher, no curriculum can be implemented effectively and quality education will not be attained. Consequently, it is further stated that teacher competency is significant for that competent teacher is the crucial element for quality education and teacher professional development including CPD is the ground for quality teacher (MOE, 2006).

School based CPD is a lifelong education in which teachers not only learn themselves but also teach each other to update and add value their profession. The ultimate goal of CPD is to enable the students to get quality education. This motto necessitates the involvement and active participation of teachers in the CPD. The effective participation of teachers in the program is expressed and witnessed by the reflected and exhibited changes of the teacher in teaching learning and professional ethics. These teachers' efficiencies enable them to benefit from acceptable, attractive and realistic career structure. Thus, teachers are licensed to proceed in the profession on the basis of their professional competence (AREB, 2009).

In addition, according to the national strategy of the Ministry of Education (MOE, 2009), CPD program is intended to all school teachers, leaders and supervisors in all regions of Ethiopia to participate in high quality and appropriate CPD which positively impacts classroom practices to ensure improved learning. By and large, it allows all teachers to improve their knowledge, skill and attitudes in order that they become more effective classroom practitioners and contribute meaningfully to community development. The grand ambition of teachers' development program is also proclaimed in the Blue Print of the Ministry of Education issued in (MOE, 2006/7).

Accordingly, the Ethiopian education system aims at the production of quality teachers who can encourage active learning in order to contribute for high pupil achievement that ultimately contribute to achieve quality education (MOE, 2007a).

Quality student learning is a burning issue today in Ethiopia as well as in Addis Ababa city administration, especially in Addis Ketema sub-city. To ensure the quality of education, and improve the students result the professional development of teachers is the most important. Thus, one of the components of teachers' professional development is CPD and it helps to improve the

classroom activities of teachers as well as students' academic achievement.

Hence, teachers tried to practice CPD program in Addis Ketema sub-city government Secondary Schools, Addis Ababa. Regardless of the attempts, the genuine implementation of CPD program is far short from being fully realized and it does not practically improve the students' academic performance.

Therefore, one of the possible reasons could be problem with effective implementation of CPD, a gap giving support for the real implementation of CPD from supervisors, facilitators, and other concerned bodies. It is, therefore, important to fill the gap and it needs a scientific study so as to discover the condition of the practices that are being encountered in the process of CPD implementation in Addis Ketema sub-city government secondary schools to make the program doing well.

1.2. Statement of the Problem

Teaching is a dynamic profession with ever changing and emerging knowledge. In order to cope up with the ever changing environment, the need for progressively improving and updating teachers' professional skill and knowledge in response to rising technology is unquestionable (Hayes, 1999). Moreover, every education policy places teachers' quality at the very nucleus of learning and as a key determinant of variation in a student achievement. Quality teacher development, however, does not occur by accident. It requires systematic and continuous implementation of teachers' professional enhancement (Fraser, 2005).

The frame work document of MOE (2009:5) indicates that there are some problems with CPD practice in schools, such as “ time constraint ,lack of shared vision ,lack of common understanding of partners on CPD ,lack of collaboration in monitoring and evaluation system ,lack of adequate awareness among teachers, absence of clearly defined objectives ,turnover of CPD facilitators ,lack of qualified leadership, the absence of link between CPD, and teachers career structure” are identified problems in the CPD implementation process by secondary school teachers. The General Education Quality Improvement Program (GEQIP) document of the Ministry of Education also shows that the on-going teachers' professional development program is still suffering from legacies of preceding structures such as absence of the need assessment of teachers' trainings, lack of standardized training programs and the prevalence of uncoordinated CPD practices (MOE, 2008).

Besides studies, which are produced in Addis Ababa secondary schools indicated that the area of teachers professional development programs have not implemented appropriately. Because of this, students in government secondary schools were not mastering basic skills. Hence assessing this issue from the context of secondary schools found in Addis Ababa is critical because different stakeholders have raised similar CPD implementation problems. (Daniel Desta, Desalegn Chalchisa and Girma Lemma 2013, EjigayehuWorku 2018)

In Addis Ababa different researchers have been conducted on continuous professional development/CPD/. For instance Gemechu Merga(2014)the current status of CPD program in secondary school of Bole Sub-City: the case of Leme-Scndary School. The finding result show that to implement CPD program; lack of motivation by teachers, incentives and interests of teachers, insufficient training, less budget allocation, unsatisfactory support from principals and supervisors, shortage of CPD materials, lack of on time follow-up and unwillingness of playing their role by all the concerned bodies in teaching and learning process.

Zeyneba Ahmed (2014), the practice and challenge of teacher CPD in government secondary school of kirkose Sub-City in Addis Ababa Administration. The finding result shows that CPD program implementation in secondary school were largely based on experience sharing in school among colleagues while there were very much limited training for teachers from external bodies, the supports, including incentives provided to teachers were not also sufficient to implement the program effectively. Daniel Desta, Desalegn Chalachisa, and Girma Lemma (2013), School based Continuous Teachers Professional Development in Addis Ababa: An investigation of practice, opportunities and challenge.

The findings show that to implement CPD lack of knowledge and experience on theoretical underpinning implementation in consistencies, lack of budget to run the program at school level, lack of incentive procedure to recognize teachers who made efforts to change themselves and their colleagues were major problem identified from the qualitative data.

The students' national examination results in grade ten and grade twelve was low in Addis ketema sub-city government Secondary Schools for the last three consecutive years (AAEB,2012-2014E.C). As well as, unmotivated teachers, weak participation in CPD, and low student performance are the common problems in Addis ketema sub-city government Secondary Schools.

Thus, this study would emphasize on the practices and challenges of school based CPD during the implementation process. As far as the present knowledge of the researcher is concerned, no any systematic study was reported on the practices and challenges of CPD in any of the Schools in Addis ketema sub-city and lack of quality education and low academic achievement of students is the serious issue in Addis ketema sub-city government Secondary Schools. Therefore, low academic achievement of the students in Addis ketema sub-city government Secondary Schools motivated me to do scientific research on this area.

The above pressing and sensitive issues, motivates the researcher to investigate on the practices and the challenges of school based teachers' professional development in government secondary schools of Addis Ketema sub- city. The study will fill the gaps by showing how the school and stakeholders play their role of support in the implementation of the CPD program and challenges for the implementation of CPD. In order to address the problem, the following basic questions have raised.

1.3. Research Questions

This research tried to answer the following questions:

- What do teachers practice to implement the school based CPD program in government secondary schools of Addis Ketema sub- city?
- In what ways do stakeholders such as supervisors, principals and CPD facilitators, contributed to CPD implementation in government secondary schools of Addis Ketema sub- city?
- What are the major challenges that government secondary schools of Addis Ketema sub - city have encountered in implementing school based CPD program?

1.4. Objectives of the Study

1.4.1. General Objectives

The overall objective of this study was to assess the extent to which school based CPD program is being practiced and to investigate the challenges that government secondary schools of Addis Ketema sub-city face in the process of school based CPD program implementation.

1.4.2. Specific Objectives

- To investigate the involvement of teachers to implement school based CPD program in government secondary schools of Addis Ketema sub- city.
- To assess the effort of responsible school partners at different levels in supporting the implementation of school based CPD activities.
- To identify the major challenges government secondary schools of Addis Ketema sub city faced in the implementation of the school based CPD program.

1.5. Significances of the Study

The findings of the study would have the following benefits:

- It may help teachers, principals, supervisors and other responsible officers to be aware of the extent to which school based CPD is being implemented and also bring out the challenges that stand against the success of the program in order to take actions of improvements.
- It may provide important information to the national and local policy makers and program designers so that they will further revise and develop appropriate programs.
- It is also hoped that the study may contribute to the improvement of quality education by initiating responsible parties in school improvement program which ultimately would end with the highest learners' achievement.
- It may help all concerned stakeholders to identify the strengths and weaknesses of school based CPD program to take remedial measures against the challenges that secondary schools faced in implementing CPD program.
- It may facilitate subsequent supervision of the impact of the CPD strategy on teachers' experiences, attitudes and expectations.
- It may also add to the existing body of literature on teachers' continuous professional development.

1.6. The Scope of the Study

In order to make the study more manageable, the study was delimited to five government secondary schools of Addis Ketema sub- city, Addis Ababa. Namely: Abisinia, Dilachn, Yekatit 23, Dejazmach Oumer Semeter and Addis Ketema secondary schools. The sub- city is selected as the student researcher is working in the sub city as education officer and to investigate the low

achievement of students' scientifically. This helped the researcher to easily obtain relevant information in the practice and challenges of school based CPD to supplement the study. The study was also delimited to the assessment of the practices of the school based CPD program, the support given by school leaders, CPD facilitators , education officers and supervisors and the challenges encountered in the process of implementing school based CPD.

1.7. Limitations of the Study

It is obvious that research work could not be free from limitation. For this matter this study was constrained with shortage of time. One of the limitations was that some of the Principals, office experts and supervisors were burdened by routine office activities and they were not able to participate with the researcher schedule in focus group discussion and interviews. For this the researcher forced to prepare other appointment and focus group discussion and interviews were undertaken. The other limitation of the study was that the researcher didn't prepare pilot test.

18. Operational Definitions of Key Terms

- 1. Continuous professional development** - updating of teachers' knowledge and skills throughout their teaching life (MOE, 2009b).
- 2. School based CPD** - CPD programs practiced at school level by school leaders and teachers (Lave&Wenger1990)

1.9. Organization of the Study

This study is organized in to five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, research questions, Significance of the study, the limitation, scope of the study and operational definition of terms. The second chapter presents review of relevant literatures. Chapter three presents research design and methodology including the sources of data, the study population, sample size and sampling technique, procedures of data collection, data gathering tools and methodology of data analysis. Chapter four would include presentation of data analysis and interpretation of the findings. Chapter five would incorporate the summary, conclusion and recommendations of the study.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter is the review of related literature included some definition, issues related to CPD, and national professional standard for teacher and world experiences. It is highly emphasized on Continuous Profession Development which includes its nature, concept, characteristics, its development, objectives, Continuous Profession Development cycle, duties and responsibilities of stakeholders in implementation of Continuous Profession Development, and finally it focused on the challenges of school based Continuous Profession Development.

2.1 The Nature of Teachers' Continuous Professional Development

The term CPD is said to have been coined in the mid-1970's and its notion is rooted in the constructivist philosophy which claims that a person's constructions of knowledge and views of the world are not fixed and stable, but are in continuous change ,Griffin (as cited in Gray, 2005). Accordingly, it is presumed that teachers, like any other professionals, have to engage in planning and executing their professional development on continuous basis if they have to cope with the continuous change on the world and in their workplace.

Continuing professional development (CPD) in education however is often ill-defined, with the separate notions of formal training on one hand and on-the-job learning on the other, serving to confuse the concept further. However, Day's (1999) definition of CPD encompasses all behaviours which are intended to effect change in the teaching profession in general and in classroom in particular.

Teaching is complex and challenging work that requires highly specialized skills and knowledge to impact significantly the student learning. Improving the learning outcomes of all students regardless of their socio-economic background or geographic location is the key objective for education. In recognition of the correlation between effective teaching and student achievement, enhancing the skills and knowledge of the education workforce, teachers, is a key priority (Guskey, 2002).

Teachers need in-depth knowledge of the subject areas they teach; how students learn that content and an understanding of classroom environments that optimize learning. They need access to ongoing, high quality professional learning opportunities to develop and enhance thenecessary skills and understandings (Smith, 2002).

2.1.1. The Concept of Teachers' Continuous Professional Development

The word profession comes from the Latin word profession-onis, which means the act and effect of recognizing one self. The term profession contains an idea of selflessness, for that to profess means to exercise knowledge or skill, and to publically admit a belief (Gomez & Tanti, 1989).

As the writers further defined, profession refers to an occupation that requires specialized education, knowledge, training and ethics. Although professionals make their living in what they do, this paid work is often more than just a job or occupation alone. A profession basically is an occupation, which necessitates widespread training along with the study and mastery of specific information, and generally has a professional association, ethical code and the procedure of certification or licensing (Gomez & Tanti, 1989).

School based teachers' CPD focuses at the professional competence of teachers at all levels of the school system. (AREB, 2009 cited in Mintesinot,), described CPD as: "Continuous refers to throughout the practitioners' life; Professional refers to maintaining the quality and relevance of professional service; and development implies the progression in personal quality to the required knowledge and skill" (P. 1).

In the framework document of the Ministry of Education, MOE (2009), school based CPD is defined as: "anything that makes a teacher better" (p. 16) targeting at the improvement of teachers' performance in schools situational to learners context. As the framework document further explained, CPD is a continuous process of enhancing personal growth in order to improve the capability and realize the full potential of teachers at school. This can be achieved by obtaining and developing a wide range of knowledge, skills and experience which are not normally acquired during initial training or routine work, and which together develop and maintain competence to practice.

School based teachers' continuous professional development can also be defined as all informal learning experiences in a school and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which contribute to the quality of education in the classroom. It is the process by which teachers alone and with others, review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence

essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives (Day, 1999).

Moreover, teachers' continuous professional development is further described as the systematic maintenance and improvement of teachers' knowledge, skill and competence, and the enhancement of learning undertaken throughout an individual's working life. The program in the process include activities such as on-the job training, open learning, short term courses, conferences, seminars, workshops, self-study, preparing and making presentations, and being a coach or mentor. In this case, CPD aims at keeping up to date and continuously seeking to improve competence in order to optimize teachers' career opportunities (Gust, 2004).

Therefore, in today's rapidly changing work environment, keeping pace with changes and developments in practice and to satisfy professional development requirements; it is mandatory to up-date professional qualities for school success. The response to this challenge is embracing the concept of professional training, in order to adapt with learning new skills through CPD. Accordingly, school based continuous professional growth is the process by which a teacher maintains the quality and relevance of the professional services that he or she delivers. Thus, CPD is the purposeful improvement of knowledge necessary for the professional and technical duties throughout the practitioner's working life (Robert, 1987).

To sum up, teaching as a profession requires standards of trainings and continuous renewal. School based continuous professional development is a sustainable improvement of the overall teachers' knowledge and skills in the process of teaching and learning.

2.1.2. The Purpose of School Based CPD

Teachers' continuous professional development has its own specific and general purposes to achieve educational goals at global, national and local levels. In this regard, we shall look at the purposes in relation to the experiences of some countries of the world in general and of Ethiopia specifically.

2.1.2.1 General Purposes of CPD

In almost all education programs across various geographical contexts, the need for teachers professional growth has general purposes of enhancing teachers' knowledge of the subjects they

teach and their professional skills to scale up learning achievement.

Supporting this, Fraser (2005) suggested that, teachers are the root to enhance the quality of education. This demands the creation of progressively a high quality teacher throughout a work life. Opportunities should be continuously provided for teachers' growth. Ensuring the professional development support for teachers enables them to become competent expert which in one way or another is significant to positively impact on teachers' performance. This ultimately changes students' overall skill and knowledge. Therefore, the continuous improvement of teachers' profession is crucial to ensure the appropriate utilization of teachers' potential.

School based professional development encourages the rise of expert teachers who have a firm understanding of their respective disciplines, knowledge of the conceptual barriers that students face in learning about the discipline, and knowledge of effective strategies for working with students. Teachers' knowledge of their disciplines provides a cognitive roadmap to guide their assignments to students, to gauge student progress, and to support the questions students ask. The teachers focus on understanding rather than memorization and routine procedures to follow, and they engage students in activities that help students reflect on their own learning and understanding (Davies & Preston, 2002).

Moreover, school based professional development of teachers whether pre-service or in-service assists teachers as abreast of new knowledge and practices in the field. This ongoing training for teachers can have a direct impact on student achievement. Case studies have provided evidence that ongoing professional development, especially in the early years after initial preparation and then continuing throughout a career; contribute significantly to student learning and retention (Davies, & Preston, 2002).

Furthermore, continuous professional development, in line with Ethiopia's policies, is vital for career-long teacher learning and improvement (MOE, 2004a). The overall purpose of CPD program, as similarly indicated in the new concept of framework of the Ministry of Education (MOE, 2009), is to improve the performance of teachers in the classroom that ultimately contributes to raise students' learning achievement. It targets a career long process of improving knowledge, skills and attitudes of teachers based on the local context, particularly the classroom practices. Furthermore, the contribution of CPD for improved and relevant pre-service and in-service training and

professional support is pointed out in the Educational Sector Development Review (ESDP IV) of the Federal Ministry of Education (MOE, 2010a).

In general the purpose of school based CPD is to empower teachers of their competence in order to enhance to enhance students learning environment.

2.1.3. Features of Effective School Based CPD

In successful schools, CPD has its own distinct features in which building fruitful teachers professional development can place. In this respect, effective professional development provides opportunities to gain an understanding of problems and reflect on the research and theory underlying the knowledge and skills being learned, the way teacher learning is facilitated should mirror the instructional approaches they are expected to master and allow teachers to experience the consequences of newly learned capabilities. Professional development should also be continuous and on-going, involving follow-up and support for further learning including support from sources external to the school that can provide necessary resources and new perspectives (Hamilton, Marsh & Pane, 2006).

Relevant time is needed to reflect on, consolidate and plan implementation of any new ideas, and to experiment with new ideas. Several successful interventions have used negotiated non- contact time for teachers as part of the CPD process and in recent years funding for continued support, rather than one-off activities, has been emphasized as a requirement of effective CPD(Gust, 2004).

As MOE (2009), effective teachers professional development incorporates the programs conducted in the school settings and linked to school wide efforts; teachers collaborative works as planners with administrators of in-service activities; emphasis on self-instruction accompanied by differentiated training opportunities; active teachersrole in choosing goals and activities for themselves; providing training that is relevant and on-going over time; and lasting assistance up on request.

According to the findings of MOE (2009), the most effective CPD in the school system has its distinguished characteristics that can be summarized as follows. Effective school based CPD aims at improving teachers' performance in the classroom. It includes supporting formal and informal activities of teachers contextual to the real situation. Significant CPD focuses on classroom practice

and collaborative work in regular activities. It deals with subject content and teaching strategies that enable students to learn better. It has clear procedures for identifying CPD priorities and aligns to training needs of teachers. In addition, effective CPD is the one which makes use of expert teachers and excellent classroom practitioners with the active involvement of school leaders in planning, improving and other collaborative CPD activities.

School based continuous professional development has its own distinguished features in different countries. Let us look in to the experiences of some countries. In Scotland, school based continuing professional development (CPD) is a compulsory and accepted part of the contracts of all teachers who teach in all schools, but what constitutes appropriate development for all the various stages of a teacher's career is less well defined (Hustler, 2003).

In most European nations, a contractual 35 hours of CPD per annum was introduced as a maximum for all teachers, which consisted of an appropriate balance of personal professional development, attendance at nationally recognized courses, small scale school based activities or other CPD activity. This balance was based on an assessment of individual need taking account of school, local and nationally set priorities and carried out at an appropriate time and place (Eurydice, 2004).

According to Eurydice (2004), all the countries within the European Union offer in-service training opportunities for teachers at secondary school stage, however, what is on offer varies within and between countries. In some countries (e.g. parts of Belgium, Germany, the Netherlands, Austria, Finland, Sweden, the UK, Liechtenstein, Estonia, Latvia, Lithuania, Hungary, Malta and Romania) in-service training is compulsory for teachers at the secondary school. In others (e.g. Spain, Portugal, Iceland, Bulgaria, Poland and Slovenia) it is officially optional, but in practice, teachers' promotional prospects and salaries depend on their record of CPD. On the other hand, in Belgium and Malta countries, where CPD is compulsory, only half of teachers reportedly took part in in-service training, whereas in Norway, where CPD is optional, over 60 per cent of teachers apparently participated. On the other hand, in Japanese curriculum, School based CPD has been practiced by teachers and administrators (Ferreira & Ono,2010). Accordingly, teachers have a major input in designing lessons through lesson study, which bridges any possible gap between the course of study as intended by the curriculum and the actual lessons as interpreted and implemented in the classroom. Almost all Japanese schools earmark a school based professional development period

within regular working hours during which various issues and challenges are discussed by teachers and administrators.

South African teachers have plenty of opportunities to observe lessons facilitated by others. As part of an induction program, newly appointed teachers are observed regularly by an assigned mentor and sometimes by the principal and deputy principal. The professional development activity is characterized as classroom-situated, context-based, learner-focused, improvement-oriented and teacher-owned. It is also collaborative. These features match the elements or principles which professional development requires (Leu, 2004).

In several countries (Belgium, Italy, Austria, Finland, the UK and Slovenia) teacher development focuses on school or locally-based in-service training in order to facilitate access. In some countries, management of training-related budget is entirely indicated, the standards of high quality professional development includes such activities as designing data based professional development, building content knowledge and quality teaching, developing research-based professional development, creating a collaborative work environment, adaptation to diverse students' learning environment, active community-school relationship, monitoring students' progress, promoting technological literacy and assessment of the effectiveness of CPD practices using multiple sources.

As further suggested by Jones and Moor (2005), high quality professional development is grounded in the analysis of multiple sources of disaggregated teaching and learning data which is derived from the experience, expertise and needs of the recipients and reflects best practices. Standardized professional development expands educators' content knowledge and skills necessary to provide appropriate instructional strategies and assess student progress.

Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making. Furthermore, professional development ensures that teachers have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment to work in diverse students, and to share responsibility for work toward a common goal. It focuses on developing teachers' knowledge of the learning styles, needs, and abilities of the diverse needs of students.

In such a way, teachers are able to create safe, secure, supportive, inclusive, respect, high

achievement and equitable learning environments for all students (Jones & Moor, 2005). As the writers further revealed, professional development ensures that all the concerned practitioners have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education. Quality professional development promotes technological literacy and facilitates the effective use of all appropriate technology. High standard of Professional development is characterized by review of the achievements by using multiple sources of information to assess its effectiveness in improving professional practice and student learning (Jones & Moor, 2005).

Interpretation of the overall purposes of CPD determines the actual context in which each activity can be implemented. On the top of this idea, Fullan and Steigebauer (1991) indicated that, what teachers do in practice, what teachers think, what teachers believe and what they do at the class room level, ultimately shape the kind of students' learning achievement. This implies that teachers' beliefs about the nature and purpose of the curriculum, their current class room practice, and teachers and administrators perception of changes in the school culture all have potential to contribute to enhance learning.

By and large, in order school based CPD to be effective, teachers have to value it as being more important. In addition to this, the benefits of CPD are not universal; rather, teachers' perceptions of the benefits of school based CPD activity are strongly associated with their individual contexts. Thus, teachers should actually decide to participate in school based CPD for a wide variety of reasons, including working with colleagues, improving their professional abilities and having a positive impact on pupils' learning. However, teachers' willingness and commitment to decide to participate in CPD activities is crucial in its practices (Darleen, Lavicza&Pedder, 2008).

In summary, teachers' perception of school based CPD is the foundation base to apply the intended activities. Thus, teachers' interpretation of CPD has to be taken in to consideration to achieve the goal stated.

2.2. Historical Development of School Based Continuous Professional Development

The first primary responsibility of schools is to create literate citizens. However, the roles of teachers and the quality of professional development have changed a great deal of these responsibilities in to various aspects of the education systems. In the early 19th century for instance,

teachers usually were poorly equipped with professional attributes and were usually not given attention of advancing their own profession. In that period, teacher training was aimed at correcting deficiencies in teachers' academic background. But, teaching was professionalized at the turn of the century and schools appeared for the specific purpose of training teachers and in-service education reforms (Grant, Peggy & Young, 2008).

By the end of the 20th century, most countries of the world had initiated professional standards such as professional knowledge, skills and competences required of teacher to impact on competent learner achievement in all subject areas. A great deal of effort was placed into the development of these standards, and teachers were expected to use them as the foundation for all instruction. In nowadays, global educational reform is supported by a series of well-researched programs, reports and technologies to facilitate the enhancement of teacher capacity and expertise in the area of professional development (Grant et al., 2008).

2.3. Teachers Continuous Professional Development in Ethiopia

In the Ethiopian context, Teacher Training was begun in 1944 in one classroom in Minilik II School (MOE, 1973). As the Teacher Education System Overhaul (TESO) described, now days teacher education programs are run at colleges and university levels: Teacher Education Colleges (TECs) and Universities (TESO Task Force, 2003). The TESO program and the recent development and practices in the teacher education institutions are based on the objectives and strategies of the Education and Training Policy of Ethiopia (MOE, 1994), in order to give a brief explanation of the policy. This also serves as a base to understand the new trends or changes in the teacher education curriculum.

The strategy set for staff development includes introduction of relevant pre-service and in-service teacher training and development for professional competence. To this effect short-term training such as workshops for teaching and learning in higher education and diploma programs for teacher certification are being implemented. To facilitate implementation of the policy in the area of teacher education, a task force was formed to study the problems. The duty of the task force was to investigate in to problems related to quality and effectiveness of the teacher education system. The study on the age old Ethiopian education system showed that teacher education had multifaceted problems, and this led to a complete teacher education system overhaul. To facilitate the

implementation of the policy in the area of teacher education, a Task Force was formed to investigate the problems. The duty of the Task Force was to explore the quality and effectiveness of the teacher education system. The Ethiopian Teacher Education System Overhaul has emerged based on the teacher development programs including school based CPD, stated in the new Education and Training policy [ETP] ,(TESO Task Force,2002) .

Further study also indicated that, rote and passive learning was to be replaced by active learning focusing on teachers' education of higher order thinking skills in graduates. The policy document sets up implementation strategies, among which one is a change in the structure and content of the curriculum. In line with this the TESO program has brought about changes in time and content of the teachers education (TESO Task Force, 2003).

As a kind of new initiatives, systematic application of professional development and improvement of teachers' competence is an important component of the program (World Bank, 2004). In line with this, the Ethiopian Ministry of Education (MOE, 2008) developed a General Education Quality Improvement Package (GEQIP), a five-year plan (2008/9-2011/12) comprised of six pillars: Civics and Ethical Education, Curriculum, Information Communications Technology, Management and Leadership, School Improvement Program (SIP) and Teacher Development. One of the major areas of concern is school-based Continuous Professional Development program (CPD). These days, as stated by MOE (2007a), in the strategy of Teacher's Development Program of the Ethiopian education system, the need to enhance school-based CPD is the focus of the ongoing education system.

These days, as stated by MOE (2007a), in the strategy of Teachers' Development Program of the Ethiopian education system, the need to enhance school-based CPD is the focus of the ongoing education system. Accordingly, professional development emphasizes the improvement of profiles of teachers, principals and school supervisors to go hand in hand with the vision, mission, goals, curriculum development and renewal of career development.

In Ethiopia CPD can be placed in to two categories.

- A. Updating-is a continuous process in which every professional teacher participates during their career as a teacher. It focuses on subject knowledge and pedagogy and improves classroom practice.

B. Upgrading-is the process by which teachers can choose to participate in additional study outside their regular work as a teacher at appropriate times in their career, example, convert a certificate to diploma, a diploma to degree, or a first degree to mastersdegree.

2.4. The major Activities in School Based Continuous Professional Development

The activities in the continuous professional development of teachers are specific actions to be practiced or performed by teachers, principals, CPD focal person, head teachers and other practitioners to achieve the predetermined objectives of teachers professional growth. The following are some of the common practices addressed in the available literature.

Lieberman and Wood (2002) identified three fundamental settings in which CPD practices occur. These are direct teaching (e.g. conferences, courses, workshops, consultations); learning in school (e.g. peer coaching, critical friendships, mentoring action research, task related planning teams), and learning out of school (e.g. networked learning communities, visits to other schools, school partnerships).

The regularly practiced school based CPD activities are induction, mentoring, building professional learning teams, peer coaching, conducting action research and developing teachers' professional portfolios. These activities integrate the major practices for successful implementation of CPD program (David, 2006).

Induction is a form of well-organized professional assistance provided for beginner teachers and new staff to contribute for the proper accomplishment of their job. Newly deployed teachers need to understand how the school system is functioning and how to suit to it. Induction is provided for new teachers as transitional CPD in order to adapt or transform to the lifelong learning processes (Gray, 2005). Induction is also a deliberate CPD program to support newly hired teachers for success.

The provision of a frame work for the professional development of new teachers along with the resources and the commitment of that enables new teachers being confident professionals to embrace the challenges of the future. Induction prepares teachers to achieve standards for full registration and significantly develops their attitudes towards personal reflection and career long development. Newly hired teachers face difficulties in understanding their responsibilities due to lack of information about schools' mission and goals. Thus, induction is determinant to have clear

awareness of their job and know the formal structure of school system. Eventually, teachers who have completed their induction year have the same opportunities to access CPD as their more experienced colleagues (Lee, 2000).

Mentoring is conducted as proper school based CPD which is the process of professional assistance to less experienced teachers guided by senior and experienced staff. Proper CPD is a continuous learning throughout the professional life of teachers (Gray, 2005). Mentoring supports beginning or less experienced teachers in order to fit to the dynamics of teaching. Mentoring is related with supports in problem solving, resource utilization and improving learning achievement. It consolidates supportive supervision, effective counseling skills and collaborative achievements (Craft, 1996).

Building professional learning team through collaborative **peer coaching** is one of the major routine activities in the process of developing school based teachers' professional development. Peer Coaching is the school system in which expert teachers or supervisors closely assist less experienced teachers through systematically organized discussions on how to ease in-job challenges (Bell & Gilbert, 1996). David (2006) pointed out that, the major ways of peer coaching activities are participation in study groups, problem solving teams, experience sharing and involving in school improvement programs.

In the peer coaching process, skillful, knowledgeable, and committed teachers are required to create conducive school environment of stable interpersonal relationships, collegial atmosphere and collaboration. Team collaboration in school based CPD activities can increase feelings of ownership with the process of discussion and consensus giving professionals' control over how they take any input forward. Peer coaching is thought to have advantages over individual work, with sustained collaboration to lead to greater teacher confidence, improved self-efficacy, openness to new ideas and changing practice, greater enthusiasm for collaborative working, including an increased willingness to be observed, and providing an opportunity for reassurance when teachers are faced with problems and issues of concern (Fullan, 1993).

In Collaborative school based CPD, teachers can able to articulate definitions of CPD impact, discuss causal relationships between a change in practice and a change in pupil attainment, and describe whether CPD encouraged them to change their practice, or whether it was a desire to

change their practice that encouraged them to participate in CPD in the first place.

Peer support and collaboration plays many roles. Many teachers are likely to be more comfortable in discussing their practice with peers, where issues surrounding performance encourages honest and open discussion. When there is collaborative input from the partners, continuing peer support can provide a forum for discussion which would access teachers for additional benefits that come in familiarizing teachers with the school context. A supportive, blame-free environment that encourages and facilitates professional dialogue can further benefit peer collaboration and support (Kennedy, 2005).

Moreover, it is evident from the literature that common activities of successful school based CPD include a variety of methods more than short courses; teachers need opportunities to reflect, engage in professional dialogue, work with pupils, and engage in peer observation, coaching and feedback. These successful interventions, include classroom observation and feedback; consultation with experts from outside the school in conjunction with internal peer support; encouraging, extending and structuring professional dialogue; teachers having ownership of their CPD focus; an emphasis on peer support rather than a top-down managerial approach; and sustained support for CPD to allow for new practice to be established (Levine, 2005).

The opportunity to observe other teachers and to be observed has long been acknowledged as a beneficial process, and peer observation is now seen as an integral part of coaching and sustained learning (Joyce & Showers, 2002). The process of peer observation and feedback facilitates discussion and exchange of practical and relevant ideas, which many teachers report as being crucial to the fruitfulness of the CPD experience (Armour and Yelling, 2004). However, it is important that such activities take place within the context of secure and trusting relationships, particularly in the climate where classroom observations are so closely associated with the stressful evaluation and inspections.

Another important activity is **action research**. According to Eileen (2005), is a deliberate collaboration of teachers' activity being accomplished individually, among colleagues, students or other stakeholders searching for solutions to every real problems rising in schools. In Johnson (1993), it is described that, action research improves the teaching and learning practices towards quality education by reinforcing, modifying or changing perceptions of teachers. It asks for how to

improve the existing situation and provide potential to impact school change. It also makes teachers more competent.

Development of teachers' professional **portfolios** is additional basic activities of school based CPD. Portfolio is a compiled complete record of teachers' professional development initiated throughout the year. Portfolios are purposeful collection of document as evidence to professional learning. It contributes to the enhancement of professional attitude, commitment and motivation of teachers (Falk, 2001).

According to Ethiopian context, the portfolio should include the following records: individuals' professional data and qualifications; individual CPD action plans; evidence of all the CPD activities which have been undertaken by the individual teacher; feedback from mentors/facilitators; teacher's self-reflections on progress; annual appraisal reports; record of professional competencies achieved; other evidence of personal development activities undertaken (upgrading, summer school programs); and, samples of examination results with an analysis and samples of lesson plans with evaluation (Desalegn, 2010).

In short, the most commonly applied school based CPD activities are providing induction program for newly employed teachers, mentoring services for less experienced teachers by the senior one, the establishment of the learning teams, peer coaching, resolving learning challenges through action researches, and documentation of all school based CPD records to develop portfolios.

2.5. The School Based CPD Cycle

The school based CPD cycle is the continuous aspirations of institutions or individuals to improve learning achievement. The CPD cycle is a carefully planned response to identified development needs which is similar at all levels of government institutions and stakeholders (MOE, 2009). The major activities in CPD cycle are analysis of the existing situation, planning, doing and evaluation of the impact.

The continuous professional development analysis is related with the activity to select and address the learning or development needs of an individual teacher, group of individuals or of an institution. This activity includes self-assessment, peer review, annual appraisal, and selection of school CPD priorities by the school based CPD stakeholders: the Principals, CPD facilitators, teachers,

department heads, head teachers and sub-city experts (MOE, 2009).

Furthermore, professional development plan involves the preparation required to acquire the new skills and knowledge needed to enact the improvements scheduled for implementation. Planning may involve workshops, intensive sessions and other activities prior to initiating the new practices. Moreover, professional development plans propose for the improvements in student learning, and the procedures teachers have to know to take their success to a higher level. Thus, professional development plan anticipates on-going support for professional learning in the context of collaborative problem solving and encompasses interrelated activities such as, action, assessment, and additional learning. These processes go on continuously until the focus of professional development plan is implemented. Accordingly, each teacher is required to keep a portfolio of CPD activities. The CPD plan that meets the need analysis is developed by an individual and the institution (MOE, 2009).

On the other hand, the school based CPD “Do” cycle or doing involves activities that are chosen to meet the identified needs through the needs analysis. The “*Do*” Cycle activities include: curriculum meetings, demonstration lessons, planning lessons together, peer observation, observation of lessons and feedback, observation of students in lessons, talking to students, assessment of students work before and after the CPD activity, marking of students work, giving feedback and advice for development, and investigating a teacher action research, professional reading and research, visiting schools and teachers to see examples of good practices, sharing/showing good practices within a school, maintaining a professional portfolio, team teaching, workshops, visiting experts, mentoring, discussion, and meetings (MOE, 2009).

Moreover, doing is concerned with specific practical methodologies to realize the school based CPD needs in improving and updating teacher performance. Such activities include curriculum reforms, planning, peer- observation, action research, communicating students, sharing professional experiences, workshops, mentoring, discussion, and meetings (Desalegn, 2010).

Evaluation is reviewing and assessing to judge the effectiveness of the desired outcomes of the school based CPD action plans (MOE, 2009). Evaluation of professional development experiences is performed in order to positively change the practices which focus on changes in student learning. Knowing how useful the assessment of professional development program in a school will

help schools' stake holders to anticipate the readiness of teachers to pursue new directions and the priority that might be placed on such initiatives. Thus, the final design for professional development should incorporate multiple sources of information on the outcomes for students and the instruction and other processes that are involved in implementing the lessons learned (Guskey, 2000).

By and large, the current arrangements of implementing and evaluation of professional development in schools consider the current innovative and effective practices in CPD. The new approaches to effective CPD follows five levels as means of evaluating the impact of CPD which are related with participant reaction, participant learning, organizational support and change, participant use of new knowledge and skills, and pupil learning outcomes. It also considers teacher outcomes, the quality of learning experiences, and the contribution of CPD to build effective professional learning communities within schools (Guskey, 2000).

2.6. School Based CPD and the Classroom Practice

Every element of school based CPD activities has its role in improving the actual teaching and learning processes in the classroom. In substantiating this concept, Gallimore, James, and James (2002) stated that, CPD has the power of influencing the implementation of teaching learning practices in the classroom. The common activities among the classroom practices are learning together, using portfolio, promoting active learning methods, and using effective teaching skills. In the need for learning together, CPD is an important way to improve teaching and learning skills in the classroom by providing opportunity to learn from one another and share good practices and experiences with colleagues. The experience sharing takes place through peer observation followed by feedback and in-school visits which is encouraged by the principals and supervisors.

According to the guideline of the MOE (2004b), CPD empowers teachers in the preparation of portfolio records for every of classroom practices. Portfolio is a set of recorded materials that shows what an individual teacher has done in the classroom, knows and can do. The main objectives of portfolio here are to document pupils' achievements over time. The portfolio document consists of group discussions; feedbacks of peer observation, individual students' records, and the reforms students have achieved in the class and compiled records of students learning outcomes. The portfolio document also deals with teacher's application of learner's continuous assessment, applying active learning methods, problems solved through action research with student's behavior,

utilization of effective teaching aids, ways of organizing tutorial classes and improvement of school climate.

Moreover, CPD promotes the application of active learning methods in the classroom to make learning more student-centered. CPD also reinforces and improves teaching skills such as self-evaluation, conducting action research, lesson planning, effective classroom management using variety of teaching techniques, creating teachers' collaboration in team work, applying continuous assessment practices, and considering gender issues (Desalegn, 2010).

In general, the target of school based CPD is to improve teaching and learning techniques in the classroom such as promoting active learning. Skillful class management, performing well planned procedural activities, and creating smooth communication between the teacher and students.

2.7. Responsible Partners in School Based Teachers' Professional Development

Though the effectiveness of teachers' growth needs the role of variety of school practitioners, the major responsible parties are teachers, school principals, CPD facilitators, school based supervisors, sub-city and Woreda education supervisors, regional education bureau and the ministry of education.

2.7.1. Teachers

The most powerful and accessible human resource for schools CPD is committed and supportive teachers found in the school. Individuals or group of teachers in a school are responsible body for the implementation of school based CPD program. As revealed in the national Framework of the Ministry of Education, teachers are responsible to engage in CPD as forefront partners throughout their career. Teachers have to mentor, supervise, plan and monitor activities in the school in collaboration with their colleagues in order to improve teaching and learning. They have to be boldly committed and willing to realize CPD in the classroom. Thus, it is teachers, who in the end will change the world of the school by understanding the situation (MOE, 2009). As indicated by Connolly and James (1998), teacher ownership of school based CPD is a feature of highly effective schools. Teachers' selection of their own CPD focus or activities can have a highly positive effect on motivation, enthusiasm and sharing of any new ideas.

In sum, teachers are the most important responsible practitioners in the process of real

implementation of school based CPD. Teachers hold the duty of practicing each planned activities of CPD.

2.7.2. The Principals

An extensive research supports the view that school leadership is the most important element of an effective teacher professional development. Effective leadership articulates the types of professional improvements required to achieve intended goals and expectations and develop a common language for describing good teaching and learning practices. Educational leaders create clear understanding of the change process and a deep, current and critical understanding of how teachers grow and how students learn. Effective leaders engage their staff in professional discourse, drawing on external ideas and research to inform their thinking and actions, and encourage them to reflect on what they are trying to achieve with students and how they are doing it (Stoll, 2004).

According to the MOE (2009), the most important aspect in the implementation of school based CPD is the professional support given to teachers to actively take part in the process. School principals have to maintain professional portfolio by recording all the CPD activities. Supervisors and principals have a professional, personal and civic responsibilities to assist teachers who are undertaking CPD throughout his/her career for a minimum of 60 hours a year. Thus, teachers have to get technical, financial, and material support from the school principal.

As cited in Mintesinot (2008), principals have to be active in coaching teachers and be catalyst to make the implementation process fruitful. It is also indicated in AREB (2009) that, principals are responsible to arrange inter-school visit programs, prepare intra-group discussion forums at school level, encourage teachers to exercise and try out peer evaluation, observe and visit CPD activities, arrange training programs and provide constructive feedback.

In short, principals are the most significant stake holders in planning, coordinating, facilitating, supporting, and evaluating the effective application of school based continuous professional development.

2.7.3. Schools' CPD Facilitators and Supervisors

The school CPD facilitator, in conjunction with the head teachers or senior members, shall ensure that all teaching staff understands the increased emphasis on CPD, within the revised performance

management regulations. In addition to reporting annually to the principal on the operation and effectiveness of the school's performance policy and procedures, the facilitator and head teachers also report on teachers' training and development needs. There should be consistent and transparent arrangements for accessing professional development that the CPD facilitator ensures are known to all staff (Hustler, 2003).

The main responsibilities of the CPD facilitator is to promote CPD as a central element of school improvement and performance management, to create and sustain CPD arrangements for all staff, to monitor and report upon the quality and impact of CPD undertaken, to keep up to date with CPD developments and initiatives, both nationally and locally, maintain and develop links with sources of CPD provision (Hustler, 2003). Schools have to specify their CPD leaders, who have responsibility for the leadership and management of CPD within school and who have access to appropriate support and training.

The CPD facilitator is responsible for ensuring school systems and processes; such as, performance management, professional review, school improvement plan, school self- evaluation, and operate to help identify the school's CPD needs and those of the staff working within it. The facilitator is also responsible for collating the CPD needs of the school and the staff. The school should maintain an up to date job description for the role of CPD facilitator. The school based CPD leader is responsible annually for discussing with the head teacher and governing body on the CPD priorities and the likely budgetary implications of addressing these needs. Such needs are drawn largely, but not exclusively, from the training and development needs identified through the school performance management process (Hustler, 2003).

The use of supervisors (department heads, senior teachers and mentors) results in the provision of knowledge and ideas, and is useful in terms of the external expert acting as a catalyst for an agent of change. Schools in particular can benefit from bringing in supervisors, to widen their pool of knowledge that they can draw on. Teachers may need help in determining their own CPD focus, and how to access different types of support that may be available. It is through discussions of this type with less experienced teachers that schools can reduce anxieties about performance of CPD issues. External support, particularly when it comes to delivery of CPD, should be pedagogically expert, and flexible enough to fit in with the varying demands of school life. Peer support and discussion with senior can contribute towards the development and take-up of new practices, and

can facilitate motivation, feedback, further discussion and progression, (Bell et al., 2003).

Therefore, school based CPD focal person and school based supervisors (head teachers, department heads, unit leaders, vice principals and mentors) are responsible to provide technical assistance for teachers; prepare trainings and discussion forums; and establishing learning teams and collaborative activities that will contribute for the enhancement of teachers' competence.

2.8. Challenges of the Implementation of School Based Continuous Professional Development

The challenge of teachers' professional development refers to difficulties, complexities, barriers or hard situations against the expected outcomes of teachers' growth. These challenges need a lot of skill, energy resources, and determination to deal with in order to arrive at the predetermined goal. Accordingly, the major challenges to be dealt with for the purpose of this study are teacher related barriers, leadership, supervisory challenges and the school system.

2.8.1. Teachers' Associated Challenges

Little (1992) stated that, in most cases teachers are poorly experienced to implement reforms in subject matter teaching that end with the absence of the integration of the content with students' opportunities to learn and systematic use of pedagogical skills. Moreover, the complexity and ambiguity of the school based CPD program itself undermines ambitious educational reforms. As further indicated, the magnitude of school based CPD task frustrate teachers and discourage them to dilemmas. Moreover, less committed and unwilling teachers damage the funding and coordination of CPD programs. The training and coaching strategy of schools is sometimes incompatible with the on-going knowledge, skills and competence of teachers and the complex context of teaching.

In non-collaborative school situation, teachers appear to find it difficult to articulate definitions of school based CPD impact, discuss causal relationships between a change in practice and a change in pupil attainment, and describe whether CPD encouraged them to change their practice, or whether it was a desire to change their practice that encouraged them to participate in CPD in the first place. In this case, it is rare to find durable evidence of pupil improvement resulting from CPD (Kennedy, 2005).

Too often, professional development as the typical means of improving instruction is poorly

targeted at what teachers need most to know. It is common for the content of professional development to be too general and to fail to connect with specific instructional strategies that meet the needs of particular students. For example, refreshing teachers' knowledge of subject matter or teaching about research on particular instructional strategies is usually insufficient. The content of professional development should focus on what students are to learn and how to address the different problems students may have in learning that material (Day, 1999).

Falk (2001) specified that lack of uniformity of the CPD formats for the portfolio and absence of guide line about what should be included in the format confuses teachers. Similarly, principals and the school based CPD facilitators or mentors are not performing their responsibilities of providing clear feedback for teachers on the portfolio documents. This absence of feedback on the portfolio development compels teachers to repeatedly copy the already existing portfolio documents. Most teachers have no knowledge about the purpose of the portfolio. Thus, teachers see it as time wasting paper work rather than as means of professional development. Many teachers are filling in the format not knowing why and what the outcome of the task could be. This creates less commitment and resistance against the implementation of the CPD practices.

A number of studies show that teachers' career development can influence the role of teachers in updating their professional growth which can also be influenced by their experiences in the years of professional practices. Non-supportive school appeared to be the strongest negative influence on career development. A heavy workload, detachment between school based CPD achievements and teachers' career developments are teachers' inhibitors (Davidson, Hall, Lewin and Wilson, 2006).

The needs of new teachers differ from those of the more experienced colleagues. Unlike the experienced teachers, new teachers want their individual development needs to be met and are more likely to undertake CPD related to classroom management or specific aspects of the curriculum. On the other hand, researchers argue that there are circumstances when CPD may not be based upon diverse interrelated personal and professional needs. Some evidences also indicate that particular attention is less paid to CPD for academically able recruits to the teaching profession (Davidson et al., 2006).

To sum up, the main challenges that can hinder teachers from active involvement in the process of school based CPD are lack of skill, less commitment and teachers' resistance, low level of understanding about the significance of CPD, scarcity of need based trainings, lack uniformity on

how to use the portfolio modules, and absence of consolidated collaborative school system.

2.8.2. The School System Associated Factors

As researches concluded, organizational (school) factors or workplace conditions strongly affect the implementation of teachers' professional development in shaping teachers' practices and attitudes towards school based CPD (Hammond, 2002). There is a high degree of confusion in schools on the practice of CPD by focusing on training, sharing new knowledge and skills. These activities often focused upon sharing the content of the CPD rather than implementation and gauging the impact of the school based CPD (Day et al., 2005).

The quality of professional development and the pursuit of improved teaching and learning acknowledge the importance of teachers to engage in continuing career long development that meet their own personal and professional needs. Thus, matching the appropriate professional development provision to particular professional needs is essential if effective learning is to take place. This „fit“ between the developmental needs of the teacher and the selected activity is critically important in ensuring a positive impact at the school and classroom level (Harris, 2002). However, in schools where staff development opportunities are poorly conceptualized; insensitive to the concerns of individual teachers; and make little effort to relate learning experiences to workplace conditions, they make little impact upon teachers or their pupils (Day, 1999).

The traditional approaches to professional development of teachers, which are delivered in the form of workshops, seminars, conferences or courses, transmits the knowledge or information from the top to the lower stratified groups of teachers, are less likely to result in improvement of teaching (Kelleher, 2003). (Villegas-Reimers, 2003) also stated that, the traditional approaches have not promised so much and have been so frustratingly wasteful as the thousands of workshops and conferences that led to no significant change in practice when the teachers returned to their classrooms, because, teachers as learners are passive receivers of knowledge.

Generally, the school system can discourage the effective achievement of the goal of professional development. Some of the discouraging factors in the schools are ambiguity and complexities regarding the practices of CPD; un integration of CPD activities with teachers' career structure; less attention provided for capacity building.

The fig below shows the main practices, challenges and stake holders of CPD and the effectiveness of CPD stated in the review of related literature.

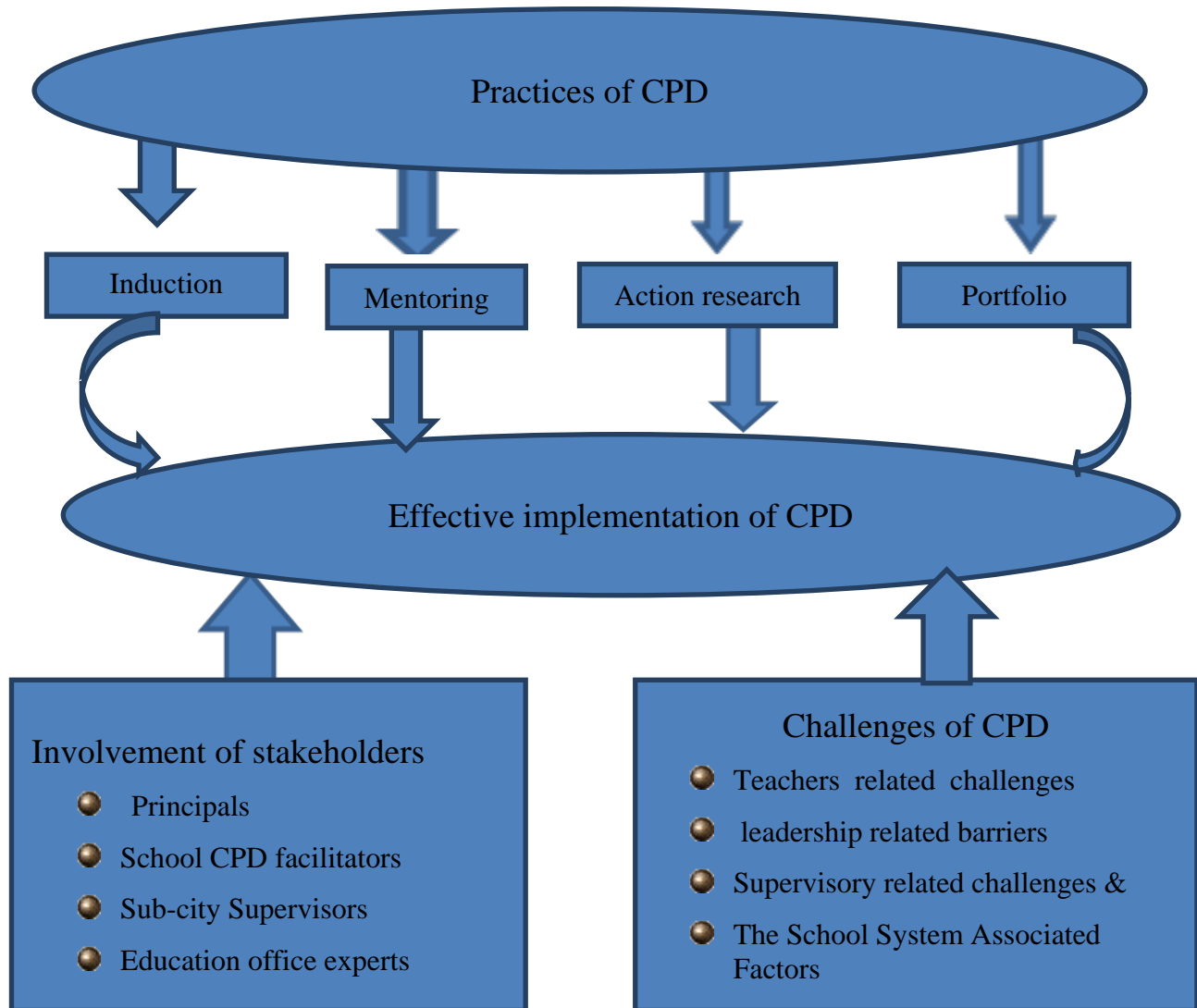


Fig: Conceptual frame work showing the main practices, challenges, and stakeholders of CPD who are involved for the effectiveness of CPD.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This chapter presents the research methodology, the research site, the sources of data, the study population, the sample size and sampling technique, the procedures of data collection, the data gathering tools and the methods of data analysis.

3.1. The Research Design

The descriptive survey method was employed with the assumption that it is helpful to obtain sufficient information from large number of respondents and to describe the prevailing in- school factors and opinions related to the ongoing practice and challenges of school based CPD programs. The strategy was the concurrent triangulation strategy which used both quantitative and qualitative methods of data collection concurrently in order to best understand the phenomenon of interest (Creswell, 2003). It also helped to draw valid general conclusions.

3.2. The Research Methodology

In this study, both quantitative and qualitative approach was employed so as to collect extensive data and used to confirm findings from different data sources through triangulated data instruments and consequently to validate the generalize ability of the study.

3.3. Sources of Data

Primary as well as secondary sources of data were used in the study so as to get factual information in terms of figures or just statements of facts. The primary sources were secondary school teachers, principals, vice principals, secondary school supervisors, education officers (CPD focal persons at the sub-city) and school CPD facilitators. The reasons for selecting these as primary sources of data was the assumption that they have a direct relation with and also have rich information about the implementation of CPD program in schools. Furthermore, they can reveal the challenges of implementation of CPD. The secondary sources were school records such as portfolio documents which consist of CPD plans, action researches, feedback documents and CPD action reports.

3.4. The study Area and Population

3.4.1. The Study Area

The Area for this study was limited to five government secondary schools in Addis Ketema sub-city, Addis Ababa for the reason that there was no such type of research done in the sub-city and to investigate the low achievement of students scientifically. Addis Ketema sub-city is one of the eleven sub-cities in Addis Ababa, Ethiopia. It is bordered by Lideta sub-city in the South, Kolfe sub-city in the West, Gulelie sub-city in the North and Arada sub-city in the East.

3.4.2. The Study Population

The study population for this study was taken from all government secondary schools of Addis Ketema sub-city which includes Abisinia, Dilachn, Yekatit 23, Dejazmach Oumer semeter and Addis Ketema secondary schools.

3.5. Sample Size and Sampling Technique

The target populations of this study were teachers, principals, CPD facilitators, sub-city supervisors and officers. Since the researcher has been working in Addis Ketema sub-city, this sub-city is selected purposively among the eleven sub-cities of Addis Ababa. From government secondary schools of Addis Ketema sub-city, all were selected for the sample. There are five government secondary schools in the sample sub-city in which all secondary schools (100%) were selected for this study. Among the sub-city experts, all who are at the position of teachers development focal person and 4(100%) sub-city supervisors were selected through purposive sampling for their close follow up to school activities so that they can provide relevant information. Sampling 5(100%) principals, 14(100%) vice principals, and 5(100%) CPD facilitators (one from each selected secondary schools) were selected through purposive sampling technique. These groups are close supervisors to the every-day school activities of teachers and expected to provide relevant information regarding school based CPD.

Finally, out of 597 teachers in the secondary schools, 119 of them were selected using the following formula published by the research division of the National Education Association (NEA) is used to determine the sample size.

$$S = \frac{[X^2NP(1-P)]}{[d^2(N-1)+X^2P(1-P)]} \quad \dots \text{Where;}$$

s = required sample size.

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

N = the population size.

P = the population (assumed to be .50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (0.05). So after calculating $S=0.20$

Accordingly, the population parameter of 597 would yield a sample size of 119 which is 20% of the population. The researcher believed that the sample of 119 (20%) was sufficient to secure the validity of the data obtained from teacher respondents for that large sample size adds to the truthfulness of the finding. The number of sample teachers from each selected schools were determined proportionally (20% from each school) to the size of teachers in each secondary schools and they were selected randomly. Accordingly 25 were selected from 127 teachers of Dilachn, 26 out of 131 from Addis Ketema, 31 out of 153 from yekatit 23, 21 out of 105 from Dejazmach Oumer Semeter and 16 out of 81 from Abisiniya.

The summery of the total target population size and sample size is presented in the table 1 as follows.

Table 1: summary of sample size and population in each selected secondary schools

No	Types of respondents	Population Size	Sample Size	%	Sample Technique	Justification
1	Sub-city education office teachers development experts	3	3	100	Purposive	Coordinating CPD activities
2	Sub-city education office Supervisors	4	4	100	Purposive	Coordinating supervision
3	Principals	5	5	100	Purposive	Leaders, Supervisors
4	Vice principals	14	14	100	Purposive	Leaders. Supervisors
6	School CPD Facilitators	5	5	100	Purposive	Technical Support
7	Teachers	597	119	20	Simple random sampling method	Equal chance Representative
	Total	628	150	24		

3.6. Data Gathering Tools

The data gathering tools to be employed in this study were questionnaires, interview, focus group discussion and document analysis.

3.6.1. Questionnaires

The researcher used questionnaires to collect data from teacher respondents. Questionnaires are believed to better to get large amount of data from large number of respondents in a relatively shorter time with minimum cost. Hence, questionnaires were prepared in English Language and administrated to all teachers' participants with the assumption that they can understand the language. The questionnaire was consisting of two parts. The first part deals with the general background of the participant. The second and the largest part was containing both closed ended and open ended question item that can help the researcher to address the basic research questions of the study. It contains the following issues: the implementation of CPD practices, the extent of support and follow up activities of stakeholders on the program and the major challenges that affect the implementation of the program. The researcher used (Yitayew Meseret, 2013) as a source to prepare questionnaires. Close ended questions will be developed using Likert scale to identify to what extent the respondents agree or disagree. Likert scale is easy to construct; it takes less time to construct; simplest way to describe opinion and provide more freedom to respond. The scale consist of five scales 5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, and 1 = strongly disagree.

3.6.2. Interview

Semi structured interview was prepared in English and interviewed in Amharic language for the schools principals, school CPD facilitators and vice principals to flexibly gather more information. The interview was conducted with the interviewee in Amharic language to avoid communication barriers. The purpose of interview was to get in- depth information that may not be easily secured by the questionnaires. Interview notes were taken: summarized and translated into English.

3.6.3. Focus Group Discussions

Focus group discussion was conducted with sub-city education office teachers' development focal persons (experts) and sub-city supervisors to take the advantage of collecting variety of shared understanding from these interacting individuals. This also helped the researcher to understand the situation from the facial expression of the participants.

3.6.4. Document Analysis

The overall CPD records of sample schools CPD plans, portfolio documents of the CPD practice, reports on CPD and feedback were assessed.

3.7. Procedure of Data Collection

To answer the research question which was raised, the researcher used series of data gathering procedure. The expected relevant data was gathered by using questionnaires, focus group discussions, interview and document analysis. The questionnaires were administered to sample teachers with in selected schools. The participants were allowed to give their own answers to each item independently as needed by the researcher. They were closely assisted and supervised by the researcher himself. Finally, the questionnaires were collected back at the right time. The focus group discussion was accomplished with the group incorporating sub-city education office teachers' development focal persons (experts) and sub-city supervisors. The interview was conducted with school principals, CPD facilitators and vice principals after their consent has been got to lessen communication barriers during in depth discussion.

3.8. Method of Data Analysis

The data was analyzed both quantitatively and qualitatively. Quantitative data was analyzed by using frequency, percentage and mean scores. On the other hand qualitative data was analyzed by narration and description.

3.8.1. Quantitative Data

As regards to the quantitative data transcribing and translating them, responses were categorized and frequencies were tallied. Percentage and frequency counts were used to analyze the characteristics of the population as they help to determine the relative standing of the respondents. The items of the questionnaires were presented in tables according to their conceptual similarities. The scores of each item were organized statistically compiled and imported in to SPSS to calculate frequency, percentage and the mean value of each item. Percentage and frequency were used because these are easier to interpret and useful to compare the trend over item or among categories.

Moreover, the study employed mean score for the analysis of questionnaires. Mean scores takes all scores into account and support percent. Likert scale was employed to identify to what extent the

respondents agree or disagree. The scale consists of five scales; 5=strongly agree,4=agree,3=undecided,2=disagree and 1= strongly disagree. For ease of analysis interpretation .the researcher used 3.0 as expected mean. The mean values of each item were interpreted as follows. The practices and challenges of CPD with a mean value of 0-1.49as very low,1.50-2.49 as low,2.50-3.49 as moderate,3.50-4.49 as high and 4.50-5.00 as very high implementation of activities. For the items related to the challenges of CPD which are negatively constructed the scale was inversely interpreted. Accordingly, 4.5-5.00=very low,3.50-4.49=low,2.50-3.49=moderat,1.50-2.49=high and 0-1.49=as very high in the magnitude of ineffectiveness.

3.8.2. Qualitative Data

The data collected using semi structured interview, FGDS, open ended question items and the document analysis were analyzed and interpreted qualitatively. The hand written notes of interview and focus group discussion were transcribed, categorized and compiled together into themes; summary sheets were prepared and translated into English. The result of document analysis and open ended questions were summarized and organized into related category. Accordingly, analysis and interpretations were made on the basis of the questionnaires, interviews, the FGDS and document analysis. Finally, the overall course of the study was summarized with findings, conclusions and some possible solution.

3.9. Validity and Reliability of the Study

Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data. To ensure validity of instruments, the instruments were developed under close guidance of the advisors and experienced sub-city supervisors who were consulted to give their comment. .

In order to check the reliability of the items in questionnaire, pilot testing of the questionnaires was carried out in Asko secondary school, which was not included in sampled schools. The draft questionnaires were distributed to 20 teachers who were selected by simple random sampling method. After the questionnaire was filled and returned the reliability of items was measured by using Cronbach's alpha method by the help of SPSS version 20. In this regard, the items checked for reliability include: Actual implementation of CPD, support provided by school partners, support provided by sub-city educational office and challenges of CPD implementation. Accordingly, based

on the pilot study The overall Cronbach's coefficient alpha measure for the instrument was found to be 0.85. According to Cohen L. et al. (2005), the reliability coefficient greater than 0.7 alpha coefficients is reliable. So, this assured that the major data gathering tool was adequate and reliable to collect relevant information from the respondents.

Based on their comments, the instruments were improved before they were administered to the major participants of the study to reduce errors. As a result of their comment, irrelevant items (questionnaires prepared for sub-city supervisors) were removed; three relevant items were added and many unclear items were made clear. Moreover, to confirm the validity of the instrument, the questionnaire with sufficient number (119 copies) of items addressing all objectives of the study were administered to five secondary school teachers and then, 119 copies were collected with high return rate of 100%. Triangulation of data gathering tools was executed by using interview and document analysis in each sample schools. Information sources were also multi-faceted by using variety of respondents such as, sub-city education office TDP experts, principals, CPD facilitators, and sub-city supervisors.

3.10. Ethical Consideration

After having official permission from Addis Ababa University, the researcher communicated all institutions and individual participants legally and smoothly. The purpose of the study was made clear and understandable for all respondents. Any communication with the concerned bodies was accomplished at their voluntarily consent without harming and threatening the personal and institutional wellbeing.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This chapter treats the description of the sample population, analysis and interpretation of the data based on the information obtained from the questionnaires, interviews, focus group discussions (FGDs) and document analysis. It consists of two parts. The first part is concerned with the description of characteristics of the respondents whereas; the second part deals with the analysis and interpretation of the data. The purpose of this data was to assess the extent of the practices and challenges of school based continuous professional development (CPD) in government secondary schools of Addis Ketema sub-city, Addis Ababa. To this end, the investigator developed data gathering tools that integrate various aspects of practices and challenges of school based CPD.

4.1. Characteristics of the Respondents

The general information about the respondents sex, educational qualification and years of experiences are presented for better understanding of their background. The data collected on the characteristics of the respondents are presented in the table 2 below.

Table 2: Sex, Educational level and years of services of respondents

Items	Category	Teachers		Principals		Vice principals		school CPD facilitators		sub-city CPD focal persons		sub-city supervisors		total	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%
Sex	Male	101	84.9	5	100	12	85.7	3	60	2	66.67	3	75	126	84
	Female	18	15.1	—	—	2	14.3	2	40	1	33.33	1	25	24	16
	Total	119	100	5	100	14	100	5	100	3	100	4	100	150	100
Academic Qualification	1st degree	84	70.6	—	—	—	—	2	40	3	100	1	25	90	60
	2nd degree	35	29.4	5	100	14	100	3	60	—	—	3	75	60	40
	above 2nd degree	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Total	119	100	5	100	14	100	5	100	3	100	4	100	150	100
work experience	0-5	18	15.1	—	—	—	—	—	—	—	—	—	—	18	12
	6_10	32	26.9	—	—	2	14.3	—	—	1	33.33	—	—	35	23.33
	11_15	41	34.5	2	40	6	42.9	3	60	1	33.33	1	25	54	36
	16-20	20	16.8	2	40	4	28.6	2	40	1	33.33	3	75	32	21.33
	Above 20	8	6.72	1	20	2	14.3	—	—	—	—	—	—	11	7.333
	Total	119	100	5	100	14	100	5	100	3	100	4	100	150	100

Based on the sampling procedure expressed in chapter three, five secondary schools were included in the study. The sample consisted of a total of 150 respondents, which include 119 teachers, 5 principals, 14 vice principals, 5 school CPD facilitators, 3 sub-city CPD focal persons/experts and 4 sub-city supervisors. Teachers were involved in filling the questionnaires. Sub-city CPD focal persons/experts and sub-city supervisors participated in the focus group discussion. Vice principals, each school CPD facilitators and school principals, were interviewed.

Questionnaires were administered to 119 teachers of which all of them were returned with a high return rate 100 % and analyzed statistically. The interviews and focus group discussions were used as supplementary information. Thus, data from interview and focus group discussion were incorporated to supplement the data obtained through the questionnaires. Moreover, documents related to CPD were analyzed in all the sample schools with the guidance of structured check list.

The above table shows the respondents characteristics in terms of gender. Regarding teachers respondents, the male teachers constituted 101(84.9%) while the female teachers hold up 18(15.1%). Concerning principals, all respondents were males. From sub-city supervisors, 3(75%) respondents were males and 1(25%) respondent was female. Regarding vice principals, males and females respondents represented 12(85.7%) and 2(14.3%) respectively. From school CPD facilitators, 3(60%) respondents were males and 2(40%) respondents were females. Regarding sub-city education office CPD focal persons/ experts, 2(66.67%) respondents were males and 1(33.33%) was female. This shows that the essential data was mainly obtained from male respondents. Moreover, one can understand that the number of females in the teaching profession is much lower compared to males in government Secondary Schools of Addis Ketema sub-city.

The academic qualification of respondents listed in the above table shows that 84 (70.6%) of teachers were first degree graduates. While 35 (29.4%) of teacher respondents were second degree holders. Furthermore, all the principals and vice principals hold second degree. From school CPD facilitators, 2 (40%) respondents were first degree and 3 (60%) respondents hold second degree. Regarding sub-city education office CPD focal persons/ experts, all were first degree holders. From sub-city supervisors, 3(75%) respondents were second degree and 1(25%) respondent was first degree. Therefore, according to their qualification, they could be the sources of reliable and important information for the study.

As to the work experience of the respondents, 15.1%, 26.9%.34.5%, 16.8% and 6.72% of teachers were with in interval of 0-5, 6-10, 11-15, 16-20 and above 20 years of experience respectively. All (100%) of the school principals, all the CPD facilitators, all sub-city supervisors, Significant majority 85.7% of the vice principals, and 66.7% of sub-city education office CPD focal persons/ experts had work experience of above 10 years to provide relevant information regarding CPD. It can therefore be recognized that the majority of the teachers and responsible CPD stake holders had relatively better work experience. This shows that the schools have teacherŕs with less experience. In addition, it is important to point out here that the lack of experienced teaching staff creates less effective school environment to practice and implement induction program to professionalize the new employed teachers.

4.2. Presentation, Analysis and Interpretation of Data

This part of the study was dedicated to the presentation, analysis and interpretation of the data gathered from respondents on the status of practices and challenges of school based continuous professional development. With respect to this, teachers responded to both open and closed-ended questionnaire items. The closed-ended items across sub-categories were computed and analyzed using percentage and mean scores. Percentage was utilized for easy presentation of frequency distribution and for comparison of the degree of the prevailing practices and challenges. In addition, items across each category were arranged under the rating scale with five points. These five points scale range from strongly agree = 5, agree = 4, undecided = 3, disagree = 2 and strongly disagree = 1. Besides, data from interviews, document analysis and FGDs were triangulated to validate the findings.

4.3. The Implementation of CPD Practices

This section deals with the items related to the implementation of school based CPD practices by secondary school teachers. Each item is analyzed based on the data obtained through questionnaires responded by teachers and further backed by the data obtained from interview, document analysis and FGDs. Accordingly; the fourteen items are interpreted as indicated in the table below.

Table 3: Data results of teachers on the implementation of CPD practices

No	Items related to the implementation of school based CPD	Responses										mean
		strogly agree		agree		undecided		disagree		strongly disagree		
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	
1	I try to introduce myself with the overall CPD activities	8	6.72	20	16.81	18	15.13	49	41.18	24	20.17	2.49
2	I am being mentored by well-experienced senior teachers	19	15.97	24	20.17	23	19.33	37	31.09	16	13.45	2.94
3	I am mentoring other teachers on CPD practices	7	5.88	18	15.13	21	17.65	48	40.34	25	21.01	2.45
4	I have well planned for each CPD practices	16	13.45	19	15.97	20	16.81	41	34.45	23	19.33	2.7
5	I have prepared portfolio by recording all CPD documents	9	7.56	15	12.61	23	19.33	44	36.97	28	23.53	2.44
6	I frequently conduct action researches with other teachers or groups	5	4.2	12	10.08	19	15.97	53	44.54	30	25.21	2.24
7	I am involving in frequent peer/ group discussions on CPD activities	14	11.76	21	17.65	20	16.81	46	38.66	18	15.13	2.72
8	I am evaluating my effectiveness in the implementation of CPD activities to revise the plans	4	3.36	11	9.24	17	14.29	59	49.58	28	23.53	2.19
9	I frequently check the contribution of CPD practices on the classroom activities	8	6.72	19	15.97	16	13.45	49	41.18	27	22.69	2.43
10	I timely review the outcomes of the CPD practices on the students' achievement	7	5.88	12	10.08	24	20.17	55	46.22	21	17.65	2.4
11	I continuously improve my classroom practices based on the feedback from my self-evaluation	13	10.92	34	28.57	27	22.69	38	31.93	7	5.88	3.07
12	I continuously improve my classroom practices based on the feedback from my students' learning	14	11.76	24	20.17	20	16.81	45	37.82	16	13.45	2.79
13	I continuously improve my classroom practices based on the feedback from my colleagues	11	9.24	25	21.01	27	22.69	39	32.77	17	14.29	2.78
14	I am preplanning for CPD activities based on the evaluation of implemented CPD practices	6	5.04	16	13.45	18	15.13	51	42.86	28	23.53	2.34
average mean												2.57

Key: 1.00-2.49 low level of effectiveness 2.50-3.49 moderate level of effectiveness
 3.50-5.00 high level of effectiveness Fr = Frequency Total % = 100

As we can see from the responses indicated in item 1 of table 3, the majority of respondents 49(41.18%) and 24(20.17%) replied disagree and strongly disagree respectively. On the other hand, 8(6.72%) and 20(16.81%) respondents showed their strong agreement and agreement respectively. 18 (15.13%) respondents failed to make decisions. The mean of the response is 2.49. This implies that the attempt of teachers to introduce themselves with the overall CPD practices was inadequate and got little attention. In addition, the interview that made with CPD facilitators revealed that teachers had less interest and commitment to introduce themselves with the overall CPD practices. However, as revealed in the national Framework of the Ministry of Education, teachers are

responsible to introduce themselves with the overall CPD practices as forefront partners throughout their career (MOE, 2009).

While responding to item 2 of table 3, 37(31.09%) and 16(13.45%) respondents disagreed and strongly disagreed respectively. 19 (15.97%) and 24(20.17%) respondents revealed their strong agreement and agreement respectively. But, 23(19.33%) respondents failed to decide. The mean of the response is 2.94. This implies that teachers being mentored by well-experienced senior teachers are in the range of moderate level. In support of this, Mentoring is conducted as proper school based CPD which is the process of professional assistance to less experienced teachers guided by senior and experienced staff. Mentoring supports beginning or less experienced teachers in order to fit to the dynamics of teaching (Craft, 1996).

In response to item 3 of table 3, 25(21.01%) respondents showed strong disagreement whereas 48(40.34%) disagreed on the provision of mentoring for less experienced teachers to enhance the growth of professional growth. However, 7(5.88%) respondents strongly agreed and 18(15.13%) agreed on the implementation of mentoring activity. But twenty-one (17.65%) respondents did not make decision. The mean of the response is 2.45. Thus, it can be concluded that teachers were not well devoted to mentor their colleagues to enhance the implementation of CPD. However, teachers should participate in mentoring others because as stated in (Craft, 1996) it supports beginning or less experienced teachers in order to fit to the dynamics of teaching.

In response to item 4 of the same table, 23(19.33%) and 41(34.45%) respondents showed strong disagreement and disagreement respectively. However, 16(13.45%) and 19(15.97%) respondents indicated their strong agreement and agreement respectively. Twenty (16.81%) could not make decisions which indicated that teachers were not properly planned CPD practices. The mean score is 2.7 which indicate teachers planned for each CPD practices on moderate level. Planning is part of the school based CPD cycle, which is developed annually by the CPD stakeholders of every educational institution preceded by prioritizing the issue identified by the analysis process. The CPD plan can be prepared individually or institutionally with details of events and timings within the CPD module (MOE, 2009).

With regard to item 5 of the same table, 44(36.97%) respondents replied disagreement whereas 28(23.53%) strongly disagreed that teachers were not preparing and utilizing CPD portfolio

document. But 9(7.56%) and 15(12.61%) respondent showed their strong agreement and agreement respectively. 23(19.33%) respondents failed to decide. The mean score is 2.44. So, one may say that teachers preparation of CPD portfolio by recording all relevant documents was found to be inadequate. By the document analysis it was confirmed that teachers were not prepare CPD portfolio by recording all useful actions of CPD. However, According to the guideline of the MOE (2004b), CPD empowers teachers in the preparation of portfolio records for every of classroom practices. Portfolio is a set of recorded materials that shows what an individual teacher has done in the classroom, knows and can do. The main objectives of portfolio here are to document pupils achievements over time.

In response to item 6 of the same table 30(25.21%) and 53(44.54%) respondents responded that they strongly disagree and disagree respectively whereas 5(4.2%) and 12(10.08%) respondents strongly agreed and agreed respectively. 19 (15.97%) respondents, however, couldn't make decisions. The mean score is 2.24, within the scope of low level of involvement in conducting action research. Hence it is possible to recognize that teachers were less involved in conducting action research to systematically alleviate the day to day educational problems and to further boost their professional skills. Action research empowers teachers by increasing the individual practices, improved students learning outcomes, commitment to work, cooperative work place and effective school leadership (Grandy, 1994).

With regard to item 7 of the same table 18(15.13%) and 46(38.66%) respondents replied strongly disagree and disagree respectively whereas 14(11.76%) and 21(17.65%) replied strongly agree and agree respectively. Twenty (16.81%) respondents, however, failed to decide. The mean score is 2.72 which shows moderate level of involvement in peer or group discussions. From this it can be said that teachers were not properly involving in peer or group discussions to share experiences with colleges so as to promote professional skills. The data obtained from interview revealed that peer or group discussion was not regular and frequent. Accordingly, they conduct such collaborative activities only once or twice in the quarter. But group discussion helps teachers to share experience and solve problems.

While responding to item 8 of the same table 28(23.53%) and 59(49.58%) respondents strongly disagreed and disagreed respectively on whether or not teachers continuously evaluate the success

of CPD activities 4(3.36%) and 11(9.24%) respondents showed their strong agreement and agreement respectively. Fourteen (8.8%) respondents did not make decisions. The mean score is 2.19. From the result, it can be said that continuous evaluation of the success of CPD activities was very low. However, Evaluation is reviewing and assessing to judge the effectiveness of the desired outcomes of the school based CPD action plans (MOE, 2009). Evaluation of professional development experiences is performed in order to positively change the practices which focus on changes in student learning.

Item 9 of table 3, 27(22.69%) and 49(41.18%) respondents showed strong disagreement and disagreement respectively on the contribution of CPD to class room activities whereas 8(6.72%) and 19(15.97%) respondents strongly agreed and agreed respectively. 16(13.45%) respondents did not make decisions. The mean score is 2.43. From this it could be understood that the extent to which teachers frequently check the contribution of CPD practices on the classroom activities was low.

As depicted in item 10 of same table 21(17.65%) and 55(46.22%) respondents showed their strong disagreement and disagreement respectively as to the existence of continuous following concerning the impact of CPD implementation on pupils achievement. Seven (5.88%) and 12(10.08%) teachers strongly agreed and agreed respectively whereas 24(20.17%) confused to make decisions. The mean score is 2.4. This result indicates that less effort was made to ensure the impact of CPD practices in improving pupils' achievement. The new approaches to effective CPD follows five levels as means of evaluating the impact of CPD which are related with participant reaction, participant learning, organizational support and change, participant use of new knowledge and skills, and pupil learning outcomes. It also considers teachers outcomes, the quality of learning experiences and the contribution of CPD to build effective professional learning communities within schools (Guskey, 2000).

With responding item 11 of table 3, Teachers were asked to respond to whether the feedback from self-evaluation has continuously improved their class room practices. To this 7(5.88%) and 38(31.93%) showed strong disagreement and disagreement respectively, whereas 13(10.92%) and 34 (28.57%) teachers strongly agreed and agreed respectively. And 27(22.69%) respondents didn't make decisions. The mean score is 3.07 which means teachers moderately improve their classroom

practices based on the feedback from self-evaluation. Learning from Self-evaluation is one of the purpose of school based CPD and hence every element of school based CPD activities has its role in improving the actual teaching and learning processes in the classroom. In substantiating this concept, Gallimore, James, and James (2002) stated that, CPD has the power of influencing the implementation of teaching learning practices in the classroom.

With regard to item 12 of the same table, 16 (13.45%) and 45(37.82%) of the respondents showed strong disagreement and disagreement respectively whereas 14(11.76%) and 24(20.17%) teachers strongly agreed and agreed respectively. 20 (16.81%) respondents did not make decisions. The mean score is 2.79 which is moderate .Thus, it could be said that teachers were moderately active to continuously improve class room practices based on the feedback from students learning.

In item 13 of table 3, the respondents were asked to show their agreement whether the feedback from peer evaluation has continuously improved their classroom practices. In their responses a total of 17(14.29%) and 39(32.77%) showed strong disagreement and disagreement. Whereas 11(9.24%) and 25(21.01%) respondents strongly agreed and agreed respectively. Yet 27(22.69%) respondents did not make decisions. The mean score is 2.78 which showed moderate level of improvement in their classroom practices in using peer evaluation. From this it can be said that teachers were moderately involving in peer evaluation to improve their classroom practices.

In response to the last item of the same table depicts that 28(23.53%) and 51(42.86%) respondents replied that they strongly disagree and disagree respectively with regard to revising the effectiveness of CPD activities for the task of preplanning. six (5.046%) and 16(13.45%) showed strong agreement and agreement respectively. Yet 18(15.13%) failed to decide on the item. The mean score is 2.34. From this one may recognize that pre-planning for CPD activities based on the evaluation of the achievement of CPD plans was not taken care of. The average mean of table 3 is 2.57 which is moderate level in the implementation of school based CPD practices by secondary school teachers.

The portfolio documents were assessed and analyzed in the selected five Secondary Schools. The school based CPD plan documents exist in all five secondary schools. However, the practiced activities were not recorded properly in the observed schools Furthermore, Addis Ketema sub-city education office TDP experts and supervisors during FGDs confirmed that CPD implementation is

somewhat very minimal at the school level. Every year there is an attempt of preparing CPD plan, but its implementation is not properly conducted and their support on school based CPD was insufficient. .

To summarize the Implementation of CPD Practices , Teachers are responsible for engaging in their own Continuous Professional Development throughout their careers, in consultation with others (e.g. mentor, supervisor), identifying personal CPD needs in the light of the institution's Annual CPD Plan and individual Professional Competencies, working collaboratively with colleagues to improve teaching and learning, carrying out sixty hours CPD each year, putting CPD into practice in the classroom, being committed to supporting the wider CPD needs of their institution, maintaining a Professional Portfolio to record all their CPD and other, professional activities (MOE, 2009).

Generally, based on the respondents and document analysis, one can concluded that the participation of teachers in the implementation of CPD actions was very less. This could hinder teachers' professional development as well as students learning outcomes. In my opinion our schools were not supporting the Ethiopia's education policies, which reveals continuous professional development is vital for career-long teacher learning and improvement (MOE,2004a), and relevant pre-service and in-service training and professionally empower teachers of their competence in order to enhance students learning environment.

4.4. The Support of Principals on the Practice of CPD

An extensive research supports the view that school leadership is the most important element of an effective teacher professional development. Effective leadership articulates the types of professional improvements required to achieve intended goals and expectations and develop a common language for describing good teaching and learning practices.

According to the MOE (2009), the most important aspect in the implementation of school based CPD is the professional support given to teachers to actively take part in the process. Principals have a professional, personal and civic responsibilities to assist teachers who are under taking CPD throughout his/her career for a minimum of 60 hours a year. Thus, teachers have to get technical, financial, and material support from the school principal.

Items related to supports provided by principals are interpreted as indicated in the table below.

Table 4 : Responses on The support of school principals in enhancing the practical of CPD

No	Items related to supports provided by school principals to implement CPD	Responses										Mean
		strogly agree		agree		undecided		disagree		strongly disagree		
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	
1	The school principal arranges visit programs within the school to consult with other groups on CPD Practices	8	6.72	17	14.29	20	16.81	45	37.82	29	24.37	2.41
2	The school principal organizes induction program for newly deployed teachers	9	7.56	33	27.73	27	22.69	32	26.89	18	15.13	2.86
3	The school principal prepares discussion forums with other Schools	1	0.84	2	1.68	6	5.04	59	49.58	51	42.86	1.68
4	The school principal encourages and support me to exercise peer evaluation on CPD practices	7	5.88	21	17.65	18	15.13	44	36.97	29	24.37	2.44
5	The school principal prepares training opportunity based on my training needs	2	1.68	6	5.04	12	10.08	77	64.71	22	18.49	2.07
6	The school principal Selects a suitable facilitator for CPD activities	10	8.4	23	19.33	21	17.65	44	36.97	21	17.65	2.64
7	The school principals evaluate the CPD activities of teachers	11	9.24	14	11.76	19	15.97	43	36.13	32	26.89	2.4
8	The school principals give feedback on the actions of CPD	6	5.04	18	15.13	24	20.17	47	39.5	24	20.17	2.45
average mean											2.37	

Key: 1.00-2.49 low level of effectiveness

2.50-3.49 moderate level of effectiveness

3.50-5.00 high level of effectiveness

Fr = Frequency

Total % = 100

In response of item 1 of table 4, 29(24.37%) and 45(37.82%) respondents strongly disagreed and disagreed respectively. 8(6.72%) and 17(14.29%) respondents showed their strongly agreement and agreement respectively. 20 (16.81%) respondent could not make decision and the mean score is 2.41. The data revealed that the principals were less effective in supporting and stimulating conditions by arranging discussion programs within the school to discuss with other groups on CPD practices. But as indicated in AREB (2009) that, principals are responsible to arrange inter-school visit programs, prepare intra-group discussion forums at school level, encourage teachers to exercise and try out peer evaluation, observe and visit CPD activities, arrange training programs and provide constructive feedback

With regard to item 2 of the same table 18(15.13%) and 32(26.89%) of respondents showed their strong disagreement and disagreement respectively. 9 (7.56%) and 33 (27.73%) respondents showed their strong agreement and agreement respectively. 27 (22.69%) respondents refused to make decision. The mean score of this item is 2.86. This shows that principals were moderately effective in facilitating induction and were not sufficiently supporting newly employed teachers.

Newly hired teachers need to understand how the system is functioning and how they fit into it. More specifically, newly hired teachers face difficulties in understanding their responsibilities due to lack of information about the school's mission and its goals. It can be crucial for new staff to have job description and knowledge of the formal structure of the school.

Item 3 of table 4, investigated how much secondary school principals were facilitating the preparation of discussion forums with other schools. With regard to this 51(42.86%) and 59(49.58%) respondents showed their strong disagreement and disagreement respectively. Whereas 1(0.84%) and 2(1.68%) respondents showed their strong agreement and agreement respectively. six (5.04%) respondents refused to make and the mean score is 1.68. Thus school principals were said to be insufficiently facilitating the preparation of discussion forums with other schools in order to share exemplary CPD practices. However, this contradicts to MOE(2009), which revealed principals have a professional, personal and civic responsibilities to assist teachers who are undertaking CPD throughout his/her career. Discussion forums with other schools help teachers to share exemplary CPD practices, new knowledge and skills.

In response of item 4 of the same table, the focus was to know whether or not secondary school principals encourage and support teacher through peer evaluation on CPD activities. In their response 29(24.37%) and 44(36.97%) respondents showed strong disagreement and disagreement respectively. However, 7(5.88%) and 21(17.65%) respondents showed their strong agreement and agreement respectively. Yet 18(15.13%) respondents refused to make decision. The mean score is 2.44 which is low. From this we can conclude that principals were less effective in encouraging and supporting teachers in facilitating peer evaluation on CPD implementation process. This result opposes the one obtained from interview of principals and CPD facilitators which confirm principals contribute to the implementation of school based CPD by supporting teachers in facilitating peer evaluation. However, according to MOE (2009) principals have the responsibility

to encourage and support teachers in facilitating peer evaluation on CPD implementation process in order to learn one from the other.

With regard to item 5 of table 4, it was to check the effort of school principals in preparing training opportunities based on training needs of teachers. 22(18.49%) and 77(64.71%) of respondents showed their strong disagreement and disagreement respectively. However, 2(1.68%) and 6(5.04%) respondents showed their strong agreement and agreement respectively. Yet, 12(10.8%) respondents refused to make decision. The mean score is 2.04 which is in the range of low. This implies that school principals were less effective to prepare training opportunities at school level based on the training needs of teachers. The data collected from the interview with school CPD facilitators and principals showed that there were no training programs for teachers because of the shortage of budget. However, teachers have to get technical, financial, and material support from the school principal MOE (2009).

In item 6 of table 4, teacher respondents were asked to respond on the principals' effort to select suitable facilitators for CPD activities. 10 (8.4%) and 23(19.33%) teachers responded strongly agree and agree respectively. On the other hand, the majority 44(36.97%), 21(17.65%) and 21(17.65%) of teachers responded that principals effort to select a suitable facilitators for CPD activities is agree, strongly agree and undecided respectively. The mean score of these responses is 2.64 which is moderate level of effectiveness. This indicates that the principals' effort to select suitable facilitators for CPD activities is at moderate level at the Secondary Schools of Addis Ketema sub-city. In support of this, principals have the responsibility to select senior and experienced facilitator (MOE, 2009).

Regarding item 7 of table 4, teachers' respondents were asked to answer principals' effort to evaluate the CPD activities of teachers. Accordingly, significant number 11(9.24%), and 14(11.76%), and 19(15.97%) of teachers answered that the degree of principals effort to evaluate and giving feedback is strongly agree, agree and undecided respectively. In addition, the majority of respondents 43(36.13%), and 32(26.89%) responded that the effort of principals to evaluate and giving feedback on the CPD activities of teachers is strongly disagree, disagree respectively. In the same way the mean score 2.40 inclined in the low level of evaluating and giving feedback on CPD activities of teachers by principals. But Principals expected to exercise regularly monitoring the

effectiveness of the changes to teaching and learning, ensuring the quality of engagement of teachers in CPD activities, giving constructive feedback (MOE, 2009).

With item 8 of table 4, teachers were asked to rate the degree to which, principals effort to give feedback on the actions of CPD. accordingly, 6(5.04%), 18(15.13), 24(20.17%) respondents replied that principals effort to give feedback is strongly agree, agree and undecided respectively.. On the other hand, the majority 47(39.5%), and 24(20.17%) of respondents responded disagree and strongly disagree respectively. The weighed mean score of the item is 2.45 which show low level of giving feedback on CPDactivities for teachers.

In the same way, the data obtained through the interviews with CPD facilitators and FGDs participants replied that principals were not visit the activities of CPD. This implies that the monitoring and evaluation of CPD activities are not effective enough at school level and also, from the results it can be said that continuous evaluation of the success of CPD activities was low. The average mean of the above table is 2.37 which showed the support of school principals on the practice of CPD was low. However, Effective leaders engage their staff in professional discourse, drawing on external ideas and research to inform their thinkingand actions, and encourage them to reflect on what they are trying to achieve with studentsand how they are doing it (Stoll, 2004).

Generally, scholars have indicated that the implementation of CPD activities requires good school managing and favorable school environment (Dimmock, 1993). Therefore, principals, teachers, education experts and other concerned bodies should attempt to improve the program through a joint effort in order to achieve the objectives of CPD. Otherwise, the vision to produce professionally well informed and motivated teachers, capable of delivering quality education will not be fulfilled.

4.5. The support of Schools CPD facilitators in the Implementation of CPD

The main responsibilities of the CPD facilitator is to promote CPD as a central element of school improvement and performance management, to create and sustain CPD arrangements for all staff, to monitor and report upon the quality and impact of CPD undertaken, to keep up to date with CPD developments and initiatives, both nationally and locally, maintain and develop links with sources of CPD provision (Hustler, 2003).

Items related to supports provided by facilitators are interpreted as indicated in the table below

Table 5: Responses on The support of CPD facilitators in enhancing the Practices of CPD

No	Items related to CPD facilitators' support to implement CPD	Responses										mean
		strogly agree		agree		undecided		disagree		strongly disagree		
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	
1	The CPD facilitator usually arranges discussion programs within the school to consult with other groups on CPD practices	9	7.56	23	19.3	20	16.8	38	31.9	29	24.37	2.54
2	The school CPD facilitator prepares discussion forums with other schools	3	2.52	8	6.72	23	19.3	57	47.9	28	23.53	2.17
3	The school CPD facilitator encourages and support me to exercise peer evaluation on CPD Practice	7	5.88	21	17.6	25	21	41	34.5	23	19.33	2.51
4	The school CPD facilitator prepares training opportunity based on my training needs	3	2.52	15	12.6	10	8.4	54	45.4	42	35.29	2.14
average mean												2.34

Key Key: 1.00-2.49 low effectiveness 2.50-3.49 moderate level of effectiveness
 3.50-5.00 high level of effectiveness Fr = Frequency Total % = 100

In response to item 1 of table 5, relates the arrangement of discussion programs with in the school to consult with other groups on CPD practices. In this regard 29(24.37%) and 38(31.93%) respondents replied that they are strongly disagree and disagree respectively. However, 9(7.56%) and 23(19.33%) respondents replied that they strongly agree and agree respectively. Yet 20(16.81%) of respondents refused to make decision. The mean score of this item is 2.54 which is in the scope of moderate level. This shows that CPD facilitators insufficiently prepare discussion programs within the school to consult with other groups on CPD practices. However, The CPD leader is responsible annually for discussing with the head teacher and governing body on the CPD priorities and the likely budgetary implications of addressing these needs. Such needs are drawn largely, but not exclusively, from the training and development needs identified through the school performance management process (Hustler, 2003).

Item 2 of the same table is all about the investigation of the extent to which CPD facilitators prepare discussion programs with other schools to scale up experiences on the implementation of CPD activities. Accordingly 28(23.53%) and 57(47.9%) of respondents showed their strong disagreement

and disagreement respectively. However, 3(2.52%) and 8(6.72%) respondents strongly agreed and agreed respectively. 23(19.33%) of the respondents failed to decide and the mean score is 2.13 which is in the scope of low level. This reveals that the extent to which schools CPD facilitators prepare discussion forums with other school partners was unsatisfactory. Peer support and discussion with senior can contribute towards the development and take-up of new practices, and can facilitate motivation, feedback, further discussion and progression, (Bell et al., 2003).

With regard to item 3 of table 5, 23(19.33%) and 41(34.45%) of respondents replied that they strongly disagree and disagree respectively on the supports of CPD facilitates provide to encourage teachers in exercising peer evaluation on CPD practices. 7(5.88%) and 21(17.65%) respondents strongly agreed and agreed respectively. 25(21.01%) of the respondents failed to decide .The mean score is 2.51 which is in the scope of moderate level. This result shows that the support of CPD facilitators in encouraging teachers to exercise peer evaluation on CPD was insufficient. But the CPD facilitator is responsible for ensuring school systems and processes such as, performance management, professional review, school improvement plan, school self- evaluation, and operates to help identify the school's CPD needs and those of the staff working within it.

With regard to the effectiveness of CPD facilitators in facilitating need based CPD training of item 4 of table 5, 42(35.29%) and 54(45.38%) respondents replied with strong disagreement and disagreement respectively. However, 3(2.52%) and 15(12.61%) respondents replied with strong agreement and agreement respectively. Ten (8.4%) of respondent could not make decision. The mean score is 2.14 which is in the scope of low level. This implies that CPD facilitators were not effective in facilitating the provision of training based on teachers training needs. As I confirmed from the interview of facilitators and principals, there was budgetary problems in all secondary schools to facilitate training.

The average mean of the above table is 2.34 which showed the support of school CPD facilitators in enhancing the practices of CPD was low in effectiveness. The data collected from the interview with principals and participants of FGDS showed that there was no close professional assistance by the school CPD facilitators in preparing both inter and intra group collaborative discussion opportunities training programs, mentoring and peer evaluation. The data obtained through the FGDS of revealed that group discussion and peer evaluation was not regular and frequent. However, The CPD facilitator is responsible for ensuring school systems and processes such as,

performance management, professional review, school improvement plan, school self - evaluation, and operate to help identify the school's CPD needs and those of the staff working within it. The facilitator is also responsible for collating the CPD needs of the school and the staff. The school should maintain an up to date job description for the role of CPD facilitator. The CPD leader is responsible annually for discussing with the head teacher and governing body on the CPD priorities and the likely budgetary implications of addressing these needs. Such needs are drawn largely, but not exclusively, from the training and development needs identified through the school performance management process (Hustler, 2003).

4.6. The Challenges of School Based CPD

The challenge of teachers' professional development refers to difficulties, complexities, barriers or hard situations against the expected outcomes of teachers' growth. These challenges need a lot of skill, energy resources, and determination to deal with in order to arrive at the predetermined goal. The main challenges that can hinder teachers from active involvement in the process of school based CPD were lack of skill, less commitment and teachers' resistance, low level of understanding about the significance of CPD, scarcity of need based trainings, lack uniformity on how to use the portfolio modules, and absence of consolidated collaborative school system. Generally, the major challenges dealt with the purpose of this study were teacher related barriers, leadership, supervisory challenges and the school system.

Items related to the challenges of CPD are interpreted as indicated in table 6 below.

Table 6: Responses on the challenges of CPD

No	Items Related to the challenges of CPD	Responses										Mean
		strogly agree		agree		undecided		disagree		strongly disagree		
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	
1	Less commitment of Leaders	25	21.01	48	40.34	18	15.1	21	17.65	7	5.9	3.53
2	Shortage of time for teachers to implement the CPD actions	24	20.17	61	51.26	12	10.1	18	15.13	4	3.4	3.7
3	Lack of trained CPD facilitators to coordinate the actions of CPD	30	25.21	40	33.61	21	17.6	19	15.97	9	7.6	3.53
4	Lack of arranging trainings on CPD programs	29	24.37	57	47.9	8	6.72	19	15.97	6	5	3.71
5	Absence of motivation for teachers by the concerned bodies on the actions of CPD	36	30.25	53	44.54	11	9.24	13	10.92	6	5	3.84
6	Lack of resources or budget to implement CPD	39	32.77	47	39.5	12	10.1	17	14.29	4	3.4	3.84
7	Absence of commitment of teachers to implement the CPD program	33	27.73	53	44.54	15	12.6	11	9.24	7	5.9	3.79
8	Lack of awareness of teachers on CPD activities	29	24.37	41	34.45	16	13.4	25	21.01	8	6.7	3.49
9	The absence of career structure with the actions of CPD	27	22.69	46	38.66	22	18.5	22	18.49	2	1.7	3.62
10	The absence of giving feedback on CPD actions	14	11.76	56	47.06	20	16.8	24	20.17	5	4.2	3.42
11	lack of relevance of the CPD with teachers activities	28	23.53	54	45.38	13	10.9	15	12.61	9	7.6	3.65
average mean											3.65	

Key: 1.00-2.49 low level of difficulty 2.50-3.49 moderate level of difficulty
 3.50-5.00 high level of difficulty Fr = Frequency Total % = 100

In item 1 of table 6, states that about less commitment of leaders to implement CPD Activities. However, teachers were asked to respond their opinion about the commitment of leaders to practice CPD activities. While, responding to less commitment of school leaders, the majority 25(21.01%), and 48(40.34%) of teachers showed their strong agreement and agreement respectively. Significant number 18(15.13%), 21(17.65%), and 7 (5.88%) of teachers replied that less commitment of leaders to implement the action of CPD is undecided, disagreement, and strongly disagreement. The mean score of this item response is 3.53 which are in the scope of high level of difficulty. The investigation showed that one of the problems to implement the CPD action is less commitment of leaders. In support of this, Gray (2005) stated that School based continuous professional

development is most effective when there are strong leadership and supervisory assistance.

Regarding item 2 of the same table, the intention was to find out shortage of time for teachers is the challenge of the implementations of CPD action. While responding to this item 24(20.17%), and 61(51.26%) respondents showed that their strong agreement and agreement respectively. Additionally, 4(3.36%), 18(15.13%) of teachers said strongly disagree and disagree respectively. And also, 12(10.08%) of teachers, however, did not make decision. The mean score of this item is 3.7. Thus one can say that shortage of time for teachers to implement the CPD action is high level of complexity.

In support of this, duration and time span of CPD programs is another determining factor for the effective implementation of CPD. Several authors including Penuel, Fishman, Yamaguchi & Gallagher (2007) have pointed out that a common criticism of professional development activities designed for teachers is that they are too short and offer limited follow-up of teachers once they begin to teach. This results in teachers either assimilating teaching strategies into their current repertoires with little substantive change or rejecting the suggested changes altogether

In item 3 of the above table states that lack of trained CPD facilitators is the challenges of CPD implementation. Accordingly, 30(25.21%), and 40(33.61%) respondents indicated that their strong agreement and agreement respectively. on the other hand, 9(7.56%), 19(15.97%) of teachers indicated their strong disagreement and disagreement, and 21 (17.65%) of teachers failed to make decision. The mean score of this item is 3.53 which are in the scope of high level of complexity. This shows that the lack of trained CPD facilitators is the serious problems in the secondary schools. Literature supports the main responsibilities of the CPD facilitator is to promote CPD as a central element of school improvement and performance management, to create and sustain CPD arrangements for all staff, to monitor and report upon the quality and impact of CPD undertaken, to keep up to date with CPD developments and initiatives, both nationally and locally, maintain and develop links with sources of CPD provision (Hustler, 2003). So, to do this CPD practices, trained and experienced CPD facilitators are necessary.

With item 4 of table 6, which was raised to check whether lack of arranging training on CPD programs is the challenge of CPD implementation or not. Accordingly, 29(24.37%), and 57(47.9%) of teachers replied that they strongly agree and agree respectively. Moreover, 19(15.97%), and

6(5.04%) respondents showed that their disagreement and strong disagreement respectively. On the other hand, 8(6.72%) of respondents, however, did not make decision. The mean score of this item response is 3.71 which are in the range of high level of difficulty. Thus, we can conclude that the lack of arranging training on CPD program was at high level of challenge in Addis Ketema sub-city Secondary Schools. In support of this, one of main challenges that can hinder teachers from active involvement in the process of school based CPD is scarcity of need based training (Davidson et al., 2006).

In item 5 of table 6 was intended to check the absence of motivation for teachers by the concerned bodies on the action of CPD is the obstacles of its implementation. Accordingly, 36(30.25%), and 53(44.54%) of teachers responded their strong agreement and agreement respectively. And, significant number 13(10.92%), and 6(5.04%) of teachers pointed out their disagreement and strongly disagreement respectively. Moreover, 11(9.24%) respondents could not make decision. The mean score of the item is 3.84 which show high level of influence. This implies that lack of teachers' motivation was one of the challenges that hinder the actual implementation of CPD activities. In support of this issue, studies widely declared that low teacher motivation results in poor professional performance. Teachers with low motivation are characterized by limited effort devoting less time to CPD activities (World Bank, 2004).

With item 6 of table 6, respondents were asked to give their opinion on the lack of resources or budget for the implementation of CPD activities. Accordingly, the majority 39(32.77%), and 47(39.5%) of teachers showed that their strong agreement and agreement. On the other hand, 17(14.29%), and 4(3.36%) of respondents replied their disagreement and strongly disagreement. However, 12(10.08%) of teachers could not make their decision. The mean score of this item is 3.84 which is in the scope of high level of complicatedness. This shows that failure to allocate money to practice CPD activities was one of the serious challenges in government Secondary Schools of Addis Ketema sub-city. It was also indicated in AREB (2009) that, school principals are responsible to arrange training programs, visit programs and peer evaluation. Limited resources hinder the effective implementation of CPD. Almost all CPD program need a certain amount of monetary and material inputs to run. It does not matter whether it is on-school or off-school site based CPD. Without financial resources, CPD program cannot run.

In table 6 above, item 7 is intended to find out the absence of commitment of teachers to implement

the CPD program in the secondary schools of Addis Ketema sub-city. With regard to this, 33(27.73%), and 53(44.54%) of teachers said that strongly agree and agree. This shows that the absence of commitment of teachers to implement the CPD program is the serious problem in the secondary schools. Moreover, 11(9.24%), and 7(5.88%) of teachers showed that their disagreement and strongly disagreement with the problem. 15 (12.61%) of teachers failed to make their own decision. The mean score is 3.79 which is high level of complexity. Thus, one can say that the commitment of teachers to implement the CPD actions was one of the serious challenges to practice and implement the school based CPD actions in the Secondary Schools of Addis Ketema sub-city. In support of this, Little (1992) stated that less committed and unwilling teachers damage the funding and coordination of CPD programs. However, teachers are the most important responsible practitioners in the process of real implementation of school based CPD.

In item 8 of table 6, respondents were asked to give their suggestion for the lack of awareness of teachers on CPD activity implementation. Accordingly, 29(24.37%), and 41(34.45%) of respondents showed their strong agreement and agreement respectively on lack of awareness of teachers on CPD activities. And also, 25(21.01%), and 8(6.72%) of teachers showed their disagreement and strong disagreement on the lack of awareness of teachers in the action of CPD. 16(13.45%) of teachers failed to make decision. The mean value was 3.49 which almost represent moderate level of obstacle. This reveals that the lack of awareness to implement the activities of CPD was moderately threaten the actual implementation of CPD. According to the finding of the Ministry of Education, MOE (2010), one of the major challenges identified at the national level to practice CPD program is that teachers are not provided awareness about the background of CPD.

Regarding item 9 of the same table, 27(22.69%), 46(38.66%) of teachers replied strongly agree and agree respectively. This shows the absence of career structure is the challenge of CPD implementation. On the other hand, significant number 22(18.49%), and 2(1.68%) of teachers showed that their disagreement and strong disagreement respectively. Additionally, 22(18.49%) of respondents could not make their decision. The mean value of the response is 3.62 which indicated high level of challenge. This implies that the absence of career structure with the actions of CPD was one of the challenges of its effective implementation. In support of this, most teachers in the open ended questions and principals, vice principals and CPD facilitators from the interview suggested their idea that the absence of career structure with the actions of CPD was one of the

main challenges of its effective implementation. MOE and Addis Ababa education bureau should connect the implementation of CPD practices with teachers' career structure development, efficiency and teachers licensing in order to bring positive change in CPD.

In item 10 of table 6, deals with whether the absence of giving feedback on the action of CPD hinder its effective implementation. In response to this, 14(11.76%), and 56(47.06%) of teachers indicated their strong agreement and agreement respectively. This showed that the absence of giving proper feedback is the obstacle of CPD implementation. On the other hand, significant number 24(20.17%), and 5(4.2%) of teachers replied their disagreement and strong disagreement respectively. And also, 20(16.81%) of respondents could not make decision. The mean score of the responses is 3.42 which are in the range of moderate level of difficulty. From the data one can conclude that the absence of giving feedback on the activities of CPD was one of the hindrances of the effective implementation of CPD in Addis Ketema sub-city Secondary Schools.

However, the school principals and other stakeholders are responsible to give regular constructive feedback for the effective implementation of CPD. According to Falk (2001), the absence of feedback on the portfolio development compels teachers to repeatedly copy the already existing portfolio documents.

Regarding the last item of the same table, 28(23.53%), 54(45.38%) of teachers replied strongly agree and agree respectively. This showed that lack of relevance of the CPD with teachers' activities was one of the challenges of CPD implementation. On the other hand, significant number 15(12.61%), and 9(7.56%) of teachers showed their disagreement and strong disagreement respectively. Additionally, 13(10.92%) of respondents could not make their decision. The mean value of the response is 3.65 which indicated high level of challenge. This implies that the lack of relevance of the CPD with teachers' activities was one of the challenges of its effective implementation. The average mean of the above table is 3.65 which are in the range of high level of difficulty. According to Falk (2001 teachers see it as time wasting paper work rather than as means of professional development. However this is because of low level of understanding about the significance of CPD and absence of teachers' career structure development, efficiency and teachers licensing with CPD implementation.

The entire participant agreed that the sub-city experts visit secondary schools with a maximum of

once in a quarter for monitoring and evaluation .They took only data of how many hours did teachers spend Their time in the practice of school based CPD for the purpose of report. No professional aid was given to teachers. But they are responsible in creating conducive school system or school environment for the effective implementation of the CPD program. Therefore, it is possible to conclude that sub-city or regional education offices were not carrying out their responsibility.

The Ministry of Education and the Regional Education Bureau declared quality education assurance package containing six pillars one of which is CPD (as part of Teachers Development Program). The program is working in all schools and education offices of different levels. However, there is still lack of common sense of ownership and various aspects of supports and continuous follow up of the process. It lost real consideration from school principal to MOE.

Generally, shortage of school budget from the education office, absence of functional focal person on CPD at sub-city level, lack of continuous training , resistance of teachers to implement CPD, overload of teachers, lack of commitment from principals and teachers to implement CPD, lack of motivation of teachers, lack of coordination among the concerned bodies, shortage of time to practice CPD actions, and absence of career structure development, efficiency and teachers licensing with the actions of CPD were mentioned by the respondents as the major challenges of CPD implementation in Addis Ketema sub-city Secondary Schools.

4.7. Results of Interview

In interviews section the school principals, and school CPD facilitators were asked about the implementation of CPD, the involvement and contribution of concerned CPD partners, to list the gaps observed in the implementation of CPD and measures that should be taken to overcome the challenges of CPD program. Principals and facilitators suggested that CPD was not properly implemented in the schools even though they tried to provide trainings and other technical supports. However most teachers in the questionnaires responded that trainings given and the support given by the stakeholders was not sufficient. All principals said that specially this year ,there was no sufficient budget to give trainings and to prepare discussion programs with other schools. Principals and facilitators also listed similar affecting factors with closed and open-ended questions in the questionnaires. They recommended that to overcome the challenges, the sub-city education

office should allocate adequate budget for CPD training and stakeholders should design systematic follow up and support for CPD trainees continuously and all CPD concerned bodies should play their role with commitment for the implementation of CPD.

They also recommended that “The Education bureau should create structure to strongly link teachers’ CPD activities with their career structure and license so that teachers would be motivated to implement continuous professional development activities”.

4.8. Analysis of Focus Group Discussion

In the focus group discussion, sub-city education office TDP experts and supervisors were participated. During discussion, the participants were asked to raise their idea whether CPD is effectively implemented in the schools or not, the trainings given based on need assessment or not, the involvement of stakeholders in CPD activities, the challenges to implement CPD and the possible recommendations to face the challenges were discussed. The participants suggested that CPD is not properly implemented in the secondary schools for the reason that all the responsible stakeholders were not playing their role sufficiently. The supervisors raised that the allocated budget for training was not adequate because of this they were challenged to give trainings for schools or teachers based on their need. The participants also raised that “the Education bureau gave insufficient consideration for CPD and left the responsibility only for the principals “. They pointed out the following measures that should be taken to overcome the challenges of CPD program. These are: “Stakeholders should design systematic follow up and support for CPD trainees continuously; the school leaders should allocate adequate budget for CPD training and follow up to check whether or not it is used efficiently; and supervisors, CPD facilitators and TDP coordinators should have desired knowledge and training skills on the CPD training”.

4.9. Result of Document Analysis

Principals, teachers, CPD facilitators and those who participate in CPD program are expected to work out a module action plan. Each secondary school is supposed to develop Annual CPD Plans. This is done by prioritizing the issues identified during the analysis process. Some priorities for individuals will come from their institution’s priorities. Some will be issues identified by the individuals themselves.

Accordingly, the institutional plan and individual plans of the target secondary schools were prepared but this plan was not implemented program; group discussion was not held, 60hrs is given for the teachers to do /implement their CPD plan but they did this within an hour which showed it was a paper work.

Teacher's Professional Portfolio should include the following: Individual CV (personal and professional data and qualifications), individual CPD action plans, evidence of all the CPD activities which have been undertaken by the individual teacher , feedback from mentors/facilitators, teacher's self-reflections on progress, annual appraisal reports, examples of examination results with an analysis and examples of lesson plans with evaluations. But, the individual professional CPD portfolio was not well organized. Beside this there was a tendency of one to copy the work of the other when developing their portfolio. They simply write pseudo reports and put them in their 'portfolio 'for the sake of fulfillment.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of Major Findings

The main objective of this study was to assess the extent to which school based CPD program is being practiced and to investigate the challenges of continuous professional development (CPD) in the government secondary schools of Addis Ketema sub-city, Addis Ababa. The practices of school based CPD activities were dealt with in relation to teachers, CPD facilitators and principals. The supportive role played by principals, CPD facilitators, CPD focal person/ experts and the challenges the school based CPD responsible bodies had faced were also discussed. Therefore, attempt was made to investigate factors that become the challenges of CPD implementation in Secondary Schools of Addis Ketema sub-city.

To achieve the objectives, the study tried to answer the following basic questions. :

- What do teachers practice to implement the school based CPD program in government secondary schools of Addis Ketema sub- city?
- In what ways do stakeholders such as principals, CPD facilitators, sub-city education office experts and supervisors support to CPD implementation in government secondary schools of Addis Ketema sub- city?
- What are the major challenges that government secondary schools of Addis Ketema sub - city have encountered in implementing school based CPD program?

To find responses for the above questions, a descriptive survey method was employed. In doing so, data was collected from five secondary school teachers of Addis Ketema sub- city. A total of 119 teachers, five principals, fourteen vice principals, five school CPD facilitators, four supervisors and three sub-city teachers development program focal persons or experts were included as samples of the study. Simple random sampling technique was employed to select teachers. Questionnaire, interview, focus group discussion and document analysis were used as data collection instruments. Frequency, percentage and means were employed to analyze the data gathered through the questionnaire. School based CPD documents were also analyzed.

On the basis of the analysis and interpretation of the data gathered through all the instruments, the

following major findings were indicated.

- The study showed that the practice of implementing school based CPD in secondary schools of Addis Ketema sub-city was at its moderate level or it was less effective. The researcher from document observation confirmed that planning, though no part was implemented properly, was relatively the only activity undertaken in all the sample schools.
- It was also revealed that there was no sufficient training for teachers and, as a result, the majority of teachers were confused to implement school based CPD.
- It was also confirmed from the study that most teachers were not sufficiently evaluating their effectiveness in the implementation of CPD activities, did not prepare portfolio properly by recording all CPD documents, did not conduct adequate action researches with other teachers or groups and the review of the outcomes of the CPD practices on the students' achievement was found to be inadequate.
- It was revealed that principals were found to be less effective in arranging discussion programs within the school, arranging induction courses for beginner teachers, preparing visit forums with other schools, encouraging peer evaluation, selecting of suitable CPD facilitators, giving feedback on CPD and preparing trainings based on teachers' training needs.
- It was identified by the study that school based CPD facilitators were less effective in creating conducive and stimulating environment and, in providing technical and professional assistance for the junior teachers to implement school based CPD.
- The study results indicated that technical and professional support from sub-city education office supervisors and CPD experts was found to be insufficient.
- The result of this study showed that the main obstacles that operate against the practice and implementation of school based CPD were less commitment of school leaders and teachers to implement CPD activities, Lack of budget to implement CPD, lack of trained CPD facilitators, The absence of career structure with the actions of CPD, shortage of time and lack of teachers' motivation on the actions of CPD were identified as serious challenges.

5.2. Conclusions

Based on the major findings, the following conclusions were drawn:

- The school based CPD program was not satisfactorily implemented in government secondary schools of Addis Ketema sub- city. Teachers were not satisfactorily implementing the intended school based continuous professional development activities, as a result of that they are not sufficiently accomplish the intended quality of education through CPD.
- The support of stakeholders such as principals, CPD facilitators, sub-city education office experts and supervisors to CPD implementation in government secondary schools of Addis Ketema sub- city through key role players was less supportive. Hence, there was absence of sense of ownership and responsibility among CPD stakeholders.
- The major challenges that government secondary schools of Addis Ketema sub -city encountered in implementing school based CPD program were generalized as teacher related barriers, leadership, supervisory challenges and the school system related barriers. .

Generally, it is possible to conclude that school based continuous professional development was inadequately implemented and this would result insufficient students' academic achievement in government Secondary Schools of Addis Ketema sub-city.

5.3. Recommendations

Based on the major findings of the study and the conclusions drawn, the following recommendations are forwarded.

- A.** The City administration education Bureau and sub-city education offices are advised to consider attempts to implement school based CPD as part of the performance of teachers' career structure development and license criteria and it needs immediate eactions in order to solve the problem and to enhance CPD practices. This will be motivational mechanism for principals, teachers, CPD facilitators and mentors if performance of any practices of school based CPD is directly connected with their career development, efficiency and license so that teachers would not be hesitant to implement CPD.
- B.** The stakeholders of CPD/principals, CPD facilitators, supervisors and office experts/ should organize necessary training on CPD as well as motivational program and they should be

committed for their contribution for the implementation of CPD activities so that CPD program will be successful.

- C.** Principals have to prepare the school CPD plan with the participation of teachers in the selection of the school CPD priorities. This condition helps teachers to be adapted with the plan and used to include their needs and demands as well as the existing challenges of the schools. These increases mutual responsibility of the school based CPD stakeholders to implement the plan and the activities of CPD effectively.
- D.** It is recommended that the principals, CPD facilitators, education officers and senior teachers should practically assist teachers by creating conducive environment for skill development through both short and long term training programs, allocating sufficient budget, by preparing self and peer evaluation opportunities and followed by timely feedback. In addition, by increasing the commitment of teachers and principals by giving motivation, in order to implement the CPD actions sufficiently and to improve the students' academic performance.

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APPENDIXES

Appendix A: Questionnaires' for teachers

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Directions:

Dear respondents: The main function of this study is to gather relevant data to the study allowed” The practice and challenges of school based continuous professional development in government secondary schools of Addis Ketema sub-city, Addis Ababa. Your answer is very important for the achievement of the study. Thus, you are kindly requested to respond the questions, in order to provide the necessary information on top of the different issues related to the study. The achievement of this study depends on your truthful and real response to the questions. The information will be used for academic reason only and responses will be kept private.

NOTICE:

- Please, read all the questions before attempting to answer the questions.
- No need to consult others to fill the questionnaires.
- You do not need to write your name on the questionnaire.

Part I: Personal Data

Please, write your personal background on the space provided.

School..... Sex: Male..... Female.....

Academic Qualification..... Years of experience in teaching.....

Part II: Please use one of the following Likert scales to point out your response by marking(x) against each closed ended item from the given rating scales. Give brief description of your opinions for open ended questions. Every response should be given based on your school context.

5 = Strongly Agree 4 = Agree 3 = Undecided 2 = Disagree 1 = Strongly Disagree

Table 3: Questionnaires for teachers on the implementation of CPD practices

No	Items related to the implementation of schoolbased CPD	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	I try to introduce myself with the overall CPD activities					
2	I am being mentored by well-experienced senior teachers					
3	I am mentoring other teachers on CPD practices					
4	I have well planned for each CPD practices					
5	I have prepared portfolio by recording all CPD documents					
6	I frequently conduct action researches with other teachers or groups					
7	I am involving in frequent peer/ group discussions on CPD activities					
8	I am evaluating my effectiveness in the implementation of CPD activities to revise the plans					
9	I frequently check the contribution of CPD practices on the classroom activities					
10	I timely review the outcomes of the CPD practices on the students' achievement					
11	I continuously improve my classroom practices based on the feedback from my self-evaluation					
12	I continuously improve my classroom practices based on the feedback from my students' learning					
13	I continuously improve my classroom practices based on the feedback from my colleagues					
14	I am preplanning for CPD activities based on the evaluation of implemented CPD practices					

15. Please, explain further CPD activities that you practice in your school

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Table 4: The support of school principals in enhancing the practical of CPD

No	Items related to supports provided by school principals to implement CPD	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	The school principal arranges visit programs within the school to consult with other groups on CPD Practices					
2	The school principal organizes induction program for newly deployed teachers					
3	The school principal prepares discussion forums with other Schools					
4	The school principal encourages and support me to exercise peerevaluation on CPD practices					
5	The school principal prepares training opportunity based on my training needs					
6	The school principal Selects a suitable facilitator for CPD activities					
7	The school principals evaluate the CPD activities of teachers					
8	The school principals give feedback on the actions of CPD					

9. List out other supports which are being provided by principals in your school

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Table 6: Items Related to the challenges of CPD

No	Items Related to the challenges of CPD	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Less commitment of Leaders					
2	Shortage of time for teachers to implement the CPD actions					
3	Lack of trained CPD facilitators to coordinate the actions of CPD					
4	Lack of arranging training on CPD programs					
5	Absence of motivation for teachers by the concerned bodies on the actions of CPD					
6	Lack of resources or budget to implement CPD					
7	Absence of commitment of teachers to implement the CPD program					
8	Lack of awareness of teachers on CPD activities					
9	The absence of career structure with the actions of CPD					
10	The absence of giving feedback on CPD actions					
11	lack of relevance of the CPD with teachers activities					

1. List out other challenges that you face during the process of CPD implementation in your school

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Appendix B: Interview Guide for Principals, Vice Principals, And CPD Facilitators

ADDIS ABABA UNIVERSITY

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DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

The purpose of this interview is to collect data on practice and the challenges of CPD implementation in secondary school of Addis Ketema sub-city, Addis Ababa .The information you provide will be used only for the research purpose. The achievement of this study depends on your truthful and real response to the questions and responses will be kept private.

General Information about the Participants:

SexAcademic Qualification..... Service Year.....

Guiding Questions for Interview

1. Do you think that CPD is effectively implemented in your school? If not why?
2. How do school CPD partners involve in CPD activities?
3. In what ways do you contribute to the implementation of school based CPD?
4. Is the CPD training in your school based on need assessment?
5. Do you think you have got up-to-date trainings which enable you to effectively implement CPD program in your school?
6. What gaps have you observed in the existing CPD training?
7. In your opinion, what are the major challenges you encounter in the process of implementing CPD program in your school?
8. What strategies would you recommend to improve the implementation of teachers“ continuous professional development in school?

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Guiding questions for focus group discussion with Addis Ketema sub-city education office teachers' development focal persons (experts) and sub-city supervisors. The purpose of this focus group discussion is to collect data on practice and the challenges of CPD implementation in secondary school of Addis Ketema sub-city, Addis Ababa .The information you provide will be used only for the research purpose and kept confidential.

General information about Participants

Sex..... Academic qualification.....Service years

1. Do you think that CPD is effectively implemented in Addis Ketema sub-city government secondary schools? If not why?
2. What do you think about provision of sufficient timely trainings to up-to-date and implement CPD program in the secondary schools?
3. How do the responsible school CPD partners involve in the overall activities of CPD?
4. What are the major challenges you have encountered in the process of implementing CPD program in secondary schools?
5. What possible strategies do you recommend to improve the implementation of CPD?

Thank you

APPENDIX D: Document Analysis

The purpose of this document analysis is to gather firsthand information on practice and the

challenges of CPD implementation in secondary school of Addis Ketema sub-city, Addis Ababa

Name of school _____

- Does the school have the CPD annual plan?
- Does the school have the monitoring, reporting and the evaluation system of CPD actions?
- What does the experience sharing between teachers CPD actions within and outside the schools looks like?
- Do you have teachers' portfolio documents in your school?
- Is there feedback from the concerned bodies on the actions of CPD in the school?