PRACTICES AND CHALLENGES OF SCHOOL BASED CONTINUOUS PROFESSIONAL DEVELOPMENT IN SECONDARY SCHOOLS OF KEMASHI ZONE

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DECLARATION

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

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The thesis on the title practices and challenges of continuous professional development in secondary schools of kemash zone in Benishangol- Gumuz Regional state is approved as the Orginal work of Ashebir Mekonnen.

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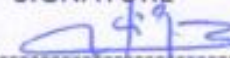CHAIR PERSON   SIGNATURE   DATE

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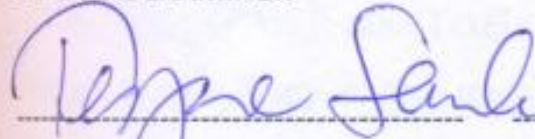ADVISOR   SIGNATURE   DATE

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LIST OF ABBREVIATIONS AND ACRONYMS

AREB- Amhara Region Education Bureau

BGRS- Benishangul- Gumuz Regional State

CPD- Continuous Professional Development

E.C-Ethiopian Calendar

ETP- Education and Training Policy

 ESDP-Education Sector for 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 teachers' continuous professional development in secondary schools of Kemashi Zone, Benishangul- Gumuz Regional State. The study is used four basic research questions. The research employed in the study was descriptive survey method, which is supplemented by qualitative data. The sampling techniques used included purposive, availability and simple random sampling. The sample size was 83 teachers, 14 department heads, seven principals, seven schools 'continuous professional development facilitators, four woreda education office experts, four cluster supervisors and one zone education office expert with the total of 120 participants out of 151 study populations. The data gathering tools employed were questionnaire, interview as well as document analysis.The participants of interview were principals, department heads, Continuous Proffessional Development facilitators, cluster supervisors, woreda and zone education office experts. Questionnaire was administered to 83 teachers of which 80 of them were properly filled and returned. Then, the information gathered through closed-ended questionnaire was analyzed using percentage, frequency, standard deviation, 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 findings indicated that the extent to which teachers engagement in professional development activities such as mentoring, portfolio development, conducting action research, facilitating group discussions and peer observations, and evaluating the overall successes and failures of the implementation processes were inadequately implemented. The school principals, professional development facilitators, senior teachers, woreda and zone education office experts were providing insufficient support for the teachers. The major challenges identified were, lack of training, lack of action research, lack of fulfilling Continuous Professional Development materials, lack of trained facilitators, insufficiency of supports provided for teachers growth, insufficient allocation of budget, lack of peer coaching and peer evaluation, and absence of induction program, were identified by this research as the serious challenges of Continuous Professional Development realization in secondary schools of Kemashi Zone. To overcome the challenges encountered, recommendations

have been forwarded. These include: orienting teachers in advance with the overall contents of the professional growth, motivating teachers to willingly take more responsibilities in the implementation process, employing trained facilitators, and allocation of sufficient resources to effectively achieve the intended goals. Moreover, Woreda education office has to allocate the necessary school budget.

CHAPTER ONE

INTRODUCTION

1.1 BACKGOUND OF THE STUDY

 Education is believed to be one of the major forces that speed up economic, social and political advancements in society. It plays a major role in establishing suitable conditions for development process by producing skilled manpower and raising the human capital for national development and it helps to foster changes in technology (MoE, 1994 E.C).

The World is in the constant change in all aspects of life. Changes in the education system of a nation and global requirements demanded staff development in respective professions. Haileselasse (2004) in this regard states that, while the world is evolving rapidly today, teachers like most other professional groups, must know the fact that their initial training will not fit them throughout the rest of their lives; they need to up-date and improve their own knowledge and techniques throughout their lifetime. As a result there has been an increase in focus on Continuing Professional Development for teachers worldwide. This is because CPD is continuously viewed as a means of improving learner performance and the production of required skills (Coolahan, 2002).

Continuous professional development is, therefore, vital for quality education and, teacher development is a never ending cycle of teacher learning that begins with initial teacher training and continuous for as long as a teacher remains in the profession. Hence teaching is a valued profession and it helps teachers to improve students' learning (Lange, 1990; 250).

The term CPD implies all the activities in which teachers involve during the course of a career which are designed to enhance their work (Day and Saches, 2004; 3).Such activities are intended to result in ongoing teacher learning, a process by which teachers move towards expertise (Kelly, 2006).In education Continuous Professional Development is increasingly becoming a priority in most countries throughout the world. It is widely viewed as the most effective approach to prepare teachers adequately, and

improve their instructional and intervention practices, for when they enter the work force (Fraser et al, 2007). In support of this,

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.

Other researchers like, Kenneedy, and McKinney (2007), and Schwill and Dembele (2007) attributes CPD to the recognition to the wider policy agenda of lifelong learning as well as to the view of CPD as means of improving learner performance and development of required skills. Continuous professional development embraces the idea that individuals aim for the improvement of their professional skills and acquisition of knowledge beyond the basic training initially required to carry out the job (Gray, 2005).

Guskey, (2002) describes professional development programs as systematic efforts to bring change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcome of the students. This is also supported by Clarke and Hollings (2002) who argued that the most immediate and significant outcome of any successful CPD for teachers is a positive impact in changing teachers knowledge and practice. This in turn results in improved learner performance.

Furthermore, the school management bodies, such as principals, vice principals, and department heads, are the main motivators in creating shared vision for the curriculum in the school and in providing inspirational curriculum leadership. The instructional activity of leaders determines the success of the school and provision of quality education. The school management bodies should take the initiative in working together with teachers in designing and implementing developmental programs including the determination of training needs, approaches to satisfy the needs and follow up activities (spark, 2002)

Additionally, Boalm (2000) and Hargreaves (1994) also recognize CPD to have a positive impact on the curriculum and pedagogy as well as teacher's effectiveness and their relationship with students. Hence, CPD is very important for teachers to become effective and competent in their profession throughout the world as well as in Ethiopia.

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 so as to participate in high quality and effective CPD which impacts classroom practices to ensure improved learning. It allows all teachers to improve their knowledge, skill and attitudes in order that they became more effective classroom practitioners and contribute positively to community development.

Therefore, within the frame work of the education and training policy (TGE, 1994) the education sector development program (ESDP) is launched as a twenty-year education sector plan with quality improvement at all levels of educational system. Continuous professional development is put into practice to enable teachers update themselves with new outlooks, approaches and policy directions. Moreover, CPD makes quality learning by increasing teachers' skills and knowledge in teaching –learning activities.

There are various efforts that are being made to implement CPD in Benishan gul-Gumuz Regional Education Bureau (BGREB) since 2007.Quality student learning is a burning issue of today in Ethiopia as well as in BGRS, especially in Kemash Zone. 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 Kemashi Zone Secondary Schools, Benishangul-Gumuz Regional State. 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 and the challenges

that are being encountered in the process of CPD implementation in Kemashi Zone Secondary Schools to make the program doing well.

1.2 STATEMENT OF THE PROBELEM

Teachers are expected to continuously develop and improve their skills, techniques, and knowledge in order to best utilize new curricula and support continuous education reform initiatives. Continuous professional development can be provided in various ways such as: Pre-service training and orientation for new staff, in-service training provided by programs to current staff, Training seminars and resource provided by external organizations, mentoring programs, and discussion (sparks, and Hirish, 1997).

MoE, (2003) having stressed the importance of CPD, decided to provide as on the job training programs such as workshops, symposiums or seminars shall be extensively given as part of CPD to improve the quality of teachers. To improve their effectiveness, the Education and Training Policy (ETP) set high standards for teachers and described a new approach to education. At the spirit of this new approach was to the promotion of more active learning, problem solving and student centered teaching methods by implementing CPD.

Research surveys study, by Desalgne (2010) reveals that due to the expansion of education and large class sizes, teachers still relied largely on teacher centered methods and CPD activities are very poor. Continuous professional development helps teachers to improve their teaching activities and also students' academic performance. Because of this susceptible issue the policy clearly indicated that emphasis should be given to up grading and updating both in pre- service and in-service teachers to achieve pupils result (MoE, 2009).

As a result, schools must improve their basic functions of teaching and learning process aiming at helping students to raise the outcomes through instructional improvement. To achieve the expected out comes, there must be motivated and competent teachers, improved instructional situation and well designed curriculum.

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In line with this, Mohanty (1990) states that in education system there are different kinds of variables that have their own contributions for development. Of all, the most important is the teacher who needs effective professional developments in all activities. The relevant and Quality Education can be provided for the pupils by involving well qualified teachers at all levels of education (MoE, 2009). Continuous professional development plays an important role in helping teachers to manage current demands of an-ongoing changes to enhance the quality of learning and teaching (Fullan, 2006) and (Hopkins and Harris, 2000).

In order to develop the quality of education and improve the professional skill of teachers, the school management bodies have the responsibility of practicing CPD within their schools by arranging workshops, meetings, regular observation of teachers and giving feedback.

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 CPD program   is still in pain from the lack of the need assessment of teachers training and lack of standardized training program (MoE ,2008).

According to Gizaw (2006) CPD has little effect on teachers' classroom practice, utilization of participatory approach of teaching, improved professional knowledge and skills. Moreover, another research study made by Berry (2008:30) in Ethiopia, conducted in three regions namely, Tigray, Afar and Amhara Regional States argued that although the policy is to upgrade all teachers to diploma level there is no difference in the teaching

quality of certificate and diploma holders; the practice of teachers in classroom remains a challenge.

Another research survey conducted by Belay (2012) in Benishangul-Gumuz Regional State in Metekel Zone Secondary Schools States that, teachers did not understand why CPD is offers, lower commitment of teachers and principals are the major problems in the study area. Moreover, my study focuses on to investigate deeply the presence or absence of the above listed problems and to propose solutions and to make further investigation of the implementation of CPD in Kemashi Zone Secondary Schools.

Additionally, from the sixteen years of personal experience of the researcher as a teacher and a principal many of Kemashi Zone Secondary School teachers and management bodies spend most of their time in teaching and learning activities and other administrative issues rather than effectively implementing CPD activities.

Therefore, there is a gap in planning CPD lessons together by teachers and other concerned bodies of the school stakeholders, lack of observation of CPD lessons, absence of team teaching, and lack of curriculum meetings in Secondary Schools of Kemashi Zone. Because the students' national examination results in grade ten and grade twelve very low in Kemashi Zone Secondary Schools in each year (BGREB,2002-2004E.C). As well as, unmotivated teachers, weak participation in CPD, and low student performance are the common problems in Kemashi Zone Secondary Schools.

Thus, this study would emphasize the assessments of the practices and challenges of 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 Kemashi Zone and lack of quality education and low academic achievement of students is the serious issue in Kemashi Zone Secondary Schools (BGREB,2002-2004E.C). Therefore, low academic achievement of the students in Kemashi Zone Secondary Schools motivated me to do scientific research on this area. The investigation would conduct with the focus on in school CPD implementation.

In light of the above pressing and sensitive issues ,the researcher initiated to fill the gap and conduct in depth exploration of the problem with reference to Secondary Schools in Kemashi Zone ,Benishangul-Gumuz Regional State. Thus, to assess the extent of CPD implementation and to address the existing challenges the following basic research Questions were formulated.

1. To what extent CPD enhanced teachers' professional competence?

2. To what extent have school leaders and supervisors discharged the responsibility of implementing CPD?

3. To what extent do Woreda and Zone education office experts provide professional support to teachers?

4. What are the challenges of CPD implementation in Secondary Schools of Kemashi Zone?

1.3 OBJECTIVES OF THE   STUDY

1.3.1 General Objectives

The main objective of this study was to assess the practices and challenges of CPD implementation in the Secondary Schools of Kemashi Zone, Benishangul- Gumuz Regional State.

1.3.2 Specific Objectives

- To examine the current status of CPD practice in Secondary Schools of Kemashi Zone.
- To explore the efforts of responsible school partners' at different levels in   supporting the implementation of school CPD activities.
- To investigate the contribution of principals and cluster supervisors in CPD implementation in the Secondary Schools of Kamashi Zone.
- To identify the challenges faced in the implementation of CPD.

1.4 SIGNIFICANCE OF THE STUDY

Continuous professional development is very important to improve the performance of teachers in the classroom in order to raise students' achievement. It is a career long process of improving knowledge, skills and attitudes centered, especially in the classroom, (MoE,2009).Continuous professional development (CPD) is being introduced to improve the quality of education. Therefore, reliable information about the way CPD is implemented by the stakeholders, the challenges facing the program, and the strategies to solve the problems is vital for teachers in the process of regulating and initiating new changes within the program. Moreover, the aim of any research is to get changes and propose solutions for the existing problems.

In light of this, the study would have the following benefits**:**

- It may provide information for educational officials at Regional, Zonal, and Woreda level on the current practice and activities of CPD and help them discharge their responsibilities in Secondary Schools of Kemash Zone.
- It may help principals, supervisors and teachers know the status of CPD implementation and discover challenges working against the success of CPD program.
- It may provide information to policy designers that will help further development of educational actions.
- The study will add to the existing literature pertaining to the experiences of educators in terms of CPD.
- It is also hoped the study results would be contribute to the improvement of quality education by encouraging concerned bodies in school improvement program which ultimately ends with pupils' achievement.

1.5 SCOPE OF THE STUDY

In order to make the study more manageable, geographically the study was delimited to the seven Secondary Schools in Kemashi Zone, Benishangul Gumuz Regional State. The Zone is selected as the student researcher worked in the Zone as teacher and principal for the last sixteen years. This helped the researcher to easily obtain relevant information in the assessment of school based CPD to supplement the study. The study was also delimited to the assessment of the practices and challenges of the school based CPD program, the support given by school leaders and supervisors and the challenges encountered in the process of implementing school based CPD.

1.6. LIMITATIONS OF THE STUDY

It is obvious that research work could not be free from limitation, that matter this study was also constrained with some limitations. One of the limitations was that most of the Teachers, Principals, CPD facilitators, Department heads, Cluster supervisors, Woreda and Zone Education Office Experts were burdened by routine office and teaching activities and they were not devoted to fill the questionnaires and interviews on time.

1.7 ORGANIZATION OF THE STUDY

This study has five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, the scope of the Study, Limitations of the Study, organization of the study, and operational definition of terms. The second chapter Reviews Literature related to the concepts of the problem area. Chapter three deals with Research design and methodology including the sources of data ,the study population, sample size and sampling technique ,procedures of data collection, data gathering tools, 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.

1.8 OPERATIONAL DEFINITION OF KEY TERMS

Continuous Professional development*:* - renewal of teachers' knowledge and skills in their teaching and learning process.

School based Continuous Professional Development (SB-CPD): CPD programs practiced at school level by school leaders and teachers

CPD activities: planned of school based CPD actions to be performed.

Challenges of CPD- problems that school based CPD stake holders, especially teachers face in the implementation of CPD activities.

Mentoring: a continuous staff development activity usually done by an experienced teacher in school who trains and counsels new teachers.

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

CHAPTER TWO

REVIEW OF RELATED LIRATURE

The second part of the research presents relevant literatures related to the general concepts of the implementation of school based CPD program and the prevailing challenges. Published books, journals, policy documents and research reports are reviewed and briefly presented

2.1 The Concept of the Continuous Professional Development

The concept of continuous professional development emanates from the understanding that reflection on self-practices and collaboration are essential to improve competence and bring quality in education. Teachers and schools are responsible for student learning. Knowledge does not transfer from outsiders; it is to develop through collaborative discussions, application and reflection in accordance with local realities (Sparks and Hirsh, 1997). Therefore the commitment of teachers is very important to work together, to solve local problems, to increase the competency of teachers and to improve the students' academic performance.

Different scholars define CPD in different ways. But, they express similar ideas. The term continuing professional development refers to "all the activities in which teachers hold during the course of a career which are designed to enhance their work (Day & Sachs, 2004:3)''.

Continuous professional development refers to any professional development activities involved in with a view to enhancing their knowledge and skills that will enable them to consider their attitudes and approaches to the education of children with a view to improve their quality of teaching and learning(Bubb & Early,2004 in Bolam,2003;Day and Saches,2004). Bubb and Early (2004) further explain that CPD is an ongoing process building upon initial teacher training and induction, including development and training chances throughout career.

In the frame Work document of MoE, (2009), CDP is defined as anything that makes me a better teacher, targeting at the improvement of teachers performance. According to

Gray (2005), CPD embraces the idea that individuals aim for continuous improvement in their professional skills and knowledge beyond the basic training initially required to carry out the job. In line with Gray's idea, Mohammed (2006) says that Continuing Professional Development may be regarded as all forms of 'in service', 'continuing education', 'on-the-job-training', 'workshop', 'post qualification courses' etc. whether formal or informal, structured or unstructured, teacher initiated or system-initiated. And also we can define CPD as the pillar of teachers' teaching- Learning activities that helps the social and economic development of the society.

Continuing Professional Development is widely acknowledged to be of great importance in the life of schools, contributing to professional and personal development for staff and to improvement in teaching and learning. CPD is defined as: "Professional development consists of all natural learning experiences and those aware and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which constitute, through these, to the quality of education in the classroom (Day, 1999b)

In addition, Taylor (1995) initially identified two aspects of the professional development of teachers, namely: staff development and further professional study. Staff development was regarded as rooted in the needs of the institution. Further professional study referred to being orientated to the needs of individual teachers. Therefore, CPD can improve the activities of the organization, as well as the professional qualification of teachers.

According to Desimone (2009) concurs with Gray (2005) and Mohammed (2006) describes that Teachers experience is a vast range of activities and interactions that may increase their knowledge and skills and improve their teaching practice, as well as contribute to their personal, social, and emotional growth as teachers. These experiences can range from formal, structured topics specific seminars given on in-service days, to everyday, informal "entry" discussions with other teachers about instruction techniques, fixed in teachers' everyday work live. Hence experienced teachers can accomplish the CPD actions better than the newly appointed teachers.

Further, Desimone, Porter, Kwang Suk Yoon & Birman (2002) correspond with Guskey (2002) in looking at Professional development as an essential mechanism for deepening teachers' content knowledge and developing their teaching content knowledge and developing their teaching practices.

In addition, Fraser *et al.* (2007), list a number of competing claims for professional development that are evident in the literature of professional associations such as: Lifelong learning for professionals; a means of personal development; a means of assuring a doubtful public that professionals are indeed up-to date, given the rapid pace of technological advancement; a means for employers to gather a competent, adaptable workforce, a Means whereby professional associations can confirm that the standards of their Professions are being upheld.

Similarly, Steyn, and Vanniekerk, (2002) states that CPD is a continuing development program that focuses on the whole range of knowledge, and skill and required to educate learners effectively .It refers to the participation of teachers or management bodies in development activities in order to be better equipped as teachers and school management bodies.

Continuing Professional Development is important to teachers' personal lives and career development. Much emphasis has to be put on the nature of CPD as a 'continuing' process for improvement in the knowledge and skills gained. As an ongoing process of any kind of education, training, learning and support activities engaged in by teachers alone or with others (Bolam, 1993).Continuous professional development enhances their knowledge and skills and enables them to consider their attitudes and approaches to the education of children, and to improve the quality of learning and teaching. In short, CPD focuses on fostering individual competence to enhance, practice and facilitate dynamic changes in education (Blandford, 2000).

Moreover, the recent meaning of CPD states that CPD means any activity that increases the skills, knowledge and understanding of teachers, and their effectiveness in schools

(Dajer, 2001). The central point to the success of the plan is the need for staff to work in schools with collaborative cultures. Continuous professional development(CPD) is a continuing process of education, learning, training, and supporting activities to achieve valued teaching and learning culture of teachers so that they can educate their students effectively and creating an agreed balance between individual, school and national needs (Bolam, 2002).

As a result, 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 achievement. The response to this challenge is embracing the concept of professional training, in order to adapt with learning new skills through CPD.

For that reason, 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).

Continuous professional development prepares teachers to manage their future responsibility because it is a future oriented process. It is considered in this research as one of the most important pedagogical activities that is used to improve teachers' effectiveness and enhance School improvement with all its constitute parts.

Totally, teaching as an occupation requires standards of trainings and constant rebirth. Continuous professional development is a sustainable progress of teachers' knowledge and skills in the process of teaching and learning.

2.1.1 HISTORICAL DEVELOPMENT OF CPD

In the 19th century teachers usually were poorly equipped professional attributes and usually not given attention of advancing their own profession .During that period teacher training was aimed at correcting mistake in teachers' academic background. But, teaching was professionalized at the turn of the century and schools appeared for the specific idea of training teachers and in-service education reform (Grant, Peggy and young, 2008).

In America, as noted by Abdal-Haqq (1998) the coming of rival countries to lead in scientific and economic competitions, such as the launching of the spuntnik satellite by the Soviet Union and the issue of socialist justice and pragmatism were the factors that initiated the needs of CPD.

Continuous professional development program is demanded because of increasing quality education and the demand to improve teachers' skills.

As a result government involvement in the professional development has increased over time and the program is now more prepared and became part of government policies and targets (Baldford, 2000). According to Nicollas, (2001) CPD was formerly known as in-service education and training. He also explained that CPD was first developed in 1960s in Great Britain. The reasons that gave for its appearance were problem identified on the issue of the quality of teaching.

Therefore, continuous professional development is the systematic progress of teachers' knowledge and skills and the improvement of learning throughout an individual working life. The programs include activities such as on the job training, conferences, seminars, workshops, and being a coach or mentor (Gust, 2004).

2.1.2 The Benefits of CPD

Continuous professional development program for teachers should aim at forming a better and more effective teacher capable of adapting to different school or classroom situations. At the same time, the end result of the change should be improved learning outcomes for the learners. Clarke and Hollingsworth (2002) stress that the most immediate and significant outcome of any successful CPD is a positive impact in changing teachers' knowledge and practice, which in turn should lead to improved learner performance.

In a research study on professional development of teachers reported by Guskey (2002), it was revealed that most teachers engage in CPD activities because they want to become

better teachers. These teachers see professional development program as among the most promising and most readily available route to growth on the job. It is also important to note that, for the vast majority of teachers, becoming a better teacher means enhancing student learning outcomes.

Scholars such as, Fullan & Hargreaves (1996); and Fullan (1999) also report similar findings that, teachers are attracted to professional development because they believe that it will expand their knowledge and skills, contribute to their growth, and enhance their effectiveness with students. Any development program therefore, that fail to address these needs, are doubtful to succeed (Fullan & Miles, 1992).

Additionally, Craft (1996), has identified the following   for responsibility CPD for teachers: to improve the job performance skills of whole staff and individuals; to develop the professional knowledge and understanding of an individual teacher; to extend the personal or general education of an individual; to make staff feel respected, to promote job satisfaction among staff; to prepare teachers for change.

Moreover, Eraut (1995) emphasizes that in-service education raises the cultural and professional standard of the teaching force as a whole. Therefore, in-service education is also an indicator of the health of an education system as it contributes to a better teaching force and improved learner outcomes as noted earlier. The changes in classroom practices demanded by the educational reforms ultimately rely on teachers (Fullan and Miles, 1992; Spillane, 1999).Continuous professional development plays an important role in helping teachers to manage current demands of the on-going and dynamic changes for enhancing the quality of learning and teaching (Fullan, 1995; 2006; Hopkins and Harris, 2000)

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As 'the core of any innovation is the ongoing and constant process of change' (Curtis and Cheng, 2001:139), such an 'ongoing' change process requires a great deal of learning on the part of teachers, and support and guidance are required for facilitating such learning of teachers (Putman and Borko, 1997; Ball and Cohen, 1999; Wilson and Berne,

1999). This learning of teachers should thus be regarded as ongoing and the importance of CPD should not be minimized (Blandford, 2000).

Teachers' CPD is generally viewed as a way for the improvement of learning and teaching. Bolam (1993) defines CPD as 'any professional development activities engaged in by teachers which enhance their knowledge and skills and enable them to consider their attitudes and approaches to the education of children, with a view to improve the quality of the teaching and learning process'.

Gordon (2004) has similar views about the purposes of CPD. He also outlines three core purposes of CPD, which are: Improvement of teaching and learning, in terms of curriculum development, restructuring, and instructional development, Improvement of school-parent collaboration and improvement of student assessment.

Hence, the overall purpose of the CPD program is to raise and improve teachers' subject matter knowledge based on the content of the curriculum and the teaching approaches which require teachers to involve students in the development of higher order thinking skills by developing more positive attitudes to their work at the school level, and strengthen professional identity. It also promotes teachers to recognize their work as a professional by providing new chance for growth, exploration, learning and development (villegasRiemers, 2003).

Moreover, the contribution of CPD for improved pre-service and in service training and professional support is pointed out in the educational sector review (ESDP IV) of the federal ministry of education (MoE, 2010).

Finally, the purpose of school based CPD is to authorize teachers of their capability in order to improve students' learning atmosphere.

2.1.3 Principles of CPD

The dynamic evolution of science, technology, culture and school system itself makes it necessary for the basic training of teachers to be complemented by the further training. According to West (1989), the principles of staff development are the following: Staff must see themselves as owners of the program, it must go well with all staffs, it must be rooted in the organizations' culture and it should be based on need assessment.

The principles are the basic rules developed to satisfy for the achievement of objectives. At present CPD is not mandatory in most countries of the world. But, governments are introduced legislation concerning CPD and linking it to carrier structure and evaluation of teachers. The legislation contains various principles and conditions of services (Schwill,Leu, e- tal, 2005).

According to the work of Leu and, Gray (2005)   the major principles of CPD   are the content of professional development focuses on what students are to learn and how to address the different problems students may have in learning the material. And also, Professional development should be based on analyses of the differences between (a) actual student performance and (b) goals and standards for student learning. Professional development should involve teachers in identifying what they need to learn and in developing the learning experiences in which they will be involved.

Moreover, professional development should be primarily school-based and built into the day-to-day work of teaching. Most professional development should be organized around collaborative problem solving. Professional development should be continuous and ongoing, involving follow-up and support for further learning – including support from sources external to the school that can provide necessary resources and new perspectives. Professional development should incorporate evaluation by multiple sources of information on (a) outcomes for students and (b) the instruction and other processes involved in implementing lessons learned through professional development (Leu and, Gray, 2005).

Generally, the principles of CPD help to show the features of professional teachers and are based on the societal requirements and cultural development of the society. MOE (1994) noted that professional requirements focuses on creativity, knowledge and skills, collaboration and cooperation between colleagues and its positive attitude towards the needs of the society.

According to MoE (2003) principles outlined in the Ethiopian context; there should be an initial CPD program phase for all teachers to follow. CPD should focus on areas of identified needs that are common across the system; Staff development program will be more effective if all on-going activities are registered or documented. One key element of CPD will be the provision of courses related to the levels and status of teachers, the renewal of a professional teaching license will require the completion of equivalent of stated minimum number of semester hours of CPD credits over the period concerned.

To sum up, the principles are the most important and help to realize the goals of the organizations. Teachers became professionals, and it built the daily work of teaching.

2.1.4 Features of Effective CPD

The most effective forms of professional development seem to be those that focus on clearly articulated priorities, providing on-going school based support to classroom teachers, deal with subject matter content as well as suitable instructional strategies and classroom management techniques and create opportunities for teachers to observe, experience and try out new teaching methods (OECD, 2005:128).

According to Sparks and Louck (1990) features of effective continuous professional development include: Program conducted in school settings and linked to school wide efforts, teachers participating as helpers to each other and as planners, with administrators, of in-service activities. And also, it focuses on self-instruction and with differentiated training opportunities, teachers in active roles, choosing goals and activities for themselves, emphasis on demonstration, supervised trials and feedback, training that

is concrete and on-going over time, and ongoing assistance and support available upon request are the major features of effective CPD.

According to WestEd (2002) an effective continuous professional development program as one that focuses on teachers as central to student learning, individual, collegial, and organizational improvement, respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community. Moreover, it reflects best available research and practice in teaching, learning, and leadership, enables teachers to develop further expertise in subject content, teaching strategies. And also, it uses of technologies, and other essential elements in teaching to high standards, Promotes the continuous inquiry and improvement embedded in the daily life of schools.

Furthermore, an effective CPD planned collaboratively by those who will participate in and facilitate development, Collaborative planning ensures ownership of the program, is driven by a coheret long-term plan. Change is a gradual process, hence, it needs to be given more time during which the teachers are monitored and given necessity evaluated ultimately on the basis of its impact on teacher effectiveness and student learning; and this assessment guides subsequent professional progress efforts. Teacher change and consequent improvements in learner performance are the ultimate goals of any CPD program for teachers (WestEd, 2002).

Another scholar, Lee (2002) conducted a study in Taiwan to examine the characteristics of effective CPD. In his study, effective staff development is described as for Treat every colleague as a potentially valuable contributor as: Teach other teachers, Share, discuss, and critique in public forums, Turn ownership of learning over to the learners, Situate learning in practice and relationships, Provide multiple access points into learning communities, Reflect on teaching by reflecting on learning, Share leadership, change professional characteristics and link it to the professional community.

Moreover, other researchers like Lieberman and Wood (2002) examine the features of good practice in CPD, in which 'opportunities for sharing of ideas/strategies and current

developments with other teachers' is the most recognized feature of good practice in CPD. The other most recognized feature of good practice in CPD was 'relevant content'; whilst opportunities for 'hands-on', practical experience was identified the vital advantage of CPD.

According to Desalgne (2010), effective CPD is directed towards providing teachers with the skills to teach and assess for deep understanding and to develop students' cognitive skill. It enhances teachers understanding of the content they teach and makes use of expert teachers and attractive classroom practitioners with the active participation of the stakeholders in improving, collaboration and planning of CPD practices.

The other common characteristics of effective CPD are situated learning and professional learning communities. CPD is effective when teacher learning occurred in authentic way through teachers' active involvement and participation. This authentic way of learning fundamentally situated in the context of the practice leading to the betterment of teaching and learning. Teachers put what they have learnt in to practice and new learning through social construction and negotiation of meanings by means of sharing, collegiality and reflection. In this learning process, collaboration is significance in shaping effective CPD. It is the basic to create professional learning communities. In collaboration can create teachers professional confidence and allow for interactions amongst teachers (Harris, 2003).

There has been a growing consensus that the most effective CPD is focused on teachers' classroom practice and in collaborative in nature. It claims that an increasing body of professional work demonstrates the value of moving collegial learning from the margins of professional practice to the heart of it in which classroom teachers not only as classroom expert in a single school but also as members of the boarder education community.

In addition, the features of effective school based CPD focuses on classroom practices and collaborative work, improving the teachers performance in the classroom, team

teaching and doing action research together, planning lessons in a group, observing each other and teachers work together (MoE,2009) .

And finally, the features of effective CPD are the support of the achievement of the students result as well as the professional development of teachers. Hence, to practice and implement CPD program helps to achieve success.

2.1.5 The CPD Cycle

The CPD Cycle is a carefully planned response to identified development needs" At each level - individual, group, institution, woreda, zone, and region, national - the CPD cycle is similar, (MoE, 2009). The major activities in CPD cycles are analysis of the existing situation, planning, doing, and evaluation. Then CPD analysis is related with the activity to select the learning needs of an individual, a group and an institution.

This activity includes: self assessment, peer review and selection of school CPD priorities, 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. Additionally, giving feedback and advice for development, Shadowing a teacher, Action research, Professional reading and research, Visiting schools and teachers to see examples of good practice, Sharing/showing good practice within a School, Maintaining a professional portfolio, Team teaching, Workshops, Visiting experts, Mentoring and Discussion meetings are the major activities of the CPD analysis, MoE (2009b).

Planning is part of the CPD cycle which is developed annually by 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).

Doing is concerned with practical methodologies to realize the CPD needs in improving and updating the teacher performance. Such activities include curriculum reforms

planning, peer observation, action research, communicating students, sharing professional experiences, workshops, mentoring, discussion, and meetings. Evaluation is reviewing and to judge the effectiveness of the desired outcomes of the CPD action plans (MoE, 2009).

Generally, analysis the existing situation, planning, doing and evaluation are the major actions and variables of the CPD cycle.

2.2 THE MAJOR ACTIVITIES IN CPD

2.2.1 Induction

Induction is a systematic organizational effort to assist personnel to adjust to new assignment (Castetter, 1992). It could be argued that induction is an intended activity to help beginners and/or new staff so as to properly perform their duties. This is because the first year of teaching has always been difficult as almost any serving teaching will testify. Newly hired teachers need to understand how the system is functioning and how they fit into it.

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 process (Gray, 2005).

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 (Craft, 2004). According to David (2006), unless teachers get sufficient information about their roles, responsibilities and other related issues, they will frustrate and may leave their profession.

Schools should avoid placing newly qualified teachers to perform complex tasks. They should establish guidance and provide assistance to ensure that they can demonstrate their proficiency in their teaching. To this effect, induction programs should be made to order based on analysis of individual needs to support new teachers from widely diverse backgrounds and experiences. The importance of teachers' induction both for the beginner teachers and the schools is that it contributes to avoid unnecessary tension and future fault.

According to Steyn and VanNiekerk(2002:232) new staff members are assisted through induction to adjust effectively to their work environment with the minimum trouble and as quickly as possible. Induction is therefore, familiarization process of all staff who is taking up a post in a new school or a new responsibility in the same school. Furthermore, Widen and Andrews (1987:142) point out that a well designed induction program is an excellent staff development model. The institutionalized induction program should be captured in the induction policy of the school. Schools that have an induction policy can assist in every one knowing about procedures, rights and responsibilities (Bubb and Earely, 2007:133).
Furthermore, a school induction policy should serve to insure that a planned induction program is followed, individuals involved in induction are aware of their roles and responsibilities.

The researchers such as, wideen and Andrews(1987;145) states that a strong induction program is characterized by experienced and beginning teachers participating in the planning, problem solving, decision making and implementation of the induction activities. The induction activities should be tailed into the CPD plan of the school. The induction, therefore, would serve the purpose of building a firm foundation for the future professional and career development of individual teachers (Bubb and Earely, 2007:128).

Therefore, an induction program can help teachers to tackle the problems they face and to cope with reality-shock they experience. Specially, an induction program is useful for new qualified teachers. Hence, the school management bodies need to give an induction

program for teachers and follow its practice and solve the problems that create difficulty in their work. More importantly, teachers' induction program is vital for both the beginner teachers and the schools and it contributes to keep away from unnecessary anxiety and future fault.

2.2.2 Peer Coaching

Coaching is the process where a person with expertise in the field assists colleagues through structured discussions and activities on how to solve their problems and perform their tasks better than they would do it without this assistance (TTA, 1998). The main purpose of coaching is improving practical skills. It takes place at workplace when workers seek advice, explanations or demonstrations. Major coaching opportunities are research, participation in study groups, problem-solving teams, observation on performance of their colleagues, writing journals, participating in improvement activities (Kalinauckas, 1995).

Peer coaching occurs when two or more peers, usually sharing the same grade, subject or learning area visit each other as they teach and discuss how to help learners (Heysteketal, 2008:186).Furthermore, (Heysteketal, 2008:186) quote Peixottoand Fagar(1998) when they state that peer coaching is particularly effective where teachers have undergone the same training and use chance to compare how they implement their newly gained skills. Hpkins, Ainscow and pointer West(1994:120) provide an important pointer when they write that the primary purpose of peer coaching is to support and not evaluation, thus peers are more appropriate partners' than administrators in this professional growth system.

In general coaching requires human interpersonal relationships, collegial atmosphere and collaboration. Skillful, knowledgeable and committed teachers are required to play coaching role. Selecting appropriate coaches is essential. If this process is successfully implemented in schools, the education system will benefit a lot.

2.2.3 Mentoring

According to Bladford (2000), mentoring can be defined as process assistance offered by experienced staff to other practitioner who needs to acquire professional skill. The experienced practitioner is appointed as a mentor to assist beginning or inexperienced teacher to adapt to the load of a complex job of teaching.

Mentoring in schools is used when a beginner teacher is assigned to an experienced one. During mentoring, knowledge and skills are transferred by the more experienced teacher to less experienced teacher. The experienced teacher coaches the newly appointed teacher, eventually ensuring that he or she acquires the necessary knowledge and skills.

Mundry (2005:10) mentions that beginner teachers who wish to improve their teaching are assigned to an accomplished teacher mentor who teaches the same subject matter. Mentoring enhances the self image of mentors as they see themselves as competent, helpful and having personal exchange (Murrphy, 1996 as quoted in Ehrich and Hansford, 1997:1).

A mentor provides a new comer with support, problem solving, guidance and network of staff who shares resources, insight, practices and materials. Mentors are also expected to establish a supportive supervisory relationship and apply effective counseling skills (Bleach, 1999).

Moreover, induction tutors, in their day to day work with newly qualified teachers are expected to respect, encourage, motivate and understand them to take increasing responsibility for their own development.

In mentoring the school leaders and concerned officials need to plan appropriate mentoring programs and facilitate its implementation in order to get feedback and solve the challenges that can be faced through the process based on the feedback (Anderson and Shannon, 1995).

According to Rhodes (2004) mentoring is an essentially supportive process it can be used to support teachers through a combination of coaching and counseling. It is a powerful

personal development and empowerment tool. It is an effective way of helping people to progress in their careers and is becoming increasing popular as its potential is realized. It is partnership between two people normally working in a similar field.

For mentoring to be successful, it should be free from compulsion and external pressures. Mentees are free to choose their mentors. Mentoring activities are fruitful if they help newly qualified teachers to develop; if relationships are cohesive and efforts are collaborative.

Generally, mentoring is to support and encourage people to manage their own learning in order that they may maximize their potential, develop their skills, improve their performance and become the person they want to be.

Mentoring is a powerful personal development and empowerment tool. It is an effective way of helping people to progress in their careers and is becoming increasing popular as its potential is realized. It is a partnership between two people (mentor and mentee) normally working in a similar field or sharing similar experiences. It is a helpful relationship based upon mutual trust and respect.

A mentor is a guide who can help the mentee to find the right direction and who can help them to develop solutions to career issues. Mentors rely upon having had similar experiences to gain an empathy with the mentee and an understanding of their issues. Mentoring provides the mentee with an opportunity to think about career options and progress.

A mentor should help the mentee to believe in herself and boost her confidence. A mentor should ask questions and challenge, while providing guidance and encouragement. Mentoring allows the mentee to explore new ideas in confidence. It is a chance to look more closely at yourself, your issues, opportunities and what you want in life. Mentoring is about becoming more self aware, taking responsibility for your life and directing your life in the direction you decide, rather than leaving it to chance.

2.2.4 Action Research

Action research is a practical approach to professional inquiry in any social situation. One of the major continuous professional development activities for teachers is action research. It is an important practice in developing educational profession in educational system. Action research empowers teachers by increasing the individual practices, improved student learning outcomes, commitment to work, cooperative work place and effective school leadership (Grandy, 1994).

Action research advances the professionalization of teachers by helping them develop and confirm their knowledge (Hopkins, 2002).Action research often begins, in a teacher practices, as school based studies that are part of a pre-service teacher education program and continue as part of school based teacher professional development program.

In Johson (1993), it is explained that, action research improves the teaching and learning practices towards quality education by changing perceptions of teachers. It asks improve the existing situation and provide potential to impact school change. Action research creates computations among teachers. It is a purposeful collaboration of teachers activity being accomplished individually, students among colleagues and stakeholders searching for solutions to problems rising in the schools (Eileen, 2005).

 MoE, (1999) also viewed as action research as a small scale involvement in the function of the real word and close examination of the effects of such involvement. This entails that it is the process by which the researcher involves in the function of the real world. According to McBride (1996), there are three basic reasons why action research is good for teachers' professional development: It is enquiry based and allows teachers to investigate their own words. It is aimed at the improvement of teaching and learning in schools. And also, it leads to purposeful and planned action to improve conditions for teaching and learning.

According to Gay and Airrasian (2000) action research is a form of collective self-reflective enquiry undertaken by participants in social situation in order to improve the

rationality and justice of their own social or education practices as well as their understanding of the practices and the situations in which the practices are carried out. Carr and Kemmis (1986) describe action research as being about: the improvement of practice, the improvement of the understanding of practice, the improvement of the situation in which the practice takes place.

Generally, action research is then useful to generate knowledge, to disseminate it, to improve practice and to win public esteem to teachers and their profession.

2.2.5   Classroom Practices of CPD

Continuous Professional Development, activities has its own role in implementing the actual teaching and learning process in the classroom. And also, it promotes the application of student centered methods in the classroom to make learning more effective. continuous professional development also improves teaching skills such as self evaluation, conducting action research, lesson planning, and successful classroom management using variety of teaching techniques, creating teachers' collaboration in team work exercise continuous assessment practices, and considering gender issues (Desalegn, 2010).

According to, Gallimore, James, and James (2002) 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 chance 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.

Generally, the objective of school based CPD is to increase the quality of 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 students and the teachers. Moreover, the major activities of

CPD are induction, peer coaching, and action research mentoring and classroom practice of CPD.

2.3. PORTFOLIOS OF TEACHERS PROFESSIONAL DEVELOPMENT

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).

In the past few years, portfolios have gained increasing support in education from students, teachers, and school administrators for a variety of reasons. Portfolios were initially introduced to address a variety of student assessment concerns regarding the genuineness of tasks, learning over time, and the application of knowledge. In addition, portfolios reflected and integrated many current theoretical perspectives on teaching and learning like peer coaching (McLaughlin and Vogt, 1998).

A portfolio, as defined by Riggs and Sandlin, (2000) is a collection of items gathered over a certain period of time to illustrate different aspect of a person's work, professional growth and abilities. However, in teaching, a portfolio is usually a tool used to engage teachers and students in discussions about topics related to teaching and learning (Villegas-Reimers, 2003).

A teaching portfolio is a purposeful collection of evidence assembled by a teacher consisting of descriptions, documents, examples of good teaching, and moreover, a teacher's thoughts on their educational practice (including illustrations of its complexity). The use of portfolios in the teaching profession began during the late 1980s in the work of the Teacher Assessment Project at Stanford (Wolf, 1991). According to Wolf (1991, 130), as an alternative form to assessment, portfolios represented a way to define, show, and store -evidence of a teacher's knowledge and skills that is based on multiple sources of evidence collected over time in authentic settings (in Delandshere and Arens, 2003).

There are three forms of portfolios that are normally used by educators: An employment portfolio, an assessment portfolio and a learning portfolio (a collection of items that help teachers to think about, and describe learning outcomes (Diets, 1999). These three forms of portfolio, according to Frederic, McMahon and Shaw (2000) and Lally (2000) are referred to as evaluation, assessment and employment portfolios; teachers use both their evaluation and employment portfolios mainly to discuss their best work. They are advised to do this so that their educational skills can be demonstrated.

A development portfolio, which is also referred to as a learning portfolio, focuses on a teacher's process of reflection when they compile a teaching portfolio. Teachers should try to improve their teaching practice with the aid of a development portfolio (Lally, 2000). Portfolios seem to be a preferred method of assessment for making decisions about teaching. Many teacher education programs require potential teachers to develop portfolios to prepare them for licensing or relicensing. In parallel with teachers' use of portfolios, many schools have begun using them as part of their pre-service program with teachers in order to facilitate self-reflection, document grow on performance-based tasks, and promote a sense of professional efficacy (Tucker *et al,* 2003).

According to MoE (2009b) each teacher is required to keep a portfolio of CPD activities. The portfolio includes: Individual CV, Individual CPD action plan, evidence of all the CPD activities which have been undertaken by the individual teacher in the last three years, feedback from mentors/facilitators, teacher's self-reflections on progress, annual appraisal reports, record of Professional Competencies achieved, and other evidence of personal development activities undertaken-e. g., upgrading, summer, school programs – that are not a part of the mandatory sixty hours, examples of examination results with an analysis, and examples of lesson plans with evaluations.

2.4 CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD) IN ETHIOPA

In Ethiopia modern Education had to be started at the beginning of the 20th century and officially commenced in 1908 with the opening of Menilk II school in Addis Ababa, (Ayalew,2008;8).The introduction of modern education in Ethiopia, therefore, has brought an increasing demand for better and improved system of education. There are various ways to ensure the improved system of education. One of the mechanisms is teachers' continuous professional development.   Therefore, teachers' professional competency is the vital one to produce educated and skilled man power.

Continuous professional development is a recent activity in the world, as well as in Ethiopia. The policy document, MoE (1994) indicate that the former education system knotted with complex problems and low quality of education. To ensure the quality of education the Federal Democratic Republic of Ethiopia Government, (FDREG) formed a new education and training policy. The policy consists of specific and general objectives of education, areas of special concentration, prioritized actions and overall plan. From prioritized actions one focuses on teacher training and professional development of teachers.

In Ethiopia continuous professional development can be placed into two categories (MoE, 2009b). These are updating and upgrading of teachers in CPD. Updating, is a continuous process in which every professional teacher participates during their career as a teacher. It focuses on subject knowledge and pedagogy to improve classroom practice. upgrading, is the process by which teachers can choose to participate in additional study outside their regular work as teachers at appropriate times in their career, e.g., convert certificate to diploma to a diploma of the first degree or first degree to master's degree.

 The plan 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 explore the quality and effectiveness of the teacher education system. The Ethiopian Teacher Education System Overhaul (ETESO) 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).

According to some document the study report of the task force showed that the Ethiopia teachers' education had multifaceted problems, and this lead to a complete teacher education system overhaul, hence, the emergence of TESO. The Ethiopian Teacher Education System Overhaul (TESO) is created to improve the overall quality education based on the new education and training policy. This was to be accomplished through teacher training and overall professional development of teachers and other personnel.

The TESO-CPD strategy has three steps to be accomplished at the school level: induction, the proper CPD training, and individual CPD. the former two are modular approaches planned for two successive years. Induction is a program for newly deployed teachers having four modules, two per year to be practiced in the actual teaching with mentors. The proper CPD on the other hand is meant for those teachers already in the system or requirement with the objective of licensing. In order to increase the effectiveness of teachers the government accomplished various activities.

As a kind of new initiatives, systematic practice 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.

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.

The Teachers' Development Program guideline further targets at sustainable standards of teachers' professional growth through the improvements of teachers quality, assuring teachers' motivation, encouraging action researches and collaborative studies, quality teacher education, continuous in-service short term trainings and experience sharing to add to the overall goal of achieving quality education.

2.5 FUNCTIONS AND RESPONSIBILITIES OF THE CONCERNED BODIES ON CPD

2.5.1 Functions and Responsibilities of Teachers

Each stakeholder in CPD has responsibilities. This can be either as an individual or as an institution. 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 (MoE, 2009).

Teachers in the schools are the main actors in the program and should be beneficiaries. They are requested to create effective CPD meetings at school with the initiatives of department heads and other senior teachers in collaboration with facilitators and principals who will join the meetings. They also expected to collaboratively prepare lesson plans, observe lessons, demonstrated by fellow teachers, participate in discussions after lessons, revise the lesson plan, record discussions and prepare report on CPD meeting and implement acquired skills in their own classrooms (MoE, 2009).

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).

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).

Continuous professional development is an obligatory requirement for those who teach in all Ethiopian educational establishments. It is the civic and professional duty of all educators to engage in Continuous Professional Development. It follows that the commitment of an individual teacher to their own CPD is essential. The 'National Framework for Professional Competencies of Teachers' clearly sets out the core competencies that all Ethiopian teachers need in order to progress through the professional career ladder.

As stated in the 'National Framework for Professional Competencies of Teachers', the following five Professional Competencies taken together represent the role of the Ethiopian teacher (MoE,2009). It helps Facilitating Student learning outlines how teachers plan, develop, manage and apply variety of teaching strategies to support quality student learning and assessing and reporting student learning outcomes describes how teachers monitor, assess record and report student learning outcomes.

And also, engaged in Continuous Professional Development describes how teachers manage their own professional development and contribute to the professional development of their colleagues, mastery of Education and Training Policy (ETP), curriculum and other program development initiatives describes how teachers develop and apply understanding ETP to contribute to curriculum and/or other program development initiatives. And it helps forming partnerships with the school community describes how teachers build, facilitate and maintain working relationships with students, colleagues, parents and other care givers to enhance student learning (MoE, 2009).

High quality teachers, those who are most capable of helping their students learn, have responsibilities of mastering both their subject matter and pedagogy. The preparation that teachers receive before beginning their work in the classroom and teachers' quality affects educational quality since student achievement, especially beyond basic skills, depends largely on teachers' command of subject matter and their responsibility to use that knowledge to help students learn (Darling-Hammond, 1997). Similarly, Hammond (2002) argues that, teacher's professionalism is built up from a combination of self-image, self-esteem, job motivation, task perception and future perspectives of individual.

Generally, teachers are the most important responsible practitioners in the process of real implementation of CPD. Teachers hold the duty of practicing each planned activities of CPD and improving the students' academic achievement.

2.5.2 Functions and Responsibilities of Principals

Different authors have written on school principal leadership practices in different administrative setting and tasks of school organization. Benjamin and Blasé (1999) noted that a leader who intends to bring about a change must develop and articulate a vision of what a school look like.

The school principal is the manager of the school. In order to manage and administer a school efficiently, he must provide organizational leadership in the school. In this respect, he is responsible for planning, organizing, coordinating, operating, monitoring the staff and the students, and managing school building and facilities (Mussazi, 1982).

He also noted that the principal is an organizational man who must plan and sustain an organization of the school. He plays an important role in communicating his ideas to those with whom he works, and he must be responsive to the communication of other. He provides a leadership recognizing the impact of the changing world outside. He also seeks to transform the behavior of teachers, students, and members of the community so that they will better serve themselves, their fellow men, and the educational enterprise from which they reap untold cultural and personal benefits.

According to Steyn and VanNiekerk (2002)the principal is considered as a leader, motivator of the school having the responsibility for the development of staff training program, school based and to assist teachers, particularly new and inexperienced teachers ,in developing and achieving educational objectives in line with the needs of school. One of the many roles of principal is to create the right set of conditions to enable change to occur. Principals have an important role of setting and clarifying expectations with teachers and other staff members, monitoring progress and attending to the concerns of teachers.

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

According to MoE (2005) the school principals have the following responsibilities in implementing proper CPD programs: These are; decide the appropriate duration and timing for the course, decide on the formation of the groups and which teachers will be participants, Select appropriate facilitator for the group and gives orientation about the course, Contacts a nearby school to act as partner school (to share experience), and give orientation on the course to the participants, who are then able to begin the course.

As well as, MoE (2009) briefly states that principals are responsible for ensuring that learning and student achievement is inclusive, and at the centre of strategic planning and resource management, creating a CPD management strategy within the institution, ensuring that an effective CPD needs analysis is carried out each year together with colleagues, identifying issues for consideration as CPD priorities, ensuring that the institution/department/faculty produces an Annual CPD Plan and manages the budget.

In addition to this the school 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, monitoring and assessing the content of individual Professional Portfolios and giving constructive feedback, collaborating with other local institutional leaders to facilitate effective responses to shared CPD issues collaborating with woreda, zone and REB professionals to ensure that national and regional CPD priorities are addressed in institutional CPD planning.

Moreover, it is needed that taking part in regional and national CPD activities to guarantee their own knowledge and experience is update and ensuring that all teachers in schools take part in sixty hours of CPD, activities each year. Likewise, principals are the most important stake holders in planning, coordinating, facilitating, supporting, and evaluating the effective application of continuous professional development (CPD).

To sum up continuous professional development as a range of planned activities by which education personnel in active service have opportunities to further their education, develop their understanding of educational principles and techniques is crucial for the efficiency and effectiveness of a country's educational system. For this and other related reasons continuous professional development programs should mainly focus on improvement of schools, professional development of individual teachers and the school community as a whole.

In these endeavor educators at every level within the structure of the educational sector, teachers, parents, students and the community at large need to play a constructive role.

More importantly, school principals have decisive role to play in every aspect of the program.

2.5.3. Functions and Responsibilities of Schools' CPD Facilitators

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).

The school CPD facilitator, in combination 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).

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 collecting 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 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 for an agent of change. Schools in particular can benefit from bringing in supervisors, to widen their group 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 worry 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, 2001).

Therefore, school based CPD facilitator 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 improvement of teachers' proficient.

2.5.4 Functions and Responsibilities of Cluster Supervisors

Instructional supervision is service that will be given for teachers and it is the strategy that helps to implement and improve teaching learning process and to improve students' academic achievement. Due to this the supervisor practices as a coordinator, a consultant, and a facilitator in teaching learning activities.

The objective of the supervisor is implementing teaching learning process through providing professional support and by forming suitable situations of students (USAID, 2004).Supervisor is an expert who supports teachers by establishing the Cluster CPD

Committee, managing and coordinating CPD activities within the cluster, sharing individual school CPD plan, supporting as appropriate the annual School CPD plan.

According to Ukeje,et al (1992) supervision is the service provided for the purpose of improving teaching- learning activities. In today's school it is a cooperative service designed to help teachers. Supervisor should work with the staff classroom teachers and principals. Supervisors serve as a resource leader for teachers to check the availability of resource for professional development of teachers and effective implementation of the curriculum. They carry out their responsibilities by using different methods such as by preparing workshops, seminars, and conferences with teachers.

Additionally, the supervisor supporting Teachers' Professional Portfolio development, providing opportunities for collaboration and the sharing of good practice within the cluster e.g. samples of good lessons, effective teaching strategies, innovative use of readily available materials for practical lessons, making available resources for cluster schools to use in the Induction program for newly deployed teachers, supporting inclusive education, reporting annually to the woreda on cluster CPD activities, maintaining an effective communication system between all the schools (MoE,2009).

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.

2.5.5 Functions and Responsibilities of Woreda Education Offices

According to the CPD guideline of MoE (2009), in the education system the woreda education offices play an important role in the implementation of CPD program. Wereda Education Offices(WEOS) are responsible to producing local CPD plans, ensuring that all schools have annual CPD plans, monitoring and evaluating the CPD activities of schools, collecting data about CPD activities in the woreda, collecting data of individuals' and schools' participation in CPD.

Moreover, the woreda education office experts have the responsibilities of providing support and training to clusters and schools through the supervisors, raising awareness of and promoting all-encompassing education in all schools, collaborating with school directors to administer the 'Induction' CPD process and to reasonable the judgments on passing/failing, providing support and advice on the maintenance of professional portfolios. And finally, Woreda education office have the responsibility of overseeing and facilitating the work of clusters and kebeles in their support of the CPD effort, and to allocate sufficient budget, prepare training opportunities and discussion forum (MoE,2009).

Generally, Woreda education office experts take the responsibilities of allocating sufficient resources; evaluation of the overall effectiveness of the professional development program; providing the necessary technical supports; preparing trainings; and providing discussion opportunities on the status of the process of CPD implementation and the prevailing challenges.

2.5.6 Functions and Responsibilities of Zone Education Department Office

Zone education departments have various responsibilities such as; analyzing and identifying regional priorities, production of materials and delivering training to implement them, sharing information with all stakeholders, annually producing and circulating regional CPD, allocating the resources needed to implement the regional CPD program including the development of Teachers' Professional Portfolios (MoE, 2009).

And also they must take the responsibilities of ensuring that resources are written in the language that teachers will understand best, with high quality translation, produced in sufficient quantities of booklets and distributed throughout the region, monitoring and evaluating the CPD program regionally and producing an annual report which should be submitted to the Process for Teachers and Leaders Development, Ministry of Education, raising awareness of and promoting inclusive education throughout the region through CPD, and compiling Educational Management Information System (EMIS) CPD statistics for the region and submitting them annually to the (MoE, 2009).

2.6 THE CHALLENGES OF CPD IMPLEMENTATION

There are different challenges or obstacles in order to achieve the predetermined goals. These challenges need efforts and strength of mind to solve the existing problems and to become successful. According to the finding of the Ministry of Education, MoE (2010),the major challenges identified at the national level to practice CPD program are; lack of trained facilitator, time constraints of teachers, the cluster resource centers were not well organized and transforming CPD activities, teachers are not provided awareness about the background of CPD, lack of CPD books, absence of coordination between the stakeholders, Teachers are not motivated by the woreda to solve the ongoing problems, and less committed of the stakeholders.

According to Falk (2001) 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.

Furthermore, leadership and supervision for professional development is distributed among teachers, principals and other administrators. School based continuous professional development is most effective when there are strong leadership and supervisory assistance. But, defects in the leaders recognition of the value of high quality professional development discourages and undermines teacher participation and communication about the benefits of professional development to stake holders (Gray, 2005).

Besides, 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. These programs need financial resources for logistical purposes. These may include transportation, buying of materials to use during and after the training, paying allowances to resource persons and participants and paying for accommodation of participants if the training is an off-school site based CPD program (Mohammed, 2006). Governments need to commit themselves to CPD program budgets and ensure that they are used for the intended purpose. Cost effective ways of running effective CPD programs need to be explored so that the programs do not suffer much due to limited funding.

In addition, 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.

Another scholar, Brown (2004) argues that professional development that is of longer duration and time span is more likely to contain the kinds of learning opportunities necessary for teachers to integrate new knowledge into practice. And also, Little (992), stated that in most cases teachers are poorly experienced to implement reforms in subject

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matter teaching that end with the absence of the integration of the contents with students opportunity to learn. Fine (1992) as cited in Little (1992), further indicates that the magnitude of CPD task frustrate teachers and discourage them to dilemmas. Moreover, less committed leaders damage the coordination of CPD program.

Generally, the main challenges that can hider 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.

CHAPTER THREE

3. THE 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 methods of data analysis.

3.1 The Research Design

Research design is the plan of action that links the philosophical assumptions to specific methods (Creswell and Plano lark, 2007).This study attempted to obtain information to examine and describe the practices and challenges of CPD. Hence it was a descriptive survey design with the belief that this design is suitable to obtain sufficient information on the issue under study from a relatively large number of cases at a particular time.The strategy was the concurrent triangulation strategy which uses both quantitative and qualitative methods of data collection concurrently in order to best understand the phenomenon of interest (Creswell, 2003).

3.2. The Research Methodology

Method is a style of conducting a research work which is determined by the nature of the problem (Singh, 2006).To realizes this purpose the researcher employed both quantitative and qualitative methods. The qualitative method was employed as a supplementary to the study with the information gained by open ended questions and semi-structured interview.

3.3. Sources of Data

The sources of data for this research were both primary and secondary sources. The primary sources were teachers, principals, cluster supervisors, department heads, and school CPD facilitators, woreda education office expert and Zone education department office expert. The secondary sources were school records or documents consisting of CPD plans, action researches, feedback documents and CPD action reports.

3.4. The Study Area and Population

The study area for this research is Benishangul –Gumuz Regional State in north-Western Ethiopia in Kemashi Zone. Benishangul- Gumuz Regional State has three Administrative Zones and one special woreda and Kemashi Zone is one of the three Zones. It is bordered by Metekele Zone in the North, Assosa in the West, Oromiya Region in the South, East and North East. There are five Woredas in Kemashi Zone. These are: Belodjifoy, Kemashi, Yaso, Agalometi, and Sedal woredas. There are ten Secondary Schools in Kemashi Zone. The populations for this study were the seven Secondary Schools of Kemashi Zone Benishangul- Gumuz Regional State. These are: Belojiganfoy, Angermeti, Angerwaja, Kemashi, Kamashi boarding School, Agalometi, and Chegsha Secondary Schools. Korkameti and Sedal Secondary Schools were excluded from the study to make the study manageable.

Amongst the ten Secondary Schools, 7(70%) were selected through lottery method of simple random sampling technique to provide independent and equal chance of being selected for the schools. The researcher believed that the sample size of 7 secondary schools were representative and would help to compose well-founded generalization at the end of the study.

The total number of teachers 96, department heads 14, CPD facilitators 7, principals 7, cluster supervisors 4, woreda teachers development coordinators 4 (one from each Woreda), Zone Education Department Office Teachers Development Coordinators 5 with a sum of 151 were the total population of this study.

The administrative map of Benishangul-Gumuz Regional State (The study focuses on Kemashi Zone).

Source (BGREB, 2004)

3.5 Sample Size and Sample Techniques

Since the researcher has a work experience of sixteen years as a teacher and a principal in different woredas of Kemashi Zone Secondary Schools. Therefore, the academic achievement of the students in Secondary Schools of Kemashi Zone was very low and because of this, Kemashi Zone selected purposively among the three Zones of Benishangul- Gumuz Regional State. The four woredas in Kemashi Zone were included through simple random sampling method. But, Sedal woreda was excluded from the study because of its geographical difficulty. Moreover, all the seven Secondary Schools found the four Woredas of Kemashi Zone were included using availability sampling technique because the number of the population pertaining to the required features was small and could be easily accessible.

The four woreda cluster supervisors had been selected using purposive sampling method for their close working relating with all school activities and they are believed to have in the information required. Seven (100%) Principals, and 7(100%) CPD facilitators (one from each Secondary School) were included by availability sampling technique. These groups are close supervisors to the everyday in-school activities of teachers and are expected to provide appropriate information regarding CPD.

Furthermore, four department heads (Language, social science, natural science , civic and ethical education departments) from each Sampled Schools with the total of 14(50%),(two department heads from each Sampled Schools) that is Amharic and English from Angerwaja, Maths and physics from Angermeti, chemistry and biology from Belojiganfoy, history and geography from Kemashi boarding school, civic and ethical education from Chegesha, and physical education department from Agalometi Secondary School were taken through simple random sampling technique.

Finally, out of 83 (100%) teachers in the Sampled Secondary Schools, 83 (100%) of them were included. This was because in order to collect relevant information about the practice and challenges of CPD, the number of the population pertaining to the required features is small and easily accessible within short period of time for data collection. The total sample population for this study was 120. The researcher believed that the sample of 70% was increase the validity of the study results.

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

S.No	Types of respondents	Population	Sample size	%	Sampling technique
1	Cluster supervisor	4	4	100	Purposive
2	Woreda education office expert	4	4	100	Purposive
3	Principals	7	7	100	availability
4	Zone education office experts	5	1	20	Purposive
5	Teachers	96	83	100	Censes
6	CPD facilitators	7	7	100	purposive
7	Department heads	28	14	50	Simple random lottery method
	Total	151	120		

3.6. DATA GATHERING TOOLS

The data collection tools that were used in this study were questionnaires and interview for primary sources of data and document analysis for secondary source.

3.6.1. Questionnaires

Questionnaires are written forms that ask exact questions of all individuals in the sample group, and which respondents can answer at their own convenience (Gall et al., 2007).The questionnaire is the most widely used type of instrument in education. The data provided by questionnaires can be more easily analyzed and interpreted than the data obtained from verbal responses.

Questionnaires give better uniformity across measurement situations rather than interviews. Each participant responds to accurately the same questions because standard directions are set to the respondents. Questionnaire plan is relatively easy (Haines, 2007).Questionnaires are supposed to be better to get great amount of data from large number of respondents in a relatively shorter time with smallest quantity of cost.

Hence, questionnaires were prepared in English Language and administered to all teacher participants with the supposition that they can understand the language. The questionnaire was consisting of two parts. The first part deals with the general background of the participants. The second part was containing the total number of both closed ended and open-ended question items that pertain to the basic questions of the study.

A questionnaire was prepared by the researcher to collect information from teachers and filled the questionnaires because the researcher believed that they are rich the information required to accomplish the research. Both open-ended and closed-ended questions were included in the questionnaire to create an opportunity for respondents to express their feeling freely.

3.6.2. Interview

An interview is the verbal questions asked by the interviewer and verbal responses provided by the interviewee (Gall et al., 2007). For this study, Semi-structured interview questions were prepared in English Language for schools principals, cluster supervisors, CPD facilitators, Department heads, woreda education office teachers' development coordinators and Zone education department office teachers' development coordinators to gather more information. The reason using semi-structured interview is its advantage of flexibility in which new questions were forwarded during the interview based on the responses of the interviewee.

The interview questions were discussed with the interviewee in Amharic Language to reduce communication barriers and to get more information. The purpose of the interview was to get evidences and to gather more information that may not be easily held by the questionnaires.

3.6.3 Document Analysis

In addition to questionnaire and interview, the researcher used the document as secondary sources of data collection and the document analysis was used to enrich the information

about the issue under study.CPD manuals, CPD activity reports, guide lines and teachers' portfolios and all CPD plan documents were analyzed.

3.7 DATA COLLECTION PROCEDURES

 The researcher used a series of data gathering procedures. The data was gathered by using questionnaire, interview, and document analysis. Pilot study was conducted prior to the final administration of the questionnaires to all respondents. The pilot test was conducted to protect the truthfulness of the instruments with the objective of assessment whether or not the items enclosed in the instruments enable the researcher to gather relevant and valid information. Besides, the purpose of pilot testing was to make necessary changes so as to correct confusing questions.

Yaso Secondary School was taken through purposive sampling technique to fill the questionnaires. The school principal, the CPD facilitator and supervisor were purposively taken to be interviewed. Then, the prepared questionnaires were spread for the sample subjects for the pilot study. Therefore, the 25 teachers of Yaso secondary school filled the Questionnaires. The end result of the pilot testing was consulted with advisors before the delivery of data gathering tools. Then, the final questionnaires were spread to all participants in the sample.

The result of the pilot testing was statistically computed by the SPSS 16.0 program. The Cronbach's Alpha Model was used for analysis the data. Based on the pilot test, the reliability coefficient of the instrument was found to be 0.8868 (88.68%) and, hence, was taken to be reliable. That is the instrument was found to be reliable as statistical literature recommend a test result of 0.65 (65% reliability) and above as reliable (George &Mallery, 2003). The table below indicates the computed reliability coefficient of the pilot study.

Table 2- Reliability Coefficient of the Practices and Challenges of School Based CPD

No	Major categories of practices and challenges	Reliability coefficient
1	Teachers understanding of goals and objectives of CPD	0.820
2	Teachers implementation of the activities of CPD	0.945
3	Facilitators support for the actions of CPD	0.923
4	Cluster supervisors and department heads support for the actions of CPD	0.831
5	Woreda and Zone education support for the actions of CPD	0.941
6	Challenges of CPD implementation	0.861
	Average reliability Coefficient	0.8868

3.8. Validity and Reliability of the Study

According to Kothari (2004), Maree (2007) and Mark (1996), validity refers to the degree to which an instrument measures what it is supposed to measure. Reliability has to do with the consistency or repeatability of a measure or an instrument and high reliability is obtained when the measure or instrument gives the same results if the research is repeated on the same sample (Maree, 2007).

To be sure of the validity, the advisors and experienced teachers of Yaso secondary school were consulted to give their comment.The participants of the pilot test were also primary clued-up about the objectives and how to fill, assess and give feedback on the significance of the contents, item length, simplicity of items, and details of the questionnaire. 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 the pilot test, three irrelevant items were removed; two lengthy items were shortened, and many unclear items were made clear.

Moreover, to confirm the validity of the instrument, the questionnaire with sufficient number (83 copies) of items addressing all objectives of the study were administered to secondary school teachers in four woreda of Kemash Zone and then, 80 copies were collected with high return rate of 96.38%. 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, Zone and

woreda education office experts, principals, CPD facilitators, head departments, and cluster supervisors.

3.9. METHODS OF DATA ANALYSIS

3.9.1 Quantitative Data

Quantitative data were analyzed using percentage, frequency, standard deviation and mean score. The quantitative data, responses were categorized and frequencies were tallied. Percentage and frequency tally were used to analyze the characteristics of the population as they help to determine the relative standing of the respondents.

The items in the questionnaires were presented in tables according to their idea coherence. The scores of each items were organized, statistically compiled and entered into SPSS to obtain the frequency, percentage   mean value and standard deviation of each item.

3.9.2 Qualitative Data

The data collected from the documents, Semi-structured interview, and open ended question items were analysed qualitatively. The written notes of interview were transcribed; categorized and compiled together into theme and translated into English. The result of open-ended questions and document analysis were summarized and organized with related category. Analysis and interpretations were made on the basis of the questionnaires, interviews, and document analysis.

3.10 Ethical consideration

Having letters of permission from Jimma University and woreda education office for ethical approval, the researcher went yaso secondary school and introduced his objectives to all participants for pilot study.

At the end of all aspects related to pilot test, the researcher contacts the 4 woredas education offices and the principals of the seven secondary schools of Kemashi Zone for permission. After making agreement with the concerned participants, the researcher

introduced his objectives and purposes. Then, the final questionnaires were administered to sample teachers with in the seven secondary schools.

CHAPTER FOUR

4.1 PRESNTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This chapter presents the description of the sample population, analysis and interpretation of the data based on the information obtained through the questionnaires, Interviews 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 explore the extent of the practices and challenges of school based continuous professional development in Secondary Schools of Kemashi Zone, Benishangul Gumuz Regional State. To this end, the investigator developed data gathering tools that integrate various aspects of practices and challenges of school based CPD. For this purpose, eighty three teachers, seven principals', four cluster supervisors, seven CPD facilitators, four Woreda education office experts, one Zone education office expert and fourteen department heads with a total of 120 respondents were also selected from seven secondary schools and four Woredas of Kemashi Zone, Benishangul- Gumuz Regional State.

Schools CPD reports, teachers portfolio, and CPD report documents of the Ministry of Education were also analyzed in this section of the study. The data was collected from a total of 117 respondents because three respondents were not filled and returned the questionnaires. To this end, a total of 83 copies of questionnaires were distributed, among this 80(96.4%) were filled in and collected. But 3(3.6%) of the questionnaire were not collected due to the fact that there were problems of clarity, and were not filled properly. seven principals, seven CPD facilitators, fourteen department heads, four clusters supervisors', four Woreda education office experts and one Zone education office expert were interviewed. Finally, the research analyses were done based on the data obtained from the remaining 80 (96.4%) of the questionnaires, interview results and document analysis.

Teachers responded to both open and closed-ended questionnaire items. The closed-ended items across sub-categories were computed and analyzed using frequency, percentage, standard deviation, 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 very high = 5, high = 4, medium = 3, low = 2 and very low = 1. Besides, data from interviews, and document analysis were triangulated to validate the findings.

Mean scores were calculated from the responses. For the purpose of easy analysis and interpretation, the mean values of each item and dimension were interpreted as follows. The practices of CPD with a mean value of 0-1.49 as very low, 1.50-2.49 as low, 2.50-3.49 as medium, 3.50-4.49 as high achievement of the task, and 4.50-5.00 as very high implementation of the activities. On the other hand, for items related to challenges of CPD which are negatively constructed, the scale was inversely interpreted. Accordingly, 4.50-5.00 = very low, 3.50-4.49 = low, 2.50-3.49 = medium, 1.50-2.49 = high and 0-1.49 as very high in the magnitude of ineffectiveness. And also, Fr: Frequency, SD: standard deviation and Total%: 100.

4.2 **Characteristics of the Respondents**

Respondents were asked to indicate their background information. The details of the characteristics of the respondents are given in Table 3 below.

Table 3- Gender, educational qualification and year of services of respondents

Items	Category	Teachers		Department heads		Principals		Cluster supervisors		Woreda and Zone education experts		CPD facilitators	
		No	%	No	%	No	%	No	%	No	%	No	%
Gender	Male	72	90	14	50	7	100	4	100	5	100	7	100
	Female	8	10	-	-	-	-	-	-	-		-	-
	Total	80	100	14	50	7	100	4	100	5	100	7	100
Level of education	Certificate	-	-	-	-	-	-	-	-	-	-	-	-
	Diploma	10	12.5	-	-	-	-	-	-	-	-	-	-
	First Degree	70	87.5	14	100	7	100	4	100	5	100	7	100
	Masters Degree	-	-	-	-	-	-	-	-	-	-	-	-
Year of services	1-5	50	62.5	3	42.85	4	57.14	2	50	1	20	2	42.85
	6-10	21	26.25	3	42.85	2	28.57	1	25	-	-	2	42.85
	11-15	3	3.75	1	14.28	1	14.28	1	25	2	40	1	14.28
	16-20	6	7.5	-	-	-	-	-	-	1	20	1	14.28
	21 and Above	-	-	-	-	-	-	-	-	1	20	1	20

NB. D/head: stands for department head

The above table shows the respondents characteristics in terms of gender. Regarding teachers 'respondents, the male teachers constituted 72(90%) while the female teachers hold up 8(10%). Concerning principals, cluster supervisors, department heads, CPD facilitators, Zone and woreda education office experts, all respondents are males. 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 Secondary Schools of Kemashi Zone Benishangul- Gumuz Regional State.

The academic qualification of respondents listed in the above table shows that 10(12.5%) of teachers are diploma graduates. While 70(87. 5%) of teacher respondents are first degree holders. This implies that the qualification standards set by MoE were almost achieved. The standard states that minimum request qualification to teach at Secondary Schools is first degree (MoE, 2006).

Furthermore, all the Department Heads, CPD facilitators, cluster supervisors, principals', Woreda and Zone education experts hold first degree. Therefore, according to their qualification, they could be the sources of reliable and important information for the study.

According to the work experiences of the respondents, 50(62.5%) of teachers' respondents had 1-5years of service as teachers. The small number of teacher respondents 21(26.25%), 3(3.75%), and 6(7.5%) had more than six years of work experience. Moreover, majority of department heads, principals, supervisors, education experts and facilitators had the work experience of 1-5 service. This shows that the schools have teachers' 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.

Likewise, the majority of school leaders were less experienced in leadership position and lack of experience to implement CPD activities effectively in the schools. But, literature supports that principals are considered as a leader having the responsibility to assist teachers, particularly new and inexperienced teachers in developing and achieving educational objectives in line with the needs of the school Steyn and Vanniekerk (2002).

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This section deals with the items related to the contribution of CPD to achieve school objective. Each item is analyzed based on the data obtained through questionnaires responded by teachers and further backed by the data obtained from interview and document analysis. Accordingly, the four items were interpreted as indicated in the table below.

Table 4-Teachers understanding of the contribution of CPD to achieve school objectives

No	Item	Responses										mean	SD
		Very high		high		medium		low		Very low			
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
1	Understanding of the importance of CPD	11	13.75	13	16.25	30	37.5	23	28.75	3	3.75	3.07	1.07
2	Understanding of how CPD facilitate changes in education	15	18.75	20	25	26	32.54	17	21.5	2	2.5	3.3	1.09
3	Understanding of the goals of CPD action	10	12.5	18	22.5	21	26.25	28	35	3	3.75	3.o1	1.11
4	Understanding of CPD as staff development tool	23	28.75	13	16.25	6	7.5	12	15	26	32.5	3.00	1.21
Average mean												3.09	1.40

NB.SD: showed the significance different of responses between the respondents.

In item 1 of table 4, the respondents were asked to rate the level of understanding of the importance of CPD. As we can see from the responses, the majority of respondents 30(37.5%) and 23(28.75%) replied that the understanding the concept of CPD is medium and low respectively. On the other hand, 11(13.75%), 13(16.25%), 3(3.75%) replied that

the understanding of the concept of CPD is very high, high and very low respectively. The mean of the response is 3.07. This implies that understanding of the importance of CPD is in the range of moderate level. From the data it can be stated that the understanding of the importance of CPD activities was medium at school level. The response of the interview held with principals and cluster supervisors confirmed that the understanding of teachers on CPD activities is not as expected but it is in the range of moderate activities.

The respondents were asked to give their suggestion on the understanding of how CPD helps to facilitate changes in education. In this regard, 15(18.75%) of the respondents rated that their understanding of CPD that helps to facilitate change in education is very high. In addition, 20 (25%) of the respondents replied that the understanding of CPD that helps to facilitate changes in education is high. Besides, 26(32.5%), 17(21.25%) and 2(2.5%) of the respondents rated that the understanding of CPD that facilitate changes in education is medium, low and very low respectively. As indicated in the table the mean score is 3.3 which is in the range of medium level. From this it can be concluded that the understanding of CPD that facilitate changes in education is in medium at school level. This may indicates that to increase the students' academic achievement as well as teachers' professional skills the actions of CPD was at moderate level of support.

Regarding item 3 of table 4, the respondents were asked to rate the understanding of the goals of CPD actions. Accordingly, respondents requested to answer this question, 10(12.5), 18(22.5%), and 21(26.25%) were responded that the understanding of the goals of CPD actions is very high, high, and medium respectively. Moreover, 28(35%) and 3(3.75%) respondents responded that the understanding of the goals of CPD action is low and very low respectively. As stated in the table the mean score is 3.05 and it is within the range of medium. This implies that the understanding of teachers on the goals and actions of CPD was medium and it was not adequate enough.

The respondents were asked to give their opinion on the understanding of CPD as staff development tool. Accordingly, 5(6.26), 40(50%), 18(22.5%), 14(17.5%), and 3(3.76%) responded that the understanding of CPD as staff development tool is very high, high, medium, low and very low respectively. As indicated in the table the mean score is 3.0

and it is within the scope of medium level. This indicated that the understanding of CPD as staff development tool is medium at school. Thus it can be concluded that teachers understanding of CPD as staff development tool and to enhance the implementation of its action was at medium level in the school. Generally, the weighed mean of teachers' understanding of the contribution of CPD to achieve school objectives is 3.09 which are in the scope of medium. This implies that CPD is not practiced as the expected level in Secondary Schools of Kemashi Zone.

Taylor (1995) initially identified two aspects of the professional development of teachers, which were staff development and further professional study. Staff development was regarded as rooted in the needs of the institution. Further professional study referred to being orientated to the needs of individual teachers. Therefore, CPD can improve the activities of the organization, as well as the professional qualification of teachers.

Moreover, the data obtained from open ended questions and interview (principals, CPD facilitators, cluster supervisors, and department heads) confirmed that most of the teachers' believe that school based CPD helps to increase their professional development and to improve the quality of teaching learning events as well as the students' academic achievement. But some of the respondents perceived CPD as an extra work and also most of the principals replied that the newly deployed teachers lacked the understanding of the actions of CPD. Generally, one can say that teachers understanding of the importance, objectives and actions of CPD were found to be at moderate level in Kemashi Zone Secondary Schools.

4.**4 The Importance of CPD Activities to improve the Quality of Education**

It is clear that CPD activities help to improve the academic achievement of the students and the quality of education. Therefore, this part of the analysis examined the importance of CPD to improve teachers' professional development.

Table 5- Data results of the importance of CPD activities to improve the quality of education

No	Item	Responses										Mean	SD
		Very high		High		medium		low		Very low			
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
1	CPD improves classroom activities	4	5	20	25	5	6.25	34	42.5	17	21.25	2.41	1.25
2	CPD motivates teachers to evaluate their actions	18	22.5	24	30	34	42.5	3	3.75	1	1.25	2.60	1.28
3	CPD helps in enhancing teachers knowledge	17	21.25	17	21.25	4	5	34	42.5	8	10	2.01	1.44
4	CPD helps enhancing the quality of learning and teaching	13	16.25	13	16.25	6	7.5	12	15	36	45	2.12	1.38
5	CPD helps to apply continuous assessment methods	3	3.75	30	37.5	9	11.25	12	15	26	32.5	2.51	1.35
6	CPD helps to give experience sharing through colleagues teachers	13	16.25	46	57.5	4	5	10	12.5	7	8.75	3.50	1.29
7	CPD helps to give the renewal of a professional teaching license	13	16.25	15	18.75	5	6,25	13	16.25	34	42.5	2.31	1.30
Average mean												2.49	0.49

In item 1 of table 5, the respondents were asked to rate the extent to which CPD improves classroom activities. Accordingly, 4(5%), and 20(25%) respondents rated that CPD improves classroom activities is very high and high respectively. On the other hand,

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5(6.25%), 34(42.5%), and 17(21.25%) respondents rated that CPD improves classroom activities is medium, low, and very low respectively. As we can see from the table the mean score is 2.41, which is in the range of low level of support. From the results, it can be said that the contribution of CPD in improving classroom activities was found to be inadequate. The response of the interview held with school principals, department heads, CPD facilitators, and cluster supervisors confirmed that the support of CPD to improve classroom activities as well as the students' academic achievement is very low.

As indicated in the above table 5 item 2, the respondents were asked to give their opinion by rating to what extent CPD motivates teachers to evaluate their actions. 18(22.5%), 24(30%),34(42.5%), 3(3.75%), 1(1.25%) respondents rated that CPD motivates teachers to evaluate their actions as very high, high, medium, low and very low respectively. The mean of the item is 2.60 which are in the range of medium level of support. From the data, it can be said that the contribution of CPD activities motivates teachers to evaluate their actions is moderate. Likewise, the interview results from principals, department heads, CPD facilitators, cluster supervisors confirmed that the status of CPD implementation and preparing teachers for evaluating their action is medium level of support. Hence, one may say that the importance of CPD for teachers to evaluate the success of CPD activities was at medium stage in Secondary School of Kemashi Zone.

Regarding item 3 of table 5, respondents were asked to rate the importance of CPD in changing teachers knowledge. Teachers are attracted to professional development because they believe that it will expand their knowledge and skills, contribute to their growth, and enhance their effectiveness with students (Fullan, 1999). Accordingly, 17(21.25%), and 17(21.25%) respondents replied that the importance of CPD in changing teachers knowledge is very high, and high respectively. And also, 4(5%), 34(42.5%), 8(10%) respondents responded that the advantage of CPD in changing teachers knowledge is medium, low and very low respectively. As stated in the above table the mean of the item is 2.01 which are in the range of low level of support. This indicates that the importance of CPD in changing teachers' knowledge is at low level of support at school level. From the data it can be stated that the importance of CPD actions in changing teachers' knowledge was inadequate and got little attention.

In item 4 of the same table shows that CPD helps enhancing the quality of learning and teaching. Continuous professional development (CPD) plays an important role in helping teachers to manage current demands of the on-going and dynamic changes for enhancing the quality of learning and teaching (Fullan, 1995; 2006; Hopkins and Harris, 2000). Accordingly, 13(16.25%), and 13(16.25%) of respondents replied that CPD helps to enhance the quality of learning and teaching is very high and high respectively. On the other hand, 6(7.5%), 12(15%), and 36 (45%) respondents responded that CPD helps to enhance the quality of learning and teaching is medium, low, and very low respectively. As the mean score 2.14 indicates that the importance of CPD enhancing the quality of learning and teaching is low level of support. This implies that to enhance the quality of learning and teaching CPD is not helpful at school level. From this, it can be stated that the important of CPD to enhance the quality of teaching and learning was ineffective. And also, the information gained from the interview from woreda education office experts confirmed that the practices of CPD implementation is ineffective in each Woreda to improve the quality of education, as well as the academic achievement of students because of turnover of experienced teachers.

In item 5 of the above table respondents were asked to rate the use of CPD to apply continuous assessment methods. Accordingly, 3(3.75%), and 30(37.5%) of respondents replied that the use of CPD to apply continuous assessment methods is very high and high respectively.Additionally,9(11.25%), 12(15%), and 26(32.5%) respondents responded that the use of CPD to apply continuous assessment methods is medium, low and very low respectively at school level. The mean of the responses' is 2.51 which are in the scope of medium. This implies that the use of CPD to practice continuous assessment methods is medium but not in the expected level.

In item 6 of table 5, the respondents were asked to answer the importance of CPD that gives experience sharing through colleagues' teachers. Accordingly, 13(16.25%), and the majority 46(57.5%) respondents replied that the importance of CPD that gives experience sharing through colleagues teachers is very high and high respectively. On the contrary, 4(5%), 10(12.5%), and 7(8.75%) respondents responded that the use of CPD to give experience sharing through colleagues teachers is medium, low, and very low

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respectively. As stated in the above table the mean score of the item is 3.50 which is in the range of high level of support. This indicates that CPD is important to give experience and knowledge sharing through colleagues' teachers at school level. So, one may say that teachers were regularly involving in discussions to share experiences with colleagues within the school so as to promote professional skills.

Regarding item 7 of table 5, teachers were asked to rate the importance of CPD that gives the renewal of a professional teaching license. Significant number 13(16.25%), 15(18.75%), and 5(6.25%) of the respondents replied that the importance of CPD that gives the renewal of a professional teaching license is very high, high and medium respectively. On the other hand, the majority 13(16.25%), and 34(42.5%) respondents responded that the advantage of CPD that gives the renewal of a professional teaching license is low and very low respectively. The mean of the item is 2.31, which are in the range of low level of support. This indicates that CPD does not give the renewal of a professional teaching license. Thus, it can be concluded that teachers were not benefited from CPD to promote their profession and to get their license in their teaching learning process at Secondary Schools of Kemashi Zone. Generally, the data results showed that the benefits of CPD activities to improve the quality of education are at low level of support.

4.5 The Implementation of CPD Practices

This part deals with the items related to the implementation of 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 and document analysis. Therefore, the five items are interpreted as indicated in the table below.

Table 6- Data results of the implementation of CPD practices

No	Items	Responses										Mean	SD
		Very high		High		medium		low		Very low			
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
1	To what extent have you involved in action research	3	3.75	12	15	16	20	26	32.5	23	28.75	2.32	1.15
2	To what extent have you organized portfolio by recording all CPD documents	2	2.5	17	21.5	13	16.25	26	32.5	19	23.75	2.30	1.18
3	To what extent have you participating on peer coaching on CPD actions	8	10	12	15	10	12.5	24	30	26	32.5	2.40	1.34
4	To what extent have you practicing mentoring other teachers on CPD actions	6	7.5	20	25	13	16.25	25	31.25	36	45	2.4	1.33
5	To what extent have you involving in the selection of the school CPD priorities	7	8.75	10	12.5	12	15	15	18.75	36	45	2.72	1.21
	Average mean											2.4	0.18

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). As indicated in item 1 of table 6, the total of 3(3.75%), with 12(15%) respondents replied that the extent to which teachers involvement in action research is very high, and high respectively. On the other hand, 16(20%), the majority

26(32.5%), and 23(28.5%) respondents replied that the degree to which teachers participating in action research is medium, low, and very low respectively. As stated in the table the mean of the item is 2.32, within the scope of low level of support. But in contrary to the literature, the practice of action research to solve the teaching learning activities at school is ineffective. Hence it is possible to recognize that teachers were less involved in conducting action research to systematically solve the day today educational problems and to further their professional skills.

In item 2 of table 6, the respondents were asked to rate the extent to which the action of organizing portfolio is a compiled complete record of all CPD documents. Portfolio is a compiled complete record of teachers' professional collection of documents as evidence to professional learning. It contributes to the enhancement of professional attitude, commitment and motivation of teachers (Falk, 2001).Accordingly, 5(2.5%), 17(21.5%), 13(16.25%) of teachers rated that the practice of organizing portfolio by recording all CPD documents is very high, high, and medium respectively. Moreover, the majority 26(32.5%), and 19(23.75%) of respondents responded that the action of organizing portfolio by recording all CPD documents is very low, and low respectively. The mean score of the item is 2.30, which is in the range of low level. But, in contrary to the literature one may say that teachers' preparation of CPD portfolio by recording all relevant documents was not regularly assessed to provide feedback which has less significant role in improving the overall learning teaching process. From the data it could be said that teachers' preparation of CPD portfolio by recording all relevant documents was found to be insufficient. By the document analysis it was confirmed that teachers were not prepare CPD portfolio by recording all useful actions of CPD.

In item 3 of table 6, various respondents were given regarding the extent to which participating on peer coaching on CPD actions. Coaching is the process where a person with expertise in the field assists colleagues through structured discussion and activities on how to solve their problems (TTA, 1998). Accordingly, 8(10%), 12(15%), and 10(12.5%) of respondents responded that the involvement of teachers on peer coaching is very high, high, and medium respectively. On the other hand, 24(30%) and 26(32.5%) rated that low and very low respectively. The mean of the responses is 2.40 which are in

the range of low level of support. This indicates that the degree to which participation of teachers on peer coaching on CPD action is low. From this, it can be said that teachers were not always participating in peer coaching to share experiences with colleagues in order to promote their profession.

In item 4 of table 6, the respondents were asked to answer the extent to which practicing mentoring other teachers on CPD action. Accordingly, six (7.5%), and 20(25%) respondents replied that the practice of mentoring other teachers on CPD actions is very high and high respectively. On the other hand, 13(16.25%), 16(20%), and 25(31.25%), of teachers replied that the practice of mentoring other teachers on CPD actions is medium, low and very low respectively. As stated in the above table the weighed mean of the item is 2.4 which are in the scope low level of support. This indicates that the mentoring activities of experienced teachers for newly deployed teachers are not practically implemented. This shows that the mentoring activities are not accomplished as the expected level.

In item 5 of the same table, the respondents were asked to rate the extent to which teachers involvement in the selection of the school CPD priorities. Significant numbers 7(8.75%), and 10(12.5%) of respondents replied that teachers involvement in the selection of the school CPD priorities is very high, and high respectively. on the contrary, the majority, 36(45%), 15(18.75%), and 10(12.5%) of respondents responded that the participation of teachers in the selection of the school CPD priorities is medium, low and very low respectively and the mean of the responses is 2.72. This implies that the participation of teachers in the selection of the school CPD priorities is in the medium level of support in Secondary Schools of Kemashi Zone. The response of the interview held with school principals, D/heads, CPD facilitators and cluster supervisors confirmed that there was some attempt made in participating of teachers in the selection of the school CPD priorities program. From the data it can be stated that the attempt of teachers' involvement in the selection of the school CPD priorities was medium and got some attention.

4.6 The support of CPD for the Improvement of Teachers in their Profession

This title was treated with the purpose of assessing the support of CPD for the improvement of teachers' effectiveness in their profession in the secondary schools.

Table 7- The support of CPD for the improvement of teachers' effectiveness in their profession

No	Item	Very high		High		medium		low		Very low		mean	SD
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
1	The extent to which teachers participate as helping to each other	7	8.75	9	11.25	14	17.75	20	25	30	37.5	2.28	1.13
2	The extent to which CPD deals with subject matter	7	8.75	12	15	8	10	24	30	29	36.25	2.30	1.33
3	The extent to which CPD helps teachers improvement	14	15.5	8	10	6	7.5	25	31.25	27	33.75	2.46	1.41
Average mean												2.34	0.98

The above table shows the effectiveness of CPD implementation. In item 1 of table 7, the respondents were asked to rate the extent to which teachers participation as helpers to each other. Significant number 7(8.75%), 9(11.25%), and 14(17.5%) of the respondents replied that the degree to which teachers participation as helpers to each other is very high, high and medium respectively. Additionally, the majority 20(25%), and 30(37.5%) of the respondents responded that the extent to which teachers involvement as helping to each other is low and very low respectively. The mean of the item is 2.28, which is in the

range of low level of support. This shows that teachers' participation as helping to each other is low at school level. This result indicates that less effort was made to ensure the implementation of CPD by helping each other in the school.

In item 2 of table 7, teachers were asked to rate the degree to which CPD deals with subject matter actions. Seven(8.75%), 12(15%), and 8(10%) respondents responded that the degree to which CPD deals with subject matter actions is very high, high and medium respectively. The majority 24(30%), and 29(35.25%) rated that low and very low respectively. The mean of the item is 2.30. This shows that the extent to which CPD deals with subject matter actions is at low level of support. Thus, it could be said that teachers were not active to improve their classroom practices based on the actions of CPD.

As shown in item 3 of table 7, respondents were asked to rate the extent to which CPD helps teachers' improvement. Small number, 14(17.5%), 8(10%), and 6(7.5%) of teachers answered that the extent to which the importance of CPD for teachers improvement is very high, high and medium respectively. On the contrary, the majority 25(31.25%), and 27(33.75%) of the respondents replied that the degree to which CPD deals with teachers improvement is low and very low respectively. The mean of the item is 2.46. This shows that the importance of CPD to teachers' improvement is low at school level. From this, it could be said that teachers were not improving their profession through feedback from peer evaluation and the activities of CPD.

The data from interview and open ended questions showed that trainings were given for teachers at regional and Zonal level at least once in each year for teachers, principals, and CPD facilitators. But, their effort to implement the actions of CPD is very less in Kemashi Zone Secondary Schools because of turnover of teachers. Furthermore, Kemashi Zone education expert and cluster supervisors 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.

Moreover, the portfolio documents were assessed and analyzed in the seven Secondary Schools. Even if there was no practical application, the school based CPD plan documents exist in all seven secondary schools. However, the practiced activities were

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not recorded in the six observed schools. One school has prepared the portfolio document by the school principal; and most of the teachers could not have clear understanding of the importance of the document.

Importance documents on the actions of CPD were assessed, and only one secondary school has given training two times at the school level. Intra-group discussion was practiced once in a semester in the seven secondary and preparatory schools. There was no inter-school visit and discussion in all observed schools. No record was found in all schools regarding school based CPD in connection with class room actions. 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. Generally, the support of CPD for teachers' effectiveness in their profession is at low level in Secondary Schools of Kemashi Zone.

4.7 **The Support of School Principals on CPD Practices**

It is obvious that enhancing teachers' professional development is one of the most important tasks carried out in school by principals. Hence, teachers CPD must be on going and systematic and supported by the school principals. The principal therefore is responsible for helping teachers to grow and develop in their understanding of teaching and class room life in improving basic teaching skills and in expanding their knowledge. This part of analysis examined whether principals effectively support teachers professional development activities in order to help teachers develop in their profession.

Table 8- The support of school principals in enhancing the practices of CPD

No	Item	Reponses										Mean	SD
		Very high		High		medium		low		Very low			
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
1	The extent to which principals effort to select a suitable facilitators for CPD activities	13	16.25	15	18.75	10	12.5	24	30	18	22.5	2.38	1.42
2	The extent to which principals effort to prepare training on CPD activities for teachers	4	5	11	13.75	16	20	28	35	21	26.25	2.41	1.18
3	The extent to which principals effort to organize experience sharing among the nearby schools	7	8.75	11	13.75	14	17.5	28	35	20	25	2.28	1.37
4	The extent to which principals effort to produce annual CPD plans with teachers	10	12.5	38	47.5	7	8.75	8	10	17	21.5	2.52	1.38
5	The extent to which principals effort to organize induction programs for newly deployed teachers	7	8.75	10	12.5	15	18.75	26	32.5	22	27.5	2.43	1.25
6	The extent to which principals effort to evaluate the CPD activities of teachers	14	17.5	16	20	7	8.75	22	27.5	19	23.75	2.40	1.43
7	The extent to which principals effort to give feedback on the actions of CPD	9	11.25	7	8.75	15	18.75	31	38.75	18	22.5	2.47	1.25
	Average mean											2.44	0.95

The above table deals with the performance level of the principals in accordance with the listed roles and responsibilities set by the MoE in the implementation of CPD. In item 1 of table 8, teacher respondents were asked to rate the extent to which principals effort to select a suitable facilitators for CPD activities. Thirteen (16.25%), 15(18.75%), and 10

(12.5%) of respondents replied that principals effort to select a suitable facilitators for CPD actions is very high, high, and medium respectively. On the other hand, the majority 24(30%), 18(22.5%) of teachers responded that principals effort to select a suitable facilitators for CPD activities is low and very low respectively. The mean score of these responses is 2.38. This indicates that the principals' effort to select suitable facilitators for CPD activities is in low level at the Secondary Schools of Kemashi Zone.

Regarding item 2 of the same table, the respondents were asked to give their opinion about principals' effort to prepare training on CPD activities for teachers. According to Steyn and Vanniekerk(2002) the principal is considered as a leader, motivator of the school having the responsibility for the development of staff training program, school based and to assist teachers, particularly new and inexperienced teachers, in developing and achieving educational objectives. Accordingly, 4(%), 11(13.75%), 16(20%) of teachers replied that principals effort to prepare training on CPD activities for teachers is very high, high, and medium respectively. Moreover, the majority 28(35%), and 21(26.25%) of the respondents responded that principals effort to give training at school level is low and very low respectively. The mean score of the item is 2.41 which show low level of preparing training by principals on the action of CPD at school. Thus, one can learn that the principals' effort in preparing frequent training or workshops to deal with CPD practices was insufficient.

In item 3 of table 8, the respondents were asked to give their suggestion for principals' effort to organize experience sharing among the nearby schools. 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(AREB,2009). Accordingly, significant number 7(8.75%), 11(13.75), 14(17.5%) of respondents replied that principals effort to organize experience sharing among the nearby schools is very high, high and medium respectively.

On the other hand, the majority 28(35%), and 20(25%) of teachers responded that the effort of principals to organize experience sharing among the nearby schools is low and very low respectively. The mean of the item is 2.28. This indicates that the roles of

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principals' effort to arrange experience sharing among the nearby schools are low and ineffective. Moreover, the interview held with Woreda and Zone education experts confirmed that the efforts of school principals to organize experience sharing, ensuring the quality of involvement of teachers in CPD activities, ensuring that all teachers in schools take part in sixty hours of CPD activities each year, giving constructive feedback are not effectively implemented.

However, literature shows that in the schools where teachers are accessed to new ideas and share experiences more readily, there is a greater potential for school and classroom improvement. Improving schools' endeavor in the development of their staff creates opportunities for teachers to collaborate and to share best practices. Evidences also suggest that attention in such teacher learning can impact directly upon improvements in student learning and achievement (Day, 1999).

In item 4 of the same table, the respondents were asked to rate principals' effort to produce annual CPD plan with teachers. Accordingly, 10(12.5%), and the majority 38 (47.5%) of respondents responded that principals effort to produce annual CPD plans with teachers is very high and high respectively. On the other hand, 7(8.75%), and 8(10%), and 17(21.5%) of teachers replied that the effort of principals to produce annual CPD plan with teachers is medium, low and very low respectively. The mean score of the responses is 2.52 which are in the scope of medium level of participation. This implies that the effort of principals to produce annual CPD plan with teachers' participation was medium at the school level.

In item 5 of the above table respondents were asked to rate principals' effort to organize induction program for newly deployed teachers. As it has been indicated in the literature, principals has the duties to help teachers to organize and provide professional training programs and gives induction orientation to new teachers as a means to achieve professional development of teachers. In this respect, few number of respondents 7(8.75%), 10(12.5%), and 15(18.75%) responded that principals effort to organize induction program for newly deployed teachers is very high, high and medium respectively.

On the contrary, the majority of respondents 26 (32.5%), and 22(27.5%) responded that principals effort to organize induction program for newly deployed teachers is low and very low respectively. The mean score of this response is 2.43 which are in the scope of low level of support. This implies that principals' effort to arrange induction program for newly deployed teachers and to develop self confidence and to avoid unnecessary tension and future malfunction is low.

Regarding item 6 of table 8, teachers' respondents were asked to answer principals' effort to evaluate the CPD activities of teachers. 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).

Accordingly, significant number 14(17.5%), and 16(20%), and 7(8.75%) of teachers answered that the degree of principals effort to evaluate and giving feedback is very high, high, and medium respectively. In addition, the majority of respondents 22(27.5%), and 21(26.25%) responded that the effort of principals to evaluate and giving feedback on the CPD activities of teachers is low and very low 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.

With item 7 of table 8, teachers were asked to rate the degree to which, principals effort to give feedback on the actions of CPD. accordingly, 9(11.25%), 7(8.75), 15(18.75%) respondents replied that principals effort to give feedback is very high, high and medium respectively. On the other hand, the majority 31(38.75%), and 18(22.5%) of respondents responded that principals effort to give feedback is low and very low respectively. The weighed mean score of the item is 2.44 which show low level of giving feedback on CPD activities for teachers. In the same way, the data obtained through the interviews with D/heads, CPD facilitators and cluster supervisors replied that principals were not visit the activities of CPD and the general actions of teaching and learning and discuss with students to solve the problems. 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 very low. Furthermore,

the average mean of the school principals' support in enhancing the practices of CPD is 2.44 which are in the range of low level of support in Kemashi Zone Secondary Schools but not as expected rank.

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.

4.8- The Support of CPD facilitators in enhancing the Practices of CPD

This title was treated with the aim of assessing the level of effectiveness of the secondary schools CPD facilitators in encouraging school based CPD.

Table 9- The support of CPD facilitators in enhancing the practices of CPD

No	Item	Responses										Mean	SD
		Very high		High		medium		low		Very low			
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
1	The extent to which CPD facilitators to arrange discussion with senior teachers	6	7.5	34	42.5	4	5	21	26.25	15	18.75	2.72	1.07
2	The effort of CPD facilitators to give training on CPD practices according to teachers need	5	6.25	9	11.25	15	18.75	23	28.75	28	35	2.41	1.22
3	The effort of CPD facilitators to arrange colleague evaluation on the implementation of CPD	6	7.5	9	11.25	17	21.25	29	36.25	19	23.75	2.42	1.18
Average mean												2.46	0.23

As indicated in item 1 of table 9, the total 80 respondents were asked to answer the extent to which CPD facilitators arrange discussion with senior teachers. Peer support and discussion with senior teachers can contribute towards the development and take –up of new practices, and further discussion progression (Bell et al, 2001). Six (7.5%), and the majority 34(42.5%) of teachers replied that the degree to which CPD facilitators to arrange discussion with senior teachers is very high, and high respectively. On the other hand, 4(5%), 21(26.25%), and 15(18.75%) of teachers replied that the effort of CPD facilitators to organize discussion with senior teachers is medium, low and very low respectively. The mean score of teachers' response is 2.72 within the range of medium

level of support at school level. This shows that CPD facilitators adequately prepare discussion with senior teachers within the school on CPD practices.

In item 2 of the same table, the respondents were asked to rate the effort of CPD facilitators to give training on CPD practices according to teachers need. Significant number 5(6.25%), 9(11.25%), 15 (18.75%) of respondents replied that the effort of CPD facilitators to give training for teachers on CPD actions is very high, high, and medium respectively. On the other hand, the majority respondents 23(28.75%), 28(35%), replied that the effort of CPD facilitators to give training on CPD practices in relation to their needs is low, and very low respectively. The mean of the response is 2.41 which are in the scope of low level of support. This indicates that the effort of CPD facilitators to give training on CPD activities was inadequate.

Regarding item 3 of table 9, teachers were asked to give their opinion to the efforts of CPD facilitators to arrange colleague evaluation on the implementation of CPD. Accordingly, 6(7.5%), 9(11.25%), and 17(21.25%) of respondents replied that the efforts of CPD facilitators to organize colleague evaluation on the implementation of CPD is very high, high and medium respectively. Most of the respondents 29(36.25%), and 19(23.75%) responded that the efforts of CPD facilitators to arrange colleagues evaluation on the implementation of CPD is low and very low respectively. As we can see from the above table the mean score is 2.42 which are in the scope of low level of support. This implies that in order to organize colleague evaluation on CPD action, the effort of CPD facilitators was insufficient. Additionally, the average mean of the above table is 2.46 which are in the range of low level of support but not practiced as the expected point.

4.**9- The Support of Cluster Supervisor for the Implementation of CPD**

This part of the study displays the items with regard to the degree of support from cluster supervisors in the process of implementing CPD activities. Whatever attempts are made at the various levels, it is meaningless unless supervisory services or activities are provided for schools. Supervision plays a key role in the improvement of learning through enhancement of teachers' professional development (Sergiovanni, 1984). Hence,

it is logical to assess the supportive function of cluster supervisors which is presented in the following table.

Table 10- Data results from the support of cluster supervisors

No	Item	Very high		High		medium		low		Very low		mean	SD
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
1	The extent to which the effort of cluster supervisors to follow up the school CPD performance	7	8.75	32	40	13	16.25	16	20	12	15	3.07	1.25
2	The extent to which the effort of cluster super visors to organize teachers training on CPD actions	4	5	10	12.5	12	15	26	32.5	28	35	2.20	1.19
3	The extent to which the effort of cluster supervisors to maintain experience sharing among the cluster schools	4	5	10	12.5	7	8.75	30	37.5	29	36.25	2.12	1.19
4	The extent to which the efforts of cluster supervisors to provide professional support for teachers	6	7.5	9	11.25	13	16.25	31	38.75	21	26.25	2.4	1.17
	Average mean											2.45	0.43

The objective of the supervisor is implementing teaching learning process through providing professional support and by forming suitable situations of students (USAID, 2004).In item 1 of table 10, relates the extent of cluster supervisors' effort to follow up

the school CPD performance. Accordingly, based on the data 7(8.75), the majority 32 (40%), 13(16.25%) of teachers replied that the effort of cluster supervisors to follow up the school CPD performance is very high, high, and medium respectively. On the contrary, 16(20), and 12(15%) of respondents responded that the effort of cluster supervisors to follow up the school CPD performance is low and very low respectively. The mean value of this item is 3.07 which align towards medium. From the data, it can be learned that cluster supervisors effort to follow up the school CPD performance was found to be at the medium level of support.

In response to item 2 of the same table 10, the effort of cluster supervisors to organize teachers training on CPD actions was also rated by each respondent. Based on the data obtained 4(5%), 10(12.5%), and 12(15%) of respondents rated and confirmed that cluster supervisors effort to organize training on CPD actions is very high, high, and medium respectively. Moreover, the majority of teachers 26(32.5%), 28(35%) responded that the effort of cluster supervisors to arrange training on CPD action is low, and very low respectively. The mean score of cluster supervisors' effort to arrange training on CPD actions on was rated 2.20 indicates low level of support. From the data, it can be learned that cluster supervisors were insufficiently arrange trainings and preparing teachers conference and discussion forums on CPD activities.

In item 3 of table 10, there was the need to see the efforts of cluster supervisors to maintain experience sharing among the cluster school. Supervisor is an expert who supports teachers by establishing the cluster CPD committee, managing and coordinating CPD activities within the cluster, sharing individual and school CPD plan (USAID, 2004).Accordingly, significant number, 4 (5%), 10(12.5%), 7(8.75%) of respondents responded that the effort of cluster supervisors to maintain experience sharing among the cluster schools was very high, high, and medium respectively. On the contrary, the majority of teachers 30(37.5%), and 29(36.25%) responded that experience sharing among the cluster schools is low and very low respectively. The mean score of teachers' response is 2.12 which are in the scope of low level of support. This shows that the effort of cluster supervisors to coordinate experience sharing among the cluster schools was much unsatisfactory.

Continuous professional development (CPD) can be effective if and only if cluster supervisors are knowledgeable, committed, willing, qualified and experienced. In item 4 of table 10, teachers were asked to rate the extent to which the effort of cluster supervisors to provide professional support for teachers. Based on the data obtained significant numbers 6(7.5%), 9(11.25%), and 13(16.25%) of teachers replied that the effort of cluster supervisors to provide professional assistance for teachers is very high, high, and medium respectively. On the other hand, the majority of respondents 31(38.75%), and 21(26.25%) replied that the effort of cluster supervisors to give professional support for teachers is low and very low respectively. The mean of table 9 is 2.4 which are in the range of low level of support. So, it can be concluded that cluster supervisors, rarely followed up and insufficiently assisted for the effective implementation of CPD in Secondary Schools of Kemashi Zone. The response of the interview held with Zone education office experts confirmed that CPD practice is not effectively implemented because of lack of training of teachers, principals and cluster supervisors on the action of CPD.

4.**10- Supports from Woreda Education Office on the Practices of CPD**

This part of the study displays the items with regard to the degree of support from Woreda education office experts in the process of implementing CPD activities.

Table 11- Data results from the support of Woreda Education office Experts on CPD practices

No	Item	Very high		High		medium		low		Very low		Mea	SD
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
1	The extent to which the effort of Woreda education office experts to prepare local CPD plans	11	13.75	11	13.75	11	13.75	26	32.5	21	26.25	2.26	1.37
2	The extent to which the efforts of Woreda education office experts of evaluating CPD activities	14	17.5	13	16.25	11	13.75	16	20	26	32.5	2.46	1.40
3	The extent to which the effort of Woreda education office experts to allocate budget for CPD actions	8	10	9	11.25	8	10	24	30	31	38.75	2.23	1.34
4	The extent to which the effort of Woreda education office experts to arrange training regarding CPD actions	10	12.5	9	11.25	24	30	20	25	17	21.5	2.18	1.27
5	The extent to which the effort of Woreda education office experts to give feedback on the activities of CPD	13	16.25	7	8.75	11	13.75	36	45	13	16.25	2.45	1.24
	Average mean											2.3	0.13

Table 11 deals with the performance level of Woreda education office in accordance with the listed roles and responsibilities set by the MoE in the implementation of CPD. This

part of the study displays the items with regard to the degree of support from Woreda education office experts in the process of CPD activities.

Regarding item 1 of table 11, teacher respondents were asked to give their opinion that the extent to which the efforts of Woreda education office experts to prepare local CPD plans. Accordingly, small number 11(13.75%), 11(13.75%), and 11(13.75%) of teachers reacted that the effort of Woreda education office is very high, high, and medium respectively. On the other hand, the majority of teachers 26(32.5%), 21 (26.25%) replied that the effort of Woreda education office experts is low and very low respectively. The mean score of the item is 2.26 which are in the scope of low level. From the data results, it can be learned that Woreda education office has given less attention and insufficiently preparing local CPD plans.

In item 2 of table 11, the respondents were asked to rate the extent to which the effort of Woreda education office experts of evaluating CPD activities. Accordingly, small number 14(17.5%), and 13(16.25%) of teachers rated the effort of Woreda education office experts is very high, and high respectively. On the other hand, the majority of teachers 11(13.75%), 16(20%), and 26 (32.5%) replied that the effort of Woreda education office experts to monitor and evaluate the CPD activities is medium, low and very low respectively. The mean of the item is 2.46 which are in the range of low level of activities. From the data it can be said that the woreda education office experts were insufficiently monitor and evaluate the CPD activities at Secondary Schools of Kemashi Zone.

In item 3 of the same table, various responses were given regarding the extent to which the efforts of Woreda education office experts to allocate budget for CPD actions. According to MoE (2009), guide line education office having responsibilities in allocating the school budget and following up its accomplishments. Therefore, significant number 8(10%), 9(11.25%), and 8(10%) of respondents responded that the effort of Woreda education office experts to allocate budget is very high, high and medium respectively. On the contrary, the majority 24(30%), and 31(38.75%) of teachers replied that the effort of Woreda education office experts is low and very low respectively. The mean score of this item response is 2.23 which are in the scope of low level. From this

result, it can be learned that Woreda education office has given less attention to allocate budget for CPD program.

In item 4 of the above table, the respondents were asked to rate the extent to which the efforts of Woreda education office experts to arrange training regarding CPD actions. Accordingly, 10(12.5%), and 9(11.25%) of teachers replied that the efforts of Woreda education experts is very high, and high respectively. However, the majority 24(30%), 20(25%), and 17(21.25%) of teachers responded that the effort of Worda education office is medium, low and very low respectively. The mean score of this item is 2.18 which are in the range of low level. This indicates that Woreda education office has given less attention to prepare training on the actions of CPD.

Regarding item 5 of table 11, teachers were asked to rate the extent to which the efforts of Woerda education office experts to give feedback on the activities of CPD. However, 13(16.25%), 7(8.75%), and 11(13.75%) of respondents responded that the effort of Woreda education office experts to give feedback is very high, high, and medium respectively. On the other hand, 36(45%), and 13(16.25%) of teachers replied that the effort is low and very low respectively. The mean score of the item is 2.45 which are in the scope of low level. Generally, the average mean of the above table is 2.3 in the range of low level of support. This implies that the effort of Woreda education office experts to give feedback on the actions of CPD was unsatisfactory at school level. The response of the interview held with department heads and CPD facilitators confirmed that the status of CPD implementation is at the infant stage and very low. This is because of lack of support from Woreda education office in the activities of CPD.

4.11- Support from Zone education Office Experts to Implement CPD

This part of the study displays the items with regard to the degree of support from zone education experts in the process of implementing CPD activities. Whatever attempts are made at the various levels, it is meaningless unless supervisory services or activities are provided for schools.

Table 12- Support provided by Zone education office experts to implement CPD

No	Item	Very high		High		Med ium		low		Very low		Mea	SD
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
1	The extent to which Zone education office experts to deliver training for teachers to implement CPD actions	11	13.75	11	13.75	12	15	26	32.5	20	25	2.18	1.39
2	The extent to which Zone education office experts effort to allocate resources needed to implement the CPD activities	16	20	9	11.25	12	15	21	26.25	22	27.5	2.70	1.43
3	The extent to which the effort of Zone education office experts effectively monitoring CPD activities	3	3.75	19	23.75	13	16.25	26	32.5	19	23.75	2.41	1.20
	Average mean											2.43	0.26

With item 1 of table 12, the respondents were asked to give their opinion that the extent to which Zone education office experts effort to deliver training for teachers to implement CPD actions. Accordingly, significant number 11(13.75%), 11(13.75%), and 12(15%) of respondents replied that the effort is very high, high, and medium respectively. On the other hand, the majority 26(32.5%), and 20(25%) of respondents replied that the effort of Zone education office is low and very low respectively. The mean value of the item is 2.18 which are in the range of low level of support. Thus, it can

be said that Zone education office experts' effort to deliver training for teachers to implement the CPD action was insufficient in each Secondary Schools in Kemashi Zone.

In item 2 of the above table, teachers were asked to give their suggestions that the extent to which Zone education office experts to allocate resources needed to implement the CPD activities. However, 16(20%), 9(11.25%), and 12(15%) of respondents replied that the effort of Zone education office experts to allocate resources for the actions of CPD is very high, high and medium respectively. Moreover, 21(26.25%), and 22(27.5%) of teachers responded that the effort of Zone education office experts is low and very low respectively. The mean value of this item is 2.70 which are in the range of medium. This indicates that Zone education office experts support on CPD actions is medium level. Thus, it can be concluded that Zone education office experts has given some support for CPD activities.

Regarding item 3 of table 12, respondents were asked to rate the degree to which the efforts of Zone education office experts to monitor and evaluate the CPD activities. Significant number 3(3.75%), and 19(23.75%) of respondents rated that the effort of Zone education office is very high, high respectively. On the other hand, the majority of respondents 13(16.25%), 26(32.5%), and 19(23.75%) replied that the effort of Zone education office experts is medium, low and very low respectively. In the same way, the mean score of the item is 2.41 which are in the scope of low level of support. Moreover, the average mean score of the above table is 2.43 which are in the range of low level of support. This indicates that the continuous monitoring and evaluation system of Zone education office experts on the activities of CPD was very low in the Secondary Schools of Kemashi Zone.

In the same way, the response of the interview held with principals, and woreda education offices' supervisory experts, and data obtained from department heads, and CPD facilitators revealed that the supervisory assistance provided by either zone or woreda experts was not regular and frequent. All the participants agreed that the woreda or Zone experts visit at secondary schools with a maximum of once or twice in a semester. In view of that, the supervisory process was related with monitoring and evaluation of schools' performances but not directly connected with the practices of CPD

Generally, one can say that Zone and woreda education office experts support for secondary schools under study were ineffective in activating and facilitating the actual implementation of school based CPD.

4.12- The Challenges of School Based CPD

This section is devoted to the presentation of the major difficulties that hinder the positive application of CPD activities. The challenges were learned from the responses provided to items as is displayed in table 13.

Table 13- Responses on the challenges of CPD implementation

No	Items	Strongly agree		Agree		Undecided		disagree		Strongly disagree		Mean	SD
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
1	Less committemet of leaders	24	30	32	40	10	12.5	9	11.25	5	6.25	3.82	1.15
2	Shortage of time for teachers to implement the CPD actions	19	23.75	22	27.5	12	15	12	15	51	18.75	3.26	1.42
3	Lack of trained CPD facilitators to coordinate the actions of CPD	37	46.25	33	41.25	5	6.25	3	3.75	2	2.5	4.25	0.92
4	Lack of arranging training on CPD programs	24	30	24	30	12	15	9	11.25	11	13.75	3.47	1.41
5	Absence of motivation for teachers by the concerned bodies on the actions of CPD	22	27.5	28	35	15	18.75	7	8.75	8	10	3.61	1.25
6	Lack of resources or budget to implement CPD	39	48.75	29	36.25	5	6.25	4	5	3	3.75	4.21	1.02
7	Absence of committement of teachers to implement the CPD program	15	18.75	21	26.25	12	15	18	22.5	14	17.5	3.06	1.39

NB: From number 8-10 is sited in appendices G

In item 1 of table 13, 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 24(30%), and 32(40%) of teachers showed their strong agreement and agreement respectively. Significant number 10(12.5%), 9 (11, 25%), and5 (6.25%) 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 3.82 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. This tells us that the Secondary School leaders of Kemashi Zone were not well committed to apply the actions of CPD.

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 19(23.75%), and 22(27.5%) respondents showed that their strong agreement and agreement respectively with shortage of time is the challenge of CPD implementation. Additionally, 12(15%), 12(15%) of teachers said strongly disagree and disagree respectively. And also, 15(%) of teachers, however, did not make decision. The mean score of this item is 3.26. Thus one can say that shortage of time for teachers to implement the CPD action is moderate level of complexity. This result show that time constraints as a result of teachers work load was found to be at moderate level of challenge to implement CPD in Kemashi Zone Secondary Schools.

In item 3 of the above table states that lack of trained CPD facilitators is the challenges of CPD implementation. Accordingly, 37(46.25%), and 33(41.25%) respondents indicated that their strong agreement and agreement respectively. on the other hand, 3(3.75%), 2(2.75%) of teachers indicated their strong disagreement and disagreement, and five (6.25%) of teachers failed to make decision. The mean score of this item is 4.25 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).

With item 4 of table 13, which was raised to check whether lack of arranging training on CPD programs is the challenge of CPD implementation or not. Accordingly, 24(30%), and 24(30%) of teachers replied that they strongly agree and agree respectively. Moreover, 9(11.25%), and 11(13.75%) respondents showed that their disagreement and strong disagreement respectively. On the other hand, 12(15%) of respondents, however, did not make decision. The mean score of this item response is 3.47 which are in the range of moderate level of difficulty. Thus, we can conclude that the lack of arranging training on CPD program was at moderate level of challenge in Kemashi Zone Secondary Schools.

In item 5 of table 13 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, 22(27.5%), and 28(35%) of teachers responded their strong agreement and agreement respectively. And, significant number 7(8.75%), and 8(10%) of teachers pointed out their disagreement and strongly disagreement respectively. Moreover, 15(18.75%) respondents could not make decision. The mean score of the item is 3.61 which show high level of influence. This implies that lack of teachers motivation was one of the challenges that hider 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 13, respondents were asked to give their opinion on the lack of resources or budget for the implementation of CPD activities. Accordingly, the majority 39(48.75%), and 29(36.25%) of teachers showed that their strong agreement and agreement. On the other hand, 4(5%), and 3(3.75%) of respondents replied their disagreement and strongly disagreement. However, 5 (6.25%) of teachers could not make their decision. The mean score of this item is 4.21 which are in the scope of high level of

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complicatedness. This implies that failure to allocate money to practice CPD activities was one of the serious challenges in the Secondary Schools of Kemashi Zone.

Item 7 is intended to find out the absence of commitment of teachers to implement the CPD program in the secondary schools of Kemashi Zone. With regard to this, 15(18.75%), and 21(26.23%) of teachers said that strongly agree and agree that the absence of commitment of teachers to implement the CPD program is the serious problem in the secondary schools. Moreover, 18(22.5%), and 14(17.5%) of teachers showed that their disagreement and strongly disagreement with the problem. 12 (15%) of teachers failed to make their own decision. The mean score is 3.06 which is moderate level of complexity. Thus, one can say that the commitment of teachers to implement the CPD actions in the secondary schools of Kemashi Zone was insufficient. Moreover, this is one of the challenges to practice and implement the school based CPD actions in the Secondary Schools of Kemashi Zone.

In item 8 of table 13, respondents were asked to give their suggestion for the lack of awareness of teachers on CPD activity implementation. Accordingly, 9(11.25%), and 16(20%) of respondents showed their strong agreement and agreement respectively on lack of awareness of teachers on CPD activities. And also, 12(15%), and 23(28.75%) of teachers showed their disagreement and strong disagreement on the lack of awareness of teachers in the action of CPD. 20(25%) of teachers failed to make decision. The mean value was 3.40 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.

Regarding item 9 of the same table, most of them 30(37.5%), 25(%) of teachers replied that the absence of career structure is the challenge of CPD implementation replied that their strong agreement and agreement respectively. On the other hand, significant number 7(8.75%), and 7(8.75%) of teachers showed that their disagreement and strong disagreement respectively. Additionally, 11(13.75%) of respondents could not make their decision. The mean value of the response is 3.80 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, governments are

introduced legislation concerning CPD and linked it to career structure and evaluation of teachers. The legalization contains various principles and condition of services (Schwill, 2005).

In item 10 of table 13, deals with whether the absence of giving feedback on the action of CPD hinder its effective implementation. In response to this, 16(20%), and 31(38.75%) of teachers indicated their strong agreement and agreement respectively to the point that the absence of giving feedback is the obstacle of CPD implementation. On the other hand, significant number 4(5%), and 18(22.5%) of teachers replied their disagreement and strong disagreement respectively. And also, 11(13.75%) of respondents could not make decision. The mean score of the responses is 3.28 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 Kemashi Zone Secondary Schools. The average mean of the above table is 3.67 which are in the range of high level of difficulty. The data collected through the interview revealed that the shortage of school budget from the education office, absence of focal person on CPD at Woreda and Zone level, lack of continuous training at woreda and Zone level, resistance of teachers to implement CPD, lack of CPD materials, overload of teachers, lack of committeemen from principals' and supervisors to implement CPD, lack of motivation of teachers, lack of coordination among the concerned bodies, shortage of time to practice CPD actions, absence of experienced teachers, and absence of career structure with the actions of CPD were mentioned by the respondents as the major challenges of CPD implementation in Kemashi Zone Secondary Schools.

All the respondents gave their suggestions that 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). They said that the program was 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. According to the respondents, teachers'

perceived school based CPD as complex and ambiguous process. Moreover, trainings were not continuously conducted based on teachers' needs.

With regard to open-ended questions, respondents indicated that principals, teachers, D/ heads, cluster supervisors, CPD facilitators, Woreda and Zone education office experts were to be found or lacked commitment to implement the CPD activities in each Secondary Schools in Kemashi Zone. Furthermore, they gave their opinion that CPD actions were not connected with teachers' career structure development and teachers looked CPD as an extra work load. Additionally, respondents' confirmed that lack of support from the concerned bodies on CPD activities is the challenge of its implementation. The continuous turnover of experienced and trained teachers on the activities of CPD in Kemashi Zone Secondary Schools was pointed to become one of the obstacles of teachers' application of CPD.

CHAPTER FIVE

5. Summary, Conclusion and Recommendations

5.1. Summary of Findings

The main objective of this study was to examine the practices and challenges of continuous professional development (CPD) in the Secondary Schools of Kemshi Zone in Benishangul- Gumuz Regional State. In order to meet this purpose, basic research questions related to the extent that CPD insures teachers professional competence, the support of school leaders and supervisors to implement CPD, and the support of Woreda and Zone education office experts for the practical implementation of CPD were raised. Therefore, attempt was made to investigate factors that become the challenges of CPD implementation in Secondary Schools of Kemashi Zone.

To search answers for these questions, a descriptive survey method was employed. The data collected from the closed ended questionnaires was analyzed and interpreted using different statically tools such as frequency, percentage, mean, and standard deviation. On the basis of the analysis and interpretation of the data gathered through all the instruments, the following major findings were indicated.

A. The finding of the study revealed that the understanding of teachers on the importance of CPD, goals of CPD, as well as staff development tools of CPD was moderate.

B. The study results indicated that the contribution of CPD in improving classroom activities, in changing teachers' knowledge, and enhancing the quality of teaching and learning was found to be insufficient in Secondary Schools of Kemashi Zone.

C. It was made known by this study that, school based CPD activities contributions to prepare teachers for evaluating their action was at medium level and some activities of CPD were recognized by the study in the secondary schools of Kemashi Zone.

D. The finding of the study showed that the importance of CPD to apply continuous assessment method was found to be at average level.

E. It was identified by this study that there was no renewal of a professional teaching license for teachers to implement the action of CPD effectively.

F. Most respondents replied that the importance of CPD that gives experience sharing through colleagues' teachers within the school was found to be at high level but it is insufficient with the nearby schools.

G. The study showed that the practice of action research to alleviate the day today problems, preparation of portfolio, and involving in peer coaching with colleagues' teachers was found to be inadequate.

H. As shown in the findings, the majority of respondents replied that teachers' participation in the selection of the school CPD priorities was moderate.

I. The study results indicated that the supports of CPD for teachers effectiveness in their profession, and for technical cooperation among teachers, as well as the improvement of subject matter action was found to be insufficient.

J. Most teacher respondents believed that lack of selection CPD facilitators, inability of preparing training on CPD, lack of organizing induction program, lack of evaluation and giving feedback by the school principals has high negative influence on CPD program implementation.

K. This study indicated that the effort of CPD facilitators to prepare experience sharing among colleagues' teachers was medium, whereas preparing training, and arranging colleagues' teachers' evaluation was less effective.

L. The study results showed that support from cluster supervisors for the implementation of school based CPD was found to be inadequate.

M. It was revealed that Woreda education office experts were found to be less effective in preparing local CPD plan, evaluating CPD actions, giving feedback and has given less attention to allocate sufficient budget for CPD activities.

N. It was identified by this study that Zone education office experts' effort to give training for teachers, monitoring and evaluating the CPD activities was insufficient, while allocating resources for the action of CPD was medium.

O. The result of this study showed that the main obstacles that operate against the practice and implementation of school based CPD were less committement of school leaders to implement CPD activities, lack of trained CPD facilitators, and lack of teachers' motivation on the actions of CPD were identified the serious challenges.

Moreover, failure to allocate budget and lack of CPD materials, absence of career structure in the actions of CPD, was to be found the problems that hinder the effective implementation of school based CPD. On the other hand, absence of giving feedback from the concerned bodies, lack of committement of teachers to practice CPD actions, failure to organize training on CPD programs, and shortage of time for teachers to implement the actions of CPD was found to be moderately affected the real implementation of CPD in Secondary Schools of Kemashi Zone in Beishangul- Gumuz Regional State.

5.2. Conclusions

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

A. The finding of the study indicated that teachers' understanding of the importance of CPD, the understanding of CPD that helps to facilitate changes in education, and the understanding of the goals of CPD actions was to be found at moderate stage. From this we can conclude that teachers understanding of the importance and goals of CPD in each Secondary Schools of Kemashi Zone were at moderate level.

B. As shown in the findings, the contribution of school based CPD for the improvement of classroom activities as well as the students' academic achievement was inadequate. Moreover, CPD actions lacks bring change in teachers professional development, and also, in the quality of teaching and learning activities. Generally, teachers did not sufficiently practice the school based CPD actions and also, they are not effectively and

collaboratively solving educational challenges by action research in the Secondary Schools of Kemashi Zone.

C. As indicated in the study, teachers' participation in recording relevant documents, and involving in peer coaching was found to be insufficient. This implies that there was inadequate teachers' involvement in the activities of CPD. In addition; teachers and the concerned school based CPD stakeholders in Secondary Schools of Kemashi Zone rarely discussed their common obstacles for the practical implementation of CPD. Moreover, senior teachers infrequently participate in induction program for the newly deployed teachers on the activities of CPD. Hence there was lack of support for the newly deployed teachers in the activities of CPD.

D. Among the responsibilities expected from school principals' are: preparing training or workshops', organize experience sharing with the nearby schools, arrange induction program for newly deployed teachers, evaluating and giving feedback on CPD activities of teachers. But, the analysis of this study revealed that the school principals failed to meet these responsibilities. Therefore, from the data of the study, it is possible to conclude that teachers were not encouraged by the school principals to accomplish the school based CPD activities and develop their professional skills in order to bring into the light them with modern trends in their respective subjects.

E. Trained CPD facilitators were not available in all Secondary Schools of Kemashi Zone to provide continuous professional development support for teachers. Relevant professional trainings of CPD were not adequately conducted. The activities in CPD were not directly connected with teachers' day-to-day life as solving the students' academic failure, to re-licensing career development structure. Teachers do not well realize their CPD plans, and consequently, portfolio documents were not well prepared. Thus, using school based CPD as an instrument for the development of knowledge and skill was given less attention in Secondary Schools of Kemashi Zone.

F. Woreda and Zone education office experts, cluster supervisors and other school based CPD implementers' were less supportive on the activities of CPD. That is, there was failure to organize induction program for newly deployed teachers, failure to allocate

sufficient budget, absence of preparing local CPD plans, organizing training programs, intra- and inter group discussions, encouraging peer evaluation and timely feedback regarding the practical implementation of school based CPD. Therefore, there was absence of committement and lack of responsibilities among CPD stake holders for its real implementation.

G. There are various challenges that hinder the effective implementation of CPD. some of these are: less committement of school leaders, absences of motivation of teachers, lack of budget, were the serious problems of the real practice of CPD. Furthermore, lack of committement of teachers to implement CPD activities, absence of relicense teachers' profession with the activities of CPD and absence of career structure development with the activities of CPD, were found to be another challenges of CPD implementation in Secondary Schools of Kemashi Zone.

Generally, it is possible to conclude that school based continuous professional development was inadequately implemented and students' academic achievement was insufficiently improved in Secondary Schools of Kemashi Zone Benishangul Gumuz Regional State.

5.3. Recommendations

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

To make teachers professionally competent, that is improving classroom activities of teachers, increasing teachers' knowledge and improving the quality of teaching and learning, various methods of CPD such as in-service training, action research, and induction program for newly deployed teachers is recommended to be implemented. In addition, intra- and inter school group discussion on the action of CPD, mentoring, peer coaching, and peer evaluation are suggested to be practiced in the Secondary Schools of Kemashi Zone. Moreover, the study results confirmed that teachers and principals' insufficiently practiced these strategies'. Therefore, the school based CPD stakeholders, as well as Zone and Woreda education office experts should make great effort to improve the practice of action research, induction program for newly deployed teachers,

mentoring, peer coaching and peer evaluation, in-service trainings and workshops, inter and intra school group discussion to apply teachers professional development effectively in the Secondary Schools of Kemashi Zone.

A. To enhance CPD practices, it is essential to develop on incentive mechanism for principals, teachers, CPD facilitators and mentors. Teachers' performance of any practices of school based CPD need to be allied with their career development so that teachers would not be hesitant to implement CPD. To this end, the MOE, Regional education Bureau, Zone education department, and Woreda education offices are advised to consider attempts to implement school based CPD as part of the performance of teachers' career structure development criteria and it needs immediate actions in order to solve the problem.

B. The contributions of school principals to the CPD program implementation were not sufficient. One of the major factors, as indicated above, has been lack of committement from school principals to implement the CPD activities. Hence, for the CPD program to be successful, Woreda education office in collaboration with other stakeholders has to organize the necessary training on CPD as well as educational leadership and management to school principals and should organize motivation program. The same should be done for Woreda education office experts and cluster supervisors. Furthermore, it is recommended that there should be trained CPD facilitators at Woreda and Zone level who are responsible for coordinating overall activities of CPD and provides the required support as needed.

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 regional, Zonal, and woreda education officers, principals, CPD facilitators 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 fulfilling

CPD materials, and increasing the committement of teachers and principals by giving motivation, in order to implement the CPD actions sufficiently and to improve the students' academic performance.

E. The study results showed that support from cluster supervisors for the implementation of school based CPD were found to be inadequate. It is strongly recommended that cluster supervisors should take immediate actions and follow up the school CPD performance, organize teachers training on the activities of CPD and maintain experience sharing with the nearby cluster schools and share CPD manuals and materials to all secondary schools for the real implementation of school based CPD, as well as to improve the quality of teaching and learning activities, and to improve students result in Secondary Schools of Kemashi Zone.

F. Finally, to better address the problems, it can be suggested that further studies need to be conducted in this area with regard to teachers' practices and challenges of school based CPD implementation in Secondary Schools of Kemashi Zone Benishangul – Gumuz Regional State.

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APPENDICES

Appendix A

Jimma University Institute of Education and Professional Development Studies

Department of Educational Planning and Management

Questionnaires' for teachers

Directions:

Dear respondents: The main function of this study is to gather relevant data to the study allowed" The practices and challenges of continuous professional development (CPD) in Kemashi Zone secondary and preparatory schools in Benishangul- gumguz Regional State". 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

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.

   5=very high   4= high   3= Medium   2= Low   1=Very Low

1. Items linked to teachers' understanding of the concept of school CPD

No	Items	Options				
		5	4	3	2	1
		Very high	high	Medium	Low	Very low
1	Understanding of the important of CPD is					
2	understanding of CPD helps to facilitate changes in education is					
3	understanding of the goals of CPD actions is					
4	understanding of CPD as staff development tool is					

5. List some of your understanding of CPD program.

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2. **Items related to the benefits of school   CPD**

No	Items	Options				
		5	4	3	2	1
		Very high	High	Medium	low	Very low
1	CPD improves classroom activities					
2	CPD promotes teachers to evaluate their actions					
3	CPD helps to improve teachers knowledge					
4	CPD helps to enhance the quality of learning and teaching					
5	CPD helps to apply continuous assessment methods					
6	CPD helps to give experience sharing through colleague teachers					
7	CPD helps to give the renewal of a professional teaching license					

8. List out some of the benefits of CPD in your school.

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ITEMS related TO THE CPD ACTIVITIES

No	Items	Options				
		5	4	3	2	1
		Very high	High	Medium	low	Very low
1	To what extent have you involved in action research					
2	To what extent have you organized portfolio by recording all CPD documents.					
3	To what extent have you participating on peer coaching on CPD actions					
4	To what extent have you practicing mentoring other teachers on CPD actions					
5	To what extent have you involving in the selection of the school CPD priorities					

6. Please, explain further CPD activities that occurred in your school.

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4. Items related to effectiveness of CPD

No	Items	Options				
		5	4	3	2	1
		Very high	High	Medium	low	Very low
1	The extent to which teachers participate as helping to each other					
2	The extent to which CPD deals with subject matter					
3	The extent to which CPD helps teachers improvement					

4. Please explain other CPD activities that are related to CPD effectiveness in your school.

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5. **Items Related to the functions of principals**

No	Items	Options				
		5	4	3	2	1
		Very high	High	Medium	low	Very low
1	The extent to which principals' effort to Select a suitable facilitator for CPD activities					
2	The extent to which principals' effort to Prepare training on CPD activities for teachers					
3	The extent to which principals effort to organize experience sharing among the nearby schools					
4	The extent to which principals 'effort to produces annual CPD plan with teachers					
5	The extent to which principals' effort to organize induction program for newly deployed teachers					
6	The extent to which principals effort to evaluate the CPD activities of teachers					
7	The extent to which principals effort to give feedback on the actions of CPD					

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

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6. **Items Related to the function of CPD facilitator**

No	Items	Options				
		5	4	3	2	1
		Very high	High	Medium	low	Very low
1	The extent to which CPD facilitators to arrange discussion with senior teachers					
2	The efforts of CPD facilitator to give training on CPD practices according to teachers need					
3	The efforts of CPD facilitator to arrange colleague evaluation on the implementation of CPD					

4. List out other supports that are being provided for you by the CPD facilitator to improve the actions of CPD in your school.

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7**. Items Related to the functions of cluster supervisors**

No	Items	Options				
		5	4	3	2	1
		Very high	High	Medium	low	Very low
1	The extent to which the efforts of Cluster supervisors to follow up the school CPD performance					
2	The extent to which the efforts of cluster supervisors to organize teachers training on CPD actions					
3	The extent to which the efforts of cluster supervisors to maintain experience sharing among the cluster schools					
4	The extent to which the efforts of cluster supervisors to provide professional support for teachers on the actions of CPD					

5. List out other supports which are being provided by cluster super visors to teachers to enhance the CPD actions.

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8**. Items Related to the function of Werda Education office experts**

No	Items	Options				
		5	4	3	2	1
		Very high	High	medium	low	Very low
1	The extent to which the efforts of worda education office experts to prepare local CPD plans					
2	The extent to which the efforts of Woreda education office experts of evaluating CPD activities					
3	The extent to which the efforts of Woreda education office experts to allocate budget for CPD actions					
4	The extent to which the efforts Woreda education office experts to arrange training regarding CPD actions					
5	The extent to which the effort of woreda education office experts to give feedback on the activities of CPD					

6. Please explain other actions which are being done by werda education experts

………………………………………………………………………………………………

9**. Items Related to the Zone education office expert**

No	Items	Options				
		5	4	3	2	1
		Very high	High	Medium	low	Very low
1	The extent to which zone education office experts effort to deliver training for teachers to implement CPD actions					
2	The extent to which zone education office experts efforts to allocate resources needed to implement the CPD activities					
3	The extent to which the efforts of zone education office experts effectively monitoring CPD activities					

4. What are the other activities which are being done by Zone education office experts to implement CPD effectively in your school?

10. Items Related to the challenges of CPD implementation CPD

Strongly agree=5   Agree=4 Undecided=3   Disagree=2 strongly disagree=1

No	Items	Options				
		5	4	3	2	1
		Strongly agree	Agree	Undecided	disagree	Strongly disagree
1	Less committeemen 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 committeemen 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. List out other challenges that you face during the process of CPD implementation in your school.

……………………………………………………………………………………………………

Thank you for your cooperation!!

APPENDIX B

Jimma University

Institute of Education and Professional Development Studies Department of Educational Planning and Management

Interview Guide for Principals and cluster supervisors

General Information about the Participants*:*

Sex………… Academic Qualification…………… Service Years………...

Guiding Questions for Interview

- What does the understanding of teachers on CPD actions looks like in your schools?
- What kind of activities has been practiced on CPD in your schools?

- What are the obstacles for the effective implementation of CPD in your schools?
- What kind of solutions do you propose to solve the problems of the implementation of CPD in your schools?

General Information about the Participants:
Sex…………….. Academic Qualification……………………………………..
Service Year……………………………………..
Guiding Questions for Interview

- What do you think is the status of CPD implementation in your Werda and Zone?
- What does the activities of teachers on CPD actions in your Werda and Zone looks like?
- What kind of role do you play in your Woreda and Zone schools CPD activities?
- What are the obstacles for the effective implementation of CPD in your woreda and Zone?
- What kind of solutions do you propose to solve the problems of CPD implementation in your woreda and Zone?

APPENDIX D

Jimma University

Institute of Education and Professional Development Studies Department of Educational Planning and Management

Interview Guide for CPD Facilitators and Department Heads

Participants' Information:

Sex………….. Academic Qualification……………………….Service Years……………………………………..

Questions for Focus Group Discussion

- ❖ What does the awareness of teachers on the actions of CPD looks like?
- ❖ Do teachers practice the analysis of CPD actions?
- ❖ What does the planning of CPD by teachers in your schools looks like?
- ❖ Do you think that CPD is effectively practiced in your schools? How do you evaluate the actions of CPD?
- ❖ Do the concerned bodies participate in the actions of CPD?
- ❖ What are the major obstacles of CPD implementation in your school?
- ❖ What solutions you may suggest to solve the problems of CPD implementation in your school?

APPENDIX F

Document Analysis

Name of the school…………………………………………………………………

Education qualification of the principal………………………………………………..

- Do you have the CPD annual plan in your school?
- Do you have the monitoring, reporting and the evaluation system of CPD actions in your schools?
- 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?
- Do you have feedback from the concerned bodies on the actions of CPD in your school?

APPENDIX G

Table-13

10. Items Related to the challenges of CPD implementation

Strongly agree=5   Agree=4 Undecided=3   Disagree=2 strongly disagree=1

No	Item	5	%	4	%	3	%	2	%	1	%	Mean	SD
8	Lack of awareness of teachers on CPD activities	9	11.25	16	20	20	25	12	15	23	28.755	3.40	1.32
9	The absence of career structure with the actions of CPD	30	37.5	25	31.25	11	13.75	7	8.75	7	8.75	3.80	1.18
10	The absence of giving feedback on CPD actions	16	20	31	38.75	11	13.75	4	5	18	22.5	3.28	1.22
	Average mean											3.65	0.44

APPENDICES

Appendix A

Jimma University Institute of Education and Professional Development Studies

Department of Educational Planning and Management

Questionnaires' for teachers

Directions:

Dear respondents: The main function of this study is to gather relevant data to the study allowed" The practices and challenges of continuous professional development (CPD) in Kemashi Zone secondary and preparatory schools in Benishangul- gumguz Regional State". 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

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.

 5=very high   4= high   3= Medium   2= Low   1=Very Low

2. Items linked to teachers' understanding of the concept of school   CPD

No	Items	Options				
		5	4	3	2	1
		Very high	high	Medium	Low	Very low
1	Understanding of the important of CPD is					
2	understanding of CPD helps to facilitate changes in education is					
3	understanding of the goals of CPD actions is					
4	understanding of CPD as staff development tool is					

5. List some of your understanding of CPD program.

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2. **Items related to the benefits of school   CPD**

No	Items	Options				
		5	4	3	2	1
		Very high	High	Medium	low	Very low
1	CPD improves classroom activities					
2	CPD promotes teachers to evaluate their actions					
3	CPD helps to improve teachers knowledge					
4	CPD helps to enhance the quality of learning and teaching					
5	CPD helps to apply continuous assessment methods					
6	CPD helps to give experience sharing through colleague teachers					
7	CPD helps to give the renewal of a professional teaching license					

8. List out some of the benefits of CPD in your school.

………………………………………………………………………………………………………
………………………………………………………………………………………………………
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ITEMS related TO THE CPD ACTIVITIES

No	Items	Options				
		5	4	3	2	1
		Very high	High	Medium	low	Very low
1	To what extent have you involved in action research					
2	To what extent have you organized portfolio by recording all CPD documents.					
3	To what extent have you participating on peer coaching on CPD actions					
4	To what extent have you practicing mentoring other teachers on CPD actions					
5	To what extent have you involving in the selection of the school CPD priorities					

6. Please, explain further CPD activities that occurred in your school.

……………………………………………………………………………………………

4. Items related to effectiveness of CPD

No	Items	Options				
		5	4	3	2	1
		Very high	High	Medium	low	Very low
1	The extent to which teachers participate as helping to each other					
2	The extent to which CPD deals with subject matter					
3	The extent to which CPD helps teachers improvement					

4. Please explain other CPD activities that are related to CPD effectiveness in your school.

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5. **Items Related to the functions of principals**

No	Items	Options				
		5	4	3	2	1
		Very high	High	Medium	low	Very low
1	The extent to which principals' effort to Select a suitable facilitator for CPD activities					
2	The extent to which principals' effort to Prepare training on CPD activities for teachers					
3	The extent to which principals effort to organize experience sharing among the nearby schools					
4	The extent to which principals 'effort to produces annual CPD plan with teachers					
5	The extent to which principals' effort to organize induction program for newly deployed teachers					
6	The extent to which principals effort to evaluate the CPD activities of teachers					
7	The extent to which principals effort to give feedback on the actions of CPD					

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

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………………………………………………………………………………………………

6**. Items Related to the function of CPD facilitator**

No	Items	Options				
		5	4	3	2	1
		Very high	High	Medium	low	Very low
1	The extent to which CPD facilitators to arrange discussion with senior teachers					
2	The efforts of CPD facilitator to give training on CPD practices according to teachers need					
3	The efforts of CPD facilitator to arrange colleague evaluation on the implementation of CPD					

4. List out other supports that are being provided for you by the CPD facilitator to improve the actions of CPD in your school.

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7**. Items Related to the functions of cluster supervisors**

No	Items	Options				
		5	4	3	2	1
		Very high	High	Medium	low	Very low
1	The extent to which the efforts of Cluster supervisors to follow up the school CPD performance					
2	The extent to which the efforts of cluster supervisors to organize teachers training on CPD actions					
3	The extent to which the efforts of cluster supervisors to maintain experience sharing among the cluster schools					
4	The extent to which the efforts of cluster supervisors to provide professional support for teachers on the actions of CPD					

5. List out other supports which are being provided by cluster super visors to teachers to enhance the CPD actions.

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8. Items Related to the function of Woreda Education office experts

No	Items	Options				
		5	4	3	2	1
		Very high	High	medium	low	Very low
1	The extent to which the efforts of woreda education office experts to prepare local CPD plans					
2	The extent to which the efforts of Woreda education office experts of evaluating CPD activities					
3	The extent to which the efforts of Woreda education office experts to allocate budget for CPD actions					
4	The extent to which the efforts Woreda education office experts to arrange training regarding CPD actions					
5	The extent to which the effort of woreda education office experts to give feedback on the activities of CPD					

6. Please explain other actions which are being done by woreda education experts

…………………………………………………………………………………………………

9. Items Related to the Zone education office expert

No	Items	Options				
		5	4	3	2	1
		Very high	High	Medium	low	Very low
1	The extent to which zone education office experts effort to deliver training for teachers to implement CPD actions					
2	The extent to which zone education office experts efforts to allocate resources needed to implement the CPD activities					
3	The extent to which the efforts of zone education office experts effectively monitoring CPD activities					

4. What are the other activities which are being done by Zone education office experts to implement CPD effectively in your school?

10. Items Related to the challenges of CPD implementation CPD

Strongly agree=5   Agree=4 Undecided=3   Disagree=2 strongly disagree=1

No	Items	Options				
		5	4	3	2	1
		Strongly agree	Agree	Undecided	disagree	Strongly disagree
1	Less committeemen 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 committeemen 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. List out other challenges that you face during the process of CPD implementation in your school.

……………………………………………………………………………………………

Thank you for your cooperation!!

Jimma University

Institute of Education and Professional Development Studies Department of Educational Planning and Management

Interview Guide for Principals and cluster supervisors

General Information about the Participants:

Sex………… Academic Qualification…………… Service Years………...

Guiding Questions for Interview

- What does the understanding of teachers on CPD actions looks like in your schools?
- What kind of activities has been practiced on CPD in your schools?

- What are the obstacles for the effective implementation of CPD in your schools?
- What kind of solutions do you propose to solve the problems of the implementation of CPD in your schools?

APPENDIX C

Jimma University

Institute of Education and Professional Development Studies Department of Educational Planning and Management

Interview Guide for Worda and Zone education office experts

General Information about the Participants*:*

Sex…………….. Academic Qualification………………………………………….. Service Year………………………………………..

Guiding Questions for Interview

- What do you think is the status of CPD implementation in your Werda and Zone?
- What does the activities of teachers on CPD actions in your Werda and Zone looks like?
- What kind of role do you play in your Woreda and Zone schools CPD activities?
- What are the obstacles for the effective implementation of CPD in your woreda and Zone?
- What kind of solutions do you propose to solve the problems of CPD implementation in your woreda and Zone?

Jimma University

Institute of Education and Professional Development Studies Department of Educational Planning and Management

Interview Guide for CPD Facilitators and Department Heads

Participants' Information:

Sex…………..   Academic   Qualification……………………….Service Years……………………………………..

Questions for Focus Group Discussion

- ❖ What does the awareness of teachers on the actions of CPD looks like?
- ❖ Do teachers practice the analysis of CPD actions?
- ❖ What does the planning of CPD by teachers in your schools looks like?
- ❖ Do you think that CPD is effectively practiced in your schools? How do you evaluate the actions of CPD?
- ❖ Do the concerned bodies participate in the actions of CPD?
- ❖ What are the major obstacles of CPD implementation in your school?
- ❖ What solutions you may suggest to solve the problems of CPD implementation in your school?

APPENDIX F

Document Analysis

Name of the school……………………………………………………………………

Education qualification of the principal……………………………………………..

- Do you have the CPD annual plan in your school?
- Do you have the monitoring, reporting and the evaluation system of CPD actions in your schools?
- 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?
- Do you have feedback from the concerned bodies on the actions of CPD in your school?

Table-13

10**. Items Related to the challenges of CPD implementation**

Strongly agree=5   Agree=4 Undecided=3   Disagree=2 strongly disagree=1

8	Lack of awareness of teachers on CPD activities	9	11.25	16	20	20	25	12	15	23	28.755	3.40	1.32
9	The absence of career structure with the actions of CPD	30	37.5	25	31.25	11	13.75	7	8.75	7	8.75	3.80	1.18
10	The absence of giving feedback on CPD actions	16	20	31	38.75	11	13.75	4	5	18	22.5	3.28	1.22
Average mean												3.65	0.44