CHAPTER ONE
THE PROBLEM AND ITS APPROACH

1.1 Background of the Study

Education is believed to be one of the greatest motive forces that shape the task of giving the speed of economic, social and political advancements of a 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, 2009).

The world is at the continuous moment of change in all aspects of life. Changes in the education system of a nation and global requirements demanded staff development in their profession. Hailu (2013) 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 CPD 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, 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 (Little, 1990).

MOE has set teachers professional development strategy which emphasis given to upgrading and updating teachers through pre-service and in-service trainings, so as to promote active learning, problem solving and student centered teaching and learning. In Ethiopia Continuous Professional Development can be placed into two categories. 'Updating' is a continuous process in which every professional teacher participates during their career as a teacher. It focuses on subject knowledge and pedagogy and improves classroom practice. 'Upgrading' is the process by which teachers can choose to participate in additional study outside their regular work as a teacher at

appropriate times in their career, e.g. convert a certificate to a diploma, a diploma to a first degree, or a first degree to a master's degree MOE, (2009).

According to MOE (2009 P.16), Continuous professional development is "anything that makes me a better teacher" targeting at the improvement of teachers' performance in schools situational to learners'. The framework document further explained, CPD is a continuous process of enhancing personal growth in order to improve the capability and realize the full potential of teachers at school. This can be achieved by obtaining and developing a wide range of knowledge, skills and experience which are not normally acquired during initial training or regular work, and which together develop and maintain competence to practice. "School based teachers' continuous professional development can also be defined as all informal learning experiences in a school and those conscious and planned activates, which are intended to be of direct or indirect benefit to the individual, group or school, which contributes to the quality of education in the classroom. It is the process by which teachers alone and with others, review, renew and, extend their commitment as change agents to the moral purposes of teaching. And hence, by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives" Day (1999) as cited in Hailu(2013).

Other scholar Jackson et.al (2009) complement this idea by saying continuous professional development as "any professional activities educators engage 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 improving their quality of teaching and learning. They further describe that CPD 'is an ongoing process of building up on Initial Teacher training and induction, including development, and training opportunities throughout a career and concluding with preparation for retirement.

Similarly, Little(1990) Explain CPD as, an ongoing process of any kind of education, training, learning and support activities engaged in by teachers alone or with others. It can be seen as teacher learning in an ongoing way so to as bring about improvement of individual teachers

Tuliahan (1990). Also define continuous professional development as whole range of planned activities by which education personnel in active service have opportunities to further their education, develop their understanding of educational principle and techniques and also Haye (2004). Define continuous professional development as "the activities designed to support teachers in using standard based instruction and also to help them to develop and interpret standard based assessment.

Supporting the above definitions, the definition given by Day (1999) as cited in Hailu (2013, p .10) below could elaborate more the discussions made so far. "…. Professional development consists of all natural learning experiences and those continuous and planned activities which are intended to be direct or indirect benefit to an individual, group or school and which contribute to the quality of education". The definitions and concepts described above end with common perception; that is continuous professional development activities are mainly concerned with the improvement of individual teacher and the school community as a whole. CPD make teachers to cope with their future responsibility. It can involve both formal experiences in the class room, and informal experiences out of class room. The need for school based continuous professional development is not restricted for education. CPD is related to all professional fields that acquire well educated workers IFL (2009).

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

 In researchers opinion different scholars say various ideas but it has similar definition which show the crucially importance of CPD for teachers for all rounded progress of teaching learning activity by upgrading and updating his profession continuously. So CPD is paradigm shift of instruction and assessment. The way of instruction is changed from teacher centered

to student centered and the assessment process also changed from continuous testing to continuous assessment so, in this dynamic world pre-service qualification only cannot be sufficient to become an active and effective teacher. Due to this CPD is uncertainty important for teachers, supervisors and directors to cope with present dynamic and future unpredictable world, as traditionally quoted "teacher who cannot read, have no right to teach."

The Education and Training Policy (ETP) set high standards for teachers and described a new approach to education. At the heart of this new approach was the promotion of more active learning, problem solving, and student centered teaching methods. Research surveys showed that with the expansion of education and large class sizes, teachers still relied largely on teacher centered methods with limited opportunities for CPD.

A CPD Guideline was produced outlining the new strategies and courses developed for the induction of newly deployed teachers and for CPD priority programs. The newly deployed teachers were expected to work through a two year induction program, produced at national level and supported by mentors. These mentors were selected from experienced members of staff in the school. All other teachers were expected to carry out the CPD program produced at national level. This program consists of three course books which teachers worked through in small groups within a school or cluster of schools. Each course consisted of 3 units covering aspects of teaching and learning and school ethos. The groups were designed to be led by facilitators, usually selected from experienced members of the school staff. The expectation was that these groups would meet at least once every two weeks. It was expected that REBs and Woreda would also produce CPD training manuals to supplement the courses produced at national level MOE (2009).

Most difference to practice is based on professional dialogue about teaching and learning, and the improvement of practice through a variety of activities, including coaching, mentoring, shadowing and peer support. Awareness-raising events are useful for absorbing information and updating knowledge, but are not likely to lead to skills development. Therefore, when deciding on once priorities for CPD, it is important to consider what kinds of CPD will be the most effective for developing your practice as a teacher. This means that the teachers will need to

show, year to year, that you are improving the relevant knowledge and skills in your area of subject expertise and in his teaching or training.

In this sense CPD is personalized and any activities undertaken for the purposes of keeping up to date what the latest developments in a subject area and keeping side by side of changes in teaching methods will count as meaningful professional development, as long as some questions can be answered: what professional development activities have undertaken this year? Have you reflected on the learning you have gained from these activities? Have the activities and the reflection made a difference to how you teach or train? Can you show evidence of what the difference is and the impact it has made to learners, colleagues or the organization in which you work? Your record of CPD for any one year needs to show that as a self-regulating professional you can demonstrate reflection, improvement and positive impact and these will all be personal to you and the context in which you practice as a teacher and trainer (IFL, 2009).

 In practical as the researcher know, the new approach of CPD has three cycles which is carefully planned in response to individual and institutional need at each level individual, group, institutional, Woreda, zone and national level. The CPD cycle is similar at the whole level. Due to the CPD needs begin form school, the new approach called bottom up approach. This approach contains cycle, the cycle has at middle review then analyses, plan, do and evaluate. The annual plan of individual based form institutional need while the institutional need taken from Woreda or Zone and National level each at maximum having three CPD needs, form this three two of needs may from personal need and the rest is from institutional need. By combination of individual and institutional need the module is prepared.

Even though, a great deal of effort have been made by different researchers and ministry of education of Ethiopia trying its best to improve the approach of continues professional development from top down approach to bottom – up approach there is no significant progress, Dasalegn (2009) still there are wide gaps of implementation continuous professional development in almost all schools of Ethiopia. The same thing is true in south nation nationality people's regional state secondary schools.

1.2 Statement of the Problem

The role of education for development of a nation is tremendous; it brings all rounded solution for economic, political, social and cultural problems of a society. (GTPI, 2014) Quality education by itself largely depends on the magnitude of school based teacher's continuous professional development (CPD) in improving student's achievement. Furthermore, teacher's professional development is a key driver of excellence in any school to contribute to not only teacher and school improvement but also the overall improvement of education system USAID (2006) as cited in Belay (2013).

National study done in Haramaya University in collaboration with MOE witnessed. The evaluation and improvement of the implementation of school based CPD clear, transparent and self-controlling CPD structure is poorly practiced by responsible stakeholders at various levels. The absence of clearly defined objectives, shared vision and common understanding among partners on CPD created room for ambiguity or uncertainty for practices. Collaboration in monitoring CPD and evaluation system is also among the identified problem. Lack of adequate awareness among teachers and absence of link between the CPD and teachers' career structure are also identified (MOE, 2009).

MOE also shows that the ongoing teachers' professional development program is still suffering from heritage of preceding structures such as absence of the need assessment of teachers' trainings, lack of standardized training programs and the prevalence of uncoordinated CPD practices (MOE, 2009). Moreover, the Ministry of Education underlines that qualified teachers is essential for quality education since it is in the classroom that learning takes place. Without competent teacher, no curriculum can be implemented effectively and quality education will not be attained. Consequently, it is further stated that teacher competency is significant for that competent teacher is the crucial element for quality education and teacher professional development including CPD is the ground for quality teacher (MOE, 2006).

In Ethiopia Different researchers have been conducted on CPD. For instance, Mintesiont (2008) implementation of teacher's professional development program in Fogera Woreda, Belay, (2012) studied about practice and challenges of school based CPD in Benishangul Gumuz regional state secondary schools from teacher's side. And also Ewnetu and Firdisa (2010) studied teachers' perception about school based CPD in Jimma zone selected schools. Another researcher is Hailu (2013) is thus wanted to investigate the leadership role of principals in implementing CPD program in Jimma zone and the other researcher yitayew, (2009).who studied on practices and challenges of CPD in primary schools of Metekel zone.

Accordingly South Nation Nationality Peoples Regional State Education Bureau determine to realize National CPD Program, by giving support for teachers and stakeholders to avoid obstacle of CPD as indicated in regional education supervision team field report which revealed that there is loose coordination among stakeholders and the implementation of CPD program poorly practiced (SNNSEB, 2010).

Even though, a great deal of effort has been made by different researchers in investigating CPD practices and challenge, teacher's perception, principal role   and implementation. Still there are wide gaps in implementation of CPD all over Ethiopia in general and specifically in south nation nationality people's regional state.

However,   challenge of CPD implementation not touched in the above stated researchers in different areas of Ethiopian secondary schools. Since poor implementation of CPD has great impact on students' achievement, this study is targeted to fill the gap of the stated researches in SNNPRS in Shaka Zone secondary schools specifically and in Ethiopia in general.

Farther more, from the researchers fourteen years teaching and five years as school principal, he observed poor implementation of the CPD program, and he also realized that there is no any scientific study was conducted in the study area. So, in light of the stated problems, the major purpose of this study is to investigate the implementation challenges of continues professional development in secondary schools of Shaka zone, therefore, in order to address these purpose , following basic research questions have been raised.

1. To what extent secondary schools analyze the existing situation of CPD program?

2. To what extent planning of CPD program is carried out in secondary schools of shaka zone?

3. To what extent CPD activities has been implemented (has been done) in secondary schools of shaka zone?

4. To what extent CPD evaluation is properly done in secondary schools of shaka zone?

5. To what extent the stakeholder's contribute to implement CPD in the secondary schools of Shaka Zone?

6. What are the major challenges of secondary schools encounter while implementing school based CPD program?

1.3. Objectives of the Study

1.3.1 General Objective

The overall objective of this study was to assess the extent to which school based CPD program was effectively implemented and to identify the challenges that secondary schools of Shaka Zone face in the process of school based CPD program implementation.

1.3.2 Specific Objectives

Specifically, the study is trying to:-

- To assess the extent to which secondary school teacher's analysis the existing situation.
- To assess the extent to which secondary school teachers plan their annual CPD.
- To assess the extent to which secondary school teachers do their annual CPD.
- To assess the extent to which secondary school teachers evaluate their annual CPD.
- To identify the effort of responsible school partners at different levels in supporting the implementation of school based CPD activities.
- To identify the major challenges secondary schools face in the implementation of the school based CPD program.

1.4 Significances of the Study

The findings of the study are expected to have the following benefits:

1. It may help teachers, supervisors and other responsible officers to be aware of the extent to which school based CPD is being implemented and also bring out the challenges that stand against the success of the program in order to take actions of improvements.

2. It may provide important information to the national and local policy makers and program designers so as they will further revise and develop appropriate programs.

3. It is also expect that the study will contribute to the improvement of quality education by initiating responsible parties in school improvement program which ultimately would end with the maximum learners' achievement.

4. It may help stakeholders to identify the strengths and weaknesses of school based CPD program to take remedial measures against the challenges that secondary schools faced in implementing CPD program.

5. It may lead to change the CPD strategy on teachers' experiences, attitudes and expectations.

6. It may help as literature on teachers' continuous professional development.

1.5 Delimitation of the Study

In order to make the study more manageable, it was delimited geographically and conceptually. Geographically, the study was delimited to government secondary schools in Shaka zone. The zone has 4 secondary school with 119 teachers and 87 primary schools who had male 782 and Female 404 totally 1186 teacher staffed. Including all primary schools in Shaka zone is unmanageable due to time and coast. Shaka zone is located in south nation nationalities and peoples regional state; in south western part of the region. It is bounded with North and East Gambella regional state, in South Bench Maji zone and in west kaffa zone. The study area had three Woredas namely yeki, Andracha and Masha.

Conceptually, the study is delimited to the challenges of implementation of CPD specifically in the area of defining the schools CPD cycle (analyzing, planning, doing, evaluating) the

module progress; promoting school learning climate and promotes teachers professional growth and challenges of CPD implementation was examined.

Therefore, the researcher develop the following variables as strategies in which teachers and principals, department heads, Woreda and zone, CPD focal person how supervise , how provide feedback and how training is given to implement CPD activities were assessed.

1.6 Limitation of the Study

It is obvious that research work cannot be totally free from limitation. To this end, some of the limiting factors include time constraint, uncooperativeness of respondents in filling the questionnaires and returning on time. For uncooperativeness and time limitation, the researcher use head of departments to distribute the questionnaire for his member then distributed returned soon. Even though the researcher planned to use tape recorder during the interview, respondents were not voluntary & he was forced to use taking on notes. Furthermore, Woreda education office and Zone education office were always busy.

1.7 OPERATIONAL DEFINITION OF KEY TERMS

Continuous Professional development: - It is a career-long process of improving knowledge, skills and attitudes, centred on the local context and particularly classroom practice.

School based 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 secondary education and preparatory education (9-12).

Stakeholders: the school partners parents, teachers, school principals, ZEB, WEB.REB

Induction: a continuous professional development course that given for newly deployed teachers

Updating: is a continuous process in which every professional teacher participates during their career as a teacher.

Upgrading: is the process, by which teachers can choose to participate in additional study outside their regular work as a teacher at appropriate times in their career,

Implementation: to make the CPD activities (CPD cycle) has been put into practice

1.8 Organization of the Study

The research report divided in to five main chapters. The first chapter deal with the problem and its approach and it include background of the study, statement of the problem, objectives, and significances, delimitation, limitation of the study, operational definition of basic terms and organization of the study. Chapter two presents the review of related literatures. Chapter three deals with the research design, method, sources of data, sample and sampling techniques, instruments and procedures of data collection and method of data analysis and interpretation. Chapter four includes the data presentation, analysis and interpretation. Chapter five dealt with summary, conclusion and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURES

In this section of the research presents relevant literatures related to the general concepts of the implementation of school based CPD program and the current challenges, Published books, journals, policy documents, definitions and concepts of CPD, purpose of CPD, evolution of CPD, characteristics of effective CPD, and approaches of CPD. Moreover, models of CPD, and overview of CPD in Ethiopia briefly presented.

2.1 Concepts of CPD

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

School based teachers' continuous professional development can also be defined as all informal learning experiences in a school and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which contribute to the quality of education in the classroom. It is the process by which teachers alone and with others, review, renew and extend their commitment as change agents to the moral purposes of teaching and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives (Hailu, 2013).

As the framework document further explained, CPD is a continuous process of enhancing personal growth in order to improve the capability and realize the full potential of teachers at school. This can be achieved by obtaining and developing a wide range of knowledge, skills and experience which are not normally acquired during initial training or routine work, and which together develop and maintain competence to practice. School based teachers' continuous

professional development can also be defined as all informal learning experiences in a school and those conscious and planned activities, which are intended to be of direct or indirect benefit to the individual, group or school, which contributes to the quality of education in the classroom. It is the process by which teachers alone and with others, review, renew and, extend their commitment as change agents to the moral purposes of teaching. And hence, by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives (MOE,2009).

Additionally, school based CPD refers to the sum total of formal and informal learning experiences of teachers throughout career from pre-service education to retirement. It is part of using technology to foster teachers' growth. Thus, CPD is the support for teachers as they encounter challenges while putting technology into practice and supporting inquiry based learning (Fullan and Steigelbaver, 1991). School based CPD is the acquisition of knowledge, experience and skills, as well as, the development of personal qualities of teachers. It contains both the acquisition of new information to broaden competence, and the enhancement of existing skills to keep abreast of evolving knowledge.

Moreover, school based continuous professional development refers to upgrading knowledge and skills of practitioners in the teaching and learning process. A framework encourages teachers continuously update their professional knowledge, personal skills and competencies. CPD aims in make teachers more effective as a professional and add credibility to the teaching Professions School based CPD is a continuous process of acquiring new knowledge and skills throughout teachers' professional life. Since higher institutions' education is insufficient to ensure lifelong professional competencies, it is essential to sustain the quality of teachers, to remedy gaps in skills, and to enable professionals to respond to the challenges of rapidly growing knowledge and technologies, changing education needs and the social, political and economic demand of the ongoing situation so , school based continuous professional growth is the process by which a teacher maintains the quality and relevance of the professional services that he or she delivers. Thus, CPD is the purposeful improvement of knowledge necessary for the professional and technical duties thought the practitioner is working life (Robert, 1987). Therefore, one can

understand from the discussion is that continuous professional development activities are career life activities to improve professional competences and standards.

2.2. Evolution of CPD

According to Nicholas (2001) CPD was formally known as in-service education and training. It was first developed for the first time in 1960's in Great Britain. The emergence of the problems identified on the quality of teaching and related issues. However, as indicated by various sources the term CPD is said to have been coined by Richard Grander in the mid 1870's. The term was to distinguish between learning from courses, and learning on the job (Gray, 2005).

Glover and Law (1996) described factors that initiated the need for CPD in the USA as, the coming of rival countries to the lead in scientific and economic competition, such as the launching of sputnik satellite by the Soviet Union which worried America about the quality of their teaching and learning. As literature indicates professional development and school reform are inseparable. As a result, professional development in education has its own history of evolution that parallels the stage of school reform (Katzemeyer and Moller, 1996).

In 1970's "workshop" was adopted dominantly as a best strategy to enhance teacher's professional development. The 'workshop' as a preferable strategy for teaches development was emerged parallel with the school reform known as "Teacher proof curriculum". In the early 1980's, another intervention was emerged which was known as "expert training". The expert training came into being as a result of lack of progress in teacher's performance and student's achievement outside trainers were going to school to train teachers during this period. With the absence of desired results, 'organizational development', which focuses on group work, was evolved to being about teachers' professional development. This strategy was also resulted in little change. Thus, a professional development intervention known as "learning community", which focused on individuals as well as group development evolved in 1990's.

According to Grant, Peggy and Young, (2008) it was in late 20th century that the professional development for teachers brought a range of reform-based studies and initiatives that focused on providing quality instruction for which teachers were responsible. Particularly, during the 1980's, many states in the world began to pay more attention to the professional growth of

teachers. Teacher tests were implemented to ensure skill levels and knowledge in various subject areas.

Evaluations of teaching performance were introduced focusing on the successful implementation of the components of professional responsibilities. Moreover, programs to improve educational quality have also been built into the education systems since then. One of the leading characteristics of the work of education services was the continuing pursuit of excellence in school-based teacher professional growth. In this case school based CPD training was launched in most countries of the world with the innovation of child centered teaching methods and new techniques for secondary school teaching (Hailu, 2013).

On the other hand, to link professional development with the improvement of school environment, the new paradigm of educational leadership emphasized an environment in which growth and empowerment of the individual teachers are valued first (World Bank, 2004).

By the end of the 20th century, most countries of the world had initiated professional standards such as professional knowledge, skills and competences required of teacher to impact on competent learner achievement in all subject areas. A great deal of effort was placed into the development of these standards, and teachers were expected to use them as the foundation for all instruction. In nowadays, global educational reform is supported by a series of well-researched programs, reports and technologies to facilitate the enhancement of teacher capacity and expertise in the area of professional development (Hailu, 2013).

In the Ethiopian context, teacher training was beginning in 1944 in one classroom in Minilik II School (MOE, 1973). As the Teacher Education System Overhaul described, now day's teacher education programs are run at colleges and university levels. The TESO program and the recent development and practices in the teacher education institutions are based on the objectives and strategies of the Education and Training Policy of Ethiopia. In order to give a brief explanation of the policy, this also serves as a base to understand the new trends or changes in the teacher education curriculum. The policy document (MOE, 1994) indicates that education during the 'Derge' regime was intertwined with complex problems in that it lacked relevance and insufficient training of teachers and low quality of education. To overcome these problems, the federal Democratic Republic of Ethiopian Government set a new education and training policy.

The policy states general and specific objectives of education, an overall strategy, areas of special attention and prioritized actions. Among the three areas of special attention and prioritized actions, one focuses on teacher training and overall professional development of teachers.

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.

2.3. The Challenge of CPD

The challenges of teachers' professional development comes from different direction according to yitayew (2013) challenges of teachers' professional development refers to "difficulties, complexities, barriers or hard situations against the expected outcomes of teachers' growth". The major challenges to be dealt with for the purpose of this study are teacher related barriers, leadership, supervisory challenges and the school system.

2.3.1 Teachers' Associated Challenges

Little (1992) stated that, in most cases teachers are poorly experienced to implement reforms in subject matter teaching that end with the absence of the integration of the content with students' opportunities to learn and systematic use of pedagogical skills. Moreover, the complexity and ambiguity of the school based CPD program itself undermines ambitious educational reforms. Professional development as the typical means of improving instruction is poorly targeted at what teachers need most to know. It is common for the content of professional development to be too general and to fail to connect with specific instructional strategies that meet the needs of particular students. For example, refreshing teachers' knowledge of subject matter or teaching

about research on particular instructional strategies is usually insufficient. The content of professional development should focus on what students are to learn and how to address the different problems students may have in learning that material.CPD books are not sufficiently prepared by the languages of work. Teachers are not provided awareness about the background of CPD. Teachers and other responsible partners are not well oriented how to implement CPD in collaboration with other pillars of quality education. Thus, the school based CPD program is not being realized in collaboration with other education quality improvement programs Day (1999) as cited in yitayew (2013).

The challenges that become obstacle teachers from active involvement in the process of school based CPD are lack of skill, less commitment and teachers' resistance, low level of understanding about the significance of CPD, scarcity of need based trainings, lack uniformity on how to use the portfolio modules, and absence of consolidated collaborative school system.

2.3.2 Leadership Associated Challenges'

The leadership and supervisory factors to be treated here are the challenges related to the CPD activities executed by principals; schools' CPD facilitators; head teachers; and Woreda, zone, regional and national education superintendents. In most school systems relentless efforts are being made to improve teachers' professional development although challenges are unavoidable events. According to the findings of the Ministry of Education, MOE (2010b), the major challenges identified at the national level are lack of trained facilitators, high turnovers of more experienced and trained leaders or facilitators and stakeholders extra work load, particularly of teachers. Teachers are not motivated by the Woredas to alleviate the on-going problems.

The evaluation of school based CPD was usually the responsibility of CPD leaders who often feel that they have limited experience of evaluation approaches. Most CPD leaders in the previous studies feel that they are generally not equipped with the skills and tools to adequately perform the evaluation role. If the role is not taken by the head teacher, it is most often of a deputy or a member of the senior staff. Head teachers and CPD leaders themselves express a need for preparation for the role of CPD leader. It is suggested that this training needed to come from experienced CPD leaders (Day et al., 2005). In short, less supportive and discouraging

leadership situation at all levels hampers the further improvement of school based continuous professional development.

2.3.3 School System Associated Challenges'

 in schools where staff development opportunities are poorly conceptualized; insensitive to the concerns of individual teachers; and make little effort to relate learning experiences to workplace conditions, they make little impact upon teachers or their pupils Day (1999) as cited in yitayew (2013).

2.4 The Purpose of School Based CPD

Teachers' continuous professional development has its own specific and general purposes to achieve educational goals at global, national and local levels (yitayew, 2013). In this regard, we shall look at the purposes in relation to the experiences of some countries of the world in general and of Ethiopia specifically.

In almost all education programs across various geographical contexts, the need for teachers' professional growth has general purposes of enhancing teachers' knowledge of the subjects they teach and their professional skills to scale up learning achievement following this, (Fraser, 2005) suggested that, teachers are the root to enhance the quality of education. This demands the creation of progressively a high quality teacher throughout a work life. Opportunities should be continuously provided for teachers' growth. Ensuring the professional development support for teachers enables them to become competent expert which in one way or another is significant to positively impact on teachers' performance. This ultimately changes students' overall skill and knowledge.

Therefore, the continuous improvement of teachers' profession is crucial to ensure proper utilization of teachers' potential. While Levine (2005), CPD improves teachers' knowledge of the subject matter that they are teaching and enhances their understanding of student thinking in that subject matter. Effective school based CPD is also an important element of school improvement in the process of raising pupils' achievement. It enables teachers to be committed to their own professional development and to build job satisfaction. CPD is significant to make school environment safe and secure.

Anderson (2000) also further clarified that, conditions influencing teacher learning are established within the school to support continuous improvement, including attention to such matters as schedules, teacher assignments, use of meetings, resource development, cultivation of shared leadership, formation of teams, and related matters. These strategies include creating conditions that support on-going collaborative professional learning, determining what the content of the professional development experiences should be, designing targeted professional development programs and practices, identifying what resources are needed and where they can be secured, integrating professional development with the comprehensive plan for school improvement and implementing and evaluating the effectiveness of the professional development strategies.

The literatures on education quality indicate a strong link between teachers' school based continuous professional development and quality education, particularly in the areas of teachers' beliefs and practices, students' learning, and on the implementation of educational reforms (UNESCO, 2006).

Teachers' ability to develop, adopt, and improve throughout their careers is essential for active learning and depends on teachers' participation in collaborative organizations, or communities of practice, based on continuous inquiry into practice (Burchell, Dyson & Rees, 2002.School based professional development encourages the rise of expert teachers who have a firm understanding of their respective disciplines, knowledge of the conceptual barriers that students face in learning about the discipline, and knowledge of effective strategies for working with students. Teachers' knowledge of their disciplines provides a cognitive roadmap to guide their assignments to students, to measure student progress, and to support the questions students ask. The teachers focus on understanding rather than memorization and routine procedures to follow, and they engage students in activities that help students reflect on their own learning and understanding. Moreover, school based professional development of teachers' whether pre-service or in-service assists teachers as side by side of new knowledge and practices in the field. This ongoing training for teachers can have a direct impact on student achievement. Case studies have provided evidence that ongoing professional development, especially in the early years after initial preparation and then continuing throughout a career; contribute significantly to student learning and retention (Davies and Preston, 2002).

Furthermore, continuous professional development, in line with Ethiopia's policies, is vital for career-long teacher learning and improvement (MOE, 2004). The overall purpose of CPD program, as similarly indicated in the new concept of framework of the Ministry of Education (MOE, 2009), is to improve the performance of teachers in the classroom that ultimately contributes to raise students' learning achievement. It targets a career long process of improving knowledge, skills and attitudes of teachers based on the local context, particularly the classroom practices. Furthermore, the contribution of CPD for improved and relevant pre-service and in-service training and professional support is pointed out in the Educational Sector Development Review of the Federal Ministry of Education (MOE, 2010a). In general the purpose of school based CPD is to empower teachers of their competence in order to enhance students learning environment.

2.5 The Purposes of School Based CPD in Different Countries

Different countries of both developed and developing world might implement school based CPD in different ways and contexts. But, the objectives, significances and goals similarly targets at encouraging teachers competence in order to add to high pupil achievement. For instance, in Scotland the executed changes in teaching profession are committed to develop and support teachers. School based continuing professional development was made a condition of service and every teacher is expected to have a commitment to CPD, to agree individual CPD plans once a year with his or her immediate mentor and to maintain a personal record (portfolio) of CPD undertaken. CPD was portrayed as an essential opportunity for staff development, which should be available to every teacher (Levin, 2004).

The writer further explained that, the purpose of school based teachers' professional development in South Africa is to have teachers who are reflective practitioners and who can make informed professional choices. In this case, teachers are prepared to be empowered professionals. This notion targets at active and participatory learning school-based model in which all teachers participate and being facilitated with support materials in the context of teacher knowledge and realities of classrooms (Levin, 2004).

Similarly as Daniel et al (2008), Described in the USA**,** teachers are more likely to select CPD related to enriching the experiences of classroom management. They were also more likely to participate in studies relating to teaching assignment and programs addressing the needs of diversified students. The quality of the USA teachers, the criteria used to assess the quality of the teaching force was teacher preparation and qualifications. Because, more capable successful teachers feel more concern about their impact upon pupils much further through their teaching career than the less able teachers. In the same way, as Bolam (2000), teachers pass through a number of developmental stages as they progress from beginner to expert practitioner in most European countries is to provide multi-purpose services in schools identified that there are stages to be considered in the process of CPD, as concern for self (primary survival as a teacher); concern for the task (which focuses on actual performance) and concern for impact (relating to positive influence upon pupils).

As Bolam (2000), pointed out, Australia has legal registration and periodic renewal of registration for teachers to achieve improved learning outcomes. Re-registration is based upon the acceptability of teachers' qualification and fitness to teach. Despite not being compulsory, CPD is already a fundamental part of the professional lives of many Australian teachers. The experiences of Japanese school based CPD have the potential benefit for effective teacher professional development established in schools. A priority in school based professional development in Japan has been the improvement of the quality of lessons. To this end, at various educational administrative levels, study meetings or conferences are held on a regular basis.

2.6. School Based Practices of Teachers' CPD

The schools, where teachers work together on a daily basis and share their professional experiences is the obvious place for the most effective staff development to take place (TESO, 2003). In other words, school based practices of teachers' continuous professional development as a new approach where teachers, school principals and others develop their knowledge and skills at the work site, is the best way that change in education can be realized and sustained. It is where improvement in education starts, i.e., at implementation level. It is also effective in terms of time and cost saving for training experience.

Different examples of CPD activities for teachers can be identified here: assisting students on their personal needs, participating in curriculum based activities, the use of ICT to increase knowledge. Moreover endeavors to meet national qualification or quality standards, reflection on self practices, consultation with professional bodies, participation in educational panels, working to implement educational plans by school, departments or others as members of a taskforce, sharing experience with other school teachers etc. are all CPD activities (Tuliahan, 1990).CPD practices can be formally or informally practiced through the exposure of new information and techniques and are varied based on their requirements of time and place. However, the most commonly used practices are briefly discussed below:

2.5.1 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. 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.

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 customized 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 malfunction.

2.6.2 Mentoring

According to Bladford (2000), mentoring can be defined as a 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 demands of a complex job of teaching. Mentoring recognizes that growth in teaching is a process that takes time. A mentor focuses on learning rather than teaching and engages in co enquiry to encourage reflection on teaching as a process. This reflective model incorporates a more critical element in the mentoring process to move teachers from novice through to expert status (Berliner, 1994).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. 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. Group achievements are celebrated more than individual efforts

2.6.3 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 endeavors.

In class, coaching may take different forms depending on the purposes and goals for coaching, i.e. technical coaching – involves the transfer of teaching methods, introduced in workshops, to

the classroom (Moon et al 2001). Expert coach utilizes specially trained teachers with expertise using particular methods. They observe, support and provide feedback to the other teachers. In general coaching requires human interpersonal relationships, collegial atmosphere and collaboration. Skillful, knowledgeable and committed teachers are required to play coaching role. Selecting appropriate coaching is essential. If this process is successfully implemented in schools, the education system will benefit a lot.

2.6.4 Action Research

One of the major CPD activities for teachers is action research. It is an important practice in developing educational profession in educational system. To appreciate its importance, we have to answer these questions: What is action research? How it is useful for the development of teaching profession and the educational system? Different scholars viewed action research from different perspectives. According to Gay and Airasian (2000) action research is a form of collective self reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices as well as their understanding of the practices and the situations in which the practices are carried out in a small scale intervention in the function of the real world and close examination of the effects of such intervention. This entails that it is the process by which the researcher involves in the function of real world in order to understand the function of real world.

What makes action research different from pure research is that the former is directed to increase the quality of practical application. It is International and practical in nature. It follows phases of problem identification, systematic data collection, reflection, analysis, data driven action and problem redefinition. It is then improving action through systematic studies (Gay and Airasian, 2000).

According to McBride (1996), there are three basic reasons why action research is good for teachers' professional development such as: It is enquiry based and allows teachers to investigate their own words; it is aimed at the improvement of teaching and learning in schools, it leads to deliberate and planned action to improve conditions for teaching and learning. Research is then useful to generate knowledge, to disseminate it, to improve practice and to win public esteem to teachers and their profession. That is why school principals and concerned educational

authorities have to undertake exemplary action research, allocate fund, furnish libraries with current education journals and related materials and involve teachers in research activities.

2.7. CPD Cycle

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

In this study the CPD cycle is considered as conceptual frame work of the research. The researches basic questions also developed from the CPD cycle. Practicability of CPD cycle is considered as implementation of CPD (MOE, 2009).
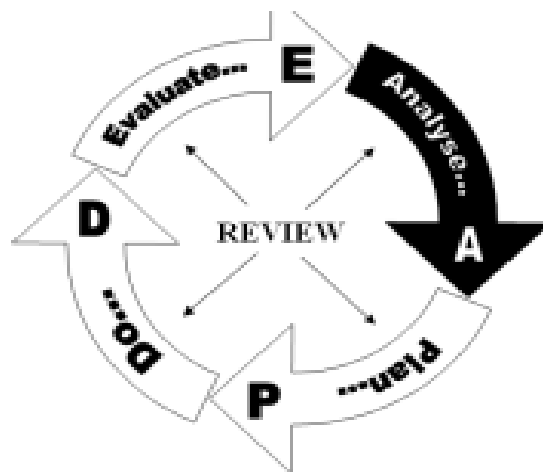
Figure 1 - CPD Cycle (MOE, 2009)

2.6.1 Analysis

The continuous professional development analysis is related with the activity to select and address the learning or development needs of an individual teacher, group of individuals or of an institution. This activity includes self assessment, peer review, annual appraisal, and selection of school CPD priorities by the school based CPD stake holders: the principals, CPD facilitators, teachers, department heads, head teachers and Woreda or zone experts (MoE, 2009)

2.6.2 Planning

Planning is part of the school based CPD cycle, which is developed annually by the CPD stakeholders of every educational institution preceded by prioritizing the issue identified by the analysis process. The CPD plan can be prepared individually or institutionally with details of events and timings within the CPD module (MoE, 2009). Individual CPD plan is developed annually based on the priorities of the individual teacher and institution. The annual CPD action plan is kept in the teacher's professional portfolio and used as a guide for the type of information and evidence collected during the year (Desalegn, 2010).Each institution should develop an annual CPD plan on the bases of the issues identified by the need analysis process.

Three main priorities are recommended for each academic year. Once the priorities are selected, the annual CPD plan should be completed. This document should describe each priority, identify the desired outcomes; list the responsible group/intuition and outline the time needed to implement the plan (Desalegn, 2010). Furthermore, professional development plan involves the preparation required to acquire the new skills and knowledge needed to enact the improvements scheduled for implantation. Planning may involve workshops, intensive sessions and other activates prior to initiating the new practices. Moreover, professional development plans propose for the improvements in student learning, and the procedures teachers have to know to take their success to a higher level.

Thus, professional development plan anticipates on-going support for professional learning in the context of collaborative problem solving and encompasses interrelated activities such as, action assessment, and additional learning. These processes go on continuously until the focus of professional development plan is implemented. Accordingly, each teacher is required to keep a portfolio of CPD activities. The CPD plan that meets the need analysis is developed by an individual and the institution (MoE, 2009).

2.7.3 Doing

On the other hand, the school based CPD "Do" cycle or doing involves activities that are chosen to meet the identified needs through the needs analysis. The "Do" cycle activities include:

curriculum meetings, demonstration lessons, planning lessons together, peer observation, observation of lessons and feedback, observation of students in lessons, talking to students, assessment of students work before and after the CPD activity, marking of students work, giving feedback and advice for development, and investigating a teacher action research, professional reading and research, visiting schools and teachers to see examples of good practices, sharing showing good practices within a school, maintaining a fissional portfolio, team teaching, workshops, visiting experts, mentoring, discussion, and meetings (MoE, 2009).

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

2.7.4 Evaluation

Evaluation is reviewing and assessing to judge the effectiveness of the desired outcomes of the school based CPD action plans (MoE, 2009). Evaluation of professional development experiences is performed in order to positively change the practices, which focus on changes in student leaning. Knowledge how useful the assessment of professional development program in a school will help schools' stakeholders to anticipate the readiness of teachers to pursue new directions and the priority that might be placed on such initiatives. Thus, the final design for professional development should incorporate multiple sources of information on the outcomes for students and the instruction and other processes that are involved in implementing the lessons learned (Guskey, 2000).

Smith (2002) suggested that evaluation should play an integral role in school based CPD, and will become part of a cycle, while it provides feedback on the success of the process, it can also help to determine further CPD needs. The use of data, both quantitative and qualitative, is essential for teachers in terms of learning about their practice and drawing conclusions on pupil's learning. If program revision is needed, the collaborative problem solving phase process is engaged to lead to changes that modify common practice and require no more substantial changes required in policy. If efforts to improve teacher expertise do not result in improved student learning, the professional development program being implemented may need to be

revised. If modifications in teacher learning lead to enhanced expertise but do not lead to improvement in student learning, changes in the target program may be necessary. Thus, improvements in student learning set the stage for further improvements; this is the expected condition. Continuous school improvement involves both the continuous improvement of teachers' professional expertise and the review on of programs and practices.

In other words, professional development evaluation becomes an internal part of the program implementation providing new opportunities for teachers to learn as they assess, the effect of the new program on student learning. If potential difficulties in effectively implementing the original design for professional development cannot be dealt with, the initial plan may need to be revised (Day et al 2004).By and large, the current arrangement of implanting and evaluation of professional development in schools consider the current innovative and effective practices in CPD.

The new approaches to effective CPD follows five levels ass means of evaluating the impact of CPD which are related with participant reaction, participant learning, organizational support and change, participant use of new knowledge and skills, and pupil learning outcomes. It also considers teachers out comes, the quality of learning experiences and the contribution of CPD to build effective professional learning communities within schools (Guskey, 2000). Generally CPD is a cycle. Institution and Individuals should continuously be aspiring to improve, and therefore create better learning and achievement by all (MoE, 2009).

2.8 Approaches to CPD

In a broader sense, as noted in the web site, www.wikipedia.org, professional development may include formal types of vocational education, typically post-secondary or poly-technical training leading to qualification or credential required to obtain or retain employment. Professional development may also come in the form of pre-service or in-service professional development programs. These programs may be formal, or informal, group or individualized. Approaches of Continuous Professional Development include formal types of vocational education, typically post-secondary or poly-technical training leading to qualification or credential required to obtain or retain employment. Professional development may also come in the form of pre-service or in-service professional development programs.

These programs may be formal, or informal, group or individualized. Professional development opportunities can range from a single workshop to a semester to long academic course, to services offered by different professional development providers and varying widely with respect to the philosophy, content, and format of the learning experiences. Some examples of approaches to professional development listed by the same web-site include: Case Study Method. The case study method is a teaching approach that consists in presenting the students with a case, putting them in the role of a decision maker facing a problem.

- **Consultation** - to assist an individual or group of individuals to clarify and address immediate concerns by following a systematic problem solving process,

- **Coaching** - to enhance a person's competencies in a specific skill area by providing a process of observation, reflection, and action, Communities of Practice - to improve professional practice by engaging in shared inquiry and learning with people who have a common goal.

- **Lesson Study** - to solve practical dilemmas related to intervention or instruction through participation with other professionals in systematically examining practice Mentoring - to promote an individual's awareness and refinement of his or her own professional development by providing and recommending structured opportunities for reflection and observation.

- **Reflective Supervision** - to support, develop, and ultimately evaluate the performance of employees through a process of inquiry that encourages their understanding and articulation of the - rationale for their own practices.

- **Technical Assistance** - to assist individuals and their organization to improve by offering resources and information, supporting networking and change efforts.

Similarly, John Nixon (1989) put CPD approaches by categorizing them into three groups based on the methods they follow: Gusky T. and Huberman, M. (1995), on the other hand, listed four major approaches to professional development:

- Workshop/Presentation fosters acquisition of new skills and knowledge about a topic through direct instruction and participatory activities,

- Observation/Feedback provides practitioners with data and feedback regarding their performance,

- Inquiry/Research requires practitioners to reflect upon their daily practices in a systematic, intentional manner, over time. According to these authors, Workshops/Presentations may be a first step in the professional development process, particularly if the purpose is to raise awareness among participants regarding new ideas or strategies.

A work shop may be a vehicle for introducing practitioners to other approaches to professional development, or it may be a jumping off point for refining skills or for further exploring other concepts. Practitioners may, for instance, want to practice a new skill introduced in the workshop and choose to follow up with the Observation/ Feedback approach. Or, practitioners may wish to explore a new concept introduced in the workshop through the Inquiry/Research approach. Likewise, workshops or conferences may be held to discuss needs assessments and to collaboratively plan program-or product-development activities.

Different literatures reveal that there is no single best approach to professional development. Rather, it is preferable for multiple approaches to be integrated with one another and address the complex and dynamic characteristics of specific program contents and learner needs. Success rests on finding the optimal combination of approaches for different situations.

2.9. **Models of CPD**

Continuous professional development models are the processes and activities that are intended to provide professional development to teachers. Though, different writers offer various types of CPD starting from their own assumptions and give their own focus, the researcher is based on the models suggested by many authorities as, 'organizational partnership' models and 'small group or individual' models. 'Organizational partnership' models involve inter-institutional

partnership, whereas, small group or individual models focus on a smaller scale little, (1992) ,MOE(2009).

The 'organizational partnership' models rely on the professional development formally carried out though organizations. The organizational partnership models include professional development school, university school partnership, school networks and distance education models. Professional development schools are partnership between teachers, administrators and university members created to improve teaching and learning on the part of their respective students, to exercise and unit educational theory and practices (Villegas-Reimer, 2003). Even though, the professional development schools model has variations from setting to settings, all of the models share common goal of producing professional development experiences for both pre-service and in-service teachers in school settings. University school partnership is networks that connect practitioners and institutions of higher education (Hailu, 2013).

School networks bring teachers together to address their problems they encountered in the work, and promote their own professional development individually or in groups. Distance education is another organizational partnership model. This involves different programs transmitted through different means such as radio, television and electronic communications, written and recorded materials (Hailu, 2013).

As researcher observation, the Ethiopian CPD model are Small group or individual models CPD. Small group or individual models involve various alternative models including collegial development, observation of excellent practices, portfolio, action research, mentoring, peer observation, team teaching and the like. In Ethiopia context, the models that are adopted to be employed in schools are both groups. But, in the document by MOE in 2009, the smaller scale models have got due emphasis (MOE, 2009).

2.10. Characteristics of Effective CPD

In effective schools, CPD has its own different characteristics' in which building productive teachers' professional development. In this respect, successful professional development provides opportunities to increase an understanding of problems and reflect on the research and theory underlying the knowledge and skills being learned, the way teacher learning is done

should reflect the instructional approaches they are expected to develop and allow teachers to experience the consequences of newly learned capabilities. Professional development should also be continuous and on-going, involving follow-up and support for further learning including support from sources external to the school that can provide necessary resources and new perspectives quotes Hamilton, Marsh & Pane (2006) as cited in Hailu (2013).

Relevant time is needed to reflect on, consolidate and plan implementation of any new ideas, and to experiment with new ideas. Several successful interventions have used negotiated non-contact time for teachers as part of the CPD process and in recent years funding for continued support, rather than one-off activities, has been emphasized as a requirement of effective CPD (Gust, 2004). As MOE (2009), successful teachers professional development incorporates the programs conducted in the school settings and linked to school wide efforts; teachers collaborative works as planners with administrators of in-service activities; emphasis on self-instruction accompanied by differentiated training opportunities; active teachers' role in choosing goals and activities for themselves; providing training that is relevant and on-gonging over time; and lasting assistance up on request. With regard of the findings of MOE (2009), the most effective CPD in the school system has its distinguished chrematistics that can be summarized as follows.

Effective school based CPD aims at improving teachers' performance in the classroom. It includes supporting formal and informal activities of teachers contextual to the real situation. Significant CPD focuses on classroom practice and collaborative work in regular activities. It deals with subject content and teaching strategies that enable students to learn better. It has clear procedures for identifying CPD priorities and aligns to training needs of teachers. In addition, effective CPD is the one which makes use of expert teachers and excellent classroom practitioners with the active involvement of school leaders in planning, improving and other collaborative CPD activities. In addition, valuable professional learning focuses on developing the center quality of an effective teacher. It enhances teachers' understanding of the content they teach and equips them with a range of strategies that enable their students to learn that content. It is directed towards providing teachers with the skills to teach and assess for deep understanding and to develop students' met cognitive skills Desalegn (2010).

The principals of professional development which help as a guidance reflect the main characteristics of professional teachers and are based on the societal requirements, that is to say that, they are based on the socio-economic and cultural development of the society. Hence, MOE (1994) noted that the professional requirements rely on creativity; knowledge and skill; collaboration and cooperation among colleagues and its positive attitude towards the need of the society. Authorities in the field argue that CPD contributes a lot in creating effective educational organization, and in raising the standards of learner's achievement. However, the quality of professional development matters its potential to place positive impact to the desired level (MOE, 2009a).

The preceding features, high quality teachers' CPD could be characterized by: it is integrated in to the work of the teacher. It is founded on classroom practices, it promotes active learning, involvement and collaborative work system; and it focuses on local educational leadership (MOE 2009a). As suggestion in there is a common agreement, about what is effective CPD, the key characteristics of effective CPD are, each activity is part of a coherent long-term plan that gives the participants opportunities to apply what they have learned, evaluate the effect on their practice, and develop their practice. Research shows that CPD is most effective when it is sustained, as part of a deliberately planned process. It is planned with a clear vision of the effective or improved practice being sought. This vision is shared by those undertaking the development and by the people leading or supporting it.

The plan needs to show precisely what expertise, understanding or technique the CPD is intended to deliver. Sharply defined outcomes are also the starting point for evaluating the impact of the CPD. It enables the participants to develop skills, knowledge and understanding which will be practically relevant and applicable to their current role or career aspiration for example, in curriculum or subject content, teaching and learning to suit each type of participant. It is provided by people with the necessary experience, expertise and skills. These providers may sometimes be colleagues and peers. Other items they may be specialists from inside or outside the school. It is based on the best available evidence about teaching and learning. The evidence needs to include current research and inspection evidence.

Research shows that pupils learn best when staff are motivated, developed and updated. Research also indicates positive links between pupils' learning and sustained CPD. It takes account of the participant's previous knowledge and experience. Professional learning needs to be tailored to the individual so that it provides experience and insights which build on their existing level of expertise. Professional learning journals and various forms of accreditation can be useful in ensuring a person's existing expertise is properly taken into account. It is supported by coaching or mentoring from experienced colleagues, either from within the school or from outside. Coaching is most effective when a staff member with a clearly identified need is paired with a colleague who has acknowledged expertise in that area.

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

To effective, CPD needs to go beyond theory and exposition. Ideally, it demonstrates technique and strategies and given the participant opportunities to try them out in a supportive setting. It promotes continuous enquiry and problem-solving embedded in the daily life of schools. A hallmark of effective CPD is an ethos in the school of lifelong learning and development.

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

2.11 Contribution of CPD in School Improvement Program (SIP)

The target of every School should be bringing highest students s' learning out come. The school improvement program is the cumulative and collaborative effort of all responsible stakeholders such as, teachers, school leaders, students, parents, education officers, NGOs and other

community members. School improvement program is one of the six pillars of achieving quality education, one of which is Teachers' Development Program (TDP) incorporating CPD at the centre (MOE, 2006/07).

The quality of education to a great extent depends on the success of school improvement program which in turn depends on the quality and competence of teachers in their professional development. Teachers are the nucleus of school partners for school improvement program (SIP). CPD is the crucial component of school improvement program. In the process of raising pupils' achievement, CPD and SIP cannot be seen in separately, but used together to provide a holistic approach to the improvement of learning and teaching in each school (MOE, 2009).

According Simpkins' As Bely quotes (2009) view, SIP is not a separate process led by higher level administrators. Rather, it is the flip side of the coin of the CPD. Hence, school improvement activities are most effective when carried out in collaboration with consolidated teacher professional development program Professional development should necessarily be integrated with the comprehensive plan for school improvement. Too often, professional development is episodic response to an immediate problem which deals with only part of the problem teachers confront when trying to improve student achievement. If professional development is to be effective, it must deal with real problems and needs to do so over time. Moreover, unless professional development is carried out in the context of a plan for school improvement, it is unlikely that teachers will have the resources and support they need to fully utilize what they have learned (Simpkins, 2009).

Professional development should be connected to a comprehensive change process focused on specific goals of school improvement. Research clearly shows that teacher growth is the most significant school-based influence on student learning. Therefore, one would think that investments in enhancing teacher growth would be a major focus of school improvement efforts. In the literature on professional development, one sees an increasing attention to embedding teacher learning opportunities in the day-to-day work of schools (Little, 1999).

Furthermore, teacher professional development is an essential element of comprehensive school improvement. The professional development needs of other members of school community,

including administrators and support personnel, must also be addressed to ensure a focus on continuous learning and to create the conditions necessary for closing the achievement gap and improving the achievement of all students. These standards provide guidance for achieving high quality professional development planning, design, delivery and assessment, and should serve as a foundation for all professional development in schools. Research indicates that teacher quality is the single most powerful influence on student achievement; it is essential to ensure that teachers are provided with ongoing, high quality professional development to sustain and enhance their practice (Little, 1999).

2.12 Responsible Partners in CPD

According to Belay, (2011) responsible partner of CPD is teachers, principals, CPD facilitators, supervisors and WED, ZEB... are having greater role. But MOE, (2009) articulate them as ''stakeholders'' in cause this researcher also use the MOE'S articulation for connivance of his objective of study.

2.12.1Teachers

The most powerful and accessible human resource for teachers' CPD is committed and supportive teachers found in the school (MOE, 2009). Individuals or group of teachers in a school are responsible body for the implementation of CPD program. As revealed in the national Framework of the Ministry of Education, teachers are responsible to engage in CPD as forefront partners throughout their career. Teachers have to mentor, supervise, plan and monitor activities in the school in collaboration with their colleagues in order to improve teaching and learning. They have to be committed to realize CPD in the classroom. Thus, it is teachers, who in the end will change the world of the school by understanding the situation (MOE, 2009).

As indicated by Hyes, D. (1999) teacher ownership of CPD is a feature of highly effective schools. Teachers' selection of their own CPD focus or activities can have a highly positive effect on motivation, enthusiasm and sharing of any new ideas. Teachers are often responsible for CPD to be useful, relevant and appropriate utilization of valuable time out of their classrooms.

The highest quality teachers, those 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 Hyes, D. (1999) 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 teachers.

2.12.2 The Principals

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

Effective school leaders have an explicit vision of effective teaching and learning, they also understand effective professional learning and how it can be put into practice as part of an overall strategy for school improvement. They create organizational conditions that are conducive for teachers to continuously improve their teaching practice by providing encouragement and fostering an environment that values sharing, trust, risk-taking, experimentation, collaborative inquiry and self-assessment. School leaders provide learning opportunities for teachers to develop the knowledge, practices and attitudes that are needed to achieve agreed goals and expectations. They facilitate opportunities for staff to learn from each other, provide access to specialized knowledge and model continuous learning in their own practice. Effective school leaders also continuously evaluate the impact of professional learning on the basis of the effect it has on student achievement (Joyce and Showers, 1980).

In the effective schools, leadership is expected to be a quality of all staff. Teams and individuals demonstrate commitment and willingly accept leadership responsibilities in order to contribute to

school improvement. This expectation is supported by the creation of both formal structures to develop the leadership capabilities of teachers and informally by virtue of teachers being a part of a learning community (Hustler, 2003).

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

As cited in Mintesinot (2008), principals have to be live 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.

2.12.3 CPD Facilitators and Supervisor

The CPD facilitator, in conjunction with the head teachers or senior members, shall ensure that all teaching staff understands the increased emphasis on CPD, within the revised performance management regulations. In addition to reporting annually to the principal on the operation and effectiveness of the school's performance policy and procedures, the facilitator and head teachers also report on teachers' training and development needs. There should be consistent and transparent arrangements for accessing professional development that the CPD facilitator ensures are known to all staff (Hustler, 2003).

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

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

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

For instance, we shall look at the trends of Japan South Africa in Japanese curriculum; School-based CPD has been practiced by teachers and administrators (Y. Ono and Falk, B. 2001). Accordingly, teachers have a major input in designing lessons through lesson study, which bridges any possible gap between the course of study as intended by the curriculum and the actual lessons as interpreted and implemented in the classroom. Almost all Japanese schools earmark a school based professional development period within regular working hours during

which various issues and challenges are discussed by teachers supported by supervisors and administrators at all levels.

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

2.12.4 The Role of Regional, Zone and Woreda Education Offices

The purpose of education policy is to develop learners who can prosper in a modern, globalised world that can only be realized through the daily work of superintendents, teachers and school leaders. The role of the local and regional education offices is to help develop a culture of continuous improvement in schools that provides teachers and leaders with opportunities to participate in high quality professional learning. The offices continuously collect and analyze student, school and data in order to assist schools to monitor their individual performance and develop the capacity to manage their own self-improvement. The provision of a flexible, transparent accountability framework provides the means for spreading effective practice across the system and for becoming more responsive to immediate and future school needs in terms of planning and achievement (Sergiovanni, 1984).

According to the CPD guideline of the Ministry of Education, MOE (2009), the Woreda and zone education offices play an important role in the implementation of CPD programs. Woredas are responsible to plan, organize, coordinate, supervise, and support CPD programs to ensure effective implementation in the local context. Woredas are also responsible to allocate sufficient budget, prepare training opportunities and discussion forums. Furthermore, Zone Education Department and Regional Education Bureau (REB) involve in the practical consultation of all stakeholders, and preparation and distribution of relevant CPD materials. The Ministry of Education is also responsible to analyse and identify national priorities, production of materials, and organizing trainings to implement them. The Ministry produces and circulates the national

CPD plans and raises awareness of the guidelines followed by monitoring and evaluation of the overall program (MOE, 2009).

In addition, the regional, Zonal or Woreda level governments play a critical role in raising awareness and encouraging debate about what teachers and school leaders need to know and be able to do to improve student learning. They also promote and engage teachers, schools and the wider education community in professional conversations to facilitate the development of a shared language for describing effective schools, effective leaders and effective teachers.

The education offices at all levels design strategies that provide schools, leaders and teachers with the incentive and opportunity to reach beyond their current practices and performances. In sum, regional or local superintendents are responsible in creating conducive school system or school environment for the effective implementation of the CPD program (Desalegn, 2010). Therefore, stakeholders from all corners such as Regional Education Bureau (REB), Zone Education Department, Woreda Education Offices, supervisors, CPD facilitators, teachers and head teachers are all responsible parties.

In some European countries overall responsibility for in-service training lies with a central authority (e.g. a ministry of education) but training is provided at regional or local levels. Increasingly, there is a tendency across Europe to transfer in-service training budgets to schools (e.g. Belgium, Italy, Sweden, the UK, Lithuania and Hungary), which can then develop their own plans and select providers (Conway and Clark, 2003).

As Levine, (2005) Indicated, as an example, in many of the European countries, in-service training is organized by local governments or schools themselves during the teachers' working days. In most cases compulsory in-service training is commonly offered before the start of the school term or at the end of the school year. The minimum annual time allocated for compulsory in-service training also varies considerably across the European Union: from a minimum 12 hours per year in Latvia to 166 hours in the Netherlands. This compares with Scottish teachers who must undertake a minimum 35 hours of CPD per year, plus 50 hours of planned activity time, some of which can be used for in-service education.

2.13 Overview of CPD in Ethiopia

Teachers' CPD program was emerged in a new form involving individuals or small groups models in the country in 2003 and its foundation was based on the TESO document, which was developed to address the serious problems found out by a countrywide research entitled 'Quality and Effectiveness of Teacher Education Ethiopia' conducted by MOE, (2009). The aim of teachers' CPD is to improve the performance of teachers in the classroom in order to raise student achievement and training. More specifically, as a result of the effective implementation of CPD program, the following outcomes are expected. All teachers will have access to high quality of CPD program, All teachers will systematically build their professional skills, knowledge and attitude   required of them in accordance with the ETP, All teachers will remain competent and up-to-date in their own levels of specialty of expertise   through a compulsory ongoing program of staff development opportunities to meet the needs of both the school and individual teachers, All teachers will consider CPD as an integral part of their evaluation, licensing/ relicensing and career development, All schools will offer high quality education to the benefit of students at every level (MOE, 2003; MOE, 2007).

2.13.1 The content CPD Framework in Ethiopia

For effective implementation of the CPD program, the following principles were identified to be followed by the conserved bodies: This are an initial CPD program phase which will take the first 2 or 3 years, for all teachers, All staff development plans, implemented training activities and outcomes, will be documented, The courses to be delivered should be related to the levels at which teachers are in terms of activities, All teachers will keep a portfolio of their participation in CPD program, The renewal of professional teaching license will require the completion of the equivalent of a stated minimum number of semester hours of CPD credits over the period stated, etc. (MOE, 2007).

MOE, (2004) stated that CPD program, which are practiced by primary and secondary are of two types: induction CPD and proper CPD. Induction program is practiced by newly deployed teachers in the first two consecutive years of their employment. The program is aimed at supporting new teachers during their first two years of teaching. The induction program is designed to equip newly deployed teachers with values, attributes, ethics and abilities crucial for

professionalism. The newly deployed teachers should undertake different CPD activities with the help of mentors so as to realize these objectives.

Proper CPD is practiced by teachers whose experience is two years and above. Every teacher is responsible to participate in CPD activities that will take at least 60 hours per year. Their performances should be documented in portfolio (MOE, 2004). To ensure their CPD, experienced teachers are expected to exercise different CPD activities individually and/or with colleagues.

In 2009, in order to address these challenges, MoE took initiative to develop two documents based on recommendations of the national study as well as the experiences of five centuries. The documents were prepared for primary and secondary teachers, leaders and supervisors. The objective of the documents (i.e. 'The framework' and 'The practical toolkit') is to provide teachers throughout Ethiopia with a clear structure and rationale for continuous professional development. More specifically, "The continuous professional development for primary and secondary school teachers, leaders and supervisors in Ethiopia "The Framework" aims to improve teacher effectiveness and student achievement.

"The Continuous Professional Development for Primary and Secondary Teachers, Leaders and Supervisors in Ethiopia "The practical Toolkit" explains how to apply the new CPD framework for teachers in schools (MoE, 2009b). Accordingly, MoE states the results expected from the implementation of these documents as follows. As a implementation of result of the this framework, all school teachers, leads and supervisors, in all regions of Ethiopia will be participating in high quality and appropriate continuous professional development which impacts upon classroom practice to ensure improved student learning and achievement (MoE, 2009a). "School teachers, leaders and supervisors shoulder high responsibility so as to ensure high quality and appropriate CPD in schools.

 Findings of other different studies show that the quality of CPD program in Ethiopia is low and it was criticized for focusing on qualification upgrading, insufficient in providing enough number of teachers and for lack of necessary quality. Moreover, CPD in Ethiopia did not equip teachers with the necessary pedagogical skills and sense of professionalism (yitayew, 2013). Furthermore, (MOE, 2003) identified the problems of CPD program in Ethiopia as: poor

educational management and planning, and lack of critical, effective and positive support and supervision combined with mismanagement of limited resources. The quality of educational leadership at school level and the role of the community in the implementation process have not been satisfactory as designed.

2.13.2 What is Professional Portfolio?

This module has been written in support of the national CPD Framework. The Framework was introduced to support school-based professional development by allowing schools and teachers to identify their own CPD needs and then address them by working on three priorities a year. The professional portfolio is a way to present and store evidence of professional development activity carried out as part of CPD. Aims portfolio establish a process to secure evidence of improving professional skills of Ethiopian teachers, Support professional approaches to reflection, evaluation, development and teacher learning, ensure that Ethiopian teachers benefit from the universal value of professional portfolios. The overall objective is to improve the quality of teaching and learning in schools in Ethiopia.

The Purpose of Professional Portfolios Section one Definition, Objectives and Importance of the Professional Portfolio and objectives of a professional portfolio, to provide evidence of the development of teacher's professional skills and the improvement in the learning and outcomes of your students, to provide a basis for the performance review which will be carried out for each teacher. Portfolio will help you to measure and evaluate teachers own performance against the criteria set out in section two in the CPD Framework under the heading "What is Good Teaching?" and against the list of "Teacher Competencies" record teachers CPD priorities and activities, the changes in teaching, the improvements in your students achievement and your development as a teacher is an important resource to support performance review and when you prepare yourself for additional responsibility What is a teacher's professional portfolio, A portfolio is an organized collection of items, produced b y a teacher to demonstrate his/ her professional development. All teachers have to have a portfolio .The Ministry of Education requires all teachers to develop a portfolio to help deliver quality education in Ethiopia. Portfolio belong to portfolio belongs to the individual teacher, who is responsible for its contents and its safekeeping.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. The Research Design

Research design is the plan of action that links the philosophical assumptions to specific methods (Creswell & Planoclark, 2007). In order to assess the challenges of CPD implementation descriptive survey design was employed. This is because it enables researchers to collect and describe large variety of data related to roles and practices of secondary school principals. As argued by Kumar (1999), descriptive research design is used to describe the nature of the existing conditions. Hailu and yitayew (2013) agreed that descriptive survey method of research is more appropriate to gather several kinds of data on a broad size to achieve the objective of the study.

3.2 Research Methods

Method is a style of conducting a research work which is determined by the nature of the problem (Singh, 2006). Thus in this study, the research methods used were both quantitative and qualitative as the leading methods. Quantitative approach is more emphasized because assessing the challenge of CPD implementation can be better understood by collecting large quantitative data. Furthermore, the qualitative data employed and incorporated in the study to triangulate the quantitative data.

3.3 Sources of Data

Primary as well as secondary sources of data are used in the study so as to get factual information in terms of figures or just statements of facts. The primary sources were secondary school teachers, principals, vice principals, secondary school supervisors, school CPD facilitators and department heads. The reasons for selecting these as primary sources of data were the assumption that they have a direct relation with and also have rich information about the implementation of CPD program in schools. Furthermore, they can reveal the challenges of

implementation of CPD. The secondary sources are school records such as portfolio documents which consist of CPD plans.

3.4 Study site and Population size

The study area is Southern Nations, Nationalities and People's Region state (SNNPR). Southern Nations, Nationalities and People's Region state (SNNPR) is located in the Southern and South-Western part of Ethiopia. It is bordered with Kenya in South, the Sudan in South West, and Gambella region in North West and surrounded by Oromiya region in North West, North and East directions. And the study area Shaka Zone is located south nation nationalities and peoples regional state; in south western part of the region. It is bounded with North and East Gambella regional state, in South Bench Maji zone and in west kaffa zone. The study area had three Woredas namely yeki, Andracha and Masha

The study was made in all government secondary schools namely Teppi, Kubitto, Andracha and Masha in Shaka zone. The zone had 4 secondary school with 119 teachers and 87 primary schools who had male 782 and Female 404 totally 1186 teacher staffed..

Shaka Zone Map
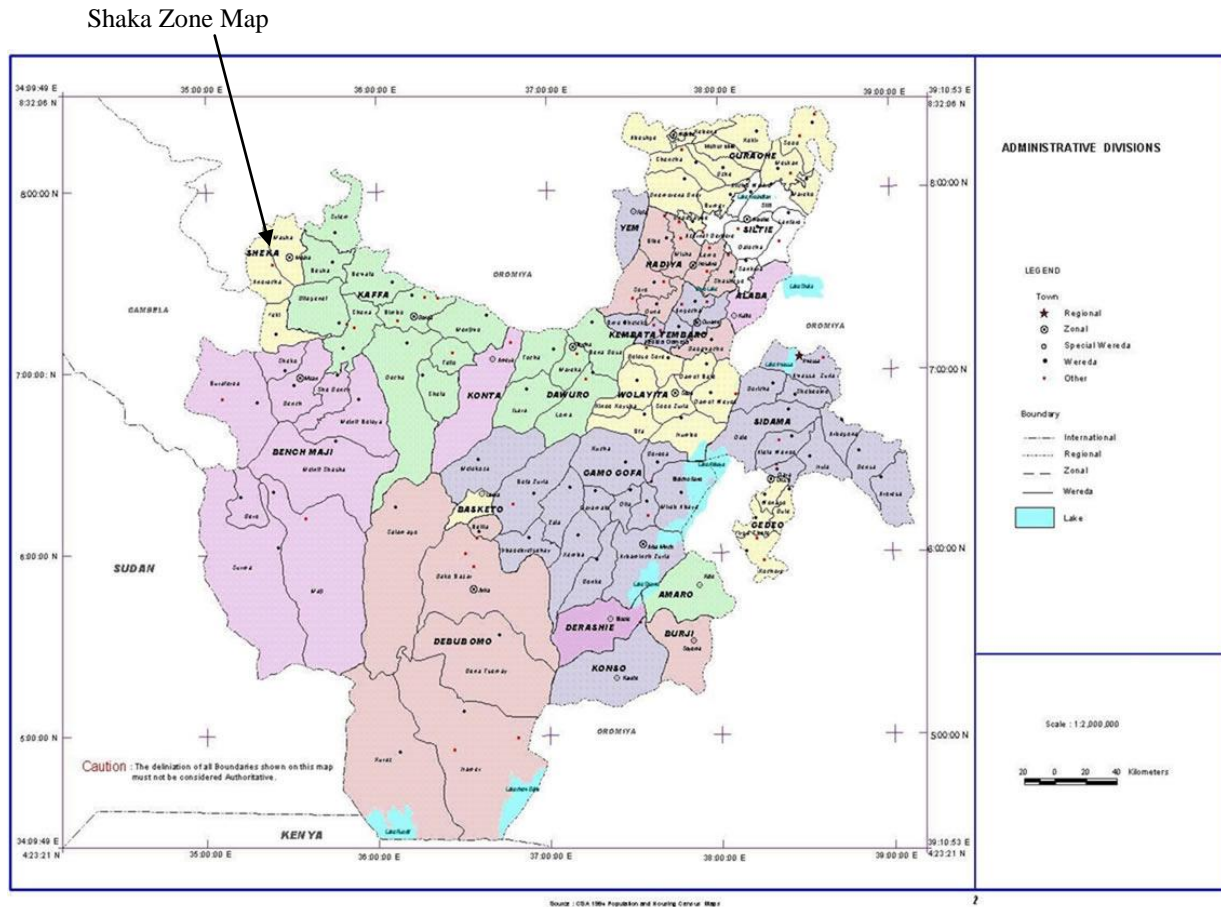
Sores, SNNPRS **Annual Abstract, (2009)**

3.5 Sampling Size And Sampling Technique

The research respondents were selected using different sampling techniques. All teachers had taken with censuses sampling techniques where as department heads, principals and Woreda and Zone CPD focal person of the secondary schools of Shaka Zone were taken as respondents of the study using Purposive sampling techniques. The assumption behind that is the entire population is sufficiently small in number and helps the researcher to gain adequate and necessary information due to their participation in the activity of CPD implementation as. Accordingly; 119(100%) teachers, 4(100%) principal, 5(100%) vice principal 4(100%) head of departments' (from each school there are on department head who sometimes acts as academic vice director) and 4(100%) Zone and Woreda continuous professional development focal persons and 3(100%) continuous professional development were selected as sample for study of this research. For detail information on the list of the respondents included in this study see Table 3.

Table .3.1 Summery of Population and Sampling

Area of study	Teacher			Princi pal	Vice Principle	CDP facilitator	Head of departm ent	Zone/Woreda CPD Focal person	Total population		
	M	F	T								
Teppi seco.	51	4	55	1	2	1	-	1	63	4	67
Masha seco.	37	10	47	1	1	1	-	1	44	10	44
Kubbito seco.	8	-	8	1	1	1	-	-	15	-	15
Andracha seco.	8	1	9	-	1		-	1	15	1	16
Masha Ed.offi.	-	-	-	1	-	1	1		1	-	1
Teppi Ed.offi.	-	-	-	-	-		2		1	-	1
Anderach Ed.offi	-	-	-	-	-		1	-	-	-	-
Toatal peop	104	15	119	4	5	4	4	3	124	15	139
Data collection instrument	questionnaire			FGD				Interview			
Sampling method	census			Available				purposive			

3.6. Data Gathering Tools

In order to gather the required data from the sample respondents, three data collection tools were used namely, interviews, questionnaires, focus group discussion documents analysis. Given below is a description for each of these instruments.

3.6.1. Questionnaire

The researcher used questionnaire because it is convenient to conduct survey and acquire necessary information from a large number of study subject with a short period of time. Furthermore, it makes possible an economy of time & expense and also provides high proportion of usable response (Best & Kahn 2003).

Questionnaires were designed with close and open ended type question items originally prepared in English as the researcher believes that the respondents could understand the questions. Accordingly, forty one, 5 point likert scale items were prepared for teacher respondents.

In terms of content, the two sets of questionnaire have 41 items (37 close-ended and 4 open-ended items). The questionnaire has three sections. The first section has three close-ended items on background information of respondents and the second section on issue related to challenges of implementation of CPD consists of CPD cycle analyzing, planning, doing, evaluating and the

second item consists two parts item related to support provided by school principal to CPD implementation and related to support provided by CPD facilitator for implementation of CPD and the third item is related with item related to support provided by ZEB and WEB .the final item is related with challenges of CPD implementation.

Third section, open ended question employed to obtain detailed responses to complex problems and their dedication about the issue. However, unstructured questions item was fewer in number since it permits greater depth and insight of responses and hence, many respondents may not take enough time to respond the items in reasonable attention.

3.6.2. Interview

The interview permits greater depth of response which is not possible through any other means. Thus the purpose of the interview was to collect more supplementary data, so as to substantiate or triangulate the questionnaire response. With this in mind, interview was conducted in Amharic to make communication easier with 24 department heads; 4 principals 5 vice principals total of 33 respondents were involved in the interview.

 Semi-statured items were prepared for the above respondents, the reason behind the semi-structured interview items were the advantage of flexibility in which new questions could be forwarded during the interview based on the responses of the interviewee. The interview guide question set for all group of respondents had one part which targeted to obtain information related to the basic research questions.

3.6.3   Document Analysis

To complement data collected all available relevant documents were consulted. The documents examined include modules, CPD plan, minutes of meetings, written documents of schools, files, quarter and annual report of CPD and Woreda Education Offices consulted.

3.6.4 Focus Group Discussion

Focus group discussion was conducted with schools' CPD facilitators, vice principals and department heads to take the advantage of collecting variety of shared understanding from these interacting individuals and it helps to triangulate the data that gathered with other tools and the

researcher also use this data gathering method to get unswerving idea for conclusion of study Ayalew, (1998)

3.7. Data Collecting Procedures

To answer the research questions raised, the researcher goes through a series of data gathering procedures. These procedures help the researcher to get genuine and applicable data from the sample units. Thus, after having letters of permission from Jimma University and Zone Education office (for additional letters towards Woreda and schools) for fair clearance, the researcher directly went to Teppi complete primary schools to pre-test the data gathering instruments. After all aspects related to pilot test, the researcher has been contact to Woreda education offices and the principals of respective schools for consent. After making agreement with the concerned participants, the researcher was introduced his objectives and purposes. Then, the final questionnaires were administered to sample teachers in the selected schools. The participants were allowed to give their own answers to each item independently and the data collectors was closely assist and supervise them to solve any confusion regarding to the instrument. Finally, the questionnaires were collected and make it ready for data analysis.

The interview has conducted after the participants' individual consent was obtained. During the process of interview the researcher was attempt to select free and clam environment to lessen communication barriers that disturb the interviewing process.

3.8. Methods of Data Analysis

On the basis and types of data gathered and the instrument used, both quantitative and qualitative methods of data analysis were employed. To get the collected data ready for analysis, the questionnaires were checked for completion. Thus, the data obtained through a questionnaire which is responsible to quantitative data were analyzed by using percentages, followed by mean and standard deviation. The data gathered through open –ended questions, semi-structured interviews and documents were analyzed qualitatively through descriptive narration for the purpose of triangulation.

Quantitative Data: - With regard to the quantitative data, responses were categorized and frequencies were tallied. Percentage and frequency counts were used to analyze the characteristics of the population as they help to determine the relative standing of the respondents. The items in the questionnaires were presented in tables according to their conceptual similarities. The scores of each item were organized, statistically using percentages. Likert Scale was employed to identify to what extent the respondents never or rarely. Likert scale is easy to construct; takes less time to construct; simplest way to describe about roles and practices of principals as instructional leader and provides more freedom to respond. The scale consists of five scales: 1= never, 2= rarely 3= sometimes 4= often and 5= always

 Qualitative:-The data collected from the semi structured interview, open ended question of the questionnaire and document were analyzed and interpreted qualitatively. The hand written notes of interview were transcribed; categorized and compiled into themes. The result of open-ended questions was summarized and organized with related category. To this end, analysis and interpretations were made on the basis of the questionnaires, interviews and documents. Finally, the overall course of the study was summarized with findings, conclusions.

3.9. Validity and Reliability Checks

Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Ayalew, 2011). To ensure validity of instruments, the instruments were developed under close guidance of the advisors and also a pilot study was carried out on 20 teachers of Teppi complete primary school teachers pilot the instrument. The respondents of the pilot test were not included in the actual study. Based on the respondents response some improvements were made on the questionnaire to make it clear and relevant to the basic questions so as to get more valuable information. For example, some questions which were found unnecessary were cancelled; some unclear statements were also elaborated.

The objectives of the pilot test were to: a) assess the practicality and appropriateness of the questionnaire and provide an indication whether the items need further refinement; b) obtain teachers suggestions and views on the items; c) determine the level of difficulty of the items; and d) assess the reliability of the questionnaire. Then an internal consistency reliability estimate was

calculated using Cronbach Coefficient of Alpha for the questionnaires. The researchers found the coefficient of Alpha (α) to be .845, which is regarded as strong correlation coefficient by (Jackson, 2009). Supporting this, George and Mallery (2003) and Cohen, et al. (2007) also suggest that, the Cronbatch's alpha result >0.9 excellent, >0.8 good, >0.7 acceptable, <0.6 questionable, <0.5 poor. The table below indicates the computed reliability coefficient of the

Table 3.2: Reliability Test Results with Cronbach Alpha

	Detail description of the title of questionnaire	Number of items	Reliability coefficient
	Actual implementation of CPD	14	0.92
	Support provided by school partners	8	0.80
	Support provided by WEB and ZEB	6	0.79
	The challenge of CPD implementation	9	0.96
	Average reliability	*37*	*0.845*

3.10. Ethical Considerations

An official letter was written to the concerned bodies /institution or organization/from Jimma University has received from the Department of Educational Planning and Management to inform the issue. Based on the letter the researcher asked permission and began establishing rapport with the concerning bodies for the successful accomplishment of the study. The purpose of the study was explained to the participants and the researcher has asked their consent to answer questions in the questionnaires or interview guide. He also informed the participants that the information they provide was only used for the study purpose. Accordingly, the researcher used the information from his participants' only for the study purpose. In addition, the researcher ensured confidentially by making the participants anonymous.

CHAPTER FOUR
PRESENTATION, INTERPRETATION, AND ANALYSIS OF THE DATA

Introduction

The objective of this research was to assess the challenges of continuous professional development implementation of the secondary schools of Shaka zone.

This chapter treats the description of the sample population presentation analysis and interpretation of the data based on the information obtained through the questionnaires, interviews, focus group discussions (FGDs) and document analysis. It consists of two parts. The first part is concerned with the description of characteristics of the respondents whereas; the second part deals with the analysis and interpretation of the data. The purpose of this data was to explore the extent of the practices and challenges of school based continuous professional development in secondary schools of Shaka zone; south nation nationality peoples Regional State. Finally, the investigator developed data gathering tools that integrate various aspects challenges of school based continuous professional development.

This is the part of the study consist of presentation, analysis and interpretation of the data gathered from respondents on the status of challenges implementation of CPD. With respect to this, teachers responded to both open and closed-ended questionnaire items. The closed-ended items across sub-categories were calculated and analyzed using percentage and mean scores. Percentage was utilized for easy presentation of frequency distribution and for comparison of the degree of the existing challenges. The sample consisted of a total of 139 respondents, which include 119 teachers, 4 principals, 5 vice principals, 4 head departments, 3 CPD facilitators and 4 Woreda and zone continuous professional development focal person. Teachers were involved in filling the questionnaires. Head of departments, School principals, vice principals and each school's CPD facilitators participated in the focus group discussion. Woreda and zone continuous professional development focal person were interviewed.

Questionnaires were administrated to 119 teachers of which all of them were returned with a high return rate100 % and analyzed. Principals, Woreda and zone Educational office continuous professional development focal person were involved in the interviewed. They provided

information about the overall status school based CPD. The interviews and focus group discussions were used as triangulation data. Thus, data from interview and focus group discussion were incorporated to supplement the data obtained through the questionnaires. Moreover, documents related to CPD were analyzed in all the sample schools with the guidance of structured check list. In addition, items across each category were arranged under the rating scale with five points. These five points scale range from , always 5 , often 4, sometimes 3, rarely 2, never 1.

Besides, data from interviews, document analysis and FGDs were triangulated to confirm 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 moderate, 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 moderate, 1.50 - 2.49 high and 0 - 1.49 as very high in the magnitude of ineffectiveness.

4.1. Characteristics of the Respondents

The summery of information about the respondents' sex, educational qualification and years of experiences are presented for better understanding of their background. The data collected on the characteristics of the respondents are presented in the table 3 below

Table 4:3 **Sex, Educational Qualification and Years of Experience of Respondents**

Persona variation	Category	Respondents with respect to academic status												
		Teachers N=119		Principals N=4		Head of department		Vice principal N=4P N=5		CPD Focal person		Woreda/zone CPD focal person		Total	
			%		**%**		**%**		**%**		**%**		**%**	**%**	**%**
Sex	Male	102	85.71	4	100	4	100	5	100	3	100	3	100	124	89.20
	Female	15	12.60	-	-	-	-	-	-	-	-	-		15	12.60
	Total	119		4	100	4	100	5	100	3	100	3	100	139	101.8
Academic Qualification	2st degree	2	1.68	-	-	-	-	-	-	-		-		2	1.68
	1st degre	96	80.68	4	100	98	82.36	4	80	3	100	3	100	124	89.20
	Diploma	4	3.37	-	-	4	25	-	-	-		-		4	3.37
	Certificate	-		-	-	-	-	-	-	-		-		-	-
	Total	119		4	100	119		5		3	100	3	100	139	94.5
Year work experience	0-5	30	25.22	-	-	-	-	-		-		-		30	25.22
	6-10	36	30.26	1	25	-	-	2	40	-		2		41	34.46
	11-15	24	20.17	1	25	-	-	3	60	-		1		29	24.36
	16-20	14	11.77	2	50	3	75	-		-		1	100	20	16.80
	Above 20	15	12.61	-	-	1	25	-		-		-		16	13.45
	Total	119		4	-	4		5		3	100	4	100	139	114.59

As observed from table 2 above the qualification, 96(82.35 %) of the teachers have first degree and, 4(3.36 %) had Diploma and 2(1.68) had second degree. Regarding Woreda experts all of them have first degree. While vice principals and department heads 100% have first degree. All CPD facilitators had first degree. Similarly as discussion and interview reveal that teachers academically qualified but they become reluctant professionally. This implies as they stand on opposite side of need ministry of education which posits as all teachers should have consider CPD as an integral part of their evaluation, licensing/ relicensing and career development, and all schools will offer high quality education to the benefit of students at every level (MOE, 2003; MOE, 2007). Therefore teachers are at risk to continue on their job.

Concerning work experience of the respondents, 30(25.22%), 36(30.26%),24(20.17%), 14(11.77%) and 13% of teachers were within interval of 0-5, 6-10, 11-15,16-20 and above 20 years of experience respectively. Half of (50%) of the school principals, all of the vice principals, department heads had work experience of above 10 years to provide relevant information regarding CPD. Moreover, all the CPD facilitators in all sample schools, all Woreda Education Office experts and zone expert have served for ten years and above. Therefore, one can recognized that the majority of the teachers and responsible CPD stake holders had relatively better work experience. Additionally as discussion and interview supported even through

teachers are highly experienced they don't want to share experience, made peer review and participate in annual appraisal. This implies the carelessness of concerned body become hindrance for expected quality education. In sense teachers are not encouraged to implement CPD while Woreda and Zone CPD focal persons they don't offer sufficient.

4.2. The Implementation of CPD Practices (analyzing, planning, doing& evaluating)

This section deals with the items related to the implementation of CPD 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 FGDs. Accordingly; the fifteen items are interpreted as indicated in the table below.

Table 4: Response on the Implementation of CPD Practices

Table 4.1 Response on Items Related To the Analyze CPD

	Items related to the analysis CPD	Always		Often		Sometimes		rarely		Never		mean	Standard deviation
1	Assess overall CPD activities	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%		
2	Tiring to made peer review	9	7.6	12	10.9	16	13.5	32	26.9	50	42	2.15	1.28
3	Making annual appraisal of CPD practice	8	4	13	10.9 2	15	12.6	32	26.9	51	42.8	2.12	1.28
4	Analyzing your strong & weak said in profession	7	5.8	11	9.2	17	14.2	30	25.2	54	45.3	2.06	1.23

Key: 0-1.49 – very low   effectiveness   3.50-4.49 – high level effectiveness

   1.50-2.49 – low   effectiveness   4.50-5.00 – very high level   effectiveness

   2.50-3.49–moderate level   effectiveness   Fr = Frequency   Total % = 100

As indicated in table 3.1, item 1 the total of 50(42%), they responded as CPD is never and 32(26.9%) rarely analysis respectively. On the other hand, 16(13.5%) and 12(10.9%) respondents reacted often and always respectively. The mean value of this item is 2.15 which are in the range of low. From the data it can be stated that the attempt of teachers to introduce themselves with the overall CPD practices was inadequate and got little attention and their standard deviation also very low.

Additionally the interview that made with department heads and continuous professional development facilitators , reviled that teachers understand as CPD improve their profession but they show training is gape is found .In contrary of this on   CPD focal person of zone and

Woreda supervisors denied but teacher, vice principal, principals agreed as inadequate training is given to implement CPD.

From the above findings, it could be conclude as self assessment is inadequate for performed of. In support of this, Hailu (2013) reviewing and assessment helps to judge the effectiveness of desired outcome of the school based CPD action plan.

While responding to item 2 the same table 3, 51(42.8%) and 32(26.9%) respondents responded never and rarely respectively. 15 (12.6%) and 13(10.92%) respondents revealed as sometimes and often respectively. But, 8(4%) respondents responded as they always made peer review. The mean score of the teacher, responses is 2.12 which are in the scope of low. This reveals that teachers were not made peer review.

Actually peer review or coaching is sharing an idea of research, participation in study groups, problem-solving teams, observation on performance of their colleagues, writing journals, participating in improvement endeavors.(MOE,2009) less performing this activities mean the teacher activity is more personal this is out logic education because education is group work .

In response to item 3 the same 3, 54(45.3%) respondents reveal never whereas 30(25.2%) rarely on the provision of annual appraisal of their CPD activities, on other hand 17(14.2%) respondents sometimes and 11(9.2%) often made annual appraisal of their CPD activity. But 7 (5.8%) respondents replied as they always made annual appraisal of their CPD activity. The mean score of this item (2.06) is in the range of low. Thus, it can be concluded that teachers were not well devoted to made annual appraisal of their CPD activity and most of the teachers hasn't variation on this item.

In response to item 4 of the same table 352(43.7%) and 31(26%) respondents reveal never and rarely respectively. However, 18(15.2%) and 10(8.4%) respondents indicated as sometimes and often. 8 (4%) responded as always they analysis their continuous professional development plan. The mean score of the responses was 2.09 which indicated as teachers don't analyze their CPD priorities. Thus, it may be concluded that teachers were implementation of at poor level so it needs encouragement and initiation from concerned body. This activity where done with variation in Shaka zone as standard variation score. The investigation is also supported by

discussion and interviews so the one who dreams quality education in order to achieve high students score it points remedial.

Analysis: the continuous professional development analysis is related with the activity to select and address the learning or development needs of an individual teacher, group of individuals or of an institution (MoE, 2009).

Table 4.2 Response on Items Related to the Planning of CPD

	Items related to the planning, of school based CPD	Always		Often		Sometimes		Rarely		Never		mean	Standard deviation
5	Planning for CPD practices	20	15.9	32	23.7	26	23.5	19	12.6	22	18.9	2.51	2.23
6	Preparing portfolio documents	22	16.9	41	24.8	35	22.6	20	16.6	22	12.9	2.70	2.40
7	cheek significance of CPD for classroom activities	21	16	22	13.7	18	15.2	10	8.4	8	4	2.50	2.53

Key: 0-1.49 – very low effectiveness   3.50-4.49 – high level effectiveness

       1.50-2.49 – low effectiveness   4.50-5.00 – very high level effectiveness

       2.50-3.49–moderate level effectiveness   Fr = Frequency   Total % = 100

With regard to item 5 part 2 planning part of table 3.2 22(18.9%) respondents replied never where as 19(12.6%) rarely that mean teachers were not plan their module. But 32(23.5%) and 26(23.5%) respondents say sometimes and often respectively. Only 20(15.9%) respondents respond as they plan always their CPD activity. The mean score indicates 2.51 of the teacher response on moderate level. So, one may say that teachers are planning for their CPD module on time. CPD is as we understand from its name, it having unbroken progress professionally and ethically but teachers found better activity. Thus implies teachers are doing their plan. Therefore cooperative work of stakeholders is very important to CPD activities.

  In response to item 6 of the same table 22(12.9%) and 20(16.6%) respondents say never and rarely respectively where as 20 (16.6%) and 35(22.6%) respondents sometimes and often respective. 22(16.9%) respondents, however, they prepare their portfolio for their CPD practice. The mean score of responses was 2.70 which incline to realistic preparation of portfolio. Hence it is possible to recognize that teachers were fairly prepared portfolio and the score of standard deviation also as activity is similar from teacher to teacher and school. Portfolio inseparable with preparation of module, it is recording of the activity that done in process of Continuous

professional development it is personal evidence for any activity which upgrade profession as scoring indicate realistic planning form principal and the rest stake holders continuous follow up help to progress.

With regard to item 7 of the same table 8(4%) and 10(8.4%) respondents replied never and rarely respectively whereas 18(15.2%) and 22(13.7 %) replied sometimes and often respectively.CPD contribution for classroom activity enhancement.21 (16%) respondents, however, say always. The mean value is 2. 50 indicate. Frequently check contribution of CPD and it is similar in all schools as standard deviation shows. Form this score one may concluded as teachers thinks the role of continuous professional developmental activity is contribute for classroom activity ,this implies as they have awareness and training .

Planning: Planning is part of the school based CPD cycle, which is developed annually by the CPD stakeholders of every educational institution preceded by prioritizing the issue identified by the analysis process. The CPD plan can be prepared individually or institutionally with details of events and timings within the CPD module (MoE, 2009). The annual CPD action plan is kept in the teacher's professional portfolio and used as a guide for the type of information and evidence collected during the year (Desalegn, 2010).

Regarding planning CPD activity were found to be in moderate level (2.57) they have annual plan for their module and they also prepared portfolio as evidence for their activity and finally they revise their plan. This is encouraging and it implies if teacher get moral and physiological support they are keen implement

To summarize the planning part ; While responding to item 5,6,7 of the same table 2.51,2.70 and,2.50, respondents responded respectively and calculated with mean and standard deviation showed as very moderate level . From the result, it may conclude as planning continuous professional developmental activity is on good position. to conclude the this point it must be supported by discussion and interview which posit planning of CPD implementation is not totally missing but it is not at the beginning of the year or at begining of time of CPD, it done as order come from Woreda or Zone EDB as MOE (2009) witnessed "CPD program lagging its time and the tendency of rushing to cover the course". So they can't CPD is the implemented within line of MOE.

Table 4.3 Response on Items Related To the Doing of CPD

	Items related to doing CPD	Always		Often		Sometimes		rarely		Never		mean	Standard deviation
8	participate on curriculum meetings	8	4	10	8.4	15	12.6	33	27.8	53	44.5	2.05	1.23
9	Observing lessons and made peer observation	9	7.6	12	10.9	16	13.5	32	26.9	50	42	2.14	1.27
10	Observing of students achievement after the CPD activity	8	4	13	10.10	15	12.6	32	26.9	51	42.8	2.11	1.26

Key: 0-1.49 – very low effectiveness 3.50-4.49 – high level effectiveness

  1.50-2.49 – low effectiveness 4.50-5.00 – very high level effectiveness

  2.50-3.49–moderate level effectiveness Fr = Frequency Total % = 100

Item 8 of table 3.3, 53(44.5%) and 33(27.8%) respondents responds never and rarely respectively on curriculum meetings. whereas 15(12.6%) and 10(8.4%) respondents replay sometimes and often respectively. 8 (4%) respondents responded as they participate. Mean sore of teachers responses was 2.05 which is in the range of low. From this it could be understand that the extent to which continuous follow up curriculum meetings for the effectives of doing CPD activities was not taken care of.

As depicted in item 9 of same table 50(42%) and 32(26.9%) respondents respond never and rarely respectively.16 (13.5%) and 12(10.5%) teachers sometimes and often respectively whereas 9(7.6%) confused to make decisions concerning peer observation. The mean score of the responses was 2.14 which are within the scope of low. This result indicates that less effort was made for peer observation.

With responding item 10 of same table, Teachers were asked to respond to whether the observation of students after CPD activity. To this 51(42%).8 and 32(26.9%) replayed as never respectively, whereas 15(12.6%) and 13(10.10%) responded sometimes and often respectively. 8(4 %) respondents didn't make decisions. The mean score of this item is 2.11 which represent low. Teacher's observation of students in lessons and talking to students after the CPD activity

Found at the low level this mean CPD is not help students feedback so the stakeholders should have look performance of CPD.

Doing: doing involves activities that are chosen to meet the identified needs through the needs analysis. It is concerned with specific practical methodologies to realize the school based CPD needs in improving and updating teacher performance. Such activities include curriculum reforms, planning, peer observation, action research, communicating students, sharing professional experiences, workshops, mentoring, discussion, and meetings (Desalegn, 2010).

Table 4.4 Response on Items Related To the Evaluating Of CPD

	Items related to evaluating school based CPD	Always		often		Sometimes		rarely		Never		mean	Standard deviation
12	Evaluating the effectiveness of CPD outcome	9	7.6	12	10.9	16	13.5	30	25.9	52	43.7	2.13	1.28
13	evaluating CPD out come with relation of students score	51	42.8	13	10.10	15	12.6	32	26.9	8	4	2.11	1.26
14	Evaluating the impact of CPD learning, students.	8	4	10	8.4	53	44.5	31	26	17	14	2.06	1.27

Key: 0-1.49 – very low effectiveness   3.50-4.49 – high level effectiveness

  1.50-2.49 – low effectiveness   4.50-5.00 – very high level effectiveness

  2.50-3.49–moderate level effectiveness   Fr = Frequency   Total % = 100

With regard to item 12 of table 3.4 52(43.7%) and 30(25.9%) respondents replied never and rarely respectively whereas 16(13.5%) and 12(10.6 %) replied sometimes and often respectively.CPD contribution for classroom activity enhancement. 9(7.6%) respondents, however, say always. The mean value is 2. 13 indicate. Evaluating CPD activity is performed in unsatisfactory level and it is similar in all schools as standard deviation shows. Form this score one may concluded as teachers thinks the role of CPD activity is adequately serve for classroom activity ,this implies as gap of awareness and training is found.

In item 13 of the same table, the respondents were asked to replay on evaluating the effectiveness of CPD outcome. In their responses a total of 8 (4%) and 30(25.9%) replayed never and rarely   respectively whereas 15(12.6%) and 13(10.10%) responded sometimes and often respectively. Yet 9 52(43.7%) %) responded to evaluate the effectiveness of CPD in relation of students achievement .The mean score of the responses was 2.13 which implies disagreement. From this it could be said that teachers were not evaluating the effectiveness of CPD outcome. Whatever as it has impact on students?

In item 14 of the same table, the respondents were asked to replay on evaluating the effectiveness of CPD outcome. In their responses a total of 17(14.2%) and 31(26%) replayed never and rarely respectively whereas 53(44.5) and 10(8.4%) responded sometimes and often respectively. Yet 8 (4%) responded as always evaluate the effectiveness of CPD .The mean score of the responses was 2.06 which implies disagreement. From this it could be said that teachers were not evaluating the effectiveness of CPD outcome.

Evaluation: professional development evaluation becomes an internal part of the program implementation providing new opportunities for teachers to learn as they assess, the effect of the new program on student learning. If potential difficulties in effectively implementing the original design for professional development cannot be dealt with, the initial plan may need to be revised (Day, Harris, Muijs, & Lindsay, 2004).

It was identified by the study that CPD implementation parts doing and evaluating is in low level, especially doing mean score is (1.5).this facilitators and principal were not only incapable in continuous follow up and giving feedback.

To summarize the Implementation of CPD Practices (analyzing, planning, doing& evaluating) different literature posits as the school based CPD cycle is the continuous aspirations of institutions or individuals to improve learning achievement. The CPD cycle is a carefully planned response to identified development needs which is similar at all levels of government institutions and stakeholders (MoE, 2009). The major activities in CPD cycle are analysis of the existing situation, planning, doing and evaluation of the impacts

The literatures on education quality indicate a strong link between teachers' school based continuous professional development and quality education, particularly in the areas of teachers' beliefs and practices, students' learning, and on the implementation of educational reforms (UNESCO, 2006).

Teachers' ability to develop, adopt, and improve throughout their careers is essential for active learning and depends on teachers' participation in collaborative organizations, or communities of practice, based on continuous inquiry into practice (Burchell, Dyson & Rees, 2002). Moreover, school based professional development of teachers' whether pre-service or in-service assists

teachers as side by side of new knowledge and practices in the field. This ongoing training for teachers can have a direct impact on student achievement (Daviesenac& Preston, 2002).

In my opinion our schools stands in the opposite line with Ethiopia's education policies, which reveals continuous professional development is vital for career-long teacher learning and improvement, and relevant pre-service and in-service training and professionally empower teachers of their competence in order to enhance students learning environment, therefore the one who has ambition to enact quality education in Ethiopia it the time to find urgent holistic solution for continuous professional development.

Information obtained through interviews with challenges of CPD implementation in Shaka zone from teacher, vice principal, principals and Woreda and zone CPD focal person were incorporated to see how the school CPD is implemented this question, all of them were agreed to show their actual position. According to stakeholders CPD is very important for professional updating and upgrading with its problem.

The majority of respondents' agreed with the challenges of like teachers are not give attention for implementation of CPD, inadequacy of training and inappropriate training ,high shortage of CPD manual and supportive guideline, vagueness of CPD material and time constrain ,shortage of allocation of budget are posited as main challenges of continuous professional development

In addition to this, all FGDS respondents confirmed that, interviews made with the principals, Woreda and zone education office supervisory experts and data of interview that obtained from conducted with the vice principals, head of departments revealed that the supervisory assistance provided by Woreda experts was not regular and frequent. All the participants were agreed that the Woreda experts visit at primary schools with a maximum of twice in a semester (at the beginning and end of the semester). In view of that, the supervisory process was related with monitoring and evaluation of schools Performance but not directly connected with the practices of CPD. Therefore it is possible to conclude that Woreda supervisors for secondary schools understudy were ineffective in supporting and facilitating the actual implementation of school based teacher's professional development

4.**3. The Challenge of Teachers Which Could Influence the Implementation of CPD**

This section is devoted to the presentation of the major difficulties that hinder the affirmative application of CPD activities. The challenges were learned from the responses provided to items as is displayed in table 5.

The scale used is: 5= never 4= rarely 3= sometimes 2= often 1= always

Table 5 **Responses Related to   Challenges of CPD Implementation**

No	Items related to the challenges of CPD in the process of implementation	never		rarely		Sometimes		often		Always		mean	Standard deviation
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%		
1	Understanding the significance of CPD and its activity?	56	47	32	26.8	15	12.6	10	8.4	6	5	4.03	1.12
2	Having CPD training manuals or guidelines?	56	47	30	25.3	17	14.3	10	8.4	6	5	4.02	1.19
3	Ret of Getting CPD facilitator in your school	50	42	27	22.6	20	16.8	12	10.	10	8.4	3.79	1.31
4	Time constraints become obstacle for your CPD practice	46	38.6	30	25.3	15	12.6	13	10.9	15	12.6	3.71	1.36
5	The degree of commitment to implement the CPD practices?	50	42	27	22.6	20	16.8	12	10	10	8.4	3.79	1.31
6	The degree of CPD activity complexity and ambiguousness	56	47	32	26.8	15	12.6	10	8.4	6	5	4.03	1.12
7	The rate Motivation with CPD practices	54	45.4	34	28.6	15	12.6	9	7.6	7	5.8	3.96	1.20
8	Sufficient money is allocated to practice CPD practices	56	47	32	26.8	15	12.6	10	8.4	6	5	4.03	1.12
9	Due believe as CPD improve students' academic achievement	50	42	27	22.6	20	16.8	12	10	10	8.4	3.79	1.31

Key   0-1.49 – very high level effectiveness   3.50-4.49– low effectiveness

1.50-2.49 high level effectiveness   4.50-5.00 – very low effectiveness

2.50-3.49–moderate level effectiveness   Fr = Frequency   Total % = 100

As indicated in item 1 table 4, 56 (47%) and 32(26.8%) respondents responded as never and rarely respectively on the question related to the awareness of the significance of CPD activities. On the contrary 15(12.6%) and 10(8.4%) of respondents responded sometimes and often

respectively. The mean score of this item is 4.03 which in the range of low level of awareness'. Therefore majority of respondent replied as introductory orientation for teachers about the significance of each CPD activities was in sufficient

  Item 2 of the same table states about whether teachers have problems to understand the CPD training manuals and guidelines. While responding to this item 56(47%) and 30(25.3%) respondents responded never and rarely respectively. On the other hand 10(8.4%) and 6(5%) respondents responded as sometimes and often respectively. 6 (5%) respondents responds never. The mean value of responses is 4.02 which are in the range of lack of understanding and standard deviation score implies as continuous professional development materials are found in scarcity

The data obtained through the FGDS and interview revealed that the shortage of CPD training manuals, guide lines are very serious, it only found in library. Teachers and department heads raise this issue as a main challenge.

 On contrary ZBE and WEB they didn't agree with the shortage of manuals. They belief as "it is enough, It is not necessary to give for all teachers as text book. This is lack of awareness of concerned bodies "without getting guideline on hand it is impossible to do" In supporting this, Dasalegn (2010) "inadequacy of resource is the main challenge of CPD implementation".

With regard to item 3 of the same table 50(42%) and 27(22.6%) respondents responded never and rarely respectively on the lack of trained CPD facilitators in the school. However, 20(16.8%) and 12(10%) respondents replied sometimes and often with the item respectively. On other hand 10(8.4%) answers always. The mean value of responses is 3.79 which is in the range if high challenge. This shows that lack of trained CPD facilitators in secondary schools was one of the challenges

The entire participant agreed that all the CDP facilitators in all schools under study were not trained. The result of FGDs resulted there were no trained principal and CPD facilities almost in all schools as a result of which untrained teachers were forced to read beyond their level of competence.

 Item 4 of the same table was tried to see whether or not there was time constraint because of teacher heavy work load to implement CPD. Accordingly, 46(38.6%) and 30(25.3%)

respondents responded never and rarely respectively. On the other hand, 15(12.6%) and 13(10.9%) respondents replied sometimes and often on the item respectively. The mean value of responses is 3.71 which are in the range low commitment. This result shows that the time constraint as a result of teacher work load was one of the challenges to implement CPD. The standard deviation score 1.36 which showed the problem is found the similar. This confirmed with FGD and interview.

As item 5 of the same table illustrates 50(42 %) and 27 (22.6%) respondents strongly opposed and rarely respectively on the commitment and willingness among secondary school teachers is a greatest barrier to implement CPD practices. On the other hand, 13(10.9 %) and 15(12.6%) respondents replied as sometimes and often respectively. The mean value of this data is 3.71 which is in the range of low effectiveness. Thus, secondary school teachers were not willing to implement CPD activities in their school and they haven't commitment.

The data obtained through the FGDS and interview revealed that "teachers where not willing to do CPD due to they didn't get encouragement and incentive form concerned body. The lack of incentive and motivation in turn tone down their commitment" they said, In view of this to alleviate the problem of CPD encouraging and incentive are important.

In support of commitment, 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).

The target of item 6 of the same table was to check whether or not the CPD manuals are clear, complex and ambiguous was treated. Consequently, 56(47%) and 32(26.8%) respondents responded never and rarely respectively whereas 15(12.6%) and 10(8.4%) respondents were replied sometimes and often on the item respectively. The rest of 6(5%) respondents said always. The mean value is 4.03 which are in the scope of high level of difficulty. From the data obtained in this item it can be said that the contents of the CPD manuals are unclear and complex for teachers.

Item7, of the same table deals with motivation of teachers for better application of CPD activities. In their responses 54(47%) and 34(28.6%) respondents never and rarely respectively

.15(12.6%) and 9(7.6%) respondents responded sometimes and often respectively. The mean value of the responses was 3.96 which show high level of constraint. This reveals that lack of teacher's motivation was one of the challenges that threaten the actual implantation of CPD. and the score of standard deviation shows no difference in all school.

With regard to item 8 of the same table aimed to check whether sufficient money is allocated to practice all CPD practices. Regarding to this 56(47%) and 32(26.6%) respondents responded never and rarely respectively in relation to the shortage of the allocation of money to practice all CPD activities. 15 (12.6%) and 10(8.4%) respondents sometimes and often respectively. The mean value of the responses is 4.03 which are with on the range of high shortage of finance. This tells us that failure to allocate money to practice CPD activities was one of the serious challenges.

In this regard, the Woreda and zone education supervisors did not deny that there was inadequacy of resources particularly financial and material. According to them, the reason behind was the growing cost of secondary school education material.

With item 9, in the same table which teachers asked to show their belief of weather CPD to improve the profession or not they 56(47%) and 32(26.8) responded never and rarely respectively. While 15(12.6) and 10(8.4) respondents replied sometimes and often respectively. The rest of 6(5%) respondents said always. The mean value is 4.03 which are in the scope of high level of difficulty. From the data obtained in this item it can be said that the teachers in doubt as implementation of CPD improve their profession, this attitudinal problem was supported by FGD and interview. And the score of standard deviation shows no difference in all school.

The data from the interviewed FGDs related that work load was one of the major challenges of teachers in the School which hindered them to give more attention to the implementation of school based CPD practices. The principal underlined that majority of their time and effort went to the routine administrative tasks such as leading meetings, handling conflicts among students and teachers, managing office workers and writing reports. As a result of this they could not provide professional support for teachers and follow up teachers' performance. Thus, they give little attention to the actual practice of school based CDP processes.

All the respondent give their opinion the ministry of education declared quality education assurance package containing six pillars one of which is CDP (as part of teachers' development program). They said that the program was working in all school 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.

With regard to open ended questions, respondents suggested that teachers, CPD facilitators, department heads, senior teachers, Woreda and zone supervisors were not taking full responsibility of having common sense of ownership to boldly implement the planned activities of school based CPD. They also commented that the school based CPD activities were not directly linked with teacher's career development structure and also not integrated as criteria for performance evaluation. Moreover, respondents suggested that some principals were not willing to support the staff during the actual practices of school based CPD. There was no informally with the overall school based CPD implementation processes due to the absence of standardized procedures across schools in Shaka zone as participants further pointed.

According to literature : The challenges of teachers' professional development comes from different direction ,the major challenges are teacher related barriers Little (1992), in most cases teachers are poorly experienced pedagogically and ethically as well as the complexity and ambiguity of the school based CPD program,similarly Falk (2001)stated; 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. Is another hand , leadership, supervisory challenges leadership and supervisory factors to be treated here are the challenges related to the CPD activities executed by principals; schools' CPD facilitators; head teachers; and Woreda, zone, regional and national education superintendents. In most school systems relentless efforts are being made to improve teachers' professional development although challenges are unavoidable events. MOE (2010) band the school system,The quality of professional development and the pursuit of improved teaching and learning acknowledge the importance of teachers to engage in continuing career long development that meet their own personal and professional needs. Thus, matching the appropriate professional development provision to particular professional needs is essential if effective learning is to take place. This 'fit' between the developmental needs of the teacher and

the selected activity is critically important in ensuring a positive impact at the school and classroom level (Harris, 2002).

Generally, as the findings obtained through the data regarding the challenges of teachers' professional development.The challenges that become obstacle 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.

Accordingly, in practical as researcher knows schools where staff development opportunities are poorly conceptualized; insensitive to the concerns of individual teachers; and make little effort to relate learning experiences to workplace conditions, they make little impact upon teachers or their pupils. There for anybody who feel as education is key instrument for overall national progress should have to take urgent possible solution.

4.4 The Supports Provided by School Partners in Actual Implementation of CPD (Analyzing, Planning, Doing & evaluating) Program.

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

Table 6: Response on Supports Provided by School Partners in Actual Implementation of Teachers' CPD (analyzing, planning, do & evaluate) Program.

	Items related to supports provided by school principals to implement CPD	Always		often		s.times		Rarely		never		Mean	Standard deviation
		F	%	F	%	Fr	%	Fr	%	Fr	%		
1	The school principal arranges visit programs & consult with other groups on CPD practices	8	6.7	9	7.5	6	5	40	33.6	56	47	1.93	1.19
2	The school principal arranged induction courses of CPD	7	5.8	8	6.7	8	6.7	34	28.6	62	52	1.85	1.18
3	The school principal prepares training opportunity based on my training needs	7	5.8	8	6.7	8	6.7	34	28.6	62	52	1.85	1.18
	Items related to CPD facilitators' support to implement CPD												
4	The CPD facilitator usually arranges discussion programs within the school to consult with other groups on CPD practices	6	5	9	7.5	10	8.4	40	33.6	54	45.5	2.34	1.83
5	The school CPD facilitator prepares training opportunity based on my training needs	6	5	9	7.5	10	8.4	40	33.6	54	45.5	2.34	1.83

Key: 0-1.49 – very low effectiveness   3.50-4.49 – high level effectiveness

   1.50-2.49 – low effectiveness   4.50-5.00 – very high level effectiveness

   2.50-3.49–moderate level effectiveness   Fr = Frequency   Total % = 100

In response to item 1 of table 5, relates the arrangement of experience sharing programs within the school to consult with other groups on CPD practices. In this regard 56(47%) and 40(33.6%) respondents replied as they never and rarely share experience respectively. However, 6(5%) and 9(7.5%) respondents replied that they are sometimes and often respectively. Yet 8(6.7%) of respondents replied always. The mean score of this item was 1.93 which inclines to low understanding. This shows that CPD facilitators insufficiently prepare experience sharing programs within the school to consult with other groups on CPD practices (Castetter, 1992).

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

Item 2 of the same table is all about the induction courses for novice teachers which CPD facilitators prepare for farther professional effectiveness. Accordingly 62(52%) and 34(28.6%) of respondents replied never and rarely respectively. However, 8(6.7%) and 8(6.7%) respondents replied sometimes and often respectively. The mean score is 1.85. This reveals that the extent to which schools CPD stakeholders give induction s courses for novice teachers was unsatisfactory and according to standard deviation it is similar in Shaka zone

With regard to the effectiveness of CPD facilitators in facilitating need based CPD training of item 3 of table 4, 62(52%) and 34(28.5%) respondents replied with never and rarely respectively. However, 8(6.7%) and 8(6.7%) respondents replied with sometimes and often respectively. 7 (5.8%) of respondent responded as always stakeholders facilitate training. The mean score of the respondents is 1.85 which is in the range of very low.

This implies that CPD facilitators were less effective in facilitating the provision of training based on teachers training needs. The data collected from the interview with principals and participants of FGDS showed that there was no close professional assistance by the school CPD facilitators in preparing both inter and intra group collaborative discussion opportunities training programs, mentoring and peer evaluation.

The data obtained through the FGDS of revealed that group discussion and peer evaluation was not regular and frequent. Accordingly, they conduct such collaborative activities only once or twice in the semester. Not only that the trainers by theme selves they don't have adequate knowledge to give CPD tanning.

From the findings, thus, one recognize that school based continuous professional development assisted by schools CPD facilitators at enhancing teachers competence was found to be unsatisfactory.

4.5. The Support from Zone Focal Person in CPD Practices

This part of the study displays the items with regard to the degree of support from zone 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 teacher's professional development (Sergiovanni, 1984). Hence, it is logical to assess the supportive function of zone supervisors which is presented in the following table.

Table 7: Support Provided By Zone CPD Focal Persons to Implement CPD

	Items related to Woreda focal person support to implement CPD	always		often		Sometimes		rarely		never		mean	Standard deviation
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%		
1	The focal person usually ensure the allocation of sufficient materials and finance for my school	10	8.4	7	5.8	10	8.4	45	37.8	47	39.5	2.01	1.23
2	The supervisors frequently coordinate teachers' conferences to discuss on CPD practices	10	8.4	7	5.8	10	8.4	40	33.6	52	43.6	2.01	1.23
3	The supervisors frequently follow up my school's on CPD performance	8	6.7	9	7.5	10	8.4	45	37.8	47	39.5	2.04	1.18
4	The supervisors prepare us frequent trainings or workshops regarding CPD practices	8	6.7	9	7.5	10	8.4	40	33.6	52	43.6	2.00	1.20
	Items related to zone Supervisors' support to implement CPD												
1	The supervisors usually ensure the allocation of sufficient materials and finance for my school	7	5.8	10	8.4	10	8.4	40	33.6	52	43.6	1.99	1.18
2	The supervisors frequently coordinate teachers' conferences to discuss on CPD practices	8	6.7	9	7.5	10	8.4	45	37.8	47	39.5	2.04	1.18
3	The supervisors frequently follow up my school's on CPD performance	7	5.8	10	8.4	10	8.4	45	37.8	47	39.5	2.01	1.23
4	The supervisors usually tell us significance of CPD like license &relicense & relation with career structure	8	6.7	9	7.5	10	8.4	45	37.8	47	39.5	2.04	1.18

Key: 0-1.49 – very low of effectiveness   3.50-4.49 – high level of effectiveness

1.50-2.49 – low of effectiveness   4.50-5.00 – very high level of effectiveness

2.50-3.49–moderate level of effectiveness   Fr = Frequency   Total % = 100

As indicated in table 6 item 1, 47(39.5%) and 45 (37.5%) respondents responded never and rarely respectively, with the allocation of sufficient CPD materials and finance for schools. On the other hand, 10(8.4%) and 7(5.8%) respondents were sometimes and often respectively. Yet 10(8.4%) respondents replied always. The mean score of respondents on the item is 2.01 which is in the range of strongly disagree. From the results, it can be conclude that zone education supervisors have given less attention in the allocation of sufficient materials and budget for the implementation of CPD activities in primary schools and standard deviation score reveals(1.23) this showed the respondents' hasn't difference with the issue

Additionally during interview the ZEB CPD focal person reveals as allocation of CPD materials are stile insufficient and the implementation of CPD didn't allocated budget so the ZEB accepted as the hindrance.

With regard to item 2 of the same table 6, 52(43.6%) and 40(33.6%) of respondents responded never and rarely respectively on the issue of the level of supervisors effort to coordinate teachers conference in order to discuss on CPD activities. On the other hand, 10 (8.4%) and 7(5.8%) of respondents replied sometimes and often respectively. The mean score of teacher's responses was 2.01 which are in the range of low effective. From the data obtained, it can be learned that zone supervisors were in sufficiently coordinating and preparing teachers conference and discussion forum on CPD activities and standard deviation score reveals(1.23) this showed the respondents' hasn't difference with the issue.

In response to item 3 of the same table 6, 52(43.5%) and 40(33.6%) respondents responded never and rarely on the issue of frequently follow up school by zone supervisors in support of CPD activities in secondary school. On the contrary, 10(8.4%) and 9(7.5%) respondents replied sometimes and often respectively. The mean score of the teacher's responses is 2.00 which are in the range of low effectiveness. So, it can be concluded that zone education supervisor, rarely followed up and insufficiently assisted for the effective implementation of CPD in schools secondary school of Shaka zone.

In the same way, the data obtained through the FGD made with the principals, Woreda and zone education offices supervisory experts and data obtained from interviews, conducted with the vice principal and head department revealed that the supervisory assistance provided by zone expert

was not regular and frequent. The entire participant, agreed that the zone experts visit secondary schools with a maximum of once in a year.

While the respondent responding to item 4 of table 6, 52(43.6%) and 40(33.6%) respondents replied never and rarely respectively with ensuring the allocation of sufficient CPD materials and finance for schools. But, 10(8.4%) and 10(8.4%) respondents responded sometimes and often respectively. While 7(5.8%) respondents always. The mean score of respondents on the item is 1.99 which is in the range of less effectiveness.

As confirm from interview and FGD someone may conclude that zone education supervisors have given less attention in the allocation of sufficient materials and budget for the implementation of CPD activities in secondary schools.

In contrary the ZEB supervisors deny as it is not their responsibility but literatures confirm as the zonal education bureaus have responsibility to give solution for hindrance of education, as CPD one of pillars of educational quality assurance (MOE 2009)

With regard to item 5 of the same table 6, 47(39.5%) and 45(37.5%) of respondents showed their strong opposition by saying never and rarely respectively on the issue of the level of supervisors effort to coordinate teachers conference in order to discuss on CPD activities. On the other hand, 10 (8.4%) and 10(8.4%) of respondents responded sometimes and often were respectively. While 8(6.7%) say always .The mean score of teachers responses was 2.04 which is in the range of strongly disagree and the standard deviation score showed as there coordination are insufficient in the zone.

As confirm from interview and FGD someone may conclude, it can be learned that zone supervisors were in sufficiently coordinating and preparing teacher's conference and discussion forum on CPD activities.

In contrary the ZEB supervisors aloof themselves from lack of CPD conference by saying once in a year is sufficient for a school because our duty is giving guidance. But MOE toolkit depict as ZEB have to give continuous training with continuous feedback MOE (2009).

In response to item 6 of the same table 6, 47(39.5%) and 45(37.8%) respondents responded strongly disagree by saying never and rarely on the issue of follow up performed by zone supervisors in support of CPD activities in secondary school. On the other hand, 10(8.4%) and 10(8.4%) respondents replied sometimes and often respectively. The mean score of the teachers responses is 2.01 which is in the range of strongly disagree and the score of standard deviation is show as the response of respondents' have similarity. So, it can be concluded that zone education supervisor, rarely followed up and insufficiently assisted for the effective implementation of CPD in primary schools of Shaka zone.

As confirms the interview held with principals, department heads and CPD focal person depict zonal education where come to school once in a year for general supervision by having checklist which include CPD issue to know whether CPD is implemented or not in fact this not for support it is inspection or to force teachers and ZEB are not in line of support of teachers rather enforcing them.

Item 7 of table 6, deals with zone supervisors tell us significance of CPD by linking with the license and relicense and relation with career structure and teachers replied, 47(39%) and 45(37.8%) which is never and rarely respectively whereas 10(8.4%) and 9(7.5%) showed their strong agreement and agreement respectively. Yet 3(1.91%) respondents failed to make decisions. The mean value of response is 2.04 which are in the range of strong disagreeing.

Different literatures posits as the main partner of CPD is teachers, principals, CPD facilitators, WED and, ZEB CPD focal person have great role, individuals teachers or group of teachers in a school are responsible body for the implementation of CPD program in front position partners throughout their career(MOE, 2009).

In addition to this WEB are responsible to plan, organize, coordinate, supervise, and support CPD programs to ensure effective implementation in the local context. It also responsible to allocate sufficient budget, prepare training opportunities and discussion forums. Furthermore, ZEB and REB involve in the practical consultation of all stakeholders, and preparation and distribution of relevant CPD materials. The MOE produces and circulates the national CPD plans and raises awareness of the guidelines followed by monitoring and evaluation of the overall program (MOE, 2009).

Finally the data obtained through the interviews made with the principals, Woreda and zone education offices CPD focal person and data obtained from FGD, conducted with the vice principal and head department revealed that the supervisory assistance provided by zone expert was not regular and frequent and there is no material or psychological support. The entire participant agreed that the zone experts visit secondary schools with a maximum of once in a year, regional's never at all. In view of that the supervisory process was related with monitoring and evaluation they meet with principals of schools which is not directly connected with the practices of CPD.

Similarly, (Desalegn, 2010).supported as Regional or local superintendents are responsible in creating conducive school system or school environment for the effective implementation of the CPD program.

Therefore, it is possible to conclude that Woreda, zone or regional education office are not carry out their responsibility. That is why the researcher articulate continuous professional development in Ethiopia hasn't owner. It lost real consideration from school principal to MOE.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of Findings

The rationale of this study was to investigate the extent to which continuous professional development was appropriately performed by the responsible parties and also to bring out the major challenges come across the process of implementing school based CPD in secondary schools of Shaka Zone. The practices of school based CPD activities were treated with in relation to teachers, head of departments, CPD facilitators, principals, Woreda, zone supervisors the essential practices; the supportive role played by principals, facilitators, CPD focal person. The challenges of the school based CPD responsible parties had faced were also discussed.

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

1. To what extent secondary schools *analyze* the existing situation of CPD program?
2. To what extent *planning* of CPD program is carried out in secondary schools of shaka zone?
3. To what extent CPD activities has *been implemented (has been done)* in secondary schools of shaka zone?
4. To what extent CPD evaluation is properly *done i*n secondary schools of shaka zone?
5. To what extent the stakeholder's contribute to implement CPD in the secondary schools of Shaka Zone?
6. What are the major challenges of secondary schools encounter while implementing school based CPD program?

To find response for the above questions, a descriptive survey method was employed. One hundred nineteen teachers participated in responding to the questionnaires. However with strong support of head of department all hundred nineteen distributed questioners are returned. 4 Zone and Woreda education office CPD focal persons were interviewed; whereas 4 department heads, 5 vice principals and 4 CPD facilitators were involved in focus group discussion in all four secondary schools of Shaka zone. School based CPD documents were also analysed. On the basis of the analysis and interpretation of the data gathered through all the instruments.

Finally, based on the analysis of the data, the following major findings were obtained from the study:

1. It was identified that the majority of the teachers, principals, vice principal, department heads, CPD facilitators, and Woreda and zone focal person had served for 10 years and above which implies highly experienced. This implies as easily induction course can given but in contrarily experienced teachers keep silent as confirmed form interview conversation no one can give them direction to give induction course as the study reveals even if teachers need to support new deployed teachers due to lack of manuals, training and lack of feedback from directors, CPD facilitators of WEB, ZEB,REB adequately carryout there responsibility.

2. Regarding the practice of analysis of CPD in secondary schools of Shaka Zone was at its very low level 2.185. It was learned that continuous professional development cycles is inadequately implemented activity in all under study schools. It was also exposed that there was almost no training for teachers as result of majority of teachers were confused to implement school based continuous professional development. This implies that continuous professional development is in that zone ownerless.

3. It was exposed by the study that planning CPD activity were found to be in moderate level (2.57) they have annual plan for their module and they also prepared portfolio as evidence for their activity and finally they revise their plan. This is encouraging and it implies if teacher get moral and physiological support they are keen to implement

4. It was identified by the study that CPD implementation parts doing and evaluating is in low level, especially doing mean score is (2.2).this facilitators and principal were unable in continuous follow up and giving feedback and also the evaluation and assessment are at low level this posits as annual plan once planned nobody can look it again

5. Concerning challenges of continuous professional development teacher's are not clear about its significance as well as its guideline and manuals are not only insufficient but also irrelevant and vague, beyond that budget and resource is not allocated , motivation and incentive is none .

6. The study outcome indicated that technical and professional support from Woreda and zone education supervisors was found to be inadequate incase of that their where lack of well-trained and initiated continuous professional development facilitator

8. The study revealed that the preparation of portfolio not equally similar in all secondary schools and also those who offered their portfolio for analysis where seem to be for simulation, It doesn't follow the manual; sessions, duties, objectives and responsible bodies irrelevant. In addition, to that the outcome of interview conversations and focus group discussion posits the main challenge of continuous professional development implementation lack of moral and initiation to do modules portfolio because they don't get feedback for their work from concerned bodies.

5.2. Conclusions

Based on the findings, the following concluding remarks were made:

1.Teachers were not satisfactorily implementing the intended school based continuous professional development activities , as a result of that they are not systematically and collaboratively alleviating professional challenges to take procedural measures on limitations observed in attaining continuous professional development objectives through action research. Therefore, teachers were less benefited professionally and were not contributing specifically for the improvement of pupils' achievement and the improvement of the education system in general.

2. Teachers and concerned continuous professional development stakeholders in secondary schools of Shaka zone rarely discussed their common barriers in groups. There was no regular program for peer and self evaluation and they were not monitoring the outcomes of continuous professional development practices in relation to teachers' professional growth and pupils' academic performance. Senior teachers rarely involved in mentoring system to assist novice teachers by senior staff. Hence, there was no experience sharing among teachers;

3. Principals, Woreda and zone experts and other continuous professional development facilitators, through key role players were less helpful. There was failure in arranging training programs, intra and inter-group discussion forums, arranging for scaling up best practices;

facilitating and enhancing induction programs; allocating sufficient budget, and encouraging peer evaluation opportunities followed by timely feedback regarding the real implementation of school based continuous professional development. Hence, there was none of sense of ownership and responsibility among continuous professional development stakeholders.

4. Trained continuous professional development facilitators and principals were not available in all secondary schools in Shaka Zone to provide continuous professional support for teachers. Relevant professional trainings were not satisfactorily conducted. Teachers were confused with the overall continuous professional development practices. The activities in continuous professional development CPD were not directly connected with teachers' license - relicensing .career development structure. Portfolio is not well compiled; documents were inadequately prepared because of lack of information about the format and the purpose of portfolio. Teachers recognize continuous professional development as complex and ambiguous activity. Thus, using school based continuous professional development as an instrument for the upgrading and updating was given less consideration.

In generally one can conclude that continuous professional development was not contributed for updating and upgrading teachers' profession as well as Students' learning achievement was unsatisfactory so that ambition to attain quality education was ineffective in secondary schools of Shaka Zone of South Nation Nationality Peoples State.

5.3. Recommendations

Based on the above conclusions, the following recommendations were made to be looked critically by the concerned bodies to alleviate the challenges continuous professional development implementation problems in schools.

- The school based continuous professional development plans in all secondary schools were not effectively implemented. Portfolio documents were not well compiled. For that reason, the stake holders along with their staff members are advised to frequently discuss on how to implement continuous professional development plans; and continuously evaluate the program and give feedback.

- Lack of induction courses and technical assistances for less experienced teachers like novice teachers by senior teacher affects upgrading of them. This creates confusion in the performances of newly employed teachers. Therefore, the secondary school principals need to assign mentors for the beginning teachers.

- As continuous professional development a means of upgrading and updating, teacher ought to recognize that expert-led training is not the only way to professional learning, it also benefited from the overall helps for team work coordination so, teachers should participate passionately and dedicatedly to every activities of school based continuous professional development ; that is what teachers are advised ; principals and the Woreda and zone education offices need to inspire and motivate teachers.

- Each activity of continuous professional development CPD should have a direct bind with teachers' to professional progress. Due to this Teachers' should plan his every activity in his module perform with his program and himself ready for career structure and license – relicense. Hence the stake holders like MOE, Regional Education Bureau, Zone Education Department and Woreda Education Offices are advised to consider motivating and giving incentive for those who perform their continuous professional development CPD module.

- It is recommended that the regional, zone and Woreda education officers; principals, continuous professional development facilitators don't hesitate to allocate sufficient budget ,appropriate materials and to give short and long term training programs, intra and inter-group discussion forums, arranging visits to share experiences and scale up best practices, facilitating and enhancing induction programs, opportunities followed by timely feedback.

- It is recommended that the regional, zone and Woreda education officers solve the problem of time less turnover facilitators and principals trained in educational leadership and management is seriously recommended in all secondary schools of Shaka Zone to overcome the problem of facilitators and principals to provide proper continuous professional support for teachers.

- To solve the problem of educational quality implementation of school based continuous professional development hasn't option, hence every stake holder should have make his final effort. By supporting during problem identification, preparation of modules, and decide on priorities of institution (2 private, 1 institution) budget allocation, giving need base training, timely feedback and give due attention for CPD.

- It is recommended that the regional, zone and Woreda education officers should have to give great consideration in allocation of budget, permanent worker or follower, sufficiently distributing continuous professional development materials, giving frequent training, sustainable follow up and encouragement.

- Finally, it can be suggested that further studies need to be conducted in this area with regard to continuous professional development challenges to arising negligible role stakeholders.

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APPENDEX A

JIMMA UNIVERSITY
INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

This Questionnaire to be filled by Shaka Zone Secondary school teachers'on the challenges of the implemention of continuous professional development program s

General Direction
     The main purpose of this questionnaire is to gather primary and relevant data to assess the challenges of implementation of continuous professional development (CPD). It is designed for a study purpose and you have been selected to participate in this study. Hence, you are kindly requested to give the necessary information on issues related to the study. The student researcher believes that the success of this study depends on your honest and genuine response to the question. I want to assure you that your response will be kept confidential and the information you provide will be used for academic purpose only.
 Note: you do not need to write your name on the questionnaire. Thank you in advance for your co-operation

PART I – *Personal data*
1. Sex: Male _____ Female _____

2. Academic qualification A. Certificate ___B. Diploma __ C. First degree ___D. Second

    degree____

3. Years of experience in teaching A. 1-5 years B. 6-10 teacher C. 11-20 teacher D. above 20

    years

Direction I: *Information Concerning the Actual Implementation of Teachers' CPD (analyzing, planning, doing & evaluating) Program.* Please indicate your options by putting tick (√) mark in the box of your choice of closed-ended   item   from the given rating scales. Give brief description of your opinions for open ended questions. Every response is given based on your school context.

- 5 = always 4 = often 3 =   sometimes 2 = rarely 1= never

- **Table 3.1** response on Items related to the analysis CPD

	Items related to the analysis CPD	Always		Often		Sometimes		rarely		Never		mean	Standard deviation
1	I make self assessment to introduce myself with the overall CPD activities												
2	I try to made peer review												
3	I make annual appraisal of may CPD practice												
4	I have analyze my CPD priorities before I am start to do my CPD practice												

Table 3.2 response on Items related to the planning of CPD

	Items related to the planning, of school based CPD	Always		**Often**		**Sometimes**		**Rarely**		**Never**		mean	Standard deviation
5	I have well planned for each/module/CPD practices												
6	I have prepared portfolio by recording all CPD documents												
7	I frequently cheek the contribution of CPD practices on the classroom activities												

Table 3.3 response on Items related to the doing of CPD

	Items related to doing CPD	Always		Often		Sometimes		rarely		Never		mean	Standard deviation
8	I participate curriculum meetings												
9	I demonstration lessons and made peer observation												
10	I made observation of students in lessons and talking to students after the CPD activity												

Table 3.4 response on Items related to the evaluating of CPD

	Items related to evaluating school based CPD	Always		often		Sometimes		Rarely		Never		mean	Standard deviation
12	I evaluate the effectiveness of CPD outcome												
13	I evaluate CPD out come with relation of students score												
14	I am evaluating the impact of CPD which are related with participant reaction, learning, organizational support and change,												

16. Please, give additional suggestions in relation to what activities are being practiced relation to CPD implementation

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APPENDEX B

Table 4: response on supports provided by school partners in Actual Implementation of teachers' CPD (analyzing, planning, do & evaluate) Program.

	Items related to supports provided by school principals to implement CPD	Always		often		s.times		rarely		never		Mea	Sta.
		F	%	F	%	Fr	%	Fr	%	Fr	%		
1	The school principal arranges visit programs within the school to consult with other groups on CPD practices												
2	The school principal arranged me induction courses of CPD when I was a novice teacher												
3	The school principal prepares training opportunity based on my training needs												
	Items related to CPD facilitators' support to implement CPD												
4	The CPD facilitator usually arranges discussion programs within the school to consult with other groups on CPD practices												
6	The school CPD facilitator prepares training opportunity based on my training needs												

10. Please add other supports that you provided by stakeholders on CPD practices in your school?

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APPENDX C

Direction III : The following are *challenges of teachers* which could which influence the implementation of continuous professional development program in schools. Then, you are kindly requested to rate their influence on the implementation of CPD program in your school by putting tick (√) in the box of your choice.

- The scale used is: 5= very high, 4=high, 3= moderate, 2=low, 1=very low.

Table 5 Challenges of CPD

No	Items related to the challenges of CPD in the process of implementation	1		2		3		4		5		mean	Stan div.
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%		
1	I am not clear about significance of CPD and its activity												
2	There is lack of CPD training manuals or guidelines												
3	There is lack of trained CPD facilitator in my school												
4	There is time constraints because of my heavy workload												
5	I am less committed to implement the CPD practices												
6	The process of CPD is complex and ambiguous to apply practically												
7	I am not motivated by the School or Woreda or Zone to better apply CPD practices												
8	Sufficient money is not allocated to practice all CPD practices												
9	I don't belief as CPD activity improve students achievement												

18. What other challenges do you face to implement CPD activities?---
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APPENDEX D

Direction II:

Information Concerning, the supports provided by school partners in Actual Implementation of teachers' CPD (analyzing, planning, do & evaluate) Program.

- 5 = always 4 = often 3 =   sometimes 2 = rarely 1= never

Table 6: Support provided by zone CPD focal persons to implement CPD

	Items related to wored Supervisors' support to implement CPD	always		often		s/times		rarely		never		mean	Stan.
1	The supervisors usually ensure the allocation of sufficient materials and finance for my school												
2	The supervisors frequently coordinate teachers' conferences to discuss on CPD practices												
3	The supervisors frequently follow up my school's on CPD performance												
4	The supervisors prepare us frequent trainings or workshops regarding CPD practices												
	Items related to zone Supervisors' support to implement CPD												
1	The supervisors usually ensure the allocation of sufficient materials and finance for my school												
2	The supervisors frequently coordinate teachers' conferences to discuss on CPD practices												
3	The supervisors frequently follow up my school's on CPD performance												
4	The supervisors usually tell us significance of CPD like license &relicense & relation with career structure												

10. Please add other supports that you provided by stakeholders on CPD practices in your school?

PART II: questions related to the assessment and evaluation mechanisms of the continuous professional development program.

2.What do you think are the major challenges/problems in the implementation of CPD program in your school? Would you, please, list them

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APPENDEX E

JIMMA UNIVERSITY

INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Guiding *questions* for focus group discussion with head of departments and CPD focal person worda.

The purpose of this focus group discussion is to collect data on the challenges of CPD implementation in secondary school of shaka zone .The information you provide will be used only for the research purpose and kept confidential.

- *General information about Participants'*

    Sex [   ] Academic [   ] qualification [   ] Service years [   ]

1. What do you think about position of sufficient and timely trainings ,to up-to-date to implement CPD program in their school?

2. TO extent think, in your school CPD program implemented in accordance with MOE toolkit?

3. What do you think with the outcome of CPD from teachers and students perspective

4. What are the major challenges you have encountered in the process of implementing CPD program in secondary schools?

5. Do you think that CPD is effectively implemented in your woreda or Zone? How do you measure it?

6. To what extent do the responsible school CPD partners involve in the overall activities of CPD?

7. In relation to the implementation of CPD What possible strategies do you recommend to improve?

Thank you

APPENDEX F

JIMMA UNIVERSITY
INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIESDEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview guide for principal's, Vice principal, supervisor and CPD facilitator

General Information about the Participants:

- Sex _____ Academic Qualification _____ Service Year _____

Guiding Questions for Interview

1. Do you think that CPD is effectively implemented in your woreda or Zone? How do you measure

2.   Do the responsible school CPD partners involve in the overall activities of CPD?

3. In your opinion, what are the major challenges you encounter in the process of implementing CPD program in your school? (analyzing, planning, doing, evaluation)

4. Do you think you have got t and up-to-date trainings which enable you to effectively implement CPD program in your school?

5. Do you provide sufficient recourse for implementation of CPD program?

6. What strategies would you recommend to improve the implementation of teachers' continuous professional development in your school?

APPENDX G

ጇማ ዩኒቨሲቲ

ለትምርት ሙያ ማበልጸግያ ጥናት ተቋም የምርምርና የድህረ ምረቃ ትምህርት ማስተባበሪያ የትምህርት እቅድና ስራአመራር ትምህርት ክፍል

ለትምህርት ክፍሎች ፤ ለር/መምህራን እና ለዞን ፤ ለወረዳ ለት/ቤት ተ.ሙ.ማ አስተባባሪዎች ለመነሻ የሚሆን የቃለመጠይቅ እና የውይይት ጥያቄዎች

ይህ ቃለመጠይቅ በሸካ ዞን ውስጥ ባሉ ሁለተኛ ደረጃ ት/ቤቶች የተ.ሙ.ማ ትግበራ ተግዳሮት ላይ ለሚደረግ ጥናትና ምርምር ከየት/ቤቶቹ ለትምህርት ክፍሎች ፤ ለር/መምህራን እና ተ.ሙ.ማ አስተባባሪዎች መረጃ መሰብሰቢያ የሚያገለግል ሆኖ አላማውም ለጥናትና ምርምሩ ብቻ የሚውል ሚስጥራዊነቱም የተጠበቀ መሆኑን እያሳሰብኩ የእርሶ ትክክለኛ አመላለስ በጥናቱ ውጤት ክፍተኛ ድርሻ እንዳለው በቅድሚያ በትህትና ላሳስባችሁ እወዳለሁ ፡፡

ጠቅላላ መረጃ

ጾታ [ ] ትምህርት ደረጃ [ ] የአገልግሎት ዘመን [ ]

1. ተ.ሙ.ማ ላይ በቂና ወቅታዊ ስልጠናዎች ይሰጣሉ ፤ በስልጠናው ላይ የርስዎ ተሳታፊነት እስከምን ድረስ ነው ?
2. ለተ.ሙ.ማ ተግባራዊ ለማድረግ በተዘጋጀው መመሪያ ምንያህል እየተጠቀማችሁበት ነው ? መመሪያው ለሁላችሁም በት/ቤቱ ላላችሁ መምህራን ይዳረሳል ?
3. ተ.ሙ.ማ ከተቀመጠው አቅጠጫ አንፃር ምንያህል ለተማሪዎች ውጤት እና ለመምህራን ሙያማሻሻል ይጠቅማል ብለው ያስባሉ ?
4. ተ.ሙ.ማ ተግባራዊ ሲደረግ ዋና ዋና የ ተግዳሮቶች ናቸው የሚሉትን ቢጠቅሱልኝ ?
5. ሲያበት ተ.ሙ.ማ በት/ቤትዎ በትክክል ተግባራዊ እየተደረገ ነው ይላሉ ?
6. የት/ቤት ባለድርሻ አካላት እና ሐላፊት ያለቸው የትምህርት ባለሙያዎች በሙሉ ለተ.ሙ.ማ ተግባራዊነት አስተዋጾቸው እስከምን ድረስ ነው ?

7. የተ.ሙ.ማን ተግባራዊነት ለማጎልበት ምን ቢደረግ ይሻላል ይላሉ ?

አመስግናለሁ