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INSTITUTE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONA PLANNING & MANAGEMENT

**PRACTICES AND PROBLEMS OF TEACHERS CONTINUOUS PROFESSIONAL
DEVELOPMENT PROGRAM IN SECONDARY SCHOOLS OF SIDAMA ZONE**

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**PRACTICES AND PROBLEMS OF TEACHERS CONTINUOUS PROFESSIONAL
DEVELOPMENT PROGRAM IN SECONDARY SCHOOLS OF SIDAMA ZONE**

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**A Thesis Submitted to School of Graduate Studies of Dilla University, in Partial
Fulfillment the requirement for the Degree of Master of Arts in Educational Leadership**

ADVISOR'S APPROVAL SHEET

Under here, the student researcher Wondimu Samuel who produced a thesis entitled, “practices and problems of teachers’ professional development program in secondary schools of Sidama zone” has incorporated all the comments given on the research paper. Therefore, I, the advisor recommended that the student has fulfilled all of the requirements and hence, can submit the thesis to the School of Graduate Studies of Dilla University.

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I, hereby declare that this thesis project entitled “practices and problems of teachers’ professional development program in secondary schools of Sidama zone” is my original work and has not presented for a degree in any other university and all sources of materials used for this proposal have been duly acknowledged.

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ABBERRATIONS AND ACRONYMS

CPD	Continuous Professional Development
ELIP	English Language Improvement Program
ELQIP	English Language Quality Improving Program
EMIS	Education Management Information System
ESDP	Education Sector Development Program
ETP	Education and Training Policy
GEQIP	General Education Quality Improvement Program
ICT	Information Communication Technology
INSET	In-service Education and Training
LAMP	Leadership and Management Program
MOE	Ministry of Education
NDT	Newly Deployed Teachers
OVI s	Objectively Verifiable Indicators
PD	Professional Development
PDP	Professional Development Portfolio
REB	Regional Education Bureau
SD	Staff Development
SNNPREB	Southern Nations, Nationalities and Peoples' Region Education Bureau
SPSS	Statistical Package for Social Science
TDP	Teacher Development Program
TEIs	Teacher Education Institutions
TESO	Teacher Education Strengthen Overhaul
TPD	Teacher Professional Development
TTC	Teacher Training College
WEO	Woreda Education Office
ZED	Zonal Education Department

Abstract

The purpose of this study was to investigate the practices and problems of the teachers' Continuous Professional Development in selected 10 secondary schools of Sidama Zone. Accordingly, the study aimed at answering, extent of CPD contribution on teachers' professional skill developmen, extent to which teachers implement or practice continuous professional development; perception of teachers on continuous professional development, and factors that impede teachers' practices in Continuous Professional Development. The study employed descriptive survey research design to gather information from the respondents. Both primary and secondary data sources were used to collect information. Hence, 10 total secondary schools were selected. Then, 172 teachers out of the existing 404 teachers were selected using simple random sampling techniques and 20 principals were selected availability sampling techniques. Following this, 48 total questionnaires using close-ended item type namely, using rating scale, and some open-ended questions were prepared and given to 172 teachers and 20 principals. After this, 13 open-ended (interview questions) were prepared and presented to 8 supervisors to get the required data. These collected data were analyzed by descriptive statistical techniques of analysis using Statistical Package for Social Science software. Accordingly, the over all findings revealed that the extent of on teacher professional development at selected schools were not satisfactory. Beyond this, activities like sharing experience, solving problem by conducting action research and discussing subject area(curriculum based activities)were indicators for the low extent of its practice. The study asertained magnitudes of the challenges such as lack of resource, poor knowledge and skills of mentors and facilitators, lack of training, absence of commitment, absence of collegial collaboration, negative attitudes of teachers and lack of regular feedback were rated as high.In general, conducting action research, maintaining professional portfolio and giving timely feedback were major indicator for low practices of continuous professional development in the study area.Finally, the study recommended that concerned bodies should devote to improve the way teachers participate in continuous professional development activities, and also to minimize the challenges for effective implementation of teachers professional development program in secondary school in Sidama Zone.

CHAPTER ONE

INTRODUCTION

The purpose of this study to assesses practices and problems of Teachers' Continuous Professional Development in secondary schools of Sidama Zone. This chapter highlights the background to the study and contextualizes the problem that led to the study. The chapter begins by discussing the background to the problem, states the problem and research questions, highlights the research objectives, significance of the study, and then gives the delimitations of the study. Thereafter, the chapter defines key terms as used in the study and finally gives an outline of the organization of the chapters.

1.1 Background of the Study

The Education and Training Policy of Ethiopia ETP, (1994) depicts that education enables individuals and society at large to create all-rounded personality in the development process by acquiring knowledge, ability, skills and attitudes. Education is a key factor for growth and development of any country. It improves the socio- economic development of a country in general, personal and organizational development in particular. In education sector, the responsible and the great assets are teachers. Giving attention and improving teachers' knowledge, skill and attitude is one way to improve the quality of education. Nowadays, quality of the teaching force has become a major concern of the education program of all countries. Several studies show that there is a direct relationship between the quality of education and quality of teachers.

According to the World Bank (1991) cited in Getachew (2010), teachers are central to the delivery of quality education. In the same way, Ethiopian government acknowledged that teachers play key roles in the provision of quality education. Since teachers are change agents in the development of knowledge, skill, attitude and act as facilitators in preparing the young generations for different responsibilities and promoters of new technological advancements, they should develop professionally throughout their life in sustainable way. The training and education of teachers are important contextual conditions for quality education and continuous professional development (CPD) as a means of improving learner performance and production of required skills (Gray, 2005).

Villegas and Rimers (2003) also said that:

professional development experience have a noticeable impact on teachers work both in and out of the classroom, especially considering throughout the world are under prepared for their profession. It is critically important to increase knowledge and skills through training which is necessary for proper job performance.

Professional development for teachers is believed to equip them with the necessary knowledge and skills to implement the changes as intended by the reform introduced. Although teachers are believed to have gained many benefits from their participation in professional development programs as that highlighted in the literature; several issues regarding the effectiveness of such programs are also raised. This view of teachers' professional development as series of activities that are detached from the actual classroom engagement often resulted to teachers feeling that their professional development experience as “meaningless and wasteful,” (Guskey, 2000, p. 4). However, a large amount of resources and time have been invested to develop and manage professional development for teachers. Hence, it is important that the effectiveness of professional development by teachers and its impact on the quality of teaching practice are continuously researched.

Teachers' development program emphasis on improving the quality of education by designing various teacher supportive activities by modernizing both pre-service and in-service training to teachers, therefore the government's particular attention to in-service training of teacher's CPD launched as one aspects of TDP in 2005. This is because; CPD is continuously viewed as a means of improving learners' performance and production of required skills, CPD is, therefore, vital for teacher development service. It is as a means to the recognition to the policy agenda of lifelong learning as well as the view of CPD as means of improving learner performance and development of required skills (Kenneedy, and McKinney, (2007); Schwill and Dember(2009). According to the ministry of Education (2009, p.16), CPD is” anything that makes a better and targeting the improvement of teachers' performance in schools situation to learner.”

The frame work for CPD programs all other teachers are expected to carry out the CPD program. According to the school and their CPD plan in groups in the school or clusters of schools

facilitators, usually selected from experienced members of the school staff, the expectation of these groups would meet at least once every two weeks. However in order to implement CPD in the school, there are different factors that influenced during the implementation process. According to the MOE (2009) there is assessment conducted. Some of the major findings were reported as following: Nearly four out of five schools, the structure of CPD is either absent or inadequate. Almost all resources centers to be taken as a sample of the study samples were not adequately prepared to run well organized, inspiring and transforming CPD activities. Furthermore, in schools where CPD has started to be implemented teachers are however able to demonstrate a reasonable mastery of the contexts /of the CPD course/ they covered before and up to the time of the study. In addition, there was high turnover of CPD facilitator and CPD program lagging behind its time and the tendency of rushing to cover courses and also time constraints on teachers as well as their school leaders (MOE, 2009).

Hence, the main purpose of this study is to investigate the practices and problems of teacher development program (TDP) in secondary schools of Sidama Zone.

1.2 Statement of the Problem

The national education and training policy of Ethiopia recognizes the need for the continued professional growth and development of all teachers at schools (ETP, 1994). The Ministry of Education has given priority for continuous professional development (CPD) believing that it is the right of teachers as well as of a great value for national development (Barrow, *et al.*, 2006 cited in Desalegn .C,2010). The school staff must have the necessary subject professional support to bring about changes in the classroom. At school level professional development programmers should include school principals/directors, teachers and technical and administrative personnel.

According to the guideline for the continuous professional development for school teachers, MOE (2004) in the ten years, substantial quantitative achievements have been made. Although quantitative progress has been made the quality of education is still not offered to the desired level.

At present there is gap between policy demands and the skills and competence of teachers. Frequent studies have shown that teachers are poorly educated, and in order to cope with large

class size and limited resources, they still employ very traditional teachers centered method. There are limited staff development opportunities at school level or any other supporting mechanism that will enables teachers to use active learning methods in the classroom, there is no comprehensive and in built in-service program put in places as a system operate continuous professional development in school identifies and solve many of the school and educational quality problems, including problems of interpersonal relationship and also exposes the school community to changing dynamic worlds and technologies.

To realize this, MOE introduced Teacher Education System overhaul in MOE, (2003). The MOE launched CPD program as a new reform of reaction to solve the problem of educational quality by updating teachers. Accordingly, it has been reported that the ultimate objective of CPD is to improve the teaching learning process in Ethiopian schools. However, CPD remains one of the most challenging areas in teacher management over the years. Therefore, the quality of education offered is not at the required level. There is a gap between policy demand and skill of teachers. In its ESDP III, MOE (2003) reported that teachers do not continuously update their competencies and skills. Moreover, Gizaw (2006) cited in Alemayehu (2011) reported that there is a doubt whether the CPD programs are actually practiced at school levels like other responsibilities of schools and teachers

Irrespective of the above discussions, the present research was triggered for some important reasons. First, in spite of the initiative made by the government to professionalize teachers and develop their competencies, still there are complaints about quality of the teaching force. The finding of different research conducted on practice of continuous professional development of teachers in secondary schools of different Region and Zones of our country has shown that there was a lack of awareness on practices continuous professional development (CPD) options, a lack of relevant continuous training for teachers and principals who are supposed to carry out continuous professional development (CPD) activities at schools level, and also there is inadequate supports to monitor teachers' instructional improvement (Alemayehu, 2011).

The researcher has been teaching for 6 years and served for 2 years as principal in secondary school of the study area in Sidama Zone. However, to the best knowledge of the researcher, due to

rapid change of world, there was no recent research conducted on the practices of continuous professional development of teachers' in secondary schools of Sidama Zone. So, the researcher also observed that there are low attentions on practicing CPD program in the study area.

Due to this reasons, the researcher felt that, there is a gap which needs in depth investigation about the current practices of teachers CPD such as proper practice of continuous professional development options; continuous professional development module preparation; the proper practice of continuous professional development responsibilities in line with the issues mentioned in the continuous professional development manual of Ministry of Education in secondary school and to suggest the ways of improvement in the process of practice teachers' continuous professional development in study area.

Therefore, the study was to investigate the practices and problems of continuous professional development program in secondary school in Sidama Zone and try to answer the following basic questions.

- To what extent CPD practice contributed teachers' professional skills improvement of secondary schools of Sidama Zone?
- To what extent CPD practiced in secondary schools of Sidama Zone?
- How do teachers and school leaders perceive the importance of CPD for the professional practices in the study area?
- What are the major challenges that affect the implementation of CPD in secondary schools of Sidama Zone?

1.3 Objective of the Study

1.3.1 General Objectives

The general objective of the study is to identify practices and problems of implementation of continuous professional development in secondary schools of Sidama zone. Besides, the study tried to suggest some possible solutions to solve those problems.

1.3.2 Specific Objectives

This study shall address the following specific objectives:

- To assess contribution of CPD on teachers' professional skills improvement.
- To identify the extent to which CPD is practice of in secondary school in Sidama Zone.
- To examine the awareness of teachers on importance of CPD on professional practice.
- To identify major challenge that affects the implementation of CPD in the school.

1.4 Significance of the Study

It is very difficult to speak about the quality of education unless the schools understand how well their teachers are actually teaching students as well as themselves. It is therefore crucial for any learning institution to assess the extent and quality of teachers' Professional development in order to understand the process and product of the education system and provide relevant information to all stakeholders. It is through a continuous professional development of teachers in their profession can provide the necessary knowledge, values, attitude and skills to students. Hence such activities can enhance the realization of the objectives and missions of schools. It would provide information for Sidama Zone education office on the current status of teachers' continuous professional development (CPD) practice and help them to do their share to improve teachers' continuous professional development practice in secondary schools as well as aid to take timely measures. Thus ,the result can increase awareness of key officials of the sector, cluster and schools, regarding the need for establishing well designed and comprehensive sustainable programs that can help teachers CPD. In addition the findings of this study help SNNPREB to take remedial measures by identifying the factors hindering the effective implementation of the program in the region, which provide information to principal, teachers, supervision committee members, and educational officers. The findings would also show the major contribution of CPD such as the study will contribute to the improvement of quality education initiating responsible parties in school improvement program which ultimately would end with the maximum learners' achievement, the study lead to change the CPD strategy on teachers' experiences, attitudes and expectation and the study will help to identify challenges for future program implementation of secondary school students in Sidama Zone education sector. At the end it may also help as a reference for future research of teachers CPD.

1.5 Delimitation of the Study

Teacher Development Program (TDP) could be planned and implemented at levels of school. In order to get comprehensive and reliable research findings, this study was delimited to CPD

implementation in secondary schools. Besides, to make more manageable and feasible it would be important to identify the extent of CPD practice contribute to teachers' professional skills, extent of CPD practice, teachers perception and challenges of teachers' CPD practice in selected secondary schools. The emphasis of this study is delimited to the teachers and principals continuous professional development (CPD) practices and problems. This is because most dimensions used to conceptualize (CPD) role are the responsibilities of the teachers and principals than others. Because the researcher observed that secondary school teachers, principals, CPD facilitator and teacher education leader's development core process coordinator from Woreda Education Office (WEO) have given little attention to the CPD practice. Since it is difficult and unmanageable to conduct study in all secondary schools in Zone by including all teachers, principals, CDP facilitators, teacher education leader's development core process coordinator from WEO thus, it is important to determine and identify the numbers of sample Woredas, schools and respondents. The sample for the quantitative data includes teachers, CPD facilitators and principals in selected government secondary schools of Sidama Zone. The qualitative data collection includes supervisors who confined to 10 secondary schools and teacher education leader's development core process coordinators from 8 WEOs.

1.6 Limitations of the Study

The limitations in this study were shortage of time because of workload in the school and some of the respondents were less committed to give the response. In addition to this financial constraints and closing down the schools and university due to corona virus COVID_19 are limitation which encountered in the study. Therefore, the study may be limited in providing more holistic and wide-ranging information from different view-points.

In order to overcome the above mentioned limitations, the researcher tried to take some measures. For instance the researcher tried to take permission from his working office to get more time and reduce work load for the effective work of the study. In addition, the researcher tried to convince the respondents on the importance of the study is in order to improve their commitment to respond to the questions so as to get the reliable data.

1.7 Operational Definition of Key Terms

The meanings of terms may vary depending on the context in which they are used. In this study the following terms were used as defined below:

Continuous professional development is a program that is delivered at school level to improve teachers knowledge, competence, skills, attitude in the level they are teaching starting from they join teaching until they leave in the profession.

Facilitators are experienced teacher who teach at highest level of teachers' career stage that are selected by teachers to coordinate the proper CPD program.

Induction is an introductory course provided for new teachers in order to develop their teaching profession.

Mentoring is continuous staff development activity which once a system is in place, happening during normal school life.

Portfolio is set of recorded materials that show what an individual teacher has done, known, and can do.

Profession is a sort of teaching occupation based on their special knowledge and skill wisdom that suite for teaching activities.

Professional Standards is the broad category of teachers' knowledge and skills. It is overarching goals and themes that provide a framework for what teachers should know and be able to do and indicates the level of performance required for the successful achievement of school expectations.

Peer coaching involves teacher supporting teachers as they apply and reflect new ways of teaching that will better meet the diverse needs of students.

1.8 Organization of the Study

The study was organized in to five chapters. Chapter one deals with introduction and this consists of background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitation of the study, and organization of the study. Chapter two deals with literature review. In chapter three, research design and methodology is

presented. In chapter four analyses and interpretation of data discussed. And then, summary, conclusion and recommendation presented in chapter five.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

In this chapter the review of related literature included some definition, issues related to profession, good teaching, and national professional standard for teacher and world experiences. It is highly emphasized on continuous profession development which includes its definition, characteristics, objectives, continuous profession development cycle, and finally it focused on duties and responsibilities of stakeholders in implementation of Continuous Profession Development.

2.1 Concept of Continuous Professional Development

Professional development is an ongoing process of assessment and planned actions that provide the opportunity for maintaining and expanding knowledge and skills based on evidence, self-reflection about and facilitation of professional core values and autonomous practice within the context of one's practice setting. Dean in Nurul Aini Aminudin,(2012:5) defines the term 'profession' as “an occupation which requires long training involving theory as background to practice, has its own code of behavior and has high degree of autonomy.” Professional development is facilitated teaching and learning experiences that are transactional and designed to support the acquisition of professional knowledge, skills, and dispositions as well as the application of this knowledge in practice (Early and Winton, 2001).

According to NPDCI (2008:3), the key components of professional development include: Characteristics and contexts of the learners (i.e.; the, “who” of professional development; including the characteristics and contexts of the learners and the children and families they serves). In addition the context (i.e., “What” of professional developments; what professionals should know and be able to do; generally defined by professional competencies, standards and credentials). Finally organizations and facilitation of learning experiences (i.e., the, “how” of professional development; the approaches, models, or methods used to support self-directed, experientially-oriented learning that is highly relevant to practice.

The term ‘professional development’, however, can, can refer to either the actual learning opportunities that teachers engage in, or, the actual learning that occurs when teachers participate (Feiman-Nemser, 2001).

Professional development consist of all natural learning experiences and choose conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which contribute, through these, to the quality of education in the classroom (Day,1999b in Goodall,2005:26). It is also the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose 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(Rose, And Reynolds, 2005).This shows professional development as activities that develops an individual's skills, knowledge, expertise and others characteristics as a teacher. Therefore in order to make a teaching learning activity more effective and to improve instructional practices, pedagogy and student outcome formal and informal professional development are essential for teachers and as well as instructional leaders. Professional development encompasses the entire scope of one's career beginning with professional education and continuing through one's professional life span. In this regard, teaching should be as a professional.

2.1.1 Teaching profession

Farrant, 1994(in MOE, ICDE 1995:5) defines profession as: a body that provides special services to the community based on accommodated knowledge, skills, and wisdom. It also controls the entry qualification and work standards of members. Medicines and laws are examples of profession but they tend to have autonomy than does the teaching profession in developing countries. According to MOE (1987E.C:4), professionalism can be best expressed by four principles: creativity, knowledge, skill, collaboration and positive attitude. Professional teacher knows students and how they learn. They know the content and how to teach it, create effective teaching and learning experiences for their students, understand the importance of working ethically; collaborating with colleagues, they seek to improve their own practice and to share their experiences with colleagues. They are able to make learning engaging and valued. They are able to create and maintain safe, inclusive and challenging learning environments and implement fair and equitable behavior management plans.

2.1.2 The Need for Professional Standards for Teachers

Teachers are an important resource in the teaching and learning process and their training and utilization therefore requires critical consideration. This is due to changing demands on the new roles of teachers in the 21st Century. Like other professionals, teachers have a responsibility, to themselves and to their own profession, to deepen their knowledge, extend their professional skills, and keep themselves up-to-date on major developments affecting their profession especially in areas of pedagogy and subject content. With this realization MoE(2012) has developed this professional standard to: improve the quality of education helping teachers receive professional licensing that will enhance their responsibility and accountability to implement a quality oriented teaching and learning process ESDPIV, (2010), guide teachers' professional development and career sources, help to discover how teachers could progress at every stage of their career, give due attention for teachers training and produce competent ones, help teachers begin with the standard to tie the strategies and activities that match their own intelligence, learning styles and modalities, With it teachers exhibit a passion for teaching and they instill a love of learning.

2.2 Framework of Continuous Professional Development

Professional development program for teachers should not be something imposed by outsiders. This means it is helping teachers to grow and to develop in their understanding of teaching and learning process and improving their teaching skill. Different scholars and writers have defined CPD in different ways. Some writers, defined CPD as the process of continuously updating ones professional skills and knowledge throughout his/her work life. Updating refers to programs that bring new ones about good practice (Leu in Yihunie, 2008).

Chartered institute of professional development (2000) also defined CPD as the holistic commitment to structured skills, enhancement and personal or professional competence. It is a commitment to being professional; keep up date and continuously seeking to improve. It is the key to optimizing a person's career opportunities both today and for the future. Dejozka, cited in Afework (2007) defined Teachers' continuous professional development as a personal process designed to improve the personal and professional growth of teachers, supervisors and administrators.

On the other hand, Tilahun in Hailesilase defined teachers professional development as followed; “Whole range of planned activities by which education personnel in active service have opportunities to further develop their education, develop their understanding of educational principles and techniques(2004)”. Teacher’s continuous professional development is also defined in TESO (2003) as a means of improving teachers’ skills and competency in the level they currently teaching. Some educators argue that CPD is more than a process. It is also a philosophy and strategy for the management of change. As a philosophy, CPD has a constructivist base. Knowledge is dynamic and subjective, and thus the learning of teachers should take place at their working place i.e. schools (Leu cited in Yihunie, 2008).

As a strategy for the management of change, CPD continuously informs teachers’ about any educational and technological change. Professional Development is “Anything that makes a better teacher!”(MoE, 2009). It is a career-long process of improving knowledge, skills and attitudes, centered on the local context and particularly classroom practice. To sum up, all the definitions by different scholars stated above confirm that CPD is a process in which teachers maintain the quality and relevance of professional services throughout their professional life. The researcher’s view also depends on the above concepts.

2.3 World Experience: CPD Experience in Some European Countries

Continuous Professional Development (CPD) has become a major policy priority within education systems worldwide. Many countries in the world believe that CPD can help professional development of teachers and this is one of the vital issues for successful achievement of objective of education. From European Commission (EACEA) Eurydice, (2013) report, continuing professional development is a professional duty for teachers in the majority of European countries.

It has gained considerable importance over the years. It is now considered a professional duty in education systems. Usually this duty is mentioned in legislation or regulations, but in some countries, it is stipulated in teacher employment contracts or collective agreements. It is also important to note that specific CPD linked to the introduction of new education reforms and organized by the relevant authorities is, in general, mandatory even in those countries where CPD is not a professional duty for teachers. Six countries stipulate the exact minimum number of hours that each teacher is expected to attend CPD courses (Luxembourg, Hungary, Malta,

Portugal, Romania and Finland). In some countries, participation in a minimum amount of CPD is necessary to stay in the profession. In others (the Netherlands, Slovenia and the United Kingdom (Scotland)), a minimum number of hours of CPD are considered a teacher's right. Several of the countries where CPD is considered a professional duty further encourage teacher participation by making CPD necessary for promotion i.e. evidence of participation is required when applying for a post at a higher professional grade. In Bulgaria, Spain, Lithuania, Portugal, Romania Slovenia and Slovakia, CPD is a duty and a prerequisite for career advancement and salary increases. In Denmark, Ireland, Greece, France, the Netherlands, Poland, Sweden, Iceland and Norway, teachers' engagement in CPD is not stated in terms of professional duty. However, in France and Poland, CPD is clearly linked to career progression. In all other education systems, even if CPD is not explicitly required for promotion, it remains an important advantage. In many countries, participation in CPD activities is viewed positively in teacher evaluation. In the majority of European education systems, it is compulsory for schools to have a CPD plan. The development of such a plan is usually a responsibility of the school head, the school management team or a teacher assigned to coordinate the CPD activities in the school. In some education systems, the adoption of the CPD plan is a collective responsibility of the entire teaching staff. For example, in Italy, the CPD plan has to be approved by the entire teacher assembly. Naturally, CPD plans should take into account the development needs of teachers in the context of guidelines or regulations from top-level authorities.

2.4 Objectives of Continuous Professional Development

From the definitions of CPD, it can be noted that Continuing Professional Development is designed to contribute to learning of teachers who have completed their initial training. Besides, its' aim is to improve the performance of teachers in the classroom and raise student achievement. It is a career-long process of improving knowledge, skills and attitudes - centered on the local context and, particularly, classroom practice (MoE, 2009). The overall objective of the CPD program is to raise the achievement of students in Ethiopian schools and higher education institutions. The specific objectives of the continuous teacher professional development are to Support teacher capacity to teach effectively by using appropriate new student-centered and problem-solving approaches according to the active- learning-based curriculum that was introduced in 1994, improve teachers' subject-matter knowledge based on the content of the curriculum and the teaching approaches which require teachers to engage

students in the development of higher-order thinking skills, help teachers develop more positive attitudes, more cooperative approaches to their work at the school level, and strengthen professional identity, introduce the idea of reflective practice and action research through which teachers studied their practice to improve it, promotes teachers to recognize their work as a professional by providing new opportunities for growth, exploration, learning and development (Villegas-Riemers, 2003 in Desalegne Chalchisa, 2010).

In order to acquire the objective, CPD needs to be conducted in school settings and linked to school wide efforts. Teachers work with each other, observing each other, planning lessons together, team teaching and undertaking action research together. These processes need to be frequent and regular within the school (MoE, 2009). Therefore, all teachers must be actively engaged in, their own learning process and working with their colleagues, identifying their own needs and the wide range of activities, formal and informal that will bring about improvement of their own practice and the practice of others (Desalegne, 2010). According to MoE (2009b) all teachers must engage on their own learning process, working with their colleague, identifying their needs the wide range of activities.

The overall aim of continuing professional development is to ensure that those who work in the field develop and maintain the necessary knowledge, skills and attributes to practice effectively. Thus, CPD improve the performance of teachers in the classroom and raise student achievement. It is a career long process of improving knowledge, skill and attitudes-centered at local context and, particularly, classroom practice.

2.5 Characteristics of Effective Professional Development

Teaching by itself a novelist profession, anyone who passes through this professional development play a significant role for overall socio economic of the nation. So that the most effective forms of professional development seem to be those that focus on clearly articulated priorities, providing on-going school based support to classroom teachers, deal with subject matter content as well as suitable instructional strategies and classroom management techniques and create opportunities for teachers to observe, experience and try out new teaching methods (MoE, 2010 in OECD, 2005),Sparks and Horsley,(1990) in MoE, (2009) the characteristics of effective professional development include: Programs conducted in school settings and linked to school wide efforts, teachers participating as helpers to each other and as planners, with

administrators, of in-service activities, emphasis on self-instruction and with differentiated training opportunities, teachers in active roles, choosing goals and activities for themselves, emphasis on demonstration, supervised trials and feedback, training that is concrete and ongoing over time, ongoing assistance and support available upon request.

Desalegne, (2009:4) in his study also point the following characteristics of effective CPD: Broad definition that aims at improving teachers' performance in the classroom and Classroom practice based ,Subject content and teaching strategies centered, Clear procedures for identifying and aligning training needs, Excellent use of classroom practitioners, the importance of an informal system within institutions and locally available resources is recognized ,the processes which are being learned are modeled, linking programs to school settings and school wide efforts is conducted, Participation of teachers as helpers, facilitators and planners and emphasis on self-instruction and with differentiated training opportunities, teachers in active roles, choosing goals and activities for themselves, and emphasis on demonstration, supervised trials and feedback.

2.6 Teacher Professional Development in Ethiopian Context

The teacher development program in the Ethiopian context was a national intervention program run by the Ministry of Education and supported by six European countries with the intent of enhancing the quality and effectiveness of teacher education through priority programs namely teacher education, pre-service teacher training, in-service teacher training, teacher system overhaul (TESO), the Leadership and Management program (LAMP), and an English Language improvement program (ELIP). This national program had involved all Regions Educational Bureaus (REBs), Teacher Training Colleges (TTCs), and Universities as implementers with their students, teachers, and other staff as beneficiaries (MOE, 2007and 2008).

The purpose of this national project was to improve the knowledge, skills, qualifications and attitudes of primary and secondary school teachers setting objectively verifiable indicators (OVIs) and target outcomes for the above priority program areas. The target outcome for the in-service continuous professional development priority area as stated in the log frame was pedagogical knowledge and capacity of teachers improved (MOE, 2007).

The professional development action plan that spanned for the period of October 2008-September 2010 coined continuous development of teacher professional capacity with quality

education to ensure maximization of pupils learning and achievement (Education program and teacher education department program development: Action plan October 2008-September 2010). As outlined in the action plan document, the specific objectives and expected outcomes were to: enable teachers to be active participants in the program, by helping teachers understand the need for professional capacity building and create positive views; also it enable teachers to acquaint themselves with recent changes and developments through continuous capacity building; in addition this plan ensure a successful teaching and learning process in all schools; ensure that learning and achievement is maximized for all pupils; and make teachers benefit from their accomplishments through licensing, renewal and promotion processes .

The expected outcome of the program for teachers was to maximize learning and achievement for every pupil. To this end a specific expected outcome was that all teachers display professional competency, as they develop a positive attitude towards the program and use modern information sources. It is expected that: good human relations are established in schools, and teachers develop a culture of learning from each other and helping each other; teachers have taken the initiative to develop their profession; teachers have used teaching strategies that encourage students' problem solving capacities, talents and tolerance; the learning experience and achievement are maximized for every pupil; and teachers solve local educational problems through research conducted individually or with others.

The avenue to achieve these objectives and expected outcomes includes a two-year induction period in which the novice teacher was expected to complete four training modules followed by sixty hours of professional development activity per year that addresses sub-city, school, and national priority agendas. The first phase of the teacher professional development program that extended through 2007/2008 was not without pitfalls and short comings. A review of its implementation status at national and regional levels urged for a redesigning of TDP II, to make a shift from a "teacher education system implementation design to a "teacher education system quality improvement design' emphasizing 'increased teacher effectiveness' as its major objective (EPTED Action plan October 2008-September 2010). The TDP II program which organized itself along pre-service and in-service components was redefined in the action plan document as follows:

“TDPII defines improved teaching methods as those methods with extensive support in the mainstream scientific, peer-reviewed literature and which have been shown to be strongly correlated with increased student learning. This type of method has been broadly termed evidence based method of instruction and evidence based learning. (EPTED, 2010, pg. 23)

The TDP in-service quality improvement wing was basically concerned with increasing the existing teacher education graduates and teacher educator’s knowledge, skills and attitudes within the school system, cluster resource centers and Teacher Education Institutions (TEIs). The sub components that make the corner stone for the in-service quality improvement program include: continuous CPD, English Language Quality Improvement Program (ELQIP), and upgrading the career ranks of teachers.

An analysis and implementation plan document produced by the Teacher Development Advisory Team MOE (2007) argued that Teacher Competency Standards at different career levels provides a foundation on which all other teacher training related activities should be based. Re-licensing of teachers and climbing the next career ladder in the competency standard scales requires teachers to pass through CPD program courses. The advisory team document for example discusses the dialectical relationship between teacher competency standard initiatives and CPD and how these two aspects of the teaching profession eventually determine the success and personal lives of teachers.

It states:

In as much as teacher competency standards document refers to required percentages of achievement of competencies under each of the three phases for each grade of teacher, it would seem that the teacher competency standards initiative is detailed continuation of the CPD plans of licensing and re-licensing ,consequently implication for teacher promotion and pay. If this is indeed the MOE intention, this should be clearly stated. However, it may be that the teacher competency standards system is only intended as a means to support teacher self-assessment, management of assessment of teachers and to assist with the identification of teacher training needs under CPD (MoE, 2007).

A review of the performance reports of TDP I and TDP II showed strong achievements as well as certain shortcomings both at policymaking and implementation levels. Evidences documented from researches conducted by Universities, reports compiled from field visits and impact studies by MOE showed that the TDP program had brought promising changes in terms of the target set for the projects life-span despite the problems that urged for attention. Achievements registered and problems encountered were linked to structural (organizational) arrangements, readiness to implement the program by all stakeholders, and impact brought up by the program measured against the OVIs indicated in the log frames of the programs.

Apart from enhancing one's own professional development, CPD is linked to the career structure. Professional competencies are mandatory civic and professional duties for all Ethiopian teachers so that they can climb the career ladder. Engaging in continuous professional development to manage one's own profession and contribute to the development of colleagues is taken as one of the competencies pointed out by the ministry, (MOE, 2009).

2.7 Models of CPD

Lieberman (1996) classified CPD into three types: direct teaching (such as courses, workshops and so on); learning in school (such as peer coaching, critical friendships, mentoring, action research, and task-related planning teams); and out of school learning (such as learning networks, visits to other schools, school-university partnerships and so on).

Peer Support

Recommendations highlight that CPD should no longer be comprised solely of short courses; teachers need opportunities to reflect, engage in professional dialogue, work with pupils, and engage in peer observation, coaching and feedback Livneh and Livneh,(1999). In their review of collaborative CPD, Cordingley et al., (2003) noted a number of features of successful interventions, including classroom observation and feedback; consultation with experts from outside the school in conjunction with internal peer support; encouraging, extending and structuring professional dialogue; teachers having ownership of their CPD focus; an emphasis on peer support rather than a top-down managerial approach; and sustained support for CPD to allow for new practice to become established.

External Support

The use of external expertise can result in provision of knowledge and ideas, and be useful in terms of the external expert acting as a catalyst for an agent of change. Small schools in particular can benefit from bringing in outside expertise, 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 may be that discussions of this type with people from outside the school could reduce anxieties about performance management 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 can contribute towards the development and take-up of new practice, but sustained contact with any external parties who were involved in any initial input enables issues to be addressed as they arise, and can facilitate motivation, feedback, further discussion and progression (Cordingley et al., 2003 and Ross et al., 1999).

Collaborative CPD

The benefits of collaborative CPD for teachers have been well documented. The gains from sustained collaboration extend to moral support through the stress of change, and sharing of tasks to ensure better use of time. Such gains are likely to be more evident in pairs or small groups, rather than large groups, and also when carried out in school, rather than at off-site events. Active experimentation, as opposed to just reflection and discussion, will also yield greater rewards from sustained collaboration, (Cordingley et al., 2005a).

2.8 Continuous Professional Development

Continuous professional development is anything that makes the teachers, the instructional leaders as well as the supervisors more effective in their given task.

According to Padwad, and Dixit, (2011:7) CPD ‘stands for continuous or continuing professional development’ and broadly signifies the process of continuing growth of a professional after joining the profession. In education, generally speaking, it seems that there are two views of CPD: the narrow and the broad.

The narrow view consider CPD as the imparting/ acquiring of some specific sets of skills/ or knowledge in order to deal with some specific new requirements (for example, training teachers to handle a new textbook or using a new teaching aid.)

The broad view consider CPD as much deeper, wider and longer term process, in which professionals continuously enhance not only their knowledge and skills but also their thinking, understanding and maturity; they grow not only as professionals, but also as persons; their development is not restricted to their work roles, but may also extend to new role and responsibilities.

Both narrow and broad view of CPD is the systematic maintenance, improvement and broadening of knowledge and skills, and the development of personal qualities necessary for execution of professional and technical duties throughout the individual's working life (IFAC, 2008:1). Besides the above cited definition, CPD is seen as essential to effective practice and to an individual's development within the profession whether or not that results in career progression. It is linked to "personal learning needs " and often associated with appraisals and seen as a way of "gap filling" the continuousness, of CPD was often articulated as "moving on", "continuing to develop" (Schostak, J, et.al, 2010). Because, CPD is a planned, continuous and lifelong process whereby teachers try to develop their personal and professional qualities, and to improve their knowledge, skills and practice, leading to their empowerment, the improvement of their agency and the development of their organizations and their pupils (Padwad, A. and Dixit, K. 2011).

The literature exposes the need for professional development in educational institutions. Villegas-Reimeis(2003:7) writes that one of the key element of reform initiatives is the ongoing development of educators. Earley and Bubb(2004:3) argue in favor of current legislative provisions when they write that one of the hallmarks of being identified as a profession is to continue to learn throughout one's career. It has furthermore been revealed in the literature that CPD refers to formal (attending workshops and meetings as well as mentoring) and informal (reading of professional publications) activities (Villegas-Reimeis, 2003:11).

Arising from the literature review, it was considered that the definition of CPD given by the above scholars have one crucial thing in common; they all agree that CPD activities are mainly

concerned with improvement of school and professional development of individual teachers and school community as a whole. We can therefore understand from this that CPD activities are career life endeavor to improve professional competences and standards. In addition to this it prepares teachers to manage their future responsibilities; hence it is a future oriented process, it is considered in this research as one of the most important teacher development program which in turn improve the teaching learning process enhancing teachers effectiveness and school improvement.

2.9 Current Teacher's Continuous Profession Development Program

In Ethiopia continuous professional development can be placed into two categories (MoE, 2009b): The first updating is a continuous process in which every professional teacher participates during their career as a teacher. It focuses on subject knowledge and pedagogy to improve classroom practice. The other one upgrading this process is by which teachers can choose to participate in additional study outside their regular work as teachers at appropriate times in their career, e.g., convert a certificate diploma to a diploma of the first degree or first degree to master's degree. TESO in 2003 mentioned three components envisaged in the new CPD strategy, which are accomplished at school and for cluster level. These are a two years induction course for NDT, proper CPD training, and individual CPD.

1. Two years induction course for NDT

This is the period for beginner teachers (NDTs) in the first two years of their professional careers. The NDTs participate in a two-year induction course, working on prepared course materials and completing a series of activities and projects, while teaching in their school. All these activities are directly related to their classroom practice. There is a course book for each semester. For example in Ethiopian context, four models were prepared one for each semester.

The NDTs given professional support, support, and guidance through the induction period by mentor, who is a senior and experienced member of the school is teaching staff. The mentor has handbooks of guidance for each semester of the course. The NDTs should undertake the following activities. Professional development activities that focus on developing the expertise in the classroom, action research, professional appraisal (formal meeting and discussions in

reviewed) and classroom observation which is carried out by the mentor or another member of staff with particular expertise.

2. The Proper CPD training

According to MoE, (2005) a series of centrally developed courses dealing with identified priority issues to be taken by those teachers whose experiences is two years and above must under taken the three courses. First professional Ethics, Counseling and mentoring is given by using active learning methodology. Second Gender and HIV/AIDS issues continues and planning approach to individual subject areas in the context of large class size. Finally rural Development, Civics and methodology and ranges other CPD activities at a minimum of 60 hours per year. The courses are designed to be completed within two successive years.

3. The individual CPD

According to MoE, (2004) an individual approved CPD is the program designed for the time after proper CPD. The individual teachers through private reading study and reflection on their own practice may improve their performance. Teachers conduct an action research on an issue identified with the class room, school or local community and seek solution, staff development activities that meet local needs and develop a collaborative working relationship among teachers at school level or through school cluster. Besides, teachers organize/facilitate the professional development workshop or presenting research findings for fellow professional in the school. NDTs need to know all information about the culture of the community, the condition of students, where to rent a house, where to eat food, how to prepare plan, the method of teaching, how to manage class room and other issues in the teaching learning process. To overcome these problems teachers should be well directed and continually trained by experienced teacher.

Teacher who completed induction program in the next years he starts to take proper CPD and completed within the two years. Those teachers who completed proper CPD they have to take individual CPD. At school level teachers involved in each CPD components in respect to their services as indicated above. These all CPD activities promote teachers' profession which encourages to the teachers for effectiveness of learning teaching outcomes.

2.10 Types of Continuous Professional Development Activities

Ministry of Education MoE (2004) stated that CPD programs which are given to primary and secondary school teachers are of two types. Induction and the proper CPD. Pre-service training are not sufficient enough for teachers to practice their task effectively.

Thus various CPD activities have to be given to teachers in order to enhance their abilities. Different authors suggested different activities to be included under CPD program. Some of them are assisting students in their professional needs, participating in curriculum based activities, the use of ICT to promote knowledge, reflection on staff practices, and participation in educational panels, induction, mentoring, peer coaching, action research and keeping professional development portfolio (Craft, 2000).

The presence of wide variety of teachers' CPD activities in the school indicated that one size fits not all approach to professional development is effective. Even though the number and type of CPD activities are large, giving some descriptions on the major and commonly used activities are very important. Therefore, induction, mentoring, peer coaching, action research and professional portfolio are described as follows.

2.10.1 Induction

Initial teacher training has been unable to meet the needs of all teachers in all situations induction is given for newly qualified teachers or to new appointees in order to help them to have sufficient knowledge and skills to become a fully competent professional. According to Getachew (2010) different writers such as Bailery et.al, (2002) Sadke (2003) and Blandford (2000) perceived induction as a bridge from initial teachers training to the professional leading into continuous professional development. Induction is considered as first phase of CPD (TESO, 2003).

According to Blandford (2000), the newly qualified teachers require information relating the job, to the team to which he /she is assigned, their roles to colleagues, to school personnel to the schools and department aims etc. In addition to the above information David (2006), strengthened the above idea and stated that unless teachers get sufficient information about their roles, responsibilities and other related issues, they will frustrate, anxiety and may leave their profession. Andrews (1986) as cited in Getachew (2010) analyzed Induction schemes of five countries and found that successful induction had the five common characteristics. At the

beginning teachers receive reduced workload and release time, then for those teachers opportunities are given to observe other teachers and to discuss their instructional and curricular practices. In addition to this professional induction, seminars and workshop are regularly held for beginning teachers to meet and exchange ideas as well as to extend their professional knowledge and skill those was done by Experienced teachers or mentors to provide formative supervision. Finally School principals are responsible to support the beginning teachers. In general, departments, school principals, supervisors and other concerned bodies need to plan appropriate induction programs and then implement them effectively. As indicated above, Induction plays a very significant role for teachers' professional development when they begin their career.

2.10.2 Mentoring

The other essential CPD activity in relation to induction is mentoring. In Mentoring, older or more experienced teachers guide and assist younger or novice teachers in all areas of teaching. According to Gaible and Burns (2005) mentoring can be structured as a one-to-one approach, or as a many-to-many approach in which several mentors and less-experienced teachers work together as a teacher: Mentoring is also popular among teachers because it provides recognition for and builds on their experiences and aspirations, and it helps promote confidence.

Mentoring helps reduce the anxiety and sense of isolation that can keep teachers from trying new approaches in their classrooms. Mentoring also serves as non-formal or semi-formal method of ensuring accountability: teachers can complete TPD, demonstrating mastery of the targeted knowledge and skills that they never import into their classrooms. Once an effective mentor mentee relationship is established, however, novice teachers are both better supported in and more accountable for those first steps toward implementing something new. Face-to-face mentoring, when focused on instructional issues, can help teachers develop basic, intermediate and advanced skills.

Gaible and Burns (2005) mentioned the strong sides of mentoring as: providing access to information, role modeling, good instructional practice, and assistance as needed and personal support; allowing new teachers to collaborate and form relationships with colleagues within and across schools and making teacher attrition rates drop and teachers' report with greater job satisfaction mutual learning. In a mentor-mentee relationship, experienced teachers share their experience to the newly qualified teachers on how to effectively perform their duties and how to

solve problems. In this case, mentors play a significant role for the professional development of the less qualified teachers. Kerry and Mayes (1995) cited in Getachew (2010) defined mentoring as a nurturing process in which a more skill or more experienced person serving as a role model, teachers, sponsors, encourages, counsels and be friends to a less skilled or less experienced person for the purpose of promoting the latter's professions and/or personal development. Mentoring functions are carried out within the context or an ongoing caring within relationship between the mentor and the mentees. Smith and West-Burnham (1993) offered on a list of skills mentors would need and suggested for training programs to meet those needs. They combined a useful checklist for mentor trainers observing, listening, providing positive feedback, negotiation, problem solving, managing stress, advice giving, linking theory and practice, organizing and managing learning programs. The mentors clearly need to be skillful and experienced professionals committed to the idea of CPD for their mentees and themselves. In general, mentoring is a process through which knowledge and understanding, skill and abilities transferred to less experienced practitioners. Mentoring as a method of developing teachers' professional competence, it plays decisive roles.

2.10.3 Coaching

According to David (2006) coaching involves the transfer of teaching methods introduced in workshops to the classroom and it utilizes specially trained teachers with expertise using particular methods. Coaching emphasizes the involvement of experienced teachers in study groups, coming together to discuss ideas and issues related to aspects of classroom practice and student learning. Brooke et.al (2005) outline a writing project that provided an opportunities for students to belong to an after school writing group, at the same time allowing teachers to come together to talk and read and write about ways to improve their teaching of writing.

Feiman-Nemser,(2001) describes coaching (collegial learning) when teams of teachers collaboratively discuss and problem solve the instructional and program needs of individual learner, and participate in study groups and shared classroom observations as collaborative strategies that are highly effective for experienced teachers. Emberger, (2006) discovered the effectiveness of a supportive peer review process involving experienced teachers in an examination of a study group focused upon improved assessment practice. According to Hampton (2004) coaching is a confidential process through which two or more professional

colleagues work together to reflect up on current practices and solve problems within the work place.

2.10.4 Action Research

Action research in education is a small-scale practice of the practitioner (the teacher) it focuses only on a particular problem to get immediate solution. Educational action researches are about the self-interaction of teachers or schools in their ongoing practice. According to Gaible and Burns (2005) in an Inquiry/Action Research approach, teachers form teams based upon a common interest (helping students with reading difficulties, addressing needs of female students, etc.). They select an issue, investigate and research it, plan possible actions to remedy it, take action, observe and document results, reflect on outcomes, and create an action plan to address this issue. While Study Groups are broad in their focus, Inquiry/Action Research tends to be more focused on issues related to instruction. Inquiry/Action Research involves the use of higher order skills (researching, synthesis), a surgical instructional approach (targeting areas of instructional difficulty), and a good deal of teacher time. It is most likely a useful TPD choice for teachers who already have advanced skills.

According to Day (1999), action research is the study of social situation involving participants as researchers with the aim of improving the quality of action within it. From this definition, it is possible to depict that teachers can improve their practice in classroom by doing action research. In addition to the above, Seyoum (1998) cited in HaileSelassie (2004) action research can be conducted in schools in three forms approaches; Firstly Collaborative approach where supportive staff, school principals, students and parents can take part. Other form is individual approach where the individual teacher manages the research project and the last are the whole school involvement where all school community may be involved. In general, action research is the most important activities by which teachers improve their classroom practice.

2.10.5 Professional Development Portfolio (PDP)

According to Day, Hall,(1992) cited in Kydd et al., (1996) that cited in Getachew (2010) a professional development portfolio is a collection of materials made by a professional that records and reflects on key events and processes in that professional career. From this definition, it is possible to say that a portfolio involves critical self-reflection on one owns career and this makes it to be different from a professional diary or record of achievements.

In a professional development portfolio it is possible to assemble a collection of reflections on teaching including professional development experiences Craft, (2000) keeping professional development portfolio can be one of the activities to be performed by participants, in CPD program. Developmental Portfolio is evidence or a document for the teacher what he/she has done in his/her day-to day activities teaching to improve their knowledge, skill and attitude towards their profession.

2.11 The CPD Cycle

“The CPD cycle is carefully planned response to identified development needs.” At each level individual, group, institution/school, woreda, zone, region, national the CPD cycle is similar.

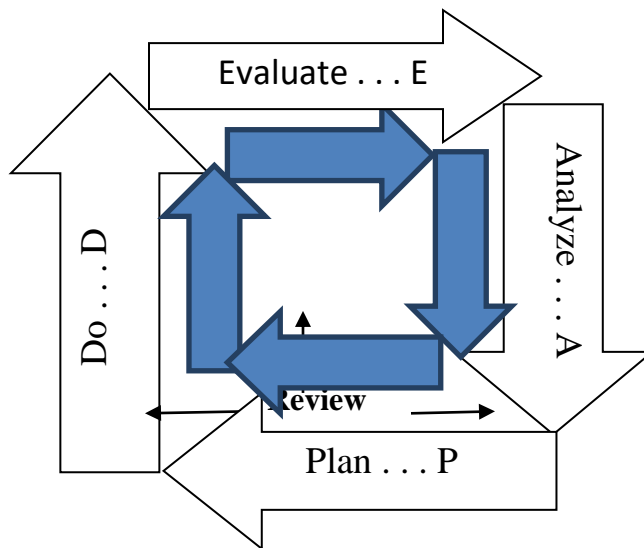


Figure 1: The CPD cycle (The practical Toolkit

Source Ministry of education, (2009b)

The diagram shows the four main phases of the CPD cycle. The toolkit will help the teacher understand and use each of these phases. It is important for teachers to continuously review progress during each phase of the cycle if CPD plan with outlines the CPD priorities for the year.

Phase 1: “Analyzing” CPD Needs

All CPD programs will have the following similar characteristics: the program will be carried out in order to address the learning or development needs of an individual, group of individuals, or an identified need of institution, and the need will have been identified by the process of needs analysis or review.

Phase 2: Planning CPD Needs

Once the development need has been identified, a school CPD module, specifically designed to meet that need, can be prepared.

Institutional Planning: Each institution should develop Annual CPD plans. This is done by prioritizing the issues identified by the analysis process. Three main priorities are recommended for each academic year (i.e. Annual School Review, Annual CPD Plan Evaluation and introduction of a new institutive). It is more effective to concentrate on fewer priorities and cover them well. Once the priorities are selected, the annual CPD plan should be completed. This document should describe each priority, identify the desired outcomes, say who is responsible for leading it, and how long it will take. A school CPD module for each priority should then be written, which details events and timings.

Individual Planning: Individual CPD plans should also be developed annually. Some priorities for individuals will come from their institution's priorities. Some will be issues identified by the individuals themselves. An individual teacher's Annual CPD plan should be kept in their Teacher's professional portfolio, and used as a guide to the type of information and evidence collected during the year (MOE, 2009).

Phase 3: Doing CPD

Practicing in CPD can involve formal and informal sessions. It is eventual that these sessions are linked together to form coherent school modules. The methods and activities chosen should be appropriate to the needs identified.

CPD Methods: Methods are the ways that you can carry out your CPD. They link directly to the classroom. Different methods serve different purposes. Some CPD methods which have successfully been used to facilitate professional development are curriculum meetings, demonstration lessons, planning lesson 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, action research, professional reading and research, visiting schools and teachers to see examples of good practice, maintaining your professional portfolio, team teaching, visiting experts, mentoring, discussion meetings...etc. The activities above all contribute to improving and "updating" teachers' performance (MoE, 2009).

Phase4: Evaluating CPD

Reviewing and evaluating the effectiveness of CPD is an essential part of the cycle which should be included in the plan. The effectiveness is judged whether or not it is effective in improving students' learning. The review can take place during an individual's work (e.g. In lesson or planning time); at the end of a group activity, (e.g. Workshop or staff meeting); regular monthly meeting of the CPD committee ; at the end of the CPD program ,and as a planned part of a specific program, be conducted. The process of evaluation should celebrate success; measure whether the desired outcomes have been achieved; identify additional unplanned outcomes; identify less successful aspects of the program; and inform future CPD needs of the individual and at the individual level (MoE,2009).

2.12 Principles of Continuous Teacher Professional Development

According to Desalegne (2009: 3), the major principles of continuous teachers' professional development are: The content of professional development focuses on what students are to learn and how to address the different problems students may have in learning the material. Professional development should be based on analyses of the differences between actual student performance and goals and standards for student learning. In addition it should involve teachers in identifying what they need to learn and in developing the learning experiences in which they will be involved. In further, Professional development should be primarily school-based and built into the day- to-day work of teaching. Most professional development should be organized around collaborative problem solving. Finally, Professional development should be continuous and ongoing, involving follow-up and support for further learning – including support from sources and external to the school that can provide necessary resources and new perspectives and it incorporate evaluation by multiple sources of information on outcomes for students and the instruction and other processes involved in implementing lesson learned through professional

development. Sandra Harwell summarizes the characteristics of effective teacher professional development and factors that contribute to its success by three core points.

Context : Supports professional development and the changes it is intended to bring about, is characterized by a shared sense of need for change, its teaching professionals agree on answers to basic questions regarding the nature of learning and the teacher's role in the classroom, its teaching professionals consider learning a communal activity.

Content: Deepens teachers' subject matter knowledge, sharpens classroom skills, is up to date with respect to both subject matter and education in general, contributes new knowledge to the profession, increases the ability to monitor student work, addresses identified gaps in student achievement, centers on subject matter, pedagogical weaknesses within the organization, measurement of student performance, and inquiry regarding locally relevant professional questions, focuses on (and is delivered using) proven instructional strategies.

Process: Is research based, it is based on sound educational practice such as contextual teaching, supports interaction among master teachers, takes place over extended periods of time, provides opportunities for teachers to try new behaviors in safe environments and receive feedback from peers. Both CPD characteristics and principles show Professional development should be linked to measurable outcomes in student performance, behavior, and/or achievement. Professional development must build upon the current foundation of basic skills, knowledge, and areas of expertise of the educational personnel involved. They are based on the tenets of learners and the fundamental belief that all teachers bring strengths to the profession and want their students to achieve and feel successful i.e., they lead to successful and productive professional development.

2.13 Duties and Responsibilities of CPD Stakeholders at Various levels

CPD is important for every teacher because initial education and training is short and does not always remain relevant. Teachers need to be made aware of new developments within their profession on a regular basis. To achieve this, a comprehensive and coordinated approach needs to be established between all those stakeholders operating in the education sector. Therefore, a collaborative mechanism needs to be evolved among the Federal and Regional Education office

at the various levels. The duties and responsibilities of all those involved are detailed below, (MOE, 2004).

I) Newly Deployed Teachers (NDT)

The Newly Deployed Teachers (NDT) needs a program of structured support at the beginning of their teaching careers to help them make the transition from student teachers to full members of the staff at a school. They must build on their student experience in a consistent way, developing their professional attitude, knowledge and skills. The new CPD strategy provides a two year induction course which all NDTs must follow and complete satisfactorily in order to gain their full license to be a junior teacher. The main duties and responsibilities of NDTs are: preparing a personal plan of action to complete the induction program in consultation with their designated mentor; demonstrating increased competence as they work through the program to fulfill the requirements; keeping and producing a portfolio of evidence to demonstrate the completion of the program; participate in any other CPD opportunities provided by the school, and carrying out 60 hours of CPD each year (MOE, 2009).

II) Licensed Teachers

At the heart of the CPD strategy is the belief that every teacher is engaged in lifelong learning and must aim for continuous improvement in their performance. The teachers will be required to renew their teaching licenses periodically and will be assessed according to a number of standards. They must demonstrate that they have worked to improve their own knowledge, skills, and professional attitude. They must show their contribution to the increased effectiveness of the school in the community and their commitment to enabling all pupils to achieve their full potential. The main duties and responsibilities of licensed teachers are: engaging in their own CPD throughout their careers; being committed to supporting the wider CPD needs of their school (institution); putting CPD into practice in the classroom; carrying out 60 hours of CPD each year; identifying individual development needs, seek to address them throughout various means (individual study, group discussion, private course, etc.), and prepare a personal plan of action, to be approved by their school director; working collaboratively with colleagues to improve teaching and learning, and maintaining a professional portfolio to record all their CPD and other professional activities (MOE, 2003).

III) School Leaders

To achieve the new CPD program, the school directors must also take advantage of any opportunities for their own professional development. The main duties and responsibilities of school directors are ensuring that learning and student achievement is inclusive, and at the center of strategic planning and resource management; creating a CPD management strategy within the school; ensuring that an effective CPD needs analysis is carried out each year; collaborating with other local institution leaders to facilitate effective responses to shared CPD issues ,and insuring that all teachers in schools take part in 60 hours of CPD activities each year (MOE, 2009).

IV) Mentors

Mentors or teacher mentors are perhaps the most important professionals who will make the CPD and licensing/ re-licensing of teachers materialize. For this to happen, school principals should make careful selection and assignment of mentors either for newly deployed teachers (NDTs) or for other practicing teachers. The main duties and responsibilities of mentors are: planning the CPD program with the teachers they mentor; providing continuous professional and emotional/ personal support to these teachers; valuating activities/ assignments done by teachers and monitor progress and quality improvements made by teachers in the classroom as indicated in the program; discussing and keeping records (portfolio) of all completed activities, classroom observations and meetings held with teachers, have them available to principals and supervisors when required, and submitting assessment reports to school directors (leaders) at the end of each semester (MOE, 2004) .

V) School Cluster Centers and Coordinating Body

In some parts of the country there may already be school clusters in operation, providing opportunities for arrange of staff development their program and provide suitable venues for the new, more structured approach to CPD. In other areas, schools may decide to work together for the first time and from a cluster in order to help the implementation of the new strategy. Where they exist, or are formed, they have responsibilities of establishing and supporting the cluster CPD committee managing and coordinating CPD activities within the cluster; collecting and sharing individual school CPD plans and supporting, as appropriate, the annual school CPD plans (MOE, 2009).

VI) Woreda/ Zone Education offices

The new guideline for management and organization has empowered woredas to carry out the major educational activities. It has enabled them to address educational problems in their localities. Parts of these responsibilities have reference to CPD and their support is vital for the successful implementation of the new strategies.

VII) Regional Education Bureau

The CPD programs of teachers are recognized as one of the key factors contributing to the improvement of quality education. The REBs are expected to show their commitment to raising the standard of education by making great efforts to have high quality CPD program for teachers in their respective regions. They must work the partnership with the MoE towards achieving this goal, and assist and encourage the Woredas, school clusters and schools, who in turn will support teachers following CPD program. All should work together to improve the quality of the professional performance of teachers.

VIII) Ministry of Education

One key area in the national drive for quality education is the focus on the CPD program for teachers in school. It is very important for the MoE to take all possible steps to work in partnership with the REBs and other stakeholders to ensure high quality CPD programs for all teachers in the country.

2.14 Resources and Materials to Support CPD

There are wide variety of resources which can be used to support CPD activities and school CPD Modules. They come under two main headings, human resources and support materials.

2.14.1 Human Resources

The most powerful and most accessible human resources for CPD are found in the institutions themselves-committed and supportive colleagues (i.e. The CPD approach adopted by the institution should give formal opportunities for collaborative working, mentoring, coaching, experience sharing, team planning, peer observation, team teaching etc which have a significant and lasting impact on teacher improvement and student achievement). If the institution organizing CPD does not have the necessary knowledge, expertise or experience, then they

should ask for the help of an experienced and knowledgeable expert or organization (i.e. the expert may give help on identification of needs, give individual help on self-assessment, demonstrate good practice, observe lesson and give feedback, assist in monitoring and evaluating the CPD programs (MOE, 2003).

2.14.2 Support Materials

One very important part of the CPD material is the document entitled. The document contains many examples of programs or activities appropriate to particular needs in schools. There are suggestions of ways in which effective programs can be constructed from a series of smaller activities. The purpose of the document is to give practical support and guidance to all who use it. A portfolio doesn't have to include every piece of evidence. Semester and weekly lesson plans and student records should be kept elsewhere. The portfolio should be edited regularly, out-of-date material removed and new material added. There is no requirement to maintain duplicates of a portfolio. It is the teacher's responsibility to maintain and catalogue his or her own experience, but it must be made available on request to appropriate senior colleagues for monitoring and appraisal, (MOE, 2003).

2.15 Maintaining a Portfolio of Professional Learning

A portfolio is a set of recorded materials that shows an individual teacher has done knows and can do. Portfolio can be used to document growth and development, as a final means of assessing talents, skills, and abilities of teachers and also to show teachers 'growth and development overtime. The portfolio allows teachers to personalize their learning experiences in a format that allows for an opportunity to reflect on their program of CPD and demonstrate the knowledge and skills necessary for licensing recommendation.

According to MOE, (2009b) each teacher is required to keep a portfolio of CPD activities. The portfolio includes: individual CV (personal and professional data and qualifications); individual CPD action plan; evidence of all the CPD activities which have been undertaken by the individual teacher in the last three years; feedback from mentors/ facilitators; teacher's self-reflections on progress; annual appraisal reports ;record of professional competencies achieved; Other evidence of personal development activities undertaken (E.g. upgrading, summer school programs that are not a part of the mandatory 60 hours); examples of an analysis examination results; and examples of lesson plans with evaluations.

2.16 Factors Affecting CPD

Teacher's perceptions of what activities constitute CPD is frequently limited to attendance at courses, and conferences, often to meet national requirements. Professional learning, or "on the job" learning is regularly seen by teachers as separate from CPD, and something that is done as part of the job, (Edmonds, 2002). A number of schools, in various researches have tried to identify different factors affecting CPD. The major factors, according to Egan & Simmons,(2002) are : failure to synchronize the career structure and the CPD values and activities; time constraints on teachers as well as their school leaders; CPD programs lagging behind its time and the tendency of rushing to cover the course; total absence or in adequacy of the minimum resources required to run CPD; lacking of systematic collaboration and coordination between education bureau and NGOs, and lacking of motivation from school administrators. Unless we find solutions to the above changes, the vision to produce professionally well informed and motivated teachers capable of transforming the quality of educational delivery will not be fulfill a diploma to degree, or a first degree to masters' degree.

The challenge 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 deal with for the purpose of this study are teacher related barriers, leadership, supervisory challenges and the school system.

2.16.1 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.

2.16.2 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.

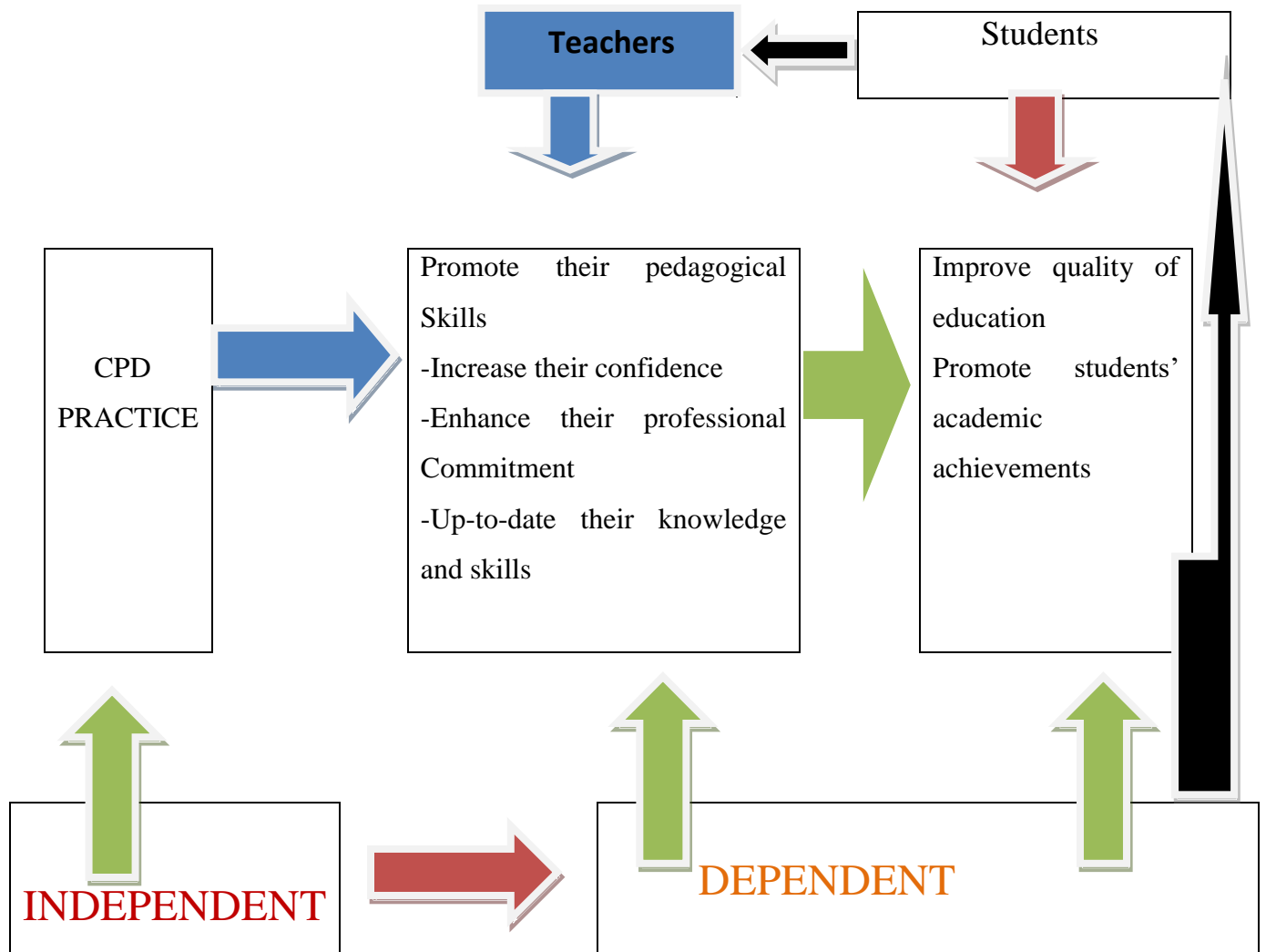
2.16.3 School System Associated Challenges

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). Like any other school activities CPD programs have challenges or factors that can affect its effective implementation. Different authors like Anna (2000:172) stated that teachers professional development ,his/her understanding of the nature and purposes of CPD, teachers own development and preferred learning style, the need of the teachers, school and department(s)or team(s) and the appropriate form of professional development to meet each particular need. According to MOE (2009b), the challenges encountered in CPD include: Nearly four out of five schools, the structure of CPD is either absent or inadequate. Almost all resources centers to be taken as a sample of the study samples were not adequately prepared to run well organized, inspiring and transforming CPD activities. Furthermore, in schools where CPD has started to be implemented teachers are however able to demonstrate a reasonable mastery of the contexts /of the CPD course/ they covered before and up to the time of the study. In addition, there was high turnover of CPD facilitator and CPD program lagging behind its time and the tendency of rushing to cover courses and also time constraints on teachers as well as their school leaders.

To sum up the above points, lack of available resources, lack of motivation on the part of teachers, lack of expertise, lack of time, lack of support, lack of funds to run the CPD programs, differences among practitioners, lack of coordination, between teachers and administrative at different levels are major barriers which affect the effective implementation of CPD program.

Example for Conceptual Frame Work of the Study

Figure 2 Conceptual Frame Work of the Study



As illustrated in the above figure, there are four diagrams which are connected by arrow. The two diagrams (CPD and Teachers) indicate the relationship between teachers and continuous professional development. That means, continuous professional development is one of the main program to promote teachers pedagogical skills, to increase teachers confidence, to enhance teachers professional commitment and to up-to-date teachers knowledge and skills. The third and fourth diagram expresses the output and ultimate outcome of continuous professional development program for teachers and students respectively. This means the objective of this framework is to provide teachers with a clear structure and rationalize for continuous

professional development program. As a result of this, if school teachers and school leaders in the woreda effectively participated in continuous professional development there will be positive impacts on classroom practice and eventually to ensure improved students learning and achievement through teachers improved knowledge, skills, attitudes and commitment in order that they become more effective as classroom practitioners. Clark and Hollingsworth (2002) stress that the most immediate and significant outcome any successful CPD is positive impact in changing teachers' knowledge and practice, which in turn lead to improved learners performance.

CHAPTER THREE

THE RESEARCH DESIGN AND METHODOLOGY

This part of research deals with description of the research design, research method, data types and sources, sampling and its techniques, sampling size, data gathering tools, procedure of data collection, methods of data analysis and interpretation, validity and data verifications and ethical consideration.

3.1 The Research Design

The research design is the plan of action that links the philosophical assumption to specific methods (Creswell and Planclark, 2007). In order to assess the practice and problems of CPD implementation descriptive survey design were employed with both qualitative and quantitative methods. This is because it enables researchers to collect and describe a large variety of data related to the roles and practices of secondary school principals and teachers. Creswell (2015) argue that descriptive research design is used to describe the nature of the existing conditions.

In this study, descriptive survey design would be utilized. This is because this design is relatively inexpensive and takes up little time to conduct. Moreover, it was recommended when gathering data about respondents' perceptions, beliefs, opinion scores, and outcomes (Creswell, 2003). Cohen, Manion and Morrison (2007) asserted that many scientific disciplines, especially social science and education, use descriptive survey design. For Creswell (2003), such design also used to obtain general overview of the subject, and to generalize study findings from sample to target population.

3.2 Approaches of the study

Both quantitative and qualitative approaches were employed for data collection, analysis and reporting of research findings. The combination of both research approaches (concurrent triangulation design) is the most effective way in achieving the research objective versus quantitative debate has conceded with the rapid development of mixed method, which combines qualitative and quantitative methods in way that ostensibly bridge their difference in service of addressing a research question. Accordingly, the researcher used both qualitative and

quantitative methods because mixed approach as a methodology incorporates multiple approaches in all stages of research from problem identification to research questions, data collection, and analysis (Teddlie and Tashakkor, 2003). The quantitative and qualitative data were collected in one phase concurrently, and integrated for interpretation. It helps to compare the results from the quantitative and qualitative analysis to determine if the two data bases yield similar or dissimilar results. This means, the quantitative method was to organize the close ended data collected from teachers and principals by questionnaires, whereas qualitative method was employed as a supplementary to the study with the information gained by ended and semi-structure interview.

3.3 Sources of Data

Questionnaire and semi structured interview instruments used to gather necessary data for this study. The researcher used both primary and secondary sources. The primary sources were teachers, principals, cluster supervisors, and school CPD facilitators, and woreda education office expert. The secondary sources were school records or documents consisting of CPD plans, action researches, feedback documents and CPD action reports.

3.4 Population Size, Sample and Sampling Techniques

Secondary school teachers, principals, CPD facilitators from selected schools, cluster supervisors and Woreda Education Office (WEO) were subject to the study. This group of participants would be appropriate for this study. In Sidama Zone, there are 32 woredas and 4 administrative towns, with total of 36 woredas. The researcher has selected 8 woredas by using simple random sampling technique. Accordingly, Gordama, Wicho, Gerbicho seda, Moto, Chuko, Centeriya, Teticha, Bursa, Balcha, and Otilcho secondary schools were selected for this study. In the selected schools, there are 404 teachers and 20 school leaders (including principals and vice principals of those schools). Out of these, 40% (162) of the teachers, and 100% (20) of the school leaders were selected to be the participants of the study. Moreover, 8(100%) secondary school supervisors, and 8 (100%) woreda Education Office heads would be included in the study. In order to select samples from target population, the student researcher used simple random sampling for teachers, while 100% or totally included, on the bases of census/comprehensive sampling technique to select school leaders, supervisors, Woreda Education Office heads and CPD facilitators, by assuming that they may have better awareness and pertinent information

about the study and also they may be have a responsibility to coordinate and support the implementation of CPD program.

Accordingly, one secondary school from urban administration and nine secondary schools from rural Woreda selected. Stratified random sampling technique would employ to select sample teachers from each secondary school considering work experience and sex. The stratum is meant to secure experience along the sample teachers. From each stratum proportional sample size selected using simple random sampling. To identify the real facts of the challenges and to get adequate information of secondary schools all School principals, CPD facilitator from school and teacher education leader's development core process coordinator from WEO would selected 100% or totally by using comprehensive sampling techniques.

Table 1: List of Schools, Population and Sample Size of respondents included in the Study

No	Name of Woreda	Name of Secondary School	Teachers		
			Population	Sample	%
1	Aleta Wondo Woreda	Wicho Secondary School	24	10	41.7
		Gordama Secondary School	28	11	39.3
		Gerbicho seda	28	11	39.3
2	Aleta Chuko Woreda	Centeriya secondary school	23	9	39
3	Bursa Woreda	Bursa Secondary School	43	17	39.5
4	Teticha Woreda	Teticha Secondary School	52	21	40.4
5	Hula	Balcha Secondary School	62	25	40.3
6	Otilicho woreda	Otilcho Secondary School	43	17	39.5
7	Dale woreda	Motto secondary school	32	13	39.5
8	Chuko town administration	Chuko Secondary School	69	28	40.6
	Total		404	162	40%

Table 2: Summary of sample size and population in each selected secondary schools

No	Types of respondents	Population	Sample	%	Sampling technique
1	Teachers	404	162	40	Simple random sampling
2	Principals	20	20	100	Comprehensive
3	Cluster supervisors	8	8	100	Comprehensive
4	CPD Coordinators	10	10	100	Comprehensive
5	WEO	8	8	1 00	Comprehensive
6	Total	450	208		

3.5 Data Collection Instruments

In order to get reliable information, three kinds of tools were selected to triangulate the gathered data; namely, questionnaires, interview and document review were used to elicit the required quantitative and qualitative data

3.5.1 Questionnaires:

The main instrument used for data collection from teachers and school leaders was questionnaire. The questionnaire was prepared in English because the researcher believes that secondary teachers and school heads can understand the items and fill the questionnaires properly. The questionnaire was developed with respect to the basic research questions posed and objectives formulated at the initial stage. The questionnaire was composed of open and close-ended questions. The close ended items would be formulated in five point liker scale. Moreover, open-ended items would be provided for the respondents to freely express their ideas. The questionnaires would have two categories: the respondents' personal characteristics and items relevant to the issue under investigation. The student researcher calculated the quantitative data using mean item scores ranging from very high to very low (very low=1; low=2; moderate=3; high=4 and very high=5).

3.5.2 Interview:

Semi-structured interviews guide with aim of substantiating the data gathered through questionnaires, providing views and opinions and giving chance for information to gather ample information from the respondents. Moreover, it allows a wide freedom to ask further questions and helps to control the direction of the interview to draw out the required data (Brown, 1998), cited in Getachew (2010). The purpose of interview was to collect opinion that is more supplementary. The interview was conducted for an hour on each woreda in Amharic and translated to English language for more clarity. To stabilize the questionnaire responses with in mind, interview was conducted to selected respondents. Here, 13 open-ended questions with short answer item type were prepared and orally interviewed.

3.5.3 Document Analysis:

The researcher focuses on all types of written communication that may shed light on the phenomenon that the researcher is investigating. Nevertheless; documents reveal what people do or did and what they value. In addition the behavior occurred in a natural setting, so the data have strong validity (Maree, 2007). The researcher is aware that document analysis is another important supplementary tool for the gathering of data in study of this kind. The researcher accessed CPD implementation reports from CPD facilitators. These reports scrutinized to get a good view of the implementation process. Documents pertaining to teachers' professional development would also analyzed to identify gaps if any, between theory and practice in order to check what the respondents would be say, documents such as teacher's meeting minutes and action research work would be analyzed. Besides to this portfolio and training documents related to the TDP would be analyzed.

3.6 Procedures for Data Collection

The researcher used a series of data gathering procedures. The data gathered by using questionnaire, interview and document analysis. The pilot test conducted to protect the truthfulness of the instruments with the objectives of assessment whether or not the items enclosed in the instruments enables the researcher to gather relevant and valid information. Besides, the purpose of pilot testing made necessary changes as to correct confusing questions.

3.7 Validity of the instruments and Reliability of the Instruments

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 (Yalew, 1998). To ensure validity of instruments, initially the instrument was prepared by the researcher and developed under close guidance of advisors, who were involved in providing their inputs for validity of the instruments. The English version questionnaires were checked and corrected by experienced subject specialist teachers. Moreover, the questionnaires were pilot tested at Wondo secondary school teachers (20) and school leaders (4). The respondents of the pilot test are not included in the main study. Based on respondent's response additional, omission and modification of question were undertaken.

A reliability test was performed to check the consistency and accuracy of the measurement scales. As Table 3 shows the results of Cronbach's coefficient alpha is satisfactory (between 0.71 and 0.93), indicating questions in each construct are measuring a similar concept. As suggested by Cronbach (cited by Tech-Hong & Waheed, 2011), the reliability coefficients between 0.70–0.99 are generally found to be internally consistent.

Table 3: Reliability test results of Cronbach's alpha

No	Detail description of the title of the questions	Reliability coefficient
1	CPD contribution on teachers' professional skills improvement of secondary schools	.871
2	Extent of CPD practice in secondary schools	0.885
3	Teachers' perception on the importance of CPD for the professional practices in the study area?	0.882
4	The major challenges that affect the implementation of CPD in secondary schools	0.883
Reliability coefficient		0.88

3.8 Method of Data analysis

After data were collected through questionnaire, they were organized and analyzed by employing different statistical tools. It was processed using version 20 of Statistical Package for the Social Sciences (SPSS). Scholars (Anderson & Jack, 1995) suggested the use of descriptive statistics to answer research questions that investigate how respondents view certain condition or issues within a given reality. Therefore, this study used descriptive statistics such as frequency distribution, tabulation, and percentages to describe demographic and socio-economic characteristics of the respondents. In addition, mean score and standard deviation was used to investigate the extent of practices and problems on the activities of continuous professional development by teachers.

Then, the interview and the open-ended questions of the questionnaire were qualitatively analyzed, discussed, and interpreted as the way to supplement concurrently the data gathered through questionnaire using triangulation. Lastly, the data obtained from documents were triangulated with what were obtained by the above analysis

3.9 Ethical consideration

During the whole process of the study, the researcher tries to obey and strictly follow ethical issues. The questionnaires accompanied by opening letters which explained the purpose and significance of the study. It also informed that their responses would be used only for the purpose of the study. In addition it assured them that their identity and that of their schools would be kept confidential. The same procedures used before conducting the interview. Based on official support letters written from Dilla University to concerned schools and zone Education bureaus, the researcher begun collecting data. This study would be done with highest importance placed on ethics, confidentiality, and anonymity. In this study, confidentiality and anonymity of the respondents would be emphasized to protect their privacy and the dignity (Cohen et al., 2007). Thus, on the cover page of the survey questionnaire, the student researcher was clearly presented how to protect confidentiality and anonymity of the participants; informed them that involvement in the study is voluntary; the involvement is free of any intended risk; and their names and the names of their schools would be kept anonymous.

CHAPTER FOUR

RESULTS AND DISCUSSION

INTRODUCTION

This chapter deals with data presentation, analysis and interpretation of results. It is divided into two parts where the first part deals with characteristics of respondents; the second part presents results analysis of data obtained from teachers and principals on current practices of CPD, challenging factors of CPD and beneficiaries from CPD practices. In addition to this, the results obtained from analysis of quantitative data from teachers and principals are supplemented with qualitative results obtained by interviewing supervisors. Moreover, result of profiles from document analysis was used to triangulate with what was mentioned above.

4.1 Characteristics of the Respondents

From the total of 182 questionnaires distributed to teachers and school leaders, 176 were filled without any problem and used for analysis. This shows that the response rate of return from respondents was 94.7%. Besides, all 8 supervisors and 8 woredas education bureau teacher CPD directorate that were planned to participate in interview were interviewed. Hence, in the analysis stage, the questionnaires that were filled by 176 teachers, and school principals were used for quantitative analysis and the responses from 8 supervisors were analyzed qualitatively so as to produce the following valuable results accordingly.

4.1.1 Demographic Characteristics of Respondents

The following Table 4 presents detailed information regarding the distribution of respondents (both teachers and principals) by sex, age and marital status.

Table 4: Distribution of Demographic Characteristics of Respondents

S.N	Demographic Characteristics of respondents		Teachers		Principals		Supervisors		WEBTD	
			N	%	N	%	N	%	N	%
1	Sex	Male	142	82.56	18	90	9	100	9	100
		Female	30	17.4	2	10	-	-	-	-
2	Age	Below 25	21	12.2	3	15	1	11.11	-	-
		25-30	65	37.79	7	35	2	22.22	1	11.11
		30-35	47	27.3	9	45	1	11.11	4	44.44
		35-40	17	9.88	1	5	3	33.33	3	3.33
		Above 40	22	12.79	-	-	2	22.22	1	11.1
3	Educational qualification	BA/BSC	143	83.2	7	35	-	-	8	100
		MA/MSC	29	16.8	13	65	8	100	-	-
		Diploma	-	-	-	-	-	-	-	-
4	Service year	1-5	20	11.6	2	10	-	-	1	11.11
		6-10	36	20.9	4	20	4	44.44	2	22.22
		11-15	18	10.4	6	30	3	33.33	2	22.22
		16-20	45	26	5	25	1	11.11	1	11.11
		21-25	32	18.6	3	15			2	22.22
		26-30	21	12.2	-	-	-	-	-	-
		Above 30	-	-	-	-	-	-	-	-
5	Teaching loads per week	Less than 10 periods	22	13.58	-	-	-	-	-	-
		10-15 periods	19	11.72	-	-	-	-	-	-
		16-20 periods	77	47.5	-	-	-	-	-	-
		21 and above	44	27.6	-	-	-	-	-	-

It is possible to see from above Table 4 that 142 (82.56%) of teachers respondents were males and 30(17.4%) were female, and in addition, 10(90.9%) of principals were male and the rest 1(9.1%) was female. Therefore, it is possible to say that there is low participation of female teachers than male in the study area.

As it is depicted in the Table 4, from total of 172(100%) teachers respondents, 21(12.2%) were below 25 years, 65(37.79%) were between age category of 26-30 years and 47(27.3%) were within the range of 31-35 years. The rest 17(9.88%) and 22 (12.79%) were between the ages of 36-40 and above 40 years respectively. This result indicated that 133 (77.3%) of teachers respondents participated in the study were below age 35 and 150 (87.2%) were below age 40. In addition from total 20(100%) principal respondents 3(15%) are below 25 years, 7(35%) are between 26-30 years and the rest 9(45%), and 1 (5%) principal respondents are between 31-35 years and 36-40 years respectively. From principal respondents 10(50%) were below 30 years and 9(45%) above 30 years. This different age of respondents is good to get data from respondents having diversified groups.

As far as year of experience of teachers is concerned, table 4 above revealed that 20 (11.6%), 36 (20.9%), 18(10.4%) and 45(26.1%) of the teachers had an experience of 0-5 years, 6-10 years, 10-15 years and 16-20 years of experience respectively. From the remaining, 32(18.6%) and 21(12.2%) replied that they had teaching experience of 21-26 years and above 26 years respectively.

Regarding the principals, 1 (5%), 2(10%), 4(20%), 6(30%) , 5(25%) and 2(10%) of the principals had below age 5, 6-10, 11-15,16-20, 21-26 and above 26 years of experience. This shows teachers and principals had different years of experience, which in turn helped the researcher to secure data from teachers and principals with relatively long years as well as short year experience. On the other hand, data shows that majority of the teachers and principals from which the data were collected had at least some experience of teaching. Hence, it is possible to say that lack of the teaching experience can never be the major problem for the practices of CPD in the study area.

The results depicted in the above Table 4 also indicated that, out of the total teacher respondents, 143(83.2%) were first degree holders and 29(16.8%) were second degree holders. In addition, 7(35%) and 13(65%) of the principals were degree and Masters respectively. In addition the total supervisors requested to interview 9(100%) were second degree holders and 9 (100%) of woreda education bureau teacher development core expert were first degree holders. Thus, it indicated that there were no under qualified teachers and principals in secondary schools as per the requirement of the education policy. This means it is possible to deduce that teachers' qualification can never be the challenge for the effective practices of CPD.

With regard to teaching load 128(74.5%) of teachers had less than 20 periods per week. This can clearly reveal that teachers are not overloaded and have enough time to carry out CPD activities. It seems workload of teachers were good for the effective practices of CPD in the schools under the study i.e. it can never be the major challenge for the implementation of CPD in the study area.

4.2 Contributions of Teacher' from CPD practice

CPD is taken as one of the important program to insure the quality of education through improved student achievement, improved classroom practice and teachers by improving their professional competencies. It makes teachers' to maintain and enhance the knowledge and skills he/she need to deliver a professional service to his/ her students, clients, and the community.

In order to assess the degree that teachers recognize the importance of CPD program, the investigator posed sets of questions to the respondents. The following table presents the result of responses in the form of frequency distribution.

Result on the extent of CPD contributed on teachers' professional skills

Table 5: Responses on the extent of CPD contributed on teachers' professional skills

S.N	Items	Respondents	Mean	SD	P-value	t-test
1	CPD helps teachers to make a meaningful contribution to students achievement	Teachers	3.51	0.947	.978	.027
		Principals	3.5	1.318	.983	.021
2	CPD enables teachers to manage their classroom effectively	Teachers	3.63	0.729	.694	.394
		Principals	3.7	1.031	.766	.302
3	CPD improves teachers competencies in all domain (knowledge, skills and attitudes	Teachers	3.51	0.912	.773	.289
		Principals	3.45	0.510	.057	.281
4	CPD help teachers to use continuous assessment	Teachers	3.07	0.866	.007	1.92
		Principals	3.45	0.510	.216	2.84
5	CPD encourages Teachers to solve teachers' and students' problems	Teachers	3.17	0.780	.180	.241
		Principals	3.4	0.681	.584	1.38
6	CPD develop collegial learning and cooperative work	Teachers	3.51	0.723	.584	.549
		Principals	3.6	0.681	.571	.575
7	The program is up-to date	Teachers	3.52	0.657	.633	.479
		Principals	3.6	1.046	.740	.337
8	CPD make teachers to engage in conducting action research	Teachers	4.04	0.615	.708	.375
		Principals	4.1	0.641	.719	.364
Aggregate mean		Teachers	3.5			
		Principals	3.6			

Table 5, item 1, teachers reported significantly high contribution of teachers CPD to improve students' academic. Item 1 CPD help teachers to make meaningful contribution to students' academic achievement, thus, obtained mean value 3.51 and standard deviation 0.947. From this result one can infer that teachers CPD program has positive contribution for students' academic achievement. Similarly principals conform that by rated mean value high (3.5) and standard deviation 1.318 indicate that CPD helps to make meaningful contribution to students' academic achievement in turn contribute for quality of education in general. Consistent of these result,

Amare et al. (2006) reported that CPD has laid fertile ground to build strong academic achievement. Similarly, Opfer, Pedder, and Lavicza(2008) found that teacher identified improving academic achievement to be the benefit of CPD. Accordingly, as teachers reported, the result from teachers on the contribution of CPD training for their classroom practice improvement found to be significantly high with mean value ($M=3.63$) and standard deviation ($SD=0.729$). This indicates that CPD contribute to improving classroom practice. Similarly principals conform this contribution of CPD for class room management practice by rated high mean value ($M=3.7$) and with standard deviation ($SD=1.031$).

In table 5, item 3 teachers were rated the contribution of CPD training for their professional competence improvement. Accordingly, results, as indicated in table revealed that CPD training has significant contribution to the teachers' improvement in professional competence (mean 3.51) and standard deviation (0.912). On the other hand, principals were indicate the high mean value of contributions of CPD practice for professional development activities.

This result is consistent with the finding Lessing and De Witt's(2007:56) which pointed out that teachers' acknowledged the importance of CPD for personal development enhancement of work life by providing support, development of teaching confidence, increasing skills and changing existing teaching habit as well as provision of knowledge. Continuous professional development is important to effect change in methods, improve teaching competence and develop teaching excellence and school growth in general.

In Table 5 of item 4, regarding to the CPD made to give direction for teachers in continuous assessment, the computed mean score results for teachers are agreed ($M =3.07$, $SD=0.866$). This implies that the made to give direction for teachers in continuous assessment. This is confirmed by the t- test value ($t=-1.915$, $P>0.657$) which is greater than 0.05. This indicated that there is no statistical difference of responses. Thus, it can be concluded that the CPD made to give direction for teachers in continuous assessment. Similarly principals conform that by rated mean value high ($M= 3.4$, $SD=0.510$) indicate that CPD helps to make meaningful contribution to students' academic achievement in turn contribute for quality of education in general.

As it can be seen in Table 5 item 5, regarding to the item CPD to encouraged to solve teachers' and students' problems, the computed mean score results of teachers rated ($M =3.17$, $SD=0.780$).

This implies that CPD to encouraged to solve teachers' and students' problems in the school. This is confirmed by the t- test value ($t=-1.241$, $P>.216$) which is greater than 0.05. This indicated that there is no statistical difference of responses. Similarly principals conform that by rated mean value high ($M= 3.4$, $SD=0.681$) indicate that CPD helps to make meaningful contribution to students' academic achievement in turn contribute for quality of education in general. Thus, it can be concluded that the CPD to encouraged to solve teachers' and students' problems in the school.

As it can see in Table 5, item 6 contributions of CPD to develop collegial learning and cooperative work, the computed mean score results of teachers rated ($M =3.51$, $SD=0.723$) This implies that CPD to develop collegial learning and cooperative work in the school. Similarly principals conform that by rated mean value high ($M= 3.6$, $SD=0.681$) indicate that CPD helps to make meaningful contribution to students' academic achievement in turn contribute for quality of education in general. Thus, it can be concluded that the CPD has positive contribution on collegial learning and cooperative work to enhance teachers' professional competence and to improve students' achievement.

As it can be seen in Table 5 item 7, regarding to the item about the CPD help teachers to up-to-date their profession effectively, the computed mean score results for teachers agreed ($M =3.52$, $SD=0.657$). Similarly, the majority of principal respondents also ascertained that CPD laid significant contribution on the item with mean value ($M=3.6$, $SD= 1.046$) was high. This indicates CPD has contributed teachers to up-to-date the skills which help teachers and principals to improve teachers' professional development and students teaching learning activities.

As it can be seen in Table 7 item 8, regarding to the item about the CPD enabled to teachers to engage in conducting action research effectively, the computed mean score results for teachers agreed ($M =4.04$, $SD=0.615$). Similarly, the majority of principal respondents also ascertained that CPD laid significant contribution in conducting action research with mean value ($M=4$, $SD=0.641$) was high. T-test revealed that the significance level $p=0.708$ which is greater than 0.05. This indicated that there is no statistical difference of responses. This indicate CPD has significant contribution in conducting action research which help teachers and principals to point and overcome students teaching learning problems.

Besides, most of supervisors during the interview reported that implementation of CPD program contributes students unquestionably. For instance, one of supervisor from aleta wondo woreda has the following to say:

Implementation of CPD in teaching learning process has multidimensional contribution to improving education quality in general and students and teachers in particular. In addition it is important for rising demand of quality education, work conditions and students self-centered.

Overall, from the above data one can clearly see that CPD program implementation has positive effect on teachers' classroom teaching and related activities.

4.2.1 Effectiveness of CPD to improving Teachers professional knowledge

Table 6: Respondents on effectiveness of CPD activities

S.N	Items	Respondents	Mean	S D	p-value	t-test
1	Skills practice	Teachers	3.9	.624	.722	.375
		Principals	3.95	.605	.719	.365
2	Demonstration lesson by CPD facilitator	Teachers	3.94	.785	.601	.523
		Principals	3.95	.686	.635	.481
3	Coaching	Teachers	4.02	.770	.994	.027
		Principals	4.15	.933	.994	.28
4	Classroom observation	Teachers	3.79	.768	.508	.663
		Principals	3.85	.696	.573	.571
5	Mentoring	Teachers	4.08	.632	.977	.028
		Principals	4.05	.852	.956	.031
	Aggregate mean	Teachers	3.9			
		Principals	3.99			

CPD programs for professionals should aim at forming a better and more effective ness on professional especially for teachers and principals capable of adapting to different school or classroom situations. As the same time the end result of change should be improved learning

outcomes for learners. Clarke and Hollingsworth(2002) stress the most immediate and significant outcomes of any successful CPD is positive impact in changing teachers' knowledge and practice, which in turn should lead to improved teachers performance. The respondents were requested to give their responses on effectiveness of CPD activities. Table 6, portrays the importance of CPD implementation that improved professional knowledge. As shown in table 6 all items were rated high. That is skill practice, demonstration lesson by facilitators, coaching, classroom management and mentoring were rated high, with mean values ranging from 3.79_4.08 and 3.9_4.15 teacher and principal respondents respectively. This clearly indicates positive effectiveness of CPD practice on teacher professional development. To conform this, one of interviewed supervisors indicated as follow;

CPD has gone different effectiveness to teachers' development program especially by improving quality of education in general and increases teachers performance and to enhance students' achievements in particular. This was done through skill practice, demonstration lesson by mentors, coaching, classroom observation and mentoring.

In general, from above statistical table one can understand that the effectiveness of CPD practice on teaching learning activities has positive effectiveness on school improvement in general and students' classroom learning in particular.

4.3 Result on the extent of practice of CPD

4.3.1 Results on the Extent of Practices of CPD

As clearly noted in the MOE 2009 documents, the extent of CPD practice like classroom management, active learning, planning lesson together, conducting action research, continuous assessment, experience sharing, maintaining professional portfolio, team teaching, mentoring and discussion meeting in their professional needs and cycle of CPD. In relation to this, teachers and principals were asked to rate the extent of CPD practice using questionnaire based on what they face in their schools and their responses were analyzed quantitatively. In addition supervisors were interviewed and their responses were analyzed qualitatively. Moreover, profiles of CPD in the School were used for document analysis to triangulate or supplement the results obtained by above mentioned techniques. Accordingly the results were summarized as follows.

Table 7: The extent of CPD practices

		Respondents	Mean	SD	p-value	t-test
1	Classroom management	Teachers	2.46	1.025	.491	.690
		Principals	2.3	0.571		
2	Active learning methodologies	Teachers	2.47	.967	.916	.106
		Principals	2.45	0.999		
3	Planning lesson together	Teachers	2.32	0.902	.140	1.484
		Principals	2	0.73		
4	Action research	Teachers	2.12	0.822	.388	.865
		Principals	1.95	0.945		
5	Continuous assessment	Teachers	2.64	1.009	.703	.382
		Principals	2.55	0.945		
6	Experience sharing	Teachers	2.42	0.819	.391	.861
		Principals	2.25	0.786		
7	Maintaining your professional portfolio	Teachers	2.31	0.934	.520	.645
		Principals	2.45	0.887		
8	Team teaching	Teachers	2.13	0.958	.256	1.141
		Principals	2.42	1.142		
9	Mentoring	Teachers	2.4	0.691	.624	.491
		Principals	2.5	0.889		
10	Discussion meeting	Teachers	3.07	1.017	.731	.344
		Principals	3.15	0.489		
	Aggregate Mean	Teachers	2.44			
		Principals	2.4			

As can be seen from Table 7, item 1 classroom management, were rated by majority of teacher respondents mean value are low ($M=2.46, SD=1.025$) indicate that the extent of CPD practice are low in day-to-day teaching learning processes. In similar manner with ($M=2.3, SD=0.571$) in

the same items principals rated its implementation as low. As was implied in Table 7, the actual practice of CPD activities as to the views of majority of the teacher respondents was rated low for item 1 classroom management. This is confirmed by the t-test value ($t=.690$, $p>0.491$ which is greater than 0.05). This indicated that there is no statistical difference of responses. In the same way, the respondents with mean value ($M=2.47$, $SD=0.967$) on item 2 or active learning methodologies was low. Similarly in the same item principal rated low mean score ($M=2.45$, $SD=0.999$) that active learning practice is insufficient. Hence, one can deduce that the implied result ascertain the existence of insignificant extent of active learning in CPD practice activities was undertaken. Thirdly, for item 3, responded that planning lesson together in the activities of the practice of the CPD was low. On the other, hand principal respondents ascertain that planning lesson together in CPD implementation is low. This indicates that the actual CPD practice was poor in planning. As indicated in item 4 of table 7 teacher and principal respondents reported that practice of conducting action research was low. As stated in table mean score of the item is ($M= 2.12$, $SD=0.822$ and $M=1.95$, $SD=0.945$) teachers and principals respectively. With the extent of low level in the contrary the literature practice of teacher in conducting action research to enhance teaching-learning activities at school was ineffective. T-test revealed that the significance level $p=0.388$ which is greater than average value of 0.05 . This indicated that there is no statistical difference of response. Therefore it is possible to recognize that teachers were less involved in conducting action research to contribute their professional skill to improve student academic performance. Thus, we can deduce that the school teachers and principals did not conduct action research. After this, continuous assessment the teacher respondents on table 7 confirmed that the continuous assessment practice with mean value ($M= 2.64$, $SD=1.009$.) t-test value. Similarly principals were rated similar score of teachers responses with mean value ($M=2.55$, $SD=0.945$). This revealed that the significance level $t=0.38$; $p=0.703$ which is greater than average value. This indicated that there is no statistical difference of responses. This shows that even though the continuous assessment practical activity was insufficient, still there exists meaningful improvement in this perspective compared to the aforementioned activities. As to the reflections of the majority of the teacher respondents with mean value ($M=2.42$, $SD=0.819$) for item 6 on table 7, experience sharing was low in practical performance of CPD. Similarly principals reported as experience sharing activity was low with mean value score ($M=2.25$, $SD=0.786$). T-test revealed that the significance difference level $t=0,861$ and $p=0.391$ which is

greater than 0.05. This indicated that there is no statistical difference of responses. So, it is possible to say that school teachers were not got the chance to share experiences for realization of CPD. In item 7 table 7 the teachers were asked to rate the extent to which the action of organizing portfolio is compiled to complete record of all CPD documents. Accordingly, the mean score of the item is (M=2.3, SD=0.934) which is in the range of low level. Similarly principal respondents rated similar score of teachers respondents that is (M=2.45, SD=0.887) which is low level. From this data, it could be said that teachers' preparation of CPD portfolio by recording relevant documents was found to be insufficient. By document analysis, it was confirmed that teachers and principals were not prepared CPD portfolio by recording all useful actions of CPD. On table 7 items 8, team teaching also rated by the majority of teachers rated as low with its mean value (M=2.13, SD=0.958) indicates the implementation of CPD in the activity is insufficient. Similarly principals replies the same responses for above mentioned items that rated with low mean values .In item 8 Table 7, the respondents were asked to answer the extent to which practice of mentoring other teachers on CPD practice. As stated in the item 9 on Table 7 the mean score of respondents also conform that (M=2.42, SD=0.691) and (M=2.5.SD=0.889) teacher and principal respondents respectively which rated of mentoring. This indicates that the mentoring activities of experienced teachers for newly deployed teachers are not practically implemented. Finally, discussion meeting of the respondents in item 10 Table 7 confirmed that the discussion meeting practice was relatively better in getting medium responses and(M= 3.07. SD=1.017) and (M=3.15, SD=0.489) teacher and principal respondents respectively rated medium mean score. T-test revealed that the significance level $p=0.73$ is greater than average value 0.05. This indicated that there is no statistical difference of responses. This shows that even though the discussion meeting practice was not high, still there exists meaningful improvement in this perspective compared to the aforementioned activities. Thus, it is possible to deduce that the implementation of CPD activities was generally weak or below the anticipated level.

As overall, the aggregate mean activity of CPD practice on Table 7, (M=2.436); (M=2.4) teacher and principal respondents respectively. This average value is small (below 3) showing that the overall activity of CPD practices is low in the study area. Moreover, the results obtained from both interview and document review also revealed that the level of the activity of CPD in the

study area can be regarded as low. This confirms with the result that was obtained in quantitative analysis.

4.4 Perception of Teachers and Principals to Contribution of CPD practice on Teachers

Professional skills

Teachers and principals were requested to give their views towards contributions of CPD to the different area of their teaching learning activities. Accordingly, their responses are summarized as follow:

Table 8: Perception of teachers and principals on contribution of CPD practice on teachers professional skills.

No	Activities	Respondents	Mean	SD	p-value	t-test
1	The program makes students to be fruitful	Teachers	3.72	.769	.070	1.821
		Principals	4.05	.759		
2	The program help teachers to improves teaching method	Teachers	3.8	.676	.356	.925
		Principals	3.95	.686		
3	The program improves teachers'' competence	Teachers	3.7	.751	.396	.851
		Principals	3.85	.671		
4	The program is up-to date	Teachers	3.6	.741	.605	.518
		Principals	3.7	.733		
5	The program help teacher to conduct action research	Teachers	3.8	0.80	.897	.130
		Principals	3.8	.696		
6	The program help to manage classroom	Teachers	3.7	.779	.135	1.502
		Principals	3.4	.821		
7	The program enable me to apply active learning methods	Teachers	3.7	.853	.871	.163
		Principals	3.7	.923		

As can be seen in table 8, above, teachers and principals perceive that contributions of CPD to their teaching learning activities. The average result of teacher and principal respondents to each item is almost high above (M=3.5). Meaning that, teachers and principals believe that the real practice/implementation of CPD program makes students to be fruitful, the program help

teachers to improve teaching method, the program improves teachers' competence, the program is up-to date, the program help teacher to conduct action research, the program help to manage classroom, the program enable me to apply active learning methods and other program developing is almost high. Moreover, in supporting this reflection participants consulted through interviews depicted that the CPD has constructive contribution on teachers' competencies in general and on their day-to-day teaching activities, classroom management, application of learning techniques in particular. To this effect, one of supervisor in study area explained his view as follow:

CPD enables teachers to improve teaching methods and to apply active methods, it develops professional competence and up-to-dates teachers and principals, it also enables teachers to manage classroom activities and help teachers and principals to conduct action research.

This is line Bland ford in Yaekob (2008) that a positive attitude toward CPD is an important ingredient of appropriate CPD environment. In relation to this a research conducted by Hailelassie(2004) shows that teachers have positive attitudes towards CPD program in Addis Ababa high schools. Yihnie(2007)also indicates that teachers in primary schools of west Gojjam have positive attitude for CPD program. Similarly, Yaekob (2008) depicted in his research that teachers of both types (public and government) schools have positive attitudes towards CPD program.

4.5 Results on Factors that Affect the Practices of CPD

One of the key objectives of this study is identifying factors that hinder the effective implementation of CPD. Accordingly, questionnaires were distributed to selected teachers to rate the extent of influence of some expected factors by using five rating scales as 'very high', 'high', 'medium', 'low' and 'very low'. Then the calculated average mean for every 10 items were interpreted by using the level of agreement as very low =1; low=2; moderate=3; high=4; and very high=5. In addition, principals were interviewed by the investigators to supplement the result obtained from quantitative analysis. The following table reveals the results of some of the expected factors that are expected to affect the CPD practices.

Table 9: Factor that Affect the CPD Practice

S.N	Items (challenges)	Respondents	Mean	S.D	P-value	t-test
1	Time constraints	Teachers	3.68	0.762	.212	1.25
		Principals	3.9	.553		
2	Poor knowledge and skills of mentors and CPD facilitators	Teachers	2.96	.993	.810	.240
		Principals	2.9	0.718		
3	Lack of financial resource to implement CPD	Teachers	4.04	0.626	.779	.281
		Principals	4	0.973		
4	Lack of arranging training on CPD program	Teachers	3.15	0.881	.648	.458
		Principals	3.25	0.910		
5	Absence of commitment of teachers and leaders to implement CPD.	Teachers	3.53	.898	.559	.585
		Principals	3.65	0.875		
6	Absence skilled and experienced supportive supervisory personal	Teachers	2.90	0.938	.991	.012
		Principals	2.9	0.788		
7	Absence of collegial collaboration	Teachers	3.12	0.890	.395	.852
		Principals	3.3	0.801		
8	Negative attitudes of teachers	Teachers	3.4	0.743	.063	1.87
		Principals	3.75	1.020		
9	Absence of career structure with the actions of CPD.	Teachers	2.79	1.001	.812	.238
		Principals	2.85	0.745		
10	The absence of giving feedback on CPD activities.	Teachers	3.72	0.785	.335	.967
		Principals	3.9	0.852		
Aggregate mean		Teachers	3.34			
		Principals	3.44			

In Table 9, item 1 the intention was to find out the shortage of time for teachers' is the challenge of implementation of CPD practice. While teachers responding to this item agreed that shortage

of time was the challenge of CPD practice. Accordingly, mean score in item 1 on Table 9 is ($M=3.68$, $SD=0.762$). Thus, one can conclude that shortage of time for teachers to practice CPD practice was high level of complexity. On other hand principals also reported that shortage of time is the one of major factor that affect practice of CPD implementation. As indicated on Table 9 principal respondents rated high mean score ($M=3.9$, $SD=0.553$). This result indicates that the time constraints were found to be the challenge to implement CPD practice.

In item 2, on Table 9, teachers stated that poor knowledge and skills of mentors and CPD facilitators were challenge of CPD implementation. Accordingly, the mean score in item 2 on Table9 ($M=2.96$, $SD=0.993$). This result indicates that the poor knowledge and skills of mentors and facilitators were found be moderate challenges of CPD practice. Literature supports the main responsibility of the CPD facilitators is to promote CPD as central element of school improvement and performance, management to create and sustain, CPD arrangements for all staff, to monitor and report on the quality and impact of CPD undertaken to keep up-to-date with CPD development and initiatives, both national and locally maintain and develop links with the source of CPD provision (Huster, 2003).

With item 3, on Table 9, teacher respondents were asked to give their opinion on lack of financial resource that affects implementation of CPD practice. Accordingly the mean score of this item is mean= 4.04 , which is in the scope of high level. Similarly principal respondents on the same item rated high mean score ($M=4.04$, $SD=0.626$).This implies that the failure to allocate money to practice CPD activities was one of the major challenge in study area.

In item 4 on Table 9, respondents were asked to find out that lack of arranging training on CPD program challenges teachers and principal to implement CPD practice. As stated on Table 9, the reported result indicates that lack of arranging training on CPD program significantly affect CPD practice. Accordingly mean score of this item ($M=3.15$, $SD=0.881$) and ($M=3.25$, $SD=0.910$) teacher and principal respondents respectively were rated moderate challenges faced on the activities. This implies the failure to arrange training that hinders implementation of CPD practice. In item 5 on table 9, was intended to check the absence of teacher and leader commitment to implement CPD is the challenge of its implementation. Accordingly, the mean score ($M= 3.38$) which shows medium level of influence. This implies that the lack of teachers' commitment was one of the challenges that hinder the implementation of CPD activities.

As it can be seen from the Table 9, item 6 respondents reported that absence of skilled and experienced supportive supervisory personal affecting CPD practices. As statistical figures indicated on table above mean score($M=2.9, SD=0.938$) and($mean=2.9.0.788$)teacher and principal respondents rated below average, the absence of skilled and experienced supportive supervisory personal that challenge considerable but not series problem for the effective practices of CPD in the study area. However, the result obtained from interview indicated that challenge of absence of skilled and experienced supportive supervisory personal is not significant rather the challenges are rooted with other factors.

The result depicted in Table 9, revealed that majority of the respondents replied that the extent of absence of collegial collaboration affect the practice of CPD practice. We can deduce that the extent of absence of collegial collaboration challenge affect the practice of CPD can be considered as one of the major challenge of effective practices of CPD in the study area. The mean value of the rate by which it affects the CPD practices is ($M=3.12, SD=0.890$) and ($M=3.3 SD=0.801$) teachers and principals respectively. This result supports the existence of serious problem with respect to absence of collegial collaboration in the study area. To supplement this result, interview was made with supervisors. They strongly assured that one of the major challenges in effective implementation of CPD is poor collegial collaboration and low experience sharing among teachers.

As far as the negative attitudes of teachers is concerned, it is possible to see from the Table 9, above that majority of the respondents reported that the challenge related to negative attitudes of teachers that affect the practices of CPD is at high level. This indicated that most of the respondents reported the challenge of negative attitudes of teachers that affect the practices of CPD as considerable. Hence, the result strongly indicated that one of the major challenges that affect the effective practices of CPD in the study area is negative attitudes of teachers. The further point is that, the mean value of the challenge is ($M=3.4, SD=0.743$) indicating that the challenge is so significant that strongly hinder the practices of CPD. Moreover, the majority of interviewed supervisors sited the negative attitudes of teachers towards CPD as the most significant challenge for effective implementation of CPD in the secondary schools. Overall, from both quantitative and qualitative analysis, one can see the negative attitude of teachers was one of the challenging factors of CPD practices in the study area.

Item 9 on Table 9, was intended give their opinion on the absence of career structure with the action of CPD practice was challenge of CPD practice. Accordingly, mean score in item on table 9 as teachers reported with mean score (mean=2.79, SD=1.001). This indicates that absence of career structure for teachers to implement CPD activities were moderate level or below the average/cut point. Similarly principals rated it as (M=2.85 SD=0.745) medium level which is indicating that the problem is not serious in practicing the CPD absence of career structure with the action of CPD. In addition, similar results were obtained from interview analyzed qualitatively. They explained that challenges of CPD implementation with respect to career structure are not considerable.

The result in the item 10 on table 9, also revealed that the majority of teacher respondents that replied the challenges as high. One can also see from the same table that the mean value of the challenge is (M=3.72, SD=0.785 and M=3.9, SD=0.852) which confirmed by teachers and principals respectively were indicated as high level. Therefore, the result strongly indicated that one of the challenges that hinder the effective practices of CPD in the study area is lack of feedback. Thus, we can deduce that one of the major challenges that hinder the effective implementation of CPD in the schools of study area is high due to lack of feedback.

In general, the aggregate mean of factors that affect the CPD practices is (M=3.34) and (M=3.44), teachers and principals respectively. This score is above average/cut point i.e. 3 indicating that these factors strongly affect the practices of CPD in the study area.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Under this chapter, the first section deals with summary of the major findings; the second section presents the conclusions of the study and the last section provides the possible recommendations of the study.

5.1 Summary of the Major Finding

Continuous professional development encompasses all activities cater both for individual needs of teachers and institutional needs of the whole school. Teacher, school and student thus contributed from continuous professional development (Bell, 1991). Given the critical role that education plays in a nation, there is a need that teachers' continuous professional development takes significant place in any worthwhile education policy for a country to achieve economic goals. Unless all the teachers are involved actively in CPD this will affect the social and economic contribution they make to the countries and societies of which they are part of, hence study sought the practice and problems of teacher professional development program especially CPD at secondary school. The purpose of this study was to investigate the practices and problems of the teachers' professional development in secondary school of Sidama Zone. In order to meet this objective, the study posed the following basic questions.

- To what extent CPD practice contributed on teachers' professional skills improvement of target secondary schools?
- To what extent CPD practiced in secondary schools of target study area?
- How do teachers and school leaders perceive the importance of CPD for the professional practices in the study area?
- What are the major challenges that affect the implementation of CPD in target secondary schools?

To address these basic questions, descriptive research design was used for the research. In the survey, both the qualitative and quantitative data collection approaches were employed. To obtain the necessary information about the subject under the study, both primary and secondary sources of data were utilized.

In order to select the research participants, simple random sampling techniques and censuses/comprehensive sampling techniques for teachers and principals were used respectively. Out of 32woreda of the Sidama Zone and 4 Sub-city administrations, 7 woreda and 1 sub-city administration were selected using simple random sampling. 20 principals and 172 teachers were included as sample.

In this regard, at the ultimate stage of sampling, 172 teachers and 20 principals were selected for the questionnaire to the study. Besides, important profiles were checked by the investigator for the documentary analysis. The study used both quantitative and qualitative approaches to analyze the data and come up with realistic results.

Accordingly the following important results were obtained. Most of the research participants held the view that teachers continuous professional development program is important as it focuses on core issues teachers professional development and improving the quality of teaching learning, teachers and school leaders were widely engaged in developing CPD practice. On the other hand, it was identified that there were teachers who had negative attitudes and less committed views on the real contribution of the CPD program to improvement in teachers' knowledge and skills. Such teachers engaged in CPD as the program was mandatory for all teachers.

According to analysis the majority of respondents reported their positive views that CPD practice has significant contribution on teacher professional development program. From responses of respondents practice of CPD implementation helps teacher to make meaningful contribution of students achievement, improves teacher to manage classroom, improves teachers' competence in all domains i.e knowledge, skills and attitudes, made to give direction for teachers in continuous assessment, help teachers to apply active learning methods, help teachers to up-to-dates their professions and made teachers and principals to engage conducting action research made high contribution in professional development activities Besides, most of the supervisors during the interview reported that implementation of CPD program benefits students unquestionably. They reported that implementation of CPD in teaching learning process has multidimensional benefits to improving education quality in general and students and teachers in particular

- Accordingly, the effectiveness of CPD activities on teachers' professional skills such as Skills practice, Demonstration lesson by CPD facilitator, Coaching, Classroom observation and Mentoring carried out fairly by teachers as were high. However CPD activities such as lecture/conference and action research project carried out below expected with mean value of less than 3 which needs attention.
- On the other hand most of the respondents ascertained that there exists low practical performance of CPD activities identified. Here, those CPD activities which have medium or fair are continuous assessment and discussion meeting activities. Similarly, dominant number of respondents also ascertained that classroom management, active learning methodologies, and planning lesson together, action research, experience sharing maintaining professional portfolio, team teaching and mentoring activities of CPD were proved in having low implementation. Hence, it is possible to conclude that the low implementation of CPD activities are not awareness problem, it was rather revealed that teachers and principals' view and commitment on real practice of CPD. In addition to this lack of commitment by some teachers especially by teachers with long years of teaching experience.

In general, the study explored to identify the most significantly affecting factors of the practices of CPD in the study area. Accordingly, the study measured and checked ten factors namely, time constraint, poor knowledge and skill of mentors and facilitators, lack of financial resource, lack of arranging training on CPD program, absence of commitment of teachers and leaders to implement CPD, absence of skilled and experienced supportive supervisor personal, absence of collegial collaboration, negative attitude of teachers , absence of career structure with the action of CPD and the absence of giving feedback on CPD activities. From these factors the factors which significantly affected the extent of practices of CPD are time constraint, lack of financial resource, lack of arranging training on CPD program, absence of commitment of teachers and leaders to implement CPD, absence of collegial collaboration, negative attitude of teachers and absence of giving feedback on CPD activities. However; poor knowledge and skills of mentors and CPD facilitators, absence of skilled and experienced supportive supervisory personal and absence of career structure with the action of CPD activities were not significantly affected the practices of CPD in the study area. In addition, the study explored supports related factors affecting the extent of CPD practices. Accordingly, all support related factors were found to considerably affect the practices of CPD.

5.2 Conclusions

Based on the findings the following conclusions are made.

The effective implementations of teachers' continuous professional development program need substantial efforts of educational stakeholders. If teachers' CPD program is implemented to its expected extent, it could have significant contribution for the quality education by improving students' achievement, changing teachers' classroom pedagogical practice and enhancing teachers professional competences(both subject matter and pedagogical). Conversely, teachers' use of active learning methods and classroom management were found to be low. Thus, significant contribution of CPD to students' achievement, classroom practice and professional competences will be sustained when teachers fully engaged in CPD. This foreshadows that teacher's effort to continuous professional development need to be prominent determinant factor as CPD is to contribute to the improvement of educational quality.

Results also revealed as low engagement of teachers in CPD activities. Teachers' engagement in collaborative learning, training activity, mentoring activity, action research, experience sharing and team teaching was low. Consistent to this result, Anteneh (2010) found that most teachers did not attending CPD day. Moreover teachers' engagement and competence in problem solving, action research was found to be low.

Major challenges and gaps identified in implementing teachers' CPD according to data obtained through the questionnaire and interview were: negative attitudes of teachers and principals, absence of collegial cooperation, lack of commitment by some teachers especially teachers with long year of teaching experiences.

5.3 Recommendation

Based on the findings of the study, the following recommendations were put for effective practices of CPD in the study area.

- Teachers and school leaders would enhance to engage, committed and belief sense of responsibility for teachers continuous professional development program.
- School principal need to have portfolio of each teacher and evaluate professional progress and give feedback thoroughly.

- Supervisors must sustainably observe classroom learning process and identify those teachers who failed to apply active learning methods and identify teachers need to be trained.
- Educational offices especially woreda and zone education office should seriously follow up teachers practice of CPD.
- Lack of persistent support affected the implementation of CPD program. Therefore, regular onsite support that focus on appropriateness of time usage according to CPD frame work and conducting action research. In addition, principals and cluster supervisors and woreda education office should work on providing the necessary materials, supports and feedback provision.
- To develop capacity and knowledge of mentoring and facilitating CPD practice, there should be persistent support from mentors and facilitators. Hence, it is essential for government Education officials to provide the necessary training and support to school level challenges.
- In order to solve the problems related to factors which significantly affected the practices of CPD, teachers should understand the importance of CPD and develop the experience sharing by promoting the spirit of team discussions among them. In addition, the school should provide training to teachers on effective practices of CPD. Moreover, it is interesting for the educational offices and other concerned bodies to provide financial and material to the school.
- Finally, to better address the problems, it can be suggested that further studies need to be conducted in a wider scale with regard to the practices and challenges of teachers' continuous professional development for the improvement of quality education and students' academic achievement in secondary Schools.

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Appendix A
DILLA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
MA IN EDUCATIONAL LEADERSHIP

Questionnaire to be filled by Secondary School Principals, CPD coordinators and Teachers

General Direction

Continuous Professional Development (CPD) has been given for secondary school teachers throughout the country. The purpose of this questionnaire is to collect data on the practice and challenges of the CPD program from secondary school teachers in sidama zone partial fulfillment for postgraduate degree

The study aims at investigating how secondary school teachers, CPD coordinators school principals are practice the CPD program and identifying the problems that hinder its implementation and looking for ways to improve its implementation. Thus, your genuine, frank and timely responses are vital to determine the success of this study. Therefore, realizing the information you provide will be used only for this research purpose, you are kindly requested to contribute your own in filling the questionnaire honestly and responsibly.

General Direction

- No need of writing your name on any page.
- Use a thick mark “ ” to your response of each closed- ended questionnaire from the given rating scales.
- The CPD represent to principals, vice-principals, and heads of department and senior teachers who are responsible to carry out CPD activities in the schools.
- For any additional opinion or explanation, you are kindly requested to write briefly on the space provide.
- Please, give appropriate response based on your teaching experience/context.

Part II: Contribution of CPD in teacher development program

Instruction: The following are some of **Contribution** of CPD practices. Please circle the rate of benefits that can be obtained by practicing of CPD

Key: 5= very high, 4=high, 3= Moderate (M), 2=low, 1=very low

No	Items	Very high	High	moderate	Low	Very low
		5	4	3	2	1
1	CPD helps teachers to make meaningful contribution to students achievement					
2	CPD enables teachers to manage their classroom effectively					
3	CPD improves teachers competencies in all domain (knowledge, skills and attitude)					
4	CPD makes and gives direction for teachers in continuous assessment					
5	CPD encourages me to solve teachers' and students' problems					
6	CPD develop collegial learning and cooperative work					
7	The program is up-to-date					
8	CPD make teachers to engage in conducting action research.					

Part III: CPD implementation(practiced)

1. Instruction: below are some CPD methods which have successfully been used to facilitate professional development. Please show your responses by putting a tick against the statement showing the activity you often involve and perform using the following rating scales.

Key: 5= very high, 4=high, 3= Moderate (M), 2=low, 1=very low

No	Activities	Very high	High	moderate	low	Very low
		5	4	3	2	1
1	Classroom management					
2	Active learning methodologies					
3	Planning lesson together					
4	Action research					
5	Continuous assessment					
6	Experience sharing					
7	Maintaining your professional portfolio					
8	Team teaching					
9	Mentoring					
10	Discussion meeting					

If any other, please specify _____

2. How effective are the following forms of CPD improving your professional knowledge.

Tick against each activity using the following scale

: Key: 5= highly effective, 4=Effective, 3= somewhat effective, 2=Ineffective,

1=highly ineffective

General Information about the Participants

No	Activities	Rating scale				
		5	4	3	2	1
1	Skills practice					
2	Demonstration lesson by CPD facilitator					
3	Coaching					
4	Classroom observation					

5	Mentoring					
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If others ;(please specify) _____

Part V I: Attitude of teachers on importance of CPD for professional practice

How do teachers perceive the importance of CPD for the professional practices?

Please indicate how much you agree or disagree on each of the following statements by putting (5=very high, 4 = high; 3=moderate; 2 low 1= very low).

No	Activities	Level of agreement				
		1	2	3	4	5
1	The program makes students to be fruitful					
2	The program help teachers to improves teaching methods					
3	The program improves teachers’ competence					
4	The program is up-to-date					
5	The program help teachers to conduct action research					
6	The program helps teachers to manage classroom					
7	The program enables me to apply active learning					

PART V. Major challenges that affects the implementation of CPD

Instruction: The following table shows major challenges that affect implementation of CPD.

Please indicate the extent by putting (X) in the box 5___very high 4___high 3___moderate 2___low 1___very low

No	Items (challenges)	Rating scale				
		1	2	3	4	5
1	time constraints					

2	Poor knowledge and skills of mentors and facilitators					
3	Lack of financial resource to implement CPD					
4	Lack of arranging training on CPD program					
5	Absence of commitment of teachers and leaders to implement CPD.					
6	Absence skilled and experienced supportive supervisory personal					
7	Absence of collegial collaboration and cooperative learning					
8	Negative attitude of teachers.					
9	Absence of career structure with the actions of CPD.					
10	The absence of giving feedback on CPD activities.					

THANK YOU !!!

Appendix B
DILLA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
MA IN EDUCATIONAL LEADERSHIP

Interview to be Filled by Sidama Zone Secondary School Principal

1. Sex?
2. Your qualification?
3. Your experience?
 1. Are the teachers in your school practice continuous professional development?
 - 1.1 If your answer for the question above is yes
 - 1.2 How do you see the contribution of CPD practice on teacher development program?
 - 1.3 From your experience, what are the benefits (importance) of CPD to students, teachers and schools?
 - 1.4 Do you believe that CPD can improve and strength teachers' competence (knowledge, skills and attitudes)
 - 1.5 What are common continuous professional development practices of teachers in your school?
 - 1.6 How do you rate the extent of each of continuous professional development practices of teachers in your school?
 - 1.7 What additional CPD practices do you suggest to for the effectiveness of the CPD implementation?
 - 1.8 How would you judge the attitudes of teachers toward the CPD?
 - 1.9 Are there any challenges you face that hinder the CPD implementation in general and the extent of teachers CPD practices by teachers in particular?
 - 1.10 How do you rate the extent of the challenges of CPD practices in your school?

1.12 What are the common challenges of implementing continuous professional development?

1.13 Are those challenges related to material, budget, training, manpower, commitments, knowledge, skill, attitudes, being overloaded, and curriculum....explain if any of them?