

**PRACTICES AND CHALLENGES OF CONTINUOUS PROFESSIONAL
DEVELOPMENT IN SECONDARY SCHOOLS OF ASSOZA ZONE**

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ABBREVIATIONS/ ACRONYMS

AREB	Amhara Region Education Bureau
BGREB	Benishangul-Gumuz Region Education Bureau
BGRS	Benishangul-Gumuz Regional State
CPD	Continuous Professional Development
ESDP	Education Sector Development Program
ETP	Education and Training Policy
GEQIP	General Education Quality Improvement Program
IER	Institute of Education Research
INSET	In-Service Training
MoE	Ministry of Education
REB	Regional Education Bureau
SPSS	Statistical Package for Social Science
SS	Secondary School
TDP	Teacher Development Program
TESO	Teacher Education Strategy Overhaul
TGE	Transitional Government of Ethiopia
TTA	Teacher Training Agency
UNICEF	United Nation International Children Education Fund
USAID	United States Agency for International Development

Abstract

The main purpose of this study is to assess the practice and challenges of continuous professional development in secondary schools of Assosa Zone. Hence it examined the implementation of continuous professional development activities, the support provided from principal, cluster supervisor and Woreda education experts, the professional benefit Teachers gained from continuous professional development and challenges encountered during continuous professional development implementation in the study area. To accomplish this purpose, the study employed both quantitative and qualitative methods. The study was carried out under randomly selected eight secondary schools of Assosa Zone. A total of 143 individuals were participated in the study. Among them 126 teachers were included as a sample through simple random sampling technique especially lottery method. Additionally, 8 secondary school principals, 4 cluster supervisors, 4 Woreda education office teachers, principals and supervisors coordinators and 1 Zone education department supervision coordinator were included through purposive sampling technique. Questionnaire was the main instrument of data collection. Interview and document analysis were also utilized to substantiate the data gained through the questionnaire. Percent, mean and standard deviation were employed to analyze the quantitative data, while qualitative data which was obtained through interview and document analysis were analyzed using narration. The findings of the study revealed that the implementation of continuous professional development activities were inadequate. Teachers were less involving in conducting action research, not well mentored and devoted to mentor their colleagues. Preparing induction programs for newly deployed teachers, facilitating peer evaluation and group discussion among the teachers were ineffective. The support provided by school principal, cluster supervisor and woreda education office experts were insufficient. The professional benefit teachers gained from the implementation of continuous professional development were inadequate. Lack of trained CPD facilitators, lack of CPD training at school or woreda level, shortage of time due to the heavy workload of teachers and principals, lack of support and motivation for teachers from school, woreda and zone, lack of budget, lack of systematic coordination between teachers and other stakeholders were some of the major challenges that hindered the effective implementation of CPD. Based on the findings, it is recommended that Woreda, Zone and regional education offices work collaboratively to upgrade teachers, principals, cluster and Woreda supervisors through giving training opportunities. All concerned bodies should pay a due attention in solving and taking remedial actions to the problems.

CHAPTER ONE

1. INTRODUCTION

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

1.1 Background of the Study

According to MoE (1994), education is the process by which man transmit his experience, new finding and value accumulated over the years, in his struggle for survival and development through generations. It enables individuals and society to make all rounded participation in the development process by acquiring knowledge, ability and skill. This definition clearly indicates that the development of teachers' knowledge, skill and experience play an important role for the production of human capital. Teachers' continuous professional development in its long developmental course has come through different models and by different names. Earley, and Bubb, (2005), report that CPD encompasses all formal and informal learning that enables teachers to improve their own practices. With regard to this Reimers, (2003), put that on the job training carried out of the school level and the INSET (In service training regarded as out of school) training are termed as two broad categories of training modalities used for post appointment preparation of teachers. Thus, CPD is categorized under on service education and training (ONSET).

As to Craft, (2000), until the mid 1990s, CPD was often taken up as a matter of voluntary commitment. But after 1990s, the overall climate in education is no longer appreciated. The demand for increasing quality of education and the need to implement the curriculum in England, Wales and Scotland forced to give certain sectors of the teaching population some specific courses of development. Earley, and Bubb, (2005), said, "...more recently, the launch of the government's CPD strategy in March 2001, meant both initial teachers training or education and CPD have attracted in much attention. They also indicates the growth of CPD as, "Now CPD has gradually become a priority within the education system paralleling the rise of 'human resource development' in other large organizations in the public and private sectors".

Accordingly, CPD is a recent phenomenon that gives an opportunity to update teachers' knowledge, fresh their teaching and learning, to share experience and adapting new technologies. As Earley, and Bubb, (2005), stated CPD embraces those educations, training and support activities engaged in by teachers following their initial certification which aim to add to their professional knowledge; to improve their professional skills; to help clarify

their professional values and to enable pupils to be educated more effectively.

Successful teachers' CPD experiences have a noticeable impact on teachers' work and students academic achievement, both in and out of the classroom, especially considering that a significant number of teachers throughout the world are under-prepared for their profession (Abdal-Haqq, 1995). This upholds the view that the new generation should not only to be conveyed with the educational activities and practices of the past generation. Instead, education has to make necessary changes in one's activities and practices to make the new situations to be met successfully (Aggarawal, 2004).

In this regard, it is important to note that Ethiopia has placed education at the center of its strategies for development and decentralization, with strong policies promoting quality of educational provision (TGE, 1994). Teachers have to be well developed professionally with the latest teaching-learning knowledge and skills, to meet the challenges of modern society and capable of adapting to the ongoing professional reforms. Therefore, the Ministry of Education (MoE, 2004), priority has been given to the need and right of all teachers high quality and relevance CPD opportunity throughout their careers. Teachers are encouraged to embrace the concept of lifelong learning for their own benefit of the peoples they teach the communities in which they live and the country at large.

In addition, the Ministry of Education (MoE 2005), underlines that, quality teachers are essential for quality education since it is in the classroom that learning takes place. Without competent teacher no curriculum can be implemented effectively and quality education will not be attained. Consequently, the ministry of Education states that teacher competency is significant for that good teacher is the element for good education and good teacher professional development including CPD is the ground for quality teacher (MoE, 2006).

According to the national strategy of the ministry of Education (MoE, 2009), CPD program is intended to all school teachers, leaders and supervisors in all region of Ethiopia so as to participate in high quality and appropriate CPD which impact classroom practices to ensure improved learning. By and large, it allows all teachers to improve their

knowledge, skill and attitudes in order that they become more effective classroom practitioners and contribute positively to community development.

The Benishangul-Gumuz Regional State (BGRS), efforts are being made to implement CPD since 2007. Benishangul-Gumuz Regional education Bureau (BGREB) is determined and exerting much effort for the success of the program. Relentless efforts are being made to avail the required inputs. Follow up and supervisory supports are being introduced, even though it is at its early stage and with loose coordination. Despite the attempts, the implementation of CPD program is far from being fully realized (BGREB, 2010). It indicate there was a gap on the systematically implementation of CPD activities by teachers and the supports attempted by supervisors, CPD facilitators and woreda education office experts. Therefore, it was essential to conduct a scientific study on practice and challenges of continuous professional development in secondary schools of Assosa zone. The main purpose of the study is to assess the current practices and challenges of continuous professional development. Such as implementation of CPD activities, support provided from school principal, cluster supervisor, woreda and zone education experts, professional benefit teachers gained from CPD and the challenges that encounter in the process of CPD practices.

1.2. Statement of the Problem

Continuous Professional Development of teachers has been and is always necessary for teachers in schools because of changes in curricula, teaching approaches, the conditions in which they work and the broader external environmental, socio economic and cultural factors which affect them and their students (Day, 1999).

CPD is the development of teachers from the very beginning of teacher education of certain attitudes and practices and their maintenance thereafter in schools which are themselves supportive of lifelong learning (Amare, 1996). It can help teachers overcome shortcomings that may have been part of teachers' pre-services education and kept teachers abreast new knowledge and practices in the field. This ongoing professional development for teachers can have a direct impact on student achievement (UNICEF, 2000).

According to the report of Ministry of education (MoE) in its ESDP III document reveals that as teachers do not continuously update their competences and skills, it negatively impacts on the quality of learning and students' achievements (MoE, 2005). This testifies the strong believes of many educators. For instance, Craft, (2000) discussed that the dynamic nature of the educational development cannot be easily managed without continuous learning. TESO (2003) also points out that “teachers should be competent in order to produce responsible citizens, in the subjects and content of teaching, in communication and approaches to learning and teaching, in classroom organization and management, in assessment, in areas relating to the school and the education system, and in values, attributes, ethics and abilities essential to professionalism that contributes to the quality of education”.

Continuous professional development plays an important role in helping teachers to manage current demands of the on-going and dynamic changes to enhance the quality of learning and teaching (Fullan, 2006; Hopkins, and Harris, 2000). Therefore teachers are expected to improve their pedagogical skills, subject matter knowledge and attitude towards their own profession and challenges that significantly affected the education system and the teaching profession. Thus, CPD is used to updating and extending the professional's knowledge and skills on new developments and new areas of practice to ensure continuing competence in the current job. CPD is also a training for new responsibilities and for changing role (for example management, budgeting, teaching), developing new areas of competence in preparation for senior post and developing personal and professional effectiveness and increasing job satisfaction, increases competences in wider context with benefits to both professional and personal roles.

However, in the National Education Conference Document (July, 2002) as cited in Gizaw (2006), it was found that teachers are not committed to their profession for they do not have the necessary professional and academic knowledge to employ modern methods of teaching in Ethiopia schools in line with the expected quality of education. Furthermore, the Ministry of Education (2004) reported that the quality of teaching-learning process in Ethiopian schools is very low. That is, problem solving, cooperative learning, and learning by doing approaches are limited or not completely practiced.

Additionally, in order to evaluate and improve the implementation of CPD: clear, transparent, and self-controlling CPD structure is poorly practiced by responsible stakeholders at various levels. The absence of clearly defined objectives, shared vision and common understanding among partners on CPD created room for ambiguity or uncertainty for practices. Collaboration in monitoring CPD and evaluation system is also among the identified problem. Lack of adequate awareness among teachers and absence of link between the CPD and teachers' career structure are also identified (MoE, 2009).

Moreover, as reported by BGREB efforts have been made by zone education department, woreda education office and schools in the implementation of CPD in Assosa zone secondary schools since 2007. Hence the implementation of CPD in secondary schools of Assosa zone was not performed effectively as the MoE strategies. The annual school supervision report and the panel discussion made with key stakeholders on CPD implementation, the region education bureau identifies poor planning and implementation of CPD in secondary schools of Assosa zone (BGREB, 2011). Besides, from the six years personal teaching and supervision experience of the researcher of this study it has observed that, a large number of secondary school teachers seemed to devote most of their time in classroom teaching and learning activities only rather than systematic implementation of CPD activities. As far as the present knowledge of the researcher is concerned, no any scientific study is reported on the assessment of the current CPD program in any of the schools in Assosa Zone. In the light of this, the researcher was interested to assess the practices and the challenges of continuous professional development in secondary schools of Assosa Zone. Thus, the study seeks to answer the following basic research questions:

1. To what extent the continuous professional development is practiced by teachers in secondary schools of Assosa zone?
2. To what extent secondary school principals, cluster supervisors and woreda education office experts provided professional support to teachers in secondary schools of Assosa zone?
3. What professional benefits do secondary school teachers gain from the practice of CPD?

4. What are the major challenges affecting the proper implementation of CPD in secondary schools of Assosa Zone?

1.3 Objective of the Study

1.3.1 General Objective

The main objective of this study was to assess the overall practice and challenges of continuous professional development implementation in secondary schools of Assosa Zone.

1.3.2 Specific Objectives

Specifically the research was conducted using the following specific objectives.

1. To investigate the extent to which teachers implement CPD activities in secondary schools of Assosa zone.
2. To explore the effort of school principals, cluster supervisors and woreda education office experts in supporting of the teachers for the implementation of CPD in secondary schools of Assosa zone.
3. To examine the extent in which secondary school teachers have professional benefited from practices of CPD in secondary schools of Assosa zone.
4. To identify the major challenges that hinders the implementation of CPD in secondary schools of Assosa zone.

1.4. Significance of the Study

The findings of this study will have the following benefits

1. It may help school principals, cluster supervisor, CPD facilitator and teachers to be aware of the extent to which CPD is being implemented and also brings out the challenges that stand against the success of the program in order to take actions of

improvements.

2. It may help all concerned stakeholders to identify the strengths and weaknesses of CPD program to take remedial measures against the challenges that secondary schools faced in implementing CPD.
3. It may provide information for regional, zonal and woreda educational officials on the current status of CPD practice and help them to do their share to improve the practice in secondary schools.
4. It may serve as a starting point for other researchers who are interested to conduct further research in this area.

1.5 Delimitation of the Study

In order to make the study more manageable and feasible, the research was delimited in both content wise and geographically. Regarding to content, the practice of continuous professional development programs in the secondary schools are encountered by many problems and difficulties, this study was delimited to implementation of CPD activities, the professional benefits teachers gained from CPD, the support provided by school principals, cluster supervisors and woreda education experts and the challenges that encountered in the process of CPD implementation. Geographically the scope of this study was delimited to 16 secondary schools of Assosa Zone. This means it does not include primary schools found under the study area.

1.6. Limitation of the Study

It is obvious that research work can be not totally free from limitation. To this end, some limitations were also observed in this study. One apparent limitation was that most of secondary school principals, teachers, cluster supervisor and Woreda education office teacher development coordinators were busy and had no enough time to respond to questionnaires and interview. Some of them who have enough time were also reluctant to fill in and return the questionnaire as per the required time. Another limitation was lack of recent and relevant literature on the topic, especially on local situation. In spite of these short comings, it was attempted to make the study as complete as possible.

1.7. Organization of the Study

This study is organized into five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, the limitation, the delimitations and operational definition of terms. The second chapter presents review of relevant literatures. Chapter three presents research design and methodology including the sources of data, the study site and population, sample size and sampling technique, procedures of data collection, data gathering tools and methodology of data analysis. The fourth chapter deals with data presentation, analysis and interpretation. The final chapter related the summary, conclusions and recommendations of the study.

1.8. Operational Definitions of Key Terms

Continuous professional development - refers to the updating of teacher knowledge and skills throughout their teaching life.

Practices of CPD - refers to the implementation of different strategies and procedures of the intended CPD activities in the process of teachers' professional growth

Challenge - problems, obstacles, or impediments that can hinder achieving the desired outcome.

Implementation- Implementation is the carrying out, execution, or practice of a plan, a method, or any design for doing something. As such, implementation is the action that must follow any preliminary thinking in order for something to actually happen.

Secondary school: The term secondary schools in the Ethiopia context will have four years duration, consisting of two years of general secondary school which will enable students to identify their interest for further education, for specific training and for the world of work. The second cycle of secondary education and training will enable students to choose subjects or areas of training which will prepare them adequately for higher education and for the world of work, which will be completed at grade 12 (MOE, 1994). Thus secondary school in this research refers to first cycle secondary schools (from 9 – 10 grades).

CHAPTER TWO
REVIEW OF RELATED LITERATURES

This chapter presents relevant literatures related to the concepts of continuous professional development, historical development of CPD, and the continuous professional development cycle, the major activities in continuous professional development, the benefits of continuous professional development to teachers and the prevailing challenges.

2.1. Overview of the Concept of Continuous Professional Development

2.1.1. What is Continuous Professional Development?

The idea of continuous professional development emanates from the understanding that reflection on self-practices and collaboration are essential to improve competence and bring quality in education. Teachers and schools are responsible for student learning. Knowledge does not pour from outsiders; it is to develop through collaborative discussions, application and reflection in accordance with local realities (Sparks and Hirsh, 1997).

Scholars define the practice of teachers' continuous professional development in various ways; but they express the same concept. For example Hayes (2004) defines continuous professional development as, "The activities designed to support teachers in using standards-based instruction and also to help them to develop and interpret standards-based assessment".

Day (1999) gives a more useful definition about professional development, stating that Professional development consists of all natural learning experiences and those conscious and planned activities that are intended to be of direct or indirect benefit to the individual, group or school and which contribute to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills, and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives.

In addition, CPD refers to the sum total of formal and informal learning experiences of teachers throughout career from pre-service education to retirement. It is part of using

technology to foster teachers' growth. Thus, CPD is the support for teachers as they encounter challenges while putting technology into practice and supporting inquiry based learning (Fullan & Steigelbaver, 1991).

The definitions given by the above scholars have one crucial thing in common; they all agree that continuous professional development activities are mainly concerned with the improvement of schools and professional development of individual teachers and the school community as a whole. We can therefore understand from this that continuous professional development activities are career life endeavors to improve professional competencies and standards. The definitions also carry the message that the process includes renovation of knowledge, skill and attitude so as to elevate one's professional status to the desirable level.

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

Many writers use continuous professional development interchangeably with staff development (Clyne, 1995). However, Abdal Haqq (1998) scrutinized the differences between the two. He considered staff development as narrowly focusing on minor institutional missions; lacked integration among efforts, follow-up mechanisms; results were not satisfactory; attempts were just to relieve crises; and reliance was on external expertise. The learner has no right to choose the content and method of learning. Continuous professional development, on the other hand, is concerned with staff collaboration, broadening of pedagogical and subject matter knowledge, strengthening of relationships between schools and research institutions, minimizing the gap between professional requirements and limitations in pre-service teacher training, and focuses on capacity building up to required standards. It emphasizes on empowerment and responsiveness to local needs and identified development needs rather than prescribed ones.

2.1.2 The Purpose of CPD

Many educators pointed out that there are several purposes of CPD. Although, teacher change and ultimately changes in student learning are central to the purposes of CPD (university of Nottingham, Online). Because, Amare (2006), explains that teachers' ability to develop, adopt and improve throughout their careers is essential for effective active learning and depends on their participation in collaborative organizations or communities of practice based on continuous inquiry into practice.

According to Amare (1998), teachers' CPD is mainly aimed at introduction and dissemination of new developments in education and providing assistance for teachers to improve teaching. In other words, teachers change and changes in students' performance is brought about by teachers' professional development since CPD program offer meaningful intellectual, social and emotional engagement with ideas, materials and with colleagues both in and out of teaching (Addisu, 2008).

On the other hand, in light of the purposes of CPD in Ethiopian context, the Ministry of Education (MoE, 2004), has stated five expected purposes of a fully developed CPD program. These are:-All teachers will have access to high quality CPD program; systematically build their professional skills, knowledge, and attitude required of their in accordance with the ETP; remain competent and up-to-date in their own levels of specialty or expertise through a compulsory ongoing program of staff development opportunities designed to meet the needs of both the school and individual teachers; consider CPD as an integral part of their evaluation, relicensing and career development and all schools will offer higher quality education to the benefit of students at every level.

Above all, the prime purpose of CPD is to be deepening and broaden the knowledge, skill and competence of teachers for the overall change of the school as well as students achievement. Farzana, (2010) and Balandford, (2000), also indicated that the purposes of professional development can be summarized as the acquisition of the knowledge, understanding, skills and abilities that will enable individual teachers and the schools in which they work to develop and adapt their range of practice; reflect on their experience, research and practice in order to meet students' needs collectively and individually; contribute to the professional life of the school, and as a practitioner interact with the school

community and external agencies; keep in touch with current educational thinking in order to maintain and develop good practice.

Fullan (2000), states that through CPD teachers should be pursuing moral purpose with greater and greater skill, conceptualizing their roles on a higher plane than they currently do. Tomlinson (1997), shows that the ultimate goal of professional development in schools is to improve the quality of learning and teaching. This can be achieved by recognizing the status of teachers as professionals by ensuring opportunities for them to update and extend their knowledge and skills. It should provide opportunities for reflection and learning from experience as training and development for new role and responsibilities to ensure the effectiveness of the individual teachers in contributing to the development of the whole school.

Therefore, the purpose of professional development is to assist teachers in building new pedagogical theories and practices and help them develop expertise in the field (Dadds, 2001).

2.1.3. Characteristics of Effective CPD

Training and development cultures differ; they may be quite different from one establishment to another. In some schools or departments within schools the ongoing professional development of all staff is seen as integral, given great significance and is very closely linked to the school development plan. In other places nothing could be further from the truth. According to Earley and Bubb (2005), the most effective schools the adults are learning and collaborating as are the pupils - they are learning communities. Such schools have a positive impact on pupils learning and benefits are usually found in teachers' work lives, classroom practice and in improvement in general across the school. They believe that "teachers, who collaborate, learn together, share ideas and model best practice are more likely to remain in teaching and They feel valued and supported in their development and in their work" to Earley and Bubb (2005).

Effective CPD is to consist of that which first and for most enhances pupil out comes, but which also helps to bring about changes in practice and improves teachers' and others

teaching management and leadership skills and qualities (Bolam, 1993). Exposure to and participation a wide range of professional development opportunities is likely to bring about change to individual's beliefs, values, attitudes and behaviors, and these may well lead to changes in classroom and school practices. Ultimately effective CPD has to lead to improvements in pupil learning outcomes, but these outcomes must surely move beyond improved examination or test results. Attitudes, well being and behavior are important too.

Earley and Bubb (2005) put that "CPD can also be effective if it is rooted in a commitment to evaluate and move forward individuals' basic teaching competence" they also mentioned three main areas regarding to effective CPD:

- A.** Policy and conditions for CPD: it is important to have a policy on CPD that defines its aims and describes how these will be implemented. It also includes analysis of professional competence and good CPD culture.
- B.** CPD provision: it includes range of CPD options, teaching CPD content, provides and partners, forms of CPD, promoting and marketing CPD and cost.
- C.** Monitoring, quality assurance and evaluation.

According to MoE (2009) the most effective CPD has the following characteristics. A broad definition of effective CPD aims at improving the teacher's performance in the classroom. It covers the formal and informal activities of teachers based on real situations, ongoing over time with assistance and support as required. Effective CPD it is also focused on classroom practice and collaborative work in regular activities. Teachers work with each other, observing each other, planning lessons together, team teaching and undertaking action research together are also the features of effective CPD. Effective CPD deals with subject content and teaching strategies to improve the classroom practice that enable students to learn better. It has clear procedures for identifying the priorities and aligning training needs of teachers. Effective CPD in any country attempts to meet the needs of the individual teacher, the school, and the nation.

In addition, (Desalgn, 2010) effective CPD is the one which makes use of expert teachers and excellent classroom practitioners with the active involvement of school leaders in

planning, improving and other collaborative CPD activities. Furthermore, effective professional learning focuses on developing the core attributes of an effective teacher. It enhances teachers' understanding of the content they teach and equips them with a range of strategies that enable their students to learn that content. It is directed towards providing teachers with the skills to teach and assess for deep understanding and to develop students' met cognitive skills.

2.2. The Historical Development of CPD

CPD is a recent phenomenon. According to Nicollas (2001), CPD was formerly known as in-service education and training, or INSET. He also states that CPD was first developed in 1960's in Great Britain. The reasons that gave birth for its emergence were problems identified on the issue of the quality of teaching. In America, as noted by Abdal-Haqq (1998), the factors that initiated the need for CPD were: The coming of rival countries to the lead in scientific and economic competition, such as the launching of the sputnik satellite by the Soviet Union and The issue of social justice and pragmatism. Social justice advocates were worried about the gap in learning acquisition between the poor and the rich. Less privileged children achieved less and this was not healthy.

These necessitated the search for improved teacher training and restructuring of educational management. So, instead of developing teachers in teacher training institutions only, the upgrading programs were made to take place in schools. Thus professional development schools became familiar in America.

According to (Grant, Peggy & Young, 2008), it was in late 20th century that the professional development for teachers brought a range of reform-based studies and initiatives that focused on providing quality instruction for which teachers were responsible. Particularly, during the 1980s, many states in the world began to pay more attention to the professional growth of teachers. Teacher tests were implemented to ensure skill levels and knowledge in various subject areas. Evaluations of teaching performance were introduced focusing on the successful implementation of the components of professional responsibilities. Moreover, programs to improve educational quality have also been built into the education systems

since then. One of the leading characteristics of the work of education services was the continuing pursuit of excellence in teacher professional growth. In this case CPD trainings were launched in most countries of the world with the innovation of child centered teaching methods and new techniques for secondary school teaching (Grant, 2008).

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

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

2.3. Continuous Professional Development in Ethiopia

Continuous professional development is a recent phenomenon worldwide. In Ethiopia, as some literatures indicate it is even a new issue that has not yet got the attention it deserved. As indicated in MoE (2005), even though there might have been some efforts to upgrade teacher's professional competence through workshops, seminars and short-term trainings, a dedicated training of CPD for primary school teachers was developed in 2005. And it was introduced with the components of a two year induction program for new teachers and giving training for those who are already in the system where each teacher is expected to complete a minimum of 60 hours CPD per year.

Many of the ideas of education quality and teacher learning are evident in Ethiopia's current policies and programs, particularly in the overall guidelines for quality teacher development in the Teacher Education Strategic Overhaul and the in-service continuous professional development program, both of which are national policies adopted by all of the regional

states (MoE, 2005). In the same token, Amare, (2006) indicate that the government acknowledges the key role that teachers play in education quality and places teachers at the core of its quality improvement strategies.

Nevertheless, findings of different studies show that the quality of CPD program in Ethiopia is low and it was deservingly criticized for focusing on qualification upgrading, inefficient in producing enough number of teachers and for lack of necessary quality. Moreover, CPD in Ethiopia did not equip teachers with the necessary pedagogical skills and sense of professionalism (Bilillign cited in Tilahun, 1990). MoE, (2005) also recognized lack of teachers' commitment, school initiatives, trainers' capacity problem and lack of supervisory support from the principal were among the various implementation problems while CPD was practiced.

Furthermore, TESO (2003) identified the problems of the CPD program in the country as: poor educational management and planning, and lack of crucial, effective and positive support and supervision combined with mismanagement of scarce resources. In addition, the quality of educational leadership at grass root level and the role of the community in the implementation process have not been satisfactory as desired.

The document further states that, to overcome these problems, the Government of Ethiopia set a new education and training policy. The policy states general and specific objectives of education, an overall strategy and areas of special attention and prioritized action. Teacher training and overall professional development of teachers and other personnel has been considered among the three areas of special attention and prioritized action.

According to some document, to facilitate implementation of the policy in the area of teacher education, a task force was formed to study the problems. The study report showed that the Ethiopian teachers' education had multifaceted problems, and this led to a complete teacher education system overhaul, hence, the emergence of TESO. The strategy set for staff development includes introduction of relevant pre-service and in-service teacher training and development of educational and subject matter competence among teachers. To this effect short-term training such as workshops for teaching and learning in higher education

and diploma programs for teacher certification are being implemented.

From the above point, one can understand that TESO is created to improve the overall quality of education based on the new education and training policy. This was to be accomplished through teacher training and overall professional development of teachers and other personnel.

The national framework for the teacher education system overhaul document has envisaged five major priority programs. It is an extensive and radical reform of the teacher education system encompassing areas ranging from pre-service teacher education to continuing professional development. Though CPD is not new to Ethiopia, there was no structured provision of CPD for teachers in schools. TESO-CPD strategies aim to put this structure in place (MoE, 2004).

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

As a kind of new initiatives, systematic application of professional development and improvement of teachers' competence is an important component of the program (World Bank, 2004). In line with this, the Ethiopian Ministry of Education (MoE, 2008) developed a General Education Quality Improvement Package, a five-year plan (2008/9 -2011/12) comprised of six pillars: Civics and Ethical Education, Curriculum, Information Communications Technology, Management and Leadership, School Improvement Program and Teacher Development. One of the major areas of concern is Continuous Professional Development program.

These days, as stated by MoE (2007), in the strategy of Teachers' Development Program of the Ethiopian education system, the need to enhance CPD is the focus of the ongoing education system. Accordingly, professional development emphasizes the improvement of

profiles of teachers, principals and school supervisors to go hand in hand with the vision, mission, goals, curriculum development and renewal of career development. The Teachers' Development Program guideline further targets at sustainable standards of teachers' professional growth through the improvements of teachers quality, assuring teachers' motivation, encouraging action researches and collaborative studies, quality teacher education, continuous in-service short term trainings and experience sharing to add to the overall goal of achieving quality education.

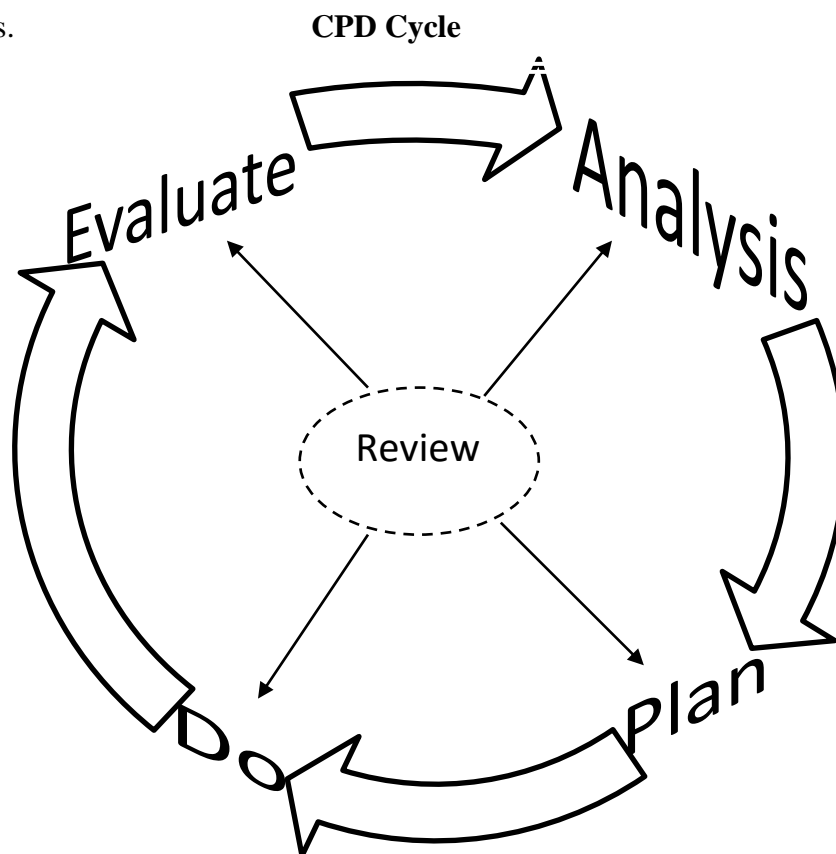
2.4. CPD Links to School Improvement

In words of Simpkins cited in MoE (2009) the link between CPD and school improvement is treated as “school improvement is not an isolated process administrated by higher level administrators. Rather, teachers are crucial to school improvement and are pivotal in promoting high level of achievement in all their students”. In similar way Earley and Bubb (2005) put their relations as “schools often link CPD to objectives or targets as identified in both school development and personal development plans”. They also explain the links of CPD and SIP in their book; in some schools teachers' ongoing professional development is seen as integral given great significance and very closely linked to the school development plan. In such places there is an expectation that individuals and their managers will take a collective responsibility for both individual and institutional development. In this sense good schools are said to make good teachers as much as the other way around. A school wishing to become a learning community would therefore, take its CPD responsibility most seriously and strive to secure effective learning for both its pupils and staff. MoE (2007), reported it in the way “the one without the other (CPD and SIP) hasn't meaning rather than main domains of SIP done by teachers are directly or indirectly one evidence of their relation” Now, all Ethiopia schools are required to produce school improvement plans in order to improve the quality of teaching and learning. CPD is an essential part of school improvement. The school improvement program starts with the process of self-assessment and the setting up of a school improvement committee. School improvement program should not be seen in isolation with CPD, but used together to provide a holistic approach to the improvement of learning and teaching in each institution (MoE; 2007, 2009).

To sum up, both programs activities exercised in a more related way and both targets are improving students' learning and produce good citizens. From this we clearly understand that schools are the place where teachers exert their CPD effort to accomplish SIP goals and objectives.

2.5. The CPD Cycle

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



The CPD program analysis carried out in order to address the learning or development need of an individual, group of individuals or an identified need of school. The analysis activities includes self-assessment, peer review, annual appraisal, and selection of school CPD priorities by the CPD stakeholders, the principals, CPD facilitators, teachers, department

heads, woreda and zone education experts (MoE, 2009). Therefore, needs analysis or needs assessment is always used to systematically explore the way should be used for accomplishing learning and find out expectations upon the outcomes of learning (Rouda and Kusy, 1995).

Planning is the second part of the CPD cycle which is developed annually by the CPD stakeholders of every educational institution preceded by prioritizing the issue identified by the analysis process. The CPD plan can be prepared individually or institutionally with detailed of events and timings within the CPD Module (MoE, 2009). Individual CPD plan is developed annually based on the priorities of the individual teacher and institution. The individual teacher's annual CPD plan is kept in their professional portfolio and used as a guide to the type of information and evidence collected the year. Each institution should develop annual CPD plans. This is done by prioritizing the issue identified by the analysis process. To do more effectively it is recommended to concentrate on three main priorities for each academic year. Once the priorities are selected the annual CPD plan should be completed. This document should describe each priority, identified the desired outcomes, assigning the responsible group or individual and allocated the time needed to implement the plan (MoE, 2009)

CPD planning will be intimately linked and integrated with the school's development/improvement plan and be based on the needs of the school as identified through its self-evaluation; issues identified through other monitoring, the national and local priorities, local community priorities; feedback from staff and others including governors, pupils and parents. Furthermore, professional development plan involves the preparation required to acquire the new skills and knowledge needed to enact the improvements scheduled for implementation. Planning may involve workshops, intensive sessions and other activities prior to initiating the new practices. Moreover, professional development plans propose for the improvements in student learning, and the procedures teachers have to know to take their success to a higher level. Thus, professional development plan anticipates on-going support for professional learning in the context of collaborative problem solving and encompasses interrelated activities such as, action, assessment, and additional learning. These processes go on continuously until the focus of professional development plan is

implemented. Accordingly, each teacher is required to keep a portfolio of CPD activities. The CPD plan that meets the need analysis is developed by an individual and the institution (MoE, 2009).

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

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

Evaluating the effectiveness of CPD is another essential part of the CPD cycle. Ultimately CPD is carried out to help students to become better learners, so it is important to judge whether each CPD program is effective in doing that. The CPD action Plans, whether institutional or individual, should identify desired outcomes for each priority. These outcomes become the focus for review and evaluation. When a program is written, times for reviewing how the program is progressing should also be planned. The effectiveness is judged whether or not it is effective in improving students’ learning. Finally evaluation is reviewing and assessing to judge the effectiveness of the desired outcomes of the CPD action plans (MoE, 2009).

2.6. Activities of Continuous Professional Development

Learning how to teach, and working to become an excellent teacher is long-term process that requires not only the development of every practical and complex skills under the guidance and supervision of experts, but also the acquisition of specific knowledge and the promotion of certain ethical values and attitudes (Villegas–Reimers, 2003). It is clear that professional development of teachers is a lifelong process which begins with the initial preparation that teachers receive and continues until retirement. Ongoing professional development activities of teachers in school have various forms. Some of them are induction, mentoring and assessment of individual teachers, peer coaching, collaborating and evaluation, self-evaluation and whole school training days, Out of their schools, teachers might attend short courses, seminars, workshops and others.

Scholars also identify a number of examples of CPD activities for teachers. Some of these are personal reading and research, induction, mentoring and evaluating student learning materials, training in policies and social affairs, case studies, leading meetings, participating in curriculum based activities, reflection on self-practices participating in education panels, observation, coaching, etc (Villegas–Reimers, 2003; Abdal Haqq, 1998; and Craft, 2000). Although the concept and type of CPD activities are vast, the commonly used major activities, particularly, in the Ethiopian context appropriate program types are presented as follows.

2.6.1. Induction

Teaching involves the use of a wide body of knowledge about the subject being taught, and another set of knowledge about the most effective ways to teach that subject to different kinds of learners; it therefore, requires teachers to undertake a complex set of tasks every minute. Many teachers experience their first years in the profession as stressful (Fullan, 1991). According to Villegas–Reimers (2003), induction is part of ongoing CPD program which is the support that new teachers receive in the form of induction programs. It is planned as systematic programs of sustained assistance to beginning teachers. The proportion of teachers who either do not enter the profession after completing initial (pre–service) training or who have the profession after their first teaching post is high.

According to Fullan (1991), a distinction sometimes is made between inducting a teacher into a new school (explaining the schools vision, procedures, etc.) and inducting a new teacher into the teaching profession (providing the support necessary to help the basic competences that were required in college).

According to Harwell (1999), in some countries teachers are not fully registered until they have acquired two years of classroom experience, during which they can participate in a program of advice and guidance which includes mentoring; discussion groups; observation of other more experienced teachers, and a written record of the induction program. In addition, schools receive resources from district in order to support not only the work of new teachers, but also that of the mentor.

The importance of teachers' induction both for the beginner teachers and the school is that it contributes to avoid unnecessary tension and future malfunction. As indicated earlier, newly qualified teachers are influenced by the existing situation of the school (MOE, 2003). Therefore, it is necessary inducting properly for those newly employed teachers, which is important for new teachers.

To make induction effective, principals, supervisors and concerned training personnel need to plan appropriate induction program and control its process of implementation in order to overcome the shortcomings that may be faced during the teaching learning process.

2.6.2 Mentoring

Mentoring is used to support, encourage and managing their own learning in order that they may maximize their potential, develop their skill, improve their performance and become the person they want to be. It is a process by which an experienced person provides support, encouragement and advice to a less experienced person. Mentoring in schools is used when a beginner teacher or newly appointed teacher is assigned to an experienced one. During mentoring knowledge and skills are transferred by the more experienced teachers to a less experienced teachers .The experienced teacher coaches the beginner or newly appointed teacher, eventually ensuring that he/she acquires the necessary knowledge and skills. It is a complex, interactive process, occurring between two individuals of different levels of experience and expertise which incorporates interpersonal or psychological development,

career and educational development and socialization functions in to the relationship (Caruthers, 1993).

It is a powerful personal development and empowerment tool. It is an effective way of helping people to progress in their careers and is becoming increasingly popular as its potential is realized. It is a partnership between two people normally working in a similar field or sharing field. Mentoring is a longer term relationship and according to (Rhodes, 2004) it is an essentially supportive process it can be used to support teachers through a combination of coaching and counseling.

According to Anderson and Shannon, (1995) mentoring is an activity which is to be an intentional, a nurturing, an insightful, a supportive, protective and a role modeling process. With this in mind, they adopt Anderson's definition of mentoring as a nurturing process, in which a more skilled or more experienced person, serving as a role model, teaches sponsors, encourages, counsels, and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional and/or personal development. Mentoring functions are carried out within the context of an ongoing, caring relationship between the mentor and protégé.

According to Bladford, (2000), mentoring can be defined as a process (assistance) offered by experienced staff to other practitioner who needs to acquire professional skill. The experienced practitioner is appointed as a mentor to assist beginner or inexperienced teacher to adapt to the demands of a complex job of teaching. A mentor provides a new comer with support, problem solving, guidance and network of staff who shares resources practices and materials. The mentors they also expected to establish a supportive supervisory relationship and apply effective counseling skills (Bleach, 1999).

For mentoring to be successful it should be free from compulsion and external pressures. Mentees are free to choose their mentors. Mentoring activities are fruitful if they help newly qualified teachers to develop, if relationships are cohesive and efforts are collaborative. Group achievements are celebrated more than individual efforts. Mentees have chances to reflect. Mentors have development opportunities (Glover and Law, 1996).

Mundry (2005) stated that beginner teachers or teachers who wish to improve their teaching are assigned to an accomplished teacher mentor who teaches the same subject matter. The main focus of the work between the mentor and mentee is on teaching the content and ensuring that the learner understanding. In the process of mentoring, the mentors also benefit as they develop lifelong attributes worth fostering and experience satisfaction with their roles as mentors (Heirdsfield, 2008). In mentoring the school leaders and concerning officials need to plan appropriate mentoring programs and facilitate its implementation in order to get feedback and solve the challenges that can be faced through the process based on the feedback (Anderson and Shannon, 1995).

2.6.3 Action Research

Action research is a process of investigation, reflection and which deliberately aims to improve, or make an impact on, the quality of the real situation which forms the focus of the investigation. It is a form of inquiry which involves self-evaluation, critical awareness and contributes to the existing knowledge of the educational community (McBride, 1996). Based on this author, there are three main reasons why action research can be affective model for teachers' professional development. 1) It is inquiry based, allows teachers to investigate their own worlds; 2) it is aimed at the improvement of teaching and learning in schools; and 3) it leads to deliberate and planned action to improve conditions for teaching and learning (McBride, 1996).

According to Melisew (2008), action research is a process in which participants examine their own education practice systematically and carefully, using the techniques of research. It gives teachers, principals and supervisors work best on problems they have identified for themselves; become more effective when encouraged to examine and assess their own work and then consider ways of working differently; help each other by working collaboratively and working with colleagues help teachers, principals and supervisors in the professional development.

Typically, action research as a process undertaken in a school setting; require being reflective, collaborative activity among colleagues searching for solutions to real problems

experienced in schools and increase student achievement. The process of action research assists educators in assessing needs, documenting the steps of inquiry, analyzing data and make decisions that can lead to desired outcomes (Ferrance, 2000). Hopkins (2002) stated that action research is a form of self reflective enquiry undertaken by the practitioners in social (including education) situations in order to improve the rationality and justice of their own educational practices, their understanding of these practices and the situations in which the practices are carried out. Action research in education is about the systematic study of attempts to improve educational practice by groups of practitioners by means of their own practical action and by means of their own reflection upon the effects those actions (Bell, 1993).

Action research is therefore, a practical way of looking at once own practice in order to check whether it is as one's feel it should be since action research is done by the practitioner, is often referred as practitioner research, or practitioner – led or practitioner based research. It can also be called self reflective practice. In action research practitioners are potential researchers and researchers are practitioners (Ferrance, 2000). Thus, action research is a form of applied research where its purpose is not generation of report, articles or books on the problem, but lifting of the oppressive situation, the freeing of blockages and barriers to effective action; in short the improvement in practice.

In general, it is a means of taking practically encountered problems in a systematic way. It is a means where teacher and school leaders learn from their practice and experience with the aim of improvement or changing of practice in the school system so it is a research with, rather than researcher. According to Ferrance (2000) action research requires active involvement and collaboration of all staff. It can be conducted in three forms: Collaborative approach where supportive staff, school principals, supervisors, students and parent can take part in; individual approach, the individual teacher manages the research project; and whole school involvement where all school community may be involved.

It is characterized mainly by participatory, self-reflective spinal a spiral of cycles of planning, action (implementing plans), observing (systematically) reflecting and then

pre-planning further implementation, observation and reflecting; cyclical uses feedback from data in an ongoing cyclical process (Ferrance, 2000).

Even though action research is important to solve immediate problems in schools; there are constraints for teachers to conduct it. According to Melisew (2008) research work is not an easy task and not free from hindrances. Accordingly, these constraints may come from the teacher themselves or school management or any other source.

Action research is part and parts of teachers' professional development. It requires teachers' reflection 'on' as well as 'in' action undertaking action research and its effectiveness could be influenced by a number of factors some of these are: 1) the capacity to reflect; 2) professional learning culture; and 3) time (USAID/ EQUIP1, 2006). Furthermore, Villegas-Reimers (2003), summarizes the areas of difficulty that prevent teachers from getting involved in action research. These are: lack of expectations that teachers should research and write about their professional practice, the demanding nature of teaching which leaves little time and energy for research, the current lack of professional confidence and marginalization of teachers from government change agendas, the mismatch between many available research methodologies and teachers' professional ways of working classroom.

2.6.4. Coaching

Coaching is the process where a person with expertise in the field assists colleagues through structured discussions and activities on how to solve their problems and perform their tasks better than they would do it without this assistance (TTA, 1998). Coaching may take different forms depending on the purposes and goals. It can be given in the form of either peer or experts.

Peer coaching occurs when two or more peers, usually sharing the same grade, subject or learning area, visit each other as they teach and discuss how to help learners (Bladford, 2000). Furthermore, Bladford (2000) state that peer coach is particularly effective where teachers have under gone the same training and use opportunities to compare how they implement their newly gained skills. In peer coaching as Oldroyd and Hall (1991) rightfully

put it the coach may have received little training in coaching skills but has shared the same training as the teacher being coached and engages in coaching on a mutual basis.

Hopkins and Ainscow (1994) provide an important point when they write that the primary purpose of peer coaching is to support or facilitate and not evaluation, thus peers are more appropriate partners than administrators in this professional growth scheme. In expert coach the coach utilizes specially trained teachers with expertise using particular methods. They observe, support and provide feedback to the other teachers (Moon, 2001).

The main purpose of coaching is improving practical skills. It takes place at workplace when workers seek advice, explanations or demonstrations. The major coaching opportunities are, research, participation in study groups, problem-solving teams, observation on performance of their colleagues, writing journals, participating in improvement endeavors (Clyne, 1995).

In general coaching requires human interpersonal relationships, collegial, atmosphere and collaboration, skillful, knowledgeable and committed. Teachers are required to play coaching role and selecting an appropriate coaches. If this process is successfully implemented in schools, the education system will benefit a lot. Moreover collegiality is considered extremely important for teachers' professional development through providing teachers with learning opportunities and learning space, at the same time, school leaders can and should play a role in creating a supportive working context that encourages teacher professional development (Clement and Vandenberghe, 2001).

2.6.5. Peer Observation

Peer observation is another approach to development and occurs when one teacher is observed in practice by another usually a friendly colleague. It is important for self-evaluation and development. It offers firsthand experience and direct evidence about what happens in other classrooms. It is a very practical and powerful way to support the practice and knowledge about teaching and learning. Peer observation involves one teacher observing another colleague's practice and feeding back in a reflective way, on what they observed. It is about trust and support between colleagues so that the observation is mutually productive. It works best when colleagues choose to work together (Bubb and Earley, 2004).

Conducted in peer observation identify and focus on the issues you want to address rather than dealing with the issues on someone else's agenda as occurs in monitoring and inspection. Peer observation can be done by two colleagues taking turns in each other's teaching session or by working as part of a where different pairs come together. It can also be used throughout a department or school. It is particularly useful when developing a new teaching strategy such as thinking skills, or in focusing on key moments in the school day such as the way lessons are started and finished (Gray, 2005).

Peer observation give an opportunity to watch and understand the development of complex classroom interactions, observe in a structured way how, when and with what effect a teacher uses different strategies, investigate the different effects of a range of teaching styles and strategies on how pupils respond and learn, internalize new approaches you may see in others' practice so that they become part of your repertoire to connect knowledge and practice together (Bubb and Earley, 2004).

2.6.6 Portfolios

According to (MacLaren, 2005), the maintenance of a CPD portfolio is good practice for all teachers regardless of their experience or aspirations. It can offer systematic method for recording professional analysis and development throughout a teachers' career. New teacher entering the profession will maintain a professional development portfolio and profile for the duration of their induction post and should be encouraged to continue this practice once fully registered. Teachers who wish to enter the chartered teacher program will be required to have maintained a portfolio

Hom (1997), stated that a teacher portfolio is an organized collection of information which document the teachers' accomplishments attained over period of time, across a variety of contexts and provides evidence of his/her effectiveness. Besides professional development portfolios provide teachers with a framework for initiating, planning and facilitating their professional development while building connections between professional goals and those of the school. Therefore, portfolio is helpful to provide teachers many opportunities to create productive classroom environment, to reflect upon one's teaching practice to transform inter

personal relationship, to form a culture of inquiry and self review; and develop a good sense of collegial sharing and collaboration. In contrast, Hom (1997) showed that portfolios can be time consuming to construct and to review which implies that time is an essential factor and major obstacle in the process of developing teacher portfolio.

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

2.7 The Support of Principals and Supervisors for the CPD Program

The effective management of professional development depends on individual enthusiasm and the school leadership. Training and development support could be made available if schools and central government are actually as committed as they profess to professional development, and spending money to make it happen (Blandford, 2000). Therefore, the management of professional development in schools will inevitably is dependent on the relationship between external and internal factors. Blandford further states that, the professional development coordinator is responsible for integrating the management of internal and external activities.

Widens and Andrews (1987), also states that the leadership of principals in professional development activities is given particular attention to create a school climate where in schools' curriculum and administrative issues receive collaborative attention by all the teachers in the school. It is principals who formulate the action plans that seem most effective in achieving their aims and objectives and it is important that these principals systematically reflect upon the outcomes of their plans.

Principals and supervisors are given defined duties and responsibilities for the effective implementation of CPD and to run the overall activities in the school. Even though teachers' CPD in the school needs the support of all concerned bodies, the overall responsibility lies on the school principal Adisu (2008). However, teachers did not find support from the principal to be of a particular significance, suggesting that principals have not yet grown into their role which emphasis instructional leadership.

According to the USAID/EQUIP1 (2006), the very important follow up at the school level, which should be led by school principals, is not strong. On the other hand Ebert (1998) states that the major recent change in the role of the principal is toward being the instructional leader of school of the most influential portion of principals role is supporting and developing the professional growth of teachers.

Similarly, Sparks (2002) explained that principals can play a significant role in readying teachers for change naturally. Moreover, Sparks stated that principals who are too controlling negatively may affect teachers' professional development. As described by many researchers to make the implementation process fruitful and effective, principals and supervisors can play a decisive role. Especially, principals have to work with teachers to solve classroom problems when they implement new practices. It is clear that schools need a leader to create a sense of purpose and direction to set a system of professional development.

According to the document about CPD by MoE (2004), principals have great responsibility to run the overall practice of the school based CPD program at school level. Some of the responsibilities of principals as mentioned by the document are: based on the national goals and objectives, the principal is expected to prepare CPD plan at school level; arrange inter school visit programs in collaborating with supervisors at cluster level in order to provide opportunity for teachers to share their experience and look at good practices of the CPD; organize and mobilize human and material resources to facilitate the implementation process of the program. Promote sharing professional development experience and encourage teachers to engage in action research, identify mentors, facilitators, CPD groups with their

respected responsibilities and encourage and assist teachers during the training and organize discussions.

In addition to the responsibilities of the principal, supervisors have that of the role of the principals in supporting school based teachers' CPD. In general as mentioned by many scholars principals and supervisors must encourage and support teachers in order to implement CPD properly and appropriately to help enhance the teaching learning process so as to improve students' achievement.

2.8. Teachers' Benefit from Continuous Professional Development

CPD has become a major focus because of the belief that students' learning, success and school improvement and largely due to the quality and effectiveness of teachers. It is acknowledged to be centrally important in maintaining and enhancing the quality of teaching and learning in schools (Craft, 2000). It also acknowledges the importance of teachers engaging in continuing career long development that meets their own personal and professional needs. CPD is increasingly seen, as a key part of the career development of all professionals which is a shared responsibility with their employers since it serves the interest of both. This fit between the developmental needs of the teacher and the selected activity is critically important in ensuring that there is a positive impact at the school and classroom level. CPD is seen as an essential mechanism for enhancing teachers' subject knowledge and improving their classroom practices (Chapman, 2005).

In addition the process of continuous professional development empowers teachers in the proper application of active learning methods and promotes teachers to produce and use more teaching aids in the classroom. CPD provides the opportunity of sharing exemplary models among teachers. It also paves the way for solving problems through the application of action research and handling students with different needs. Furthermore, continuous professional development creates fertile grounds for team collaboration. It influences practical teaching through portfolio development in order to encourage teachers to have better professional attitude. Thus, CPD fills the gaps of the implementation of school

improvement program to ultimately add to improvement of learning achievement (MoE, 2009).

As suggested by Desalegn (2010), in the Ethiopian context, teachers are expected to have the following benefits of professional competencies which are to be achieved through effective CPD, These are facilitating students' leaning which outlines how teachers plan, develop, manage, and apply a variety of teaching strategies to support quality student learning. Assessing and reporting students' learning outcomes that describe how teachers monitor, assess record and report student learning outcomes. Professional competencies are also gained by engaging in continuous professional development to describe how teachers manage their own professional development and contribute to the professional development of their colleagues. Mastery of Education and Training Policy, curriculum and other program development initiatives is also significant to determine how teachers develop and apply an understanding of the policy to contribute to curriculum and/or other program development initiatives, and finally, forming partnership with the school community in order to guide how teachers build, facilitate and maintain working relationships with students, colleagues, parents and other care givers to enhance student learning.

2.9 Responsible Stakeholders in continuous professional Development practices

2.9.1 Teachers

Professional development is a responsibility throughout teachers' careers, as can be seen in the teachers' standards. TTA (2002), put teachers' responsibility as: "they are able to improve their own teaching, by evaluating it, learning from the effective practice of others and from evidence". "CPD has to be seen as a collective responsibility, the responsibility of both individual teachers and the schools in which they work for the benefit of both" (Earley and Bubb, 2005). According to MoE (2009), teachers are responsible for engaging their CPD for sixty hours each year throughout their careers, working collaborative with colleagues and putting CPD in to practice in the class room.

Teachers in the schools are the main actors in the program and should be beneficiaries. They are requested to create effective CPD meetings at school with the initiative of department heads and other senior teachers in collaboration with facilitators and principals who will join the meetings. They also expected to collaboratively prepare lesson plans, demonstrate in the lessons, observe lessons demonstrated by fellow teachers, participate in discussions after lesson, revise the lesson plan, record discussions and prepare report on CPD meeting and implement acquired skills in their own classrooms. Professional development throughout their careers consulting with others (e.g. mentors, supervisors), identifying personal CPD needs in the light of the institution's annual CPD Plan and individual professional competencies, working collaboratively with colleagues to improve teaching and learning, carrying out sixty hours of CPD each year, putting CPD into practice in the classroom ,being committed to supporting the wider CPD needs of their institution and maintaining a Professional Portfolio to record all their CPD and other professional activities(MoE, 2009).

2.9.2. The Principals

In the implementation of the CPD programs, the individual uniqueness of teachers' experience, expertise, skills and knowledge and their rights to further professional development to improve the quality of should be taken into account in the proper designing and managing of the programs (MoE, 2003).

School principals must be the primary CPD developers, because it is the principal who has the greatest direct control over the factors affecting school environment Marezely (1996). Marezely further stated that identifying the development needs of each teacher and the school staff as a whole, developing and arranging CPD opportunities, monitoring progress and evaluating performance must be undertaken by school principal. The school principal is the common denominator of these factors.

The school principals, play as facilitators of CPD program implementation. Thus, the school principal is a key granter of successful implementation. He can also play a major role in CPD implementation by giving moral support to the staff, by arranging staff development,

by collecting resources to the task and by establishing good working relationship among teachers, by generating better solution to the school problems and the like (Fullan,1991).

In relation with the above idea, MoE (2009) briefly states that principals are responsible for creating a CPD management strategy with in the school and should ensure that learning and student achievement is inclusive at the center of strategic planning and resource management. In addition to this the school principals expected to establish CPD program coordinating committee ,facilitate, giving support and together with colleagues, identifying issues for consideration as CPD priorities. Furthermore the school principals should create conducive environment for teachers, allocate the necessary resource including budget, prepare monthly CPD evaluation programs and regularly monitoring the effectiveness of the changes to teaching and learning. More over the school principals are responsible for ensuring the quality of engagement of teachers in CPD activities monitoring and assessing the content of individual professional portfolio and giving constructive feedback, collaborating with other local head teachers and supervisors to facilitate effective responses to shared CPD issues, taking part in regional and national CPD activities which ensure that their own knowledge and experience is up-to-date, ensuring that all teachers in schools take part in sixty hours of CPD activities each year, collaborating with woreda, zone and REB professionals to ensure that national and regional CPD priorities are addressed in institutional CPD planning.

Hence, it is clear from the discussion above that the school principal is the key player of CPD activities. The principal's role in nurturing CPD is significant and it begins with sensitivity to the school development needs. He has to develop professional kinship with the school staff in order to foster the school improvement and satisfy the needs of the staff.

2.9.3. Supervisors

Instructional supervision is service that will be given for teachers, and it is the strategy that helps to implement and improve teaching learning process, and an activity that is performed for the advantage of students learning achievement. Due to this, the supervisor expected to act as a coordinator, a consultant, a group leader and a facilitator in teaching learning

activities. The mission of the supervisor is implementing and strengthening teaching learning process through providing professional support, and also creating conducive situation for the improvement of students' (USAID, 2004).

Supervision is the service provided for the purpose of improving teaching and learning. In today's school it is a cooperative service designed to help teachers rather than to report about them. Supervisors should work with the entire staff, classroom teachers and leaders. Supervisors serve as a resource leader for teachers to check the availability of resource for professional development teachers and effective implementation of the curriculum. They carry out their responsibilities by using different techniques such as by preparing workshops, seminars, and conferences with teachers (Ukeje, et al, 1992).

Supervisor is an expert who supports teachers and other educational experts for the improvement of teaching learning activities and also who motivates teachers for their professional growth. Moreover, a supervisor is responsible to act as a coordinator and expected to work intimately with teachers and school community for the school improvement program. Based on this, a supervisor monitors the curriculum development, facilitates in-service training, and provides professional support for teachers particularly on the basis of school improvement program and quality education (MoE, 2006)

Moreover, supervisors are responsible for establishing and supporting the CPD Committee, managing and coordinating CPD activities, providing opportunities for collaboration and the sharing of good practice within the school and with other schools, making available resources for schools to use in the classroom, providing training opportunities as appropriate, supporting the delivery of the induction program for newly deployed teacher, reporting annually to the woreda on CPD activities and maintaining an effective communication system of the school (MoE 2009).

2.9.4. The Responsibility of Education Offices

The role of the local and regional education bureaus is to help develop a culture of continuous improvement in schools that provides teachers and leaders with opportunities to participate in high quality professional learning. The offices continuously collect and

analyze student, school and data in order to assist schools to monitor their individual performance and develop the capacity to manage their own self-improvement. According to the CPD guideline of the Ministry of Education, MoE (2009), the woreda and zone education offices play an important role in the implementation of CPD programs. Woredas are responsible to plan, organize, coordinate, supervise, and support CPD programs to ensure effective implementation in the local context. Woreda education officers are also responsible to allocate sufficient budget, prepare training opportunities and discussion forums. Furthermore, Zone Education Department and Regional Education Bureau (REB) involve in the practical consultation of all stakeholders, and preparation and distribution of relevant CPD materials. The Ministry of Education is also responsible to analyse and identify national priorities, production of materials, and organizing trainings to implement them. Hence, the Ministry produces and circulates the national CPD plans and raises awareness of the guidelines followed by monitoring and evaluation of the overall program.

Also, the regional, zonal or woreda level governments play a critical role in raising awareness and encouraging debate about what teachers and school leaders need to know and be able to do to improve student learning. They also promote and engage teachers, schools and the wider education community in professional conversations to facilitate the development of a shared language for describing effective schools, effective leaders and effective teachers. In sum, regional or local superintendents are responsible in creating conducive school system or school environment for the effective implementation of the school based CPD program (Desalegn, 2010).

Generally, the Federal Ministry of Education, the Regional Education Bureau, and Zone Education Desk and woreda education office are responsible to identify the national and local priorities of continuous professional development. These bodies take the responsibilities of allocating sufficient resources; evaluation of the overall effectiveness of the professional development program; providing the necessary technical supports; preparing trainings; and providing discussion opportunities on the status of the process of CPD implementation and the prevailing challenges.

2.10. Challenges in the implementation of CPD

Although the necessity for CPD in schools is universally acknowledged, it seems hard and challenging to put it into practice. Guskey (2000), states that professional development is filled with descriptions of past failures and reviews of modern professional development programs are often just pessimistic. Many conventional forms of professional development are seen as too top down and too isolated from school and classroom realities. In fact, one constant finding in the research literature is that notable improvements in education almost never taken place in the absence of professional development since at the core of each and every successful educational improvement effort is thoughtfully conceived, well designed, and well supported professional development component (Guskey, 2000).

Practically, the CPD guide line (MOE, 2004) and (USAID / EQUIP1, 2006) that it will become part of the fabric of every school and contribute to the quality of education offered. But as CPD is a new program and the school is a complex institution, the implementation of CPD may be challenged by different factors. Accordingly, the main factor that are challenging to the implementation of CPD are time constraints because of heavy work, lack of trained mentors and facilitators which is lack of necessary support for their learning, but in fact, they are expecting traditional modes of professional development (expert-led) training is against the principles of CPD. In addition to the above constraints, there is difficulty of reflection and lack of CPD's relation to the teaching learning process. Above all, scarcity of CPD text and inappropriate selection of mentors, facilitators and relevancy of the contents of the CPD manual are key factors that potentially challenge the implementation of CPD. (AREB, 2009 and MoE, 2004).

CHAPTER THREE

THE RESEARCH DESIGN AND METHODOLOGY

This chapter presents the methodological aspects of the research, which includes research design, research method, study population, sample size and sampling techniques, data collecting instruments, data analysis and interpretations, validity and reliability check and also ethical considerations.

3.1. The Research Design

The design of this research is descriptive survey, because descriptive survey is used to obtain precise information to examine and describe the current practices and challenges of continuous professional development in secondary schools of Assosa Zone. Besides, it helps to gain detailed data from large number of respondents and arrive at valid general conclusion. In line with this, Cohen, et.al (2002) stated that descriptive survey gives a better understanding of phenomena which helps a fact finding method with adequate and accurate interpretation of findings.

3.2 The Research Method

To accomplish this purpose the researcher was employed both quantitative and qualitative research method. Quantitative method is used to analyze the data obtained from close ended questionnaire. Besides, the qualitative part is used to analyze the data obtained from interview and document analysis by incorporating in the study to complement and to enrich the quantitative data.

3.3. Sources of Data

The source of necessary information to conduct the study is primary data sources. The primary data was collected from Zone education department supervision coordinator, Woreda education office teachers, principals and supervisors' **development coordinators**, secondary school cluster supervisors, school principals and teachers through questionnaire and unstructured interview. The decision to use these subjects as a source of data is based

on the expectation that they have a better experience and information about the implementation of CPD in secondary schools. Secondary data was obtained from portfolios of teachers and other school records which were recorded with respect to CPD activities.

3.4. The study site

Assosa Zone is one of the three Zones in Benishangul-Gumuz Regional State of Ethiopia, which is bordered on the south by the Mao-Komo special Woreda, on the west by Sudan, on the northeast by the Abay River which separates it from Metekel and on the east by the Dabus River, which separates it from Kamashi. Assosa is the capital city of this zone and also to BGRS. It is found on 678 KM distance from Addis Ababa. Assosa Zone comprises seven Woredas; Assosa, Bambasi, Homosha, Kurmuk, Mengie, Oda-Godere and Sherkole Woreda. Total number of primary and secondary schools in a Zone are 136 and 16 respectively. The numbers of teachers are also 1427 in primary and 269 in secondary including preparatory schools.

3.5 Population

“Population is the entire group of people to which a researcher intends the results of a study to apply (Aron, A., Aron, E. & Coups, 2008).” Therefore, the population that were included in this research are all concerned academic staffs in 16 secondary schools of Assosa Zone; specifically, secondary school teachers (242), principals (16), secondary school cluster supervisors (8), Woreda education office teachers, principals and supervisors development coordinator (7) and Zone education department supervision coordinator(1) a total of 274.

3.6. Sample Size and Sampling Technique

From the total of 16 secondary schools 8(50%) were selected by using simple random sampling technique (lottery method). Because, most secondary schools in Assosa Zone have relatively similar standards like in infrastructure, facility, availability of necessary human resources (both administrative and academic) and other, thus selecting them randomly prompted their representativeness for the whole secondary school teachers of the Zone.

To determine the sample size of teachers from the total target populations (242) of Assosa zone secondary schools, the researcher selected 126 (52%) teachers as representatives for this study. The researcher believes that these representatives are manageable and sufficient to secure the validity of the data. Therefore, the sample size for this study was 126 teachers.

The total numbers of teachers in the eight selected secondary schools are 160. Hence, to select 126 teachers through simple random sampling technique, proportional allocation to the size of teachers in each school were done. Selecting teachers through random sampling technique help the researcher to keep representativeness of the research work through giving equal chance for each teacher to be a sample unit. Making proportional allocation to teachers in each school, equalize the representativeness of the larger as well as the small secondary schools for the study. It was done by dividing the targeted sample teachers (126) with the total number of teacher in the eight secondary schools (160) and multiplied with total number of teachers' in each school. Mathematically;

$$Ps = \frac{n}{N} \times N_{\text{of teacher in each school}}$$

Where, $Ps = \text{Proportional allocation to size}$

$n = \text{Total teachers' sample size (126)}$

$N = \text{Total number of teacher in the eight selected sample school (160)}$

After determining proportional allocation to size of teachers to each school, the researcher employed lottery method.

Secondary school cluster supervisors (4), school principals (8) and woreda education office teachers, principals and supervisors development coordinator (4) and Zone education department supervision coordinator(1) a total of 17 respondents, were selected through purposive sampling technique. Secondary school cluster supervisors and Woreda education office teachers, principals and supervisors development coordinator were taken from the Woreda in which the sample secondary schools were selected (Assosa Woreda, Banbasi Woreda, Mengie Woreda and Homusha Woreda). Selecting them purposively has great benefit because, these respondents are the core to follow up the implementation of CPD

activities and also have deep information regarding to some factors that hinder the implementation of CPD. By supporting this Ball (as cited in Cohen, Manion, and Morrison, 2007,) states that “purposive sampling is used in order to access ‘knowledgeable people’, that is those who have in-depth knowledge about particular issues, may be by virtue of their professional role, power, access to networks, expertise or experience.” Purposively selected samples were used to get in-depth information through unstructured interview.

In general 143 individuals were included as the sample to extract sufficient evidence on the practices and challenges of continuous professional development (CPD) in secondary schools of Assosa Zone. The next table indicates the total study population in the study area.

Table 1- The summary of the population, sample size and sampling technique

<i>No</i>	<i>Participants</i>		<i>Total No</i>	<i>Sample size</i>	<i>Sampling Technique</i>
1	Secondary schools		16	8	Simple Random Sampling
2	Teachers	Assosa SS	66	50	Simple Random Sampling
		Euket Fana SS	19	14	
		Komeshiga SS	12	9	
		Megele No.2 SS	13	10	
		Banbasi SS	24	18	
		Mengie SS	10	8	
		Homosha SS	12	9	
		Ura SS	10	8	
		Total	166	126	
3	School Principal		8	8	Purposive Sampling
4	cluster supervisor		4	4	
5	Woreda education office teachers, principals and supervisors development coordinator		4	4	
6	Zone education department supervision coordinator		1	1	

3.7 Instruments of Data Collection

The data gathering tool employed in the study were questionnaires, interview and document analysis.

3.7.1 Questionnaire

Closed ended questionnaire was employed to collect quantitative data from selected teachers. This is because questionnaire is convenient to conduct survey and to acquire necessary information from large number of study subject with short period of time. Furthermore, it makes possible an economy of time and expense and also provides a high proportion of usable response (Best & Kahn, 2003). The questionnaire was prepared in English language, because all of the sample teachers can have the necessary skills to read and understand the concepts that were incorporated.

The questionnaire has two parts. The first part of the questionnaire describes the respondents' background information, categories include: gender, age, length of service and qualification. The second and the largest part incorporate the whole number of closed-ended question items that address the basic questions of the study. Likert Scale was employed to identify the extent to which the respondents agree or disagree. Because it is easy and takes less time to construct; simplest way to describe opinion and provides more freedom to respond. The likert consists of five scales: 5= strongly agree, 4= agree, 3= undecided, 2= disagree, and 1= strongly disagree.

3.7.2 Interviews

Unstructured interview was used to gather in-depth qualitative data from Zone education department supervision coordinator(1), Woreda education office teachers, principals and supervisors development coordinators (4), secondary school cluster supervisors (4) and school principals (8) on the current practices and challenges of CPD in secondary school. Employing unstructured interview for the whole 17 academic staff has an immense importance. Because interview has greatest potential to release more in-depth information, provide opportunity to observe non-verbal behavior of respondents, gives opportunities for clearing up misunderstandings, as well as it can be adjusted to meet many diverse situations (MoE, 1999).

3.7.3 Document Analysis

The overall CPD records of sample schools' portfolio documents consisting of the CPD plans, reports on CPD and feedback were assessed by using structured check list.

3.8. Procedures of Data Collection

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

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

3.9. Methods of Data Analysis and Interpretation

The data was analyzed both quantitatively and qualitatively. The analysis of the data was based on the responses collected through questionnaires, interview and document analysis. The data collected through closed ended questions were tallied, tabulated and filled in to SPSS version 16 and interpretation was made with help of percentage, mean and standard deviation. Because, the percentage was used to analyze the background information of the respondent, whereas, the mean and standard deviation are derived from the data as it was serve as the basis for interpretation of the data as well as to summarize the data in simple

and understandable way (Aron et al. 2008). Therefore, descriptive statistic was used for the purpose of understanding the main characteristics of the research problems.

On the other hand, the data obtained from interview and document analysis was analyzed qualitatively. The qualitative analysis was done as follows. First, organizing and noting down of the different categories were made to assess what types of themes may come through the instruments to collect data with reference to the research questions. Then, transcribing and coding the data to make the analysis easy. Also the results were triangulated with the quantitative findings. Finally the findings were concluded and suggested recommendations were forwarded.

3.10. Validity and Reliability checks

Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Yalew, 1998). To ensure validity of instruments, the instruments were developed under close guidance of the **advisors** and a pilot study was carried out to pre-test the instrument. To avoid ambiguity and unclear statements, a pilot study was carried out on 20 teachers of Goh secondary school to pre-test the instrument. The respondents of the pilot test were not included in the actual study. Based on the respondents' response some improvements were made on the questionnaire to make it clear and relevant to the basic questions so as to get more valuable information. For example, some questions which were found unnecessary were cancelled; some unclear statements were also elaborated.

Additionally the reliability of the instrument was measured by using Cronbach alpha test. A reliability test is performed to check the consistency and accuracy of the measurement scales. As Table 2 shows the results of Cronbach's coefficient alpha is satisfactory (between 0.82 and 0.94), indicating questions in each construct are measuring a similar concept. As suggested by (Phyllis, Ross, & Brian, 2007) the reliability coefficients between 0.90-0.6 are generally found to be internally consistent or reliable.

Table 2: Reliability Coefficients of the Practices and challenges of CPD

<i>No</i>	<i>Practices and challenges of CPD variables</i>	<i>Reliability Coefficients</i>
1	Implementation of CPD activities	0.92
2	Support provided from principals in the practices of CPD	0.89
3	Support provided by cluster supervisor in the implementation CPD	0.82
4	Support provided from Woreda education experts in the practices of CPD	0.90
5	Professional benefits of teachers gained from CPD practices	0.94
6	Challenges of CPD	0.84
<i>Average Reliability Coefficient</i>		<i>0.88</i>

3.11. Ethical consideration

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. Ethical considerations play a role in all research studies, and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore, there are a number of ethical considerations made during the study. Voluntary participation of respondents is encouraged. Responding to interviews and filling of questionnaires required significant time and energy and its participation could disrupt the respondents' regular activity. For this reason, the researchers explained the objectives and significance of the study to the respondents and allowed them to exercise their right to voluntary participation. To avoid any psychological harm, questions were framed in a manner that is not offensive and disturb their personality. They are assured that the information they provided would be kept confidential. To ensure this, the researchers removed information that required identification of names of respondents. Furthermore, the first page of the questionnaire displays an opening introductory letter that requesting the respondents' cooperation to provide the required information for the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with presentation, analysis and interpretation of the data gathered from the respondents through questionnaires, interviews and document analysis. Thus, the quantitative as well as qualitative analysis of data was incorporated in to this chapter. The qualitative part was supposed to be complementary to the quantitative analysis. Hence, the qualitative data includes the data gathered through interviews and document analysis.

As mentioned earlier, among various data collecting instruments, questionnaire and unstructured interview **are** used to collect necessary or relevant information for this study. Thus a total of 126 questionnaires were distributed to secondary school teachers. But properly filled and returned questionnaires were 122 (96.8%). The other 4 questionnaires were lost or not included in the analysis, as some were not given by the respondents while the other was incomplete. Among 17 interview respondents 16 (94%) **are** properly participated and gave necessary information on the issue under investigation. But one cluster supervisor is not participated since he was absent during the time of data collection. In general 96.5% of respondents are participated and gave necessary information on the issue raised through questionnaire and interview. Therefore, the total response rate is sufficient and safe to analyze and interpret the data.

Thus, this chapter consists of two parts. The first part is concerned with the description of the characteristics of the respondents. Whereas, the second part of the research deals with the analysis and interpretation of the main data.

4.1. Characteristics of the Respondents

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

Table 3:- Characteristics of the Respondents

<i>N</i>	<i>Itc</i>	<i>Respondents</i>		

Q		Category	Teachers		School Principals		Cluster Supervisors		Woreda education office teacher development coordinators		Zone education department supervision coordinator	
			No	%	No	%	No	%	No	%	No	%
1	Sex	Male	106	86.89	8	100	3	100	4	100	1	100
		Female	16	13.11	-	-	-	-	-	-	-	-
		Total	122	100	8	100	3	100	4	100	1	100
2	Age	20-25	33	27.05	-	-	-	-	-	-	-	-
		26-30	44	36.07	-	-	-	-	-	-	-	-
		31-35	24	19.67	4	50	2	66.67	-	-	-	-
		36-40	11	9.02	3	37.5	1	33.33	2	50	-	-
		41-45	3	2.46	1	12.5	-	-	1	25	1	100
		46-50	6	4.92	-	-	-	-	1	25	-	-
		Above 50	1	0.82							-	-
3	Service year	0-5	53	43.44	-	-	-	-	-	-	-	-
		6-9	30	24.59	-	-	-	-	-	-	-	-
		10-13	17	13.93	5	62.5	2	66.67	-	-	-	-
		14-17	7	5.74	1	12.5	1	33.33	3	75	-	-
		Above 17	15	12.30	2	25	-	-	1	25	1	100
4	Level of Education	Certificate	-	-	-	-	-	-	-	-	-	-
		Diploma	2	1.64	-	-	-	-	-	-	-	-
		First degree	119	97.54	6	75	3	100	4	100	1	100
		Second degree	1	0.82	2	25	-	-	-	-	-	-

Item number 1 in Table 3 relates to the sex of respondents. As the information obtained from respondents in this regard show, 106(86.89%) and 16(13.11%) of the respondents were males and females respectively. This means that the majority of the respondents are male. So from this, one can easily understand that the number of females' teacher is lower than that of males in the sample secondary schools of Assosa Zone.

Similarly, all the interviewee participants are males. This implies that the leadership position of secondary schools as well as Woreda education office teacher development coordinators have been dominated by males. From this, one can conclude that female teachers are not on the leadership position in Assosa Zone. Hence, female teachers should be encouraged to be a leader and be a model for female students in the study areas.

Age is another general characteristics of the respondents considered. According to the information from the responses all of the respondents were above 20 years of age. Of the total teacher respondents 33(27.05%) that falls in the year category between 20-25, 44(36.07%) were within the age range of 26-30, 24(19.67%) were within the age range 31-35 and 11 (9.02%) within 36-40. This indicated that a large number of teachers were found in the young ages. Regarding the age range of the interviewees, the majority 50% of school principals and 66.67% of cluster supervisors were within the age range of 31-35 and 50% of Woreda education office teacher development coordinators were within the age range of 36-40, which is believed to be at their adult age. Hence they are likely in a good position to provide adequate and rational responses to the questions presented to them.

As depicted in table 3, respondents' by their teaching experience (service year). Accordingly, 53(43.44%) were with the service year range of 0-5 years, 30(24.59%) were with the experience range of 6-9 years, 17(13.93%) of them were the experience of 10-13. This implies that the majority 53(43.44%) of respondents are in between 0-5 years of teaching experience that are assumed to get professional support from their experienced teachers, school principals and cluster supervisors.

Moreover, regarding the service year of interviewees, 5(62.5%) of principals and 2(66.67%) of cluster supervisor were within the service year range of 10-13, 3(75%) Woreda education office teacher development coordinators were within the service year range of 14-17, 2(25%) of principals, 1(25%) of Woreda education office teacher development coordinators and Zone education department supervision coordinators were within the service year range of above 17. The data implies that, all the interviewees experience was above ten years. This shows that, they had a relatively better and deep understanding of the teaching profession and various programs carried out in schools including CPD program. They might be in good

stand to identify those major problems observed in the implementation of continuous professional development.

Concerning to the educational qualification of respondents, in the same Table above, 119 (97.54%) and 1 (0.82%) of the respondents are first degree and masters degree holder respectively. While, 2(1.64%) of teachers have diploma holders. That is due to the shortage of teachers in some subject like ICT.

Regarding the educational level of the interviewees, except for two school principal, with second degree holder (MA), the rest of the interviewees have first degrees in teaching. From this, one can infer that there is no more difference between secondary school principals, cluster supervisors and secondary school teachers regarding their level of education. As per the policy of the MoE, teachers of secondary schools are expected to be at least first degree holders. The secondary school principals and cluster supervisors in Assosa Zone lacked appropriate qualification as per the standard set by MoE (master's degree). This situation may have an influence on the effective implementation of CPD.

4.2. Presentation, Analysis and Interpretation of the Research Questions

This part of the study is dedicated to the presentation, analysis and interpretation of the data gathered from respondents' on practices and challenges of continuous professional developments: such as, implementation of CPD activities, support provided by school principals, cluster supervisors and woreda education office experts, benefit of CPD and the prevailing challenges of CPD in case of Assosa Zone secondary schools. With respect to this, teachers responded to closed-ended questionnaires. The closed-ended items across sub-categories are computed and analyzed by using mean scores. In addition, items across each category were arranged under the rating scale with five points. These five points scale range from 1= strongly disagree, 2= disagree, 3= undecided, 4= agree and 5= strongly agree. Mean scores were calculated from the responses. For the purpose of easy analysis and

Interpretations, the mean values of each item and dimension have been interpreted as follows. In this study, the practices of CPD with a mean value of 0-1.49 strongly disagree, 1.50-2.49 as disagree, 2.50-3.49 undecided, 3.50-4.49 agree and 4.50-5.00 as strongly agree

with the implementation of activities in the study area. Besides, data from interviews were triangulated to validate the findings.

4.2.1 The Implementation of CPD Activities

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

Table 4: Implementation of CPD activities

<i>No</i>	<i>Items</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>
1	I try to introduce myself with the overall CPD activities	122	2.27	1.04
2	I am taking induction course when I was newly hired		1.92	1.10
3	Taking induction course made me to know more about the culture and discipline of the school		2.05	1.12
4	I am being mentored by well-experienced senior teachers		2.28	1.30
5	I am mentoring other teachers on CPD practices		2.15	1.20
6	I have well planned for each CPD practices		3.02	1.37
7	Preparing portfolio by recording all CPD documents		2.39	1.26
8	I regularly visit my group members CPD portfolios		2.22	1.12
9	Conducting action researches with other teachers or groups		1.86	0.96
10	Involving in frequent peer discussions on CPD activities		2.41	1.38
11	improving classroom practices based on the feedback from self evaluation		2.15	1.27
12	Continuously improving classroom practices based on the feedback from colleagues		2.00	1.09
13	Re-planning CPD activities based on the evaluation of implemented CPD practices		3.08	1.23
<i>Overall mean value</i>			2.29	0.38

Keys: - scale ranges of mean value,

0-1.49 strongly disagree, 1.50- 2.49 = disagree 2.50 - 3.49 = undecided

3.50-4.49 agree 4.50 - 5.00 = strongly agree SD= Standard deviation

As can be seen from the above Table, teachers' are asked to rate their practices in the implementation of continuous professional development in their respective schools. Thus, teachers' overall mean value 2.29 with a standard deviation of 0.38 reports their disagreement. In other words the efforts of teachers in the implementation of continuous professional development activities were inadequate. Specifically, the mean value 2.27, 1.92, 2.05, 2.28 and 2.15 for item 1, 2, 3, 4 and 5 respectively, which are in the range of disagree. Thus, the attempt of teachers to introduce themselves with the overall CPD practices and the induction course taken by the newly hired teachers were inadequate, teachers were not well mentored and devoted to mentor their colleagues to enhance the implementation of CPD. Contrary to this; findings in literature indicate that the most effective forms of CPD are pre-service trainings followed by mentoring through critical friendship supported by series of workshops (Day. 2005).

Similarly, the mean value 2.39, 2.22, 1.86, 2.41, 2.15 and 2.00 for item 7, 8, 9, 10, 11, and 12 respectively, which are in the range of disagree. From this it could be said that teachers were less involving in conducting action researches, teachers preparation of CPD portfolio by recording all relevant documents and visiting group members CPD portfolios to share experience was found to be inadequate and secondary school teachers have not improved their class room practices through continuous self and peer evaluation. In relation to this, as Marchington and Wilkinson (2006) explain for CPD to be functional, it should be continuous so that teachers should always be looking for ways to improve performance; CPD has to be the responsibility of the individual teacher to own and manage; it has to be driven by the learning needs and development of the individual teachers; CPD must be evaluative rather than descriptive of what has taken place; and finally, CPD should be an essential component of professional and personal life of teachers. Item 6 and 13 in the same table with mean value 3.02 and 3.08 respectively shows teachers implement it as undecided.

The data obtained from interview indicated that in almost all secondary schools in Assosa Zone, the actual implementation of CPD was at its very early age. Planning preceded by need identification was the only implemented activity in all schools. The participants of interview in Bambasi Woreda stated that "only three teachers who were trained once at the woreda level were activating the process of planning and speaking about CPD in their

school. The other teachers were confused and unwilling to do with it.” Similarly, the Assosa Zone Education Department supervisor informed that the secondary schools’ CPD partners were not fully involving in the realization process. As the interview discussion indicated that, the Regional Education Bureau provided one day training for a few number of teachers. Accordingly, all schools have identified CPD needs and prepared plans of actions. But no parts of the plans were really implemented. On the other hand, the portfolio documents were analyzed in all secondary schools. Whatever the content would be, the CPD plan documents exist in all schools. However, the implemented activities were not recorded in seven of the observed schools. Only one school has prepared the portfolio document by the department heads. Available documents regarding the exemplary activities implemented in the schools were assessed. Accordingly, only one secondary school has provided training one time at the school levels and no record was found in all schools regarding CPD in connection with classroom activities and evaluated from the CPD point of view. Thus, based on the response and document analysis, it concludes that the involvement of teachers in the implementation of the CPD activities was ineffective or low.

4.2.2 Support provided by Principals in the Practices of CPD

Enhancing teachers’ professional development is one of the most important tasks carried out in schools by principals. Therefore, school principals have responsibility for helping teachers to grow and develop in their understanding of teaching and classroom life, in improving basic teaching skills and in expanding their knowledge. Thus this part of analysis examined whether principals effectively support teachers’ in the practices of continuous professional development.

Table 5: Support provided by School Principals in the Practices of CPD

<i>No</i>	<i>Items</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>
1	The school principal arranges visit programs within the school to consult with other groups on CPD practices	122	2.25	1.23
2	The school principal arranged induction courses of CPD for the newly deployed teachers		1.94	1.08
3	The school principal prepares discussion forums with other schools		1.91	1.04
4	The school principal encourages and supports teachers to exercise peer evaluation on CPD practices		2.92	1.18
5	The school principal prepares training opportunity based on the teachers training needs		2.15	1.11
<i>Overall mean value</i>			<i>2.23</i>	<i>0.41</i>

Keys: - scale ranges of mean value,

0-1.49 as strongly disagree 1.50- 2.49 = disagree 2.50 - 3.49 = undecided

3.50-4.49 agree 4.50 - 5.00 = strongly agree SD=Standard deviation

As can be observed from Table 5, teachers' are asked to rate the support provided from principals in enhancing the practices of continuous professional development activities in their respective schools.

Thus, teachers' overall mean value 2.23 with a standard deviation of 0.41 shows their disagreement on the support provided by principals in enhancing the practice of continuous professional development in secondary schools. The response in Table-5 above vividly indicates the presence of insignificant or low support was provided to teachers by the school principal. Specifically, the mean value 2.25, 1.94, 1.91 and 2.15 for item 1, 2, 3 and 5 respectively, which are in the range of disagree. Thus, the support provided by school principals to teachers in enhancing the practices of continuous professional development was insufficient. Item 4 in the same Table with mean value 2.92, shows support provided by

school principals it as undecided. Similarly, the interview held with the school principals and cluster supervisors, revealed that group discussion and peer evaluation was not regular and frequent. Accordingly, they conduct such collaborative activities only once or twice in the semester. But these activities are not practiced continuously due to burden of work, budget limitation and they had no professional trainings different from teachers so as to provide appropriate and timely support and feedback for the teachers. Thus, it could be concluded that secondary school principals in Assosa Zone were not supporting and facilitating the practices of continuous professional development.

4.2.3 The Support provided by cluster supervisor in the implementation of CPD

Supervisors have the duties to help teachers to organize and provide professional training programs and gives induction orientation to new teachers as a means to achieve professional development of teachers. Thus this part of analysis examined whether cluster supervisors effectively support teachers' in the practices of continuous professional development.

Table 6: Support provided from cluster supervisors to teacher in the implementation of CPD

<i>No</i>	<i>Items</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>
1	Arranging discussion forums in experiences sharing with other schools on CPD practices	122	1.82	0.99
2	Encouraging and supporting teachers to exercise peer evaluation on CPD practices		1.70	0.89
3	Providing induction course of CPD for newly deployed teachers		2.14	1.07
4	Giving an immediate constructive feed back after the evaluation of CPD practices		1.52	0.65
<i>Overall mean value</i>			<i>1.80</i>	<i>0.26</i>

Keys: - scale ranges of mean value,

0-1.49 as strongly disagree 1.50- 2.49 = disagree 2.50 - 3.49 = undecided

3.50-4.49 agree 4.50 - 5.00 = strongly agree SD=Standard deviation

As can be observed from Table 6, teachers' are asked to rate the support provided by cluster supervisor in enhancing the implementation of continuous professional development activities in their respective schools had the overall mean value of 1.80 with a standard deviation of 0.26. The result reflects the teachers' disagreement on the supports provided from cluster supervisor to teachers on the implementation of continuous professional development activities. Thus, ineffective or low supports were provided by cluster supervisor in the practices of continuous professional development. Specifically, the mean value 1.82, 1.70, and 1.52 for item 1, 2, and 4 respectively, indicates the coordination of experience sharing forums among secondary schools, encouraging teachers to exercise peer evaluation and the supervisory activities regarding CPD evaluation and providing constructive feedback were insufficient. Similarly, the interview held with the school principals shows that:

There was no close professional support by the cluster supervisors in designing or arranging group discussion, training programs, mentoring, peer evaluation and induction course for newly deployed teachers in order to enhancing the practices of continuous professional development.

Thus, it is possible to conclude that the support provided by cluster supervisor to teachers in the implementation of continuous professional development was insufficient or low. In contrast to this finding, and as typically shown in the literature, supervisors are responsible for supporting teachers, the CPD Committee, managing and coordinating CPD activities, providing opportunities for collaboration and the sharing of good practice within the school and with other schools, providing training opportunities as appropriate, supporting the delivery of the induction program for newly deployed teacher, reporting annually to the Woreda on CPD activities and maintaining an effective communication system of the school (MoE 2009).

4.2.4 The Support provided by Woreda Education experts in the practices of CPD

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

Table 7: Support provided by Woreda Education experts in the Practices of CPD

No	Items	N	Mean	SD
1	The experts usually ensure the allocation of sufficient stationery materials for secondary school	122	3.50	1.38
2	The experts frequently coordinate teachers' conferences to discuss on CPD practices		1.52	0.56
3	The experts frequently follow up schools on CPD performance		2.03	1.14
4	The experts prepare trainings or workshops regarding CPD practices		1.51	0.55
5	Arranging experience sharing programs with the neighbor schools		2.14	1.19
6	The experts usually give us an immediate constructive feedback after the evaluation of our school's CPD performances		2.16	1.08
<i>Overall mean value</i>			<i>2.14</i>	<i>0.73</i>

Keys: - scale ranges of mean value, 0-1.49 as strongly disagree 1.50- 2.49 = disagree
 2.50 - 3.49 = undecided 3.50-4.49 agree 4.50 - 5.00 = strongly agree
 SD=Standard deviation

As can be observed from Table 7, teachers' are asked to rate the support provided from Woreda education office experts to teachers in the process of continuous professional development implementation in their respective schools had the overall mean value of 2.14 with a standard deviation of 0.73. Which is in the range of disagree, This shows that the supports provided from woreda education office experts to teachers on the implementation of continuous professional development were ineffective or low. Specifically, the mean value 1.52, 2.03, 1.51 and 2.14 for item 2, 3, 4 and 5 respectively, which are below the overall mean score. This indicates that insufficient supports were provided by the woreda education office experts to teachers on the actual implementation of continuous professional development activities. However, literature shows that in the schools where teachers are

accessed to new ideas and share experiences more readily, there is a greater potential for school and classroom improvement. Improving schools' endeavor in the development of their staff creates opportunities for teachers to collaborate and to share best practices. Evidences also suggest that attention in such teacher learning can impact directly upon improvements in student learning and achievement (Day, 1999). The mean value for item 1 in same table is 3.50, which is in the range of agree. This means woreda education office has given high attention for the implementation CPD by providing stationery materials.

The interview with cluster supervisor and Woreda education office experts indicates that, "preparing trainings or workshops on CPD practices are given rarely due to a number of limitations (budget and necessary personnel) in both Woreda and secondary school level." According to their response, cluster supervisors and Woreda education office experts are also in similar or below secondary school teachers in their qualification. Thus teachers are not interested to be free to participate with issues organized by Woreda experts. By supporting this one school principal informed that: "The availability of necessary human resources in Woreda education office is not sufficient. It forced the office to assign one individual in two or more responsibilities. Thus, the experts have burden of office works and flight to different areas to participate in various trainings given by REB or other organization." These workload impedes the expert from disseminating of new skills or concepts gained from the training as well as the delivery of continual support to school level personnel. In addition data from document shows, even if most of woreda education office as well as schools have training and development plan in the form of CPD, its schedulable implementation is not effective. Simply education office and schools prepared their plan for the matter of planning, but not facilitate and monitor its implementation.

In general, the compiled result indicates that supports provided by woreda education office experts to enhance the actual practices of continuous professional development was inadequate. As a result the teachers had not got enough support to be competent in improving the day to day classroom instruction as well as enhance their professional growth. Thus, this might reduce the effectiveness of students, teachers' initiation as well as the schools goal achievement.

4.2.5 The professional benefit teachers gained from the implementation of CPD

The process of continuous professional development allows teachers to maximize their skill and knowledge. The data generated in view of this is presented in the following table.

Table 8: Teachers' benefit from CPD

<i>No</i>	<i>Items</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>
1	CPD improved teacher's professional knowledge, skill and attitudes	122	2.27	1.31
2	CPD provided me skill training through peer observation		2.08	1.18
3	CPD promoted my professional ethics by correcting misbehavior at school		1.79	0.82
4	CPD improved my collaboration in working together with my school colleagues		3.30	1.30
5	CPD strengthened my problem solving skills by doing series of action researches		1.91	0.93
6	CPD improved my relationship with my students by creating smooth communication.		1.95	0.90
7	The CPD activities enabled me to improve the techniques of planning lessons & other school activities		3.26	1.38
8	The CPD activities enabled me to improve the techniques of classroom management		1.98	0.98
9	The CPD activities encouraged me to use variety of teaching techniques in the classroom		2.04	0.89
10	The CPD activities encouraged me to use continuous assessment practices effectively		3.22	1.35
11	Practicing the CPD activities satisfied me in maximizing students' achievement		2.01	0.98
	<i>Overall mean value</i>		2.35	0.60

Keys: - scale ranges of mean value,

0-1.49 strongly disagree, 1.50- 2.49 = disagree 2.50 - 3.49 = undecided

3.50-4.49 agree 4.50 - 5.00 = very strongly agree SD= Standard deviation

As can be observed from Table 8, teachers' are asked to rate the benefits gained from implementation of continuous professional development activities in their respective schools. Thus, Teachers overall mean value 2.35 with a standard deviation of 0.6. Which is in the range of disagree, this shows that the professional benefits teachers have to gain from the practices of continuous professional development was insufficient or low. Specifically, as Table 8 depicts that teachers' mean values for item 1, 2, 3, 5, 6, 8, 9 and 11 are below the overall mean score value. This means the mean value for these items is in between 1.79 and 2.27 which are under disagreement. Thus, the benefits obtained from the implementation of continuous professional development activities to improve teachers' knowledge, skill and attitude in their schools were not adequate or low. But, item 4, 7 and 10 in the same Table with mean value 3.30, 3.26, and 3.22 respectively shows teachers benefit from it as undecided.

In general, the professional benefits teachers have to gain from the practices of continuous professional development were insufficient or low. But, according to Blandford (2000), CPD has the following importance for both teachers and schools including: add to teachers' Professional development; addressing immediate classroom needs working with colleagues and provide CPD through collaboration participation and negotiation; improving teachers professional abilities and skills; addressing immediate school needs by relating with teacher needs; having positive impact on students learning; improving academic achievement; increase the number of teachers undergoing staff development; help clarify their professional values and relate professional development to the context of the school and integrate it with other developmental activities.

In addition, Opfer, (2008), states that the benefits of teachers' CPD vary significantly by school and teacher characteristics. It can cause teachers to change their teaching practices, understanding exactly how and when to use various teaching methods. Moreover, Farzana (2010), states that a successful continuous professional development program would provide

a more motivated and enthusiastic teaching force. She also shows that, CPD is a requirement for all teachers and schools which aim at bringing benefit to teachers as well as to the school, especially to provide quality of education to students. According to (UNICEF, 2000), CPD can help overcome short comings that may occur during pre-service training of teachers to update them with new knowledge and practices and it can have a direct impact on student achievement.

4.2.6. Challenges in the implementation of CPD

The following table deals with factors that hinder the effective implementation of CPD. With regard to the challenging factor various scholars suggest different prevailing conditions as hindrance to CPD implementation. According to MoE (2009) the challenges encountered in CPD in Ethiopia are the Cluster Resource Centers were not adequately trained to run well organized, inspiring, and transforming CPD activities, time constraints of teachers and school leaders, lagging of the program behind its time and the tendency of rushing to cover the course, absence or inadequacy of the resources to run the CPD program and lack the systematic coordination between the stakeholders.

Table 9: challenges in the implementation of CPD

No	Items	N	Mean	SD
1	Lack of interest to implement CPD activities	122	2.24	1.24
2	Lack of CPD training at school or woreda level		3.81	1.19
3	Lack of trained CPD facilitator in secondary school		4.15	0.92
4	Time constraints because of heavy workload		4.01	0.89
5	Lack of support and motivation from School or Woreda or Zone to better apply CPD practices		3.91	1.03
6	Lack of awareness about the significance of CPD activities		3.39	1.26
7	Lack of budget to practice all CPD activities		4.21	0.85
8	Lack of systematic coordination between teachers and other stakeholders		3.83	1.06
9	Lack of CPD training manuals or guidelines		3.31	1.25
10	The contents of the CPD manuals are unclear		2.38	1.33
	Overall mean value		3.52	0.70

Keys: - scale ranges of mean value,

4.50-5.00 – very high level of difficulty

1.50-2.49– low level of difficulty

3.50- 4.49 – high level of difficulty

0-1.49– very low of difficulty

2.50-3.49–moderate level of difficulty

SD= Standard deviation

As can be observed from Table 9, teachers' are asked to rate the challenges encounter in the implementation of continuous professional development in their respective schools. Thus, Teachers overall mean value 3.52 with a standard deviation of 0.70. This is in the range of high level of difficulty, this show that the challenges teacher encounter in the practices of continuous professional development was high level. Specifically, as Table 9 depicts that teachers' mean values for item 1 and 10 are 2.24 and 2.38 respectively, which are in the

range of low level of difficulty. This means teachers were interested to implement CPD activities and the content of CPD manual was somewhat clear. The mean value for item 6 and 9 are 3.39 and 3.31 respectively, which are in the range of moderate level of difficulty. This indicated that lack of awareness about the significance of CPD activities and unavailability of CPD training manuals or guidelines were the moderately challenges that encounter in the practices of continuous professional development. The mean value of item 2, 3, 4, 5, 7 and 8 are 3.81, 4.15, 4.01, 3.91, 4.21 and 3.83 respectively, which are in the range of high level of difficulty. This shows that lack of teachers' motivation, lack of trained CPD facilitators and CPD training at school or woreda level, time constraint because of heavy workload, lack of support and motivation from woreda or zone, lack of budget and systematic coordination between teacher and other stakeholders were the major challenges that encounter in the actual implementation of continuous professional development.

The data collected through interview revealed that the shortage of budget and financial support to provide training at school and woreda level, lack of teachers' awareness about the benefits of CPD and workload of teachers' were some of the major challenges which hindered the real implementation of CPD activities. The participants also underlined that majority of school principals lost their time on administrative tasks such as, leading meetings, handling conflicts among students and teachers, managing office works and writing reports. As a result of this, they could not provide professional support for teachers and follow up teachers' performances. Thus, they gave little attention to the actual practices of CPD. By supporting this (MoE, 2009) pinpoints that the time constraint because of a heavy workload, lack of trained CPD facilitators, insufficiency of time allotment to finish each CPD course, lack of training materials, lack of awareness about the background of CPD, absence of incentives for the extra hours and lack of uniformity, especially with the preparation of portfolio as major challenges which affect CPD implementation.

In general, lack of budget, less organized school situation to support CPD, insufficient professional support and motivation executed by zone or woreda supervisors, secondary school principals and cluster supervisor, lack of trained CPD facilitator, shortage of time due to the heavy workload of teachers and principals are the major prevailing challenges that affect the implementation of continuous professional development.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, includes a summary of the major findings of the study, conclusions drawn on the basis of findings and recommendations that are expected to be helpful were presented.

5.1 Summary

The main purpose of this study was to examine the practices and challenges of continuous professional development which are related with the implementation of CPD activities, the support provided by principals, cluster supervisor and woreda education office experts, the benefits teachers gained and the challenges encounter in implementation of continuous professional development in Assosa zone. In order to meet this purpose, the following basic research questions were designed.

- To what extent the continuous professional development is implemented by teachers in secondary schools of Assosa zone?
- To what extent secondary school principals, cluster supervisors and woreda education office experts provided professional support to teachers in secondary schools of Assosa zone?
- What professional benefits do secondary school teachers gain from the practice of CPD?
- What are the major challenges affecting the proper implementation of CPD in secondary schools of Assosa Zone?

To answer these research questions, both quantitative and qualitative methods was employed. To this effect the study is conducted in 8 randomly selected secondary schools of Assosa Zone. A total of 126 teachers are selected through random sampling technique, especially lottery method, to participate in the study. Furthermore, 8 principals, 4 cluster supervisors and 4 Woreda education office teachers, principals and supervisors' development coordinators and 1 zone education department supervision coordinators are selected purposively, since they have direct relation in implementation of CPD. To gather

necessary information on the issue 126 questionnaires are distributed to teachers, and only 122 were properly filled and returned.

In addition, unstructured interview is conducted with 8 school principals, 3 secondary school cluster supervisors (but one cluster supervisors is not participated since he was absent during the data collection period) and 4 Woreda education office teachers, principals, supervisors development coordinators and 1 zone education department supervision coordinators to extract in-depth information regarding the practices of continuous professional development.

The data collected from teachers through closed ended questionnaire is analyzed and interpreted by using statistical tools like percentage, mean and standard deviation. The analysis of the quantitative data is performed in the help of SPSS version 16 computer program. The data gathered through unstructured interview was analyzed qualitatively using narrations to support the result obtained from quantitative analysis. After all the research came up with the following major findings.

- ▶ It was found by the study that all of the school principals cluster supervisors and Woreda education office teachers, principals and supervisors' development coordinators were males. It also found that almost all (86.89%) of teacher respondents were males.
- ▶ It was identified that 33(27%) of respondents were within the age range of 20-25, 44(36%) of respondents were within the age range of 26-30 and 24(19%) of respondents were within the age range of 31-35. This implies that the majority of teachers were within a young age.
- ▶ The finding of the study revealed that 43% of teachers with 0-5 years of teaching experiences, 25% of teachers with 6-9 years of teaching experiences, 14% of teachers with 10-13 years of teaching experiences, 6% of teachers with 14-17 years of teaching experience and 12% of teachers with > 17 years of teaching experiences. Regarding the qualification almost all teachers, principals and cluster supervisors respondents were first degree holder.
- ▶ The finding of the study revealed that the practice of implementing continuous professional development in secondary schools of Assosa Zone was ineffective or at

its low level. The majority of respondents indicated that teachers were less involving in conducting action research, not well mentored and devoted to mentor their colleagues. In addition, on preparing induction programs for newly deployed teachers, facilitating peer evaluation and group discussion among the teachers were ineffective. Regarding to this issue the overall mean value 2.29 and standard division 0.38 which reflects secondary school teachers' disagreement on the implementation of continuous professional development activities.

- ▶ The support provided by school principals in enhancing the practice of continuous professional development in secondary schools of Assosa zone was insufficient or low. As the respondents stated that their principals were ineffective in arranging discussion programs within the school, arranging induction courses for beginner teachers, preparing visit forums with other schools, encouraging peer evaluation, and preparing trainings based on teachers' training needs. Regarding this the overall teachers mean value is 2.23 which show their disagreement.
- ▶ The study showed the inadequate professional supports were provided from the cluster supervisor to enhance the practices of continuous professional development. The majority of respondents reported the cluster supervisors were less effective in arranging discussion forums, in encouraging peer evaluation, in providing technical and professional assistance for the newly deployed teachers and in providing constructive feedback after the evaluation of CPD practices. Regarding this the overall teachers mean score is 1.85 which shows their disagreement.
- ▶ The technical and professional support provided from woreda education office experts to improve the implementation of continuous professional development was found to be insufficient.
- ▶ The finding of the study indicated the professional benefit teachers gained from the implementation of continuous professional development were inadequate or low. As, the majority of teachers reported that less effective in improving their professional knowledge, attitude, techniques of classroom management and skills of problem solving by doing action research.
- ▶ Lack of trained CPD facilitators, lack of CPD training at school or woreda level, shortage of time due to the heavy workload of teachers and principals,, lack of

support and motivation for teachers from school, woreda and zone, lack of budget, lack of systematic coordination between teachers and other stakeholders were some of the greatest challenges that hindered the effective implementation of continuous professional development. Besides, lack of awareness about the significance of CPD activities and lack of CPD training manuals or guidelines are moderately challenges that encounter in the practices of CPD.

5.2. Conclusion

Based on the findings listed above, the researcher concluded on the following points.

With respect to educational qualification, the result showed that almost all teachers, principals, cluster supervisors and woreda education office experts had first degree. Thus, the educational qualification of teaching staff was found to meet the standard set by the MoE for general secondary schools. The secondary school principals and cluster supervisors in Assosa Zone, however, had lacked of appropriate qualification (master's degree). This, therefore, can influence on the effective implementation of CPD.

The professional development of teachers through mentoring, induction course for beginner teacher, visiting group members CPD portfolios, peer evaluation and discussion on CPD, conducting action researches with other teachers and improve classroom practices based on the feedback from colleagues were unsatisfactory. From this it can concluded that teachers were less benefited professionally, were not contributing for the real practices of CPD and were not contributing for the improvement of school and the improvement of students achievement.

The supports provided from School principals, cluster supervisors and woreda education office experts to improve the implementation of continuous professional development were insufficient. That is less effective in encouraging peer evaluation, arranging discussion forum and training program, facilitating induction program for the newly deployed teacher and providing an immediate constructive feedback after the evaluation of CPD practices. Therefore, all CPD stakeholders should not carry out their duties and responsibilities for the implementation of the program and teachers become helpless and could not get the

most output of CPD.

The professional benefits teachers have to gain from the practices of continuous professional development were insufficient or low. From this can be concluding that teachers were not updating themselves professionally and they could not provide the necessary knowledge for their students.

Lack of trained CPD facilitators, lack of CPD training at school and woreda level, shortage of time due to the heavy workload of teachers and principals, lack of support and motivation for teachers from school, woreda and zone, lack of systematic coordination between teachers and other stakeholders and lack of budget to practice CPD were the major challenging factors that should be alleviated for the effective implementation and practices of CPD activities. Moreover, the above mentioned and other shortcomings become handicapping for the smooth and proper implementation of CPD program at school level which affect the teaching learning process in the classrooms.

5.3. Recommendations

On the basis of the findings of the study, the following recommendations were made:

- ▶ It was revealed by the study that both secondary school principals and cluster supervisors of Assosa Zone lacked a required qualification as per the standard set by MoE (master's degree). Therefore, Zone Education Department and Woreda education Office are advised to either assign those who have MA degree or upgrade the educational level of the already existing principals and cluster supervisors in a variety of mechanisms like allowing them to attend Masters class during summer in Educational leadership in Jimma University or other University.
- ▶ The CPD activities in all secondary schools were not effectively implemented. Absence of induction course and mentoring for beginner teachers. Portfolio documents were not well compiled. Action researches were not done in the schools understudy. Absence of peer evaluation and discussion on CPD. Therefore, it is recommended that to enhance the implementation of continuous professional development activities the schools' principals and cluster supervisors along with their

respective staff members frequently discuss on how to implement CPD activities; preparing induction course for the newly deployed teachers, need to assign mentors from among senior teachers for each of the beginning teachers particularly in team work because, team work would become good instrument to enhance free flow of experiences among teachers. Need to form various teams to conduct action researches; and continuously evaluate CPD program in peer as well as by self and evaluated in terms of the intended teachers' professional growth and pupils' academic achievement.

- ▶ It is found that the support provided from school principals and cluster supervisors to implement CPD program were poor or not sufficient. Therefore, it is recommended that the principals and cluster supervisor should practically support teachers by creating conducive environment for skill development through intra and inter-group discussion forums, arranging visits to share experiences and scale up best practices, facilitating and enhancing induction programs and peer evaluation opportunities followed by timely feedback.
- ▶ Zone education department, Woreda education office and schools did not deliver various in-service training which makes the teacher to be effective in their work. Therefore, it is recommended that schools, Woreda and Zone education offices should arrange training programs on CPD based on the result of classroom observations through collaborating with non-governmental or governmental organizations. In addition school principals and cluster supervisors should arrange teacher experience sharing opportunities inside a school and with neighboring secondary schools. All this makes the teachers to be effective as well as motivated in implementing CPD practices.
- ▶ As the finding from interview indicates, Woreda education office experts and cluster supervisors are not enough competent to support secondary school teachers. Therefore, it is advisable that Woreda, Zone and regional education offices work collaboratively to upgrade already assigned cluster as well as Woreda supervisors through giving training opportunities, while new comers should be selected and assigned according to their skill and professional qualifications to the position.

- ▶ It is found that teachers are not professionally benefited from CPD. Thus, in order to be benefited from the overall professional contributions of CPD, teachers should consider CPD as better means of professional learning, teachers themselves need to be enthusiastic and devote to every activities of CPD, teachers to be highly self initiated to involve in all aspects of CPD, principals and cluster supervisors, the woreda and zone education offices need to inspire and motivate teachers.
- ▶ All concerned bodies should pay a due attention in solving and taking remedial actions to the problems and challenges which are faced during the implementation of CPD activities in schools.
- ▶ Finally, to better address the problems, it can be suggested that further studies need to be conducted in this area with regard to motivation of teachers in implementing CPD and the contribution of CPD to quality education etc.

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