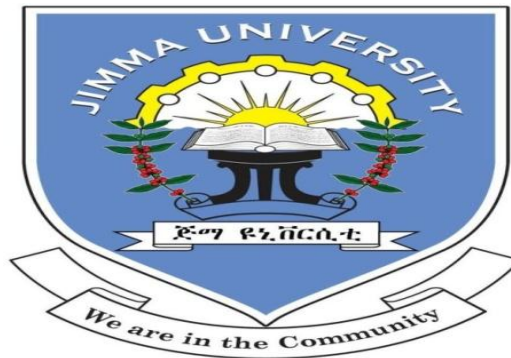**PRACTICES AND CHALLENGES OF CONTINUOUS PROFESSIONAL DEVELOPMENT IN PRIMARY SCHOOLS OF**

METEKEL ZONE

BY

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DECLARATION

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

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The THESIS "PRACTICES AND CHALLENGES OF CONTINUOUS PROFESSIONAL DEVELOPMENT IN PRIMARY SCHOOLS OF METEKEL ZONE" is approved for the degree of"Master of Arts"in Educational Leadership.

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LIST OF ACRONYMS AND ABBREVIATIONS

CPD- Continuous Professional development

BGREB- Benishangul Gumuz Regional Education Bureau

FGD- Focus Group Discussion

FDRE- Federal Democratic Republic Of Ethiopia

MOE- Ministry of Education

ETP- Education and Training Policy

AREB- Amhara Region Education Bureau

SPPSS-Statistical Package for Social Sciences

USAID-United States Agency for International Development

REB- Regional Education Bureau

TDP- Teachers' Development Program

SIP- School Improvement Program

TESO-Teacher Education System Overhaul

ABSTRACT

The main purpose of this study was to assess the practices and challenges of school based teachers' continuous professional development in primary schools of Metekel Zone, Benishangul Gumuz Regional State. To be successful in the study three basic questions were raised.The research design employed in the study was descriptive survey. The research method was both quantitative and qualitative approaches were employed. The sampling techniques employed were purposive, availability and simple random sampling. The sample size was 160 teachers, 85 department heads, 17 principals, 17 schools' continuous professional development facilitators, 17 vice principals, 3 woreda supervisory experts, and 1 zone expert with the total of 300 participants out of 540 study populations. The data gathering tools were questionnaire, focus group discussion, and interview as well as document analysis. The participants of interview and focus group discussion were principals, vice principals or unit leaders, department heads, and woreda and zone experts. Questionnaire was administered to 160 teachers where all of them properly filled and returned. Then, the information gathered through closed-ended questionnaire was analyzed using percentage and mean score while the information gathered through interview and open-ended questions were narrated qualitatively. Results of document analysis were also described. The findings of the study indicated that the extent of teachers practices of professional development activities such as mentoring, portfolio development, conducting action researches, facilitating group discussions and peer observations, and evaluating the overall successes and failures of the implementation processes were inadequately implemented. The school principals, professional development focal persons, head teachers, woreda and zone supervisors were providing insufficient support for the teachers. The major challenges identified were, lack of training manuals, irrelevance and un clarity of the available training manuals, lack of trained facilitators, insufficiency of supports provided for teachers growth, insufficient allocation of budget, and school systems were not in the way that can satisfy the training needs of teachers. To overcome the challenges encountered, recommendations have been forwarded. These include: orienting teachers in advance with the overall contents of the professional growth, motivating teachers to willingly take more responsibilities in the implementation process, employing trained facilitators and supervisors, and allocation of sufficient resources to effectively achieve the intended goals.

CHAPTER ONE
THE PROBLEM AND ITS APPROACH

1.1 Background of the Study

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

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

In support of this, the current Education and Training Policy of Ethiopia (ETP) has also set high standards for teachers and described a new approach to education, formulated by the Transitional Government of Ethiopia (TGE, 1994). At the heart of this new approach is the emphasis given to upgrading and updating teachers through pre-service and in-service trainings so as to promote active learning, problem solving and student centered teaching and learning.

According to the Ministry of Education (MOE, 2004), priority has been given to the need and the right of all teachers to high quality and relevant CPD opportunities throughout their careers. Teachers are encouraged to embrace the concept of lifelong learning for their own benefit, for the benefit of the peoples they teach, the communities in which they live and the country at large.

Moreover, the Ministry of Education (MOE, 2005) underlines that quality teacher is essential for quality education since it is in the classroom that learning takes place. Without competent teacher, no curriculum can be implemented effectively and quality education will not be attained. Consequently, it is further stated that teacher competency is significant for that competent teacher is the crucial element for quality education and teacher professional development including CPD is the ground for quality teacher (MOE, 2006).

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

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

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

1.2 Statement of the Problem

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

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

The General Education Quality Improvement Program (GEQIP) document of the Ministry of Education also shows that the ongoing teachers' professional development program is still suffering from legacies of preceding structures such as absence of the need assessment of teachers' trainings, lack of standardized training programs and the prevalence of uncoordinated CPD practices (MOE, 2008).

Moreover, as reported by Benishangul Gumuz Regional Education Bureau (BGREB) as part of the realization of National CPD Program, efforts have been made to implement CPD in the Benishangul Gumuz since 2007. The Regional Education Bureau, Zone Education Department, Woreda Education Offices and Schools are 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 introduced, though it is at its early stage; there was loose coordination among stake holders; and the implementation of CPD program is far from being fully realized (BGREB, 2010).

Besides, from the sixteen years Personal teaching experience of the researcher of this study it has been observed that, a large number of primary school teachers seemed to devote most of their time in routine classroom teaching and learning activities rather than systematic implementation of school based CPD activities. Although such studies might be conducted in local and national contexts, further study is required as regard to the situations in primary Schools of Metekel Zone. As far as the present knowledge of the researcher is concerned, there wasn't any scientific study was reported on the assessment of the current CPD program in any of the primary schools in Metekel Zone.

In light of the above pressing and sensitive issues, the researcher was interested in investigating the practices and the challenges of school based teachers' professional development in primary schools of Metekel Zone. In doing so, the researcher has raised the following basic research questions:

1. To what extent is the school based CPD program practiced in primary schools of Metekel Zone?
2. To what extent have school partners such as supervisors, principals and CPD facilitators, contributed to CPD implementation in primary schools of Metekel Zone?
3. What are the major challenges that primary schools have encountered in implementing school based CPD program in primary schools of Metekel Zone?

1.3 Objectives of the Study

1.3.1 General objective

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

1.3.2 Specific objectives

Specifically, the study is attempting:

- To investigate the extent to which teachers implement school based CPD activities.
- To explore the effort of responsible school partners at different levels in supporting the implementation of school based CPD activities.
- To identify the major challenges primary schools face in the implementation of the school based CPD program.

1.4 Significances of the Study

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

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

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

3. It is also hoped that the study may contribute to the improvement of quality education

by initiating responsible parties in school improvement program which ultimately would end with the highest learners' achievement.

4. It may help all concerned stakeholders to identify the strengths and weaknesses of school based CPD program to take remedial measures against the challenges that primary schools faced in implementing CPD program. It may facilitate subsequent supervision of the impact of the CPD strategy on teachers' experiences, attitudes and expectations.

5. It may also add to the existing body of literature on teachers' continuous professional development.

1.5 The Scope of the Study

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

1.6. Limitations of the Study

This study was constrained with both shortage of time and finance. As a result of this fact, all primary schools could not be incorporated as data sources although they were believed to provide resourceful information regarding the overall implementation process of school based CPD program. In addition, lack of recent and relevant literatures, particularly on local situation. However, 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 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- updating of teachers' knowledge and skills throughout their teaching life.

School based CPD- CPD programs practiced at school level by school leaders   and teachers

Full cycle Primary schools- schools which comprise 1- 8 grade levels

Portfolio documents- a compiled record of all activities of teachers' professional growth throughout a semester or usually a year.

CPD activities-series of intended tasks or planned school based CPD actions to be performed.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

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

2.1 The Nature of Teachers' Continuous Professional   Development

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

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

2.1.1 The Concept of Teachers' Continuous Professional Development

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

As the writers further defined, profession refers to an occupation that requires specialized education, knowledge, training and ethics. Although professionals make their living in what they do, this paid work is often more than just a job or occupation alone. A profession

basically is an occupation, which necessitates widespread training along with the study and mastery of specific information, and generally has a professional association, ethical code and the procedure of certification or licensing (Gomez & Tanti, 1989).

In general terms, profession is defined as an occupation which requires an advanced education, specialization and continuous renewal on planned basis. A profession contributes to the workplaces in providing, seeking, and sharing knowledge; self-management of behavior, emotions, and productivity; internal sources of motivation; a service orientation; and participation in a knowledge community beyond the workplace (Geek, 2003).

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

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

School based teachers' continuous professional development can also be defined as all informal learning experiences in a school and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which

contribute to the quality of education in the classroom. It is the process by which teachers alone and with others, review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives (Day, 1999).

School based CPD is a continuous process of acquiring new knowledge and skills throughout teachers' professional life. Since higher institutions' education is insufficient to ensure lifelong professional competencies, it is essential to sustain the quality of teachers, to remedy gaps in skills, and to enable professionals to respond to the challenges of rapidly growing knowledge and technologies, changing education needs and the social, political and economic demand of the on-going situation (Robert, 1987). According to the views of Villegas-Reamers (2003), teachers' development is the professional growth a teacher achieved as a result of increased experience through systematic examination of his or her teaching practice.

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

Therefore, in today's rapidly changing work environment, keeping pace with changes and developments in practice and to satisfy professional development requirements; it is mandatory to up-date professional qualities for school success. The response to this challenge is embracing the concept of professional training, in order to adapt with learning new skills through CPD. Accordingly, school based continuous professional growth is the process by

which a teacher maintains the quality and relevance of the professional services that he or she delivers. Thus, CPD is the purposeful improvement of knowledge necessary for the professional and technical duties throughout the practitioner's working life (Robert, 1987).

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

2.1.2 The Purpose of School Based CPD

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

2.1.2.1. General Purposes of CPD

In almost all education programs across various geographical contexts, the need for teachers' professional growth has general purposes of enhancing teachers' knowledge of the subjects they teach and their professional skills to scale up learning achievement.

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

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

Continuing professional development is essential to develop strategies and to enhance teacher expertise for continuous improvement whether new initiatives are being implemented or school staffs are seeking to enhance the effectiveness of programs already in place. In the continuous improvement process, professional development is driven by the analysis of student needs; is targeted on specific skills needed by individuals and groups of teachers; and is on-going and integral to the implementation process (Adams, 1993).

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

The literatures on education quality indicate a strong link between teachers' school based continuous professional development and quality education, particularly in the areas of

teachers' beliefs and practices, students' learning, and on the implementation of educational reforms (UNESCO, 2006).

Teachers' ability to develop, adopt, and improve throughout their careers is essential for active learning and depends on teachers' participation in collaborative organizations, or communities of practice, based on continuous inquiry into practice (Burchell, Dyson & Rees, 2002.

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

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

In addition, school based teachers' continuing professional development has become a major focus because of the belief that students' learning and success are largely due to the effectiveness of teachers. Professional development is seen as an essential mechanism for enhancing teachers' subject knowledge and improving their classroom practices (Hawk & Hill, 2003).

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

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

2.1.2.2. The Purposes of School Based CPD in Different Countries

Different countries of both developed and developing world might implement school based CPD in different ways and contexts. But, the objectives, significances and goals similarly targets at encouraging teachers competence in order to add to high pupil achievement.

In Scotland for instance, the executed changes in teaching profession are committed to develop and support teachers. School based continuing professional development was made a condition of service and every teacher is expected to have a commitment to CPD, to agree individual CPD plans once a year with his or her immediate mentor and to maintain a personal record (portfolio) of CPD undertaken. CPD was portrayed as an essential opportunity for staff development, which should be available to every teacher (Leu, 2004).

The writer further explained that, the purpose of school based teachers' professional development in South Africa is to have teachers who are reflective practitioners and who can

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make informed professional choices. In this case, teachers are prepared to be empowered professionals. This notion targets at active and participatory learning school-based model in which all teachers participate and being facilitated with support materials in the context of teacher knowledge and realities of classrooms (Leu, 2004).

Similarly, as Davidson, Hall, Lewin, and Wilson (2006) described, in the USA**,** teachers are more likely to select CPD related to enriching the experiences of classroom management. They were also more likely to participate in studies relating to teaching assignment and programs addressing the needs of diversified students. As Greene, Lewis and Smerdon (1999) explored the quality of the USA teachers, the criteria used to assess the quality of the teaching force were teacher preparation and qualifications. Because, more capable successful teachers feel more concern about their impact upon pupils much further through their teaching career than the less able teachers. In the same way, as Bolam (2000), teachers pass through a number of developmental stages as they progress from beginner to expert practitioner in most European countries is to provide multi-purpose services in schools. Brown and Fuller (1995) identified that there are stages to be considered in the process of CPD, as: concern for self (primary survival as a teacher); concern for the task (which focuses on actual performance) and concern for impact (relating to positive influence upon pupils).

As Barlow (1999) pointed out, Australia has legal registration and periodic renewal of registration for teachers to achieve improved learning outcomes. Re-registration is based upon the acceptability of teachers' qualification and fitness to teach. Despite not being compulsory, CPD is already a fundamental part of the professional lives of many Australian teachers (Ling Mackenzie, 2001).

The experiences of Japanese school based CPD have the potential benefit for effective teacher professional development established in schools. A priority in school based professional development in Japan has been the improvement of the quality of lessons. To this end, at various educational administrative levels, study meetings or conferences are held on a regular basis (Ferreira & Ono,2010).

In case of Ethiopia, the strategy of teachers development program targets to produce teachers with sufficient subject matter knowledge; professionally skilled, ethical, committed and competent; and capable of applying student centred teaching and learning approach in order to enhance the growth of students with active, productive and problem solving skill (MOE, 2007a).

Generally, the purpose of CPD in different countries is not different from Ethiopian context. The overall purposes focus at the empowerment of teachers in order to positively contribute to pupils' achievement.

2.1.3 Features of Effective School Based CPD

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

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

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

According to the findings of MOE (2009), the most effective CPD in the school system has its distinguished characteristics that can be summarized as follows. Effective school based CPD aims at improving teachers' performance in the classroom. It includes supporting formal and informal activities of teachers contextual to the real situation. Significant CPD focuses on classroom practice and collaborative work in regular activities. It deals with subject content and teaching strategies that enable students to learn better. It has clear procedures for identifying CPD priorities and aligns to training needs of teachers. In addition, effective CPD is the one which makes use of expert teachers and excellent classroom practitioners with the active involvement of school leaders in planning, improving and other collaborative CPD activities.

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

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

A study of school based CPD across the countries in the European Union as Eurydice (2004) further indicated, utilizes a model of teacher education based upon a continuum from initial teacher education, through induction to in-service education. The report suggests that although policies to encourage this development already exist in several European countries and are being planned or under discussion in others, various factors may affect the continuity of professional development which teachers' experience. The actual practices lacked uniformity due to the decentralization (without national co-ordination) of school systems and problem of geographical proximity.

According to Eurydice (2004), all the countries within the European Union offer in-service training opportunities for teachers at secondary school stage, however, what is on offer varies within and between countries. In some countries (e.g. parts of Belgium, Germany, the Netherlands, Austria, Finland, Sweden, the UK, Liechtenstein, Estonia, Latvia, Lithuania, Hungary, Malta and Romania) in-service training is compulsory for teachers at the secondary school. In others (e.g. Spain, Portugal, Iceland, Bulgaria, Poland and Slovenia) it is officially optional, but in practice, teachers' promotional prospects and salaries depend on their record of CPD. On the other hand, in Belgium and Malta countries, where CPD is compulsory, only half of teachers reportedly took part in in-service training, whereas in Norway, where CPD is optional, over 60 per cent of teachers apparently participated.

2.1.4 The Standards for High Quality Professional Development

High quality professional development requires standards to be met in the process of maximizing teachers' competence. As the research studies of Jones and Moor (200Israelas Zuzovsky (2001) described, teachers' professional development is the academic growth, practicing and decentralization of teacher education supported by teachers' unions.

On the other hand, in Japanese curriculum, School based CPD has been practiced by teachers and administrators (Ferreira & Ono,2010). Accordingly, teachers have a major input in designing lessons through lesson study, which bridges any possible gap between the course of study as intended by the curriculum and the actual lessons as interpreted and implemented in the classroom. Almost all Japanese schools earmark a school based professional development period within regular working hours during which various issues and challenges are discussed by teachers and administrators.

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

In several countries (Belgium, Italy, Austria, Finland, the UK and Slovenia) teacher development focuses on school or locally-based in-service training in order to facilitate access. In some countries, management of training-related budget is entir5) indicated, the standards of high quality professional development includes such activities as designing data based professional development, building content knowledge and quality teaching, developing research-based professional development, creating a collaborative work environment, adaptation to diverse students' learning environment, active community-school relationship, monitoring students' progress, promoting technological literacy and assessment of the effectiveness of CPD practices using multiple sources.

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

Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.

Furthermore, professional development ensures that teachers have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment to work in diverse students, and to share responsibility for work toward a common goal. It focuses on developing teachers' knowledge of the learning styles, needs, and abilities of the diverse needs of students. In such a way, teachers are able to create safe, secure, supportive, inclusive, respect, high achievement and equitable learning environments for all students (Jones & Moor, 2005).

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

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

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

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

2.2. The Historical Development of School Based CPD

The first primary responsibility of schools is to create literate citizens. However, the roles of teachers and the quality of professional development have changed a great deal of these responsibilities in to various aspects of the education systems. In the early 19th century for instance, teachers usually were poorly equipped with professional attributes and were usually not given attention of advancing their own profession. In that period, teacher training was aimed at correcting deficiencies in teachers' academic background. But, teaching was professionalized at the turn of the century and schools appeared for the specific purpose of training teachers and in-service education reforms (Grant, Peggy & Young, 2008).

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

researched programs, reports and technologies to facilitate the enhancement of teacher capacity and expertise in the area of professional development (Grant et al., 2008).

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

The policy document (MOE, 1994) indicates that education during the 'Dergue' regime was intertwined with complex problems in that it lacked relevance and insufficient training of teachers and low quality of education. To overcome these problems, the Federal Democratic Republic of Ethiopian Government set a new education and training policy. The policy states general and specific objectives of education, an overall strategy, areas of special attention and prioritized actions. Among the three areas of special attention and prioritized actions, one focuses on teacher training and overall professional development of teachers.

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

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

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

According to the established program of TESO Task Force (2003), for the degree programs, the time has been reduced from 4 to 3 years. Emphasis is given to professional courses, unlike the previous curriculum, which emphasized subject areas. The old curriculum allocated 52-56 credit hours for major area courses, 24-27 credit hours for minor ones, 30-34 credit hours for common courses, 30-32 credit hours for professional ones and 2-3 credit hours for teaching practice. The present TESO curriculum for the three-year program allocates 30-32 credit hours for majors, 18 credit hours for minor ones, 35 credit hours for professional courses, and 25 credit hours for practicum. New courses such as action research, civics and ethics, English communication skills and Information Communication Technology are included. Method-wise, this represents a shift from teacher-centered passive learning to learner-centered, active learning by advocating techniques such as problem solving, inquiry, and practical activities that provide for more student participation.

As a kind of new initiatives, systematic application of professional development and improvement of teachers' competence is an important component of the program (World Bank, 2004). In line with this, the Ethiopian Ministry of Education (MOE, 2008) developed a General Education Quality Improvement Package (GEQIP), a five-year plan (2008/9 -

2011/12) comprised of six pillars: Civics and Ethical Education, Curriculum, Information Communications Technology, Management and Leadership, School Improvement Programme (SIP) and Teacher Development. One of the major area of concern is school-based Continuous Professional Development programme (CPD).

These days, as stated by MOE (2007a), in the strategy of Teachers' Development Program of the Ethiopian education system, the need to enhance school-based CPD is the focus of the ongoing education system. Accordingly, professional development emphasizes the improvement of profiles of teachers, principals and school supervisors to go hand in hand with the vision, mission, goals, curriculum development and renewal of career development. The Teachers' Development Program guideline further targets at sustainable standards of teachers' professional growth through the improvements of teachers quality, assuring teachers' motivation, encouraging action researches and collaborative studies, quality teacher education, continuous in-service short term trainings and experience sharing to add to the overall goal of achieving quality education.

2.3 The major Activities in School Based Continuous Professional Development

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

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

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

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

Induction is also a deliberate CPD program to support newly hired teachers for success. The provision of a frame work for the professional development of new teachers along with the resources and the commitment of that enables new teachers being confident professionals to embrace the challenges of the future. Induction prepares teachers to achieve standards for full registration and significantly develops their attitudes towards personal reflection and career long development. Newly hired teachers face difficulties in understanding their responsibilities due to lack of information about schools' mission and goals. Thus, induction is determinant to have clear awareness of their job and know the formal structure of school system. Eventually, teachers who have completed their induction year have the same opportunities to access CPD as their more experienced colleagues (Lee, 2000).

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

learning achievement. It consolidates supportive supervision, effective counselling skills and collaborative achievements (Craft, 1996).

Building professional learning team through collaborative peer coaching is one of the major routine activities in the process of developing school based teachers' professional development. Peer Coaching is the school system in which expert teachers or supervisors closely assist less experienced teachers through systematically organized discussions on how to ease in-job challenges (Bell & Gilbert, 1996).

David (2006) pointed out that, the major ways of peer coaching activities are participation in study groups, problem solving teams, experience sharing and involving in school improvement programs. In the peer coaching process, skilful, knowledgeable, and committed teachers are required to create conducive school environment of stable interpersonal relationships, collegial atmosphere and collaboration.

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

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

Peer-coaching provides the opportunity of a greater awareness of positive impact of CPD which can increase teachers' enthusiasm to become more involved in the CPD process. Thus, the communication of impact is of crucial importance to take-up of CPD opportunities (Bell, 2005).

As indicated by Da Costa, (1993), genuine team-based collaborative work implies more than the simple act of working alongside colleagues. It involves teachers working in a spirit of openness and critical reflection, sharing their experiences, ideas and expertise with each other and engaging in an ongoing process of inquiry that promotes deep team learning. The work of teams is guided by a clear and systematic model of problem-solving and learning, one that encompasses a learning, application, refinement and application cycle.

Any significant change that is likely to improve teachers' expertise and enhance student learning will be gradual and often difficult. The time and effort that is needed to learn how to work as part of a team may increase teachers' workloads. Developing the trust and confidence to take risks, experiment and work collaboratively requires determination because it is in conflict with the norm of autonomy that has historically characterized the work of teachers. .

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

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

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

Extending peer observation and discussion to peer coaching and mentoring is increasing in popularity. The opportunity to discuss and experiment with new ideas, and receive feedback is useful for continuous professional development (Brengelman, Gersten and Morvant, 1995). Training for mentors is effective in improving practice for the mentor and the mentee. Peer coaching has been found to work extremely well when used in conjunction with classroom observation (Da Costa, 1993). They suggested that those teachers who have strong in-practice knowledge, and are very good at interaction and the practice of teaching, tend to make good coaches. Therefore, a strong subject and pedagogy knowledge is essential in a successful coach where the coach is more experienced than the mentee for the development of a secure and trusting relationship that allows for open discussion.

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

Furthere more, action research empowers teachers by enhancing the individual pedagogical practices, improves student learning outcomes, encourages commitment to work, develops collegiality in decision making, creates cooperative work place and empowers for effective school leadership. Findings identified that action research enhances collegiality among teachers, reduces feelings of teacher isolation; and the development of an intellectual community for teachers within schools. Participating in action research positively affects teachers' careers at different levels of experiences (Grundy, 1994).

The content of professional development should reflect the best research on the given topic. Almost, every source of professional development content claims to be research-based. Every educational professional have to conduct action research to support almost any proposition about how to improve students' learning (Askew, Brown, Millet and Rhodes, 2003).

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

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

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

2.4. The School Based CPD Cycle

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

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

principals,CPDfacilitators, teachers, department heads, head teachers and Woreda or zone experts (MOE, 2009).

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

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

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

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

Smith (2002) suggested that evaluation should play an integral role in school based CPD, and will become part of a cycle, while it provides feedback on the success of the process, it can also help to determine further CPD needs. The use of data, both quantitative and qualitative, is essential for teachers in terms of learning about their practice and drawing conclusions on pupil's learning. If program revision is needed, the collaborative problem solving phase process is engaged to lead to changes that modify common practice and require no more substantial changes required in policy (Edmonds & Lee, 2002).

By and large, the current arrangements of implementing and evaluation of professional development in schools consider the current innovative and effective practices in CPD. The new approaches to effective CPD follows five levels as means of evaluating the impact of CPD which are related with participant reaction, participant learning, organizational support

and change, participant use of new knowledge and skills, and pupil learning outcomes. It also considers teacher outcomes, the quality of learning experiences, and the contribution of CPD to build effective professional learning communities within schools (Guskey, 2000).

2.5. School Based CPD and the Classroom Practice

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

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

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

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

2.6 Responsible Partners in School Based Teachers' Professional Development

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

2.6.1. Teachers

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

As indicated by Connolly and James (1998), teacher ownership of school based CPD is a feature of highly effective schools. Teachers' selection of their own CPD focus or activities can have a highly positive effect on motivation, enthusiasm and sharing of any new ideas.

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

In sum, teachers are the most important responsible practitioners in the process of real implementation of school based CPD. Teachers hold the duty of practicing each planned activities of CPD.

2.6.2. The Principals

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

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

In the effective schools, leadership is expected to be a quality of all staff. Teams and individuals demonstrate commitment and willingly accept leadership responsibilities in order to contribute to school improvement. This expectation is supported by the creation of structures to develop the leadership capabilities of teachers and by virtue of teachers being a part of a learning community (Hustler, 2003).

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

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

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

2.6.3. Schools' CPD Facilitators and Supervisors

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

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

Schools have to specify their CPD leaders, who have responsibility for the leadership and management of CPD within school and who have access to appropriate support and training.

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

The use of supervisors (department heads, senior teachers and mentors) results in the provision of knowledge and ideas, and is useful in terms of the external expert acting as a catalyst for an agent of change. Schools in particular can benefit from bringing in supervisors, to widen their pool of knowledge that they can draw on. Teachers may need help in determining their own CPD focus, and how to access different types of support that may be available. It is through discussions of this type with less experienced teachers that schools can reduce anxieties about performance of CPD issues. External support, particularly when it comes to delivery of CPD, should be pedagogically expert, and flexible enough to fit in with the varying demands of school life. Peer support and discussion with senior can contribute towards the development and take-up of new practices, and can facilitate motivation, feedback, further discussion and progression, (Bell et al., 2003).

Hence, supervision has contributed to the growth of teachers' profession as can be seen from the experiences of some countries. For instance, we shall look at the trends of Japan and South Africa.

In Japanese curriculum, as Ferreira and Ono (2010) suggested, school based CPD has been practiced by teachers and administrators. Accordingly, teachers have a major input in designing lessons through lesson study, which bridges any possible gap between the course of

study as intended by the curriculum and the actual lessons as interpreted and implemented in the classroom. Almost all Japanese schools earmark a school-based professional development period within regular working hours during which various issues and challenges are discussed by teachers supported by supervisors and administrators.

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

2.6.4. The Role of Education Offices at Different Levels

The purpose of education policy is to develop learners who can grow in a modern, globalized world that can only be realized through the daily work of superintendents, teachers and school leaders. 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. The provision of a flexible, transparent accountability framework provides the means for spreading effective practice across the system and for becoming more responsive to immediate and future school needs in terms of planning and achievement (Sergiovanni, 1984).

According to the CPD guideline of the Ministry of Education, MOE (2009), the Woreda and zone education offices play an important role in the implementation of CPD programs. Woredas are responsible to plan, organize, coordinate, supervise, and support school based 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.

In addition, the regional, zonal or Woreda level governments play a critical role in raising awareness and encouraging debate about what teachers and school leaders need to know and be able to do to improve student learning. They also promote and engage teachers, schools and the wider education community in professional conversations to facilitate the development of a shared language for describing effective schools, effective leaders and effective teachers. Using research-based models and guiding principles to focus attention on the correlates of school effectiveness, the education offices at all levels design strategies that provide schools, leaders and teachers with the incentive and opportunity to reach beyond their current practices and performances. In sum, regional or local superintendents are responsible in creating conducive school system or school environment for the effective implementation of the school based CPD program (Desalegn, 2010).

In conclusion, it could be said that, stakeholders from all corners such as Regional Education Bureau, Zone Education Department, Woreda Education Offices, supervisors, school CPD facilitators, teachers and head teachers are all responsible parties

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

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

In general, the Federal Ministry of Education, the Regional Education Bureau, and Zone Education Desk are responsible to identify the national and local priorities of school based 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.

2.7. Contribution of School Based CPD in School Improvement Program (SIP)

School Improvement Program (SIP) is the overall strategy of achieving the highest pupils' learning outcomes in the long run of quality education. The school improvement program is the cumulative and collaborative effort of all responsible stakeholders such as, teachers, school leaders, students, parents, education officers, NGOs and other community members towards the goal of sustaining quality education. School improvement program is one of the six pillars of achieving quality education, one of which is the strategy for Teachers' Development Program (TDP) in which CPD is at the centre (MOE, 2007b).

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

According Simpkins' (2009) view, SIP is not a separate process led by higher level administrators. Rather, it is the flip side of the coin of the school based CPD. Hence, school improvement activities are most effective when carried out in collaboration with consolidated teacher professional development program.

Professional development is part of the ongoing process of continuous school improvement and it should happen, formally and informally, at every stage in the process. Importantly, effective school leaders know how effective professional learning can be put into operation as part of an overall strategy for school improvement. Investing in professional learning is the key to ensuring that schools become learning communities where teachers work together, learn from each other and share best practices on effective teaching and learning. It is only through the collective work of teachers and by creating a shared professional knowledge that sustained school improvement will be secured (Adams, 1993).

Professional development should necessarily be integrated with the comprehensive plan for school improvement. Too often, professional development is episodic response to an immediate problem which deals with only part of the problem teachers confront when trying to improve student achievement. If professional development is to be effective, it must deal with real problems. Moreover, unless professional development is carried out in the context of a plan for school improvement, it is unlikely that teachers will have the resources and support they need to fully utilize what they have learned (Simpkins, 2009).

Professional development should be connected to a comprehensive change process focused on specific goals of school improvement. Research clearly shows that teacher growth is the most significant school-based influence on student learning. Therefore, one would think that investments in enhancing teacher growth would be a major focus of school improvement efforts. In the literature on professional development, one sees an increasing attention to embedding teacher learning opportunities in the day-to-day work of schools (Little, 1994).

School improvement almost always calls for enhancing the knowledge, skills, and dispositions of teachers and supporting staff. Whatever course of action a school adopts, success usually is central to providing support and resources for teachers to strengthen existing expertise or to learn new practices. Teacher knowledge and skills are at stake as well as their beliefs and attitudes, their motivations, their willingness to commit, and their capacity to apply new knowledge to their particular school and classrooms. Professional development and implementation usually should not be separate steps in the process of change in the school improvement program (Simpkins, 2009).

Furthermore, teacher professional development is an essential element of comprehensive school improvement. The professional development needs of other members of school community, including administrators and support personnel, must also be addressed to ensure a focus on continuous learning and to create the conditions necessary for closing the achievement gap and improving the achievement of all students. These standards provide guidance for achieving high quality professional development planning, design, delivery and assessment, and should serve as a foundation for all professional development in schools. Research indicates that teacher quality is the single most powerful influence on student achievement; it is essential to ensure high quality professional development to sustain and enhance their practice (Little, 1994).

The school based CPD strategy offers an important skill development by giving teachers a range of opportunities for relevant, need focused and collaborative approaches to professional learning. The core aspiration for this strategy is to place professional development at the heart of school improvement and it offers a number of new initiatives to achieve particular goal. These professional development opportunities will allow teachers to focus upon their own learning, career ambitions and to consider new responsibilities within their own school context. The assumption is that this will lead to an improved and enhanced sense of professionalism for teachers, plus an increased motivation to stay within the profession (Harris, 2001). Generally, the main objective of school improvement program is to improve the quality of teaching and learning. CPD is one of the fundamental components of school improvement program so that both SIP and CPD are inseparable strategies of achieving better learning.

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

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

2.8.1 Teachers' Associated Challenges

Little (1992) stated that, in most cases teachers are poorly experienced to implement reforms in subject matter teaching that end with the absence of the integration of the content with students' opportunities to learn and systematic use of pedagogical skills. Moreover, the complexity and ambiguity of the school based CPD program itself undermines ambitious educational reforms. As further indicated, the magnitude of school based CPD task frustrate teachers and discourage them to dilemmas. Moreover, less committed and unwilling teachers

damage the funding and coordination of CPD programs. The training and coaching strategy of schools is sometimes incompatible with the on-going knowledge, skills and competence of teachers and the complex context of teaching.

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

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

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

the outcome of the task could be. This creates less commitment and resistance against the implementation of the CPD practices.

The experience and satisfaction that a teacher owns determines the attitudes of teachers towards their professional reforms. (Birkel and Johnson, 2003) reported that new teachers who felt successful in their profession are more likely to remain in the profession, because they like the job but are dissatisfied with the number of changes and the workload and the strong impact of the workplace on new teachers' development.

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

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

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

2.8.2 Leadership and Supervisory Associated Factors

The leadership and supervisory factors to be treated here are the challenges related to the CPD activities executed by principals; schools' CPD facilitators; head teachers; and Woreda, zone, regional and national education superintendents.

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

In most school systems relentless efforts are being made to improve teachers' professional development although challenges are unavoidable events. According to the findings of the Ministry of Education, MOE (2010b), the major challenges identified at the national level are lack of trained facilitators, high turnovers of more experienced and trained leaders or facilitators and stakeholders extra work load, particularly of teachers. Teachers are not motivated by the Woredas to alleviate the on-going problems. CPD books are not sufficiently prepared by the languages of work. Teachers are not provided awareness about the background of CPD. Teachers and other responsible partners are not well oriented how to implement CPD in collaboration with other pillars of quality education. Thus, the school based CPD program is not being realized in collaboration with other education quality improvement programs.

Based on the description of Teachers Development Program (TDP), CPD Impact Study of 2008 cited in MOE (2009), the major identified challenges are failure to synchronize the CPD

values and activities with teachers' career structure, inadequacy of resources and lack of systematic collaboration between concerned stakeholders. As Day (1999), frustration, resulting from the school-level direction of CPD, and compulsion have negative consequences in the impact of CPD. Evaluation does not tend to differentiate between the different purposes of CPD, and take account of the intended outcome. The impact of CPD is rarely assessed over the long term, and is often based on self-reports by teachers of the CPD experience itself, rather than the outcome. In most school situations, the CPD courses are   inappropriate or irrelevant in their content or poorly planned or badly focused.

As studies also identified, time and cost are the main barriers to the provision of effective school based CPD. Time is mentioned in terms of not only the actual time spent in the CPD event, but also in terms of taking time to implement changes in the professional development (Day et al., 2005).

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

2.8.3 The School System Associated Factors

As researches concluded, organizational (school) factors or workplace conditions strongly affect the implementation of teachers' professional development in shaping teachers' practices and attitudes towards school based CPD (Hammond, 2002).There is a high degree of

confusion in schools on the practice of CPD by focusing on training, sharing new knowledge and skills. These activities often focused upon sharing the content of the CPD rather than implementation and gauging the impact of the school based CPD (Day et al., 2005).

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

Clark and Conway (2003) suggest that the beginner teacher to 'fall into bad school has always been a hazard'. Being placed within a poor department in a poor school can be a catastrophe for an individual's career; affect the newly qualified teacher's self-esteem; and deprive the new teacher of essential support, counseling, encouragement and coaching and also of a perception of what it is like to be a successful teacher.

Studies in the area stated that the absence of appropriate training provided for CPD leaders, (example: for principals and CPD facilitators) by incorporating input from experienced practitioners based on need analysis to the breadth of CPD activities hamper the practice of CPD. In the widest definition of CPD it should be recognized that the vast majority of CPD is provided internally, by colleagues and other CPD partners, as including professional discussion, observation, feedback, etc. (Day et al., 2005).

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

Most schools are ineffective in building the sense of collective capacity. Building collective capacity refers to increasing staff's a sense of belonging, pride and loyalty to the school, respect for all colleagues and pupils, and feedback which are essential to professional development. Capacity building ensures that all members of staff are capable of analyzing their own strengths and weaknesses. Otherwise, teachers can not contribute to the skill development of other teachers and their own (Day et al., 2005). Generally, the school system can discourage the effective achievement of the goal of professional development. Some of the discouraging factors in the schools are ambiguity and complexities regarding the practices of CPD; un integration of CPD activities with teachers' career structure; less attention provided for capacity building.

CHAPTER THREE

THE RESEARCH DESIGN AND METHODOLOGY

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

3.1. The Research Design

The descriptive survey design was employed with the assumption that it is helpful to obtain sufficient information from large number of respondents and to describe the prevailing in-school factors and opinions related to the ongoing implementation of school based CPD programs. It also helps to draw valid general conclusions.

3.2 The Research Methodology

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

3.3 Sources of Data

Data for this research was collected from both primary and secondary sources. The primary sources for first-hand information were school principals, teachers, department heads, vice principals, school CPD facilitators, Woreda and zone supervisors. The secondary sources were school records such as, portfolio documents consisting of CPD plans, action researches, feedback documents and reports were used to make the study valid.

3.4 The study Site and Population

3.4.1 The Study Site

The site for this study was limited to thirteen full cycle Primary school in Metekel Zone in Benishangul Gumuz Regional state, North western Ethiopia. Metekel zone is one of the three zones in Benishangul Gumuz Region of Ethiopia. It is bordered by Kamashi Zone in the South, Asossa Zone in the South West, Sudan in the West and the AmharaRegiona state in the North and North East.

3.4.2. The Study Population

The study population for this study were taken from Debatie.Parzait, Zighe, Berber,Galessa,Bechate,Koreka,Ketena 2 mender 2, Ketna 1 mebder 49, Ketena 2 mender 4, Ketena 2 Mender 14,Ketena 2 Meneder 7,Mandura, GilgelBeles, BeruhTesfaDuhanesBaguna and Adeda.

3.5. Sample size and sampling Technique

Since the researcher has a work experience of sixteen years in Metekel zone, this zone was selected purposively among the three zone of Benishangul Gumuz Regional state. From the seven Woredas of the zone three woredas (42.86%) were selected by simple random sampling. There are 17 full cycle primary schools in the sample Woredas in which all full cycle primary schools(100%) were selected through census methods . The researcher believed that the sample size of 17 full cycle primary schools is representative and helped the researcher to generalize the finding of the study for all primary schools of the zone. Among the five zone experts, the one who is at the position of teachers development focal person, the three woreda experts(one from each woreda who are at the position of teachers development focal person) were selected through purposive sampling for their close follow up to school activities so that they can provide relevant information. Sampling seventeen (100%) principals,17(100%) vice principals, and 17(100%) CPD facilitators (one from each selected

full primary schools) were selected through availability sampling technique. These groups are close supervisors to the every-day in school activities of teachers and expected to provide relevant information regarding school based CPD.

Furthermore,all department heads from each sample school with the total of 85 (100%)were taken through availability sampling techniques. This is because their number is small and manageable. Department heads are very close to the overall instructional activities of continuous professional growth.

Finally, out of 400(100%) teachers in the sample full cycle primary school 160(40%) of them were selected through simple random sampling technique, particularly through lottery method with the assumption that all teachers would have equal chance of being selected and to obtain representative sample. The researcher believed that the sample of160 (40%) were sufficient to secure the validity of the data obtained from teacher respondents for that large sample size adds to the truth fullness of the finding. The number of sample teachers from each selected schools were determined proportionally to the size of teachers in each full cycle primary schools. Accordingly 21 were selected from 50 teachers of Debatie, 13 out of 29 from Berber, 5 out of 15 from Parzeit, 7 out of 19 from zegih,14 out of 35 from galessa4 out of 12 from Bechatie, 5 out of 14 from koreka,5 out of 14 from ketene 2 mender 2, 6 out of 16 from ketene 1 mender 49,8 out of 20 from ketene 2 mender 4, 9 out of 13 from ketene 2 mender 14, 21 out of 50 from Ketena 2 Meneder 7,14 out of 36 from mandara,13 out of 34 from GilgelBeles, 4 out of 12 from BeruhTesfa 7 out of 19 from DuhanesBaguna and 4 out of 12 from Ededa were selecsted. The summery of the total target population size and sample size is presented in the table 1 as follows.

Table 1: Summery of population, sample size and sampling techniques

No	Types of respondents	Population size	Sample size	%	Sample technique	Justification
1	Zone education department expert	5	1	20	Purposive	Coordinating supervision
2	Wored education office teachers development unit	3	3	100	Purposive	Coordinating supervision
3	Principals	17	17	100	Availability	Leaders, supervisors
4	Vice principals	17	17	100	Availability	Leaders. Supervisors
5	Department head	85	85	100	Availability	Leaders. Supervisors
6	School cpd facilitators	17	17	100	Availability	Technical support
7	Teachers	400	160	40	simple random lottery method	Equal chance representative

3.6 Data Gathering Tools

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

3.6.1 Questionnaires

The researcher use questionnaires to collect data from teacher respondents. Questionnaires are believed to better to get large amount of data from large number of respondents in a relatively shorter time with minimum cost. Hence, questionnaires were prepared in English Language and administrated to all teachers participants with the assumption that they can understand the language. The questionnaires consistedof two parts. The first part dealt with the general background of the participant. The second and the largest part contained both closed ended and open ended question item that helped the researcher to address the basic research questions of the study. Close ended questions were developed using Likert scale to identify to what extent the respondents agree or disagree. Likert scale is easy to construct; it takes less time to construct; simplest way to describe opinion and provide more freedom to respond. The scale consist of five scales 5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, and 1 = strongly disagree.

3.6.2 Interview

Unstructured interview was prepared in English and interviewed in Amharic language for the schools principals, Woreda and zone education office teachers development focal person to flexibly gather more information. The interview was conducted with the interviewee in Amharic language to avoid communication barriers. The purpose of interview was to get in-depth information that may not be easily secured by the questionnaires. Interview notes were taken: summarized and translated into English.

3.6.3 Focus Group Discussions

Focus group discussion was conducted with school CPD facilitators, vice principals and department heads to take the advantage of collecting variety of shared understanding from these interacting individuals. This also helped the researcher to understand the situation from the facial expression of the participants.

3.6.4 Document Analysis

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

3.7 Procedure of Data Collection

To answer the research question raised, the researcher went through series of data gathering procedure. The expected relevant data was gathered by using questionnaires, focus group discussions, interview and document analysis. In doing so, having letter of authorization from Jimma University and zone education office for gathering data was the first step. Then the researcher directly went to sample three Woreda education offices and principals of respective schools for consent. After making agreement with the concerned participants, the researcher introduced his objective and purposes. Then the questionnaires were administered to sample teachers with in selected schools. The participants were allowed to give their own answers to each item independently as needed by the researcher. They were closely assisted and supervised by the researcher himself.

Finally, the questionnaires were collected back at the right time. The focus group discussion was accomplished with the group incorporating CPD facilitators, vice principals and department head in each school. The interview was conducted with school principals Woreda education office teachers development unit focal person and zone education department

teachers' development unit focal person after their consent has been got to lessen communication barriers during in depth discussion.

3.8 Method of Data Analysis

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

3.8.1 Quantitative Data

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

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

3.8.2 Qualitative Data

The data collected using unstructured interview, FGDS, open ended question items and the document analysis were analyzed and interpreted qualitatively. The hand written notes of interview and focus group discussion were transcribed, categorized and complied together into themes; summary sheets were prepared and translated into English. The result of document analysis and open ended questions was summarized and organized into related category.

Accordingly, analysis and interpretations were made on the basis of the questionnaires, interviews, the FGDS and document analysis. Finally, the overall course of the study was summarized with findings, conclusions and some possible solution.

3.9 Checking for Validity and Reliability of Instruments

To cheek content validity and internal constancy (reliability) of the instruments pilot test was conducted prior to the final administration of the questionnaires. This helped the researcher to make necessary modifications so as to correct and avoid confusing and ambiguous questions.

For pilot testing, 12 randomly selected teachers, 5 department head teachers and 1 purposively selected school principal as well as deputy principal of Denbon primary School were made to fill the questionnaire and the researcher asked the respondents about the clarity and whether or not the questionnaire fully covered all the area and measures issues related to practices and challenges of school based CPD. Based on the comments obtained from respondents , items which were not clear have been made clear, unnecessary items were made to be omitted and other items which are assumed to be important for the objective of the research and not included have been made part of the questionnaire.

3.10 Ethical Consideration

After receiving official letter of cooperation from Jimma University, the researcher communicated all institutions and individual participants legally and smoothly. The purpose of the study was made clear and understandable for all respondents. Any communication with the concerned bodies was accomplished at their voluntarily consent without harming and threatening the personal and institutional wellbeing. In addition, all information obtained from individual respondents and the school records were kept confidential.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This chapter treats the description of the sample population analysis and interpretation of the data based on the information obtained from the questionnaires. Interviews, focus group discussions (FGDs) document analysis. It consists of two parts. The first part is concerned with the description of characteristics of the respondents whereas; the second part deals with the analysis and interpretation of the data. The purpose of this data was to explore the extent of the practices and challenges of school based continuous professional development (CPD) in primary schools of Metekel zone, Benishangul Gumuz Regional State. To this end, the investigator developed data gathering tools that integrate various aspects of practices and challenges of school based CPD.

4.1. Characteristics of the Respondents

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

Table 2: Sex, Educational Qualification and years of experience of respondents

Personal variable	Category	Respondents with respect to academic status							
		Teachers N=160	Principals N=13	Department heads N=65	Vice principals N=13	CPD facilitators N=13	Woreda supervisors N=3	Zone supervisors N=1	Total
Sex	Male	99	14	80	17	17	3	1	231
	Female	61	3	5	-	-	-	-	69
	Total	160	17	85	17	17	3	1	300
Academic qualification	First degree	34	12	64	12	4	3	1	130
	Diploma	120	5	21	5	13	-	-	164
	Certificate	6	-	-	-	-	-	-	6
	Total	160	17	85	17	17	3	1	300
Years of work experience	0-5	28	6	-	5	-	-	-	39
	6-10	46	9	19	11	5	1	1	92
	11-15	35	2	32	1	7	1	-	78
	16-20	24	-	21	-	4	-	-	49
	Above 20	27	-	13	-	1	1	-	42
	Total	160	17	85	17	17	3	1	300

Based on the sampling procedure expressed in chapter three, primary schools were included in the study. The sample consisted of a total of 300 respondents, which include 160 teachers, 17 principals, 17 vice principals, 85 department heads, 17 CPD facilitators, 3woreda experts and 1 zone expert. Teachers were involved in filling the questionnaires. Head of departments, vice principals and each school's CPD facilitators participated in the focus group discussion. School principals, Woreda and zone education experts were interviewed.

Questionnaires were administered to 160 teachers of which all of them were returned with a high return rate100 % and analyzed statistically. Principals, Woreda Education Office experts

and the Zone Education Department expert were involved in the interview. They provided information about the overall status of school based CPD. The interviews and focus group discussions were used as supplementary information. Thus, data from interview and focus group discussion were incorporated to supplement the data obtained through the questionnaires. Moreover, documents related to CPD were analyzed in all the sample schools with the guidance of structured check list.

The result of the respondents' characteristics in table 2 above revealed that 61.9% and 38.1% of the teachers were males and females respectively. On the other hand, all of principals, all CPD facilitators, all Woreda experts and zone experts were males. With regard to department heads, 96.9% were males whereas females constitute only 3.1%. In case of vice principals, males and females represented 98.2% and 1.8% respectively. From this one can recognize that the great majority of the teachers, department heads and vice principals were males. Similarly, all of the principals, all CPD facilitators, all Woreda and zone experts were males implying that the work environment was male dominated.

With regard to academic qualification, 21.25% of the teachers had first degree and, 75% had Diploma and the remaining 3.75% had certificate. With regard to principals, 61.2% and 38.8% had first degree and diploma respectively. Regarding Woreda experts all of them had first degree. Regarding vice principals and department heads74.1% and 56.4% had first degree respectively and 25.9 and 53.6% had diploma   whereas CPD facilitators 46.4% had first degree and 53.6 had diploma and the zone expert had first degree.

As to the work experience of the respondents, 28.6%, 46%.35%, 24% and 27% of teachers were with in interval of 0-5, 6-10, 11-15,16-20 and above 20 years of experience respectively. Significant majority (84.5%) of the school principals, 74.6% of the vice principals, and 67.3% of the department heads had work experience of above 10 years to provide relevant information regarding CPD. Moreover, all the CPD facilitators in all sample schools, all

Woreda Education Office experts and zone expert have served for eight years and above. It can, therefore, be recognized that the majority of the teachers and responsible CPD stake holders had relatively better work experience.

4.2. Presentation, Analysis and Interpretation of Data

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

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

4.2 The implementation of CPD practices

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

Table 3: Data results of the implementation of CPD practices

No	Items related to the implementation of school based CPD	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
1	I try to introduce myself with the overall CPD activities	9	5.6	12	7.5	16	10	75	46.9	48	30
2	I am being mentored by well-experienced senior teachers	8	5	20	12.5	9	5.6	53	33.1	70	43.8
3	I am mentoring other teachers on CPD practices	7	4.4	11	6.9	17	10.6	68	42.5	57	35.6
4	I have well planned for each CPD practices	17	10.6	7	4.4	34	21.2	61	38.1	41	25.6
5	I have prepared portfolio by recording all CPD documents	24	15.6	28	16.9	6	3.8	40	25	62	38.8
6	I frequently conduct action researches with other teachers or groups	9	6.2	12	7.5	17	10.6	64	40	57	35.6
7	I am involving in frequent peer/ group discussions on CPD activities	5	3.1	15	9.4	12	7.5	81	50.6	47	29.4
8	I am evaluating my effectiveness in the implementation of CPD activities to revise the plans	6	3.8	12	7.5	14	8.8	85	53.1	43	26.9
9	I frequently cheek the contribution of CPD practices on the classroom activities	12	7.5	6	3.8	15	9.4	61	38.1	66	41.2
10	I timely review the outcomes of the CPD practices on the students' achievement	7	4.4	11	6.9	16	10	67	41.9	59	36.9
11	I continuously improve my classroom practices based on the feedback from my self evaluation	10	6.2	10	6.2	13	8.1	74	46.2	53	33.1
12	I continuously improve my classroom practices based on the feedback from my students' learning	24	15	32	20	18	11.2	47	29.4	39	24.4
13	I continuously improve my classroom practices based on the feedback from my colleagues	8	5	9	5.6	14	8.8	61	38.1	68	42.5
14	I am preplanning for CPD activities based on the evaluation of implemented CPD practices	9	5.6	16	10	4	2.5	74	46.2	57	35.6

Key:
0-1.49-very low of effectiveness   3.50-4.49-high level of effectiveness
1.50-2.49-l0w effectiveness   4.50-5.00-very high level of effectiveness
2.50-3.49 moderate level of effectiveness

As indicated in item 1 of table 3, the total of 123(76.9%), with 48(30%) strongly disagree and 75(46.4%) disagree, which showed their disagreement. On the other hand, 9(5.6%) and 12(7.5%) respondents showed their strong agreement and agreement respectively. Sixteen (10%) respondents failed to make decisions. From the data it can be stated that the attempt of teachers to introduce themselves with the overall CPD practices was inadequate and got little attention.

While responding to item 2 of table 3, 70(43.8%) and 53(33.1%) respondents strongly disagreed and disagreed respectively. Eight (5%) and 20(12.5%) respondents revealed their strong agreement and agreement respectively. But, 9(5.6%) respondents failed to decide. This reveals that teachers were not well mentored.

In response to item 3 of table 3, 57(35.6%) respondents showed strong disagreement whereas 68(42.5%) disagreed on the provision of mentoring for less experienced teachers to enhance the growth of professional growth. However, 7(4.4%) respondents strongly agreed and 11(6.9%) agreed on the implementation of mentoring activity. But seventeen (10.6%) respondents did not make decision.

Thus, it can be concluded that teachers were not well devoted to mentor their colleagues to enhance the implementation of CPD.

In response to item 4 of the same table 41(25.6%) and 61(38.1%) respondents showed strong disagreement and disagreement respectively. However, 17(10.6%) and 7(4.4%) respondents indicated their strong agreement and disagreement. Thirty four (21.2%) could not make decisions which indicated that teachers were not properly planned CPD activities.

With regard to item 5 of the same table 62(38.8%) respondents replied strong disagreement where as 40(25%) disagreed that teachers were not preparing and utilizing CPD portfolio document. But 25(15.6%) and 27(16.9%) respondent showed their strong agreement and agreement respectively. Only 6(3.8%) respondents failed to decide. So, one may say that teachers preparation of CPD portfolio by recording all relevant documents was found to be inadequate.

In response to item 6 of the same table 57(35.6%) and 64(40%) respondents responded that they strongly disagree and disagree respectively where as 10 (6.2%) and 12(7.5%) respondents strongly agreed and agreed respectively. Seventeen (10.6%) respondents, however, couldn't make decisions. Hence it is possible to recognize that teachers were less involved in conducting action research to systematically alleviate the day to day educational problems and to further boost their professional skills.

With regard to item 7 of the same table 47(29.4%) and 81(50.6%) respondents replied strongly disagree and disagree respectively whereas 5(3.1%) and 15(9.4%) replied strongly agree and agree respectively. Twelve (7.5%) respondents, however, failed to decide. Form this it can be said that teachers were not regularly involving in peer or group discussions to share experiences with colleges so as to promote professional skills.

While responding to item 8 of the same table 43(26.9%) and 85(53.1%) respondents strongly disagreed and disagreed respectively on whether or not teachers continuously evaluate the success of CPD activities 6(3.8%) and 12(7.5%) respondents showed their strong agreement and agreement respectively. Fourteen (8.8%) respondents did not make decisions. From the result, it can be said that continuous evaluation of the success of CPD activities was very low.

Item 9 of table 3, 66(41.2%) and 61(38.1%) respondents should strong disagreement and disagreement respectively on the contribution of CPD to class room activities whereas 12(7.5%) and 6(3.8%) respondents strongly agreed and agreed respectively. Fifteen (9.4%) respondents did not make decisions. From this it could be understand that the extent to which continuous follow up contributes for the effectives of classroom activities was not taken care of.

As depicted in item 10 of same table 59(36.9%) and 67(41.9%) respondents showed their strong disagreement and disagreement respectively as to the existence of continuous following concerning the impact of CPD implementation on pupils achievement. Seven (4.4%) and 11(6.9%) teachers strongly agreed and agreed respectively whereas 16(10%) confused to make decisions. This result indicates that less effort was made to ensure the impact of CPD practices in improving pupils achievement.

With responding item 11 of table 3, Teachers were asked to respond to whether the feedback from self-evaluation has continuously improved their class room practices. To this 53(33.1%) and 74(46.2%) showed strong disagreement and disagreement respectively, whereas 10(6.2%) and 10 (6.2%) teachers strongly agreed and agreed respectively. And 13(8.1%) respondents didn't make decisions. .

With regard to item 12 of the same table 39 (24.4%) and 47(29.4%) of the respondents showed strong disagreement and disagreement respectively whereas 24(15%) and 32(20%) teachers strong agreed and agreed respectively. Eighteen (11.2%) respondents did not make decisions. Thus, it could be said that teachers were not active to continuously improve class room practices based on the feedback from students learning.

In item 13 of table 3, the respondents were asked to show their agreement whether the feedback from peer evaluation has continuously improved their classroom practices. In their responses a total of 68(42.5%) and 61(38.1%) showed strong disagreement and disagreement

respectively whereas 8(5%) and 9(5.6%) showed strong agreement and agreement respectively. Yet 14 (8.8%) failed to decide on the item. From this it could be said that teachers were not improving their profession through feedback from peer evaluation.

In response to the last item of the same table depicts that 57(35.6%) and 74(46.2%) respondents replied that they strongly disagree and disagree respectively with regard to revising the effectiveness of CPD activities for the task of preplanning .Nine(5.6%) and 16(10%) showed strong agreement and agreement respectively. Yet 4(2.5%) failed to decide on the item. From this one may recognize that re-planning for CPD activities based on the evaluation of the achievement of CPD plans was not taken care of.

43 The support of principals in the practice of CPD

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

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

No	Items related to supports provided by school principals to implement CPD	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
1	The school principal arranges visit programs within the school to consult with other groups on CPD practices	11	6.9	17	10.6	9	5.6	58	36.2	65	40.6
2	The school principal arranged me induction courses of CPD when I was newly hired	8	5	12	7.5	11	6.9	5	33.8	75	46.9
3	The school principal prepares discussion forums with other schools	9	5.6	15	9.4	4	2.5	52	32.5	80	50
4	The school principal encourages and support me to exercise peer evaluation on CPD practices	10	6.2	12	7.5	6	3.8	55	34.4	77	48.1
5	The school principal prepares training opportunity based on my training needs	6	3.8	8	5	10	6.2	52	32.5	84	52.5

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

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

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

In response of item 1 of table 4, 65(40.6%) and 58(36.2%) respondents strongly disagreed and dis agreed respectively. Eleven (6.9%) and 17(10.6%) respondents should their strongly agreement and agreement respectively. Nine (5.6%) respondent could not make decision .The data revealed that the principals were less effective in supporting and stimulating conditions by arranging discussion programs with in the school to discuss with other groups on CPD practices undertaking in primary schools.

 With regard to item 2 of the same table 75(46.9%) and 54(33.8%) of respondents showed their strong disagreement and disagreement respectively agree to which school principals arrange CPD induction courses for beginner teachers eight (5%) and 12 (7.5%) respondents showed their strong agreement and disagreement respectively. Eleven (6.9%) respondents refused to make decision. This shows that principals were less effective in facilitating induction and were not sufficiently supporting newly employed teachers.

Item 3 of table 4, investigated how much primary school principals were facilitating the preparation of discussion forums with other schools. With regard to this 80(50%) and 52(32.5%) respondents showed their strong disagreement and disagreement respectively. Whereas 9(5.6%) and 15(9.4%) respondents showed their strong agreement and agreement respectively. Four (2.5%) respondents refused to make decisions. Thus primary school principals were said to be insufficiently facilitating the preparation of discussion forums with other schools in order to share exemplary CPD practices.

In response of item 4 of the same table, the focus was to know whether or not primary schools principals encourage and support teacher through peer evaluation on CPD activities. In their response 77(48.1%) and 55(34.4%) respondents showed strong disagreement and disagreement respectively. However, 10(6.2%) and 12(7.5%) respondent showed their strong agreement and agreement respectively. Yet 6(3.8%) respondents refused to make decision. From this we can conclude that principals were less effective in encouraging and supporting teachers in facilitating peer evaluation on CPD implementation process.

The target of item 5 of table 4, was to check the effort of school principals in preparing training opportunities based on training needs of teachers. Eighty four (52.5%) and 52(32.5%) respondents showed their strong disagreement and disagreement respectively. However, 6(3.8%) and 8(5%) respondents showed their strong agreement and agreement respectively. Yet, 10(6.2%) respondents refused to make decision. This implies that school principals were not attempting to prepare training opportunities at school level based on the training needs of teachers.

The majority of principals themselves did not deny in their interviews, that they had no professional training different from teachers so as to provide appropriate and timely support and feedback for the teachers. Many of the participants in FGDS also responded that principals rarely provide appropriate and timely professional assistance and feedback for teachers. The data obtained from the interviewees and FGDS indicated that there were numerous co-ordinations of administrative routine tasks which diverted their attention from giving professional assistance to teachers.

Thus, it could be generalized that primary school principals in Metekel zone were not supporting and facilitating the school based continues professional development.

4.4 The support of schools CPD facilitate in the implementation of CPD

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

Table 5: The support of CPD facilitators in enhancing the practices of CPD.

	Items related to CPD facilitators' support to implement CPD	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
1	The CPD facilitator usually arranges discussion programs within the school to consult with other groups on CPD practices	8	5	9	5.6	6	3.8	58	36.2	79	49.4
2	The school CPD facilitator prepares discussion forums with other schools	10	6.2	11	6.9	11	6.9	61	38.1	67	41.9
3	The school CPD facilitator encourages and support me to exercise peer evaluation on CPD practice	5	3.1	10	6.2	10	6.2	47	29.4	88	55
4	The school CPD facilitator prepares training opportunity based on my training needs	12	7.5	12	7.5	4	2.5	59	36.9	73	45.6

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

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

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

In response to item 1 of table 5, relates the arrangement of discussion programs with in the school to consult with other groups on CPD practices. In this regard 79(49.4%) and 58(36.2%) respondents replied that they are strongly disagree and disagree respectively. However, 8(5%) and 9(5.6%) respondents replied that they strongly agree and agree respectively. Yet six (3.8%) of respondents refused to make decision.This shows that CPD facilitators insufficiently prepare discussion programs within the school to consult with other groups on CPD practices.

Item 2 of the same table is all about the investigation of the extent to which CPD facilitators prepare discussion programs with other schools to scale up experiences on the implementation of CPD activities. Accordingly 67(41.9%) and 61(38.1%) of respondents showed their strong disagreement and disagreement respectively. However, 10(6.2%) and 11(6.9%) respondents strongly agreed and agreed respectively. This reveals that the extent to which schools CPD facilitators prepare discussion forums with other school partners was unsatisfactory.

With regard to item 3 of table 5, 88(55%) and 47(29.4%) of respondents replied that they strongly disagree and disagree respectively on the supports of CPD facilitates provide to encourage teachers in exercising peer evaluation on CPD practices. Only 5(3.1%) and 10(6.2%) respondents strongly agreed and disagreed with the item. This result shows that the support of CPD facilitators in encouraging teachers to exercise peer evaluation on CPD was insufficient.

With regard to the effectiveness of CPD facilitators in facilitating need based CPD training of item 4 of table 5, 73(45.6%) and 59(36.9%) respondents replied with strong disagreement and disagreement respectively. However, 12(7.5%) and 12(7.5%) respondents replied with strong agreement and agreement respectively. Four (2.5%) of respondent could not make decision. This implies that CPD facilitators were less effective in facilitating the provision of training based on teachers training needs. The data collected from the interview with

principals and participants of FGDS showed that there was no close professional assistance by the school CPD facilitators in preparing both inter and intra group collaborative discussion opportunities training programs, mentoring and peer evaluation. The data obtained through the FGDS of revealed that group discussion and peer evaluation was not regular and frequent. Accordingly, they conduct such collaborative activities only once or twice in the semester.

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

4.5 The Support from Woreda Supervisors in CPD practices

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

Table 6: The support from Woreda supervisors

No	Items related to supports provided by woreda supervisors to implement CPD	Strongly Agree		|Agree		Undecided		Disagree		Strongly disagree	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
1	The supervisors usually ensure the allocation of sufficient materials and finance for my school	14	8.8	10	6.2	10	6.2	58	36.2	68	42.5
2	The supervisors frequently coordinate teachers' conferences to discuss on CPD practices	11	6.9	20	12.5	9	5.6		33.1	67	41.9
3	The supervisors frequently follow up my school's on CPD performance	1o	6.2	10	6.2	11	6.9	60	37.5	69	43.1
4	The supervisors prepare us frequent trainings or workshops regarding CPD practices	19	11.8	17	10.6	10	6.2	47	29.4	67	41.8
5	The supervisors usually arrange us experience sharing programs with the neighbor schools	15	9.4	12	7.5	9	5.6	58	36.2	66	41.2
6	The supervisors usually give us an immediate constructive feedback after the evaluation of our school's CPD performances	19	11.9	21	13.1	8	5	48	30	64	40

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

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

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

With Regard to item 1 of table 6, teachers were asked whether or not Woreda supervisors allocate sufficient materials and finance for primary schools to ensure the implementation of CPD activities. Sixty eight (42.5%) and 58(36.2%) respondents revealed their strong disagreement and disagreement respectively. On the other hand, 14(8.8%) and 10(62%) respondents showed their strong agreement and disagreement respectively. From the result, it can be learned that Woreda education supervisors have given less attention in the allocation of sufficient materials and budget for the implementation of CPD activities in primary schools.

Item 2 of the same table relates the level of supervisors effort to coordinate teachers conferences in order to discuss on CPD activities. Accordingly 67(41.9%) and 53(33.1%) respondents strongly disagreed and disagreed respectively whereas 11(6.9%) and 20(12.5%) respondents strongly agreed and agreed respectively. From the data it could be conclude that the Woreda supervisors were insufficiently coordinating and preparing teachers conference and discussion forum on CPD activities.

The target of item 3 of the same table deals with follow up performed by Woreda supervisors in support of CPD activities in primary schools. Thus, 69(43.1%) and 60(37.5%) respondents strongly disagreed and disagreed respectively, whereas 10(6.2%) and 10(6.2%) respondents strongly agreed and agreed respectively.Thus, one can understand that the Woreda education supervisors rarely followed up and insufficiently assisted for the effective implementation of CPD activities in primary schools of Metekel zone.

Item 4 of table 6, stated with Woreda supervisors effort in preparing continuous short term trainings or workshops regarding CPD practices. To this end 67(41.8%) and 47(29.4%) respondents showed their strong disagreement and disagreement respectively. On the other hand, 19(11.8%) and 17(10.6%) respondents were strongly agree and agree respectively. This implies that the supervisory support of the concerned experts in preparing trainings or

workshops to deal with CPD practice was insufficient. This means supervisors didn't create the opportunity to discuss on CPD activities through training programs or workshops.

With regard to item 5 of the same table 66(41.2%) and 58 (36.2%) respondents showed their strong disagreement and disagreement respectively on the issue of the extent to which supervisors coordinate experience sharing programs with the neighbor schools on CPD activities. Whereas 15 (9.4%) and 12(7.5%) respondents strongly agreed and agreed respectively. This implies that the coordination of experience sharing programs among primary schools on CPD activities was much insufficient in the case of Woreda supervisory experts in Metekel zone.

While responding item 6 of table 6, Stated to distinguish the extent to which Woreda supervisors provision of timely and constructive feedback after the continuous evaluation of primary schools CPD performances, teachers, responses were collected that 64(40%) and 48(30%) respondents were strongly disagreed and disagreed whereas 14(11.9%) and 21(13.1%) respondents showed their strong agreement and agreement respectively. Yet 8(5%) respondents who failed to make decision. Hence Woreda supervisors were much inefficient in providing constructive feedback after the continuous evaluation of primary schools CPD performances.

In the same way, the data obtained through the interviews made with the principals, Woreda and zone education office supervisory experts and data obtained from FGDS conducted with the vice principals, head of departments revealed that the supervisory assistance provided by woreda experts was not regular and frequent. All the participants were agreed that the woreda experts visit at primary schools with a maximum of twice in a semester (at the beginning and end of the semester). In view of that, the supervisory process was related with monitoring and evaluation of schools Performance but not directly connected with the practices of CPD.

Therefore it is possible to conclude that woreda supervisors for primary schools understudy were ineffective in supporting and facilitating the actual implementation of school based teachers professional development.

4.6 The support from zone supervisors in CPD practices

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

Table 7: Support provided by zone supervisor to implement CPD

	Items related to Zone Supervisors' support to implement CPD	Strongly Agree		|Agree		Undecided		Disagree		Strongly disagree	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
1	The supervisors usually ensure the allocation of sufficient materials and finance for my school	10	6.2	12	7.5	7	4.4	60	37.5	71	44.4
2	The supervisors frequently coordinate teachers' conferences to discuss on CPD practices	12	7.5	13	8.1	7	4.4	54	33.8	74	46.2
3	The supervisors frequently follow up my school's on CPD performance	11	6.9	14	8.	9	5.6	5	33.1	73	45,6
4	The supervisors prepare us frequent trainings or workshops regarding CPD practices	21	13.1	35	21.9	3	1.9	41	25.6	60	37.5
5	The supervisors usually arrange us experience sharing programs with the neighbor schools	24	15	25	15.6	3	1.9	40	25	68	42.5
6	The supervisors usually give us an immediate constructive feedback after the evaluation of our schools CPD performances	13	8.1	21	13.1	3	1.9	43	26.9	80	50

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

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

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

While responding to item 1 of table 7, 71(44.4%) and 60(37.5%) respondents showed their strong disagreement and disagreement respectively with the allocation of sufficient CPD materials and finance for schools. On the other hand, 10(6.2%) and 12(7.5%) respondents were strongly agreed and agreed respectively. Yet 7(4.4%) respondents failed to make decisions. From the results, it can be conclude that zone education supervisors have given less attention in the allocation of sufficient materials and budget for the implementation of CPD activities in primary schools.

With regard to item 2 of the same table 74(46.2%) and 54(33.8%) of respondents showed their strong disagreement and disagreement respectively on the issue of the level of supervisors effort to coordinate teachers conference in order to discuss on CPD activities. On the other hand, 12 (7.5%) and 13(8.1%) of respondents were strongly agreed and agreed respectively From the data obtained, it can be learned that zone supervisors were in sufficiently coordinating and preparing teachers conference and discussion forum on CPD activities.

In response to item 3 of the same table 73(45.6%) and 53(33.1%) respondents were strongly disagree and disagree on the issue of follow up performed by zone supervisors in support of CPD activities in primary school. On the contrary, 11(6.9%) and 14(8.8%) respondents showed their strong agreement and agreement respectively. So, it can be concluded that zone education supervisor, rarely followed up and insufficiently assisted for the effective implementation of CPD in primary schools of Metekel zone.

Item 4 of table 7, deals with zone supervisors effort in preparing continuous short term training or workshops regarding CPD practices. Thus 60(37.5%) and 41(25.6%) respondents showed their strong disagreement and disagreement respectively whereas 21(13.1%) and 35(21.9%) showed their strong agreement and agreement respectively. Yet 3(1.91%) respondents failed to make decisions. Thus ,one can learned that the supervisory support of

zone experts in preparing frequent training or workshops to deal with CPD practices was insufficient.

With regard to item 5 of the same table 68(42.5%) and 40(25%) respondents showed their strong disagreement and disagreement respectively. On the other hand 24(15%) and 25(15.6%) respondents showed their strong agreement and agreement respectively. This implies that the coordination of experience sharing programs among primary schools on CPD activities was much insufficient by zone experts.

The objective of item 6 of the same table was to ask the respondents how the zone supervisory experts give immediate feedback after the evaluation of the schools CPD performance. Consequently 80(50%) and 43(26.9%) respondents showed their strong disagreement and disagreement respectively whereas 13(8.1%) and 21(13.1%) respondents showed their strong agreement and agreement respectively. This implies that giving feedback after the evaluation of school CPD performance by zone education supervisors was much insufficient.

In the same way, the data obtained through the interviews made with the principals, Woreda and zone education offices supervisory experts and data obtained from FGD, conducted with the vice principal and head department revealed that the supervisory assistance provided by zone expert was not regular and frequent. The entire participant, agreed that the zone experts visit primary schools with a maximum of once in a year. In view of that the supervisory process was related with monitoring and evaluation of schools performance but not directly connected with the practices of CPD. Therefore, it is possible to conclude that zone supervisors for primary schools understudy were in effective in supporting, activating and facilitating the actual implementation of school based teachers professional development.

4.7 The Challenges of School Based CPD

This section is devoted to the presentation of the major difficulties that hinder the affirmative application of CPD activities. The challenges were learned from the responses provided to items as is displayed in table 8.

Table 8: Response on the challenges of CPD

No	Items related to the prevailing challenges of CPD in the process of implementation	Strongly agree		|Agree		Undecided		Disagree		Strongly disagree	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
1	I was not well oriented about the significance of CPD activities	68	42.5	51	31.9	20	12.5	12	7.5	9	5.6
2	I have not understand the CPD training manuals	55	34.4	45	28.1	17	10.6	23	14.4	20	12.5
3	There is lack of CPD training manuals or guidelines	46	28.8	40	25	40	25	14	8.8	20	12.5
4	The contents of the CPD manuals are relevant	62	38.8	43	26.9	14	8.8	19	11.9	22	13.8
5	The contents of the CPD manuals are unclear	64	40	43	26.9	16	10	14	8.8	23	14.4
6	I am not willing or I resist to implement CPD practices	67	41.9	53	33.1	2	1.2	23	14.4	15	9.4
7	The is lack of trained CPD facilitator in my school	70	43.8	59	36.9	1	0.6	18	11.2	12	7.5
8	There is time constraints because of my heavy workload	48	30	39	24.4	3	1.9	40	25	30	18.8
9	I am less committed to implement the CPD practices	55	34.4	43	26.9	15	9.4	24	15	23	14.4
10	The process of CPD is complex and ambiguous to apply practically	80	50	49	30.6	14	8.8	10	6.2	7	4.4
11	I am not motivated by the School or Woreda or Zone to better apply CPD practices	79	49.4	52	32.5	1	0.6	17	10.6	11	6.9
12	The CPD trainings are not prepared at school or Woreda level	84	52.5	48	30	1	0.6	18	11.2	9	5.6
13	The available CPD trainings do not meet my needs	84	52.5	47	29.4	9	5.6	10	6.2	10	6.2
14	Sufficient money is not allocated to practice all CPD practices	78	48.8	54	33.8	2	1.2	15	9.4	11	6.9
15	Our school system is not well organized to support CPD activities	66	41.2	44	27.5	15	9.4	25	15.6	10	6.2

Key: 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   Fr = Frequency   Total % = 100

As depicted in item 1 table 8, 68(42.5%) and 51(31.9%) respondents showed their strong agreement and agreement respectively on the question related to the awareness of the significance of CPD activities. On the contrary 9(5.6%) and 12(7.5%) of respondents showed their strong disagreement and disagreement respectively. The data obtained that showed that providing introductory orientation for primary school teachers about the significance of each CPD activities was in sufficient.

  Item 2 of the same table states about whether teachers have problems to understand the CPD training manuals and guidelines. While responding to this item 55(34.4%) and 45(28.1%) respondents showed their strong agreement and agreement respectively. On the other hand 20(12.5%) and 23(14.4%) respondents showed their strong disagreement and disagreement respectively. Seventeen (10.6) respondents failed to make decision. This shows that problems to understand the CPD training manuals and guide lines is very serious.

With item 3 of the same table the intention was to find out whether lack of CPD training manuals or guidelines in primary school. Consequently 46(28.8%) and 40(25%) replied that they strongly agree and agree respectively, with lack of manuals and guidelines. However, 20(12.5%) and 14(8.8%) teachers said strongly disagree and disagree with the item in question. Fourty (25%) teachers however, did not make decision. Thus one can say that the availability of CPD manuals and guidelines was moderate.

With regard to item 4 of the same table which was raised to check whether the contents of CPD manuals are relevant 62(38.8%) and 43(26.9%) respondents were strongly agreed and agree respectively. On the other hand, 22(13.8%) and 19(11.9%) respondents showed their strong disagreement and disagreement respectively.This showed that the contents of CPD manuals are somehow irrelevant.

The target of item 5 of the same table was to check whether or not the CPD manuals are clear was treated. Consequently, 64(40%) and 43(26.9%) respondents showed their strong agreement and agreement respectively whereas 23(14.4%) and 14(8.8%) respondents were strongly disagreed and disagreed on the item respectively. The rest of 16(10%) respondents refused to make decision. From the data obtained in this item it can be said that the contents of the CPD manuals are unclear for teachers.

As item 6 of the same table illustrates 67(41.9%) and 53 (33.1%) respondents showed their strong agreement and agreement respectively on whether or not willingness among primary school teachers is a barrier to implement CPD practices. On the other hand, 15(4.4%) and 23(14.4%) respondents showed their strong disagreement and disagreement respectively. Thus, primary school teachers were not willing to implement CPD activities in their school.

With regard to item 7 of the same table 70(43.8%) and 59(36.4%) respondents showed their strong agreement and agreement respectively on the lack of trained CPD facilitators in the school. However, 12(7.5%) and 18(11.2%) respondents showed their strong disagreement and disagreement with the item respectively. This shows that lack of trained CPD facilitators in primary schools was one of the challenges.

Item 8 of the same table was tried to see whether or not there was time constraint because of teacher heavy work load to implement CPD. Accordingly, 48(30%) and 39(24.4%) respondents showed their strong agreement and agreement respectively. On the other hand, 30(18.8%) and 40(25%) respondents showed their strong disagreement and disagreement on the item respectively.This result shows that the time constraint as a result of teacher work load was one of the challenges to implement CPD.

In responding item 9 of the same table, teachers were asked whether absence of teacher commitment to apply CPD activities hindered the implementation or not. While responding to this item 55(34.4%) and 43(26.9%) respondents showed their strong agreement and agreement respectively whereas 23(14.4%) and 24(15%) respondents showed their strong disagreement and disagreement respectively. Yet 15(9.4%) respondents failed to decide. This implies that primary school teachers were not well committed to apply CPD activities.

Item 10 of the same table is concerned with complexity and ambiguity of the process of CPD to apply practically. In their responses 80(50%) and 49(30.6%) respondents showed their strong agreement and agreement respectively whereas 7(4.4%) and 10(6.2%) respondents showed their strong disagreement and disagreement respectively. This implies the complexity and ambiguity of the process of CPD among the challenges of CPD.

Item11, of the same table deals with motivation of teachers for better application of CPD activities. In their responses 79(49.4%) and 52(32.5%) respondents showed their strong agreement and agreement respectively. Eleven(6.9%) and 17(10.6%) respondents showed their strong disagreement and disagreement respectively. This reveals that lack of teachers motivation was one of the challenges that threaten the actual implantation of CPD.

 In support of this issue, studies widely declared that low teacher motivation results in poor professional performance. Teachers with low motivation are characterized by limited effort devoting less time to CPD activities (World Bank, 2004).

Item 12 deals with whether lack of CPD trainings at school or Woreda level hinders its implementation. In response to this 84(52.5%) and 48(30%) respondents showed their strong agreement and agreement respectively. However, 9(5.6%) and 18(11.2%) respondents showed their strong disagreement and disagreement respectively.This implies that lack of CPD

trainings at school or Woreda level was one of the serious factors that hampered the real implementation.

Item 13 of the same table aimed at to check whether the available CPD training meet teacher needs. Regarding to this 84(52.5%) and 47(29.4%) respondents showed their strong agreement and agreement respectively. On the contrary, 10(6.2%) and 10(6.2%) respondents showed their strong disagreement and disagreement respectively. Only 9(5.6%) respondents could not make decision. The result implies the mismatch between available CPD training and teacher needs. Literature supports that a key factor in ensuring effective CPD is matching the appropriate professional development provision to the particular professional needs. This match between the development needs of teachers and the selected activities is critically important in ensuring that there is a positive impact at school and classroom level (Hopkini and Harris, 2001).

With regard to item 14 of the same table aimed to check whether sufficient money is allocated to practice all CPD practices. Regarding to this 78(48.8%) and 54(33.8%) respondents showed their strong agreement and agreement respectively in relation to the shortage of the allocation of money to practice all CPD activities. Eleven (6.9%) and 15(9.4%) respondents showed their strong disagreement and disagreement respectively. This tells us that failure to allocate money to practice CPD activities was one of the serious challenges.

Regarding the last item of table 8, intended to find out the extent to which school system is organized to support CPD activities in primary schools. With regard to this 66(41.2%) and 44(27.5%) respondents should their strong agreement and agreement respectively whereas 10(6.2%) and 25(15.6%) respondents showed their strong disagreement and disagreement respectively. Thus from the data obtained we learned that primary schools system in Metekel

zone was not well organized to support school based CPD activities. This consequently, is one of the pressing challenges to implement school based CPD activities.

Data gathered through the interview and the FGD, revealed that teachers were not provided orientation on how and why to involve in school based CPD. There was shortage of resources especially of material and financial ones to prepare manuals and cover other costs. They also stated that the reason behind these problems was shortage of budget and financial support from the education offices of different levels.

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

The participant also remarked that the contents of the available school based CPD material are not onlyirrrelevant but also unclear and inapplicable within the ongoing schools context.

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

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

All the respondent responded that the ministry of education declared quality education assurance package containing six pillars one of which is CDP (as part of teachers' development program). They said that the program was working in all school and education offices of different levels. However there is still lack of common sense of ownership and various aspects of supports and continuous follow up of the process.

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

In conclusion, it is believed that less involvement of teachers in the implementation process, insufficient professional support executed by Woreda and zone supervisors, primary school principals and CPD facilitators, less organized school situation to support CPD and less attention to allocate sufficient budget and materials to encourage the implantation of school based CPD are the major prevailing challenges against the optimal performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of Major Findings

The purpose of this study was to investigate the extent to which school based continuous professional development was properly performed by the responsible parties and also to bring out the major challenges encountering the process of implementing school based CPD in primary schools of Metekel Zone. The practices of school based CPD activities were dealt with in relation to teachers, head of departments, CPD facilitators, principals, Woreda, zone supervisors the fundamental practices; the supportive role played by principals, facilitators, zone or Woreda CPD focal person. The challenges the school based CPD responsible parties had faced were also discussed.

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

1. To what extent is school based CPD program practiced in primary schools of Metekel Zone?

2. To what extenthave schoolpartners such as supervisors, principals and CPD facilitators, contributed in CPD implementation in primary schools of Metekel zone?

3. What are the major challenges that primary schools have encountered while implementing school based CPD program in Metekel Zone?

To get answers for these questions, a descriptive survey method was employed. One hundred sixty teachers participated in responding to the questionnaires. Seventeen principals, 3 Woreda education office CPD focal persons, 1 zone CPD focal person were interviewed; whereas 85 department heads, 17 vice principals and 17 CPD facilitators were involved in focus group discussion in every selected 17 sample schools. School based CPD documents

were also analysed. On the basis of the analysis and interpretation of the data gathered through all the instruments, the following major findings were indicated.

1. The study showed that the practice of implementing school based CPD in primary schools of Metekel Zone was at its low level. It was learned that planning, though no part was implemented, was relatively the only activity undertaken in all the study schools. It was also revealed that there was almost no training for teachers and, as a result, the majority of teachers were confused to implement school based CPD.

2. It was revealed that principals were found to be less effective in arranging discussion programs within the school, arranging induction courses for beginner teachers, preparing visit forums with other schools, encouraging peer evaluation, and preparing trainings based on teachers' training needs.

3. It was identified by the study that school based CPD facilitators were less effective in creating conducive and stimulating environment and, in providing technical and professional assistance for the junior teachers to implement school based CPD in primary schools of Metekel Zone.

4. The study results indicated that technical and professional support from Woreda and zone education supervisors was found to be insufficient.

5. It was found that school based CPD training manuals lacking. Likewise, it was learned that objectives and the contents of the available CPD training manuals were not only irrelevant but also unclear.

6. The results of the study showed that there was lack of well-trained school based CPD facilitator in both the primary schools of Metekel Zone under study.

7. It was identified by this study that there were shortage of CPD resources like reference manuals, budget, and others.

8. As to the organization of school system and motivation of teachers, it was found that the schools in Metekel Zone were not in the way that can encourage teachers to exert much of their effort towards the implementation of school based CPD practices. There was lack of supervisory support and motivation for teachers from school leadership

5.2. Conclusions

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

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

2. Teachers and the concerned school based CPD stakeholders in primary schools of Metekel Zone rarely discussed their common barriers in groups. There was no regular program for peer and self evaluation and they were not monitoring the outcomes of school based CPD practices in relation to teachers' professional growth and pupils' academic performance. On top of these, senior teachers rarely involved in mentoring system to assist beginner teachers by senior staff. Hence, there was no free flow of experiences among teachers; teachers had no shared vision to reach; and, lacked common goal to achieve.

3. Principals, Woreda and zone supervisory experts and other school based CPD facilitators, through key role players were less supportive. That is, there was failure in arranging training programs, intra and inter-group discussion forums, arranging for scaling up best practices; facilitating and enhancing induction programs; allocating sufficient budget, and encouraging peer evaluation opportunities followed by timely feedback regarding the real implementation of school based CPD. Hence, there was absence of sense of ownership and responsibility among CPD stakeholders.

4. Trained CPD facilitators and principals were not available in all primary schools in Metekel Zone to provide continuous professional support for teachers. Relevant professional trainings were not satisfactorily conducted. Teachers were confused with the overall school based CPD practices. The activities in CPD were not directly connected with teachers' day-to-day life as to re-licensing career development structure.

Teachers do not well realize their CPD plans, and consequently, portfolio documents were not prepared because of lack of information about the format and the purpose of portfolio. Teachers recognize school based CPD as complex and ambiguous activity. Thus, using school based CPD as an instrument for the growth of knowledge and skill was given less consideration.

In sum, it is possible to conclude that school based continuous professional development was inadequately implemented in the Zone. Hence; students' learning achievement was insufficiently improved; the quality education in primary schools of Metekel Zone of Benishangul Gumuz Regional State.

5.3. Recommendations

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

1. Absence of mentoring and technical assistances for less experienced teachers like beginner teachers by senior staff members affects the scaling up of best practices. This creates confusion in the performances of newly employed teachers. Therefore, the primary school principals 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.

2. The school based CPD plans in all primary schools were not effectively implemented. Portfolio documents were not well compiled. Action researches were not done in the schools understudy. Consequently, teachers were not systematically and collaboratively working to lessen the challenges of learning observed in the process of achieving CPD objectives. Monitoring the impact of the school based CPD practices on teachers' professional growth and pupils' academic performance needs peer and self evaluation. Therefore, the schools' principals and CPD facilitators along with their respective staff members are advised to frequently discuss on how to implement school based CPD plans; need to form various teams to conduct action researches; and continuously evaluate CPD program in peer as well as by self. By and large, school based CPD practices need to be evaluated in terms of the intended teachers' professional growth and pupils' academic achievement.

3. Teachers should consider school based CPD prospects as better means of professional learning. They ought to recognize that expert-led training is not the only way to professional learning. They need to consider different alternatives and work hard in school based CPD. Thus, in order to be benefited from the overall professional contributions of school based CPD, teachers themselves need to be enthusiastic and devote to every activities of school based CPD; teachers are advised to be highly self-

initiated to involve in all aspects of school based CPD; principals and the Woreda and zone education offices need to inspire and motivate teachers.

4. Every activity in school based CPD should have a direct tie with teachers' day-to-day life. Teachers' performance of any practices of school based CPD need to be allied with their career development so that teachers would not be hesitant to implement. To this end, the MOE, Regional Education Bureau, Zone Education Department and Woreda Education Offices are advised to consider attempts to implement school based CPD as part of performance appraisal criteria.

5. It is recommended that the regional, zone and Woreda education officers; principals, CPD facilitators and senior teachers should practically assist teachers by creating conducive environment for skill development through both short and long term training programs, intra and inter-group discussion forums, arranging visits to share experiences and scale up best practices, facilitating and enhancing induction programs, allocating sufficient budget, and self and peer evaluation opportunities followed by timely feedback. The Regional Education Bureau and MOE are advised to continuously revise and develop CPD manuals based on continuous research and evaluation.

6. Selection of trained CPD facilitators and appointment of principals trained in educational leadership and management is seriously recommended in all primary schools of Metekel Zone to provide proper continuous professional support for teachers. Relevant professional trainings should be given based on training needs of teachers. To this end, the concerned bodies at all levels should provide special attention.

7. Finally, to better address the problems, it can be suggested that further studies need to be conducted in this area with regard to teachers' practice of school based CPD; the role of school leadership in school based CPD; the supportive role of CPD practitioners; motivation of teachers in implementing school based CPD; the contribution of school based CPD in the process of school improvement programe,etc

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