

**CONTINUOUS PROFESSIONAL DEVELOPMENT IN GOVERNMENT  
SECONDARY SCHOOLS OF BENCH SHEKO ZONE: TEACHERS'  
PERSPECTIVES.**

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JIMMA, ETHIOPIA**

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## DECLARATION

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

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Sign \_\_\_\_\_

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This thesis has been submitted for examination with my approval as university advisor

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## **ABBREVIATIONS AND ACRONYMS**

**SNNPRS**- South Nation, Nationalities and People Regional State

**CPD**- Continuous Professional Development

**E.C**-Ethiopian Calendar

**ETP**- Education and Training Policy

**ESDP**-Education Sector for Development Programs

**TESO**-Teacher Education System Overhaul

**FDRE**-Federal Democratic Re Public of Ethiopia

**GEQIP**-General Education and Quality Improvement Program

**MOE**-Ministry of Education

**OECD**-Organization for Economic Co-Operation and Development

**REB**- Region Education Bureau

**SPSS**-Statistical Package for Social Sciences

**TTA**-Teacher Training Agency

**USAID**-United States Agency for International Development

# Table of Contents

<b>Contents</b>	<b>Page</b>
ACKNOWLEDGEMENTS .....	i
ABBREVIATIONS AND ACRONYMS .....	ii
TABLE OF CONTENTS .....	iii
LIST OF TABLES .....	vi
<i>ABSTRACT</i> .....	vii
CHAPTER ONE.....	1
1. INTRODUCTION.....	1
1.1 Background of the study.....	1
1.2 Statement of the Problem.....	3
1.3 Research Question .....	5
1.4 Objectives of the Study.....	6
1.4.1 General Objectives .....	6
1.4.2 Specific Objectives.....	6
1.5. Significance of the Study.....	6
1.6. Delimitation of the Study.....	7
1.7. Limitations of the Study .....	7
1.8. Operational Definition of key terms .....	7
1.9. Organization of the Study.....	8
CHAPTER TWO.....	9
2. REVIEW OF RELATED LIRATURE .....	9
2.1 The Concept of the Continuous Professional Development.....	9
2.2 .Historical Development of CPD.....	12
2.3. Principles of CPD .....	14
2.4. Features of Effective CPD .....	15
2.5 The CPD Cycle .....	17
2.6. Continuous Professional Development (CPD) in Ethiopia .....	18
2.7 Functions and Responsibilities of the Concerned Bodies on CPD.....	20
2.7.1. Functions and Responsibilities of Principals .....	22
2.7.2 Functions and Responsibilities of Schools' CPD facilitators .....	24
2.7.3 Functions and Responsibilities of Cluster Supervisors.....	25

2.7.4. Functions and Responsibilities of Woreda Education Offices.....	26
2.7.5 Functions and Responsibilities of Zone Education Department Office.....	26
2.8. The Challenges of CPD Implementation.....	27
CHAPTER THREE.....	29
3. THE RESEARCH DESIGN AND METHODOLOGY.....	29
3.1 The Research Design.....	29
3.2. The Research Method.....	29
3.3. Sources of Data.....	29
3.4. The Study Area and Population.....	29
3.5 Sample Size and Sample Techniques.....	30
3. 6.Data Gathering Tools.....	31
3.6.1 Questionnaires.....	31
3.6.2. Interview.....	32
3.6.3 Document Analysis.....	33
3.7 Data Collection Procedures.....	33
3.8. Method of Data Analysis.....	33
3.9. Validity and Reliability of the Study.....	34
3.10. Ethical Consideration.....	35
CHAPTER FOUR.....	36
4.1 PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA.....	36
4.2. Characteristics of the Respondents.....	37
4.3. The Contribution of CPD to Achieve Teachers Competency.....	39
4.4. The Importance of CPD Activities to Improve the Quality of Education.....	41
4.5. The Implementation of CPD Practices.....	44
4.6. The Support of CPD for the Improvement of Teachers in their Profession.....	47
4.7. The Support of CPD facilitators in enhancing the Practices of CPD.....	49
4.8. The Challenges of School Based CPD.....	51
CHAPTER FIVE.....	56
5. Summary, Conclusion and Recommendations.....	56
5.1. Summary of Finding.....	56
5.2. Conclusions.....	58
5.3. Recommendations.....	59
References.....	61

Appendix- A .....  
Appendix- B .....



<b>List of Tables</b>	<b>Page</b>
Table 1- summary of sample size and population in career ladder position in each selected secondary schools .....	31
Table 2 -Reliability test results with Cronbach’s alpha. ....	35
Table 3 Gender, educational qualification and year of services of respondents .....	37
Table 4 - summary of position in career ladder of respondents in each selected secondary schools.....	38
Table 5 -Teachers understanding of the contribution of CPD to achieve school objectives.....	39
Table 6 -Data Results of the Importance of CPD Activities to Improve the Quality of Education .....	41
Table 7 - Data Results of the Implementation of CPD Practices .....	45
Table 8- The Support of CPD for the Improvement of Teachers’ effectiveness in their Profession. ....	47
Table 9 - The support of CPD facilitators in enhancing the practices of CPD .....	50
Table 10 - The results of response on the challenges of CPD implementation.....	52

## **ABSTRACT**

*The purpose of this study is to overview of teachers perspectives on continuous professional development (CPD) in Bench Sheko Zone Sheko Woreda Secondary schools. The study used five basic research questions. The research employs in the study descriptive survey method, which is supplement by qualitative data. The sampling techniques used purposive, availability and simple random sampling. The sample size would be 194 teachers study populations. The data gathering tools employed would be questionnaire, interview as well as document analysis. The participants of interview were department heads, Continuous Professional Development facilitators. Questionnaire would be administered to 194 teachers of which 190 of them were properly filled and returned. Then, the information gathered through closed-ended questionnaire was analyzed using percentage, frequency, standard deviation, and mean score while the data gathering through interview and open-ended questions would be narrated qualitatively. Results of the document analysis would also describe. The findings indicated that the extent to which teachers engagement in professional development activities such as mentoring, portfolio development, conducting action research, facilitating group discussions and peer observations, and evaluating the overall successes and failures of the implementation processes were inadequately implemented. The major challenges identified were, lack of training, lack of action research, lack of fulfilling Continuous Professional Development materials, lack of trained facilitators, insufficiency of supports provided for teachers growth, insufficient allocation of budget, lack of peer coaching and peer evaluation, and absence of induction program, were identified by this research as the serious exploration of teachers view on Continuous Professional Development realization in secondary schools of Sheko Woreda.*

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1 Background of the study

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

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

Continuous professional development was, therefore, vital for quality education and, teacher development was never ending cycle of teacher learned that begins with initial teacher training and continuous for as long as a teacher remains in the profession. Hence (Lange, 1990) argue that teaching was valued profession and it helps teachers to improved students' learning. Day and Saches, 2004 state that the term CPD implies all the activities in which teachers involved during the course of a career which are designed to enhance their work. Such activities are intended to result in ongoing teacher learning, a process by which teachers move towards expertise (Kelly, 2006). In education Continuous Professional Development was increasingly becoming a priority in most countries throughout the world. It was widely viewed as the most effective approach to prepare teachers adequately, and improved their instructional and intervention practices, for when they enter the work force (Fraser et al, 2007). In support of this, Teachers are encouraged to embrace the concept of lifelong learning for their own benefit, for the benefit of the peoples they teach, the communities in which they lived and the country at large.

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

acquisition of knowledge beyond the basic training initially required to carry out the job (Gray, 2005). Guskey, (2002) described professional development programs as systematic efforts to bring change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcome of the students. This was also supported by Clarke and Hollings (2002) who argued that the most immediate and significant outcome of any successful CPD for teachers was a positive impact in changing teachers knowledge and practice. This in turn resulted in improved learner performance. Furthermore, the school management bodies, such as principals, vice principals, and department heads, are the main motivators in creating shared vision for the curriculum in the school and in providing inspirational curriculum leadership.

The instructional activity of leaders determined the success of the school and provision of quality education. The school management bodies should take the initiative in working together with teachers in designing and implementing developmental programs including the determination of training needs, approaches to satisfy the needs and follow up activities (spark, 2002). Additionally, Boalm (2000) and Hargreaves (1994) also recognized CPD to have a positive impact on the curriculum and pedagogy as well as teacher's effectiveness and their relationship with students.

Hence, CPD was very important for teachers to become effective and competent in their profession throughout the world as well as in Ethiopia. According to the national strategy of the ministry of education (MoE, 2009) CPD program were intended to all school teachers, leaders and supervisors in all regions of Ethiopia so as to participate in high quality and effective CPD which impacts classroom practices to ensure improved learning.

It allows all teachers to improve their knowledge, skill and attitudes in order that they become more effective classroom practitioners and contributed positively to community development. Therefore, within the frame work of the education and training policy (TGE, 1994) the education sector development program (ESDP) was launched as a twenty-year education sector plan with quality improvement at all levels of educational system.

Continuous professional development was put into practice to enabled teachers update themselves with new outlooks, approaches and policy directions. Moreover, CPD makes quality learning by increasing teachers' skills and knowledge in teaching –learning activities. There are various efforts that are being made to implement CPD in Southern Nations and Nationalities and peoples of Ethiopia Regional Education Bureau (SNNPREB) since 2007. Quality student learning was a burning issue of today in

Ethiopia as well as in SNNPRS, especially in Bench Sheko Zone. To ensure the quality of education, and improve the students result the professional development of teachers was the most important.

Thus, one of the components of teachers' professional development was CPD and it helps to improve the classroom activities of teachers as well as students' academic achievement. Hence, teachers tried to practice CPD program in Bench sheko Zone Secondary Schools, Southern Nations Nationalities and peoples Regional State. Regardless of the attempts, the genuine implementation of CPD program was far short from being fully realized and it does not practically improve the students' academic performance.

Therefore, one of the possible reasons could be problem with effective implementation of CPD, a gap giving support for the real implementation of CPD from supervisors, facilitators, and other concerned bodies. It was, therefore, important to fill the gap and it needs a scientific study so as to discover the condition of the practices and the challenges that are being encountered in the process of CPD implementation in Bench Sheko Zone Secondary Schools to make the program doing well.

## **1.2 Statement of the Problem**

Teachers are expected to continuously develop and improve their skills, techniques, and knowledge in order to best utilized new curricula and support continuous education reform initiatives. Continuous professional development can be provided in various ways such as: Pre-service training and orientation for new staff, in-service training provided by programs to current staff, Training seminars and resource provided by external organizations, mentoring programs, and discussion (sparks, and Hirish, 1997).MoE, (2003) having stressed the importance of CPD, decided to provide as on the job training programs such as workshops, symposiums or seminars should be extensively given as part of CPD to improve the quality of teachers. To improve their effectiveness, the Education and Training Policy (ETP) set high standards for teachers and described a new approach to education.

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

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

In order to develop the quality of education and improve the professional skill of teachers, the school management bodies have the responsibility of explore their view on CPD within their schools by arranging workshops, meetings, regular observation of teachers and giving feedback. The frame work document of MoE (2009:5) indicates that there are some problems with CPD practice in schools, such as “ time constraint ,lack of shared vision ,lack of common understanding of partners on CPD ,lack of collaboration in monitoring and evaluation system ,lack of adequate awareness among teachers, absence of clearly defined objectives ,turnover of CPD facilitators ,lack of qualified

Leadership, the absence of link between CPD, and teacher’s career structure’ were identified problems in the CPD implementation process by secondary school teachers. The General Education Quality Improvement Program (GEQIP) document of the Ministry of Education also shows that the on- going CPD program was still in pain from the lack of the need assessment of teachers training and lack of standardized training program (MoE ,2008).

According to Gizaw (2006) CPD had little effect on teachers’ classroom practice, utilization of participatory approach of teaching, improved professional knowledge and skills. Moreover, another research study made by Berry (2008:30) in Ethiopia, conducted in three regions namely, Tigray, Afar and Amhara Regional States argued that although the policy was to upgrade all teachers to diploma level there was no difference in the teaching quality of certificate and diploma holders; the practice of teachers in classroom remains a challenge. Another research survey conducted by Desalegn (2012) in Southern nation and national Regional State in Bench Sheko Zone Secondary Schools States that, teachers did not understood why CPD was offers, lower commitment of teachers and principals were the major problems in the study area.

Moreover, my study focused on teachers perspectives of continuous professional development in Bench Sheko Zone government secondary schools. Additionally, from the eight years of personal experience of the researcher as a teacher and a principal many of Bench Sheko Zone Secondary School teachers and

management bodies spend most of their time in teaching and learning activities and other administrative issues rather than effectively implementing CPD activities. Therefore, there was a gap in planning CPD lessons together by teachers and other concerned bodies of the school stakeholders, lack of observation of CPD lessons, absence of team teaching, and lack of curriculum meetings in Secondary Schools of Bench Sheko Zone. Because the students' national examination results in grade ten and grade twelve very low in Bench Sheko Zone Secondary Schools in each year (SNNPREB,2004-2013E.C). As well as lack of participation of teachers' in CPD and low student performance were the common problems in Bench Sheko Zone Secondary Schools. Thus, this study would emphasize on teachers perspectives of continuous professional development in Bench Sheko zone government secondary schools during the implementation process.

The present knowledge of the researcher was concerned, on perspectives' of teachers view on continuous professional development in Bench Sheko zone government secondary schools and lack of quality education and low academic achievement of students was the serious issue in Bench Sheko Zone Secondary Schools (BSZS, 2004-2013E.C).

Therefore, low academic achievement of the students in Bench Sheko Zone Secondary Schools motivated me to done scientific research on this area. The investigation would conduct with the focus on in school CPD implementation. In light of the above pressing and sensitive issues ,the researcher initiated to fill the gap and conduct in depth exploration of the problem with reference to Secondary Schools in Bench Sheko Zone , southern Ethiopian Regional State.

### **1.3 Research Question**

To assess the teacher's perspectives on CPD implementation and to address the existing challenges the following basic research Questions were formulated. Thus, in order to achieve the objectives of this research, this study answers the following basic questions.

1. To what extent does CPD is practiced in Bench Sheko Zone Secondary Schools?
2. What is teachers' perception to word the practice of CPD activities in each school?
3. How teachers engage him in the CPD practice in a teaching and learning process?
4. What are the challenges of CPD practice in Secondary Schools of Bench Sheko Zone?

## **1.4 Objectives of the Study**

### **1.4.1 General Objectives**

The main objective of this study was to assess the practices and challenges of CPD implementation in the government Secondary Schools of Bench Sheko Zone, Southern nations, nationalities and peoples Regional State.

### **1.4.2 Specific Objectives**

- To examine the current status of CPD practice in Secondary Schools of Bench Sheko Zone.
- To improve teachers' views on being engaged in continuous professional development (CPD) activities in each school.
- To investigate how teachers engage him in the CPD practice in a teaching and learning process in the Secondary Schools of Bench Sheko Zone.
- To identify the challenges faced in the practice of CPD in Secondary Schools of Bench Sheko Zone.

## **1.5. Significance of the Study**

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

- ❖ It may provide information for teachers on the current practice and activities of CPD and help them to take their responsibilities in Secondary Schools of Bench Sheko Zone.
- ❖ It may help teachers to know the status of CPD practice and discover challenges working against the success of CPD program.
- ❖ It may provide information for development of educational actions.
- ❖ The study would add to the existing literature pertaining to the experiences of educators in terms of CPD. It was also hoped the study results would contribute to the improvement of quality education by encouraging concerned bodies in school improvement program which ultimately ends with pupils' achievement.



## **1.6. Delimitation of the Study**

In order to make the study more manageable, geographically the study would be delimited to the three Secondary Schools in Bench Sheko Zone, southern nations, nationalities and peoples Regional State. The Zone was selected as the student researcher worked in the Zone as teacher and principal for the last eight years. This would help the researcher to easily obtain relevant information in an exploration of teachers view on CPD in government secondary schools to supplement the study. The study would also delimited to teachers perspectives on CPD in government secondary schools, the support given by school leaders and supervisors and the challenges encountered in the process of implementing school based CPD.

## **1.7. Limitations of the Study**

It is obvious that the research work cannot be completely free from limitations. To this end some limitations would be observe in the study. Some of the limitations that were existing during the study are the following. Most of secondary schools teachers were busy and had not enough time to respond the questionnaires and interview timely, some of them who have enough time been also reluctant to fill and return the questionnaire as per the required time and size, Because of this, I return repeatedly and discuss about the advantages of the study with some teachers. Finally they full fill the questionnaires and I collect the papers.

## **1.8. Operational Definition of key terms**

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

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

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

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

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

**Secondary School:** Structure of educational system that includes secondary School (9-12).

### **1.9. Organization of the Study**

This study would have five chapters. The first chapter would deal with background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the Study, organization of the study, and operational definition of terms. The second chapter would be Reviews Literature related to the concepts of the problem area. Chapter three would deal with Research design and methodology including the sources of data, the study population, sample size and sampling technique, procedures of data collection, data gathering tools, methodology of data analysis. Chapter four would include presentation of data analysis and interpretation of the findings. Chapter five would incorporate the summary, conclusion and recommendations of the study.

## CHAPTER TWO

### 2. REVIEW OF RELATED LIRATURE

#### 2.1 The Concept of the Continuous Professional Development

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

Therefore the commitment of teachers was very important to work together, to solve local problems, to increase the competency of teachers and to improve the students' academic performance. Different scholars define CPD in different ways. But, they express similar ideas. The term continuing professional development refers to "all the activities in which teachers hold during the course of a career which are designed to enhance their work" (Day & Sachs, 2004). Continuous professional development refers to any professional development activities involved in with a view to enhancing their knowledge and skills that would enable them to consider their attitudes and approaches to the education of children with a view to improve their quality of teaching and learning(Bubb& Early,2004 in Bolam,2003;Day and Saches,2004). Bubb and Early (2004) further explain that CPD was an ongoing process building upon initial teacher training and induction, including development and training chances throughout career. In the frame Work document of MoE, (2009), CDP was defined as anything that makes me a better teacher, targeting at the improvement of teachers performance.

According to Gray (2005), CPD embraces the idea that individuals aim for continuous improvement in their professional skills and knowledge beyond the basic training initially required to carry out the job.

In line with Gray's idea, Mohammed (2006) says that Continuing Professional Development may be regarded as all forms of in service, continuing education, on-the-job-training, workshop, post qualification courses etc. whether formal or informal, structured or unstructured, teacher initiated or system-initiated. And also we could define CPD as the pillar of teachers" teaching- Learning activities that helped the social and economic development of the society. Continuing Professional Development was widely acknowledged to be of great importance in the life of schools, contributing to professional and personal development for staff and to improvement in teaching and learning.

CPD was defined as: “Professional development consists of all natural learning experiences and those aware and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which constitute, through these, to the quality of education in the classroom (Day, 1999).

In addition, Taylor (1995) initially identified two aspects of the professional development of teachers, namely: staff development and further professional study. Staff development was regarded as rooted in the needs of the institution. Further professional study referred to being of CPD could improve the activities of the organization, as well as the professional qualification of teachers. According to Desimone (2009) concurs with Gray (2005) and Mohammed (2006) describes that Teachers experience was a vast range of activities and interactions that may increase their knowledge and skills and improve their teaching practice, as well as contribute to their personal, social, and emotional growth as teachers. These experiences could range from formal, structured topics specific seminars given on in-service days, to everyday, informal “entry” discussions with other teachers about instruction techniques, fixed in teachers’ everyday work live. Hence experienced teachers could accomplish the CPD actions better than the newly appointed teacher’s orientated to the needs of individual teachers.

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

In addition, Fraser et al. (2007), listed a number of competing claims for professional development that were evident in the literature of professional associations such as: Lifelong learning for professionals; a means of personal development; a means of assuring a doubtful public that professionals are indeed up-to date, given the rapid pace of technological advancement; a means for employers to gather a competent, adaptable workforce, a means whereby professional associations could confirm that the standards of their Professions are being upheld. Similarly, Steyn, and Vanniekerk, (2006) states that CPD was a continuing development program that focuses on the whole range of knowledge and skill and required to educate learners effectively. It refers to the participation of teachers or management bodies in development activities in order to be better equipped as teachers and school management bodies. Continuing Professional Development was important to teachers’ personal lives and career development. Much emphasis had to be put on the nature of CPD as a continuing process for improvement in the knowledge and skills gained. As an

ongoing process of any kind of education, training, learning and support activities engaged in by teachers alone or with others (Bolam, 1993). Continuous professional development enhances their knowledge and skills and enables them to consider their attitudes and approaches to the education of children and to improve the quality of learning and teaching.

In short, CPD focuses on fostering individual competence to enhance, practice and facilitate dynamic changes in education (Blandford, 2000). Moreover, the recent meaning of CPD states that CPD means any activity that increases the skills, knowledge and understanding of teachers, and their effectiveness in schools (Dajer, 2001). The central point to the success of the plan was the need for staff to work in schools with collaborative cultures. Continuous professional development( CPD) was a continuing process of education, learning, training, and supporting activities to achieve valued teaching and learning culture of teachers so that they could educate their students effectively and created an agreed balance between individual, school and national needs (Bolam, 2002).

As a result, in today's rapidly changing work environment, keeping pace with changes and Developments in practice and to satisfy professional development requirements; it was mandatory to up-date professional qualities for school achievement. The response to those challenges was embracing the concept of professional training, in order to adapt with learning new skills through CPD.

For that reason, continuous professional growth was the process by which a teacher maintains the quality and relevance of the professional services that he or she delivers. Thus, CPD was the purposeful improvement of knowledge necessary for the professional and technical duties throughout the practitioner's working life (Robert, 1987). Continuous professional development prepares teachers to manage their future responsibility because it was a future oriented process.

It was considered in this research as one of the most important pedagogical activities that was used to improve teachers' effectiveness and enhance School improvement with all its constitute parts. Totally, teaching as an occupation required standards of trainings and constant rebirth. Continuous professional development was a sustainable progress of teachers' knowledge and skills in the process of teaching and learning.

## **2.2 .Historical Development of CPD**

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

In America, as noted by Abdal-Haqq (1998) the coming of rival countries to lead in scientific and economic competitions, such as the launching of the sputnik satellite by the Soviet Union and the issue of socialist justice and pragmatism were the factors that initiated the needs of CPD. Continuous professional development program was demanded because of increasing quality education and the demand to improve teachers' skills. As a result government involvement in the professional development had increased over time and the program was now more prepared and became part of government policies and targets (Baldford, 2000).

According to Nicollas, (2001) CPD was formerly known as in service education and training. He also explained that CPD was first developed in 1960s in Great Britain. The reasons that gave for its appearance were problem identified on the issue of the quality of teaching. Therefore; continuous professional development was the systematic progress of teachers' knowledge and skills and the improvement of learning throughout an individual working life. The programs include activities such as on the job training, conferences, seminars, workshops, and being a coach or mentor (Gust, 2004).

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

In a research study on professional development of teachers reported by Guskey (2002), it was revealed that most teachers engage in CPD activities because they want to become better teachers. These teachers see professional development program as among the most promising and most readily available route to growth on the job. It was also important to note that, for the vast majority of teachers, becoming a better teacher means enhancing student learning outcomes. Scholars such as, Fullan& Hargreaves (1996); and Fullan (1999) also report similar findings that, teachers are attracted

to professional development because they believe that it would expand their knowledge and skills, contribute to their growth, and enhance their effectiveness with students. Any development program therefore, that fail to address these needs, are doubtful to succeed (Fullan& Miles, 1992).

Additionally, Craft (1996), had identified the following for responsibility CPD for teachers: to improve the job performance skills of whole staff and individuals; to developed the professional knowledge and understanding of an individual teacher; to extended the personal or general education of an individual; to made staff feel respected, to promote job satisfaction among staff; to prepared teachers for change. Moreover, Eraut (1995) emphasizes that in-service education raises the cultural and professional standard of the teaching force as a whole.

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

As “the core of any innovation is the ongoing and constant process of change” (Curtis and Cheng, 2001:139), such an „ongoing“ change process requires a great deal of learning on the part of teachers, and support and guidance are required for facilitating such learning of teachers (Putman and Borko, 1997; Ball and Cohen, 1999; Wilson and Berne, 17 1999). This learning of teachers should thus be regarded as ongoing and the importance of CPD should not be minimized (Blandford, 2000). Teachers“ CPD is generally viewed as a way for the improvement of learning and teaching. Bolam (1993) defines CPD as „any professional development activities engaged in by teachers which enhance their knowledge and skills and enable them to consider their attitudes and approaches to the education of children, with a view to improve the quality of the teaching and learning process“. Gordon (2004) has similar views about the purposes of CPD. He also outlines three core purposes of CPD, which are: Improvement of teaching and learning, in terms of curriculum development, restructuring, and instructional development, Improvement of school-parent collaboration and improvement of student assessment.

Hence, the overall purpose of the CPD program was to raise and improve teachers’ subject matter knowledge based on the content of the curriculum and the teaching approaches which require teachers to involve students in the development of higher order thinking skills by developing more

positive attitudes to their work at the school level, and strengthen professional identity. It also promotes teachers to recognize their work as a professional by providing new chance for growth, exploration, learning and development (villegas Riemers, 2003).

Moreover, the contribution of CPD for improved pre-service and in service training and professional support is pointed out in the educational sector review (ESDP IV) of the federal ministry of education (MoE, 2010). Finally, the purpose of an exploration of CPD view in secondary school was to authorize teachers of their capability in order to improve students' learning atmosphere.

### **2.3. Principles of CPD**

The dynamic evolution of science, technology, culture and school system itself makes it necessary for the basic training of teachers to be complemented by the further training.

According to West (1989), the principles of staff development are the following: Staff must see themselves as owners of the program, it must go well with all staffs, it must be rooted in the organizations' culture and it should be based on need assessment. The principles are the basic rules developed to satisfy for the achievement of objectives. At present CPD is not mandatory in most countries of the world. But, governments are introduced legislation concerning CPD and linking it to carrier structure and evaluation of teachers. The legislation contains various principles and conditions of services (Schwill,Leu, e- tal, 2005). According to the work of Leu and, Gray (2005) the major principles of CPD are the content of professional development focuses on what students are to learn and how to address the different problems students may have in learning the material. And also, Professional development should be based on analyses of the differences between (a) actual student performance and (b) goals and standards for student learning. Professional development should involve teachers in identifying what they need to learn and in developing the learning experiences in which they will be involved.

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



Generally, the principles of CPD help to show the features of professional teachers and are based on the societal requirements and cultural development of the society. MOE (1994) noted that professional requirements focuses on creativity, knowledge and skills, collaboration and cooperation between colleagues and its positive attitude towards the needs of the society. According to MoE (2003) principles outlined in the Ethiopian context; there should be an initial CPD program phase for all teachers to follow. CPD should focus on areas of identified needs that are common across the system; Staff development program will be more effective if all on-going activities are registered or documented.

One key element of CPD will be the provision of courses related to the levels and status of teachers, the renewal of a professional teaching license will require the completion of equivalent of stated minimum number of semester hours of CPD credits over the period concerned. To sum up, the principles are the most important and help to realize the goals of the organizations. Teachers became professionals, and it built the daily work of teaching.

#### **2.4. Features of Effective CPD**

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

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

According to WestEd (2002) an effective continuous professional development program as one that focuses on teachers as central to student learning, individual, collegial, and organizational improvement, respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community. Moreover, it reflects best available research and practice in

teaching, learning, and leadership, enables teachers to develop further expertise in subject content, teaching strategies. And also, it uses of technologies, and other essential elements in teaching to high standards, Promotes the continuous inquiry and improvement embedded in the daily life of schools. Furthermore, an effective CPD planned collaboratively by those who would participate in and facilitate development, Collaborative planning ensures ownership of the program, was driven by a coherent long-term plan.

Change is a gradual process, hence, it needs to be given more time during which the teachers are monitored and given necessity evaluated ultimately on the basis of its impact on teacher effectiveness and student learning; and this assessment guides subsequent professional progress efforts. Teacher change and consequent improvements in learner performance are the ultimate goals of any CPD program for teachers (WestEd, 2002). Another scholar, Lee (2002) conducted a study in Taiwan to examine the characteristics of effective CPD. In his study, effective staff development was described as for Treat every colleague as a potentially valuable contributor as: Teach other teachers, Share, discuss, and critique in public forums, Turn ownership of learning over to the learners, Situate learning in practice and relationships, Provide multiple access points into learning communities, Reflect on teaching by reflecting on learning, Share leadership, change professional characteristics and link it to the professional community.

Moreover, other researchers like Lieberman and Wood (2002) examine the features of good practice in CPD, in which „opportunities for sharing of ideas/strategies and current 21 developments with other teachers“ is the most recognized feature of good practice in CPD. The other most recognized feature of good practice in CPD was ‘‘relevant content‘‘; whilst opportunities for hands-on practical experience was identified the vital advantage of CPD. According to Desalgne (2010), effective CPD was directed towards providing teachers with the skills to teach and assess for deep understanding and to develop students’ cognitive skill. It enhances teachers understanding of the content they teach and makes use of expert teachers and attractive classroom practitioners with the active participation of the stakeholders in improving, collaboration and planning of CPD practices.

The other common characteristics of effective CPD are situated learning and professional learning communities. CPD is effective when teacher learning occurred in authentic way through teachers’ active involvement and participation. This authentic way of learning fundamentally situated in the context of the practice leading to the betterment of teaching and learning. Teachers put what they have learnt in to practice and new learning through social construction and negotiation of meanings by means of sharing, collegiality and reflection. In this learning process, collaboration was

significance in shaping effective CPD. It was the basic to create professional learning communities. In collaboration could create teachers professional confidence and allow for interactions amongst teachers (Harris, 2003). There had been a growing consensus that the most effective CPD was focused on teachers' classroom practice and in collaborative in nature.

It claims that an increasing body of professional work demonstrates the value of moving collegial learning from the margins of professional practice to the heart of it in which classroom teachers not only as classroom expert in a single school but also as members of the boarder education community. In addition, the features of effective school based CPD focuses on classroom practices and collaborative work, improving the teachers performance in the classroom, team 22 teaching and doing action research together, planning lessons in a group, observing each other and teachers work together (MoE,2009) . Finally, the features of effective CPD are the support of the achievement of the students result as well as the professional development of teachers. Hence, to practice and implement CPD program helped to achieve success.

## **2.5 The CPD Cycle**

The CPD Cycle was a carefully planned response to identified development needs' at each level - individual, group, institution, woreda, zone, and region, national - the CPD cycle was similar, (MoE, 2009). The major activities in CPD cycles are analysis of the existing situation, planning, doing, and evaluation. Then CPD analysis was related with the activity to select the learning needs of an individual, a group and an institution. This activity includes: self-assessment, peer review and selection of school CPD priorities, Curriculum meetings, Demonstration lessons, Planning lessons together, Peer observation, Observation of lessons and feedback, Observation of students in lessons, talking to students, Assessment of students work before and after the CPD activity, Marking of students work.

Additionally, giving feedback and advice for development, Shadowing a teacher, Action research, Professional reading and research, Visiting schools and teachers to see examples of good practice, Sharing/showing good practice within a School, Maintaining a professional portfolio, Team teaching, Workshops, Visiting experts, Mentoring and Discussion meetings are the major activities of the CPD analysis, MoE (2009b). Planning is part of the CPD cycle which is developed annually by every educational institution preceded by prioritizing the issue identified by the analysis process.

The CPD plan could be prepared individually or institutionally with details of events and timings within the CPD module (MoE, 2009).

Doing was concerned with practical methodologies to realize the CPD needs in improving and updating the teacher performance. Such activities include curriculum reforms planning, peer observation, action research, communicating students, sharing professional experiences, workshops, mentoring, discussion, and meetings. Evaluation was reviewing and to judge the effectiveness of the desired outcomes of the CPD action plans (MoE, 2009). Generally, analysis the existing situation, planning, doing and evaluation are the major actions and variables of the CPD cycle.

## **2.6. Continuous Professional Development (CPD) in Ethiopia**

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

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

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

To this effect short-term training such as workshops for teaching and learning in higher education and diploma programs for teacher certification are being implemented. To facilitate implementation of the policy in the area of teacher education, a task force was formed to study the problems. The duty of the Task Force was to explore the quality and effectiveness of the teacher education system. The Ethiopian Teacher Education System Overhaul (ETESO) has emerged based on the teacher development programs including school based CPD, stated in the new Education and Training Policy [ETP], (TESO Task Force, 2002).

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

The TESO-CPD strategy has three steps to be accomplished at the school level: induction, the proper CPD training, and individual CPD. The former two are modular approaches planned for two successive years. Induction is a program for newly deployed teachers having four modules, two per year to be practiced in the actual teaching with mentors.

The proper CPD on the other hand is meant for those teachers already in the system or requirement with the objective of licensing. In order to increase the effectiveness of teachers the government accomplished various activities. As a kind of new initiatives, systematic practice of professional development and improvement of teachers' competence is an important component of the program (World Bank, 2004). In line with this, the Ethiopian Ministry of Education (MoE, 2008) developed a General Education Quality Improvement Package (GEQIP), a five-year plan (2008/9 -2011/12) comprised of six pillars: Civics and Ethical Education, Curriculum, Information Communications Technology, Management and Leadership, School Improvement Program (SIP) and Teacher Development.

One of the major areas of concern was school-based Continuous Professional Development program. These days, as stated by MoE (2007a), in the strategy of Teachers' Development Program of the Ethiopian education system, the need to enhance school-based CPD is the focus of the ongoing education system.

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

## **2.7 Functions and Responsibilities of the Concerned Bodies on CPD**

Functions and Responsibilities of Teachers Each stakeholder in CPD has responsibilities. This can be either as an individual or as an institution. The most powerful and accessible human resource for schools CPD is committed and supportive teachers found in the school. Individuals or group of teachers in a school are responsible body for the implementation of school based CPD program. As revealed in the national Framework of the Ministry of Education, teachers are responsible to engage in CPD as forefront partners throughout their career (MoE, 2009). Teachers in the schools are the main actors in the program and should be beneficiaries. They are requested to create effective CPD meetings at school with the initiatives of department heads and other senior teachers in collaboration with facilitators and principals who will join the meetings. They also expected to collaboratively prepare lesson plans, observe lessons, demonstrated by fellow teachers, participate in discussions after lessons, revise the lesson plan, record discussions and prepare report on CPD meeting and implement acquired skills in their own classrooms (MoE, 2009).

Teachers have to mentor, supervise, plan and monitor activities in the school in collaboration with their colleagues in order to improve teaching and learning. They have to be boldly committed and willing to realize CPD in the classroom. Thus, it is teachers, who in the end will change the world of the school by understanding the situation (MoE, 2009). Teachers are responsible for engaging in their own Continuous Professional Development throughout their careers, in consultation with others (e.g. mentor, supervisor), identifying personal CPD needs in the light of the institution's Annual CPD Plan and individual Professional Competencies, working collaboratively with colleagues to improve teaching and learning, carrying out sixty hours CPD each year, putting CPD into practice in the classroom, being committed to supporting the wider CPD needs of their institution, maintaining a Professional Portfolio to record all their CPD and other, professional activities (MoE, 2009).

Continuous professional development was an obligatory requirement for those who teach in all Ethiopian educational establishments. It is the civic and professional duty of all educators to engage in Continuous Professional Development. It follows that the commitment of an individual teacher to their own CPD is essential.

The “National Framework for Professional Competencies of Teachers” clearly sets out the core competencies that all Ethiopian teachers need in order to progress through the professional career ladder. As stated in the “National Framework for Professional Competencies of Teachers” the following five Professional Competencies taken together represent the role of the Ethiopian teacher (MoE,2009). It helps Facilitating Student learning outlines how teachers plan, develop, manage and apply variety of teaching strategies to support quality student learning and assessing and reporting student learning outcomes describes how teachers monitor, assess record and report student learning outcomes.

And also, engaged in Continuous Professional Development describes how teachers manage their own professional development and contribute to the professional development of their colleagues, mastery of Education and Training Policy (ETP), curriculum and other program development initiatives describes how teachers develop and apply understanding ETP to contribute to curriculum and/or other program development initiatives. And it helps forming partnerships with the school community describes how teachers build, facilitate and maintain working relationships with students, colleagues, parents and other care givers to enhance student learning (MoE, 2009). High quality teachers, those who are most capable of helping their students learn, have responsibilities of mastering both their subject matter and pedagogy. The preparation that teachers receive before beginning their work in the classroom and teachers' quality affects educational quality since student achievement, especially beyond basic skills, depends largely on teachers’ command of subject matter and their responsibility to use that knowledge to help students learn (Darling-Hammond, 1997).

Similarly, Hammond (2002) argues that teacher’s professionalism is built up from a combination of self-image, self-esteem, job motivation, task perception and future perspectives of individual. Generally, teachers are the most important responsible practitioners in the process of real implementation of CPD. Teachers hold the duty of practicing each planned activities of CPD and improving the students’ academic achievement.

### **2.7.1. Functions and Responsibilities of Principals**

Different authors have written on school principal leadership practices in different administrative setting and tasks of school organization. Benjamin and Blasé (1999) noted that a leader who intends to bring about a change must develop and articulate a vision of what a school look like. The school principal is the manager of the school. In order to manage and administer a school efficiently, he must provide organizational leadership in the school. In this respect, he was responsible for planning, organizing, coordinating, operating, monitoring the staff and the students, and managing school building and facilities (Mussazi, 1982). He also noted that the principal is an organizational man who must plan and sustain an organization of the school. He plays an important role in communicating his ideas to those with whom he works, and he must be responsive to the communication of other. He provides a leadership recognizing the impact of the changing world outside. He also seeks to transform the behavior of teachers, students, and members of the community so that they will better serve themselves, their fellow men, and the educational enterprise from which they reap untold cultural and personal benefits.

According to Steyn and VanNiekerk (2002 )the principal is considered as a leader, motivator of the school having the responsibility for the development of staff training program, school based and to assist teachers, particularly new and inexperienced teachers ,in developing and achieving educational objectives in line with the needs of school. One of the many roles of principal is to create the right set of conditions to enable change to occur. Principals have an important role of setting and clarifying expectations with teachers and other staff members, monitoring progress and attending to the concerns of teachers. As cited in Mintesinot (2008), principals have to be active in coaching teachers and be catalyst to make the implementation process fruitful.

It was also indicated in AREB (2009) that, principals are responsible to arrange inter-school visit programs, prepare intra-group discussion forums at school level, encourage teachers to exercise and try out peer evaluation, observe and visit CPD activities, arrange training programs and provide constructive feedback.

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



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

In addition to this the school principals expected to exercise regularly monitoring the effectiveness of the changes to teaching and learning, ensuring the quality of engagement of teachers in CPD activities, monitoring and assessing the content of individual Professional Portfolios and giving constructive feedback, collaborating with other local institutional leaders to facilitate effective responses to shared CPD issues collaborating with woreda, zone and REB professionals to ensure that national and regional CPD priorities are addressed in institutional CPD planning.

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

To sum up continuous professional development as a range of planned activities by which education personnel in active service have opportunities to further their education, develop their understanding of educational principles and techniques is crucial for the efficiency and effectiveness of a country's educational system. For this and other related reasons continuous professional development programs should mainly focus on improvement of schools, professional development of individual teachers and the school community as a whole. In these endeavor educators at every level within the structure of the educational sector, teachers, parents, students and the community at large need to play a constructive role. More importantly, school principals have decisive role to play in every aspect of the program.

### **2.7.2 Functions and Responsibilities of Schools' CPD facilitators**

The main responsibilities of the CPD facilitator is to promote CPD as a central element of school improvement and performance management, to create and sustain CPD arrangements for all staff, to monitor and report upon the quality and impact of CPD undertaken, to keep up to date with CPD developments and initiatives, both nationally and locally, maintain and develop links with sources of CPD provision (Hustler, 2003). The school CPD facilitator, in combination with the head teachers or senior members, shall ensure that all teaching staff understands the increased emphasis on CPD, within the revised performance management regulations. In addition to reporting annually to the principal on the operation and effectiveness of the schools performance policy and procedures, the facilitator and head teachers also report on teachers' training and development needs. There should be consistent and transparent arrangements for accessing professional development that the CPD facilitator ensures are known to all staff (Hustler, 2003).

Schools have to specify their CPD leaders, who have responsibility for the leadership and management of CPD within school and who have access to appropriate support and training. The CPD facilitator is responsible for ensuring school systems and processes such as, performance management, professional review, school improvement plan, school self-evaluation, and operates to help identify the school's CPD needs and those of the staff working within it. The facilitator is also responsible for collecting the CPD needs of the school and the staff.

The school should maintain an up to date job description for the role of CPD facilitator. The school CPD leader was responsible annually for discussing with the head teacher and governing body on the CPD priorities and the likely budgetary implications of addressing these needs. Such needs are drawn largely, but not exclusively, from the training and development needs identified through the school performance management process (Hustler, 2003). The use of supervisors (department heads, senior teachers and mentors) results in the provision of knowledge and ideas, and is useful in terms of the external expert acting for an agent of change. Schools in particular can benefit from bringing in supervisors, to widen their group of knowledge that they can draw on.

Teachers may need help in determining their own CPD focus, and how to access different types of support that may be available. It is through discussions of this type with less experienced teachers that schools can reduce worry about performance of CPD issues. External support, particularly when it comes to delivery of CPD, should be pedagogically expert, and flexible enough to fit in with the varying demands of school life. Peer support and discussion with senior can contribute towards the development

and take-up of new practices, and can facilitate motivation, feedback, further discussion and progression, (Bell et al, 2001).

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

### **2.7.3 Functions and Responsibilities of Cluster Supervisors**

Instructional supervision was service that would be given for teachers and it was the strategy that helps to implement and improve teaching learning process and to improve students' academic achievement. Due to this the supervisor practices as a coordinator, a consultant, and a facilitator in teaching learning activities. The objective of the supervisor was implementing teaching learning process through providing professional support and by forming suitable situations of students (USAID, 2004).

Supervisor was an expert who supports teachers by establishing the Cluster CPD Committee, managing and coordinating CPD activities within the cluster, sharing individual school CPD plan, supporting as appropriate the annual School CPD plan. According to Ukeje,et al (1992) supervision was the service provided for the purpose of improving teaching- learning activities. In today's school it was a cooperative service designed to help teachers. Supervisor should work with the staff classroom teachers and principals. Supervisors serve as a resource leader for teachers to check the availability of resource for professional development of teachers and effective implementation of the curriculum. They carry out their responsibilities by using different methods such as by preparing workshops, seminars, and conferences with teachers.

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

The use of supervisors (department heads, senior teachers and mentors) results in the provision of knowledge and ideas, and is useful in terms of the external expert acting as a catalyst for an agent of change. Schools in particular can benefit from bringing in supervisors, to widen their pool of knowledge

that they can draw on. Teachers may need help in determining their own CPD focus, and how to access different types of support that may be available. It is through discussions of this type with less experienced teachers that schools can reduce anxieties about performance of CPD issues. External support, particularly when it comes to delivery of CPD, should be pedagogically expert, and flexible enough to fit in with the varying demands of school life. Peer support and discussion with senior can contribute towards the development and take-up of new practices, and can facilitate motivation, feedback, further discussion and progression.

#### **2.7.4. Functions and Responsibilities of Woreda Education Offices**

According to the CPD guideline of MoE (2009), in the education system the woreda education offices play an important role in the implementation of CPD program. Woreda Education Offices (WEOS) are responsible to producing local CPD plans, ensuring that all schools have annual CPD plans, monitoring and evaluating the CPD activities of schools, collecting data about CPD activities in the woreda, collecting data of individuals' and schools' participation in CPD. Moreover, the woreda education office experts have the responsibilities of providing support and training to clusters and schools through the supervisors, raising awareness of and promoting all-encompassing education in all schools, collaborating with school directors to administer the CPD process and to reasonable the judgments on passing/failing, providing support and advice on the maintenance of professional portfolios. And finally, Woreda education office have the responsibility of overseeing and facilitating the work of clusters and kebeles in their support of the CPD effort, and to allocate sufficient budget, prepare training opportunities and discussion forum (MoE,2009). Generally, Woreda education office experts take the responsibilities of allocating sufficient resources; evaluation of the overall effectiveness of the professional development program; providing the necessary technical supports; preparing trainings; and providing discussion opportunities on the status of the process of CPD implementation and the prevailing challenges.

#### **2.7.5 Functions and Responsibilities of Zone Education Department Office**

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

And also they must take the responsibilities of ensuring that resources are written in the language that teachers would understand best, with high quality translation, produced in sufficient quantities of

booklets and distributed throughout the region, monitoring and evaluating the CPD program regionally and producing an annual report which should be submitted to the Process for teachers and Leaders Development, Ministry of Education, raising awareness of and promoting inclusive education throughout the region through CPD, and compiling Educational Management Information System (EMIS) CPD statistics for the region and submitting them annually to the (MoE, 2009).

## **2.8. The Challenges of CPD Implementation**

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

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

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

Besides, limited resources hinder the effective implementation of CPD. Almost all CPD program need a certain amount of monetary and material inputs to run. It does not matter whether it is on-school or off-

school site based CPD. Without financial resources, CPD program cannot run. These programs need financial resources for logistical purposes. These may include transportation, buying of materials to use during and after the training, paying allowances to resource persons and participants and paying for accommodation of participants if the training is an off-school site based CPD program (Mohammed, 2006).

Governments need to commit themselves to CPD program budgets and ensure that they are used for the intended purpose. Cost effective ways of running effective CPD programs need to be explored so that the programs do not suffer much due to limited funding. In addition, duration and time span of CPD programs is another determining factor for the effective implementation of CPD. Several authors including Penuel, Fishman, Yamaguchi & Gallagher (2007) have pointed out that a common criticism of professional development activities designed for teachers is that they are too short and offer limited follow-up of teachers once they begin to teach. This results in teachers either assimilating teaching strategies into their current repertoires with little substantive change or rejecting the suggested changes altogether. Another scholar, Brown (2004) argues that professional development that is of longer duration and time span was more likely to contain the kinds of learning opportunities necessary for teachers to integrate new knowledge into practice.

And also, 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 contents with students opportunity to learn. Fine (1992) as cited in little (1992), further indicates that the magnitude of CPD task frustrate teachers and discourage them to dilemmas. Moreover, less committed leaders damage the coordination of CPD program. Generally, the main challenges that can hider teachers from active involvement in the process of school based CPD are lack of skill, less commitment and teachers' resistance, low level of understanding about the significance of CPD, scarcity of need based trainings, lack uniformity on how to use the portfolio modules, and absence of consolidated collaborative school system.

## **CHAPTER THREE**

### **3. THE RESEARCH DESIGN AND METHODOLOGY**

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

#### **3.1 The Research Design**

Research design is the plan of action that links the philosophical assumptions to specific methods Creswell and Plano lark, (2007) Cited in Abraham Tulu(2018) .This study attempted to obtain information to examine a teachers perspectives on CPD in Bench Sheko zone government secondary schools. Hence it was be a descriptive survey design with the belief that this design was suitable to obtain sufficient information on the issue under study in a case at a particular time.

Creswell, (20015) Argued that descriptive research design was used to describe the nature of the existing conditions. Kelley etal.(2003) conformed that descriptive survey method of a research is relevant to collect different types of data form large sample size to attain the aim of the study. The strategy was the concurrent triangulation strategy which uses purposeful qualitative methods of data collection concurrently in order to best understand the phenomenon of interest (Creswell, 2003).

#### **3.2. The Research Method**

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

#### **3.3. Sources of Data**

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

#### **3.4. The Study Area and Population**

The study area for this research is Southern nations, nationalities and peoples Regional State in south-Western Ethiopia in Bench Sheko Zone. South nations, nationalities and peoples Regional State has three Administrative Zones and one special woreda and Bench Sheko zone is one of the

three Zones. It is bordered by Sheka Zone in the North, West Omo in the West, Kafa zone in the South, East and North East. There are six woredas and two city administration in Bench Sheko Zone. These are:- Semen Bench, Debub Bench, Shaye Bench, Sheko, Guraferda, Gidi Bench woredas and two administrative city:-Mizan Aman and Siyze administrative. From thus woreda: Semen Bench Woreda, Debub Bench Woreda, Sheko Woreda and Mizan Aman are selected for sample amongst Woreda. There are twenty eight (28) Secondary Schools in Bench Sheko Zone and Three Secondary School in Semen Bench, Three Secondary School in Sheko woreda, Six Secondary Schools in Debub Bench and Six Secondary Schools in Mizan Aman are selected. These are: Semen Bench-Genja, Beer, Wushiken Secondary schools, Sheko wored- sheko secondary school, Geezmeret, and Eteka secondary Schools, Debub Bench- Gichi, Debrawork,Zozo,Aynaba, Bebeka ana Kite Secondary Schools, Mizan Aman-Mizan, Keke, Aman, Gachab,Misgana and Teklehaymanot Secondary Schools are selected through lottery method of simple random sampling technique to provide independent and equal chance of being selected for the schools. The populations for this study were eighteen 18(64.3%) Secondary Schools were selected purposively from Bench Sheko Zone Secondary Schools in Southern nations, nationalities and peoples Regional State. The total numbers of teachers 247 were the total population of this study.

### **3.5 Sample Size and Sample Techniques**

Since the researcher have a work experience of eight years as a teacher and a principal in different schools of Bench Sheko Zone Sheko woreda Secondary Schools. Therefore, the academic achievement of the students in Secondary Schools of Semen Bench, Sheko Woreda, Debub Bench and Mizan Aman in Bench Sheko Zone were very low and because of this, from Bench Sheko Zone; Sheko woreda, Semen Bench, Debub Bench and Mizan Aman is selected purposively among the Woreda in Bench Sheko zone. Three woreda of Bench Sheko Zone were included through purposive sampling method. Moreover, all the eighteen Secondary Schools found in Sheko, Semen Bench, Debub Bench and Mizan Aman was included using availability sampling technique because the number of the population pertaining to the required features was small and could be easily accessible.

Finally, out of 247 teachers in the Sampled Secondary Schools, (100%) of them would include. This were be because in order to collect relevant information about the practice and challenges of CPD, the number of the population pertaining to the required features is small and easily accessible within short period of time for data collection. The researcher believed that the sample of 100% was increase the validity of the study results.



**Table 1- summary of sample size and population in career ladder position in each selected secondary schools**

No	Types of respondents	population	Sample size	%	Sampling techniques
1	Beginner teacher	33	28	84.8	Random sampling
2	Junior teacher	45	34	75.5	Random sampling
3	Teacher	50	41	82	Random sampling
4	Senior teacher	36	29	80.5	Random sampling
5	Associate Lead teacher	30	26	86.7	Random sampling
6	Lead teacher	29	20	68.9	Random sampling
7	Senior lead teacher	24	16	66.7	Random sampling
Total		247	194		

### **3. 6.Data Gathering Tools**

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

#### **3.6.1 Questionnaires**

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

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

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

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

The closed ended type of questionnaires are mainly of rating scale type or Likert scale, like items based on scale from “strongly agree to strongly disagree and from very high to very low” that are enable the researcher to get relevant and consistent information about the current practices of Continuous professional development in Schools. In addition to this, open ended questionnaires were employed to give chance for the respondents to express their views related to the current practices of CPD. A set of questionnaires were prepared in English to be filled out by teachers. The scale consists of five scales. These are 5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree, and 1 = Strongly Disagree and Very high (VH) = 5, High (H) = 4, Moderate (M) = 3, Low (L) = 2, Very Low (VL) = 1 to which CPD is being practiced. The questionnaires have three parts. The purpose of questionnaire was stated in the first part of the questionnaire. The second part were concerned the bio data of the respondents and the third part presents questions related to basic research question.

### **3.6.2. Interview**

An interview is the verbal questions asked by the interviewer and verbal responses provided by the interviewee (Gall et al., 2007). The researcher used interview to get in-depth information that may not be easily secured by the questionnaire (Yalew, 2004 E.C:176). Semi-structured questions were preferred by the researcher, as they permit greater flexibility and much freedom to talk about the problem under investigation for interviewee (Yalew, 2004 E.C:179). In this study open ended question interviews used to elicit response considering continuous professional development from the participants. The instruction consists of mainly questions about the practice of the continuous professional development .For this study; Semi-structured interview questions were prepared in English Language for teachers’ to gather more information about perceptions of continues professional development. The reason using semi-structured interview is its advantage of flexibility in which new questions were forwarded during the interview based on the responses of the interviewee. The purpose of the interview was to get evidences and to gather more information that may not be easily held by the questionnaires.

### **3.6.3 Document Analysis**

In addition to questionnaire and interview, the researcher used the document as secondary sources of data collection and the document analysis was used to enrich the information about the issue under study. *In* document analysis as a data gathering instrument, the researcher would focus on all types of written communications like strategic plan, CPD manuals, CPD activity reports, guide lines and teachers' portfolios and all CPD plan documents were analyzed. Nevertheless; documents reveal what people do or did and what they value. In addition the behavior occurred in a natural setting, so the data have strong validity (Maree, 2007). The researcher would be aware that document analysis is another important supplementary tool for the gathering of data in study of this kind. These reports were scrutinized to get a good view of the implementation process. Documents pertaining to teachers' professional development would be also analyzed to identify gaps if any between theory and practice in order to check what the respondents have been said.

### **3.7 Data Collection Procedures**

The researcher used a series of data gathering procedures. The data was gathered by using questionnaire, interview, and document analysis. Pilot study was conducted prior to the final administration of the questionnaires to all respondents. The pilot test was conducted to protect the truthfulness of the instruments with the objective of assessment whether or not the items enclosed in the instruments enable the researcher to gather relevant and valid information. Besides, the purpose of pilot testing was to make necessary changes so as to correct confusing questions. Eighteen Secondary Schools were taken through sampling technique to fill the questionnaires. The school teachers' was purposively taken to be interviewed. Then, the prepared questionnaire was spread for the sample subjects for the study.

### **3.8. Method of Data Analysis**

Depending on the nature of the collected data through questionnaire, interview and document analysis, different statistical techniques were employed in the study for data analysis and interpretation. The interpretation of personal characteristics was done with the help of frequency and percentage. The data collected through close ended questions were tallied and tabulated. Percentage, mean score and weighted mean scores used to analyze the data obtained through closed ended questions. Among the various types of descriptive statistics percentage and mean were preferred for the analysis because of the fact that they were very important in identifying the difference and similarity of respondents' judgments on various variables. In addition to this, percentage and mean were also easily understood by different stakeholders

of education within different educational levels. The data gathered through open ended questions were analyzed in line with the close ended questions to support the data obtained from close ended questions.

For this study, quantitative data analysis methods were used. Descriptive Statistics procedures were employed to analyze the data collected by using questionnaires. Statistical packages for social science (SPSS) version 26 software was used to analyze and interpret the collected data, since it was appropriate version to do the analysis .

Finally, the data collected though Interview and Document analysis were presented and analyzed qualitatively by using narration in line with the data obtained from the questionnaire.

### **3.9. Validity and Reliability of the Study**

According to Kothari (2004), Maree (2007) and Mark (1996), validity refers to the degree to which an instrument measures what it is supposed to measure.

Pilot test of the instruments was done before launching in to the actual investigation. The purpose of the pilot test was, to check whether the responses fulfilled the objectives of the investigation, to determine the extent to which the questionnaire promoted an appropriate relationship with respondents and to check whether or not the respondents understood the instruments (Yalew, 2004 E.C:175).In order to make the questionnaire more reliable and valid, the pre-test of instruments would be carried out in one sample school. Pilot testing provides opportunities to detect and remedy a wide range of potential problems with instruments. Validity shows the linkage between the questionnaire and the objectives of the study. To gather the relevant and necessary data, the question should be clear and easy to understand. The questionnaire was made ready for pilot test. Therefore to check the reliability and validity of the questionnaire copies of questionnaires were distributed in Sheko secondary school by taking 25 teachers. Based on the Pilot test, the reliability of the instruments was calculated by using SPSS (statistical package for social science version 26 to see the reliability). Finally, the instruments would be modified based on the feedbacks of the pilot test. Reliability has to do with the consistency or repeatability of a measure or an instrument and high reliability was obtained when the measure or instrument gives the same results if the research is repeated on the same sample (Maree, 2007).

Triangulation of the data gathering tools would be executed by using interview, questionnaire and observation. As shows in the table below the results of Cronbach's coefficient alpha is satisfactory (between 0.71 and 0.93), indicating questions in each construct are measuring a similar concept.

As suggested by Cronbach (cited by Tech-Hong &Waheed, 2011), the reliability coefficients between 0.70–0.90 are generally found to be internally consistent.

**Table 2 -Reliability test results with Cronbach’s alpha.**

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

### **3.10. Ethical Consideration**

Having letters of permission from Jimma University and woreda education office for ethical approval, the researcher was go to eighteen secondary schools of Sheko, Semen Bench, Dehub Bench woreda and Mizan Aman administrative and was introduce his objectives to all participants for pilot study. At the end of all aspects related to pilot test, the researcher was contacts the woreda’s education offices and the principals of the eighteen secondary schools of Sheko woreda, Semen Bench woreda and Dehub Bench Woreda and Mizan Aman administration for permission. After making agreement with the concerned participants, the researcher was introduced his objectives and purposes. Then, the final questionnaires were administered to sample teachers with in the eighteen secondary schools.

## **CHAPTER FOUR**

### **4.1 PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA**

This chapter presents the description of the sample population, analysis and interpretation of the data based on the information obtained through the questionnaires, interviews and document analysis. It consists of two parts. The first part is concerned with the description of characteristics of the respondents whereas; the second part deals with the analysis and interpretation of the data. The purpose of this data was to explore the extent of teacher's perspectives of school based continuous professional development in Secondary Schools of Bench sheko zone, southern nation nationalities and peoples Regional State. To this end, the investigator developed data gathering tools that integrate various aspects of teachers' perspectives on school based CPD. For this purpose, two hundred fourth seven teachers, with a total of 194 respondents were also selected from eighteen secondary schools and three woredas and one city administration of Bench Sheko Zone Southern Nation Nationalist and Peoples Regional State.

Schools CPD reports, teachers portfolio and CPD report documents of the Ministry of Education were also analyzed in this section of the study. The data was collected from a total of 190 respondents because four respondents were not filled and returned the questionnaires. To this end a total 194 copies of questionnaire's were distributed, among this 190(97.9%) were filled in and collected. But 4(2.06%) of the questionnaire were not collected due to the fact that there were problems of clarity with beginner teachers and were not filled properly. Finally the research analyses were done based on the data obtained from the remaining 190 (97.9%) of the questionnaires, interview results and document analysis.

Teachers responded to both open and closed-ended questionnaire items. The closed ended items across sub-categories were computed and analyzed using frequency, percentage, standard deviation, and mean scores. Percentage was utilized for easy presentation of frequency distribution and for comparison of the degree of the prevailing perspectives. In addition, items across each category were arranged under the rating scale with five points. These are 5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree, and 1 = Strongly Disagree and Very high (VH) = 5, High (H) = 4, Moderate (M) = 3, Low (L) = 2, Very Low (VL) = 1. To analyze open-ended responses qualitatively researchers look for overlapping themes in the open-ended data and count the number of themes or the number of times that participants mention the themes by open-ended question by using scale of

5= strongly agree, 4= agree, 3= undecided, 2= disagree and 1= strongly disagree. Besides, data from interviews and document analysis were triangulated to validate the findings.

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

#### 4.2. Characteristics of the Respondents

Respondents were asked to indicate their background information. The details of the characteristics of the respondents are given in Table 2 below.

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

Items	Category	Respondents				
		Teachers				
		No	Freque ncy	%	valid percent	Cumulative percent
Gender	Male	123	123	64.7	64.7	64.7
	Female	67	67	35.3	35.3	100.0
	Total	190	190	100.0	100.0	
Level of education	Diploma	39	39	20.5	20.5	20.5
	First Degree	120	120	63.2	63.2	83.7
	Master's Degree	31	31	16.3	16.3	100.0
	Total	190	190	100.0	100.0	
Year of Services	1-5	33	39	20.5	20.5	20.5
	6-10	50	44	23.2	23.2	43.7
	11-15	47	40	21.1	21.1`	64.7
	16-20	41	37	19.5	19.5	84.2
	21 and Above	19	30	15.8	15.8	100.0
	Total	190	190	100.0	100.0	

The above table shows the respondents characteristics in terms of gender. Regarding teachers, respondents the male teachers constituted 123(64.7%) while the female teachers hold up 67(35.3%). This shows the essential data was mainly obtained from the male respondents. Moreover, one can understand

that the number of females in the teaching profession is much lower compared to males in secondary school of Bench Sheko Zone Southern Nation Nationalities and Peoples Regional State.

The academic qualification of respondents listed in the above table shows that 39(20.5%) of teachers are diploma graduates. While 120(63.2%) of teacher respondents are first degree holders. And 31(16.3%) of teacher respondents are master's degree holders. This implies that the qualification standards set by MoE were almost achieved. The standard states that minimum request qualification to teach at secondary Schools is first degree (MoE 2006). Therefore, according to their qualification, they could be the sources of reliable and important information for the study.

According to the work experiences of the respondents, 39(20.5%) of teachers' respondents had 1-5 years of service as teachers. The other number of teacher respondents 44(23.2%) of had 6-10 years' service. The other number of teacher respondents 40(21.1%) of had 11-15 years' service. The other number of teachers respondents 37(19.5%) had 16-20 years' service and 30(15.8%) of teachers respondents had 21 and above years' service. This shows that the schools have teachers' with medium experience and not have more experienced teachers. In addition, it is important to point out here that the lack of experienced teachers (staff) creates less effective teaching processes, less effective school environment to practice and less an exploration of induction program to professionalize the new employed teachers.

**Table 4 - summary of position in career ladder of respondents in each selected secondary schools**

No	Types of respondents	Frequency	%	Valid percent	Cumulative percent
1	Beginner teacher	24	12.6	12.6	12.6
2	Junior teacher	34	17.9	17.9	30.5
3	Teacher	41	21.6	21.6	52.1
4	Senior teacher	29	15.3	15.3	67.4
5	Associate Lead teacher	26	13.7	13.7	81.1
6	Lead teacher	20	10.5	10.5	91.6
7	Senior lead teacher	16	8.4	8.4	100.0
Total		190	100.0	100.0	

The above table shows the respondents characteristics in terms of position career ladder in each selected schools. Thus the respondents, 24(12.6%) of teachers' respondents had position of beginner teacher. The other number of teacher respondents 34(17.9%) of respondents had position of junior teacher. The other number of teacher respondents 41(21.6%) of respondents had position of teacher .The other number of



teachers respondents 29(15.3%) of respondents had position of senior teachers. The other number of teachers respondents 26(13.7%) of respondents had position of associate leader teachers. The other number of teachers respondents 20(10.5%) of respondents had position of leader teachers and 16(8.4%) of respondents had position of senior leader teachers. This shows that the schools have teachers' with medium position of ladder and not have more experienced teachers, because the position of senior leader teachers is less than other position of teachers.

### 4.3. The Contribution of CPD to Achieve Teachers Competency

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

**Table 5 -Teachers understanding of the contribution of CPD to achieve school objectives**

No	Items	Responses										Mean	St. deviat
		VH		H		M		L		VL			
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
1	Understanding CPD importance	15	7.7	31	16.3	57	30.0	63	33.2	24	12.6	2.74	1.12
2	Understanding how CPD facilitate changes in education	15	7.9	32	16.8	59	31.1	62	32.6	22	11.6	2.77	1.11
3	Understanding goals of CPD action	16	8.4	37	19.5	57	30.0	65	34.2	15	7.9	2.86	1.08
4	Understanding CPD as staff development tool	23	12.1	31	15.3	56	9.5	52	7.4	28	4.7	84	22
5	Understanding CPD to use conversation to stimulate students to respond	19	10.	21	11.1	63	33.2	62	32.6	5	13.2	2.72	1.14
6	Understanding CPD practices helps to solve a problems	14	7.4	41	21.6	54	28.4	69	36.3	12	6.3	2.87	1.06
7	Understanding CPD practices helps to uses a wide variety of active	9	4.7	38	20	56	29.5	59	31.1	28	14.7	2.69	1.09
	Average Mean											2.9	1.12

In item 1 of table 5, the respondents were asked to rate the level of understanding of the importance of CPD. As we can see from the responses, the majority of respondents 57(30.0) and 63(33.2%) replied that the understanding the concept of CDP low and medium respectively. On the other hand 15(7.7%), 31(16.3%), 24(12.6) replied that the understanding of the concept of CPD is very high, high and very low

respectively. The mean of the response is 3.07. This implies that understanding of the importance of CPD is in the range of moderate level. From the data it can be stated that the understanding of the importance of CPD activities was medium at school level.

In Item 2 of table 5, the respondents were asked to give their suggestion on the understanding of how CPD helps to facilitate changes in education. In this regard 15(7.9%) of the respondents rated that their understanding of CPD that helps to facilitate change in education is medium. In addition, 32(16.8%) of the respondents replied that the understanding of CPD that helps to facilitate changes in education is high. Besides, 59(31.1%), 62(32.6%) and 22(11.6%) of the respondents rated that the understanding of CPD that facilitate changes in education is medium, low and very low respectively. As indicated in the table the mean score is 2.77 which is in the range of Medium level. From this it can be concluded that the understanding of CPD that facilitate changes in education is in medium at school level. This may indicates that to increase the students' academic achievement as well as teachers' professional skills the actions of CPD was at medium level of support.

Regarding item 3 of table 5, the respondents were asked to rate the understanding of the goals of CPD actions. Accordingly, respondents requested to answer this question, 16(8.4%), 37(19.5%) and 57(30.0) were responded that the understanding of the goals of CPD actions is very high, high and medium respectively. Moreover, 65(34.2%) and 15(7.9%) respondents responded that the understanding of the goals of CPD action is low and very low respectively. As stated in the table the mean score is 2.86 and it is within the range of medium. This implies that the understanding of teachers on the goals and actions of CPD was medium and it was not adequate enough.

The respondents were asked to give their opinion on the understanding of CPD as staff development tool. Accordingly, 23(12.1%), 31(15.3%), 56 (29.5%), 52(27.4) and 28(14.7%) respondent that the understanding of CPD as staff development tool is very high, high, medium, low and very low respectively. As indicated in the table the mean score is 2.84 and it is within the score of medium level. This indicated that the understanding of CPD as staff development tool is medium at school. Thus it can be concluded that teachers understanding of CPD as development tool and to enhance the implementation of its action was at medium level in the school. Generally, the weighed mean of teachers' understanding of the contribution of CPD to achieve school objectives is 2.9 which are in the score of medium. This implies that CPD is not practiced as the expected level in Secondary school Bench Sheko Zone.

Taylor (1995) initially identified two aspects of the professional development of teachers, which were staff development and further professional study. Staff development was regarded as rooted in the needs of the institution. Further professional study referred to being oriented to the needs of individual teachers.

Therefore, CPD can improve the activities of the organization, as well as the professional qualification of teachers.

Moreover, the data oriented from open ended questions and interview teachers' confirmed that most of the teachers' believe that school based CPD helps to increase their professional development and to improve the quality of teaching learning events as well as the students' academic achievement. But some of the respondents perceived CPD as an extra work and also most of the principals replied that the newly deployed teachers lacked the understanding of the actions of CPD. Generally, one can be at medium level in Bench Sheko Zone Secondary Schools.

#### 4.4. The Importance of CPD Activities to Improve the Quality of Education

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

**Table 6 -Data Results of the Importance of CPD Activities to Improve the Quality of Education**

No	Items	Responses										Mean	St. deviat
		VH	%	H	%	M	%	L	%	VL	%		
		Fr		Fr		Fr		Fr		Fr			
1	CPD improves classroom activities	22	11.6	29	15.3	54	28.4	66	34.7	19	10	2.60	0.93
2	CPD motivates teachers to evaluate their actions	17	8.9	31	16.3	52	27.4	80	42	10	5.3	2.83	1.16
3	CPD helps in enhancing teachers knowledge	15	7.9	39	20.5	72	37.9	47	24.7	17	8.9	2.82	1.06
4	CPD helps enhancing the quality of learning and teaching	15	7.9	39	20.5	72	37.9	47	24.7	17	8.9	2.94	1.06
5	CPD helps to apply continuous assessment methods	4	2.1	24	12.6	51	26.8	91	47.9	20	10.5	2.48	0.92
6	CPD helps to give experience sharing through colleagues teachers	11	5.8	30	15.8	56	29.5	7	35.3	67	35.3	2.65	1.08
7	CPD helps to give the renewal of a professional license.	16	8.4	20	10.5	54	28.4	84	44.2	16	8.4	2.66	1.06
8	CPD practices help to give clear learning objectives to provides necessary skills for study and learning	6	3.2	33	17.4	69	36.3	69	36.3	13	6.8	2.74	0.93
	Average Mean											2.72	1.03

In item 1 of table 6, the respondents were asked to rate the extent to which CPD improves classroom activities. Accordingly, 22(11.6%) and 29(15.3%) respondents rated that CPD improves classroom activities is very high and high respectively. On the other hand, 54(28.4%), 66(34%) and 19(10.0%) respondents rated that CPD improves classroom activities is medium, low and very low respectively. As we can see from the table the mean score is 2.6 which are in the range of medium level of support. From the results, it can be said that the contribution of CPD in improving classroom activities was found to be inadequate. The response of the interview held with school teachers' confirmed that the support of CPD to improve classroom activities as well as the students' academic achievement is medium.

As indicated in the above table 6 item 2, the respondents were asked to give their opinion by rating to what extent CPD motivates teachers to evaluate their actions. 17(8.9%), 31(16.3%), 52(27.4%), 80(42%) and 10(5.3%) respondents rated that CPD motivates teachers to evaluate their actions as very high, high, medium, low and very low respectively. The mean of the item is 2.83 which are in the range of medium level of support. From the above data, it can be said that the contribution of CPD activities motivates teachers to evaluate their actions is moderate. Likewise, the interview results from the teachers confirmed that the status of CPD implementation and preparing teachers for evaluating their action is medium level of support. Hence, one may say that the importance of CPD for teachers to evaluate the success of CPD activities was at medium stage in Secondary School Bench Sheko Zone.

Regarding item 3 of table 6, respondents were asked to rate the importance of CPD in changing teachers knowledge. Teachers are attracted to professional development because they believe that it would expand their knowledge and skills contribute to their growth and enhance their effectiveness with students (Fullan 1999). Accordingly, 15(7.9%) and 39(20.5%) respondents replied that the importance of CPD in changing teachers knowledge is very high and high respectively. The other one 72(37.9%), 47(24.7%) and 17(8.9%) respondents responded that the advantage of CPD in changing teachers knowledge are medium, low and very low respectively. As stated in the above table the mean of the item is 2.82 which are in the range of low level of support. This indicates that importance of CPD in changing teachers' knowledge is at low level of support at school level. From the data it can be stated that the importance of CPD actions in changing teachers' knowledge was inadequate and got little attention.

In item 4 of the same table, shows CPD helps enhancing the quality of learning and teaching. Continuous professional development (CPD) plays an important role in helping teachers to manage current demands of the on-going and dynamic changes for enhancing the quality of learning and teaching Fullan 1995;

2006, Hopkins and Harris, 2000). Accordingly, 15(7.9%) and 39(20.5%) of respondents replied that CPD helps to enhance the quality of learning and teaching is very high and high respectively. On the other hand 72(37.9%), 47(24.7%) and 17(8.9%) of respondents responded the CPD helps to enhance the quality of learning and teaching is medium, low and very low respectively. As the mean score 2.94 indicates that the importance of CPD enhancing the quality of learning and teaching is medium level of support. This implies that to enhance the quality of learning and teaching CPD is not helpful at school level. From this, it can be stated that the importance of CPD to enhance the quality of teaching and learning was ineffectiveness. On other hand the information gained from the interview from the teachers confirmed that the practices of CPD implementation is ineffective in each woreda to improve the quality education, as well as the academic achievement of students because of turnover of experienced teachers.

In item 5 of the same table, respondents were asked to relate the use of CPD to apply continuous assessment methods. Accordingly, 4(2.1%) and 24(12.6%) of respondents replied that the use of CPD to apply continuous assessment methods is very high and high respectively. Additionally, 51(26.8%), 91(47.9%), and 20(10.5%) respondents responded that the use of CPD to apply continuous assessment methods is medium, low and very low respectively at school level. The mean of the responses' is 2.48 which range in the score of medium. This implies that the use of CPD to practice continuous assessment methods but not in the expected level.

In item 6 of table 6, the respondents were asked to answer the importance of CPD that gives experience sharing through colleagues' teachers. Accordingly, 11(5.8%) and 30(15.8%) respondents replied that the importance of CPD that gives experience sharing through colleagues teachers is very high and high respectively. On the other 56(29.5%), 67(35.5%) and 67(35.3%) respondents responded that the use of CPD to give experience sharing through colleagues teachers is medium, low and very low respectively. As indicates in the above table the mean score of the item is 2.65 which are in the range of medium level of support. This indicates that CPD is important to give experience and knowledge sharing through colleagues' teachers. So, one may say that teachers were regularly involving in discussions to share experiences with colleagues within the school so as to promote professional skills.

Regarding item 7 of table 6, teachers were asked to rate the importance of CPD that gives the renewal of a professional teaching license. Significant number 16(8.4%), 20(10.5%) and 54(28.4%) of the respondents replied that the importance of CPD that gives the renewals of professional teaching license is

very high, high and medium respectively. On the other hand, the majority 84(44.5%) and 16(8.4%) respondents responded that the advantage of CPD that gives the renewal of a professional teaching license is low and very low respectively. The mean of the item is 2.66, which are in the range of medium level of support. This indicates that CPD does not give the adequate renewal of a professional teaching license. Thus it can be concluded that teachers were not benefited from CPD to promote their profession and to get their license in their teaching learning process at Secondary Schools of Bench Sheko Zone. Generally, the data results showed the benefits of CPD activities to improve the quality of education are at medium level of support.

Regarding item 8 of table 6, teachers were asked to rate the practices of CPD gives clear learning objectives and provide students with the skills necessary for study and learning. Significantly number 6(3.2%), 33(17.4%) and 69(36.3%) of the respondents replied that the practices of CPD gives clear learning objectives and provide students with the skills necessary for study and learning is very high, high and medium respectively. On the other hand, the majority 69(36.3%) and 69(36.3%) respondents responded that practices of CPD gives clear learning objectives and provide students with the skills necessary for study and learning is low and very low respectively. The mean of the item is 2.74, which are in the range of medium level of support. This indicates that practices of CPD to gives clear learning objectives and provide students with the skills necessary for study and learning do not give the adequate level. Thus it can be concluded that teachers were not benefited from practices of CPD to gives clear learning objectives and provide students with the skills necessary for study and learning at Secondary Schools of Bench Sheko Zone. Generally, the data results showed the benefits of CPD practice activities gives clear learning objectives and provide students with the skills necessary for study and learning to improve the quality of education are at medium level of support.

#### **4.5. The Implementation of CPD Practices**

This part is deals with items related to the implementation of CPD practices by secondary schools teachers. Each item is analyzed based on the data obtained through questionnaires responded by teachers and further backed by the data obtained from interview and document analysis. Therefore, the six items are interpreted as indicated in the table below.

**Table 7 - Data Results of the Implementation of CPD Practices**

No	Items	Responses										Mean	St. deviatio
		VH	%	H	%	M	%	L	%	VL	%		
		Fr		Fr		Fr		Fr		Fr			
1	To what extent have you involved in action research	9	4.7	17	8.9	60	31.6	85	44.7	19	10	2.54	0.98
2	To what extent have you organized portfolio by recording all CPD documents	7	3.7	31	16.3	53	27.9	83	43.7	16	84	2.6	0.98
3	To what extent have you participating on peer coaching on CPD actions	13	6.8	23	12.3	73	28.4	64	33.7	17	8.9	2.74	1.01
4	To what extent have you practicing mentoring other teachers on CPD actions	9	4.7	37	19.5	49	25.8	77	40.5	18	9.5	2.69	1.04
5	To what extent have you involving in the selection of the school CPD priorities	4	2.1	26	13.7	58	30.5	89	46.8	13	6.8	2.57	0.89
6	To what extent you have assess students' progress and to provide effective feedback.	15	7.9	27	14.2	61	32.1	62	32.6	25	13.2	2.71	1.11
	Average Mean											2.64	1

Action research empowers teachers by increasing the individual practices, improved students learning outcomes, commitment to work, cooperative work place and effective school leadership (Grandy, 1994). As indicated in item 1 of table 7, the total of 9(4.7%) and 17(8.9%) respondents replied that the extent to which teachers involvement in action research is very high and high respectively. On the other hand, 60(31.6%), the majority 85(44.7%) and 19(10%) respondents replied that the degree to which teachers participating in action research is medium, low and very low respectively. As stated in the table the mean of the item is 2.54, within the scope of medium level of support. But in contrary to the literature, the practice of action research to solve the teaching learning activities at school is ineffective. Hence it is possible to recognize that teachers were less involved in conducting action research to systematically solve the day today educational problems and to further their professional skills.

In item 2 of table 7, the respondents were asked to rate the extent to which the action of organizing portfolio is a compiled complete record of all CPD documents. Portfolio compiled complete record of teachers' professional collection of documents as evidence to professional learning. It contributes to the enhancement of professional attitude, commitment and motivation of teachers (Falk, 2001). Accordingly, 7(3.7%), 31(16.3%), 53(27.9%) of teachers rated that the practice of organizing portfolio by recording all

CPD documents is very high, high and medium respectively. Moreover, the majority 83(43.7%) and 16(8.4%) of respondents responded that the action of organizing portfolio by recording all CPD documents is very low and low respectively. The mean score of the item is 2.6 which are in the range of medium level. But, in contrary to the literature one may say that teacher' preparation of CPD portfolio by recording all relevant documents was not more regularly assessed to provide feedback which has less significant role in improving the overall learning teaching process. From the data it could be said that teachers' preparation of CPD portfolio by recording all relevant documents was found to be insufficient. By the document analysis it was confirmed that teachers were not prepare CPD portfolio by recording all useful actions of CPD.

In item 3 of table 7, various respondents were given regarding the extent to which participating on peer coaching on CPD actions. Coaching is the process where a person with expertise in the field assists colleagues through structured discussion and activities on how to solve their problems (TTA, 1998). Accordingly, 13(6.8%), 23(12.3%) and 73(28.4%) of respondents responded that the involvement of teachers on peer coaching is very high, high and medium respectively. On the other hand, 64(33.7%) and 17(8.9%) rated that low and very low respectively. The mean of the responses is 2.74 which are in the range of medium level of support. This indicates that the degree to which participation of teachers on peer coaching on CPD action is medium. From this it can be said that teachers were not always participating in peer coaching to share experiences with colleagues in order to promote their profession.

In item 4 of table 7, the respondents were asked to answer the extent to which practicing mentoring other teachers on CPD action. Accordingly, 9(4.7%) and 37(19.5%) respondents replied that the practice of mentoring other teachers on CPD action is very high and high respectively. On the other hand, 49(25.8%), 77(40.5%) and 18(9.5%) of teachers replied that the practice of mentoring other teachers on CDP actions is medium, low and very low respectively. As stated in the above table the weighed mean of the item is 2.69 which are in the scope medium level of support. This indicates that the mentoring activities of experienced teachers for newly deployed teachers are having less practical implemented. This shows that the mentoring activities are not accomplished as the expected level.

In item 5 of the same table, the respondents were asked to rate extent to which teacher's involvement in the selection of the school CPD priorities. Significant numbers 4(2.1%) and 26(13.7%) of respondents replied that teachers involvement in the selection of the school CPD priorities is very high and high respectively. On the contrary, the majority,58(30.5%), 89(46.8%) and 13(6.8%) of respondents



responded that the participation of teachers in the selection of the school CPD priorities is medium, low and very low respectively and the mean of the responses is 2.57. This implies that the participation teachers in the selection of the school CPD priorities are in medium level of support in Secondary Schools of Bench Sheko Zone. The interviewed with school teachers confirmed that there was some attempt made in participating of teachers in the selection of the school CPD priorities program. From the data it can be stated that the attempt of teachers' involvement in the selection of the school CPD priorities is in the range of medium level.

In item 6 of the same table, the respondents were asked to rate how to extent teachers have assess students' progress and to provide effective feedback. . Accordingly, 15(7.9%) and 27(14.2%) of respondents replied that teachers have assess students' progress and to provide effective feedback is very high and high respectively. On the contrary, the majority,61(32.1%), 62(32.6%) and 25(13.2%) of respondents responded that the extent of teachers have assess students' progress and to provide effective feedback is medium, low and very low respectively and the mean of the responses is 2.71.

This implies that the extent of teachers assesses students' progress and to provide effective feedback are in medium level of support in Secondary Schools of Bench Sheko Zone. The interviewed with school teachers confirmed that there was some attempt made in assess students' progress and to provide effective feedback. From the data it can be stated that the attempt of teachers' assess students' progress and to provide effective feedback is in the range of medium level.

#### 4.6. The Support of CPD for the Improvement of Teachers in their Profession

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

**Table 8- The Support of CPD for the Improvement of Teachers' effectiveness in their Profession.**

	Items	Responses										Mean	St. deviatio
		VH	%	H	%	M	%	L	%	VL	%		
		Fr		Fr		Fr		Fr		Fr			
1	The extent to which teachers participate as helping to each other	8	4.2	33	17.4	54	28.4	75	39.5	20	10.5	2.65	1.02
2	The extent to which CPD deals with subject matter	6	3.2	26	13.7	57	30.0	80	42.1	0	10.5	2.56	0.98
3	The extent to which CPD helps teachers improvement	10	5.3	17	8.9	60	31.6	91	47.9	12	6.3	2.59	0.93
4	The extent to teachers renew their capacity in improve additional knowledge on subject matter and classroom practice	10	5.3	34	17.9	63	33.2	57	30.0	26	13.7	2.71	1.08
	Average Mean											2.63	1.00

The above table shows the effectiveness of CPD implementation. In item 1 of table 8, the respondents were asked to rate the extent to which teachers' participation as helpers to each other. Significant numbers 8(4.2%), 33(17.4%) and 54(28.4%) of respondents replied that the degree to which teachers' participation as helpers to each other is very high, high and medium respectively. Additionally, the majority 75(39.5%) and 20(10.5%) of the respondents responded that the extent to which teachers' involvement as helping to each other is low and very low respectively. The mean of the item is 2.65 which is in the range of medium level of support; this shows that teachers' participation as helping to each other is medium at school level. This result indicates that less effort was made to ensure the implementation of CPD by helping each other in the school.

In item 2 of table 8, teachers were asked to rate the degree to which CPD deals with subject matter actions. 6(3.2%), 26(13.7%) and 57(30.0%) respondents responded that the degree to which CPD deals with subject matter actions is very high, high and medium respectively. The majority 80(42.1%), and 20(10.5%) rated that low and very low respectively. The mean of the item is 2.56. This shows that the extent to which CPD deals with subject matter action is at a medium level of support. Thus, it could be said that teachers were not active to improve their classroom practices based on the actions of CPD.

As shown in item 3 of table 8, respondents were asked to rate the extent to which CPD helps teachers' improvement. Small numbers 10(5.3%) and 17(8.9%) of teachers answered that the extent to which the importance of CPD for teachers' improvement is very high and high respectively. On the contrary, the majority 60(31.6%), 91(47.9%) and 12(6.3%) of the respondents replied that the degree to which CPD deals with teachers' improvement is medium, low and very low respectively. The mean of the item is 2.59. This shows that the importance of CPD to teachers' improvement is medium at school level. From this, it could be said that teachers were not more improving their profession through feedback from peer evaluation and the activities of CPD. The data from interview and open-ended questions showed that trainings were given for teachers at regional and zonal level at least once in each year for teachers, principals and CPD facilitators. But, their effort to implement the actions of CPD is less in Bench Sheko Secondary Schools because of turnover of teachers. Furthermore, Bench Sheko Zone teachers confirmed that CPD implementation is somewhat very minimal at the school level. Every year there is an attempt of preparing a CPD plan. But, its implementation is not properly conducted.

Moreover, the portfolio documents were assessed and analyzed in the eighteen Secondary Schools. Even if there was no practical application, the school-based CPD plan documents exist in all eighteen Secondary Schools. However, the practiced activities were not recorded in the sixteen observed schools.

Two schools have prepared the portfolio document by the some teachers and most of teachers could not have clear understanding of the importance of the document.

Importance documents on the actions of CPD were assessed and only two secondary schools has given training two times at the school level. Intra-group discussion was practiced once in a semester in the eighteen secondary schools. Generally, based on the respondents and documents analysis, one can concluded that the participation of teachers in the implementation of CPD actions was less. This could hinder teachers' professional development as well as students learning outcomes. Generally, the support of CPD for teachers' effectiveness in the profession is at medium in Secondary Schools of Bench Sheko Zone.

As show in the item 4 of table 8, respondents were asked to rate the extent to teachers renew their capacity in improve additional knowledge on subject matter and classroom practices. Small number 10(5.3%) and 34(17.9%) of teachers answered that the extent to teachers renew their capacity in improve additional knowledge on subject matter and classroom practices is very high and high respectively. On the contrary, the majority 63(33.2%), 57(30.0%) and 26(13.7%) of the respondents replied that the extent to teachers renew their capacity in improve additional knowledge on subject matter and classroom Practices is medium, low and very low respectively. The mean of item is 2.71. This show that the extent to teachers renews their capacity in improves additional knowledge on subject matter and classroom practices are medium at school level. From this, could be said that teachers were not more improving their profession through feedback from peer evaluation and the activities of CPD.

#### **4.7. The Support of CPD facilitators in enhancing the Practices of CPD**

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

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

No	Items	Responses										Mean	St. deviation
		V.H	%	H	%	M	%	L	%	VL	%		
		Fr		Fr		Fr		Fr		Fr			
1	The extent to which CPD facilitators to arrange discussion with senior teachers	10	5.3	30	15.8	56	29.5	75	39.5	19	10.0	2.67	1.03
2	The efforts of CPD facilitators to give training on CPD practices according to teachers need.	8	4.2	23	12.1	54	28.4	90	47.4	15	7.9	2.57	0.95
3	The efforts of CPD facilitators to arrange colleague evaluation on the implementation of CPD	12	6.3	31	16.3	53	27.9	71	37.4	23	12.1	2.67	1.08
4	The extent to which CPD practices helps to facilitate students working in groups and develop problem solving skills	10	5.3	26	13.7	54	28.4	84	44.2	16	8.4	2.63	1.00
	Average Mean											2.64	1.02

As indicated in item 1 of table 9, the respondents were asked to answer the extent to which CPD facilitators arrange discussion with senior teachers. Peer support and discussion with senior teachers can contribute towards the development and take-up of new practices and further discussion progression (Bell et al, 2001). 10(5.9%) and 30(15.9%) of teachers replied that the degree to which CPD facilitators to arrange discussion with senior teachers is very high and high respectively. On the other hand, the majority 56(29.5%), 72(39.5%) and 19(10.0%) of teachers replied that the effort of CPD facilitators to organize discussion with senior teachers is medium, low and very low respectively. The mean score of teachers' response is 2.67 within the range of medium level of support at school level. This shows that CPD facilitators adequately prepare discussion with senior teachers within the school on CPD practices.

In item 2 of the same table, the respondents were asked to rate the effort of CPD facilitators to give training on CPD practices according to teachers need. Significant number 8(4.2%), 23(12.1%) and 54(28.4%) of respondents replied that the effort of CPD facilitators to give training for teachers on CPD actions is very high, high and medium respectively. On the other hand, the majority number 90(47.4%) and 15(7.9%) replied that the effort of CPD facilitators to give training on CPD practices in relation to their needs is low and very low respectively. The mean of the response is 2.57 which are in the scope of medium support. This indicates that the effort of CPD facilitators to give training on CPD activities was adequate.

Regarding item 3 of table 9, teachers were asked to give their opinion to the efforts of CPD facilitators to arrange colleague evaluation on the implementation of CPD. Accordingly, 12(6.3%), 31(16.3%) and 53(27.9%) of respondents replied that the efforts of CPD facilitators to organize colleague evaluation on the implementation of CPD is very high, high and medium respectively. Most of the respondents 71(37.4%) and 23(12.1%) responded that the efforts of CPD facilitators to arrange colleagues evaluation on the implementation of CPD is low and very low respectively. As we can see from the above table the mean score is 2.67 which are in the scope of medium level of support. This implies that in order to organize colleague evaluation on CPD action, the effort of CPD facilitators was not more sufficient.

Regarding item 4 of table 9, teachers were asked to give the extent to which CPD practices helps them to facilitate students working in groups and to develop problem solving skills. Accordingly, 10(5.3%), 26(13.7%) and 54(28.4%) of respondents replied that the extent to which CPD practices helps them to facilitate students working in groups and to develop problem solving skills is very high, high and medium respectively. Most of the respondents 84(44.2%) and 16(8.4%) responded that the extent to which CPD practices helps them to facilitate students working in groups and to develop problem solving skills is low and very low respectively. As we can see from the above table the mean score is 2.63 which are in the scope of medium level of support. This implies that extent to which CPD practices helps them to facilitate students working in groups and to develop problem solving skills was not more sufficient. Additionally, the average mean of the above table is 2.64 which are in range of medium level of support but not enough practiced as the expected point.

#### **4.8. The Challenges of School Based CPD**

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

**Table 10 - The results of response on the challenges of CPD implementation.**

	Items	Responses										Mean	St. deviation
		St. Agree	%	Agree	%	Undecided	%	Disagree	%	St. disagr	%		
		Fr		Fr		Fr		Fr		Fr			
1	Less commitment of leaders on CPD development	8	4.2	23	12.1	57	30.0	77	40.5	25	13.2	2.54	1.01
2	Shortages of time for teachers to implement the CPD actions	16	8.4	23	12.1	54	28.4	88	46.3	9	4.7	2.73	1.02
3	Lack of trained CPD facilitators to coordinate the actions of CPD.	10	5.3	27	14.2	49	25.8	73	38.4	31	16.3	2.54	1.09
4	Lack of arranging training on CPD programs	9	4.7	32	16.8	59	31.1	71	37.4	19	10.0	2.69	1.02
5	Absence of motivations for the teachers by the concerned bodies on the actions of CPD.	12	6.3	25	13.2	60	31.6	68	35.8	25	13.2	2.64	1.07
6	Lack of resource or budget to implement CPD	8	4.2	24	12.6	55	28.9	87	45.8	16	8.4	2.58	0.96
7	Absence of commitment of teachers to implement the CPD program	18	9.5	27	14.2	52	27.4	61	32.1	32	16.8	2.67	1.19
8	Lack of Peer classroom observation is not encouraged collegial learning and cooperative work of teachers.	2	1.1	29	15.3	60	31.6	94	49.5	5	2.6	2.63	0.81
	Average Mean											2.63	.02

In item 1 of table 10, states that about less commitment of leaders to implement CPD activities. However, teachers were asked to respond their opinion about the commitment of leaders to practice CPD activities. While, responding to less commitment of school leaders, 8(4.2%) and 23(12.1) of teachers showed their strong agreement and agreement respectively. The majority 57(30.0%), 77(40.5%) and 25(13.2%) of teachers replied that less commitment of leaders to implement the action of CPD is undecided, disagree

and strongly disagreement. The mean score of this item response is 2.54 which are in the scope of undecided level of difficulty. The investigation of showed that one of the problems to implement the CPD action is less commitment of leaders. This tells us that the Secondary School leaders of Bench sheko zone were not well committed to apply the actions of CPD.

Regarding item 2 of the same table, the intention was to find out shortage of time for teachers is the challenge of the implementation of CPD action. While responding to this item 16(8.45) and 23(12.1%) of teachers respondents showed that their strong agreement and agreement respectively with shortage of time is the challenge of CPD implementation. Additionally, 88(46.3%) and 9(4.7%) of teachers said strongly disagree and disagree respectively. And also, 54(28.4%) of teachers, however did not make decision. The mean score of this item is 2.73. Thus one can say that shortage of time for teachers to implement the CPD action is moderate level of complexity. This results show that time constraints as result of teachers work load was found to be at moderate level of challenge to implement CPD in Bench Sheko Zone Secondary Schools.

In item 3 of the above table states that lack of trained CPD facilitators is challenges of CPD implementation. Accordingly, 10(5.3%) and 27(14.2%) respondents indicated that their strong agreement and agreement respectively. On the other hand, 73(38.4%) and 31(16.3%) of teachers indicated their strong disagreement and disagreement and 49(25.8%) of teachers failed to make decision. The mean score of this item is 2.54 which are in the scope of undecided level of complexity. This showed that the lack of trained CPD facilitators is the serious problems in the Secondary Schools. Literature supports the main responsibilities of the CPD facilitator is to promote CPD as a central element of school improvement and performance management, 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, maintain and develop links with sources of CPD provision.

With item 4 of the same table, which was raised to check whether lack of arranging training on CPD programs is the challenge of CPD implementation or not. Accordingly, 9(4.7%) and 32(16.8%) of teachers replied that that they strongly agree and agree respectively. Moreover, 71(37.4%) and 19(10.0%) respondents showed that their disagreement and disagreement respectively. On the other hand, 59(31.1%) respondents, however, did not make decision. The mean score of this item response is 2.69 which are in the range of moderate level of difficulty. Thus we can conclude that the lack of arranging training on CPD program was at moderate level of challenge in Bench Sheko Secondary Schools.

In item 5 of table 10 was intended to check the absence of motivation for teachers by the concerned bodies on the action of CPD is the obstacles of its implementation. Accordingly, 12 (6.3%) and 25(13.2%) of teachers responded their strong agreement and agreement respectively. Significant number 68(35.8%) and 25(13.2%) of teachers pointed out their disagreement and strongly disagreement respectively. Moreover, 60(31.6%) respondents could not make decision. The mean score of the item is 2.64 which show medium level of influence. This implies that lack of teachers motivation was one of the challenges that hinder the actual implementation of CPD activities. In support of this issue, studies widely declared that low teacher motivation results in poor performance. Teachers with low motivation are characterized by limited effort devoting less time to CPD activities (World Bank, 2004).

With item 6 of table 10, respondents were asked to give their opinion on the lack of resources or budget for the implementation of CPD activities. Accordingly, the majority 8(4.2%) and 24(12.6%) of teachers showed that their strong agreement and agreement. On the other hand, 87(45.8%) and 16(8.4%) of respondents replied their disagreement and strongly disagreement. However, 55(28.9%) of teachers could not make their decision. The mean score of this item is 2.58 which are in the scope of medium level of complicatedness. This implies that failure to allocate money to practice CPD activities was one of the serious challenges in the Secondary Schools of Bench Sheko Zone.

Item 7 of the same table is intended to find out the absence of commitment of teachers to implement the CPD program in the Secondary Schools of Bench Sheko Zone. With regard to this, 18(9.5%) and 27(14.2%) of teachers said that strongly agree and agree that the absence of commitment of teachers to implement the CPD program is the serious problem in the Secondary Schools. Moreover, 61(32.1%) and 32(16.8%) of teachers showed that their disagreement and strongly disagreement with problem. 52(27.4%) of teachers failed to make their decision. The mean score is 2.67 which is moderate level of complexity. Thus, one can say that the commitment of teachers to implement the CPD actions in the Secondary Schools of Bench Sheko Zone was insufficient. Moreover, this is one of the challenges to practices and implements the school based CPD actions in the Secondary Schools of Bench Sheko Zone.

In item 8 of table 10, respondents were asked to give their suggestion the lack of Peer classroom observation is not encouraged collegial learning and cooperative work of teachers. Accordingly, 2(1.1%) and 29(15.3%) of respondents showed their strong agreement and agreement respectively on the lack of Peer classroom observation is not encouraged collegial learning and cooperative work of teachers. And



also, 94(49.5%) and 5(2.6%) of teachers showed their disagreement and strong agreement the lack of Peer classroom observation is not encouraged collegial learning and cooperative work of teachers and 60(31.6%) of teachers failed to make decision. The mean value was 12.63 which almost represent moderate level of obstacle. This reveals that the lack of Peer classroom observation is not encouraged collegial learning and cooperative work of teachers was moderate threaten the actual implementation of CPD.

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

## **CHAPTER FIVE**

### **5. Summary, Conclusion and Recommendations**

#### **5.1. Summary of Finding**

The main objective of this study was to examine the Teachers perspective on continuous professional development (CPD) in the Secondary Schools of Bench Sheko Zone Southern Nation, Nationalities and peoples of states. In order to meet this purpose, basic research questions related to the extent that CPD insures teacher's professional competence and the practical implementation of CPD were raised. Therefore the attempt was made to investigate Teachers perspectives and factors that become the challenges of CPD implementation in Secondary Schools of Bench Sheko Zone.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Moreover, failure to allocate budget and lack of CPD materials, absence of career structure in the action of CPD, was to be found the problems that hinder the effective implementation of school based CPD. On the other hand, absence of giving feedback from the concerned bodies, lack of commitment of teachers to practice CPD actions, failure to organize training on CPD programs and shortage of time for teachers to implement the action of CPD was found to be moderately affected the real implementation of CPD in Secondary Schools of Bench Sheko Zone in Southern Nation, Nationalities and Peoples State.

## 5.2. Conclusions

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

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

As shown in the findings, the contribution of school based CPD for the improvement of classroom activities as well as the students' academic achievement was inadequate. Moreover, CPD actions lacks bring change in teachers professional development and also, in the quality of teaching and learning activities. Generally, teachers did not sufficiently practice the school based CPD actions and also, they are not effectively and collaboratively solving educational challenges by actions research in the Secondary Schools of Bench Sheko Zone.

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

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

Trained CPD facilitators were not more available in all Schools of Bench Sheko Zone to provide continuous professional development support for teachers. Relevant professional trainings of CPD were not adequately conducted. The activities in CPD were not directly connected with teachers' day-to- day life as solving the students 'academic failure, to relicensing career development structure. Teachers do

not well realize their CPD plans and consequently, portfolio documents were not well prepared. Thus, using school based CPD as an instrument for the development of knowledge and skill was given less attention in Secondary Schools of Bench Sheko Zone.

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

Generally, it is possible to conclude that school based continuous professional development was inadequately implemented and students' academic achievement was insufficiently improved in Secondary Schools of Bench Sheko Zone Southern Nation, Nationalities and People Regional State.

### **5.3. Recommendations**

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

To make teachers professionally competent, that is improving classroom activities of teachers, increasing teachers, knowledge and improving the quality of teaching and learning, various methods of CPD such as in-service training, action research, and induction program for newly deployed teachers is recommended to be implemented. In addition, intra- and inter school group discussion on the action of CPD, mentoring, peer coaching and evaluations are suggested to be practiced in the Secondary Schools of Bench Sheko Zone.

Moreover, the study results confirmed that teachers and principals' insufficiently practiced these strategies'. Therefore, the school based CPD stakeholders, as well as Zone and woreda education should make effort to improve the practice of action research, induction program of newly deployed teachers, mentoring, peer coaching, and peer evaluation, in-service training and workshops, inter and intra school group discussion to apply teachers professional development effectively in the Secondary Schools of Bench Sheko Zone.

To enhance CPD practice, it is essential to develop on incentive mechanism for principals, teachers, CPD facilitators and mentors. Teachers' performance of any practices of school based CPD need to be allied with their career development so that teachers would not be hesitant to implement CPD. To this end, the

MOE, Regional education Bureau, Zone education department, and Woreda education offices are advised to consider attempts to implement school based CPD as part of the performance of teachers' career structure development criteria and it needs immediate actions in order to solve the problem.

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

Principals has to prepare the school CPD plan with the participation of teachers in the selections of the school CPD priorities. This condition helps teachers to be adapted with the plan and used to include their needs and demands as well as the existing challenges of the schools. These increases mutual responsibility of the school based CPD stakeholders to implement the plan and the activities of CPD effectively.

It is recommended that the regional, Zonal and wored education officers, principals, CPD facilitators and senior teachers should practically assist teachers by creating programs, allocating sufficient budget, by preparing self and peer evaluation opportunities and followed by timely feedback. IN addition, by fulfilling CPD materials, and increasing the commitment of teachers and principals by giving motivation, in order to implement the CPD actions sufficiently and to improve the students' academic performance.

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

Finally, to better address the problems, it can be suggested that further studies need to be conducted in this are in this are with regard to teachers' practices and challenges of school based CPD implementation in Secondary Schools of Bench Sheko Zone Southern Nation, Nationalities and Regional People State.

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## Appendix- A

**Jimma University Institute of Education and Professional Development Studies**

**Department of Educational Planning and Management**

### Questionnaires' for teachers

Dear respondents,

This questionnaire is prepared for collecting relevant data to assess the “Teachers’ perspectives on Continuous Professional Development (CPD) in Government Secondary Schools of Bench Sheko zone”. All information you provided will be strictly kept confidential and will be used only for an academic purpose. The finding of this study serves forward recommendations for possible improvements and adjustments in the school based CPD program. Thus, you are kindly requested to contribute in filling out the questionnaire responsibly.

#### Notices:-

- Please, read all the questions before attempting to answer the questions.
- No need to consult others to fill the questionnaires.
- You do not need to write your name on the questionnaire.
- You are kindly requested to respond to all items.

#### Part I: Personal Data

- Please, write your personal background on the space provided.

#### General Information

The following items are presented to describe general information of the respondents. So choose one from the given alternative and put” X“mark in the box given.

1. **Name of the school:** -----

2. **Sex:** Male  Female

#### 3. Educational level

Diploma  First Degree  Master Degree

#### 4. Position in career ladder

Beginner teacher  junior teacher  Teacher  Senior teacher

Associate Lead teacher  Lead teacher  Senior Lead teacher

5. **Services years;** 1-5 years  6-10  11- 15  16- 20  20 and above

**Part II:** Please use one of the following Linker scales to indicate your level of agreement on the items below.

Use ‘X ‘mark to specify your ranking for each of the statements in the table with their category

**5= very high, 4= high, 3= medium, 2 = low, 1=very low**

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

No	Items	Options				
		Very high	high	medium	Low	Very low
		5	4	3	2	1
1	Understanding of the importance of the continuous professional development in schools					
2	Understanding of how continuous professional development facilitate changes in education					
3	Understanding of the goals of continuous professional development action in schools					
4	Understanding of continuous professional development as staff development tool in school					
5	Understanding CPD to use conversation to stimulate students to respond divergently and at higher cognitive levels to what they have been learning					
6	Understanding CPD practices helps to demonstrate the correct way to solve a problems					
7	Understanding CPD practices helps to uses a wide variety of active teaching methods and strategies, appropriate to the learning preferences of the students					

8. List some of your understanding of CPD.

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

No	Items	Options				
		Very high	High	medium	Low	Very low
		5	4	3	2	1
1	Continuous professional development improves classroom activities					
2	Continuous professional development motivates teachers to evaluate their actions in the schools.					
3	Continuous professional development helps in enhancing teachers knowledge in the teaching and learning process					
4	Continuous professional development helps enhancing the quality of learning and teaching					
5	Continuous professional development helps to apply continuous assessment methods					
6	Continuous professional development helps to give experience sharing through colleagues' teachers.					
7	Continuous professional development helps to give the renewal of a professional teaching license.					
8	CPD practices help to give clear learning objectives and provides students with the skills necessary for study and learning					

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

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**3.Items related to the CPD Activities**

No	Items	Options				
		Very high	high	medium	low	Very low
		5	4	3	2	1
1	To what extent have you involved in action research					
2	To what extent have you organized portfolio by recording all continuous professional development documents					
3	To what extent have you participating on peer coaching on continuous professional development actions					
4	To what extent have you practicing mentoring other teachers on continuous professional development actions					
5	To what extent have you involving in the selection of the school Continuous professional development priorities					
6	To what extent you have assess students' progress and to provide effective feedback.					

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

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**4. Items related to effectiveness of CPD**

No	Items	Options				
		Very high	high	medium	low	Very low
		5	4	3	2	1
1	The extent to which teachers participate as helping to each other					
2	The extent to which Continuous professional development deals with subject matter					
3	The extent to which Continuous professional development helps teachers improvement					
4	The extent to teachers renew their capacity in improve additional knowledge on subject matter and classroom practices					

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

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**5. Items Related to the function of CPD facilitators**

No	Items	Options				
		Very high	high	medium	low	Very low
		5	4	3	2	1
1	The extent to which Continuous professional development facilitators to arrange discussion with senior teachers					
2	The efforts of CPD facilitators to give training on CPD practices according to teachers need.					
3	The efforts of CPD facilitators to arrange colleague evaluation on the implementation of CPD					
4	The extent to which CPD practices helps to facilitate students working in groups and to develop problem solving skills					

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

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## 6. Items Related to the challenges of CPD implementation CPD

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

No	Items	Options				
		Strongly agree	Strongly agree	Undecided	Strongly disagree	disagree
		5	4	3	2	1
1	Less commitment of leaders on continuous professional development					
2	Shortages of time for teachers to implement the Continuous professional development actions					
3	Lack of trained Continuous professional development facilitators to coordinate the actions of CPD.					
4	Lack of arranging training on Continuous professional development programs					
5	Absence of motivations for the teachers by the concerned bodies on the actions of CPD.					
6	Lack of resource or budget to implement Continuous professional development					
7	Absence of commitment of teachers to implement the Continuous professional development program					
8	Peer classroom observation is not encouraged collegial learning and cooperative work of teachers.					

9. List out other challenges that you face during the process of CPD implementation in your school.

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## **Appendix- B**

### **Jimma University Institute of Education and Professional Development Studies**

#### **Department of Educational Planning and Management**

Interview Guide for CPD Facilitators and Department Heads

Participants' Information:

Sex: -----

Academic Qualification -----

Service Years -----

Questions for Focus Group Discussion

❖ what does the awareness of teachers on the actions of CPD looks like?

❖ Do teachers practice the analysis of CPD actions?

❖ What does the planning of CPD by teachers in your schools looks like?

❖ Do you think that CPD is effectively practiced in your schools?

How do you evaluate the actions of CPD?

❖ Do the concerned bodies participate in the actions of CPD?

❖ What are the major obstacles of CPD implementation in your school?

❖ What solutions you may suggest to solve the problems of CPD implementation in your school?



