

**PRACTICES OF SCHOOL BASED PROFESSIONAL
DEVELOPMENT IN SELECTED SECONDARY SCHOOLS OF ARSI
ZONE, OROMIA REGIONAL STATE**

MA THESIS

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**Practices of School-Based Professional Development in Selected Secondary School of
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ACRONYMS AND ABBREVIATIONS

CRC	Cluster Resource Center
CPD	Continuous Professional Development
ETP	Education and Training Policy
ESDP	Education Sector Development Program
EMIS	Educational Management Information System
HU	Haramaya University
MDG	Millennium Development Goal
MoE	Ministry of Education
NLA	National Learning Assessment
NDT	Newly Deployed Teachers
NGO	None Government Organization
OREB	Oromia Regional Education Bureau
ORS	Oromia Regional States
PD	Professional Development
REB	Regional Education Bureau
SIP	School Improvement Program
SPSS	Statistical Package for Social Sciences
TDP	Teachers' Development Program
TESO	Teachers Education System Overhaul

BIOGRAPHICAL SKETCH

The author was born on January 5; 1981 in Adare Golba Keble, Munessa woreda, south east of Assella town, Oromia Regional State. He attended his elementary education at Kubsu and Bora Luku School, and continued his secondary education in Kersa Comprehensive Secondary School. He joined Nekemte Teachers' Training Institute in 2001 and graduate with Teachers' Training Institute. Then, he joined Robe Teachers' Training College for diploma program in the field of teaching, language stream by summer program in 2004. After years, again he joined for his first degree in Addis Ababa University in the field of Educational Planning and Management, by summer program in 2008. Finally, he joined Haramaya University for his further studies in the College of Education and Behavioral Sciences, in the field of School Leadership program in 2015.

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*Practices of School-Based Professional Development in Selected Secondary Schools of
Arsi Zone, Oromia Regional State*

ABSTRACT

The objective of the study were to investigate Practices of School-Based Professional Development in Selected Secondary Schools of Arsi Zone, Oromia Regional State. A descriptive research design was employed for the Study. The sample of the Study were 26 principals, 12 supervisors, 126 teachers and 12 heads of woreda experts of teachers' development work officers and/owners from 12 woredas of east Arsi Zone. Teachers were selected using simple random sampling method due to the implementation of CPD in these Schools were homogenous since they were governed in the same Zone whereas principals, supervisors and heads of woreda experts of teachers' development work officers and/owners were included in the Study using available sampling technique because they were few in number. The data for the study was gathered using different data collection tools. Among these, questionnaire, interview, and document analysis were employed for the study. The findings indicated that the implementation of CPD were challenged by different factors to reach the expected objectives. Even though teachers tried to implement the activities absence of allocated time, finance and incentives for CPD, less availability of CPD materials, less monitoring, evaluation and feedback, less/no/ commitment of teachers, less assistance of CPD concerned bodies, poor planning and management system, less training and experience sharing, and inadequate knowledge base of teachers made its implementation less. In general practices of CPD was not effective as it was intended. Therefore, there should be continuous monitoring, evaluation, feed back, and awareness creation training and experience sharing, support of supervisors and school CPD facilitators, adequate allocation of time, finance, and incentives for CPD.

Keywords: *Cluster, Continuous Professional Development, government secondary schools, induction, school based CPD, portfolio, school leader, supervisor.*

1. INTRODUCTION

This chapter is concerned with the introductory part of the study. It includes; back ground of the study, statement of the problem, basic research question, objectives of the study, significance of the study, delimitation of the study, limitations of the study and operational definitions of key terms.

1.1. Background of the Study

Education is a key for every nation whether it is developed or developing. It is well understood that teachers are one of the most active participants in education sector. In order to enhance educational achievements, teachers should be supported to develop their skills and knowledge of the profession. Throughout the world, teacher professional development program has been designed and implemented. Villegas-Reimers(2003), expresses that teachers professional development becomes one of the reforms in education sector across the world. This reform on teachers' professional development stress that teachers should not only acquire the professional support to improve education, they are also the most crucial 'change agents' on the movement.

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

Currently, the expansion of education has undergone swiftly throughout our country as part of the entire development. In line with this, the quality of teachers have been given due emphasis in order to promote more active learning, problem solving and student centered teaching methods. Consequently, the ministry of education has developed a structure on continuous professional development (CPD) to raise and improve the teaching learning system. Since 2005 CPD has become a national policy as an aid to up grading and up dating teachers in Ethiopia. This program aims that the existing teaching learning practice must be diverted to student

centered method which is still dominated by teacher centered method. It is also stated that the CPD program is designed for both pre-service and in-service teachers(MoE,2009).

In connection to this, the CPD frame work produced by MoE(2009) indicated that all Ethiopians schools are required to produce school improvement plans in order to improve the quality of teaching and learning. CPD is an essential part of school improvement. These efforts indicate that teachers are the closest to observe and identify the needs that create gaps on methodology,understanding of the subject matter,learning atmosphere,school needs as well as career of their profession. Therefore,teachers should have to engage on CPD in order to achieve the desired goal set by the government and in turn to raise the achievement of students result.

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

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

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

In addition, according to the national strategy of the Ministry of Education (2009), CPD program is intended to all school teachers, leaders and supervisors in all Regions of Ethiopia to participate in high quality and appropriate CPD which positively impacts classroom practices to ensure improved learning. By and large, it allows all teachers to improve their knowledge, skills and attitudes in order that they become more effective in managing teaching- learning. The grand ambition of teachers' development program is also proclaimed in the Blue Print of the Ministry of Education issued in 2006/7. Accordingly, the Ethiopian education system aims at the production of quality teachers who can encourage active learning in order to contribute for high pupil achievement that ultimately contribute to achieve quality education (MOE, 2007).

The need for high pupil achievement requires teachers' actual practice of school based CPD activities. The researcher also feel that changes in the growing demand of students should be correspond with the emerging technological growth that can be influenced by teachers' competence which can be obtained through continuous professional development. Besides, the new initiatives in the practice of CPD further rationalize the researcher to deal in the area under discussion.

Thus, there was a gap of real practice of CPD activities by systematically identifying the prevailing challenges as to teachers' perception of school based CPD; the practice of CPD and the supports attempted by CPD stakeholders. To this end, the researcher decided to conduct a research. In this case, it is important to conduct such scholarly study so as to explore the status of the activities implemented in the process of school based CPD implementation in the area under consideration and will recommend solutions that will help to make the program successful.

1.2. Statement of the Problem

Teachers run an education programme. Scientifically well founded educational theories can make sense only to the extent to which they stand the acid test of what teachers do in schools and classrooms, to and with learners. The same is true of educational policies, whose ultimate impact on the system would depend largely on how they are understood and interpreted by

teachers in the course of their work (UNESCO,2011). It is strongly felt by all educators that pre-service education is only the initial phase of professional development. It is only the tip of the ice berg in comparison to the enormous task of in-service training which is continuous,life long and career long education. Therefore,teachers to meet the challenges of modern education,they should be up-dated and up-graded through continuous and systematic in-service training and re-training program (Taye Demissew,2002).

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

The Ethiopian Education and Training Policy gives due emphasis to school leader, teacher and supervisor professional development as one area of special attention and action priority (MoE, 1994). While discussing the previous teacher education practice in Ethiopia, the TESO document (MoE, 2003) indicated that many teachers at different levels of the education system received only the minimum of initial training. Even from those teachers who have upgraded their knowledge in a variety of ways, very few have the skills and knowledge required to teach students effectively.

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

According to Afewerk (2007) Continuous professional development is a process by which individuals take control of their own learning and development by engaging in an ongoing process of reflection and action. This process is empowering and exciting and can stimulate people to achieve their aspiration and move towards their dreams.

The General Education Quality Improvement Program (GEQIP) document of the Ministry of Education also shows that the ongoing teachers' professional development program is still suffering from legacies of preceding structures such as absence of the need assessment of teachers' trainings, lack of standardized training programs and the prevalence of uncoordinated CPD practices (MOE, 2009).

Moreover, as reported by Oromia Regional Education Bureau (OREB) as part of the realization of National CPD Program, efforts have been made to implement CPD in the Oromia since 2007. The Regional Education Bureau, Zone Education Department, Woreda Education Offices and Schools are determined and exerting much effort for the success of the program. Relentless efforts are being made to avail the required inputs. Follow up and supervisory supports are introduced, though it is at its early stage; there was loose coordination among stake holders; and the implementation of CPD program is far from being fully realized (OREB, 2010).

Besides, from the sixteen years personal teaching experience of the researcher of this study it has observed that, the practicality of CPD at school level is not satisfactory, especially in Arsi zone. This is because, according to the researcher's exposure to the area, there is insufficient practical activity with no professional dedication from teachers as well as leaders to implement effective CPD. Even the problem is undertaken superficially in stead of a heartfelt concern for their own development which in turn improves students learning achievement. In the secondary schools of Arsi zone, the CPD structures and plans were hung only on an office wall with minimum practicality of the program. As far as the value and benefit of CPD is concerned, it must be practical to elevate the performance of teachers, students' learning achievement and for the enhancement of education in general.

In the light of the above pressing and sensitive issues and insufficient research in the area, the researcher wanted to investigate practices of school based professional development in

secondary schools of Arsi Zone. To the knowledge of the researcher, still now there is a researcher gap on the current practice and consequently to address the problems of implementation such as teachers' understanding of the concept of CPD; their willingness and commitment to implement; monitoring, evaluation and feedback given; the allocation of time and finance for CPD; the status of the implementation of the planned CPD activities; how further teachers' professionally benefited from CPD; the support provided by CPD stakeholders. The researcher believes that the existing gap was filled through this study.

1.3. Basic Research Questions

To attain the Objectives, the study intended to answer the following basic research Questions:

1. What does practices of CPD look like in the selected government secondary schools in Arsi zone?
2. To what extent do supervisors and school CPD facilitators participate in the process of CPD in the selected government secondary schools in Arsi zone?
3. What are the major problems that affect the implementation of CPD in the selected government secondary schools in Arsi zone?
4. What measures should be taken for the effective continuation of CPD program in the selected government secondary schools in Arsi zone?

1.4. Objectives of the Study

1.4.1. General objective

The general objective of this study is to investigate practices of school-based professional development in selected secondary schools in Arsi zone.

1.4.2. Specific objectives

The specific objectives of this study were to:

1. Assess practices of CPD in selected secondary schools in Arsi zone.

2. Assess the extent to which supervisors and school CPD facilitators participate in the process of CPD in selected secondary schools in Arsi zone.
3. Investigate the main problems that hinder the implementation of CPD in the selected secondary schools in Arsi zone.
4. Investigate the possible measures to be taken for the effective continuation of CPD program.

1.5. Significance of the Study

The findings of this study are expected to have various significances. Firstly, it may help teaching and non-teaching staff by providing information on how CPD was carried out in secondary schools. It is suggested strategies by which the activities and/or components of CPD program are well organized and implemented. It will put the ways in which the activities, approach and portfolio of teachers' CPD would be improved. It may indicate the major problems with their solutions so that cluster supervisors, teachers and head of woreda experts of teachers' development work officers and/owners,planners,decision makers and policy makers was take the necessary remedial measures. Finally, it may help as a source of information for other researchers to conduct further study in the area of school-based professional development.

1.6. Delimitations of the Study

The study was delimited to assess practices of school-based Professional Development in Arsi zone of Oromia Regional State selected Secondary Schools. In this zone, there are 26 woredas. All the woredas have almost similar climate Dega, woinadega and Kola. They have nearly similar geographical location in all woredas.

The woredas have almost the same socio-economic, cultural and historical related conditions. Because of these similarities, the study did not include all woredas and schools found in Arsi zone due to large area and population. Thus, this study focused only on 12 woredas selected from 26 woredas by simple random sampling techniques. Although dealing with a research of a large scope helps to get more information,it takes longer time,needs more budget and energy.

It is necessary to limit the scope of the research. Even though teachers' profession could be examined in different directions, this research gave attention to TDP from the six pillars of quality of education in Arsi zone.

On the other hand, data for this study were gathered during the 2018 school year from respondents in 12 sample schools selected from 38 secondary schools by simple random sampling. These sample woredas and secondary schools were selected based on random sampling as it was difficult to include all the schools that are available in the Zone due to the limitation of financial, time and human resources. However, with in the given time and resources, the study was delimited on 12 woredas and 12 government secondary schools due to the implementation of teachers' CPD is homogeneous since they are governed under the same zone. Thus, from Munessa woreda, Kersa secondary school, from Digalu and Tijo woreda, Tijo secondary school, from Zuway Dugda woreda, Aarata secondary school, from Hetosa woreda, Itaya secondary school, from Doddota Sire woreda, Sire secondary school, from Lodehetosa woreda, Huruta secondary school, from Chole woreda, Chole secondary school, from Jeju woreda, Arboye secondary school, from Marti woreda, Abomsa secondary school, from Tena woreda, Ticho secondary school, from Robedidae woreda, Robedidae secondary school and from Sude woreda, Kula secondary school was selected by simple random sampling techniques.

Mixed(both qualitative and quantitative) data analysis methods were used after necessary data were collected from primary and secondary data sources. The research tools chosen for gathering data for this study was questionnaire, interview guide, and document analysis. Questionnaire was for principals, teachers and supervisors, whereas interview was for heads of woreda experts of teachers' development work officers and /owners.

1.7. Limitations of the Study

In conducting this study, some limitations were encountered. Among them, there was reluctance for interview from some respondents due to their uncertainty on the purpose of the study. However, after the researcher's open discussion with them about the purpose and the benefit of the study, they finally agreed for the interview. Secondly, there were a problem of more literatures. Thus, the researcher forced to give more emphasis on some obtained literatures.

1.8. Definitions of Key Terms

Continuous Professional Development: is a modular program which is continuous process or training that is delivered at school level to improve teachers' competence and skill and it is anything that makes teacher to become better teacher.

CPD activities: series of intended tasks or planned school based CPD actions to be performed by teachers.

Government Secondary Schools: in this study it is a structure of educational system that includes general secondary education (Grade 9 and 10) which is governed under government for educating students.

Induction: training designed to make new employee teachers familiar with the practices and procedures of the school.

Portfolio: A file or a folder that contains evidence of teachers, growth together with feedback, plan their CPD activities, keep a record of activities undertaken, provide evidence of participation in professional learning, reflect on progress and identify areas for development, provide a record of all development activities and identify improvement, provide evidence that contributes to the annual performance review carried out for each teacher.

School based CPD: CPD programs related to in-school activities to improve the performance quality of in-service teachers.

School leader: In this study school leader refers to principals of general secondary schools (Grade 9-10) who leads, commands/precedes secondary schools and performs planning, organizing, staffing, directing, controlling and reporting school activities

1.9. Organization of the Study

This study is organized in to five chapters. The first chapter contains the introduction part which consists of, the background of the study, statement of the problem, objectives of the study, significance of the study, the delimitation of the study, limitation of the study, and concepts of operational key terms. The second chapter contains review of related literature pertinent to the research. The third chapter deals about research design and methodology that

incorporates: description of the study area, research design, sources of data, population, sample size and sampling techniques, data gathering instruments, procedures of data collection, methods of data analysis and ethical considerations. The fourth chapter is concerned with presentation, analysis and interpretation of the data on important issues. Finally, chapter five present summary of findings, conclusions and recommendations of the study.

2. REVIEW OF RELATED LITERATURE

The study was focused on the practices of school-based professional development in selected secondary schools in Arsi zone. So the review of related literature was attempted to show the main components of professional development.

2.1. Concepts of CPD

Many definitions were given for professional development by many scholars. According to Fullan(1991) professional development is a sum total of all the informal and formal learning experiences of individuals from the day that started their career as a teacher still his/her retirement. He further elaborated that professional development is process to explore and develop the understanding of advancements in the pedagogy.

As stated by Hassan(2005),professional development is an unbroken chain of activities which involves training being offered to all teachers,systematic exercise of newly learned activities and proffering the feedback,yielding the time limits and providing the support by giving follow up.Successful professional development programs offer the similar learning activities to the teachers which they would apply in the classroom and foster the learning environment for their students. Institution have growing interest to develop as learning organizations and provide a platform for the teachers to share their experiences and expertise in more systematic manner. CPD is planned,continuous and lifelong process where by teachers try to develop their personal and professional qualities and to improve their knowledge,skills and practice,leading to their empowerment,the improvement of their agency and the development of their organization and their pupils(Amol and Krishna,2011).

2.2. Conceptual Framework

A conceptual frame work is a theoretical model of how one theories or makes logical sense of the relationships among several factors that have been identified as important to the research problem. It tells the big picture of the study,identifies literature review categories and directs research objectives. Accordingly,the conceptual framework that guided this study was

synthesized with the aid of comprehensive review of literature in the area of teacher professional development as well as the theoretical basis underpinning teacher learning.

Timperley(2007) argues that in an endeavor to understand teacher professional learning, it is first necessary to consider the context in which learning activities occur and influence how teachers may understand and respond to learning opportunities. Similarly, organizational learning theory posits that how the context of an organization function is part of an influencing factor on the type of learning organization it will be. From a sociocultural stance, learning is viewed as a social process in which people's understandings and practices are shaped by the contexts in which they live and work. Moreover, Putnam and Borko(2000), indicate that how a teacher learns a particular set of knowledge and skills, the nature of interaction with peers, organizational supports as well as physical and social contexts become fundamental parts of what teachers learn. Based on these premises, the present study investigates school context factors that influence professional development of teachers. In this study, the context includes totality of structural and social factors within the school that influence professional development practices of teachers: structural factors, time, resources, and work condition; nature of school culture; nature of school leadership and systematic support for the program, among others.

2.3. Definitions and Meaning of Continuous Professional Development

Professional development program for teachers should not be something imposed by outsiders. This means it is helping teachers to grow and to develop in their understanding of managing school activities and teaching- learning process. Different scholars and writers have defined CPD in different ways. Some writers, defined CPD as the process of continuously updating one's professional skills and knowledge throughout his/her work life. Updating refers to programs that bring new ones about good practice Leu in Yihunie (2007). Chartered institute of professional development (2000) also defined CPD as the holistic commitment to structured skills, enhancement and personal or professional competence. It is a commitment to being professional; keep up date and continuously seeking to improve. It is the key to optimizing a person's career opportunities both today and for the future. Dejozka, cited in Afework (2007) defined Teachers' continuous professional development as a personal process designed to

improve the personal and professional growth of teachers, supervisors and administrators (leaders). On the other hand, Tilahun in Hailesllasie defined teachers' continuous professional development as followed, “Whole range of planned activates by which education personnel in active service have opportunities to further develop their education, develop their understanding of educational principles and techniques (2004).” Teachers' continuous professional development is also defined in TESO (2003) as a means of improving teachers' skills and competency in the level they currently teaching.

Some educator's argue that CPD is more than a process. It is also a philosophy and strategy for the management of change. As a philosophy, CPD has a constructivist base. Knowledge is dynamic and subjective, and thus the learning of teachers should take place at their working place i.e. schools (Leu cited in Yihunie, 2007). As a strategy for the management of change, CPD continuously inform teachers' about any educational and technological change. Professional Development is “Anything that makes me a better teacher!” (MoE, 2009). It is a career-long process of improving knowledge, skills and attitudes, centered on the local context and particularly classroom practice.

To sum up, all the definitions by different scholars stated above confirm that CPD is a process in which teachers, maintain the quality and relevance of professional services throughout their professional life.

2.4. The Importance and Objectives of Continuous Professional Development

2.4.1. The importance of continuous professional development

Different scholars explain the importance of CPD from different angle. Some see it from teachers' personal and professional development angle. Others view it from quality education point of view which is measure in terms of students' achievement. Kirk cited in Yihunie (2007) suggests that continuous Professional Development is important because of two main reasons, through one reason outweighs the other. The first reason is that, CPD is a response to changes in the curriculum, the circumstances of schooling, or any other kind of external pressure like globalization and political priority change. His assumption was that the school

curriculum is not static (new subjects are introduced, etc.) due to various socio-economic and political reasons. Thus, he argued that this curriculum renewal and reform are unrealizable without updating teacher's knowledge and skills in a continuous manner. The second reason that necessitated CPD was the continuous nature of learning to teach. He suggested that teaching is a professional activity which requires a commitment to enhanced performance, and a continuing search for more sensitive and intelligent ways of enriching pupil's educational experience. So, complex the demands of teaching, indeed, that no teacher worthy of the designation would ever claim to have achieved such a mastery of skills that was nothing more to do or to learn, or that further improvement was impossible. Thus, Kirk finally reached to the conclusion that CPD is not a response to political diktat, not a form of compliance, not a fulfillment of a contractual requirement. It is expression of an inner professional commitment to improved practice(Hassan,2005).

Continuous professional development on the other side, as a strategy for the management of change continuously informs teachers about any educational and technological change. To this end Kirk in Yihune (2007) states that there is no curriculum change without teachers' development. CPD develops the capacity to respond to change in the curriculum or in any other kind of external pressure like globalization and political priority change. As everything is in continuous change, the school curriculum cannot be static alone. New subjects are introduced, new technologies innovated and new teaching and learning methods required. Thus, without updating teachers' knowledge and skills in continuous manner, curriculum renewal and reform are unrealizable, so in this regard CPD benefited educational institutes to manage changes.

MoE (2004) stated that CPD in Ethiopia is indispensable because the pre-service training is the initial phase that provides teachers only the basic skills and knowledge required to enter the profession. MoE further justified its importance in such a way that since education is dynamic according to the technological innovations, teachers are expected to update their professional competence in a continuous manner by taking the knowledge and skills acquired in their pre-service training as a base.

As it has been discussed above, CPD in Ethiopia is indispensable because the pre-service training is the initial phase that provides teachers only the basic skills and knowledge required to enter the profession.

2.4.2. The objectives of continuous professional development

The primary objective of schools needs to be offering quality education to students. To achieve such goals improving classroom performance of teachers by improving their academic, professional and personal status is of high importance. In this regard CPD is expected to play a great role. MoE (2003 b) stated that the general objective of CPD in Ethiopia is to improve the teaching learning process in both primary and secondary schools. It further suggested that CPD (school and/or cluster based) is cost effective approach. The formulated specific objectives of CPD by MoE (2003 b) are to improve and sustain professional development; to provide opportunities for teachers by sharing professional experiences; to keep up with changes in education; to encourage and assist teachers to produce local teaching materials; to undertake action research, to facilitate mentoring of teachers and localize the curriculum to include their environment.

Ministry of Education (2004) further states that the overall objectives of CPD programs are that all teachers understand the need for continuing improvement and develop the attitudes to engage positively with CPD opportunities; have access to high quality CPD programs; have the opportunity to develop and improve their professional skills, attitudes and knowledge in a systematic and continuous engage. And also all teachers remain competent and up-to-date in their own levels of specialization and expertise through a compulsory ongoing program of staff development opportunities designed to meet the needs of both school and individual.

According to the MoE, the general objective of CPD in Ethiopia is to improve the teaching learning process in both primary and secondary schools. But there are also other overall objectives of CPD programs which are mentioned above.

2.5. Characteristics of Effective CPD Program

Effective school based CPD distinguishes expert teachers' in the school and facilitate them to cooperate with fellow teachers. It supports the preparation and use of the available resources with in or outside of the school. It aims at improving teachers' subject knowledge and pedagogical skills by active participation and engagement in the program. This practical method of active learning among teachers in the program leads to adopt new behavior and attitude of teachers in the teaching-learning process. It also encourages teachers to perform it in classroom. Effective school based CPD also involves teachers to contribute their professional knowledge in distinguishing the priority of CPD and planning accordingly. Teachers must also participate and facilitate in order to implement the program smoothly. Experience sharing among school is also the effective mechanism of developing teachers' exposure for new insight in CPD practice but it is the primary obligation of cluster centers to organize such interivisitation. The woreda education offices must provide awareness and training for schools, follow-up and support the schools and principals in running the program at school level(MoE,2009)

The process of CPD might have different characteristics based on the nature and goals of educational institutions and perception of practitioners in the institutions (schools). However, the most effective forms of professional development seem to be those that focus on clearly articulated priorities, providing on-going school based support to classroom teachers, deal with subject matter content as well as suitable instructional strategies and classroom management techniques and create opportunities for teachers to observe experience and try out new teaching methods (MoE, 2005). MoE (2009) stated that the Characteristics of effective professional development include programs conducted in school settings and linked to school wide efforts, teachers participating as helpers to each other and as planners, with administrators, of in-service activities; emphasis on self-instruction and with differentiated training opportunities; teachers in active roles, choosing goals and activities for themselves; emphasis on demonstration, supervised trials and feedback and ongoing assistance and support available upon request. From these qualities, it is possible to summarize that effective CPD programs are dynamic and integrated. The programs address the needs of individual teachers

and the support needed for teachers to undertake activities. They also regard teachers as do individually or collegially overtime in their working place and give fair balance for content and pedagogy.

2.6. Types of Continuous Professional Development

According to MoE (2009) in Ethiopia Continuous Professional Development can be placed in to two categories. Firstly, "updating" is a continuous process in which every professional teacher participates during their career. It focuses on subject knowledge and pedagogy and improves classroom practice. Secondly, "upgrading" is the process by which teachers can choose to participate in additional study outside their regular work environment as a teacher at appropriate times which are not used to carry out their career, (convert a certificate to a diploma, a diploma to a first degree, or a first degree to master's degree).

2.7. Management of Continuous Professional Development Programs

Like other educational programs, CPD needs competent management for effective implementation. Having weak management in an organization is a clue for failure and wastage of resources. In line with this Zenebe (2007) clearly states that CPD management is the provision of clear instruction on sequence of action to be followed, and making of objectives clear, monitoring and evaluation.

Managers can be very clear on that, training may not provided for the sake of training. First of all, needs should be identified and trainings be organized to fill the gaps. Noe (1999), states that need assessment is the process used to determine if training is necessary. While in need assessment and planning training is very essential to consider the interest of stakeholders and at the same time all of them should be involved in the need identification, provision as well as in the management of development opportunities. Because, need identification is a collaborative work. Managers as responsible person on bringing cooperation and self reliance, in their schools they could work hard to footed need identification on the bases of self felt and self-individuals. In relation to this MoE (2003) reports that in the implementation of CPD programs, the individual variation of teachers, experiences, expertise, skills and knowledge and their right to further professional development to improve the quality of teaching take in

to account in the capacity of proper designing and managing of the program. For this end, the management of the school with the cooperation of teachers, training needs should be assessed, planned, implemented and results should be evaluated.

In addition to this, managers expected to allocate adequate finance for the success of the program. Without available budget allotment running the CPD program effectively is much difficult. And time is another resource, which needs wise use for varies activities that requires proper planning at school level. Hence CPD program requires sixty solid hours in each year for each teacher for group work, individual activities, portfolio organizing and research works; it asks skillful management to harmonize CPD activities with other teacher tasks (MoE, 2009). On the other hand, mentors and facilitators particularly need more time than other teachers (Hailellasie, 2004).

Generally, the management of the school with the cooperation of teachers, training needs should be assessed, planned, implemented and results should be evaluated. In addition to this, CPD managers expected to allocate adequate finance for the success of the program. Without available budget allotment running the CPD program effectively is much difficult. And time is another resource, which needs wise use for varies activities that requires proper planning at school level.

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

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

The quality of education to a great extent depends on the success of school improvement program which in turn depends on the quality and competence of teachers in their professional

development. Teachers are the nucleus of school partners for school improvement program (SIP) and school based CPD is the crucial component of school improvement program. In the process of raising pupils' achievement, CPD and SIP cannot be seen separately, but used together to provide a holistic approach to the improvement of learning and teaching in each school (MOE, 2009).

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

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

School improvement almost always calls for enhancing the knowledge, skills, and dispositions of teachers and supporting staff. Whatever course of action a school adopts, success usually is central to providing support and resources for teachers to strengthen existing expertise or to learn new practices. Teacher knowledge and skills are at stake as well as their beliefs and attitudes, their motivations, their willingness to commit, and their capacity to apply new knowledge to their particular school and classrooms. Professional development and implementation usually should not be separate steps in the process of change in the school improvement program (Simpkins, 2009). The school based CPD strategy offers an important skill development by giving teachers a range of opportunities for relevant, need focused and collaborative approaches to professional learning. The core aspiration for this strategy is to place professional development at the heart of school improvement and it offers a number of new initiatives to achieve particular goal. This professional development opportunity was

allow teachers to focus upon their own learning, career ambitions and to consider new responsibilities within their own school context. The assumption is that this was lead to an improved and enhanced sense of professionalism for teachers, plus an increased motivation to stay within the profession (Harris, 2001).

Generally, the main objective of school improvement program is to improve the quality of teaching and learning. CPD is one of the fundamental components of school improvement program so that both SIP and CPD are inseparable strategies of achieving better learning.

2.9. Resources and Materials to Support CPD Development

By the end of the 20th century, most countries of the world had initiated professional standards such as professional knowledge, skills and competences required of school teachers to impact on competent learner achievement in all subject areas. A great deal of effort was placed into the development of these standards, and teachers were expected to use them as the foundation for all instruction. Nowadays, global educational reform is supported by a series of well-researched programs, reports and technologies to facilitate the enhancement of teacher capacity and expertise in the area of professional development (Gray,2005).

These days, as stated by MOE (2007), in the strategy of leaders, supervisors and 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, continuous in-service short term trainings and experience sharing to add to the overall goal of achieving quality education.

In most cases especially leaders and teachers complain the problems of resources to carry out the program. Many experts and professionals suggest that one of the importance's of CPD is to promote professional development using the resources available in our environment wisely.

As Villegas-Reimers (2003) state that, teachers as they are professional learners in CPD should get the necessary assistance from the concerned bodies ranging from school community up to higher officials of different levels. Research shows that teacher development activities are most effective when carried out collaboratively in an atmosphere of mutual support and encouragement. There are a wide variety of resources which can be used to support CPD activities and School CPD Modules. They come under two main headings, human resources and support materials.

2.9.1. Human resources

Human resource is the most important of all other inputs to an organization. French cited in Marchington, M, & Wilkinson, A. (2006) stated that It is people-human resources that create organizations and make them survive and prosper. It is their efforts, talents and skills in using other resources such as knowledge, materials and energy that result in the creation of useful products and services. Similarly many authorities on human resource management stress the cruciality of human resource to organizations and the inevitable concern to manage it. In fact, they all agree that human resource is the principal determinant for the success of any organization and that its management should deserve serious attention. Similarly in Ethiopia human resources is the most important for the success of any organization. There fore, its management should need serious attention and follow up.

2.9.2. Support materials

One very important part of the National CPD Materials is the document entitled “Continuous Professional Development for Primary and Secondary School Teachers, leaders and supervisors in Ethiopia-the practical Toolkit”. The document contains many examples of programs or activities appropriate to particular needs in schools. There are suggestions of ways in which effective programs can be constructed from a series of smaller activities. The purpose of the document is to give practical support and guidance to all who use it (MoE, 2009).

2.10. Responsibilities of CPD Stakeholders

Implementing teacher's professional development program needs a comprehensive and coordinated approach of stakeholders at all levels. Each stakeholder in CPD has responsibilities. These can be either as an individual or as an institution. In this regard the MoE (2009) indicate clearly the responsibilities and duties of each stake holders in CPD program implementation as follows.

2.10.1. Responsibilities of leaders

Leaders are responsible for engaging in their own Continuous Professional Development throughout their careers in consultation with others, identifying and monitoring progress against personal CPD needs relating to the school's Annual CPD Plan and their individual Professional Competencies (MoE, 2009). Additionally working collaboratively with colleagues to improve school improvement and the process of teaching- learning, carrying out sixty hours CPD each year and putting CPD into practice in the overall activities of the school. Leaders are also responsible for maintaining a Professional Portfolio to record all their CPD and other professional activities, including identifying achievement of the Professional Competencies and developing CPD.

To sum up, leaders were responsible in identifying and monitoring CPD progress against personal CPD needs relating to the school's Annual CPD Plan and teachers' individual Professional Competencies.

2.10.2. Responsibilities of cluster supervisors

According to MoE (2009) giving support as appropriate, the Annual School CPD plans, supporting the delivery of the Induction programmed for NDTs and supporting Teachers' Professional Portfolio development are the responsibilities of clusters supervisors. Cluster supervisors are also responsible for managing and coordinating teachers' CPD activities, maintaining an effective communication system between all the schools within the cluster and providing training opportunities as appropriate.

In general, cluster supervisors were responsible for the success implementation of teachers' Continuous Professional Development starting from planning up to its implementation.

2.10.3. Responsibilities of teachers

Teachers are responsible in mentoring CPD activities. Different authors define mentoring in different ways. However all share common idea that mentoring is a positive support relationship between a more experienced and less experienced staff (Blandford,2000). Kerry and Mayes(2001) support the above idea and define mentoring as nurturing process in which a more experienced person serving as a role model,teaches,encourages,counsels,and be friends to a less skilled/experienced person for the purpose of promoting the latter professional and/or personal development. Teachers responsibility are mentoring functions which are carried out with in the context of an ongoing caring with in relation ship between the mentors and the mentees.

The skill areas that mentors need to develop in order to give support,supervise and nurture newly deployed teachers during their induction years according to (Kevan,1999) are: lisencing,questioning,and body language. According to Craft(2000) mentoring is the responsibility of teachers which are increasingly implemented as part of the induction phase for new teachers. Mentoring may develop in to coaching or peer support relation ships as teachers gain experience. Best practice includes matching teachers of the same content area,estabilishing common planning time,and structuring time for common collaboration. Mutual observance of classroom teaching is usually included when situated in a new teachers' actual classroom.

2.10.4. Responsibilities of education offices

According to the CPD guideline of the Ministry of Education, MOE (2009), the woreda and zone education offices play an important role in the implementation of CPD programs. Woredas are responsible to plan, organize, coordinate, supervise, and support school based CPD programs to ensure effective implementation in the local context. Woreda education officers are also responsible to allocate sufficient budget, prepare training opportunities and discussion forums. Furthermore, Zone Education Department and Regional Education Bureau

(REB) involve in the practical consultation of all stakeholders, and preparation and distribution of relevant CPD materials. The Ministry of Education is also responsible to analyse and identify national priorities, production of materials, and organizing trainings to implement them. Hence, the Ministry produces and circulates the national CPD plans and raises awareness of the guidelines followed by monitoring and evaluation of the overall program.

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

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

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

As Levine (2005) indicated, as an example, in many of the European countries, in-service training is organized by local governments or schools themselves during the teachers' working days. In most cases compulsory in-service training is commonly offered before the start of the school term or at the end of the school year. Accordingly, the minimum annual time allocated

for compulsory in-service training also varies considerably across the European Union: from a minimum 12 hours per year in Latvia to 166 hours in the Netherlands. This compares with Scottish teachers who must undertake a minimum 35 hours of CPD per year, plus 50 hours of planned activity time, some of which can be used for in-service education.

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

2.11. Attitude of Teachers towards the CPD Program

Unfavorable school culture is a barrier for smooth and effective CPD, because the culture of the school greatly matters the implementation of the program. Hailesllasie (2004) in line with this idea, states that school cultures supportive to CPD programs, motivate teachers and will lead schools to success. Thus, it implies school cultures that are not supportive to the CPD programs de-motivated teachers and resulted school failure. Collaboration among teachers and other professional is vital for the school program implementation. On the other hand, lack of coordination leads to losing collegiality and forced to relay in individual efforts, which is a barrier for sustainable change.

The number of staff of Education bureau available to plan, manage and monitor any program; the quality of knowledge and expertise available in administrative positions and severely restricted availability of resources to sustain development, including access to technology, especially in schools of remote areas are some of the constraints that TESO document give due attention (TESO, 2003). Like other educational program there are significant factors which inevitably influence the implementation of CPD program in each school. In this regard the TESO document clearly indicates that a number of constraints are hindering smooth implementation of the program (TESO, 2003). Lack of motivation and application combined

with self-interest and lack of training opportunities have created a climate of a pithy and cynicism amongst teachers.

In addition, teachers' attitudes towards CPD, in Yehunie (2007) indicates that most teachers started practicing CPD program without any pre-practice training and also were not convinced first about the importance, objective and implementation of the program there by leading them to believe on that they learn something that would be helpful for their work. Similarly, Afework (2007), states that some participants had negative attitude towards Continuous Professional Development due to lack of motivation and incentives. He investigated further that some participants are not willing to take part in the professional development program since they believe that such programs did not help them in their professional development rather than wasting their golden time. CPD belongs for teachers, supervisors and leaders (CPD frame work, October 2009.)

To sum up, Lack of motivation, incentives, unknowing the value of CPD and application combined with self-interest and lack of training opportunities have created a climate of a pithy and cynicism amongst teachers.

2.12. Continuous Professional Development at International level

Every activity in the world has its own historical back ground . During the 1980's CPD was generally based on the deficit mastery model which used one short professional approaches and the view that teacher learning is something that is done to teachers(Richter,D.2010. Recognizing the limitations of traditional approaches to PD, educators, researchers and policy makers began to look at Professional Development differently. Their goal was to restructure teachers' work so that they could learn together and work collaborately to effect changes in teaching practice and student learning(Little,J.W.1993). Since then,CPD has been reconceptualized from a professional growth or learning perspective to professional development. Inspired by adult learning theories and in line with situated cognitive perspectives on learning, Clarke et al,(2002) stated,teacher learning is seen as an active and constructive process that is problem oriented,grounded in social settings and circumstances and takes place throughout teachers' lives. One method employed globally is the 'workshop'

which in recent years has been broadened to include 'reflective action' and 'learning networks' so that teachers themselves become more effective learners (Murphy et al., 2009).

However, effective learning by teachers are increasingly influenced by the extent to which CPD can optimally and meaningfully draw on adult learning theory, teachers' own experiences as learners, their perception of the need for learning, existing demands on their time and the rewards for such involvement (Daniels and Graham, 1993). Based on this notion of ongoing and lifelong learning embedded in schools, research has stressed the need for this to be a natural and expected component of teachers' professional activities and a key component of school improvement (OECD, 2010).

Although researchers differ in their understanding of CPD, according to (Hawley and Valli, 2001) a broad consensus has been established on some key elements including: school based learning that is integrated with day to day school processes, teachers defining their needs and developing opportunities for Professional Development, meeting individual teachers' needs but being primarily collaborative, providing opportunities for teachers to develop a theoretical understanding of the knowledge and skills learned, being continuous and ongoing, with follow-up and support for further learning. In line with changing perspectives of CPD, there have been changes too in what society demands or expects of its teachers. Education reform movements internationally reflect high expectations for student achievement which require changes in classroom practice by teachers.

If teachers are to meet these expectations, they require supports and guidelines (Borko, 2000). Four dimensions of a teacher's role have been identified below; these provide an insight into the multi-faceted and complex nature of teaching and by implication, of learning to teach, the demands of designing quality teacher education. They include viewing the teacher as ; an instructional manager, a caring and moral person, a generous expert learner and a cultural and civic being (Conway et al., 2009). The high tended expectations of teachers have led to an unprecedented policy, professional and research interest in the theory and practice of teacher education worldwide. There is a general recognition of the centrality of a quality teaching force to achieving the aims of the knowledge society, and of the strategy for lifelong learning (Coolahan, 2007).

2.13. The Current Status of CPD Program in Ethiopia

In this sub section the need assessment, Teachers Education System Overhaul (TESO) and assistance from concerned bodies will be seen to show the efforts made by MoE so far.

2.13.1. Needs assessment

Need assessment is very essential part that requires more attention while designing the program. MoE (2003) reports that in the implementation of CPD programs, the individual variation of teachers, experiences, expertise, skills, knowledge and their right to further professional development to improve the quality of teaching take in to account in the capacity of proper designing and managing of the program. For this end, the management of the school with the cooperation of teachers, training needs should be assessed, planned, implemented and results should be evaluated. Afework (2007) in contrast to these, he pinpoints that, as there was no need assessment prior to designing and determining the programs of school-based CPD.

2.13.2. Teachers Education System Overhaul (TESO)

Teachers Educational System Overhaul (TESO), the document as a national framework comes in the being with five basic priority programs when two of them are focusing on teacher's professional development. In general the TESO program is encompassing areas from pre service teacher education to continuing professional development of teachers. Furthermore continuous professional Development (CPD) program was also designed and became practical. so that, teachers are up-dating themselves with new concepts, approaches and policy direction. According to the TESO document some of the CPD activities will be individually initiated and approved by the school principals. There are also series of centrally developed generic courses that deal with new methodologies and priority issues relevant to the whole country. The first course of CPD program was published in 2004 containing contents of professional ethics, counseling and monitoring using active learning methodology. The second course was published in 2005 contains gender and HIV-AIDS issues, continuous assessment and planning approaches to individual subject areas in the context of large class sizes, and the

third course is about rural development, civics and methodology (MoE,2009). So,in order to up-date them selves teachers should implement Continuous Professional Development.

2.14. Challenges of the Implementation of Teachers' School Based CPD

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

2.14.1. Leadership and supervisory related factors

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

In most school systems relentless efforts are being made to improve teachers' professional development although challenges are unavoidable events. According to the findings of the Ministry of Education, MOE (2009), the major challenges identified at the national level are lack of trained facilitators, high turnovers of more experienced and trained supervisors or facilitators and stakeholders extra work load, particularly of teachers. Teachers are not motivated by the wordas to alleviate the ongoing problems. CPD books are not sufficiently prepared by the languages of work. Teachers are not provided awareness about the background of CPD. Teachers and other responsible partners are not well oriented how to implement CPD in collaboration with other pillars of quality education. Thus, the school based CPD program is not being realized in collaboration with other education quality improvement programs such as SIP and English Language Improvement Program (ELIP).

Based on the description of Teachers Development Program (TDP), CPD Impact Study of 2008 cited in MOE (2009), the major identified challenges are failure to synchronize the CPD values and activities with teachers' career structure, inadequacy of resources and lack of systematic collaboration between concerned stakeholders. As studies also identified, time and cost are the main barriers to the provision of effective school based CPD. Time is mentioned in terms of not only the actual time spent in the CPD event, but also in terms of taking time to implement changes in the professional development (Day et al., 2005).

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

In short, less supportive and discouraging leadership situation at all levels hampers the further improvement of school based continuous professional development.

2.14.2. The school system related factors

Organizational (school) factors or workplace conditions strongly affect the implementation of teachers' professional development in shaping their practices and attitudes towards school based CPD (Hammond, 2002).

There is a high degree of confusion in schools on the practice of CPD by focusing on training, sharing new knowledge and skills. These activities often focused upon sharing the content of the CPD rather than implementation and gaining the impact of the school based CPD (Day et al., 2005). To bring sustainable change, an alignment of the CPD program to the organizational policies, organizational leadership support for the program, organizational resources provided to the program (crucially time), organizational barriers to the successful completion of the program, and general organizational effectiveness and culture are all important aspects in case

of organizational support. To the contrary, CPD practices in secondary schools amount to no more than documentation of activities completed over a period of time (Guskey, 2000).

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

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

Most schools are ineffective in building the sense of collective capacity. Building collective capacity refers to increasing staff's a sense of belonging, pride and loyalty to the school, respect for all colleagues and pupils, and feedback which are essential to professional development. Capacity building in a school for CPD practitioners ensures that all members of staff are capable of analyzing their own strengths and weaknesses. Otherwise, teachers can not contribute to the skill development of other teachers and their own in order to add to the changes in the school (Day et al., 2005).

Generally, the school system can discourage the effective achievement of the goal of professional development. Some of the discouraging factors in the schools are ambiguity and complexities regarding the practices of CPD; un integration of CPD activities with teachers' career structure; less attention provided for capacity building.

3. RESEARCH DESIGN AND METHODOLOGY

In this part description of the study area, research design, source of data, sample of population, sample size and sampling techniques, data gathering instruments, procedures of data collection, methods of data analysis, and ethical considerations were included.

3.1. Description of the Study Area

The main purpose of this study is to assess the practice of school-based professional development in selected secondary schools in Arsi zone. Arsi zone is found in oromia region in the south east direction of Addis Ababa. It is 175 km from Addis Ababa and 75 km from Adama. Arsi zone share boundary with: Bale in south, west Arsi zone in south west, in northwest with Shewa zone and west Hararge with west. The climatic condition of Arsi zone is 50%, of Dega, 40% Woinadega, 10% is Kola and it is densely populated zone because of its favorable climatic condition. Arsi zone has total population of 2,637,657 based on 2007 CSA. More than 87% of its population depends on agriculture, especially on wheat and barley production. The zone has 26 woredas and 86 governmental secondary schools as observed from Arsi zone education office annual report of 2016.

3.2. Research Design

For this study, descriptive research design was employed. This design was selected for the reason that it enables the researcher to obtain the current detailed and variety of information concerning the issue under study. Creswell (2003) states that descriptive research design used to generate views and options of relatively large number of respondents and to indicate a clear picture of the situation. Similarly, Krishnaswami and Ranganatham (2007) indicated that, descriptive research design is a design of research involving collection of data directly from a population or a sample. Descriptive research design is important to collect information concerning the practice of school-based teachers' professional development in selected secondary schools of Arsi zone and to draw conclusions from the facts that was discovered. Descriptive research design gives the opportunity to the researcher to see the reality more closely; it is flexible and also allows various methods of data collection.

3.3. Sources of Data for the Study

The researcher used both primary and secondary sources of data to get adequate information about the practices of School- based professional development in selected secondary schools in Arsi zone.

3.3.1. Primary Sources of Data

Primary sources are original sources from which the researcher directly collect data that have not been previously collected. For this study the primary data obtained from heads of woreda experts of teachers' development work officers and/owners, supervisors, principals and teachers of CPD trainers and/or trainees of selected secondary schools of Arsi zone.

3.3.2 Secondary Sources of Data

Secondary data obtained from documents. Documents related to the areas of the study were assessed at the selected secondary schools and woredas offices. These documents were included teachers' portfolios, minutes, policy documents (CPD framework and toolkit).

3.4. Population, Sample Size and Sampling Techniques

This study was conducted in some selected secondary schools found in 26 woredas of Arsi zone. In this zone, there are 26 woredas. All the woredas have almost similar climate Dega, woinadega and Kola. Out of the 26 woredas,12 woredas were selected using simple random sampling technique. The woredas have almost the same socio-economic, cultural and historical related conditions. Because of these similarities, the study did not include all woredas and schools found in all woredas due to large area and population. There are 38 secondary schools in the 12 woredas and one secondary school was selected from each 12 woredas by simple random sampling techniques since the implementation of CPD in these schools are homogeneous because they are governed in the same zone. Therefore,12 secondary schools from the 12 woredas were selected using simple random sampling techniques. Thus, from Munessa woreda, Kersa secondary school, from Digalu and Tijo woreda, Tijo secondary school, from Zuway Dugda woreda, Aarata secondary school, from Hetosa woreda, Itaya secondary school, from Doddota Sire woreda, Sire secondary school,

from Lodehetosa woreda, Huruta secondary school, from Chole woreda, Chole secondary school, from Jeju woreda, Arboye secondary school, from Marti woreda, Abomsa secondary school, from Tena woreda, Ticho secondary school, from Robedidae woreda, Robedidae secondary school and from Sude woreda, Kula secondary school was selected by simple random sampling techniques.

The population of the study included supervisors, principals, teachers and heads of woreda experts of teachers' development work officers and/owners. There are 426 teachers in the 12 secondary schools and 126 teachers was taken for the study. The sample teachers were selected using simple random sampling methods since to give equal opportunity for all teachers in the selected schools and due to the implementation of CPD in these schools were homogenous since they were governed in the same zone. Moreover, 26 principals of whom 14 were vice principals, 12 supervisors, and 12 heads of woreda experts of teachers' development work officers and/owners were included in the study using available sampling technique because they were few in number. Generally, the population for this study is 476 and the sample was 176. Alongside, the detailed of the population, sample size and respondents is explained in table 1 below.

Table 1. Summary of Population, sample size and sampling techniques

No	Schools name	Principals respondents			Supervisors respondents			Teachers respondents			Head of woreda TDP experts respondents			Total		
		Popu	Sa mpl e	%	Popu	Samp le	%	Popu	Samp le	%	Popu	Sam ple	%	Popu	Sam ple	%
1	Kersa	2	2	100	1	1	100	48	14	30	1	1	100	52	18	37
2	Chole	3	3	100	1	1	100	38	11	30	1	1	100	43	16	37
3	Arboye	2	2	100	1	1	100	37	11	30	1	1	100	41	15	37
4	Tijo	2	2	100	1	1	100	18	5	30	1	1	100	22	9	41
5	Abomsa	2	2	100	1	1	100	41	12	30	1	1	100	45	16	36
6	Arata	2	2	100	1	1	100	14	4	30	1	1	100	18	8	44
7	Itaya	3	3	100	1	1	100	46	14	30	1	1	100	51	19	37
8	Sire	2	2	100	1	1	100	37	11	30	1	1	100	41	15	37
9	Robedida	2	2	100	1	1	100	48	14	30	1	1	100	52	18	35
10	Kula	2	2	100	1	1	100	29	9	30	1	1	100	33	13	40
11	Ticho	2	2	100	1	1	100	23	7	30	1	1	100	27	11	41
12	Huruta	2	2	100	1	1	100	47	14	30	1	1	100	51	18	35
	Total	26	26	100	12	12	100	426	126	30	12	12	100	476	176	37
	Sampling Techniques	Availability			Availability			Simple random samp.			Availability					

3.5. Data Gathering Instruments

The data for the study was gathered using different data collection instruments. Among these, questionnaire, interview, and document analysis were employed for the study. The reason behind using different tools was to cross-check the internal consistency of the data and to obtain valid information.

3.5.1. Questionnaire

Questionnaire was designed for 126 sample teachers, 26 principals and 12 supervisors who are considered as sample population. Questions were presented by grouping in two vital themes (school leaders and teachers) and to identify the respondents view via the use of likert scale. Both 5 open-ended and 29 close-ended items were prepared on the issues of teachers' professional development. Open ended items were prepared in order to realize its appropriateness to obtain data from sample population at a time and for its inherent characteristics that it provides an opportunity for informants to express their ideas and opinions freely. The items of the questionnaires were classified under the basic research questions. The response category set was under rating scales.

Pilot test was conducted to check the (validity;that is,how good a test is to measure a particular situation) and consistency of the items (reliability;that is, how trustworthy a score on the test was confirmed).pilot test was also conducted to check the questionnaires and to tackle any problems related to distributing, collecting, and administering the data. The data obtained from respondents were put into SPSS software to analyze for the reliability of the items. The reliability of the questionnaires was measured by using Cronbach Alpha method.Cronbach's alpha was the most common measure of internal consistency(reliability). According to Nunnally(1978) a reliability coefficient of 0.7 or higher is considered acceptable. So,when the alpha was calculated by the software the result was 0.83 and this indicate that the items were reliable because alpha value greater than 0.7 means reliable. On the other hand,validity was done through advisors,experienced school leaders and teachers comments. In light of the advisors' and experts opinion,the items were improved interms of language,format/style and content. Pilot test was carried out in Ego and Kenchere secondary schools that are out of sampled schools and were selected purposively as it is nearest to the researcher's working place. The pilot test was distributed to three principals, fifteen teachers and two supervisors. Once the questionnaires were returned, based on the pilot test the questionnaires were modified and restructured for final study. The questionnaires items were prepared in English since all respondents are educated.

3.5.2. Interview guide

The other instrument used for the collection of primary data for the study was an interview. It is a process of communication or interaction with the subject or interviewee who provides the needed information verbally in face-to-face situation. It is helpful to complement the information gathered through other instruments and for the clarification of some unforeseen information. Semi structured interviews were prepared for 12 heads of woreda experts of teachers' development work officers and/owners. Because the semi structured interview items had the advantages of flexibility in which new questions can be forwarded during the interview based on the responses of the interview. The number of interview item was 7(seven). The process of interview was conducted in Afan Oromo in order to avoid language problem that might face respondents to reply what they wanted to say. Face- to- face interview was conducted with the interviewees and information was recorded by writing the response of each interviewee.

3.5.3. Documents analysis

Documents-review-checklist was prepared to review documents related to teachers' professional development. Tangible information was obtained from sample secondary schools. The overall CPD records of sample schools' portfolio documents consisting of the CPD plans, reports on CPD and feedback were assessed by using structured checklist.

3.6. Procedures of Data Collection

In order to collect the necessary information, first, review of related literature was made to get information on what was done in relation to the problem as well as to develop instruments of data collection. The questionnaire, interview and document analysis were developed, analyzed, coded and organized. All data collection instruments were edited and modified with the help of Advisors. Second, the researcher went discussion with the school principal and representative of the woreda education office to get permission and described the objectives and importance of the research questions, and arrange at a time. Then, the researcher prepared the necessary materials, checklist and time table to complete the questionnaire and interview. Thirdly, the researcher cooperated with the school principal to give orientation for respondents

about the objectives of research data collection tools as well as to fix time and place. Finally, the researcher was distributed the questionnaire paper to supervisors, principals and teachers. The researcher conducted interview with heads of woreda experts of teachers' development work officers and/owners.

3.7. Methods of Data Analysis

Data obtained from supervisors, teachers, principals and heads of woreda experts of teachers' development work officers and/owners through the above mentioned instruments were tallied, tabulated, coded and organized. To answer the basic questions of the study, appropriate data analysis was adopted. Mixed(both qualitative and quantitative) data analysis methods were used after necessary data were collected from primary and secondary data sources using different data collecting instruments, like questionnaire, interview and document analysis. The data that were collected through close- ended questionnaire from teachers, supervisors and principals were analyzed quantitatively by descriptive statistics like frequencies, percentages, mean, standard deviations. The reason to employ these data analysis is that, frequency helps to identify a number of respondents' responses for a given specific items while; percentage helps the researcher to simplify and explain a given set of data. Mean and standard deviations were used to measure rating scale type items and to determine the average responses given by respondents.

The qualitative data which was gathered through open-ended questionnaire from supervisors, teachers and principals and semi- structured interviews from heads of woreda experts of teachers' development work officers and/owners and document analysis were analyzed qualitatively using narration and thematic analysis.

3.8. Ethical Considerations

Ethical consideration was given in the study. At the beginning cooperation letter was received from Department of Educational Planning and Management at Haramaya University. The consent of school principals of the respective schools was secured first by explaining objectives of the study through submitting letter of contact. Similarly, willingness of supervisors, teachers, principals and head of woreda experts of teachers' development work

officers and/owners were asked before interview by explaining the purpose of the study. Rapports were created with respondents and are encouraged to feel free. Moreover, participation in the study was volunteer base. Considerable efforts were made to keep participants anonymous and maintain the maximum confidentiality.

4. RESULTS AND DISCUSSION

This chapter deals with presentation, interpretation and analysis of data collected through questionnaire, interview and document analysis to address the basic questions asked at the very beginning of the Study. All the data gathered through questionnaires were first presented in table and the various statistical tools were used for analysis. The data collected through interview and document analysis were qualitatively described in order to give appropriate response for the basic questions set in the Study. A total of 164 questionnaires were distributed for 126 sample teachers, 26 principals and 12 supervisors. Out of the total distributed questionnaires 162 were filled and returned and 2 of the respondents did not return the questionnaire distributed through effort has been made to get all the questionnaires distributed back. Thus the total rate of return was 162 (98%). It was this figure that would be considered as total respondents in the analysis part of the Study.

Interview was conducted with 12 head of woreda experts of teachers' development work officers and/owners. In addition, documents analysis were conducted with principals, supervisors and head of woreda experts of teachers' development work officers and/owners. Totally 174 respondents took part in this Study. More detail characteristics of the respondents in terms of sex and age were discussed below.

4.1. Background Characteristics of the Respondents.

Table 2. Characteristics of respondents by sex and age.

Variables	Principals		Supervisors		Teachers		Head of woreda experts		
	No	%	No	%	No	%	No	%	
Sex	Male	21	87.5	10	83.3	80	63.5	8	66.7
	Female	3	12.5	2	16.7	46	36.5	4	33.3
	Total	24	100	12	100	126	100	12	100
Age	<21	-	-	-	-	-	-	-	-
	21-30	6	25	2	16.7	28	22.2	3	25
	31-40	14	58.3	4	33.3	53	42.1	4	33.3
	>40	4	16.7	6	50	45	35.7	5	41.7
	Total	24	100	12	100	126	100	12	100

As presented on table 2, members of questionnaire respondents 21(87.5%) and 3(12.5%) of principals respondents were males and females respectively. Among 12 supervisors,10(83.3%) of them were males and 2(16.7%) of them were females.Out of 126 teachers, 80(63.5%) were males and 46(36.5%) were females. Regarding interview respondents 8(66.7%) of head of woreda experts of teachers' development work officers and/owners were males and 4(33.3%) were females. These indicates that most of the respondents were males.

As presented in the same table, the age distribution of the respondents shows that high percentage of the principals that is 14(58.3%) and 53(42.1%) teachers members were between the ages of 31 - 40 years. About 6(50%) of supervisors and 5(41.7%) of heads of woreda experts of teachers' development work officers and/owners members were above the age of 40 years. 6(25%)of the principals were found between the age of 21-30 and 4(16.7%) of them were found above the age of 40 years. 4(33.3%) and 2(16.7%) of supervisors were found between the age of 31-40 and 21-30 years respectively. 28(22.2%) and 45(35.7%) of teachers

respondents were between the age of 21-30 and above 40 years respectively.3(25%) and 4(33.3%) of head of woreda experts of teachers' development work officers and/owners were between the age of 21-30 years and 31-40 years respectively. Based on this, it is believed that most of the respondents were experienced enough to provide balanced opinions and suggestions regarding the practices of school-based professional development in selected secondary schools of Arsi zone.

4.2. Analysis and Interpretation of Respondents' Responses

4.2.1. Issues related with the practices of CPD

Table 3. Issues related with the practices of CPD

No	Item	Respondents	N	Mean	SD
1	The extent of teacher's commitment to promote CPD activities	School Leaders	36	2.36	.76
		Teachers	126	2.11	
2	Teachers well oriented about the overall CPD activities	School Leaders	36	2.13	.48
		Teachers	126	2.19	
3	Teacher mentored by well-experienced supervisor and CPD facilitator	School Leaders	36	2.25	.87
		Teachers	126	1.99	
4	Teachers planned well for each CPD activities	School Leaders	36	2.49	1.32
		Teachers	126	2.12	
5	Teacher has prepared portfolio by recording all CPD documents	School Leaders	36	1.91	.84
		Teachers	126	2.04	
6	Teacher frequently conducts action research with other colleagues	School Leaders	36	1.88	.94
		Teachers	126	2.15	
7	Teacher involves in frequent peer/group discussions on CPD activities	School Leaders	36	2.25	.99
		Teachers	126	2.00	
8	Teacher evaluates his effectiveness in the implementation of CPD activities to revise the plans	School Leaders	36	2.13	.68
		Teachers	126	1.73	
9	Teacher reviews the outcomes of CPD practices on the students' achievement	School Leaders	36	2.48	.97
		Teachers	126	2.07	
10	Average mean	School Leaders	36	2.20	
		Teachers	126	2.04	

**Key: Mean value ≥ 4.50 = very highly performed, 3.50-4.49 = highly performed, 2.50-3.49 = moderately performed, 1.49-2.49 low performed, and < 1.49 very low performed
 $p > 0.05$, critical t-value = 1.99, degree of freedom = 101(62), N = number of respondents,
 SD = standard deviation (Fowler, J.1996.)**

With regard to item 1, in table 3 which focuses on the commitment of teachers CPD activities. The mean values 2.36 and 2.11 obtained from both school leaders and teachers responses respectively shows that teachers' commitment to practice each CPD activities was rated at low when computing with the mean set as demarcation. From the above data one may conclude that teachers were not committed to practice each CPD activities.

Head of woreda experts of Teachers' Development work officers and/owners' response to the interview also indicated that:

Teachers' commitment concerning the practice of each CPD activities
 Was low. Teachers did not commit effectively in CPD activities. There
 Were no Planned CPD activities.

With regard to item 2, which focuses on the overall teachers' CPD activities, was rated at low when computing with the mean set as demarcation. From the above data one may conclude that teachers were not well oriented about the overall CPD activities.

The data obtained from the interviewed head of woreda experts of Teachers Development work officers' and/owners revealed that,

Teachers did not well oriented about the overall CPD activities. There
 were no continuous training and experience sharing on how CPD is
 implemented.

Contrary to the ideas stated above, Ministry of Education (2004) further states that the overall objectives of CPD programs are that all teachers understand the need for continuing improvement and develop the attitudes to engage positively with CPD opportunities; have access to high quality CPD programs; have the opportunity to develop and improve their

professional skills, attitudes and knowledge in a systematic and continuous engage. And also all teachers remain competent and up-to-date in their own levels of specialization and expertise through a compulsory ongoing program of staff development opportunities designed to meet the needs of both school and individual teachers.

Item 3 of the same table, is about teachers' CPD mentoring by well-experienced supervisor and CPD facilitator. The mean value obtained from school leaders and teachers 2.25 and 1.99 respectively. It shows that teachers' CPD mentored by well-experienced supervisor and CPD facilitator was rated at low. Based on the above analysis, school teachers were not mentored by well-experienced supervisor and CPD facilitator.

The interviewed head of woreda experts of Teachers' Development work officers and/owners showed that:

Teachers mentored by well-experienced supervisor and CPD facilitator were low. Supervisor and CPD facilitator did not mentor teachers effectively since they were not well-experienced.

Contrary to the ideas stated above, according to MoE (2009) giving support as appropriate, the Annual School CPD plans, supporting the delivery of the Induction programmed for NDTs and supporting Teachers' Professional Portfolio development are the responsibilities of clusters supervisors. Cluster supervisors are also responsible for managing and coordinating teachers' CPD activities, maintaining an effective communication system between all the schools within the cluster and providing training opportunities as appropriate.

Regarding item 4, the teacher planned well for each CPD activities. This was concluded from the school leaders and teachers with the mean of 2.49 and 2.12 respectively. This shows that the teachers have well planned for each CPD practices was rated at low when computing with the mean set as demarcation. From this data one may concluded that teacher had not well planned for each CPD practices effectively.

With regard to the document analysis made in schools showed that, teachers well planned for each CPD practices was low. Teacher had not well planned for each CPD practices. Some teachers did not completely planned CPD activities. Among these, Kersa secondary school

teachers. With regard to the document analysis made in the schools confirmed that most of the teachers did not well plan for each CPD activities. They planned it for the sake of plan.

In item 5, the response of school leaders and teachers on teachers preparation of portfolio by recording all CPD documents was low. These values from school leaders and teachers responses' revealed that the teachers were not prepare portfolio by recording all CPD documents. The mean values are 1.91 and 2.04 for school leaders and teachers respectively. From the above data one may conclude that most of secondary school teachers had not prepared portfolio by recording all CPD documents. With regard to document analysis made in schools revealed that, the school teachers were not prepare portfolio by recording all CPD documents. The teachers record and report different work activities to woreda offices and concerned bureaus but they did not kept the reports and record different CPD activities in their portfolio. Most of the time teachers passed their time on routine activities.

Regarding item 6, which focuses on the teacher frequently conducting action research with other colleagues. Teachers were not frequently conducting action research with other colleagues. This was concluded from the mean value of the school leaders and teachers 1.88 and 2.15 respectively. From the above analysis, it may conclude that teachers were not frequently conduct action research with other colleagues.

Regarding with item 7, on the involvement of teachers in frequent peer/group discussions on CPD activities. Teachers were not involved in frequent peer/group discussions on CPD activities. This was concluded from the mean value of 2.25 and 2.00 of school leaders and teachers respectively. So, there is no statistically significant difference between the groups of respondents.

Item 8 of the same table, is about the evaluation of teachers effectiveness in the implementation of CPD activities to revise the plans. The mean value obtained from school leaders and teachers 2.13 and 1.73 respectively. It shows that the evaluation of teachers his/her effectiveness in the implementation of CPD activities to revise the plans was rated at low. From the above data one may conclude that teacher did not evaluate his/her effectiveness in the implementation of CPD activities to revise the plans.

The interviewed head of woreda experts of Teachers Development work officers and/owners revealed that:

Teacher did not evaluate his/her effectiveness in the implementation of CPD activities to revise the plans. They did not give much attention to evaluate the implementation of CPD activities to revise the plans. They planned it for the sake of plan.

With respect to item 9, teachers' timely review the outcomes of the CPD practices on the students' achievement was rated as low. This was drawn from the school leaders and teachers mean values of 2.48 and 2.07 respectively. These mean values indicated that teachers were not timely reviewing the outcomes of the CPD practices on the students' achievement effectively.

4.2.2. Issues related with concerned bodies participation in the process of CPD

Table 4. Issues related with concerned bodies participation in the process of CPD

No	Item	Respondents	N	Mean	SD
1	School CPD facilitator encourages and supports teachers to exercise peer evaluation on CPD practices	School Leaders	36	2.41	.55
		Teachers	126	2.44	
2	School CPD facilitator prepare training opportunity based on teacher's training needs	School Leaders	36	2.52	.65
		Teachers	126	2.46	
3	CPD facilitator usually arranges discussion programs within the school and other schools to consult with other groups on CPD activities	School Leaders	36	2.44	.80
		Teachers	126	2.48	
4	There is sufficient allocation of material and finance to implement CPD activities in the schools	School Leaders	36	2.52	1.10
		Teachers	126	2.23	
5	Supervisors frequently coordinate conferences to discuss on CPD practices	School Leaders	36	2.45	.97
		Teachers	126	2.48	
6	Zone and woreda education officers prepare frequent trainings or workshops regarding CPD practice	School Leaders	36	2.36	.99
		Teachers	126	2.34	
7	Supervisors usually arrange experience sharing programs with the neighboring schools	School Leaders	36	2.41	.80
		Teachers	126	2.34	
8	Woreda CPD experts and supervisors usually give an immediate constructive feedback after the evaluation of schools CPD performance	School Leaders	36	2.33	.53
		Teachers	126	2.17	
9	Average mean	School Leaders	36	2.43	
		Teachers	126	2.36	

Key: Mean value ≥ 4.50 = very highly performed, 3.50-4.49 = highly performed, 2.50- 3.49 = moderately performed, 1.49-2.49 low performed, and < 1.49 very low performed at $p > 0.05$, critical t-value = 1.99, degree of freedom = 101(62), N = number of respondents, SD = standard deviation (Fowler, J.1996.)

Regarding with item 1, in table 4 states that the school CPD facilitator encourages and support teachers to exercise peer evaluation on CPD practices. The mean values of the school leaders and teachers 2.41 and 2.44 respectively shows that the school CPD facilitator did not encourage and support teachers to exercise peer evaluation on CPD practices. From the above data, one may conclude that most school CPD facilitators did not give serious attention to encourage and support teachers to exercise peer evaluation on CPD practices.

Concerning item 2, which focuses on school CPD facilitator prepares training opportunity based on teachers training needs. The mean values of the school leaders and teachers 2.52 and 2.46 shows as training were given at moderate and low level respectively. These mean value indicated that there were certain amount of training given on CPD based on teachers training needs, but it was not fully given. From the above data one may conclude that the greater amounts of secondary school teachers were not rendering trainings based on their training needs.

The interview held with head of Woreda experts of Teachers' Development work officers and/owners showed that:

The training which was given concerning on CPD was limited one. In the school a little is known about CPD. Teachers themselves did not understand the procedures of CPD activities.

In contrast to these, need assessment is very essential part that requires more attention while designing the program. MoE (2003) reports that in the implementation of CPD programs, the individual variation of teachers, experiences, expertise, skills, knowledge and their right to further professional development to improve the quality of teaching take in to account in the capacity of proper designing and managing of the program. For this end, the management of

the school with the cooperation of teachers, training needs should be assessed, planned, implemented and results should be evaluated.

Regarding item 3, concerning about the discussion programs within the school and other schools on CPD activities. The response from school leaders and teachers with mean values of 2.44 and 2.48 respectively was rated as low when compared with predetermined mean values. The two groups showed that the school CPD facilitators were not usually arranging discussion programs within the school and other schools to consult with other groups on CPD activities. Based on the above analysis, the CPD facilitators were not usually arranges discussion programs within the school and other schools to consult with other groups on CPD activities.

Item 4 focuses on the allocation of sufficient materials and finance to implement CPD activities in the schools. The school leaders and teachers mean values 2.52 and 2.23 respectively were rated as moderate and low level. This mean value indicated that there were certain amount of materials and finance allocation to implement CPD activities effectively. But there was no fully allocation of materials and finance. From the above data one may conclude that there was no sufficient materials and finance to implement CPD activities in the schools.

The interview held with heads of Woreda experts of Teachers Development work officers and/owners showed that:

The allocation of material and finance which was given to implement CPD activities was not sufficient. In the school a little material and finance allocated to implement CPD activities.

Contrary to the ideas stated above, managers expected to allocate adequate finance for the success of the program. Without available budget allotment running the CPD program effectively is much difficult (MoE, 2009).

Concerning item 5, with respect to supervisors frequently coordinate conferences to discussion on CPD practices, the average mean values of school leaders and teachers 2.45 and 2.48 respectively were rated as low when compared with predetermined mean values. From the above data one may conclude that the supervisors were not frequently coordinate

conferences to discuss on CPD practices. With regard to the document analysis made in the school confirmed that the supervisors frequently coordinate conferences to discuss on CPD practices was low.

In contrast to these, according to MoE (2009) giving support as appropriate, the Annual School CPD plans, supporting the delivery of the Induction programmed for NDTs and supporting Teachers' Professional Portfolio development are the responsibilities of clusters supervisors. Cluster supervisors are also responsible for managing and coordinating teachers' CPD activities, maintaining an effective communication system between all the schools within the cluster and providing training opportunities as appropriate.

As shown in item 6 of the same table the average mean values 2.36 and 2.34 of school leaders and teachers about the zone and woreda education officers prepare frequent training/workshops regarding CPD practice were rated as low.

The data obtained from the interviewed heads of woreda experts of Teachers' Development work officers and/owners revealed that,

The zone and woreda education officers did not prepare frequent trainings/workshops regarding CPD practice.

Contrary to the ideas stated above, according to the CPD guideline of the Ministry of Education, MOE (2009), the woreda and zone education offices play an important role in the implementation of CPD programs. Woredas are responsible to plan, organize, coordinate, supervise, and support school based CPD programs to ensure effective implementation in the local context. Woreda education officers are also responsible to allocate sufficient budget, prepare training opportunities and discussion forums.

Item 7, focuses on experience sharing of supervisors on CPD programs for teachers. The mean value obtained from school leaders and teachers 2.41 and 2.34 respectively. This shows that the supervisors usually arrange experience sharing programs with the neighbor schools was rated at low. Based on the above analysis, supervisors were not usually arranging experience sharing programs with the neighbor schools. With regard to the document analysis

made in school confirmed that the supervisors did not usually arrange experience sharing programs with the neighbor schools effectively.

Concerning item 8, the woreda experts and supervisors usually give an immediate constructive feedback after the evaluation of schools CPD performance was low. This was concluded from the mean values of school leaders and teachers 2.33 and 2.17 respectively. This shows that there is no statistical difference between the two groups of respondents. The two groups showed that the woreda CPD experts and supervisors did not usually give an immediate constructive feedback after the evaluation of schools CPD performance.

With regard to the document analysis made in woreda CPD experts revealed that the woreda CPD experts and supervisors did not usually give an immediate constructive feedback after the evaluation of school CPD performance.

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

4.2.3. Issues related with the major problems that affect the implementation of CPD

Table 5. Issues related with the major problems that affect the implementation of CPD

No	Item	Respondents	N	Mean	SD
1	There is adequate knowledge base of teachers in implementing CPD	School Leaders	36	2.44	.65
		Teachers	126	2.30	
2	There is enough CPD training manuals/guide lines availability and allocation to implement CPD	School Leaders	36	2.61	.80
		Teachers	126	2.56	
3	There is low work load of teachers and teachers participate in CPD	School Leaders	36	2.19	.62
		Teachers	126	2.40	
4	There is good CPD leader and school leader who created conducive environment	School Leaders	36	2.46	1.19
		Teachers	126	2.48	
5	There is best planning and management system concerning CPD activities	School Leaders	36	2.33	1.19
		Teachers	126	2.46	
6	There is selected activity and the implementation of CPD has consistency	School Leaders	36	2.45	1.18
		Teachers	126	2.48	
7	The process of CPD is complex and ambiguous to apply practically	School Leaders	36	2.54	.73
		Teachers	126	2.61	
8	Average mean	School Leaders	36	2.43	
		Teachers	126	2.47	

Key: Mean value ≥ 4.50 = very highly performed, 3.50-4.49 = highly performed, 2.50-3.49 = moderately performed, 1.49-2.49 low performed, and < 1.49 very low performed at $p > 0.05$, critical t-value = 1.99, degree of freedom = 101(62), N = number of respondents, SD = standard deviation (Fowler, J.1996.)

Regarding item1, in table 5 states that there is adequate knowledge base of teachers in implementing CPD. The mean values of the school leaders and teachers 2.44 and 2.30 respectively show that there is no adequate knowledge base of teachers in implementing CPD. From this result, it is possible to say that most teachers had not understand how CPD can be implemented. There fore,it made that less teachers' CPD implementation in these schools.

The interviewed heads of woreda experts of Teachers' Development work officers and/owners showed that:

Teachers had not adequate knowledge base in implementing CPD. Most of teachers were experienced and not trained about CPD.

Similar to the above idea, there is a high degree of confusion in schools on the practice of CPD by focusing on training, sharing new knowledge and skills. These activities often focused upon sharing the content of the CPD rather than implementation and gaining the impact of the school based CPD (Day et al., 2005).

Concerning item 2, this focuses on the enough resource/support materials (CPD training manuals/guide lines) availability and allocation to implement CPD. The mean values of the school leaders and teachers 2.61 and 2.56 respectively were rated as moderate. With regard to the document analysis made in the school there is CPD manual and guideline in most schools but there is only manual in two of the schools.

In support to the above idea, one very important part of the National CPD Materials is the document entitled "Continuous Professional Development for Primary and Secondary School Teachers, leaders and supervisors in Ethiopia-the practical Toolkit". The document contains many examples of programs or activities appropriate to particular needs in schools. There are suggestions of ways in which effective programs can be constructed from a series of smaller

activities. The purpose of the document is to give practical support and guidance to all who use it (MoE, 2009).

Regarding item 3, concerning about low work load of teachers and teachers participation. The mean value obtained from school leaders and teachers 2.19 and 2.40 respectively. This shows that teachers participation in CPD was rated as low. From the above data one may conclude that there was high work load of teachers and teachers participation in CPD was low. The interviewed head of woreda experts of Teachers' Development work officers and/owners revealed that:

There was high work load of teachers and teachers participation in CPD was low in selected schools.

Contrary to the ideas stated above, the Ministry of Education (2005) underlines quality teachers are essential for quality education. Without competent teacher, no curriculum can be implemented effectively and quality education will not be attained. Consequently, it is further stated that teacher competency is significant for that competent teacher is the crucial element for quality education and teacher professional development including CPD is the ground for quality teacher (MOE, 2006).

With respect to item 4, about good CPD leader and school leader who created conducive environment. There was no good CPD leader and school leader who created conducive environment. The mean values are 2.46 and 2.48 for school leaders and teachers respectively. Therefore, based on the majority of school leaders and teachers responses; it can be concluded that there was no good CPD leader and school leader who created conducive environment.

Item 5 of the same table, is about best planning and management system concerning CPD activities. The mean value obtained from school leaders and teachers 2.33 and 2.46 respectively. It shows that having best planning and management system concerning CPD activities was rated at low. With regard to the document analysis made in the school revealed that there was no best planning and management system concerning CPD. They planned simply for the sake of plan.

Contrary to the ideas stated above, like other educational programs, CPD needs competent management for effective implementation. Having weak management in an organization is a clue for failure and wastage of resources. In line with this Zenebe (2007) clearly states that CPD management is the provision of clear instruction on sequence of action to be followed, and making of objectives clear, monitoring and evaluation.

Regarding with item 6, in table 5 states about selected activity and the implementation of CPD has consistency. The mean values of the school leaders and teachers 2.45 and 2.48 respectively shows that there was no selected activity and the implementation of CPD has no consistency. From the above data one may conclude that there was no selected CPD activity and the implementation of CPD has no consistency.

Concerning item 7, the process of CPD is complex and ambiguous to apply practically was rated as moderate. This was concluded from the mean values of school leaders and teachers 2.54 and 2.61 respectively. The two groups showed that the process of CPD is not completely complex and ambiguous to apply practically. This shows that it could not protect to apply practically.

4.2.4. Issues related with the measures taken for the effective Continuation of CPD

Table 6. Issues related with the measures taken for the effective continuation of CPD

N	Item	Respondents	N	Mean	SD
1	School-based CPD plan and portfolio documents should be well compiled	School Leaders	36	2.38	.90
		Teachers	126	2.42	
2	CPD should integrate with career promotion and opportunities to update teachers with the current innovation and educational reforms	School Leaders	36	2.44	.97
		Teachers	126	2.33	
3	Supervisors, zone and woreda education officers should assist teachers by creating conducive environment through training and experience sharing	School Leaders	36	1.88	.62
		Teachers	126	2.34	
4	Teachers should be clear with the benefit of school-based CPD	School Leaders	36	2.13	.93
		Teachers	126	2.05	
5	CPD facilitator should be selected and effectively assist teachers CPD activity	School Leaders	36	2.42	.84
		Teachers	126	2.66	
6	Average mean	School Leaders	36	2.25	
		Teachers	126	2.36	

Key: Mean value ≥ 4.50 = very highly performed, 3.50-4.49 = highly performed, 2.50-3.49 = moderately performed, 1.49-2.49 low performed, and < 1.49 very low performed at

$p > 0.05$, critical t-value=1.99, degree of freedom=101(62), N= number of respondents, SD= standard deviation (Fowler, J.1996.)

Item 1 of table 6 states that, school- based CPD plan is prepared well and portfolio documents should be compiled was rated as low. This was concluded from the mean value of the school leaders and teachers 2.38 and 2.42 respectively. From the above analysis, it may conclude that school-based CPD plan was not prepared well and portfolio documents were not well compiled. The data obtained from the document analysis also revealed that, school-based CPD plan was not prepared well and portfolio documents were not well compiled. Teachers simply prepared CPD plan for the sake of plan. They did not compile portfolio well. Most of the time teachers passed their time on doing routine activities rather than doing CPD activities. So teachers should compile portfolio well and should do CPD activities.

Item 2 reveals CPD should integrate with career promotion and opportunities to up-date teachers with the current innovation and educational reforms. The school leaders and teachers mean values 2.44 and 2.33 respectively was rated at low when compared with the limited mean. Based on the above analysis CPD could not integrate with career promotion and opportunities to up-date with the current innovation and educational reforms.

The interviewed head of woreda experts of Teachers' Development work officers and/owners responded that:

Practically career promotion did not depend on CPD till now and CPD helps to get opportunities to up-date teachers with the current innovation and educational reforms was low since teachers did not implement CPD effectively.

With regard to item 3, which focuses on supervisors, zone and woreda education officers assist teachers by creating conducive environment through training and experience sharing. The analyzed mean value 1.88 and 2.34 was obtained from both school leaders and teachers respectively. This shows that assistance of supervisors, zone and woreda education officers by creating conducive environment through training and experience sharing to CPD was low when computing with the mean set as demarcation.

From the above data one may conclude that assistance given to teachers' CPD by supervisors, zone and woreda education officers by creating conducive environment through training and experience sharing was rated as low.

Contrary to the ideas stated above, according to MoE (2009) giving support as appropriate, the Annual School CPD plans, supporting the delivery of the Induction programmed for NDTs and supporting Teachers' Professional Portfolio development are the responsibilities of clusters supervisors. Cluster supervisors are also responsible for managing and coordinating teachers' CPD activities, maintaining an effective communication system between all the schools within the cluster and providing training opportunities as appropriate. In addition to these, according to the CPD guideline of the Ministry of Education, MOE (2009), the woreda and zone education offices play an important role in the implementation of CPD programs. Woredas are responsible to plan, organize, coordinate, supervise, and support school based CPD programs to ensure effective implementation in the local context. Woreda education officers are also responsible to allocate sufficient budget, prepare training opportunities and discussion forums.

In the table item 4 revealed about teachers should be clear with the benefit of school-based CPD. The analyzed mean values 2.13 and 2.05 were found from school leaders and teachers' respondents respectively indicated low understanding about the benefit of school-based CPD when comparing with predetermined value of judging the level performance. From the above data one may concluded that in most of the schools teachers were unclear with the benefit of school-based CPD.

In support to the above idea, based on the description of Teachers Development Program (TDP), CPD Impact Study of 2008 cited in MOE (2009), the major identified challenges are failure to synchronize the CPD values and activities with teachers' career structure, inadequacy of resources and lack of systematic collaboration between concerned stakeholders.

Items 5, focuses on trained CPD facilitator should be selected and effectively assist teachers CPD activity. The school leaders and teachers mean values 2.42 and 2.66 respectively were rated as low and moderate level. This mean value indicated that there were certain amounts of trained CPD facilitator selection and assistance on teachers CPD activity. From the above data

one may conclude that there was no enough selection of trained CPD facilitator and assistance to teachers CPD activity.

Interview made with head of woreda experts of Teachers' Development work officers and/owners indicated that:

There was not enough selection of trained CPD facilitator and assistance to teachers CPD activity. Some schools used trained CPD facilitator and most schools select CPD facilitator randomly. The trained CPD facilitator and randomly selected CPD facilitator were not give effective assistance to teachers' CPD activity.

Similar to the above ideas, in most school systems relentless efforts are being made to improve teachers' professional development although challenges are unavoidable events. According to the findings of the Ministry of Education, MOE (2009), the major challenges identified at the national level are lack of trained facilitators, high turnovers of more experienced and trained supervisors or facilitators and stakeholders, extra work load, particularly of teachers. Teachers were not motivated by the woredas to alleviate the ongoing problems.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with summary, conclusions and recommendations. In this section, first a summary of the study and the major findings were made. Second, conclusions of the fundamental findings were drawn. Lastly, some possible recommendations are made on the basis of the findings of the study.

5.1. Summary

The purpose of this study was to analyze the practice of school-based Professional Development in selected secondary Schools of Arsi Zone, Oromia Regional State. In order to achieve this purpose, basic questions were raised, the general and specific objectives were identified, and significance of the study, delimitation of the study, the bodies that are going to be involved in the study and methods to be used in this study were identified. Therefore, the study tried to answer the following basic research questions.

1. What does practices of CPD look like in the selected government secondary schools in Arsi zone?
2. To what extent do supervisors and school CPD facilitators participate in the process of CPD in the selected government secondary schools in Arsi zone?
3. What are the major problems that affect the implementation of CPD in the selected government secondary schools in Arsi zone?
4. What measures should be taken for the effective continuation of CPD program in the selected government secondary schools in Arsi zone?

In order to get data about the practice of school-based teachers' Professional Development, questionnaires were used. And to get relatively more detailed information and to fill the gaps which were not collected using questionnaires, interviews were also used. The data that were collected using questionnaire were organized in to different tables and analyzed using frequency, percentage, mean, standard deviations. Document analysis were also made and helped in the analysis. The descriptive research design was used in the study.

There are 26 woredas in Arsi zone. Out of the 26 woredas, 12 woredas were selected using simple random sampling techniques. There are 38 secondary schools in the 12 woredas and one secondary school was selected from each 12 woredas by simple random sampling techniques. The population of the study included supervisors, principals, teachers and heads of TDP experts. Hence 126 teachers were selected by using simple random sampling method, whereas 26 principals, 12 supervisors and 12 heads of woreda TDP experts were also taken using availability sampling technique. Generally, the population for this study was 476 and the sample was 176. Mixed (both qualitative and quantitative) data analysis methods were used after necessary data were collected from primary and secondary data sources. Based on the analysis of the data, the following findings were obtained.

Practices of CPD related issues:

- ❖ The secondary school teachers in the study area were not committed to implement each CPD activities and its practice was low as respondents responses.
- ❖ The majority of respondents (overall $\bar{x}=2.16$) gave their responses that School teachers were not well-oriented about the overall CPD activities.
- ❖ School teachers in the study area were not mentored by experienced supervisor and CPD facilitator. Most of secondary school teachers were not prepare portfolios by recording all CPD documents.
- ❖ Respondents agreed that secondary school teachers in the study area did not well planned and managed for each CPD practices.
- ❖ Teachers were not review the outcomes of the CPD practices on the students' achievement effectively in sampled secondary schools.

The extent that concerned bodies participate in the process of teachers' CPD related issues:

- ❖ The school CPD facilitator did not encourage and support teachers to exercise peer evaluation on CPD practices.
- ❖ Teachers did not get training based on their training needs from CPD facilitator and concerned bodies. The CPD facilitators did not usually arranges discussion programs within the school and other school to consult with other groups on CPD activities.

- ❖ There was no sufficient materials and financial support to implement CPD activities in the sampled schools.
- ❖ As respondents responded the zone and Woreda education officers did not prepare frequent trainings/workshops and experience sharing regarding CPD practice. The supervisors were not frequently coordinate conferences to discuss on CPD practices.
- ❖ The Woreda CPD experts and supervisors did not usually give an immediate constructive feedback after the evaluation of schools CPD performance

The major problems that affect the implementation of teachers' CPD related issues:

- ❖ Respondents agreed that the majority of the variables(in table 5) had influence on the success and failure of CPD program in sampled secondary schools. The proposed challenges on the process of CPD implementation were lack of awareness, lack of training manuals/guide lines availability and allocation to implement CPD and lack of continuity influenced teachers' CPD implementations. This created low performance of CPD.
- ❖ There was poor planning and management system concerning CPD. Most teachers were less served and not trained how to plan CPD. This created low performance of CPD.

Measures to be taken for the effective continuation of teachers' CPD related issues:

- ❖ Respondents agree that school-based CPD plan was not prepared well and portfolio documents were not well compiled in sampled schools. Teachers simply prepared CPD plan for the sake of plan. Most of the time teachers passed their time on doing routine activities rather than doing CPD activities.
- ❖ Teachers were unclear with the benefit of school-based CPD. CPD did not help teachers to get career promotion and opportunities to up-date with the current innovation and educational reforms. In these schools practically career promotion did not depend on CPD activities.
- ❖ The majority of respondents (overall $\bar{x}=2.54$) gave their responses that there was not enough selection of trained CPD facilitator and assistance to teachers CPD activities.

5.2. Conclusions

Based on the findings of the study the researcher were drawn the following conclusions.

The majority of respondents (Overall $\bar{x}=2.16$) gave their responses that School CPD stakeholders (cluster supervisors, CPD facilitators, woreda education Teachers Development work officer s/owners) were inactive in supporting the practice and implementation of teachers' CPD activities. Activities of CPD such as, planning, implementation, monitoring and evaluation, keeping portfolio, licensing and relating to career structure were analyzed from the respondents responses (Overall $\bar{x}=2.39$) showed that most of them were not practiced and teachers became reluctant to cop up with change. The coordination of the activities of CPD program were not implemented successfully. Because less support of CPD facilitators, supervisors, woreda Teacher Development experts). Eventhough there were less support given to teachers' from the mean of scores interpreted showed (2.43) it was affected by lack of knowledge and understanding from CPD facilitators, supervisors and woreda education Teachers Development experts on how to support of the program.

The majority of respondents (Overall $\bar{x}=2.49$) gave their responses that the implementation of the program was much affected by lack of awareness creation training on CPD. Due to the inadequacy of teachers training, teachers were less clear on different issues of CPD program. If teachers considered that their training needs were not entertained, they may not be motivated and may lose practicing it in full commitment. Therefore, teachers' needs were not highly focused, so, they may be less motivated for CPD activities in turn. Moreover, there were many problems that affected the normal functioning of teachers' CPD in sampled schools. These problems were absence of allocated time, finance and incentives for CPD, less availability of CPD materials, less monitoring, evaluation and feedback, less/no/ commitment of teachers, less assistance of CPD concerned bodies, poor planning and management system, less training opportunities and experience sharing, and inadequate knowledge base of school teachers made its implementation less. The above results showed that the practice of Continuous Professional Development was not effective as it was intended.

5.3. Recommendations

Based on the findings and conclusions of the study, the researcher has forwarded the following recommendations :-

1. School teachers may be well oriented about the overall CPD activities and clear with the benefit of school-based CPD by supervisors and school CPD facilitators.
2. It was found out that the implementation of the program was much affected by lack of continuous assistance, follow up, awareness creation training and experience sharing. Therefore, there may be continuous support, follow up, awareness creation training and experience sharing for school teachers by cluster supervisors and education bureau officials through training until strong value system and convictions would be created about the program.
3. The school CPD facilitators encourage, motivate and support teachers to exercise peer evaluation on CPD practices based on the result of the participants.
4. Teachers may have good management system and plan well for each CPD practices prepared portfolios by recording all CPD documents.
5. The Woreda CPD experts and supervisors may usually give an immediate constructive feedback and certification may be given for those that are performing it effectively after the evaluation of school CPD performance.
6. School teachers ought timely review the outcomes of the CPD practices on the students' achievement.
7. There may be sound coordinative effort between the education bureau and school principals and supervisors to make all concerned stakeholders work as hand glove for the smooth implementation of the program.
8. Education bureau ought directly connect teachers CPD to the career promotion and opportunities to up-date with the current innovation and educational reforms. Teachers salary/incentives may be related to the perceived quality of his/her work. The best

performing teachers' remuneration encouraged. As put by MoE CPD in Ethiopia is related with career structure but when we observe the practical implementation, teachers get the ladder structure by counting their years of service.

9. There may be sufficient materials, finance and time to implement CPD activities in the Schools. In Ethiopian context the time allocated for the implementation of CPD is 60 hours yearly (MOE,2009). To use this time properly the time for practicing CPD may be scheduled formally.
10. Generally, this study focused on the Practice of School-Based Professional Development in selected Secondary Schools in Arsi zone. So, interested researchers can investigate practice of CPD program in Arsi zone Secondary Schools or by taking schools with different settings.

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7. APPENDICES

APPENDIX-A
QUESTIONNAIRES
HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORETE
College of Education and Behavioral Sciences
Department of Educational Planning and Management

A questionnaire to be filled by Supervisors, School Leaders (Principal and Vice principal), Teachers and head of woreda experts of teachers' development work officers and/owners.

Dear respondents! The main purpose of this questionnaire is to collect relevant data for the study entitled "The Practice of School-Based Professional Development in Selected Secondary Schools in Arsi Zone." You are, therefore kindly requested to fill the questionnaire by providing the necessary information on the issue related to the study. The success of this study depends on your honest and genuine responses. The information that will be obtained from the responses to these questionnaires will be used only for the purpose of the study. All the information will be kept confidential and will be used only for the academic purpose. This questionnaire will approximately take 30 minutes to complete. Once you have completed the questionnaire, please return to the data collectors.

Please note the following points before you start filling the questionnaires:

1. You do not need to write your name on the questionnaire papers.
2. Read all the instructions before attempting to answer the questions.
3. Please provide your responses by using a tick mark "√" to choose one of the suggested likert scale and write your opinion briefly for the short answer questions on the space provided.
4. Please give your answers for all questions.

Thank you in advance for your genuine cooperation!!

Sincerely

Safi Abu Geleto

Mobile No. 0910770085

PART ONE**PERSONAL BACKGROUND INFORMATION**

Indicate your response by using “√” in the box provided for each close ended item and by giving brief descriptions showing your opinion for open ended questions. Every response has to be based on your school context.

1. Name of the school _____ woreda _____
2. Sex: - Male Female
3. Work experience (in years):- 1-6 7-12 13-18 19 and above
4. Educational background: - Diploma First degree MA degree
5. Current work position:-Supervisor School principal
School vice principal Teacher Woreda experts
6. Service years in current position 1-6 7-12 13-18 19 and above
7. Area of specialization or field of study _____

PART TWO

Below are tables that consist of questions that show the practice of School-Based Professional Development in your School. Each table contains five responses. Please indicate the extent to which each statement represents your school by putting tick mark “√” in one of the boxes in front of each item. Every response has to be based on your school context.

A. Closed ended questions

1. Questions regarding to the practice of teachers' Continuous Professional Development

To what extent do you agree or disagree with the following items regarding the practice of teachers' Continuous Professional Development

The number show: 5=Very High (VH) 4=High (H) 3=Moderate (M) 2=Low (L) 1=Very Low (VL)

No	Items	Likert Scale				
		1	2	3	4	5
1	The extent of teacher's commitment to promote CPD activities					
2	Teachers well oriented about the overall CPD activities					
3	Teachers mentored by well-experienced supervisor and CPD facilitator					
4	Teachers have well planned for each CPD practices					
5	Teachers have prepared portfolio by recording all CPD documents					
6	Teacher frequently conduct action research with other colleagues					
7	Teacher Involve in frequent peer/group discussions on CPD activities					
8	Teacher evaluate his effectiveness in the implementation of CPD activities to revise the plans					
9	Teacher reviews the outcomes of the CPD practices on the students' achievement					

2. Questions regarding to the extent that concerned bodies participate in the process of teachers' Continuous Professional Development

To what extent do you agree or disagree with the following items regarding the extent that concerned bodies participate in the process of teachers' Continuous Professional Development

The number show: 5=Very High (VH) 4=High (H) 3=Moderate (M) 2=Low (L) 1=Very Low (VL)

No	Items	Likert scales				
		1	2	3	4	5
1	School CPD facilitator encourages and supports teachers to exercise peer evaluation on CPD practices					
2	School CPD facilitator prepare training opportunity based on teacher's training needs					
3	CPD facilitator usually arranges discussion programs with in the school and other schools to consult with other groups on CPD activities					
4	There is sufficient allocation of material and finance to implement CPD activities in the Schools					
5	Supervisors frequently coordinate conferences to discuss on CPD practices					
6	Zone and woreda education officers to prepare frequent trainings or workshops regarding CPD practice					
7	Supervisors usually arrange experience sharing programs with the neighboring schools					
8	Woreda CPD experts and supervisors usually give an immediate constructive feedback after the evaluation of schools CPD performance					

3. Questions regarding to the major problems that affect the implementation of teachers' Continuous Professional Development

To what extent do you agree or disagree with the following items regarding the major problems that negatively affect the implementation of teachers' Continuous Professional Development

The number show: 5=Very High (VH) 4=High (H) 3=Moderate (M) 2=Low (L) 1=Very Low (VL)

No	Items	Likert Scales				
		1	2	3	4	5
1	There is adequate knowledge base of teachers in implementing CPD					
2	There is enough resources/support materials (CPD training manuals/guide lines) availability and allocation to implement CPD					
3	There is assistance from CPD concerned bodies(supervisors, heads of woreda education officers and CPD facilitators)					
4	There is enough training and experience sharing on how CPD program is implemented					
5	There is best planning and management system concerning CPD activities					
6	There is sufficient incentives, budget and time to implement CPD activities					
7	The process of CPD is complex and ambiguous to apply practically					

4. Questions regarding to the measures to be taken for the effective continuation of teachers' Continuous Professional Development

To what extent do you agree or disagree with the following items regarding measures to be taken for the effective continuation of teachers' Continuous Professional Development

The number show: 5=Strongly Agree (SA) 4=Agree (A) 3=Undecided (UD) 2=Disagree (DA) 1=Strongly Disagree (SD)

No	Items	Likert Scales				
		1	2	3	4	5
1	School-based CPD plan and portfolio documents should be well compiled					
2	CPD should integrate with career promotion and opportunities to update teachers with the current innovation and educational reforms					
3	Supervisors, zone and woreda education officers should assist teachers by creating conducive environment through training and experience sharing					
4	Teachers should be clear with the benefit of school-based CPD					
5	CPD facilitator should selected and effectively assist teachers CPD activity					

B. OPEN ENDED QUESTIONS

1. What are the major challenges/problems you have faced in practicing the activities of the CPD at school?

2. How did you overcome the problem you faced?

3. What is your suggestion to overcome the problems that hinder the practice of the CPD program for the future?

4. How do teachers participate the activities in the modules?

5. If you have general suggestion on the implementation/practice of the CPD program, please mention them on the space provided below.

Thank you for your cooperation!

APPENDIX-B

INTERVIEW GUIDE

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORETE

College of Education and Behavioral Sciences

Department of Educational Planning and Management

Interview guide for heads of woreda experts of Teachers' Development work officers and/owners.

Dear respondents! The purpose of this Interview is to collect data for the study entitled "The Practice of School-Based Professional Development in Selected Secondary Schools in Arsi Zone." Your response is vital for the success of study. So, you are kindly requested to answer the following questions with genuine. I would like you to assure that data obtained will be used for research purpose only.

Thank you in advance for your genuine cooperation!

General Information about the Participants:

Sex_____ Academic Qualification_____ Service Years_____

Guiding Questions for Interview

1. Do you think that teachers implement Continuous Professional Development program effectively? if not, what are the problems that affect its effective implementation?
2. Would you explain how teachers practice Continuous Professional Development activities at school levels?
3. Has your office and CPD stakeholders(supervisor,school leader and school CPD facilitator) given any assistance for teachers' concerning the Continuous Professional Development?

4. How do you follow up the implementation of Continuous Professional Development at each school?
5. In your school did trained CPD facilitator selected and effectively assist teachers' CPD activity?
6. In your opinion, what type of improvements do teachers show in their daily work activities after they have started practicing Continuous Professional Development program?
7. In your opinion, what measures/actions should be taken to overcome the problems of Continuous Professional Development for the future?

Thank you again for your cooperation!

APPENDIX-C

DOCUMENT ANALYSIS

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORETE

College of Education and Behavioral Sciences

Department of Educational Planning and Management

Document Analysis:-conducted with head of woreda experts of teachers' development work officers and/owners, supervisors and principals.

Name of the school_____

Education qualification_____

The objective of this check list will be to collect extensive information about data for the study entitled "The Practice of School-Based Professional Development in Selected Secondary Schools in Arsi Zone" by analyzing different documents.

N o	Items	Yes	No	Justification
1	Is there long-term (at least three year) and short-term (a year and a month) teachers Professional Development plan?			
2	Are there portfolio documents, reports and feedback on teachers' Continuous Professional Development?			
3	Is there a decision minute for the incentives of better practice in Professional Development?			
4	Is there clear and standard performance appraisal criteria of CPD focused on educator growth for student achievement?			
5	Is there CPD Manuals and Toolkit that used as a guide to implement Continuous Professional Development?			

Thank you for your cooperation!