

**PRACTICES AND CHALLENGES OF TEACHERS CONTINUOUS  
PROFESSIONAL DEVELOPMENT PROGRAM IN SECONDARY  
SCHOOLS OF EAST SHOA ZONE, OROMIA REGIONAL STATE**

**MA THESIS**

**BIRRU DECHASSA**

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**Birru Dechassa**

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**HARAMAYA UNIVERSITY**  
**POSTGRADUATE PROGRAM DIRECTORATE**

We hereby certify that we have read and evaluated this thesis entitled: Practices and Challenges of Teachers Continuous Professional Development Program in Secondary Schools of East Shoa Zone, Oromia Regional State prepared under our guidance by Birru Dechassa. We recommend that it is be submitted as fulfilling the thesis requirement.

Yilfashewa Seyoum (PhD) \_\_\_\_\_

Major Advisor

Signature

Date

Dawit Negassa (PhD) \_\_\_\_\_

Co- Advisor

Signature

Date

As members of the Board of Examiners of the MA Thesis Open Defense Examination, we certify that we have read and evaluated the thesis prepared by Birru Dechassa. We recommend that the thesis be accepted as fulfilling the Thesis requirements for the degree of Masters of Art in School Leadership.

\_\_\_\_\_  
Chairperson

Signature

Date

\_\_\_\_\_  
Internal Examiner

Signature

Date

\_\_\_\_\_  
External Examiner

Signature

Date

Final approval and acceptance of this thesis is contingent upon the submission of its final copy to the Council of Postgraduate Program Directorate (PGD) Program through the candidate's department or Postgraduate committee (DGC or PGC).

## **DEDICATION**

I dedicate this thesis to my wife Abiyot Leggese and my children Abdissa, Koket and Bonsan Birru for their support, love and partnership in the success of this Thesis.

## STATEMENT OF THE AUTHOR

First of all, I declare that this thesis is my own work. I have followed all ethical and technical principles of scholarship during the preparation of thesis, data collection, and data analysis. All sources of materials used for this thesis have been duly acknowledged. This thesis has been submitted in partial fulfillment of the requirements for MA, Degree at Haramaya University and deposited in the library of the university so as to make available for borrowers under rules of the library. I also declare that this thesis is not submitted to any other institution for the awarded of academic MA, degree, diploma or certificate. Brief quotation from this thesis may be allowed without special permission provided that accurate acknowledgement of the source is made. Requests for permission for extended quotation from this thesis in whole or in part may be granted by the head of department when in his or her judgment the proposed use of material is in the interests of scholarship. In all other instances, however, permission must be obtained from the author of the thesis.

Name: Birru Dechassa                      Signature \_\_\_\_\_

Date: August 2017

University: Haramaya University, Educational Planning and Management

## **BIOGRAPHICAL SKETECH**

The author was born on August 25, 1980 at Goro buta Kebele in East Shoa Zone of Oromia regional state. He attended his primary education at Gogeti Goro Elementary school, grade 7-8 at Koka Negawo and grade 9-12 at Mojo Secondary school.

After completing his secondary school education, he joined Adama Teachers Training Institute in 1997 and awarded certificate; then he was employed as a teacher and assigned to teach in East Shoa Zone. In 2008 he upgraded his education and obtained diploma in natural science from Assela Teachers Training College. Later he joined Hawassa University in summer program and was awarded his BA in EdPM in 2013. since 2014 he has been working as a principal of secondary school at East Shoa Zone, Lume woreda. To pursue his further studies, and improve his qualification he joined the school of Graduate Studies at Haramaya University in 2015.

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## **ABBREVIATIONS AND ACRONYMS**

CPD	Continuous Professional Development
ELIP	English Language Improvement Program
ESDP	Education Sector Development Program
ETP	Education and Training Policy
GEQIP	General Education Quality Improvement Program
IQPEP	Improving Quality of Primary Education Program in Ethiopia
JICA	Japan International Cooperation Agency
MoE	Ministry of Education
NDT	Newly Deployed Teachers
OEB	Oromia Education Bureau
PAD	Project Appraisal Document
PD	Professional Development
REB	Regional Education Bureau
SPSS	Statistical Package for Social Science
TDP	Teacher Development Program
TESO	Teacher Education System Overhaul
WEO	Woreda Education Office
ZEO	Zone Education Office

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**PRACTICES AND CHALLENGES OF TEACHERS CONTINUOUS PROFESSIONAL DEVELOPMENT PROGRAM IN SECONDARY SCHOOLS OF EAST SHOA ZONE, OROMIA REGIONAL STATE**

***Birru Dechassa***

**ABSTRACT**

*This study was conducted to assess the Practices and Challenges of Teachers Continuous Professional Development Program in Secondary Schools of East Shoa Zone, Oromia Regional State. The samples of the study were taken from Ude, Bulbula, Bora, Bosat, Kunce dekabora and Hawas melkasa secondary schools comprised 93 teachers, 6 principals, 6 supervisors, and 12 WEO officials were included as sample. The study includes both quantitative and qualitative approaches. Data was collected through self administered questionnaires, interviews and document reviews. Qualitative data was analyzed after it was organized through coding and categorization. Frequencies, percentages, and mean scores were used to summarize demographic variables of respondents' and describe variables used to measure respondents opinions on the Practices and Challenges of Teachers Continuous Professional Development Program in Secondary Schools of East Shoa Zone, Oromia Regional State. The overall result indicated that teachers participate in CPD activities such as induction, student-centered teaching, continuous assessment, classroom management, and issues of partnership. Majority of the teachers maintained their CPD portfolio but they were not actively engaged in CPD activities. Teachers' participation was low in CPD activities such are action research and issues related to students' discipline. The result of the study revealed that there were some achievements of CPD, these achievements included that: CPD improved teachers classroom management skills, helped teachers to develop greater sense of efficacy (beliefs about) teachers capacity to impact student achievements, leveraged efforts to improve student achievement, enhanced sustained changes in teaching practices, strengthened important psychological and motivational aspects in teaching, enhanced opportunities for interaction with program participants and other professionals. As the result of the study indicated there were challenges which hindered the implementation of CPD, these challenges included that: Lack of management support, lack of information, high work load, weak monitoring and evolution system, low level of teachers' commitment and lack of resource teachers' sufficient content knowledge. Frequencies, percentages, and mean scores were used to summarize respondents' opinions on practices of the various activities of CPD: teachers' participation in different areas of CPD activities and challenges to participation in CPD activities. Similarly, one way ANOVA was used to compare the means of independent variable between the three groups of participants. It was found that there is significant contribution of TDP to improve the quality of education and positive development with respect to opportunities created to enhance teachers' professional development. Professional development activities were consistent with the intention of the Education and Training Policy. However, the study found that the low level of commitment among teachers and low management support, and weak monitoring and evaluation system. Finally, it is recommended that greater focus should be given by MoE, REB, ZEO, WEO, schools, teachers and other responsible bodies to improve the situation as reform programs require strong follow up, commitment and strong management*

## **1. INTRODUCTION**

This chapter deals with background of the study, statement of the problems, basic research questions, objective of the study, significance of the study, delimitation of the study, limitations of the study, organization of the study and operational definition of key terms.

### **1.1. Background of the Study**

Education is a corner stone for economic, social, political, and cultural development of any country. Education is unique investment in the present and the future. Through education, individuals gain knowledge, develop skills and attitudes, which enable them to meet certain needs of their society. Particularly, in the dynamic world, education equip learner with the basic skills and competencies that will enable them to continually solve their own problems and the society at large. To this effect, the provision of quality education has direct effect on the economic and social aspects of a nation. This can be achieved if and only if all concerned bodies are committed to improve the quality of education so that the acquisition of knowledge, skills, and attitudinal change can address the development goals of the country (Aggrawal, 2004).

However, research findings indicate that quality of education is poor at all levels in low and middle-income countries and the need for quality education is fueling further research in the field. In this regard, the concept of quality in education is broad and complex. A number of issues are raised when talking about quality of education. It is very difficult; both in trying to arrive at common consensus with regard to definition, as well as in trying to agree upon what might best facilitate it (Hanushek and Wobmann, 2007).

The concept and definition of 'quality' have been agenda of argument in forums and conferences. Despite considerable semantic and philosophical debates and the meaning of the term 'quality education', there has been limited analysis on agreeable and absolute definition of the term (Ross, 2006). Quality in education is characterized by different inter-related and inter-dependent strands. In this regard, Chapman and Adams (2002) stated that the precise meaning of education quality and the path to improvement of quality are often left unexplained. Examined within context, education quality apparently may refer to inputs (numbers of teachers, amount of teacher training, number of textbooks), process (Amount of direct instructional time, extent of active learning), outputs (test scores,

graduation rate), and outcomes (performance in subsequent employment). Additionally, quality education may imply simply the attaining of specified targets and objectives.

In the light of the above, there are research evidences on the relationship between teacher quality and students' achievement or student learning outcomes and quality education in general. For example, Rice (2003), cited in Hoy and Miskel (2005), and declares that teacher quality is the most important school related factor influencing student achievement. In this regard, Darling-Hammond (2000) also emphasized teacher quality as one of the important factor than class size in contributing to student achievement. Moreover, OECD (2005) contends that teacher quality is the most important contributor to the quality of education. Similarly, Ilisko and Kokina (2003) stated that there is a widespread agreement that high quality education and training has to become a lifelong provision, where high quality teachers and teacher education are main components in making high quality education and training a reality.

The teacher education in Ethiopia is about half a century old and it has been entangled with different challenges. MoE (2002a) stated the following major problems of the teacher training program: recruitment, selection of teachers and educational managers, lacks clear vision, mission and standard, and absence of continuous professional development program for teachers.

Teachers' continuous professional Development was launched to solve the complex situation of teacher training program. The major objectives of the CPD are to produce teachers: (1) with appropriate academic knowledge, professional ethics, attitude, commitment and self confidence;(2) capable of conducting action research, apply participatory problem solving and learner centered teaching approach, implement continuous assessment techniques, practice democratic principles in class room and are competent to discharge social responsibilities;(3) responsible to encourage students particularly females who are interested and have the potential to join teaching profession;(4) who care for the physical, social and emotional development of their students and support students (specifically students with special needs) by preparing and applying educational technology and enhance students learning practices (MoE 2002b)

Education reforms geared towards teacher development programs has significant contribution in transforming education system and quality of education. The General

Education Quality Improvement Package (GEQIP) is a reform program that has been designed to further scale up government effort to improve the quality of the general education (MoE, 2007a). In this package, Teacher continuous professional Development (CPD) focuses on improving the quality instruction and student learning by enhancing the capacity of teachers in primary and secondary education through Pre-Service and In-service Teacher Education. The far reaching objectives and intention of the program is to improve the quality of the general education and produce capable citizens who can contribute to and engage in the process of social, economic, and political development of the nation.

Before the introduction of GEQIP, TDP of in-service and CPD were developed in 2005 in a modular approach and introduced on rigorous implementation in all primary schools (Ewnetu and Firdisa, 2010). This program has two main points; the first program is the two-year induction program for Newly Deployed Teachers (NDTs) and the transitional professional development. According to the National CPD guideline, the NDTs teachers were expected to go through a two year induction program supported by experienced teachers (mentors). The second program is all other teachers who are already on the system were given the opportunity for continuous learning and update with expanding knowledge, new technologies, and share experiences, ideas, and good practices for teaching and learning approaches with colleagues from own or other schools by participating in CPD activities each semester (MoE, 2005).

To improve the students knowledge and behavior in the teaching learning process, it is essential to design and organize teachers' training system that can improve their professional ethics and develop their capacity in order to make them aware of the fact that education has the potential to improve one's ability, helps to avoid harmful practices and enforces science and technology (MoE, 2007b).

As it was indicated in the framework of Continuous Professional Development (CPD) for primary and secondary school teachers, leaders and supervisors in Ethiopia (MoE, 2009), the Education and Training Policy (ETP) set high standards for teachers and described new approach to education. At the heart of this new approach was the promotion of more active learning, problem solving, and student centered teaching methods. In addition to this, high emphasis was given to upgrading and updating teachers in pre-service and in-service training programs.

MoE (2015) In spite of great efforts under GEQIP, in the period of ESDP IV student attainment and learning outcomes have not improved in line with targets. The system has not been supporting the majority of students to acquire core foundation skills. For ESDP V, therefore, the emphasis on education quality for all students will remain a priority. ESDP V focus on improving teaching and learning; the relevance of curriculum content and instructional methods including in the use of ICT; the supervisory skills of school leaders and their management of resources at their disposal; and the quality of the school environment in which staff must lead and teach and in which students must learn.

In education system there are different kinds of variables that have their own contributions for development. Of all, the most important is the teacher who needs effective professional developments in all activities. The relevant and Quality Education can be provided for the pupils by involving well qualified teachers at all levels of education. Teacher development program plays an important role in helping teachers to manage current demands of an-ongoing changes to enhance the quality of learning and teaching. Many research findings shed light on the various limitations to pre-service and in-service teacher training with regard to student learning outcomes and teacher professional competencies (ESDP V).

The Education and Training Policy of Ethiopia (MoE, 1994) underpin the role of quality education in the development efforts of the nation. Quality education issues have been priority areas in ESDP III, IV and V, and overall development strategy of the country. Therefore, cognizant of the unprecedented roles quality education play in the overall economic development of the country, investment in teacher development programs is very crucial.

Regarding the above important points about CPD, the researcher agrees that CPD Activities have positive outcomes in the teaching learning process, because it helped in updating the knowledge and skills of teachers and also develops the competences among the staff members. For this reason the researcher selects the title to investigate the Practices and Challenges of Teachers Continuous Professional Development Program in secondary schools of East shoa Zone and come up with possible solution under recommendation of the study.

## 1.2. Statement of the Problem

Education and Training Policy of Ethiopia (1994) underpins the role of quality education in the development efforts of the nation. To this effect, the Government of Ethiopia has determined to realize education quality at all levels of the education system. For example, quality issues have been priority areas in ESDP III, IV and V with particular emphasis to the Teachers Continuous Professional Development Program (CPD).

Most agree that the quantitative gains in education are very encouraging. However, these achievements have not kept pace with the need to ensure the quality learning outcomes. For example, annual National Learning Assessment test results show deterioration in student performances. The educational reform in general and teacher development program in particular, is based on the deteriorating situation of the quality of teacher training and development program. Evidences show that the continued neglect of teacher training and development has seriously been affected the teaching and learning processes and consequently the quality of students' achievement has not been up to the expected level (World Bank, 2008).

Based on evidence from study by MoE (2002) there is weak pre-service preparation and lack of continuous in-service professional development of teachers. More importantly, the national learning assessment conducted in 2007 indicated that the overall level of student performance has not been showing improvements. Similarly, TDP1 impact assessment shows limitations in quality of general education (World Bank, 2008).

Similarly, according to recent survey on the assessment of current situation of teaching and learning in Mathematics and science education in primary grades 7 and 8 in Oromia, Amahara and Addis Ababa City Administration, the teaching methods employed in schools are still teacher-centered and teachers are entangled with the traditional teaching methods and the instructional medium (English) is acting as a barrier to effective learning (JICA, 2011)

Many educators measure quality education in terms of input, process, and output aspects. In this regard, apparently research evidences show that the impacts of teacher variables. In the light of this situation, the 'quality' of teachers and teacher training program has drawn attention of all educators. In the efforts to curb the situation, the government has taken

initiatives to reform the teaching and learning processes, teacher training, and professional development of teachers through the ambitious General Education Quality Improvement Program (GEQIP) to improve the quality of general education (World Bank, 2008).

In the GQIP, CPD is designed as one component to improve the quality of education (World Bank, 2008). Because, teachers are one of the determinant factors in the improvement of students' achievement and quality of education. Despite the various efforts in teacher training program, the quality of education is not to the required level. Research surveys study, by Gezu. (2012) reveals that significant contribution of TDP to improve the quality of education, low level of commitment among teachers, low management supports, and weak monitoring and evaluation systems are the most findings.

According to assessment made by MoE (2009a), cited in Desalegn (n.d), high turnover of CPD facilitators, time constraints, poor incentive mechanisms, lack of resources to run CPD, and lack of systematic coordination were some of the weaknesses identified in the implementation of CPD activities in schools. In addition, Random (2011) and Addis (2008) identified similar constraints in the implementation of CPD activities. Similarly, study by Hogenbosch (2009) comes up with the finding that heavy workloads as the main constraints from the perspectives of primary school teachers in Amhara Region.

Research surveys study, by Desalgne (2010) reveals that due to the expansion of education and large class sizes, teachers still relied largely on teacher centered methods and CPD activities are very poor. Continuous professional development helps teachers to improve their teaching activities and also students' academic performance. Because of this susceptible issue the policy clearly indicated that emphasis should be given to up grading and updating both in pre- service and in-service teachers to achieve pupils result (MoE, 2009b). As a result, schools must improve their basic functions of teaching and learning process aiming at helping students to raise the outcomes through instructional improvement.

The frame work document of MoE (2009c) indicates that there are some problems with CPD practice in schools, such as “ time constraint ,lack of shared vision ,lack of common understanding of partners on CPD, lack of collaboration in monitoring and evaluation system ,lack of adequate awareness among teachers, absence of clearly defined objectives ,turnover of CPD facilitators ,lack of qualified leadership, the absence of link between

CPD, and teachers career structure” are identified problems in the CPD implementation process by secondary school teachers.

Another research survey conducted by Belay (2012) in Benishangul-Gumuz Regional state in Metekel Zone secondary schools states that, teachers did not understand why CPD is offers, lower commitment of teachers and principals are the major problems in the study area. Moreover, my study focuses on to investigate deeply the Practices and Challenges of Teachers Continuous Professional Development Program and achievements of CPD and to propose solutions and to make further investigation of the implementation challenges CPD in East shoa Zone secondary schools.

Additionally, from the twenty years of personal experience of the researcher as a teacher and a principal many of East shoa Zone secondary school teachers and management bodies spend most of their time in teaching and learning activities and other administrative issues rather than effectively implementing CPD activities.

Therefore, there is a gap in examining the Practices and Challenges of Teachers Continuous Professional Development Program and achievements of CPD activities. There is also a gap in implementing together by teachers and other concerned bodies of the school stakeholders, lack of management support, high workload, low level of commitment and lack of evaluation and monitoring in secondary schools of East shoa Zone. Thus, this study would emphasize the assessments of the Practices and Challenges of Teachers Continuous Professional Development Program and achievements and challenges to participation in CPD during the implementation process. As far as the present knowledge of the researcher is concerned, no any systematic study was reported on the Practices and Challenges of Teachers Continuous Professional Development Program and achievements of CPD in any of the secondary schools in East shoa Zone.

In light of the above pressing and sensitive issues ,the researcher initiated to fill the gap and conduct in depth exploration of the Practices and Challenges of Teachers Continuous Professional Development Program and achievements of CPD in secondary schools of East shoa Zone, Oromia Regional State. Because, from the researcher point of view findings on the Practices and Challenges of Teachers Continuous Professional Development Program would help to draw important recommendations that would help to guide majors to be taken for future program improvements in secondary schools.

### **1.3. Research Questions**

In order to address the intended research objectives, the following specific research questions were guided the study:

1. What is the Practices of Teachers Continuous Professional Development Program implementation in East Shoa Zone secondary schools?
2. What achievement has been gained as a result of CPD in East Shoa Zone secondary schools?
3. What are the challenges in the implementation of CPD in East Shoa Zone secondary schools?
4. What mechanism can be opted to improve the implementation of CPD in East Shoa Zone secondary schools?

### **1.4. Objectives of the Study**

The study conducted with the following general and specific objectives.

#### **1.4.1. General objective of the study**

The main objective of this study is to examine the Practices and Challenges of Teachers Continuous Professional Development Program and achievements of CPD and give possible recommendations and feedbacks for rectifying future program implementation.

#### **1.4.2. Specific objectives**

The specific objectives of this study will be:

1. To examine the Practices of Teachers Continuous Professional Development Program implementation in East Shoa Zone secondary schools
2. To analyze the achievement of CPD in East Shoa Zone secondary schools.
3. To identify the challenges in the implementation of CPD in East Shoa Zone secondary schools
4. To identify the mechanisms used to improve implementation of CPD in East Shoa Zone secondary schools

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

Generally, the study is significant due to the following reasons: It may motivate high school teachers to give attention to their CPD implementation and play an active role in improving CPD training activities. The finding will be used to create awareness on the CPD implementing bodies (teachers, schools, WEO, ZEB, REO, and MoE.) concerning the existing challenges of implementing CPD activities in secondary schools. The findings of the study would provide feedback for educators, funding agencies, and policy makers. The study would help to identify opportunities, possible gaps and challenges for future program implementation and policy analysis and the findings of the study could be used as an input for further research in the areas. Furthermore, the findings of the study would help to develop key inputs for revisiting the existing implementation guidelines/manuals.

## **1.6. Delimitations of the Study**

This research is delimited to East Shoa Zone government secondary schools and on the Practices and Challenges of Teachers Continuous Professional Development Program and achievement of Teachers Continuous Professional Development Program. The investigation was narrow to a specific schools trends-i.e., Udee, Bulbula, Bora, Bosat, Kuche Dekabora and Hawas melkasa secondary schools of East Shoa Zone, because of resource /time and money/ constraints. CPD has holistic approach in its scope. However, due to time and resource constraints the researcher is limited to cover some of the activities of CPD such as teachers' engagement in continuous professional development activities. Thus, the study is not concerned to investigate over the whole concepts of "CPD" implementation."

Moreover, the time horizon of the study covers last three years implementation (2014-2016) of CPD at East Shoa Zone secondary schools in Oromia regional State.

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

It is clear that research work could not be totally free from limitations. Due to this fact, the researcher faced lack of cooperation of some woredas education officials, reluctance of some principals and teachers to fill in and return the questionnaire as a result it was difficult to collect the entire questionnaire by the time table set at the beginning. To

overcome these challenges the researcher had stayed in the area, fixed schedules and made contacts with respondents.

## **1.8. Definition of Key Terms**

**General Education Quality Improvement Program:** A program developed by Ministry of Education to improve the quality of general education.

**In-service training:** The variety of training activities and practices in which teachers become involved in order to enrich their knowledge, improve their skills in teaching and also enable them to become more efficient on the job.

**Portfolio:** is a collection of materials made by a professional those records and reflects on key events and processes in that professionals career.

**Secondary schools:** Schools which thought students with the grade level of 9-10. According to the Ethiopian structure of school levels, this refers to first cycle secondary school.

**Teacher Development:** is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically.

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

This study is organized into five chapters. The first Chapter deals with the background, statement of the problem, research questions, objectives of the study, significance of the study, delimitations of the study, limitation of the study and definition of key terms. The second chapter presents the review of literature. Chapter three is devoted to methodology. In the fourth chapter data is presented, analyzed, and interpreted. Finally, chapter five covers the summary, conclusion, and recommendation of the study.

## **2. REVIEW OF RELATED LITERATURE**

### **2.1. Quality Education**

Education is one of the major sources of socio - economic development of all nations. It has a vital role to play in the life of individual as well as the society. It is considered to have the potential to effect change in the system of social stratification. Education is the most important area of service sector and it provides required knowledge and skill to do any work and it also modifies the behavior of a person from 'instinctive behavior' to 'human behavior' man instead of acting impulsively acts rationally that is, it gives a new shape to man (Kumar, 2013).

According to Ross and Mahlck (2006) the concept and/or absolute definition of 'quality' have been agenda of argument in education forums and conferences when it is applied to the field of education. In this context, despite the considerable semantic and philosophical debate about the meaning of the term 'quality of education', there has been limited analysis on agreeable and absolute definition of the term (Ross & Mahlck, 2006). In this regard, Chapman and Adams (2002) stated that: The precise meaning of education quality and the path to improvement of quality are often left unexplained. Examined within context, education quality apparently may refer to inputs (numbers of teachers, amount of teacher training, number of textbooks), process (amount of direct instructional time, extent of active learning), outputs (test scores, graduation rate), and outcomes (performance in subsequent employment). Additionally, quality education may imply simply the attaining of specified targets and objectives.

Similarly, Pigozzi (2006) stated "one difficulty is that while most people understand intuitively what they personally mean when they refer to the quality of education, there may not be a common understanding of the term." He also describes that quality of education is a dynamic concept and the understanding of what constitute the quality of education is evolving.

It is common practice to use various proxy indicators to measure quality of education. According to recent study conducted by Amare et al. (2006) teachers and principals' conception of education quality revolve around issues of educational inputs, process, and output. MoE (2002a) also contends that the inputs, process and output aspects of education are used to measure quality of education. Nevertheless, according to Pigozzi (2006),

traditional approaches to rely on proxy indicators (increase in financing and other inputs) to measure quality of education is irrelevant or unhelpful.

Despite conceptual perspectives surrounding the quality of education, it is apparent that well-trained teachers can make difference in quality education attainment processes. There are many research evidences on the impact of teacher quality on the quality of education and education outcomes in general. Rice (2003), cited in Hoy and Miskel (2005), and declares that teacher quality is the most important school related factor influencing student achievement. Darling-Hammond (2000) also contends that teacher quality is one of the important significant factors than class size in contributing to student achievement.

Teachers have significant place in education reform programs (OECD, 2010). In this regard, Chapman and Adams (2002) also state: Central to the process of teaching and learning and to education reform is the role of the teacher when engaging students in development of their intellectual and emotional strengths and in examination of learning within the context of their everyday experiences and the society around them. Teaching roles change over time in response to new patterns of education governance and management, new kinds of students, new theories of teaching and learning, and new technologies.

In the same vein, Leu & Rom (n.d.) state “In search for the factors that promote quality, countries’ programs as well as the literature increasingly emphasize teachers, schools, and communities as the engines of quality, with teacher quality identified a primary focus.” In addition, CfBT Education Trust (2008) states “Clearly quality education requires competent, motivated, well trained, adequately rewarded, and well supported teachers. This in turn requires reform in the policies, systems and strategies relating to teacher management and support in many countries. The ‘quality’ of teachers and teacher training program has been a concern for the all policy makers. Research evidences show that teachers are important factors for quality education.

Similar studies in Ethiopia show that the impacts of teacher variables are apparent. According to MoE (2002b), quality education presuppose minimum criteria and requirements of the existence of professionally competent and ethically minded teachers in the system, the existence of an efficient management of education, and the supply of

necessary educational materials and equipment. In this context, educational input, process, and output come into play in determining quality.

## **2.2. Experiences in Education Reform Programs**

Many countries have developed teacher development policies as important part of education reform programs. For example, UNESCO (2000) states “No education reform is likely to succeed without the active participation and ownership of teachers.” This is to mean that teachers have very significant roles for the successful realization of educational reform programs. Regardless of all the various views, and conceptions about quality, the issue of quality education has become very critical in all the aspects of the political, economic, and social continuum of every nation. For example, education quality improvement efforts are part of reform programs in many countries. In this regard Pigozzi (2006) believes that quality of education is a high profile issue due to many factors. For example, he states: Viewpoints about the importance of the quality of education cannot be divorced from the heightened salience of education policy and education reform within the whole range of public policy, mainly because of widely acknowledged linkages between education and national economic performance.

Evidences show that many developing countries including Ethiopia are making efforts in the design and implementation of education reform programs. Education reform has been a global agenda as part of the current social and economic realities. In this respect, Solomon (2008) contends the similarity of the Ethiopian education reform tradition with many African countries. Similarly, Beijaard et al. (2005) state “educational reforms are an important feature of the current international contexts for teacher learning”. They acknowledges similarities visible across countries, despite the different patterns of development in reform processes.

There are various different drives for education reform Programs. According to Seyoum (1996), internal factors within the education system (e.g. deterioration of quality of education) could shape educational reform. Deterioration of quality of education in Ethiopia is one of the factors that have initiated the current reform in education. In this regard, it is worth noting that, the current GEQIP owes its inception to the new Education and Training Policy that foresees change in the education system to improve the quality of the general education.

Ginsberg, Wallace, and Miller (1988, cited in Seyoum, 1996), indicated that the major purpose of educational reform is to bring about change in various aspects of the educational system (curriculum and instruction, educational structure, educational measurement, teacher education, educational technology, educational management, finance, etc).

In this regard, there are various international experiences to mention. For instance, Education Reform in Uganda (1997-2004) focused on improving the Quality of Basic Education through primary curriculum reform, language of instruction policy, the provision of basic learning materials, teacher development, and establishing and maintaining education standards.

Similarly, the 1970th basic education reform in Peru included all aspects of the underlying principles of education to its implementation aspects; the infrastructure, the curricula, the methodology and the training of teachers (Churchill, 1976). In Nepal, reform initiatives had been undertaken with the central goal of quality improvement under the Basic Primary Education Program (Bista & Carney, 2004).

These evidences show that education reform programs have comprehensive objectives. For example, reforms imply change not only in objectives and content but also in educational approaches or the change in the mental attitudes of teachers and parents (Seguin, n.d) Reform also implies change in relationships between educators and those they educate (Churchill, 1976) The following statement by World Bank (2005) summarizes reform efforts in developed and developing countries for the overreaching objectives of instructional change and student learning outcomes. It states: Reform efforts in both developed and developing countries assume that the most direct and effective way of raising instructional quality is to introduce changes in teacher education and recruitment, to improve the knowledge and pedagogical skills of in-service teachers and to ensure that the organizational conditions under which teachers work promote effective instruction and focus on student learning outcomes.

In the light of the above, educational reform programs have the objective of making profound social and attitudinal changes that are obviously long-term in nature. There are evidences on the challenges to the implementation of education reform programs. The complexity of educational change is cited by many scholars. For example, according to

Chapman and Adams (2002) some of the challenges are vested in the complexity in quality education itself.

More broadly, Hoban (2002) also identified change frames (school leadership, teachers' lives and their work, school culture, structure, politics, context, teacher learning) that act collectively to influence educational change process. Similarly, a Report on Education Reform in Uganda (1997-2004), by Ward, Penny and Read (2006) comments on the need to have coherence and consistency between policy and administrative reform, and changes in teaching and learning with regard to teacher training and improving the quality of teaching and learning. They also recommend well-defined broad strategy with clear goals and targets, political commitment, decentralization, availability of resources, key changes in the mindset to reinforce changes in education reform.

Maroun et al. (n.d.) also recommend prioritizing implementation processes and managing the speed of reform, ensuring ownership, and consensus among the stakeholders and accountability for actions, and systematically measuring results to increase the likelihood of success in education reform programs. In this connection, Benavides (2011) stresses on the following key elements important for ensuring reform would happen: ensuring understanding among stakeholders; greater commitment to work together on lifting performance; stronger capacity for undertaking education policy reform; and long-term vision.

Schepens (2005) believes that reforms and innovations attract motivated persons. Firestone and Pennell (1993), cited in Ashdown and Rossi (2005), define commitment as “a voluntary state in which intrinsic motivation towards the goals and values of an institution inspire efforts beyond minimal expectations is expended”. In light of this, they indicated that commitment can be an important motivation to aid teachers through the demands of implementing new approaches to instruction. They, further state: Teacher commitment in the context of school improvement efforts was most effectively addressed through work conditions, such as increased opportunities for participation in decision making, collaboration with colleagues to create more learning opportunities, and increased feedback to teachers about their work.

On the other hand, Solomon (2008) also underscores the various challenges to education reform from different perspectives. He states “the rapidity of educational reform in Africa,

mismatch of reforms with African context, lack of autonomy of the institutes, and external influences are factors affecting teacher education systems in Africa.” In this regard, he contends that Ethiopia’s reform tradition is not free from political and external influences.

Support mechanisms for teachers are also central to the implementation of the reform programs. In this regard, Ashdown and Rossi (2005) state “Teacher knowledge and skill is only one element required for successful instructional reform.” Assessment report on Thailand Education Reform Project, by Office of Commercial Services (OCS) states: Teachers need to become truly professional practitioners who have the capacity to identify the most appropriate strategy and design learning experiences for specific learning situations, students, and content. Consequently, they should be assisted and encouraged to expand their skills and their understanding of different types of knowledge and the underlying philosophies of the new approaches to teaching and learning. (OCS, 2002)

### **2.3. Teacher Development Programs**

Teacher development programs are used to describe the wider aspects of teacher’s growth and continuous improvements and progressive changes throughout their life. In this regard, Ainscow (1994) holds “the term teacher development has been adopted rather than the more familiar term ‘in-service training’ deliberately”. Aubusson and Schuck (2006) use the connotation ‘teacher learning and development’ to emphasis on progressive change through learning. In regards to the dichotomy between development and learning, they state: Many distinguish development and learning differently. For example, teacher development is often associated with courses and in-service programs with an emphasis on things provided for, or done to, teachers, whereas teacher learning is often associated with things teachers do for themselves, with an emphasis on reflection and networking.

In the same vein, Glatthorn (1995) cited in Reimers (2003) holds “Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically.” The Ministry of Education also defines teacher development as the “recruitment of appropriate candidates and the provision of adequate knowledge, abilities, skills and professional qualities both at pre-service and in-service levels so that they will be able to provide quality education for rearing of competent citizens” (Basic Education Program).

Therefore, the broad conceptualization of teacher development program involves the progressive changes or professional growth teachers' achieves through continuous improvement and exploration. Moreover, these definitions also bring to our attention that teachers are part and parcel of the development processes. However, according to the researcher point of view, MoE (2007) definition of teacher development is narrowly framed. It does not give much insight into teachers' self development.

In the light of the above, there are different perspectives to see into teachers' development needs. There are situations where teacher development is seen more broadly from personal, social, and professional aspects (Bell & Gilbert, 1996). According to Bell and Gilbert (1996) teachers seek professional growth, in responses to concerns like continuity, progression, differentiation, the inclusive curriculum, assessment, teaching and learning activity, curriculum science. In connection with this, Shulman (1987), cited in Bell and Gilbert (1996), describes seven knowledge bases from which teachers draw their teaching: (1) content knowledge; (2) General Pedagogical knowledge; (3) Curriculum knowledge; (4) Pedagogical content knowledge, (5) Knowledge of the characteristics of the learners; (6) Knowledge of educational context and (7) Knowledge of educational goals and values.

Most important, Bulajeva (2003) indicates the changing conditions and complexity of social, cultural, and economic contexts of the education and training of the 21st to recommend important components in teacher education. He contends that the initial teacher education, induction into the professional, culture of school or/and training-on-the job, in-service teacher education and/or continuous professional development, self education of teachers and further education of teachers, school development and improvement and research as closely interrelated components in teacher education.

Within this complex and comprehensive aspects of teacher development, challenges are inevitable to address these wide ranges of needs and expectations from the perspectives of teachers themselves, students, community and educational goals and objectives. According to report by OECD (2011), in many countries, teacher education is not just providing sound basic training in subject-matter knowledge, pedagogy related to subjects, and general pedagogical knowledge.

Similarly, according to the assessment report on Thailand Education Reform Program (OCS, 2002), the major constraints to the design and delivery of teacher development

programs identified include lack of necessary knowledge and skills about new learning strategies. In this regard, this report recommends types of new knowledge, new learning strategies, assessment and evaluation, integrated teaching, ICT competency, mentoring, and action research as the most focus areas for teacher development needs of teachers.

In addition, Fullan (1987) cited in Reimers (2003), holds that there are four crucial factors for successful teacher development: (1) redefinition of staff development as a process of learning; (2) the role of leadership at the school level; (3) the organizational culture at the school level ;( 4) the role of external agencies, especially at the local and regional level. Bell and Gilbert (1996) also contend that challenges in teacher development stem from the teachers, parents and community at large in the efforts to increase overall educational achievement.

### **2.3.1. In-service teacher education program**

In-service training of teachers has a central place in teacher training programs. It is comprehensive program designed to upgraded teachers' knowledge and professional competencies' to enhance the provision of quality education and students learning outcomes. According to SMAPP (2007) in-service teacher education includes "Teachers already in the education system continued to develop their teaching skills and competence using different strategies that were provided by the national and regional policies and programs." Many research findings shed light on the various limitations to pre-service teacher education with regard to student learning outcomes and teacher professional competencies. For example, Chapman and Adams (2002) indicate "Criticisms of the pre-service programs in teacher training have led to increased attention to the potential of in-service training as a supplement or alternative." In this regard, they contend that efforts to improve teaching and learning are likely to focus on upgrading skills of teachers by upgrading pre-service or in-service teacher training.

Hanushek (1994), as cited in Chapman & Adams (2002), states "education systems routinely and worldwide pay for two teacher characteristics not positively associated with student achievement: qualification and experience". In connection with this, after review of research evidences, Hanushek substantiated his argument with the findings that neither the type of certification, pre-service education, or salary nor teachers' experience found to be an important predictor of student achievement.

Based on research evidences, Michael Fullan (1991), as cited in Ainscow (1994), bases his criticisms of the pre-service on the following factors: (1) one-shot workshops are widespread but are ineffective; (2) topics are frequently selected by people other than those for whom the in-service is provided; (3) follow-up support for ideas and practices introduced during in-service programs occurs in only a very small minority of cases; (4) follow-up evaluation occurs infrequently; (5) pre-service programs rarely address the individual needs and concerns of participants; (6) lack of any conceptual basis in the planning and implementation of in-service programs that would ensure their effectiveness (Fullan, 1999).

### **2.3.2. The continuing professional development of teachers**

Teachers' professional development is one aspect of educational reform programs (Reimers, 2003). European Union (2010) sees professional development as the body of systematic activities to prepare teachers for their job, including initial training, induction courses, in-service training, and continuous professional development within school settings." Similarly, Villegas-Reimers (2003) holds "professional development, in a broad sense, refers to the development of a person in his or her professional role."

Other scholars in the field also hold similar positions in the conception of the term professional development. It is part of one's day-to-day practices and exploration. Most important, Bista and Carney (2004) state "Professional Development is an ongoing activity woven into the fabric of every educator's professional life." Professional development experiences include formal and informal experiences; formal experiences like attending workshops and professional meetings, mentoring, etc and informal experiences include reading professional publications, watching television documentaries related to an academic discipline, etc (Ganser, 2000, cited in Reimers, 2003).

Continuing Professional Development (CPD) is widely acknowledged to be important in the pursuit of improvements in teaching and learning. However, according to some researchers in the field, it is difficult to link individual professional development activities directly to gains in student achievement (Hiebert, 1999; Killon, 1998; Loucks-Horsley, 1999; Fishman, Ronald, Marx, Best, & Tal, 2003; Sykes, 1999, Wilson & Berne, 1999; Yager, 2005, cited in Johnson, Lustick and Kim (2011).

Similarly, Elmore (2002) and Fishman *et al.* (2003), cited in Watson (2005), state “Professional development is the key to lasting reform in school education, yet there is little systematic evaluation of the effectiveness of professional development activities. In this regard, literature indicates limitations in current evaluation process in CPD to capture evidence about the relationship between CPD and learning outcomes (Harris, Day, Goodall, Lindsay & Muijs, n.d.). Accordingly, Guskey (2000) cited in Harris et al. (n.d.), posited three weaknesses of the evaluation processes in CPD. He indicates that current evaluations in CPD are limited to more focus on activities undertaken as part of the professional development program, assessment on participant satisfaction survey, and occasional or one-off events.

Generally, there are also many research evidences on the benefits of the continuous professional development as one of the mainstays in the improvement of teachers’ professional skills. Teacher Education System Overhaul (MoE, 2003a) acknowledges that education quality improvement program involves high quality and continuous professional development programs. MoE (2009) states: The aim of Continuous Professional Development is to improve the performance of teachers in the classroom in order to raise student achievement and learning. It is a career-long process of improving knowledge, skills, and attitudes, centered on the local context and particularly classroom practice.

MoE (2009) identifies different CPD methods. Maintaining portfolio is one of CPD methods that encourage responsibility for professional development. According to Smith and Tillema (1998), cited in Ashdown and Rossi (2005), portfolios provide evidence for professional competence. Wood and McQuarrie, 1999, cited in Reimers (2003), state “the most successful teacher development opportunities are ‘on-the-job learning’ activities such as study groups, action research and portfolios”.

Moreover, Villegas Reimers (2006) state “Aside from the individual satisfaction, or financial gain that teachers may obtains a result of participating in professional development opportunities, the process of professional development has a significant positive effect on teachers’ believes and practices, students’ learning, and on the implementation of educational reforms.” In addition, Stern, Gerritz and Little (1989), cited in Ashdown and Rossi (2005), see teachers’ professional development as an investment from the vantage of the school system and the individual teacher.

High quality professional development programs impact teachers' knowledge, commitment, motivation, and teacher efficacy (Ashdown & Rossi, 2005). Research evidences show that it is better when professional development programs be seen from teachers' perspectives to enhance their professional knowledge and school objectives, not only as a means to improve instructional practices. Little (1993), cited in Ashdown and Rossi (2005), states "professional development in the service of program implementation potentially masks issues concerning whether or not the professional development meets the teachers' own perceived learning needs".

According to Desimone et al. (2002), cited in Ashdown and Rossi (2005), Participation in professional development programs enabled teachers to become more skilled and to strengthen important psychological and motivational aspects in teaching. In addition, he concluded that change in teaching practices would occur only if teachers had the opportunities to participate in high-quality professional development. Commitment to teaching and efficacy, that is, the beliefs teachers hold about their capacity to impact student achievement, is also seen as the broader impact of professional development (Ashdown & Rossi, 2005).

There are various salient features of effective professional development activities. For example, Watson (2005,) based on research findings identify the following features of effective professional development from the context of improving student learning outcomes: (1) be aligned with the clearly defined mission and purpose of the organization, (2) be based on content-specific analyses of student learning, (3) be focused on specific issues of curriculum and pedagogy, (4) identify learning outcomes, (5) develop, reinforce and sustain group work; (6) depend on the active participation of school leaders and staff; (7) have a sustained focus over time; (8) offer models of effective practice; (9) and use assessment and evaluation. Moreover, scholars agree on the need to have standards for professional development programs that are rooted in practice, research-based, collaborative, long-term, aimed at instructional improvement, and aligned with standards and assessment (Hoy & Miskel, 2005).

Moreover, Desalegn (n.d.), citing the works of Leu (2004); Giable and Burns (2005); Gray (2005); Hooker (n. d.) and Weiss (2010), describes the following measure principles of continuous teachers professional development. He indicates that the content of professional development focuses on: (1) what students are to learn and how to address the different

problems of students; (2) be based on analyses of the differences between actual student performance and goals and standards for student learning; (3) should involve teachers in identifying what they need to learn, developing the learning experiences in which they will be involved; (4) should be primarily school-based and built into the day-to-day work of teaching; (5) be organized around collaborative problem solving (6) should be continuous and ongoing, involving follow-up and support for further learning; (7) should incorporate evaluation by multiple sources of information.

Research evidences also show that there are different factors that prevent teachers from undertaking as much professional development as they would like. For example, conflict with their work schedule; lack of suitable opportunity for professional development; and no suitable professional development programs. Similarly, under-investment in professional development for teaching and failure to support professional learning on a sustained basis is also a problem (Watson, 2005). As a result of this, Watson (2005) holds that inadequate professional development increases teachers' sense of isolation, impedes teachers' professional learning needs, reduces opportunities for teachers to collaborate and learn from each other, and limits opportunities to assess and make use of the extensive range of curricular materials available.

In addition, Elmore, and Massell (1993), cited in Hoy and Miskel (2005), state "many policy makers and citizens see professional development as an expensive fringe benefit for teachers and administration rather than as a powerful way to improve schools." Similarly, Stern, Gerritz and Little (1989), cited in Ashdown and Rossi (2005), state "Teachers as the human and social capital critical to school improvement. Within this perspective, teachers' professional development is an investment from the vantage of the school system and the individual teacher." In line with this, Asdown & Rossi (2005), state: findings suggest that a concept of professional development that rests simply on imparting knowledge in order to implement a curriculum leads to minimal teacher development. Rather, professional development should be viewed more comprehensively as investment in a key resource of school system, the teacher.

There are also challenges to link Professional development activities with reform initiatives. For example, the report on Education Reform project in Thailand by OCS (2002) states "the majority of the existing Professional Development Programs do not address the learning reform initiatives and there is currently no mechanism for monitoring

them for their appropriateness or advising teachers on the ones that meet the requirements of teacher registration.”

In the same vein, Bulajeva (2003,) in his study of Teacher Continuous Professional Development in the Context of School Reform identifies the following as unsolved problems in implementing continuous professional development activities; poor conceptualization of professional development as a professional responsibility and limitations in considering professional development as an integral part of teacher’s work load and teacher education. Finally, he recommends the need to provide adequate financial support to promote educational and personal change and support teachers and schools to create a professional development model that addresses the various needs.

The study conducted by Gezu (2012) established that there is significant contribution of CPD to improve the quality of education and positive development with respect to opportunities created to enhance teachers’ professional development. Professional development activities were consistent with the intention of the Education and Training Policy. However, the study indicated low level of commitment among teachers and low management support, and weak monitoring and evaluation system. It is recommended that greater focus be given to improve the situation as reform programs require strong follow up, commitment and strong management.

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

This chapter presents the research description of the study area, the research design, participants of the study, instruments of data collection, and procedures of data collection and methods of data analysis in brief.

#### **3.1. Description of the Study Area**

The study was conducted on the Practices and Challenges of Teachers Continuous Professional Development Program in secondary schools of East Shoa Zone. East Shoa Zone is one of the 18 Zones of Oromia Regional State which is found at the central part of Ethiopia, with the capital town of Adama which is 99km far from Addis Ababa. The Zone is bordered with West Shoa Zone of Oromia Region in the West, Amhara and Afar regions in the North, the SNNP Region in the South and West Hararge Zone of Oromia in the East. The Zone has the schooling age population of 29,508 (21.5%) in the year 2016/2017. According to the data obtained from population and housing census in May 2007, the total population of East Shoa Zone was 1,356,342 of whom males accounted for 696,350 and females accounted for 659,992. The Economic status of the Zone depends on mixed farming; especially Teff, Corn, barley and wheat, are the known cultivated cereal crops. Cattle, goats and sheep are the animals mostly reared in the zone.

The zone has 374 primary schools (1-8) with 947,403 students and 2,106 teachers, 31 first cycle general schools (9-10) with 418,405 students and 576 teachers, and 10 preparatory schools (11-12) with 3,070 students and 241 teachers (East Shoa ZEO, 2016/ 2017).

#### **3.2. Research Design**

This study examined the Practices and Challenges of Teachers Continuous Professional Development Program and achievements of Teacher continuous professional Development (CPD) in secondary Schools of East Shoa Zone. Descriptive survey design research method was employed because it is preferred over the other methods as it enables to make investigations with predictions, narration of events, comparisons and drawing of conclusions based on the information obtained from relatively large and representative samples drawn from the target population. Moreover, descriptive survey design also helps to provide adequate information that enables the researcher to suggest some valuable alternatives. This method was selected because it is appropriate when the aim of the study

is to get an exact description of the current status (Elliott, 2000). Therefore, to have a clear picture of the existing CPD implementation and to accomplish the objectives stated above a descriptive survey design was found appropriate.

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

#### **3.3.1. Primary sources of Data**

As a primary source, data was collected from the WEO officials and supervisors of the selected sample woredas education office. Also data were collected from school principals and secondary school teachers of the study site for the main reason that they can provide relevant information to understand the Practices and Challenges of Teachers Continuous Professional Development Program under study.

#### **3.3.2. Secondary sources of Data**

The secondary data for this study was obtained from various recorded documents with respect to CPD activities or teachers portfolio of the sample schools. Secondary data were used for supplementing data obtained from primary sources.

### **3.4. Population, Sample Size and Sampling Techniques**

#### **3.4.1. Population and sample size**

The study was held in East shoe Zone secondary schools. In this zone, there were 11 woredas, 31 government secondary schools, 31 principals, 11 supervisors, 576 secondary school teachers and 55 woreda education office officials that work on TDP areas. Out of this general population, 6 (54.5%) Woredas, 6(54.5%) supervisors, 6 (54.5%) principals, 12(21.8) %.) WEO officials and 100 (17.4%) secondary school teachers were included in the study.

#### **3.4.2. Sampling techniques**

Different types of sampling techniques were employed to select the representation of the study. The researcher selected 6(54.5%) Woredas as a research site out of the eleven woredas found in East shoa zone Oromia regional state, by geographical cluster sampling for this study. Since the woredas were very far apart the researcher found unmanageable in terms of resources, cost, and time to include all the 11 woredas. Therefore the researcher

clustered the 11 woredas in to 5 by geographical cluster sampling. Adami Tullu, Dugda & Bora cluster 1, Lume & Liban cluster 2, Gimbichu & Ada'a cluster 3, Adama & Matahara cluster 4, and Bosat & Fantale cluster 5. Accordingly Adami Tullu, Bora, Lume, Ada'a, Adama, and Boset woredas from neighboring clusters were selected geographically and then their secondary schools were taken for this study by using simple random sampling technique of lottery method with the belief that it gives that equal chance for the schools to be involved in the study. From 30 WEO teacher development program teams 12 of them were included in the study purposively due to the role they have in relating to the job. On the top of this, 6 secondary school principals and 6 supervisors were selected for the study from the sample schools by using available sampling technique since they are law in number Furthermore, the total number of teachers working in the sample woreda was 140 and out of this entire population 100 teachers were selected by using stratified random sampling based on their service year for the investigation so as to get the representative of the unit, due to the large population of the sample. The sample of the teachers was selected by (yeman,)  $n = \frac{N}{1+N(e)^2}$  were n= sample size, N= Population, e = sample error by taking 95% confidential interval level. Accordingly 100(71%) of teachers were selected by stratified random sampling technique. The stratified-random sampling technique was used where the population quantity is large. As nature of the population is relatively homogeneous, this amount is believed to be representative.

**Table 1. Summary of Population, Sample, and Sampling techniques**

Woredas	Shool's Name	Participants	Populat ion N <sub>0</sub>	Sample size		Sampling Techniques
				N <sub>0</sub>	%	
Ada'a	Udee	Teachers	20	14	70	stratified random
		Principals	1	1	100	Available
		Supervisors	1	1	100	Available
		WEO Officials	5	2	40	Purposive
Adami Tullu	Bulbulaa	Teachers	27	19	70	stratified random
		Principals	1	1	100	Available
		Supervisors	1	1	100	Available
		WEO Officials	5	2	40	Purposive
Bora	Bora	Teachers	22	16	80	stratified random
		Principals	1	1	100	Available
		Supervisors	1	1	100	Available
		WEO Officials	5	2	40	Purposive
Bosat	Bosat	Teachers	21	15	71	stratified random
		Principals	1	1	100	Available
		Supervisors	1	1	100	Available
		WEO Officials	5	2	40	Purposive
Lume	Kunche dekabora	Teachers	22	16	80	stratified random
		Principals	1	1	100	Available
		Supervisors	1	1	100	Available
		WEO Officials	5	2	40	Purposive
Adama	Hawas Melkasa	Teachers	28	20	71	stratified random
		Principals	1	1	100	Available
		Supervisors	1	1	100	Available
		WEO Officials	5	2	40	Purposive
		Total	168	124	73.8	

*N.B N<sub>0</sub> =number, % =percent*

### 3.5. Data Gathering Instruments

The intended information for this study was collected through questionnaire, interview, and document analysis.

### 3.5.1. Questionnaire

The researcher employed questionnaire for selecting the study participants. It comprises different parts such as biographical information, open-ended question, and expressing ideas based on closed ended questions with opinion on five point rating scale. The questionnaire was administered to 100 teachers, 6 principals, and 12WEO officials to gather the required information.

The questionnaire contained five parts designed to address the variables in the study and provide actual information in the study area with the leading questions. The first part of the questionnaire is designed to obtain information on personal characteristics. The items in the second part include the assessment questions about the teacher continuous development program (CPD) implementation. The items in the third part were designed to obtain the reliable information on assessment questions on achievements of CPD activities. Items in the fourth section were designed to obtain information on challenges to participation in CPD activities. And the last part raised issues on general comment and opinion about CPD implementation and possible strategies to improve CPD implementation.

The instrument included both closed and open-ended questions. The open-ended questions were used because, they are important to get respondents' views, opinions, or descriptions of experiences (Polonsky & Waller, 2005). In the closed ended questions, 5 point rating scales and yes/No questions were used. The 5 point rating scales were used to assess respondents' attitudes or opinion related to status of CPD implementation, benefits of CPD experiences, and challenges to participation in CPD activities. Similarly, rating scales were used to assess the extent of teachers' engagement in the various areas of continuous professional development (CPD) activities.

Pilot testing of the instruments was made in Lume Woreda Koka Ejersa secondary school which is located outside the area of the selected study group, to test the questionnaire before they are administered in to the final participants of the study. The pilot test was conducted on 20 respondents (1 school supervisor and 1 school principal, 16 teachers and 2 WEO Officials). The pre-test was done with the objective to check whether or not the items contained in the instruments could enable the researcher to gather relevant information. Based on the feedbacks obtained from respondents, corrections were made on some items and irrelevant ones were removed. Then, reliability was calculated by

employing the Cronbach Alpha. George and Mallery (cited in Joseph and Rosemary, 2003) provide the following rules on the level of reliability of instrument based on the cronbach Alpha values “ $\geq 0.9$ =Excellent,  $\geq 0.8$ =Good,  $\geq 0.7$ =Acceptable,  $\geq 0.6$ =Questionable,  $\geq 0.5$ =Poor, and  $\leq 0.5$ =Unacceptable”. Accordingly, based on the pilot study the Cronbach’s coefficient alpha measure were 0.61, 0.91, 0.76, and, 0.6, respectively for items in Part II to Part V. The overall Cronbach’s coefficient alpha measure for the instrument is found to be 0.83.

Moreover, the instruments were reviewed with colleagues for criticism and comments. In general, the pilot test helped the researcher to avoid errors related to ideas and contents. Based on the pilot test result and feedback from the participants, the necessary correction was made and the final copies were distributed to be filled by the respondents (Teachers, principals and WEO officials). The questionnaire was prepared in English, because all the respondents can understand English Language.

### **3.5.2. Interview guide**

Semi-structured interview guide was used to offer depth and useful insight regarding the Practices and challenges of CPD in secondary schools of east shoa zone. The reason for using semi-structured interview was its advantage of flexibility in which new questions were forwarded during the interview based on the responses of the interviewee.

This type of data collection instrument is used to collect verbally in face-to-face situation so that the researcher can understand the feelings and what was in or on the respondent mind.

Six semi-structured interview questions were designed by the researcher for supervisors. These interview conducted by the student researcher and notes were taken while the interviewees were responding the questions. The interview recorded manually to gather in-depth responses of the interviews. All the interviews were conducted in Afan Oromo to facilitate easy communication between the interviewer and respondents. The interview guide was translated in to Afan Oromo by the help of language professionals in order to get appropriate information from respondents. Interview questions were used to support, enrich and cross check and supplement the responses gathered from participants through the questionnaire. Six supervisors were participated in the interview session and the interviews take 3hrs for total interviews. The six semi-structured interview questions designed for the supervisors revolve around the following contents.

How are the overall practices of CPD (in –service training); Opportunities and challenges in the implementation of CPD, availability of guidelines, training manuals? Teachers' participation in different areas of CPD, How do you explain the participation of teachers in CPD?, Is there any technical support or capacity building initiative from (MoE, REB, ZEB, etc)?, What major effects do the CPD brought on teacher's practices in the school?, What challenges did you face in the implementation of CPD program?, What would be your possible recommendations for improving quality of CPD implementation in the future?

### **3.5.3. Document Analysis**

The other technique of data collection that the researcher employed was analysis of documents. The researcher conducted document review that is related to the implementation of CPD such as teachers' portfolio, annual plan of CPD and annual reports of CPD activities to get additional information. Documentary sources are one of the data collection instruments of descriptive survey study, so the researcher utilized it for cross checking of what is being practiced in the real context regarding CPD in East Shoa zone Secondary Schools. So the document analysis was used to cross-check the correspondence between what respondents say and what they practically do. The researcher prepared checklists for document observation.

## **3.6. Procedures of Data Collection**

To investigate the study, the following procedures were followed in collecting data.

After the data gathering tools were developed, pilot test was carried out in one of the secondary school, other than the target schools to test validity and reliability of the instruments. This helped the researcher to check whether or not the items are clear and understandable by the respondents.

After this the respondents identified, i.e. the teachers, principals, supervisors, and WEO officials. Teachers in each school were invited by the respective principals for an orientation. A briefing on how to fill the questionnaire was then given by the researcher and the questionnaires were immediately distributed to the respondents in each school. After the respondents completed filling their responses to the questions, the duly completed questionnaires were collected by the researcher. The second type of the data gathering tool was the interview. The school supervisor in each school was called. Then orientation was similarly given by the researcher on how to give response to each interview questions.

Finally all the respondents were interviewed by the researcher and then their response was recorded on sheets of paper. The third data gathering tool was the document analysis. The data gathering from documents of each school was conducted by the researcher using the checklist. Then the researcher compiled the data found from each school.

### **3.7. Methods of Data Analysis**

Data was coded and entered into a computer to facilitate conditions for summarizing, retrieving, analyzing, and interpreting the meaning of the data codes easily. Data were arranged in their homogeneity, Statistical procedure was determined by the type of measurement scales characterizing the variables under study. Accordingly, the data was processed using the statistical package SPSS 20.0 for windows, using descriptive and inferential statistics on the basis of their appropriateness for answering the research questions.

Frequencies, percentages, and mean scores were used to summarize respondents' opinions on teacher continuous professional development: teachers' participation in different areas of CPD activities; achievements of CPD experiences and challenges to participation in CPD activities. Similarly, one way ANOVA was computed to compare the means of independent variable between the three groups of participants when appropriate. Finally, the data was prepared and organized for analysis. Similarly, the data collected from the documents, semi-structured interview, and open ended question items were analyzed qualitatively. The written notes of interview were transcribed; categorized and compiled together into theme and translated into English. The result of open-ended questions and document analysis were summarized and organized into related categories. Analysis and interpretations were made on the basis of the questionnaires, interviews, and document analysis.

### **3.8. Ethical Considerations**

Water- Adams (2006) writes that any research which involves other people in some way has ethical implications. Because education is a social action, data gathering and analysis within this study inevitably impacted on the lives of other people involved in the study. Taking this enlightenment into consideration, it was proper to abide by ethical considerations so as to ensure that individual rights were not infringed upon and to promote fairness in the interpretation of data. Principles such as obtaining informed consent; respecting the right to

privacy and participation, anonymity, confidentiality; avoiding harm to participants; and other principles as highlighted by Cohen et al. (2000) were adhered to during the data collection process, data analysis and interpretation. Participants were never forced to participate in the study. For the sake of confidentiality and anonymity, no names of respondents were taken or recorded. Further, the use of group data rather than individual data facilitated the retention of participant anonymity. The researcher ensured that the information collected was not discussed whether in a group or in a publication in a way which the participants may find harmful or which actually disadvantages them (Flick et al. 2004). Data collection was conducted after getting permission from teachers, principals, supervisors, and Woreda education office officials. The instrument was distributed and data was gathered after explaining the purpose of the study to those participants who were actively involved as source of information.

## 4. RESULTS AND DISCUSSION

This section of the thesis deals with the presentation, analysis and interpretation of the data, gathered through questionnaires from teachers, principals and WEO officials, interview from supervisors and document reviews. The data for this study was collected from Ude, Bulbula, Bora, Bosat, Kunche dekabora and Hawas melkasa secondary schools. The respondents of the study were teachers, Principals, supervisors and Woreda education office officials.

Frequencies, percentages, and mean scores were used to summarize respondents' demographic characteristics and describe respondents' opinions on Practices and challenges of the teacher continuous professional development program implementation, achievements of CPD activities and barriers to participation in CPD activities. Similarly, one way ANOVA was used to compare the means of independent variable between the three groups of participants.

### 4.1. Number of respondents and questionnaire Administered

**Table 2 Distribution of proposed and collected samples.**

Name of Schools	Teacher sample proposed	Teacher sample obtained	Principal and WEO officials sample proposed	Principal and WEO officials sample obtained
Ude	14	13	3	3
Bulbula	19	18	3	3
Bora	16	16	3	3
Bosat	15	13	3	3
Kunche dekabora	16	15	3	3
Hawas melkasa	20	18	3	3
Total	100	93	18	18

*Source: Field survey, 2017*

With regard to questionnaire administration, 100 questionnaires were distributed to teachers. Out of these 93 (93%) of the teachers filled out and returned the questionnaires. Therefore, the analysis and interpretation were made on the basis of the frequency responses given by those 93 respondent teachers and responses given by those 6 and 12 principals and WEO

officials respectively. The distribution of both the proposed and collected sample is shown in the above table (Table 2).

## 4.2. Demographic Characteristics of the Respondents

The focus of this section is to summarize the important demographic characteristics of the respondents. Description of the characteristics of the respondents provides some basic information about the sample population involved in the study. The data obtained regarding the sex, age, academic status, teaching/work experience and pedagogical background are summarized in table 3 below.

**Table 3 Demographic characteristics of the Respondents**

Items	Characteristics of respondents	N	Percent
1. Sex	Male	98	88.3
	Female	13	11.7
	Total	111	100
2. Age	20-30	97	87.4
	30-40	14	12.6
	Total	111	100
3. Educational Qualification	BA/BSC/Bed	108	97.3
	MA/MSC/Med	3	2.7
	Total	111	100
4. Teaching/work experience	1-5	12	10.8
	6-10	27	24.3
	11-15	47	42.3
	16 years and above	25	22.5
	Total	111	100
5. Pedagogical background	Education	93	83.6
	Applied	18	16.2
	Total	111	100

*Source: Primary data compiled from questionnaire, 2017*

As can be inferred from the above table 3, gender disparity is significantly higher among the respondents. Data revealed wider gender imbalance among the respondents, that is, the percentage of respondents when disaggregated by sex is 11.7% female and 88.3.3% male. As the sex matrix shows, the participation of respondents in secondary school was dominated by males. Among the total respondents, 97.3% had first degree and 2.7% had second degree. This indicates that majority of the respondents had first degree. Moreover, the sample included four different categories of respondents according to the years of

teaching/work experience, namely; 1 to 5 years 12(10.8%), 6 to 10 years 27(24.3%), 11 to 15 47(42.3%), and 16 years and above 25(22.5%). This shows that the majority of respondents' work experience was between 6 and 15 years.

With regard to pedagogical background 93(83.8%) of the respondents were education graduate teachers and the remaining 18(16.2%) of the respondents were non-education graduate teachers (Applied). This indicates that most of the respondents had education graduate background.

### 4.3. Practices of teachers continuous Professional Development program

#### 4.3.1 Practices of CPD implementation

**Table 4 Practices of CPD Implementation, Management Support, and Monitoring.**

SN	Items	N	Frequencies					Mean	Remark	rank	F value	P value
			SD	D	Un	A	SA					
1	There is significant contribution of CPD towards government efforts to improve quality of the secondary school education	111	4 (3.6)	13 (11.7)	23 (20.7)	52 (46.8)	19 (17.1)	3.62	A	5	1.13	0.33
2	There exists low commitment among teachers to work together towards the school vision	111	3 (2.9)	11 (9.9)	7 (6.3)	70 (63.1)	20 (18.)	3.84	A	1	1.79	0.84
3	There is poor coordination among the stakeholders in the implementation of CPD (schools, Woreda edu.Office, Zone education office, REO etc)	111	2 (1.8)	15 (13.5)	7 (6.5)	65 (58.6)	22 (19.8)	3.81	A	2	0.71	0.93
4	There is lack of adequate management support in the implementation of CPD program	111	3 (2.7)	14 (12.5)	6 (5.4)	73 (63.2)	15 (13.)	3.75	A	4	0.48	0.82
5	There is poor monitoring and evaluation system in the implementation of CPD	111	1 (.9)	13 (11.6)	9 (8)	75 (67.0)	13 (11.7)	3.77	A	3	0.69	0.5

*Note: Figures in parenthesis represent percentages, SD (Strongly Disagree) =1, D (Disagree) =2,*

*UN (Undecided) =3, A (Agree) =4, SA (Strongly Agree)=5*

As shown in table 4 item 1, the majority of respondents that judged on significant contribution of CPD towards government efforts to improve quality of the secondary school education. In this regard, 52 (46.8%) with mean rating of 3.62 of the respondents agreed that there is significant contribution of CPD towards government efforts to improve quality of the secondary school education. The corresponding results of ANOVA indicated there is no statistically significant mean difference among the three groups of respondents.  $F(2,108) = 1.1, p > 0.05$ , one tailed. Therefore the implication for this finding is that there is significant contribution of CPD towards government efforts to improve quality of the secondary school education.

The study by Gezu (2012) further established that there is significant contribution of CPD to improve the quality of education and positive development with respect to opportunities created to enhance teachers' professional development.

In item 2 table 4 of the above, respondents were asked to judge on the extent of their commitment to work together towards the school vision. Accordingly, 70 (63.1%) respondents with the mean value of 3.84 expressed their agreement that there is low commitment to work towards the school vision (see Table 4). The corresponding results of ANOVA indicated there is no statistically significant mean difference among the three groups of respondents.  $F(2,108) = 1.79, p > 0.05$ , one tailed. Therefore this implies that there is low commitment among teachers to work together towards the school vision. According to interview held with supervisors, they stated unanimously that:

*“...High workload, low management support, engagement in various routine activities (regular meetings), regular management turnover, and absence of reward mechanisms are some of the reasons that minimized their commitment. Moreover, the negative attitude to the profession was exacerbated by lack of recognition/social status by their community and poor school administration and human resource management.”*

Hence, the above data analysis revealed that the commitments of teachers to work towards the school vision are very limited.

However, different research evidences indicated the importance of commitment in the implementation of reform programs. For example, Schepens (2005) indicated that reforms and innovations attract motivated persons. Similarly, authors like Firestone and Pennell (1993), Ashdown and Rossi (2005), indicated that commitment can be an important

motivation to aid teachers through the demands of implementing new approaches to instruction. Furthermore, Benavides (2011) also stresses on commitment to work together on lifting performance and for ensuring reform in education.

In item 3 of table 4, respondents were asked to judge whether there is coordination among the stakeholders in the implementation of CPD (schools, Woreda edu.Office, Zone education office, REO etc). In view of this 65 (58.6%) of the respondents agreed that there is poor coordination among the stakeholders (schools, WEO, ZEO, etc) in the implementation of TDP with mean rating of 3.81 (see Table 4). The corresponding results of ANOVA indicated there is no statistically a significant mean difference among the three groups of respondents.  $F(2,108) = 1.71, p > 0.05$ , one tailed.

This implies that there is poor coordination among the stakeholders in the implementation of CPD (schools, Woreda edu.Office, Zone education office, REO etc).

In addition, qualitative data obtained from the interview substantiated this situation. One of the supervisors particularly mentioned that:

*“...There is no timely feedback on some of the important issues. On the positive side, there are awareness and common understanding about value of monitoring for CPD improvements. However, when it comes to the implementation, there are a number of gaps identified. Absence of fixed schedule for monitoring, inadequacy of the monitoring system, limited capacity, and poor feedback mechanisms made monitoring and evaluation system less efficient.”*

Similarly according to assessment made by MoE (2009), cited in Desalegn (n.d), high turnover of CPD facilitators, time constraints, poor incentive mechanisms, lack of resources to run CPD, and lack of systematic coordination were some of the weaknesses identified in the implementation of CPD activities in schools.

As it can be seen from table 4 item 4, the majority of respondents 73(63.2%) indicated that there is no adequate management support in the implementation of teacher development program with high mean ratings of 3.75. The corresponding results of ANOVA indicated there is no statistically a significant mean difference among the three groups of respondents.  $F(2,108) = 0.48, p > 0.05$ , one tailed. This implies that there is no adequate management support in the implementation of teacher development program.

In the light of this CfBT Education Trust (2008) states “Clearly quality education requires competent, motivated, well trained, adequately rewarded, and well supported teachers. This in turn requires reform in the policies, systems and strategies relating to teacher management and support in many countries.

According to item 5 in table 4, respondents were asked to give their opinion on whether there is poor monitoring and evaluation system in the implementation of CPD. Out of the total respondents 75 (67%) agreed that there is poor monitoring and evaluation system in the implementation of CPD with high mean ratings of 3.77. The corresponding results of ANOVA indicated there is no statistically a significant mean difference among the three groups of respondents.  $F(2,108) = 0.69$   $p > 0.05$ , one tailed. Therefore it can be deduced that there is poor monitoring and evaluation system in the implementation of CPD.

The data gathered from informants in the interview session replied that:

*“...limitations to Monitoring and Evaluations are; lack of standards for Monitoring and Evaluations, work load, lack of continuity, lack of proper monitoring mechanism, lack of clear checklists, and more focus on routine activities. Monitoring and Evaluations should be participatory and management should give priority and attention to Monitoring and Evaluations as integral part of the regular work.”*

In addition the data obtained from document review also elaborated this gap. Similarly authors like Elmore (2002) and Fishman *et al* (2003), cited in Watson (2005) stated that “Professional development is the key to lasting reform in school education, yet there is little systematic evaluation of the effectiveness of professional development activities. In this regard, literature indicates limitations in current evaluation process in CPD to capture evidence about the relationship between and learning outcomes (Harris, Day, Goodall, Lindsay & Muijs, n.d.). Accordingly, Guskey (2000) cited in Harris *et al.* (n.d.), posited three weaknesses of the evaluation processes in CPD. He indicates that current evaluations in CPD are limited to more focus on activities undertaken as part of the professional development program, assessment on participant satisfaction survey, and occasional or one-off events.

### 4.3.2. CPD portfolio

**Table 5 Practices of Teachers' Engagement in CPD**

Items	N	Frequencies		Mean	F value	P value
		Yes	No			
Do you have maintained your own portfolio of CPD activities?	111	59 (53.2)	52 (46.8)	1.47	1.0	0.33
Do all teachers actively engage themselves in CPD?	111	50 (45)	61 (55)	1.55	1.34	0.26
Valid N (list wise)	111					

*Note: Figures in parenthesis represent percentages, Yes =1, No =2*

According to item 1 in table 5, respondents were asked yes/No question to assess the extent to which teachers maintain their own CPD portfolio. Respondents were allowed to judge the level of their engage themselves in CPD. In this regard first, 59(53.2%) of the respondents agreed that they maintain their CPD portfolio where as 52(46.8%) agreed that they did not maintain their own portfolio of CPD experiences. Second, they were asked whether all teachers actively engage themselves in CPD. 50(45%) said yes, 61(55%) of them replied no. (Table 5).This shows that teacher's engagement in CPD is not given due attention. Therefore this implies that majority of the teachers were maintaining their own CPD portfolio and majority of the teachers were not actively engaging themselves in CPD activities. In addition the data gathered through document review indicates that there are no well organized teachers' portfolios in the study area. Similarly one of the supervisors reported that:

*"...There is variability in the implementation and there is low attention among the teachers on the benefits related to maintaining own portfolio. Replied, there seems to be lack of clear awareness on the objective and process to maintain portfolios. Teachers felt that maintaining portfolio has had little value or importance to them and they admitted that they lacked knowledge and skills needed to document their portfolio."*

However, regarding this ongoing professional development efforts, as recent phenomena in Ethiopia, have been introduced as an essential tool to enhancing the objectives of educational mission (MoE, 2003). Professional Portfolio is a guide for the type of information and evidence collected for feedback and planning (Desalegn, n.d.). Not with standing this, evidences drawn from interviewee' informants revealed that portfolio experiences have received relatively little attention.

### 4.3.3. Practices of CPD implementation and teachers' Engagement in CPD Activities

**Table 6 Teachers' participation in Different Areas of CPD**

SN	Types of continuous professional development activities	N	Frequencies					Mean	Remark	Rank	F value	P value
			VL	L	A	H	VH					
1	Induction	111	0(00)	8(7.2)	33(29.7)	65(58.6)	5(4.5)	3.6	H	5	0.34	0.7
2	English language improvement program (ELIP)	111	8(7.2)	66(59.5)	23(20.7)	12(10.8)	2(1.8)	2.41	L	7	0.51	0.59
3	Student-centered teaching	111	4(3.8)	6(5.4)	9(8.1)	78(70.3)	16(14.4)	3.9	H	1	0.81	0.44
4	Continuous assessment	111	3(2.7)	10(9)	18(16.2)	71(64)	8(7.2)	3.62	H	4	1.46	0.23
5	Action research	111	5(4.5)	85(77.5)	3(2.7)	17(15.3)	0(00)	2.29	L	8	0.45	0.64
6	Classroom management	111	0(00)	5(4.5)	15(13.5)	87(78.4)	4(4)	3.81	H	2	0.37	0.68
7	Issues related to student discipline	111	16(14.4)	61(55)	14(12.6)	20(18)	0(00)	2.34	L	6	1.65	0.9
8	Issues of partnership	111	0(00)	7(6.3)	24(21.6)	77(69.4)	3(2.7)	3.68	H	3	1.23	0.29

*N.B.* VL (Very Low) = 1, L (Low) =2, AV (Average) = 3, H (High) =4, VH (Very High) =5

As indicated in table 6 item 1, respondents were requested to indicate their level of agreement on whether teachers participate in the area of induction. From the total respondents 65 (58%) respondents agreed that they have high agreement with the mean value of 3.6. The corresponding results of ANOVA indicated there is no statistically significant mean difference among the three groups of respondents.  $F(2,108) = 0.34$   $p > 0.05$ , one tailed. Therefore it can be deduced that teachers have high engagements in the areas of induction. In addition the data gathered through document review indicates that teachers' participation in the area of induction was better than participation of proper CPD.

In the light of the above MoE (2005) stated that Teacher Development Program (TDP) of in-service and CPD were developed and introduced on rigorous implementation in all schools. According to the National CPD guideline, the NDTs teachers were expected to go through a two year induction program supported by experienced teachers (mentors).

As it can be shown in table 6 item 2, respondents were requested to indicate their level of agreement on whether teachers participate in the area of English language improvement program (ELIP). From the total respondents 66 (59.5%) respondents agreed that they have low agreement with the mean value of 2.41. The corresponding results of ANOVA indicated there is no statistically significant mean difference among the three groups of respondents.  $F(2,108) = 0.51$   $p > 0.05$ , one tailed. Therefore it can be deduced that teachers have low engagements in the areas of English language improvement program.

In the light of the above TDPI impact assessment shows limitations in quality of general education (World Bank, 2008). Similarly, according to recent survey on the assessment of current situation of teaching and learning in Mathematics and science education in primary grades 7 and 8 in Oromia, Amahara and Addis Ababa City Administration, the teaching methods employed in schools are still teacher-centered and teachers are entangled with the traditional teaching methods and the instructional medium (English) is acting as a barrier to effective learning (JICA, 2011)

In item 3 of table 6, respondents were requested to indicate their level of agreement on whether teachers participate in the area of student-centered teaching. From the total respondents 78(70.3%) agreed that they have high agreement with the mean value of 3.9. The corresponding results of ANOVA indicated there is no statistically significant mean

difference among the three groups of respondents.  $F(2,108) = 0.81$   $p > 0.05$ , one tailed. Therefore this implies that teachers have high engagements in the areas of student-centered teaching. In addition, interview respondents (supervisors) across the schools confirmed that:

*“...Professional development activities helped teachers to develop awareness about student-centered and continuous assessment techniques. Continuous assessment techniques and student-centered active learning methods are the area of teachers’ engagement in our schools. But there are limitations in the practical application of student-centered active learning methods in classes.”*

In the same vein According to the Education and Training Policy (MoE, 1994) student centered-active learning and continuous assessment is part of the new educational thinking in the new education reform program. Similarly As it was indicated in the framework of Continuous Professional Development (CPD) for primary and secondary school teachers, leaders and supervisors in Ethiopia (MoE, 2009), the Education and Training Policy (ETP) set high standards for teachers and described new approach to education. At the heart of this new approach was the promotion of more active learning, problem solving, and student centered teaching methods.

Regarding to table 6 items 4, respondents were requested to indicate their level of agreement on whether teachers participate in the area of continuous assessment. From the total respondents 71 (64%) agreed that they have high agreement with the mean value of 3.62. The corresponding results of ANOVA indicated there is no statistically significant mean difference among the three groups of respondents.  $F(2,108) = 1.46$   $p > 0.05$ , one tailed. Therefore this implies that teachers have high engagements in the area of continuous assessment.

In the light of the above MoE (2002b) stated that CPD was launched to solve the complex situation of teacher training program. The major objectives of the CPD are to produce teachers: (1) with appropriate academic knowledge, professional ethics, attitude, commitment and self confidence;(2) capable of conducting action research, apply participatory problem solving and learner centered teaching approach, implement continuous assessment techniques, practice democratic principles in class room and are competent to discharge social responsibilities;(3) responsible to encourage students particularly females who are interested and have the potential to join teaching profession;

(4) who care for the physical, social and emotional development of their students and support students (specifically students with special needs) by preparing and applying educational technology and enhance students learning practices.

As stated in table 6 item 5, respondents were requested to indicate their level of agreement on whether teachers participate in the area of action research. From the total respondents 85 (77.5%) respondents agreed that they have low agreement with the mean value of 2.29. The corresponding results of ANOVA indicated there is no statistically significant mean difference among the three groups of respondents.  $F(2,108) = 0.78$   $p > 0.05$ , one tailed. Therefore this implies that teachers have low engagements in the areas of action research. In addition, interview respondents of Lume Woreda and Bora Woreda secondary schools confirmed respectively that:

*“...There is no good environment to engage in research. There is poor coordination, work load, poor management support, routine activities (regular meetings and the like) consumed much of teachers time which limited engagement in research. Not more than 2 or 3 action researches conducted per year despite large number of proposal submitted.”*

*There is limited number of action research outputs due to inadequate knowledge and skill to conduct action research and low level of teacher's commitment. Teachers planned to conduct 6 action researches on different topics this year.*

Drawing up data from interview (with supervisors) and document review, on average there are 3 to 4 action research outputs each year per year. This figure indicated the low level of action research outputs compared with the number of teachers.

In item 6 table 6 of above, respondents were requested to indicate their level of agreement on whether teachers participate in the area of classroom management. From the total respondents 87 (78.4%) respondents agreed that they have high agreement with the mean value of 3.81. The corresponding results of ANOVA indicated there is no statistically significant mean difference among the three groups of respondents.  $F(2,108) = 0.37$   $p > 0.05$ , one tailed. Therefore it can be deduced that teachers have high engagements in the areas of classroom management.

As it was seen from item 7 of table 6, respondents were requested to indicate their level of agreement on whether teachers participate in issues related to student discipline. From the total respondents 61(55%) respondents agreed that they have low agreement with the mean

value of 2.34. The corresponding results of ANOVA indicated there is no statistically significant mean difference among the three groups of respondents.  $F(2,108) = 1.65, p > 0.05$ , one tailed. Therefore it can be deduced that teachers have low engagements in the areas of issues related to student discipline.

Regarding the last items of table 6, respondents were requested to indicate their level of agreement on whether teachers participate in the area of issues of partnership. From the total respondents 77 (69.4%) agreed that they have high agreement with the mean value of 3.68. The corresponding results of ANOVA indicated there is no statistically significant mean difference among the three groups of respondents.  $F(2,108) = 1.23, p > 0.05$ , one tailed. Therefore it can be deduced that teachers have high engagements in the areas of issues of partnership.

In an open-ended question respondents were also asked to mention other areas of their CPD experiences. A number of additional areas of CPD activities not included in the questionnaire were also raised. The following were cited as additional CPD experiences: peer observation, experience sharing visits, student counseling, inclusive education, preparation, uses of teaching aids and attending ICT training programs. Promoting quality in education presuppose many efforts. Review of documents indicated that different area of CPD activities are part of the schools work plan. In addition, one of the interviewees among 6 supervisors responded that:

*“...CPD programs are part of the school’s annual work plan. CPD activities were conducted in the form of capacity building training, education conferences, peer discussion, or through supported self-study materials provided. Teachers’ engagement in CPD activities is limited.”*

In the light of the above, according to the assessment report on Thailand Education Reform Program (OCS, 2002), the major constraints to the design and delivery of teacher development programs identified include lack of necessary knowledge and skills about new learning strategies. In this regard, this report recommends types of new knowledge, new learning strategies, assessment and evaluation, integrated teaching, ICT competency, mentoring, and action research as the most focus areas for teacher development needs of teach.

#### 4.4. Achievements of CPD experiences.

**Table 7** Achievements of Teachers Continuous Professional Development Activities

SN	Items	N	Frequencies					mean	Rem ark	rank	F value	P Value
			SD	D	Un	A	SA					
1	CPD activities have had the largest impact on me/teachers work	111	1 (.9)	13 (11.7)	18 (16.2)	57 (51.4)	22 (19.8)	3.77	A	2	1.43	0.24
2	CPD improved teaching content knowledge	111	2 (1.8)	16 (14.4)	23 (20.7)	55 (49.5)	15 (13.5)	3.59	A	6	0.71	0.49
3	CPD helped teachers to trigger or respond to the adoption of new techniques of teaching and learning	111	0	15 (13.5)	26 (23.4)	56 (50)	14 (12.6)	3.62	A	4	2.22	0.11
4	CPD improved my/teachers classroom management skills.	111	0	12 (10.8)	14 (12.6)	62 (55)	23 (20.7)	3.86	A	1	1.92	0.15
5	CPD helped me/teachers to develop greater sense of efficacy (beliefs about) my/ teachers capacity to impact student achievements.	111	8 (7.2)	8 (7.2)	10 (9)	64 (57.7)	21 (18.9)	3.74	A	3	3.39	0.15
6	CPD leveraged efforts to improve student achievement	111	0(.9)	19 (17.1)	23 (20.7)	52 (46.8)	17 (15.3)	3.6	A	5	2.19	0.11
7	CPD enhanced sustained changes in teaching practices	111	6 (5.4)	15 (13.5)	21 (11.7)	54 (48.6)	15 (13.5)	3.51	A	8	2.31	0.1
8	CPD strengthened important psychological and /or motivational aspects in teaching	111	8 (7.2)	13 (11.7)	18 (16.2)	53 (47.7)	19 (17.1)	3.56	A	7	1.1	0.34
9	enhanced commitment to teaching	111	7 (6.1)	69 (62.2)	9 (8.1)	26 (23.4)	0 (00)	2.49	D	10	1.1	0.34
10	CPD enhanced opportunities for interaction with program participants and other professionals	111	4 (3.6)	18 (16.2)	17 (15.3)	61 (55)	11 (9.9)	3.51	A	8	0.25	0.78

*N.B. SD (Strongly Disagree) =1, D (Disagree) =2, Un (Undecided) =3, A (Agree) =4, SA (Strongly Agree) =5*

As it can be seen from table 7 item 1, respondents were asked to give their opinion on whether CPD practices have had the largest impact on teachers work. From the total respondents 57(51.4%) with the mean value of 3.77 showed agreements. The corresponding results of ANOVA indicated there is no statistically significant mean difference among the three groups of respondents.  $F(2,108) = 1.43$   $p > 0.05$ , one tailed. This indicates that all groups of respondents agreed in their responses that CPD practices have had the largest impact on teacher's work. In addition to this the interview result shows the same thing regarding the above idea. Therefore it can be deduced that CPD practices have had the largest impact on teachers work.

In the light of this, high quality professional development programs impact teachers' knowledge, commitment, motivation, and teacher efficacy (Ashdown & Rossi, 2005). Research evidences show that it is better when professional development programs be seen from teachers' perspectives to enhance their professional knowledge and school objectives, not only as a means to improve instructional practices. Little (1993), cited in Ashdown and Rossi (2005), states "professional development in the service of program implementation potentially masks issues concerning whether or not the professional development meets the teachers' own perceived learning needs"

Regarding to table 7 item 2, respondents were asked to give their opinion on whether CPD improved teaching content knowledge. Out of the total respondents, 55(49.5) with the mean value of 3.59 showed agreements. The corresponding results of ANOVA indicated there is no statistically a significant mean difference among the three groups of respondents.  $F(2,108) = 0.71$   $p > 0.05$ , one tailed. In addition to this the interview result shows the same thing regarding the above idea. Therefore it can be reduced that improved teaching content knowledge was achievement of CPD activities.

In the line of this Ashdown and Rossi (2005) state "Teacher knowledge and skill is only one element required for successful instructional reform." Assessment report on Thailand Education Reform Project, by Office of Commercial Services (OCS) states: Teachers need to become truly professional practitioners who have the capacity to identify the most appropriate strategy and design learning experiences for specific learning situations, students, and content. Consequently, they should be assisted and encouraged to expand their skills and their understanding of different types of knowledge and the underlying philosophies of the new approaches to teaching and learning. (OCS, 2002)

As it can be seen from table 7 item 3, respondents were requested to indicate their level of agreement on whether CPD helped teachers to trigger or respond to the adoption of new techniques of teaching and learning. Out of the total respondents 56(50.5) with mean value of 3.62 showed agreements. The corresponding results of ANOVA indicated there is no statistically a significant mean difference among the three groups of respondents.  $F(2,108) = 2.22$   $p > 0.05$ , one tailed. In addition to this the interview result shows the same thing regarding the above idea. Therefore it can be deduced that helping teachers to trigger or respond to the adoption of new techniques of teaching and learning was achievement of CPD activities.

As stated in table 7 item 4, respondents were requested to indicate their level of agreement on whether CPD improved teacher's classroom management skills. Out of the total respondents 62(55 %) with mean value of 3.86 showed agreements. The corresponding results of ANOVA indicated there is no statistically a significant mean difference among the three groups of respondents.  $F(2,108) = 1.92$   $p > 0.05$ , one tailed.

This indicates that all groups of respondents agreed in their responses that CPD improved teachers' classroom management skills. In addition to this the interview result shows the same thing regarding the above idea. Therefore this implies that the CPD improved teacher's classroom management skills.

According to item 5 in table 7, respondents were requested to indicate their level of agreement on whether TDP helped me/teachers to develop greater sense of efficacy (beliefs about) teachers' capacity to impact student achievements. Out of the total respondents 64(57.7%) with mean value of 3.74 showed agreements. The corresponding results of ANOVA indicated there is no statistically a significant mean difference among the three groups of respondents.  $F(2,108) = 1.92$   $p > 0.05$ , one tailed. In addition to this the interview result shows the same thing regarding the above idea. Therefore this implies that greater sense of efficacy (beliefs about) teachers' capacity to impact student achievements was achievement of CPD activities.

In the same vein teachers have significant place in education reform programs (OECD, 2010). In this regard, Chapman and Adams (2002) also state: Central to the process of teaching and learning and to education reform is the role of the teacher when engaging students in development of their intellectual and emotional strengths and in examination of

learning within the context of their everyday experiences and the society around them. Teaching roles change over time in response to new patterns of education governance and management, new kinds of students, new theories of teaching and learning, and new technologies.

In item 6 of table 7, respondents were requested to indicate their level of agreement on whether CPD leveraged efforts to improve student achievement. Out of the total respondents 52(48.8.4) with the mean value of 3.6 showed agreements. The corresponding results of ANOVA indicated there is no statistically a significant mean difference among the three groups of respondents.  $F(2,108) = 2.19 p > 0.05$ , one tailed.

This indicates that all groups of respondents agreed in their responses that CPD leveraged efforts to improve student achievement. In addition to this the interview result shows the same thing regarding the above idea. Therefore it can be deduced that leveraged efforts to improve student achievement was achievement of CPD activities.

In the same vein despite conceptual perspectives surrounding the quality of education, it is apparent that well-trained teachers can make difference in quality education attainment processes. There are many research evidences on the impact of teacher quality on the quality of education and education outcomes in general. Rice (2003), cited in Hoy and Miskel (2005), and declares that teacher quality is the most important school related factor influencing student achievement. Darling-Hammond (2000) also contends that teacher quality is one of the important significant factors than class size in contributing to student achievement.

According to item 7 in table 7, respondents were requested to indicate their level of agreement on whether CPD enhanced sustained changes in teaching practices. Out of the total respondents 54(48.6%) with mean value of 3.51 showed agreements. The corresponding results of ANOVA indicated there is no statically a significance mean difference among the three groups of respondents.  $F(2,108) = 2.31 p > 0.05$ , one tailed. This indicates that all groups of respondents agreed in their responses that CPD enhanced sustained changes in teaching practices. In addition to this the interview result shows the same thing regarding the above idea. Therefore this implies that sustained changes in teaching practices were achievement of CPD activities.

As it can be seen from table 7 item 8, respondents were asked to give their opinion on whether CPD strengthened important psychological and /or motivational aspects in teaching. Out of the total respondents 53(47.7) with mean value of 3.56 showed agreements. The corresponding results of ANOVA indicated there is no statistically a significant mean difference among the three groups of respondents.  $F(2,108) = 1.1$   $p > 0.05$ , one tailed. This indicates that all groups of respondents agreed in their responses that CPD strengthened important psychological and /or motivational aspects in teaching. In addition to this the interview result shows the same thing regarding the above idea. Therefore it can be deduced that strengthened important psychological and /or motivational aspects in teaching was achievement of CPD activities.

In the same vein according to Desimone et.al.(2002), cited in Ashdown and Rossi (2005), Participation in professional development programs enabled teachers to become more skilled and to strengthen important psychological and motivational aspects in teaching. In addition, he concluded that change in teaching practices would occur only if teachers had the opportunities to participate in high-quality professional development.

As it can be seen from table 7 item 9, respondents were requested to indicate their level of agreement on whether CPD enhanced commitment to teaching. Out of the total respondents 69 (62.2) with mean value of 2.49 showed disagreements. The corresponding results of ANOVA indicated there is no statistically a significant mean difference among the three groups of respondents.  $F(2,108) = 1.1$   $p > 0.05$ , one tailed. This indicates that all groups of respondents agreed in their responses that CPD not enhanced commitment to teaching. In addition to this the interview result shows the same thing regarding the above idea. Therefore this implies that commitment to teaching was not achievement of CPD activities.

In the same vein the research survey conducted by Belay (2012) in Benishangul-Gumuz Regional state in Metekel Zone secondary schools states that, teachers did not understand why CPD is offers, lower commitment of teachers and principals are the major problems in the study area.

However according to Schepens (2005) believes that reforms and innovations attract motivated persons. Firestone and Pennell (1993), cited in Ashdown and Rossi (2005), define commitment as “a voluntary state in which intrinsic motivation towards the goals and values of an institution inspire efforts beyond minimal expectations is expended” .In

light of this, they indicated that commitment can be an important motivation to aid teachers through the demands of implementing new approaches to instruction. They, further state: Teacher commitment in the context of school improvement efforts was most effectively addressed through work conditions, such as increased opportunities for participation in decision making, collaboration with colleagues to create more learning opportunities, and increased feedback to teachers about their work.

According to item 10 in table 7, respondents were requested to indicate their level of agreement on whether CPD enhanced opportunities for interaction with program participants and other professionals. Out of the total respondents 61(55%) with mean value of 3.51 were showing agreements. The corresponding results of ANOVA indicated there is no statistically a significant mean difference among the three groups of respondents.  $F(2,108) = 0.25$   $p > 0.05$ , one tailed. This indicates that all groups of respondents agreed in their responses that CPD enhanced opportunities for interaction with program participants and other professionals. In addition to this the interview result shows the same thing regarding the above idea. Therefore it can be deduced that opportunities for interaction with program participants and other professionals was achievement of Teachers Development Program activities.

However, under-investment in professional development for teaching and failure to support professional learning on a sustained basis is also a problem (Watson, 2005). As a result of this, Watson (2005) holds that inadequate professional development increases teachers' sense of isolation, impedes teachers' professional learning needs, reduces opportunities for teachers to collaborate and learn from each other, and limits opportunities to assess and make use of the extensive range of curricular materials available.

### 1. 4.5. Challenges to Participation in CPD Activities

**Table 8 Challenges to Participation in CPD Activities**

SN	Items	N	Frequencies					mean	Rem ark	rank	F value	P value
			SD	D	Un	A	SA					
1	Conflict with work schedule	111	1(0.9)	13(11.7)	9(8.1)	75(67.6)	13(11.7)	3.79	D	4	1.59	0.85
2	Did not have the prerequisites (experience, other requirements,)	111	4(3.6)	50(45)	25(22.5)	32(28.8)	0(00)	2.77	Un	6	3.33	0.03
3	Lack of management support	111	1(.9)	6(5.4)	6(5.4)	80(72.1)	18(16.2)	3.98	A	1	0.98	0.37
4	Lack of information	111	2(1.8)	5(4.5)	16(14.4)	73(65.8)	15(13.5)	3.85	A	2	1.25	0.29
5	High workload	111	0(00)	10(9)	14(12.6)	72(64.9)	15(13.5)	3.83	A	3	1.44	0.24
6	Topics do not correspond with real demands of teachers	111	4(3.6)	85(76.6)	8(7.2)	14(12.6)	0(00)	2.29	D	9	0.51	0.6
7	CPD lacks clear link between succeeding PD course topics and content	111	0(00)	77(69.4)	21(18.9)	13(11.7)	0(00)	2.42	D	7	5.1	0.007
8	Resource teachers lack sufficient content knowledge or pedagogical skills	111	2(1.8)	12(108)	16(14.4)	74(66.7)	7(6.3)	3.65	A	5	1.58	0.21
9	CPD modules are not relevant to local needs/condition	111	6(5.4)	82(73.9)	13(11.7)	10(0.9)	0(0.00)	2.4	D	8	0.39	0.67

*N.B. SD (Strongly Disagree) =1, D (Disagree) =2, Un (Undecided) =3, A (Agree) = 4 SA (Strongly Agree) =5*

As it can be seen from table 8 item 1, respondents were requested to indicate their level of agreement on whether conflict with work schedule was challenge to Participation in CPD Activities. Out of the total respondents 75(67.6%) with mean value of 3.79 were showing agreements. The corresponding results of ANOVA indicated there is no statistically significant mean difference among the three groups of respondents.  $F(2,108) = 1.59$   $p > 0.05$ , one tailed. This indicates that all groups of respondents agreed that conflict with work schedule was challenge to Participation in CPD Activities. In addition to this the interview result shows the same thing regarding the above idea. Therefore it can be deduced that Conflict with work schedule was challenge to Participation in CPD Activities.

In the light of this research evidences also show that there are different factors that prevent teachers from undertaking as much professional development as they would like. For example, conflict with their work schedule; lack of suitable opportunity for professional development; and no suitable professional development programs. Similarly, under-investment in professional development for teaching and failure to support professional learning on a sustained basis is also a problem (Watson, 2005).

As it is shown in item 2 of table 8, respondents were requested to indicate their level of agreement on whether not having the prerequisites (experience, other requirements,) was challenge to participation in CPD Activities. Out of the total respondents 50(45%) were showing undecided with mean value of 2.77. The corresponding results of ANOVA indicated there is no statistically significant mean difference among the three groups of respondents.  $F(2,108) = 3.33$   $p > 0.05$ , one tailed. This indicates that all groups of respondents agreed in their responses that not having the prerequisites (experience, other requirements,) was challenge to participation in CPD Activities. In addition to this the interview result shows the same thing regarding the above idea. Therefore this implies that not having the prerequisites (experience, other requirements,) was not challenge to participation in CPD activities.

As it can be seen from table 8 item 3, respondents were requested to indicate their level of agreement on whether Lack of management support was challenge to participation in TDP activities. Out of the total respondents 80(72.1%) with mean value of 3.98 were showing agreements. The corresponding results of ANOVA indicated there is no statistically significant mean difference among the three groups of respondents.  $F(2,108) = 0.98$   $p > 0.05$ , one tailed. This indicates that all groups of respondents agreed in their responses

that lack of management support was challenge to participation in CPD Activities. In addition to this the interview result shows the same thing regarding the above idea. Therefore it can be concluded that lack of management support can be challenge to participation in CPD activities.

In the same vein the frame work document of MoE (2009) indicates that there are some problems with CPD practice in schools, such as, time constraint ,lack of shared vision ,lack of common understanding of partners on CPD, lack of collaboration in monitoring and evaluation system ,lack of adequate awareness among teachers, absence of clearly defined objectives ,turnover of CPD facilitators ,lack of qualified leadership, the absence of link between CPD, and teachers career structure are identified problems in the CPD implementation process by secondary school teachers.

According to item 4 in table 8, respondents were requested to indicate their level of agreement on whether lack of information was challenge to participation in CPD Activities. Out of the total respondents 73(65.8) with value of 3.85 were showing agreements. The corresponding results of ANOVA indicated there is no statistically a significant mean difference among the three groups of respondents.  $F(2,108) = 1.25$   $p > 0.05$ , one tailed. This indicates that all groups of respondents agreed in their responses that lack of information was challenge to participation in CPD Activities. In addition to this the interview result shows the same thing regarding the above idea. Therefore this implies that lack of information can be challenge to participation in CPD Activities.

In the light of this the frame work document of MoE (2009) indicates that there are some problems with CPD practice in schools, such as “lack of shared vision , lack of common understanding of partners on CPD, lack of collaboration in monitoring and evaluation system ,lack of adequate awareness among teachers, lack of qualified leadership, the absence of link between CPD, and teachers career structure” are identified problems in the CPD implementation process by secondary school teachers.

As it can be seen from table 8 item 5, respondents were requested to indicate their level of agreement on whether high workload was challenge to participation in CPD Activities. Out of the total respondents 72(64.9%) with mean value of 3.83 were showing agreements. The corresponding results of ANOVA indicated there is no statistically a significant mean difference among the three groups of respondents.  $F(2,108) = 1.44$   $p > 0.05$ , one tailed. This

indicates that all groups of respondents agreed in their responses that high workload was challenge to participation in CPD Activities. In addition to this the interview result shows the same thing regarding the above idea. Therefore it can be reduced that high workload was challenge to participation in CPD Activities.

In the light of this Random (2011) and Addis (2008) identified similar constraints in the implementation of CPD activities. Similarly, study by Hogenbosch (2009) comes up with the finding that heavy workloads as the main constraints from the perspectives of primary school teachers in Amhara Region.

As it was seen from item 6 of table 8, respondents were requested to indicate their level of agreement on whether not corresponding of topics with real demands of teachers was challenge to participation in CPD Activities. Out of the total respondents 85(76.5%) with mean value of 2.29 were showing disagreements. The corresponding results of ANOVA indicated there is no statistically a significant mean difference among the three groups of respondents.  $F(2,108) = 0.51$   $p > 0.05$ , one tailed. This indicates that all groups of respondents agreed in their responses that do not corresponding of topics with real demands of teachers' was not challenge to participation in CPD Activities. In addition to this the interview result shows the same thing regarding the above idea. Therefore this implies that not corresponding of topics with real demands of teachers was not challenge to Participation in CPD activities.

As it can be seen from table 8 items 7, respondents were requested to indicate their level of agreement on whether CPD lacks clear link between succeeding PD course topics and content was challenge to participation in CPD activities. Majority of the respondents 77(69.4%) with mean value of 2.24 were showing disagreements. The corresponding results of ANOVA indicated there is no statistically significant mean difference among the three groups of respondents.  $F(2,108) = 5.1$   $p > 0.05$ , one tailed. This indicates that all groups of respondents agreed in their responses that clear link of CPD between succeeding PD course topics and content was not challenge to Participation in CPD activities. In addition to this the interview result shows the same thing regarding the above idea. Therefore it can be reduced that clear link of CPD between succeeding PD course topics and content was not challenge to Participation in CPD activities.

As it can be seen from table 8 item 8, respondents were asked to give their answer on whether resource teachers lack sufficient content knowledge or pedagogical skills was challenge to Participation in CPD Activities. Out of the total respondents 74(66.7) with mean value of 3.65 were showing agreements. The corresponding results of ANOVA indicated there is no statistically significant mean difference among the three groups of respondents.  $F(2,108) = 1.5$   $p > 0.05$ , one tailed. This indicates that all groups of respondents agreed in their responses that lack of resource teachers' sufficient content knowledge or pedagogical skills was challenge to participation in CPD activities. In addition to this the interview result shows the same thing regarding the above idea. Therefore this implies that lack of resource teachers' sufficient content knowledge or pedagogical skills was challenge to participation in CPD Activities.

Regarding the last items of table 8, respondents were requested to indicate their level of agreement on whether CPD modules are not relevant to local needs/ condition was challenge to participation in CPD Activities. Out of the total respondents 82(73.9%) with mean value of 2.4 were showing disagreements. The corresponding results of ANOVA indicated there is no statistically significant mean difference among the three groups of respondents.  $F(2,108) = 0.39$   $p > 0.05$ , one tailed. This indicates that all groups of respondents agreed in their responses that CPD modules relevant to local needs/ condition was not challenge to participation in CPD activities. In addition to this the interview result shows the same thing regarding the above idea. Therefore it can be reduced that CPD modules relevant to local needs/ condition was not challenge to Participation in CPD activities.

## **5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This part presents the summary of the findings of the study conclusions and recommendations forwarded. Accordingly, this chapter summarizes the main findings, conclusions, and recommendations regarding the Practices and challenges of the CPD based on the following stipulated research questions.

1. What is the Practices of Teachers Continuous Professional Development Program implementation in East Shoa Zone secondary schools?
2. What achievement has been gained as a result of CPD in East Shoa Zone secondary schools?
3. What are the challenges in the implementation of CPD in East Shoa Zone secondary schools?
4. What mechanism can be opted to improve the implementation of CPD in East Shoa Zone secondary schools?

### **5.1. Summary**

The purpose of the study was to investigate the Practices and Challenges of Teachers continuous professional Development in East shoa Zone secondary schools. The samples of the study were taken from Ude, Bulbula, Bora, Bosat, Kunce dekabora and Hawas melkasa secondary schools comprised 93 teachers, 6 principals, 6 supervisors, and 12 WEO officials. The study includes both quantitative and qualitative approaches. Data was collected through self administered questionnaires, interviews and document reviews. Frequencies, percentages, and mean scores were used to summarize demographic variables of respondents' and describe variables used to measure respondents 'opinions on the Practices and challenges of the CPD implementation.

#### **Issues related to the Practices of CPD implementation**

1. The majority of teachers' understanding or have knowledge about the objectives of the focused CPD on those reform initiatives for the improvement of the quality education in-service programs. There is significant support of the TDP in the implementation of quality education in the secondary schools. In the interview respondents expressed trust towards the program and value the contributions. The majority of respondents acknowledged the

contribution of CPD towards government efforts to improve quality of the secondary school through in-service programs aimed at facilitating the training program.

Teachers' commitment and motivations are necessary since the aim of the reform program is to bring them to the forefront of ensuring the quality of education. Data analysis revealed that there is limited commitment to work together towards the school vision. It is indicated that : Lack of management support, high work load, weak monitoring and evolution system and absence of reward mechanisms are some of the factors for low level of teachers' commitments. Low level of commitment has had its own effect on the overall implementation of the program. For example, there are variability among the teachers in the practical application of the new approaches to teaching and learning (e.g. student-centered active learning methods).

As an outcome of this study, there is poor coordination between different responsible bodies in the implementation of CPD (schools, REB, MoE). Poor communication is one of the challenges in coordination among different partners (schools, WEO, ZEB, REO, and MoE.)

Regular support and monitoring and evaluation should be part of the day to day responsibilities to maximize the outcomes expected from the schools, woreda education office, and zone education office. However, the status of management support and monitoring and evaluation were found to be inadequate in the CPD implementations.

Data analyses revealed low attention given to portfolio experiences. There is variability among the respondents in maintaining own portfolio. Teachers felt that maintaining portfolio has had little value or importance to them and/or there is lack of clear awareness on the purposes of maintaining portfolio. Some informants lacked knowledge and skills needed to document their portfolio experiences. Moreover, it was found out that there is low level of follow up to document of CPD experiences and use as a feedback for planning.

Teachers were exposed to various CPD activities. Induction, student-centered teaching, Continuous assessment, classroom management, and partnership are areas where attention was given across the schools. On the other hand, teachers' engagement in the areas of issues related to student discipline and action research was very limited. It was found out that CPD activities were mostly planned for teachers to impart knowledge in order to implement a curriculum than as part of teachers' life-long learning. This will be a challenge as indicated

by some scholars. Research evidences indicate that there are various teachers development needs of teachers. (OCS (2002,) indicated that areas like; new knowledge, new learning strategies, assessment and evaluation, integrated teaching, ICT competency, mentoring, and action research to be necessary to implement student-centered learning. It also stated that teacher competencies in using student-centered learning require a high level of content knowledge.)

Bell and Gilbert (1996) also recommends similar areas for intervention. Therefore, the focus areas are consistent with research findings. However, teachers are engaged in limited areas of CPD activities. For example, areas of action research were given low attention.)

### **Issues related to the achievements of CPD**

2. From teachers' point of view, various achievements associated with their CPD activities. CPD activities helped teachers to improve gains in content knowledge, adopt new techniques of teaching and learning, improve classroom management skills, to develop greater sense of efficacy, leverage efforts to improve student achievements, strengthen psychological and /or motivational aspects in teaching, and opportunities for interaction with program participants are some achievements of CPD activities. (That is consistent with Desimone et. al. (2002), cited in Ashdown and Rossi (2005,) and Ashdown and Rossi (2005).

Teachers also believed that their CPD activities have improved opportunities for interaction with different program participants and other professionals and improved relationships among teachers and students. An important element of current educational thinking about how to facilitate student learning is the application of student centered active learning and continuous assessment methods. In this regard, CPD activities helped teachers to develop awareness on active learning and continuous assessment methods. However, there are limitations in the practical application of CPD outputs. It was found out that student-centered methods were more practiced than continuous assessment techniques in the teaching and learning processes at schools.

### **Issues related to the challenges in the implementation of CPD**

3. There are challenges to engagement in CPD activities. The commonly cited ones include: Lack of management support, lack of information, high work load, weak monitoring, and evolution system, low level of teachers' commitment and lack of resource teachers'

sufficient content knowledge or pedagogical skills were found to be challenges to participate in CPD activities.

On top of this, there are also limitations to link continuous professional development efforts to incentives as proposed in National Framework for Teacher Development. Particularly, efforts to document and utilize feedbacks as part of the continuing profession development activities is lacking.

## **5.2. Conclusions**

Based on the major findings of the study the investigator drew the following conclusions. The study accompanied both quantitative and qualitative methods and identified key-gaps in program implementation and recommend actions to be taken for the improvement of the program.

1. The emerging literature on CPD emphasizes on the professional growth of teachers from different perspectives. In the light of this, teachers' awareness about the objectives of CPD is narrowly conceptualized with regard to the emerging literature. In addition, their knowledge of CPD was limited in scope to only some aspects of the training program.

2. As the result of the study indicated, it was found out that high workload, low management support, poor feedback mechanisms, and absence of reward mechanisms are some of the factors for the low level of teachers' commitment. Therefore, it is important to indicate that heavy workloads resulted in frustrations and affected school initiative taking. In addition, much focus on routine activities discouraged teachers not to manage their time properly and not to focus on strategic issues. In the same vein, low management support affected school efficiencies and resulted in low school performance and quality of work performed.

3. As shown in the finding Coordination among different stakeholders (schools, WEO, ZEO, REB, and MoE) in the implementation of CPD is found to be less effective. There is poor communication between schools, WEO, ZEO, REB and MoE. Therefore, there are inadequate shared responsibilities and accountability systems to realize the overarching goal of CPD for quality secondary school education. Existence of regular support and follow up are important for sustaining changes effectively. It is found to be very significant for supporting quality improvement processes. In this regard, the inadequacy of management support and inefficiencies in monitoring and evaluation affected the various activities of

CPD implementations. Particularly, the low status of management support affected teachers' commitment to work towards the school vision.

4. According to the finding, there is no variability among the respondents in maintaining own CPD portfolio and there is also lack of clear awareness on the purposes of portfolio and lack of skills required to maintain CPD portfolio activities. Therefore, there is poor follow up and challenges in systematic planning of teachers' CPD activities. CPD activities are part of the schools work plan and there are opportunities for engagement in CPD activities across the schools.

5. As a result, it is clear that schools have understood the potential benefits of CPD activities. In addition, CPD activities practiced across the schools are similar and consistent with the intention of the new Education and Training Policy of Ethiopia. However, it is found out that there are limited areas of CPD engagement as regards to the broader goals of the new education reform program that tries to transform all aspects of the education system. There are limitations to see TDP experiences from the perspectives of teachers' growth and life-long learning.

6. As the result of the study indicated there were achievements of CPD at secondary schools. Continuous professional development practices have had impact on teachers' work due to the following reasons: improved gains in content knowledge; adoption of new techniques of teaching and learning, improved classroom management skills, developed greater sense of efficacy, leveraged efforts to improve student achievements, strengthened important psychological and /or motivational aspects in teaching, and enhanced opportunities for interaction with program participants. In addition, CPD activities have improved opportunities for interaction with different program participants and other professionals; improved relationships among teachers, school, and students.

7. According to the Education and Training Policy (MoE, 1994) student centered-active learning and continuous assessment are part of the new educational thinking in the new education reform program. In this regard, the study shows that CPD activities helped teachers to develop awareness about student-centered and continuous assessment techniques.

8. As the result of the study indicated, there are various challenges to participation in CPD activities that are similar among the schools. Teacher related factors, school related factors,

and external factors were pervasive complaints from the respondents across the schools. Lack of management support, Lack of information, High workload, and lack of resource teachers' insufficient content knowledge or pedagogical skills and low level of teachers' commitment were also found to be significant challenges across the schools to effectively manage the program. On top of this, efforts to link continuous professional development activities to incentives as proposed in National Framework for Teacher Development were also absent. Furthermore, lack of feedback mechanisms and low level of follow up have contributed for the inefficiencies.

The study identified absence of comprehensive monitoring and evaluation system coupled with low level of efforts in monitoring and evaluation. In view of these, absence of fixed schedule for monitoring, inadequacy of the monitoring system, more focus on quantitative aspects, limited capacity, and poor feedback mechanisms made monitoring and evaluation system less efficient.

### **5.3. Recommendations**

Based on the major findings of the study, which are being built through data analysis and the conclusions drawn, the following recommendations are suggested to address the findings and conclusions of the study.

1. There should be opportunities for teachers to develop broader knowledge/ understanding about the overall direction of the Education and Training Policy and the broader goals of the CPD to effectively take part in the implementation of the program. In this regard, schools should include important areas of the Education and Training Policy and TDP strategies in their CPD plans.

2. Government should improve the work condition of teachers' in order to enhance teacher's motivation and commitment to work towards the envisaged goals. There should be improved communication and coordinated effort between REB, ZEO, WEO, and schools. WEO is expected to give professional and technical support and streamline feedback mechanisms to improve their shared responsibilities. Schools should have strong management system and leadership to support and guide teachers for quality education. Teachers should be given clear awareness about the purposes of their own portfolio experiences for systematic planning of CPD activities. In order to develop the quality of

education and improve the professional skill of teachers, the school management bodies should have the responsibility of practicing CPD/TDP activities within their schools by arranging workshops, meetings, regular observation of teachers and giving feedback.

3. It is found out that there is consistency between the focus of education policy and the TDP activities across the schools. In this regard, appropriate balance should be maintained between various act TDP invites taking into account the broader goal of the education policy. In addition, activity TDP should also be targeted from the perspectives of teachers' growth and life-long learning.

As quality improvement has become a central priority of education, an internal management process of continuous follow up of inputs, processes and outputs are required in order to identify strengths and weaknesses and take remedial actions. MoE, REB, and WEO should work together to develop comprehensive and strong monitoring and evaluation system. In this regard, it is also important to align monitoring and evaluation system with all aspects of the teacher development programs. To implement teachers' CPD as per MoE guideline, there should be ownership at the different level of the Education system (MoE, REB, ZEO, and WEOs) so that it will have its own plan, budget and monitoring and evaluation systems. Thus MoE should reconsider the structural issue of CPD. Teachers' particularly secondary school teachers should be loyal to their professions and be models in solving their classroom and other instructional problems through action research.

## 6. REFERENCES

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## **7. APPENDICES**

## **Appendix-A: Questionnaire to be filled by Teachers and Principals**

Dear respondents!

The purpose of this questionnaire is to gather data for the research conducted to study implementation Practices and challenges of teachers continuous development program (CPD) in East Shoa Zone secondary schools. The assessment focuses on the in-service teachers training program of the Zone. In this regard, the data collected will provide information needed to better understand the Practices and challenges of the program. Be sure your responses will confidential and used only for academic purpose.

Your answers to these questions are completely confidential (no one will ever have access to your individual answers). Therefore, if this questionnaire is to be useful, I kindly request you to complete the questionnaire carefully.

N.B

- ✓ No need of writing your name.
- ✓ The assessment focuses on the Practices and challenges of Teachers continuous professional development program (CPD) during the last three years/2014 – 2016 in the Zone.
- ✓ Mark your responses in space provided by putting” x“mark.
- ✓ For any additional opinion or explanation, you kindly requested to write briefly as much as possible in the space provided.
- ✓ It is unnecessary to discuss with other to fill the questionnaire.
- ✓ Give your answer for all questions.
- ✓ Read all instructions before attempting to answer the questions.

### **Part I: Back ground information.**

#### **Questionnaire prepared for secondary school Teachers and Principals.**

1. Name of your school\_\_\_\_\_
2. Name of your Woreda\_\_\_\_\_
3. Your current position\_\_\_\_\_
4. Sex:           A. Male                            B. Female
5. Age:           A. 20-30   B. 30-40   C. above 40
6. Your current educational qualification
 

College Diploma <input type="checkbox"/>	BA/BSc/Bed <input type="checkbox"/>
MA/MSC/Med <input type="checkbox"/>	

7. Teaching experience in years

1-5

11-15

6-10

16 years and above

8. Pedagogical background

Education

Applied

9. How many years did you serve in this School? \_\_\_\_\_

**Part II: Assessment questions about the Practices and Challenges of teachers continuous professional development program (CPD) implementation.**

1. According to your opinion what are the main objectives of teachers continuous professional development ( ) program? -----  
-----

2. To what extent do you CPD agree with the following statements about CPD and /or its implementation? Please use the following rating scale and indicate your agreement by putting "x" mark.

1. Strongly Disagree    2. Disagree    3. Undecided    4. Agree    5. Strongly Agree

No	Items	Rating scale				
		1	2	3	4	5
2.1	There is significant contribution of CPD towards government efforts to improve quality of the secondary school education					
2.2	There exists low commitment among teachers to work together towards the school vision					
2.3	There is poor coordination among the stakeholders in the implementation of CPD (schools, Woreda edu.Office, Zone education office, REO etc)					
2.4	There is lack of adequate management support in the implementation of CPD.					
2.5	There is poor monitoring and evaluation system in the implementation of CPD					

**The Practices of continuing professional development (CPD) implementation and teacher's engagement/participation in CPD activities**

1. Do you have maintained your own portfolio of CPD activities?

1. Yes

2. No

2. Do all teachers actively engage themselves in CPD?

1. Yes

2. No

If not, what do you think is the reason?

---

**3. How do you judge the extent of your/teachers participation in each of following CPD activities during the last three years? Please use the following rating scale and indicate your response by putting” mark.**

1. Very low 2. Low 3. Average 4. High 5. Very high

No	Items	Rating scale				
Part III	Types of professional development activities	1	2	3	4	5
3.1	Induction					
3.2	English language quality improvement program (ELQIP)					
3.3	Student-centered teaching					
3.4	Continuous assessment					
3.5	Action research					
3.6	Classroom management					
3.7	Issues related to student discipline					
3.8	Issues of partnership					

4. If there are other areas of CPD activities you have participated in more, please mention.

-----  
-----

**Part III: Assessment question on achievements of CPD activities.**

1. In the last three years, how do you evaluate the achievement of your/teachers CPD activities? Please indicate your judgments on each attribute of the program by putting” x” mark.

1. strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree

No	Items	Rating scale				
1.1	CPD practices have had the largest impact on me/teachers work					
1.2	CPD improved teaching content knowledge					
1.3	TDP helped teachers to trigger or respond to the adoption of new techniques of teaching and learning					
1.4	CPD improved my/teachers classroom management skills					
1.5	TDP helped me/teachers to develop greater sense of efficacy (beliefs about) my/ teachers capacity to impact student achievements					
1.6	CPD leveraged efforts to improve student achievement					
1.7	CPD enhanced sustained changes in teaching practices					
1.8	CPD strengthened important psychological and /or motivational aspects in teaching					
1.9	CPD enhanced commitment to teaching					
1.10	CPD enhanced opportunities for interaction with program participants and other professionals					

**Part V: challenges to participation in CPD activities**

No	Items	1	2	3	4	5
1.1	Conflict with work schedule					
1.2	Did not have the prerequisites (experience, other requirements,)					
1.3	Lack of management support					
1.4	Lack of information					
1.5	High workload					
1.6	Topics do not correspond with real demands of teachers					
1.7	CPD lacks clear link between succeeding PD course topics and content					
1.8	Resource teachers lack sufficient content knowledge or pedagogical skills					
1.9	CPD modules are not relevant to local needs/ condition					

1. If there are other possible barriers to participation in TDP activities, please mention them. -----  
-----

**Part VI: General comment and opinion about CPD implementation**

1. What are the major achievements of CPD in the improvement of quality education in secondary schools? -----  
-----

2. What are the major challenges encountered in the implementation of CPD?  
-----  
-----

3. What do you suggest as the possible recommendations to improve CPD implementation? -----  
-----

Thank You!



6. Work experience in years

1-5

11-15

6-10

16 years and above

7. Pedagogical background

Education

Applied

8. How many years did you serve in this Woreda? \_\_\_\_\_

**Part II: Assessment questions about the status of teacher development program (TDP) implementation.**

1. According to your opinion what are the main objectives of teacher development program

-----  
-----

2. To what extent do you agree with the following statements about TDP and /or its implementation? Please use the following rating scale and indicate your judgment by Putting "x" mark.

1. Strongly Disagree    2. Disagree    3. Undecided    4. Agree    5. Strongly Agree

No	Items	Rating scale				
		1	2	3	4	5
	Teacher development program					
2.1	There is significant contribution of TDP towards government efforts to improve quality of the secondary school education					
2.2	There exists low commitment among teachers to work together towards the school vision					
2.3	There is poor coordination among the stakeholders in the implementation of TDP (schools, Woreda edu. Office, Zone education office, REO etc)					
2.4	There is lack of adequate management support in the implementation of teacher development programs					
2.5	There is poor monitoring and evaluation system in the implementation of TDP					

**The status of continuing professional development (CPD) implementation and teachers 'engagement/participation in CPD activities**

1. Do teachers have maintained their own portfolio of CPD activities?

1. Yes

2. No

2. Do all teachers actively engage themselves in CPD?

1. Yes  2. No

If no, what do you think is the problem? -----  
-----

3. How do you judge the extent of Teachers participation in each of following PD activities during the last three years? Please use the following rating scale and indicate your response by putting “x” mark.

1. Very low 2. Low 3. Average 4. High 5. Very high

No	Items	Rating scale				
Part III	Types of professional development activities	1	2	3	4	5
3.1	Induction					
3.2	English language quality improvement program (ELQIP)					
3.3	Student-centered teaching					
3.4	Continuous assessment					
3.5	Action research					
3.6	Classroom management					
3.7	Issues related to student discipline					
8.8	Issues of partnership					

3. If there are other areas of PD activities Teachers have participated in more, please mention.-----  
-----

### Part III: Assessment question on achievements of CPD experiences.

1. In the last three years, how do you evaluate the achievements of TDP experience? Please indicate your judgments on each attribute of the program by putting “x” mark

1. strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree

No	Items	Rating scale				
Part IV	Achievements of TDP Activities	1	2	3	4	5
1.1	CPD practices has had the largest impact on teachers work					
1.2	CPD improved gains in content knowledge					
1.3	CPD helped teachers to trigger or respond to the adoption of new techniques of teaching and learning					
1.4	CPD improved teachers classroom management skills					
1.5	CPD helped me/teachers to develop greater sense of efficacy (beliefs about) my/ teachers capacity to impact student achievements					
1.6	CPD leveraged efforts to improve student achievement					
1.7	CPD enhanced sustained changes in teaching practices					
1.8	CPD strengthened important psychological and /or motivational aspects in teaching					
1.9	CPD enhanced commitment to teaching					

1.10	CPD Enhanced opportunities for interaction with program participants and other professionals					
<b>Part IV: challenges to participation in CPD activities</b>		1	2	3	4	5
1.1	Conflict with work schedule					
1.2	Did not have the prerequisites (experience, other requirements,)					
1.3	Lack of Management support					
1.4	Lack of information					
1.5	High workload					
1.6	Topics do not correspond with real demands of teachers					
1.7	CPD lacks clear link between succeeding PD course topics and content					
1.8	Resource teachers lack sufficient content knowledge or pedagogic skills					
1.9	CPD modules are not relevant to local needs/ condition					

1. If there are other possible challenges to participation in TDP activities, please mention

-----

**Part VI: General comment and opinion about TDP implementation**

1. What are the achievements of in the improvement of quality education in secondary schools? -----

2. What are the major challenges encountered in the implementation of CPD?

-----

3. What do you suggest the possible recommendations to improve CPD implementation.

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Thank You!

## **Appendix-C**

### **Interview guide questions to be provide for supervisors**

First, I would like to thank you for your willingness and giving your time for my interview. This interview is intended to collect data on the status and achievements of TDP for ensuring quality in secondary schools of East shoa Zone. Its use is only for academic purpose. Hence call responses will remain confidential to all but me as the researcher.

1. How is the overall Practices of CPD (in –service training)?
  - Opportunities and challenges in the implementation of CPD,
  - Availability of guidelines, training manuals.
  - Teachers' participation in different areas of CPD,
2. How do you explain the participation of teachers in CPD?
3. Is there any technical support or capacity building initiative from (MoE, REB, ZEB, etc)?
4. What major achievements do the CPD brought on teacher's practices in the school?
5. What challenges did you face in the implementation of TDP program?
6. What would be your possible recommendations for improving quality of TDP implementation in the future?

Thank You!

## Gaaffilee Qajeelcha Aaaf-gaaffii supparvayizarootaaf qophaa'e

Duraan dursa waa'ee kee natti hmi

Maqaa M/ Barnootaa kee \_\_\_\_\_

Maqaa Aanaa kee \_\_\_\_\_

Sadarkaa Barnootaa kee \_\_\_\_\_

1. Haalli Waliigala Sagantaa DOW maal fakkaata?
  - Carraa fi rakkoon hojiirra oolmaa Sagantaa DOW,
  - Qajeelfamaa fi maanuwaaliin jiraachuu isaa,
2. Hirmaannaan barsiistonni sagantaa DOW.
3. Hirmaannaa Barsiisonni DOW irratti Qaban akkamitti ibsita .
4. Deeggarsi teekinikaa yookin kaka'uumsi ijaarsa humana dandeettii (BBN,WBG , WBA, kkf ) godhamu jiraa?
5. Jijjiiramni ijoon Sagantaan DOW Barsiisota mana barumsaa keessatti barsiisota irratti fide jiraa?
6. Rakkooleen hojiirra oolmaa DOW irratti isin quunnaman maal fa'a ?
7. Fuuladuraaf sagantaan DOW qulqullinaan hojiirra akka ooluuf yaanni furmaataa isin qabdan maali.

Galatoomaa!

Horaa Bula!