

**TEACHERS' CONTINUOUS PROFESSIONAL DEVELOPMENT: A
CRITICAL ANALYSIS OF POLICY AND PRACTICE GAPS IN
SECONDARY SCHOOL OF NORTH SHEWA ZONE,
OROMIA REGIONAL STATE**

MA THESIS

KIDANE GIRMA

OCTOBER, 2017

HARAMAYA UNIVERSITY, HARAMAYA

**Teachers' Continuous Professional Development: A critical Analysis of
Policy and Practice Gaps in Secondary School of North Shewa Zone,
Oromia Regional State**

**A Thesis Submitted to the Department of Educational Planning and
Management Postgraduate Program Directorate
HARAMAYA UNIVERSITY**

**In Partial Fulfillment of the Requirements for the Degree of
MASTER OF ART'S IN SCHOOL LEADERSHIP**

Kidane Girma

**October, 2017
Haramaya University, Haramay**

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

We hereby certify that We have read and evaluated this entitled”*Teachers` Continuous Professional Development: A critical Analysis of Policy and practice Gaps in Secondary School of North Shewa Zone*” prepared under my guidance by Kidane Girma. We recommend that it be submitted as fulfilling the thesis requirement.

Garkebo Basha (PhD)

Major Advisor

Signature

Date

Mohammed Kedir (Assistant Prof.)

Co-Advisor

Signature

Date

As a member of the Board of Examiners of the MA Thesis Open Defense Examination, We certify that we have read and evaluated the Thesis prepared by Kidane Girma and examined the candidate. We recommended the Thesis be accepted as fulfilling the Thesis requirements of the degree of *Master of Art in School Leadership*.

Chairperson

Signature

Date

Internal examiner

Signature

Date

External examiner

Signature

Date

Final approval and acceptance of the Thesis is contingent upon the submission of its final copy to the Council of postgraduate program Directorate (CPPD) through the candidate’s department or Postgraduate program Directorate committee (DGC or PPDC).

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this Thesis is my own work and I have followed all ethical and technical of scholarship in the preparation, data collection, and data analysis and completion of this Thesis. Any scholarly matter that is included in the Thesis has been given recognition through citation.

This thesis is submitted in partial fulfillment of the requirement for MA Degree at the Haramaya University. The Thesis is deposited in the Haramaya University Library and is made available to made borrowers under the rules of the library. I solemnly declare that this thesis has not been submitted to any other institution anywhere for the award of any academic degree, diploma or certificate.

Brief quotations from this thesis may be made without special permission provided that accurate and complete acknowledgement of the source is made. Requests for permission for extended quotations from or reproduction of this thesis in whole or in part may be granted by the head of the school or Department when in his or her judgment the proposed use of the material is in the interest of scholarship. In all other instances, however, permission must be obtained from the author of the thesis.

Name: Kidane Girma

Signature_____

Date _____

Department: Educational Planning and Management

BIOGRAPHICAL SKETCH OF THE AUTHOR

The author was born on August 1982 GC Dilamo, Abichu woreda, in North Shewa Zone. He attended primary School at Deneba Primary school; his high School education at Hilemariam Mamo Secondary school. He then joined Debrebirahan Teachers Training Institute in 2000 GC, and received certificate at that year. After four years teaching in East Gojjam Zone Primary School, he joined Adama Teachers College, in2005GC he received diploma in Natural Science. After one-year service, he joined Adama University and received BA Degree in Educational Planning and Management in 2013GC. Since, then he served primary school principal, cluster supervisor and high school principal in North Shewa Zone. To follow his further studies, and improve his qualification he joined the school of Graduate Studies at Haramaya University in 2015 GC.

ACKNOWLEDGEMENTS

I would like to express my gratitude to my advisors Garkebo Basha(PhD) and Mohammed Kedir (Assistant professor) for their guidance and comments to the development of the thesis. Moreover, I would like to thank my wife Ejigayehu Nigusie for her support and motivation to accomplish the research. In addition, my great thanks go to my best friends Habtamu Endale and Worku Gemechu for their assistance and encouragement while writing the thesis.

Furthermore, I would like to thank MoE sponsoring me to advance my education. Moreover, I sincerely thank for the privilege Haramaya University accorded me during my stay at the college of educational and behavioral science, Educational planning and Management, school of graduate studies, Haramaya university. Finally, my thanks goes to woredas education office, Cluster supervisors, school principals, CPD facilitators, and teachers, who participated in providing data for the study.

ABBREVIATIONS AND ACRONYMS

CPD	Continuous Professional Development
EMIS	Educational Management Information System
ESDP	Education Sector Development Program
FDRE	Federal Democratic Republic of Ethiopia
GEQIP	General Education and Quality Improvement Package
MoE	Ministry of Education
NSHZEO	North Shewa Zone Education Office
OECD	Organization for Economic Co-Operation and Development
SPSS	Statistical Package for Social Science
TDP	Teachers Development Program
TESO	Teacher Education System Overhaul
TGE	Transitional Government of Ethiopia
TPD	Teacher Professional Development
TTA	Teacher Training Agency

TABLES OF CONTENTS

STATEMENT OF THE AUTHOR	iii
BIOGRAPHICAL SKETCH OF THE AUTHOR	iv
ACKNOWLEDGEMENTS	v
ABBREVIATIONS AND ACRONYMS	vi
LIST OF TABLES	ix
LIST OF APPENDICES	x
ABSTRACT	xi
1.INTRODUCTION	1
1.1. Background of the Study	1
1.2. Statement of the Problem	2
1.3. Research Questions	4
1.4. Objectives of the Study	4
1.4.1. General objective	4
1.4.2. Specific objectives	4
1.5. Significances of the Study	5
1.6. Delimitation of the Study	5
1.7. Limitation of the Study	6
2. REVIEW OF RELATED LITERATURE	7
2.1. Concept of Teachers Continuous Professional Development	7
2.2. Historical Development of Teachers’ Continuous Professional Development	8
2.3. Principles of Teachers Continuous Professional Development	9
2.4. Model of Teachers’ Continuous Professional Development	10
2.5. The Benefits of Teachers’ Continuous Professional Development	11
2.6. Features of Effective Continuous Professional Development	12
2.7. Teachers’ Continuous Professional Development Cycle	13
2.8. Major Activities in Teachers’ Continuous Professional Development	14
2.8.1. Induction	14
2.8.2. Mentoring	15
2.9. Portfolios of Teachers’ Continuous Professional Development	15
2.10. CPD Practices in Different Countries	16

2.11. Continuous Professional Development Policy in Ethiopia	17
2.12. Practice of Continuous Professional Development in Ethiopia	19
2.13. Role of the Concerned Bodies on CPD	19
2.13.1. Role of teachers	19
2.13.2. Role of principals	20
2.13.3. Role of schools' CPD facilitators	21
2.13.4. Role of cluster supervisors	22
2.13.5. Role of woreda education offices	22
3. RESEARCH DESIGN AND METHODOLOGY	24
3.1. Research Design	24
3.2. Description of study Area	24
3.3. Sources of Data	25
3.2.1. Primary source of data	25
3.2.2 Secondary source of data	25
3.4. Population, Sample Size and Sampling Techniques	25
3.5. Data Gathering Tools	27
3.5.1. Questionnaire	27
3.5.2. Interview	29
3.6.3. Document Review	29
3.6. Data Collection Procedures	30
3.7. Methods of Data Analysis	30
3.8. Ethical Considerations	31
4. DATA PRESENTATION ANALYSIS AND INTERPRETATION	31
4.1. Background Information of the Respondents	31
4.2. Current Practice of Teachers' CPD Implementation	34
4.3. Perception of Teachers towards CPD	41
4.4. Extent of Implementation of Teachers' CPD.	48
4.5. Gaps between Policy and practices of Teachers CPD	51
5.SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	53
5.1. Summary	53
5.3. Recommendations	57
6. REFERENCES	59
7. APPENDICES	63

LIST OF TABLES

Tables	Page
1. Population, Sample Size sampling Technique	26
2. Summery Table for Reliability test	29
3. Demographic Characteristics of the Respondents	32
4. Responses about Current Practice of teachers CPD implementation	34
5. Responses of Teachers about Current Participation of CPD	38
6. Teachers' Reasons for Taking Part in CPD	39
7. Perception of Respondents' about CPD	41
8. Perception of Respondents' about CPD Negatively Stated	46
9. Extent of Teachers' Involvement on CPD Activities	49

LIST OF APPENDICES

APPENDIX –A	63
APPENDIX –B	70
APPENDIX –C	71

**TEACHERS' CONTINUOUS PROFESSIONAL DEVELOPMENT: A CRITICAL
ANALYSIS OF POLICY AND PRACTICE GAPS IN SECONDARY SCHOOL OF
NORTH SHEWA ZONE, OROMIA REGIONAL STATE**

KIDANE GIRMA

ABSTRACT

The main purpose of this study was to investigate the policy and practices gaps of teachers' Continuous Professional Development (CPD) in government secondary schools of North Showa Zone, Oromia Regional State. The data required for this study were collected from primary and secondary sources. The primary data were collected from secondary school teachers, principals, school CPD facilitators, cluster supervisors and woreda education officials using questionnaire and interview. Teachers were selected by Stratified random, were as available sampling used to include the rest of the respondents. The questionnaires were initially distributed to 213 respondents. Among these 202(94.18%) of the respondents were appropriately filled and returned. In addition, to supplement the questionnaire, semi-structured interview were used for woreda education officials and Cluster supervisors. Data collected from official document were also used in the analysis and interpretation of the data. The collected quantitative data were processed using SPSS V-20, and then analyzed using descriptive statistics, like mean, standard deviation and Percentage. Furthermore, Chi-square test also used to see if there was a statistically significant differences between teachers' and management organs' responses on difference variables. Based on the analysis made, the following major findings were obtained. Regarding the extent of CPD practices, only 60.35% of teachers were participated in the program because of pressure from principals and officials. In addition, their involvement in major activities of CPD found at lower level. Moreover, identifying development needs, planning, implementing, and evaluating CPD were poorly practiced. From these, it is possible to conclude that, CPD is not achieving its intended objectives in the study area. The implication is that if certain action is not taken on time, its success in the future will be at risk. Thus, in order to improve the practices of CPD the following measure will be taken to improve the practice of CPD: offering training, designing a system that enables to identify and reward best performing teachers' in CPD practices; strengthening supervision; arranging annual forum; and conducting in-depth study on related issues were forwarded as recommendations.

1.INTRODUCTION

This section deals with the background of the study, statement of the problem, research questions, objectives of the study, significance of the study, delimitation of the study, limitation of the study and definitions of key terms.

1.1. Background of the Study

The World is in the constant change in all aspects of life. Changes in the education system of a country and global requirements demanded staff development in respective professions. Haileselesse (2004) in this regard states that, while the world is evolving rapidly today, teachers like most other professional groups, must know the fact that their initial training will not fit them throughout the rest of their lives; they need to up-date and improve their own knowledge and techniques throughout their lifetime.

In education, teachers CPD are increasingly becoming a priority in most countries throughout the world. It is widely viewed as the most effective approach to prepare teachers adequately, and improve their instructional and intervention practices, for when they enter the work force (Fraser,C.Kennedy,A, Reid, L.and Mekinney,S. 2007). In support of this, teachers are encouraged to embrace the concept of lifelong learning for their own benefit, for the benefit of the students they teach; the communities in which they live and the country at large. CPD is a lifelong learning, means of improving learner performance and development of required skills. CPD embraces the idea that individuals aim for the improvement of their professional skills and acquisition of knowledge beyond the basic training initially required to carry out the job (Gray, 2005).

Guskey (2002) describes professional development programs as systematic efforts to bring change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcome of the students. This is also supported by Clarke and Hollings (2002) who argued that the most immediate and significant outcome of any successful continuous professional development for teachers is a positive impact in changing teachers knowledge and practice. This in turn results in improved learner performance.

In addition, Boalm (2000) and Hargreaves (1994) also recognize CPD to have a positive impact on the curriculum and pedagogy as well as teacher's effectiveness and their relationship with students. Hence, CPD is very important for teachers to become effective and competent in their profession throughout the world as well as in Ethiopia. According to MoE (2009b), CPD is "anything that makes me a better teacher" targeting at the improvement of teachers' performance in schools situational to learners. The framework document further explained, CPD is a continuous process of enhancing personal growth in order to improve the capability and realize the full potential of teachers at school. This can be achieved by obtaining and developing a wide range of knowledge, skills and experience which are not normally acquired during initial training or regular work, and which together develop and maintain competence to practice.

Even though a great deal of effort have been made by different researchers and ministry of education of Ethiopia, trying its best to improve the approach of continues professional development from top down approach to bottom – up approach there is no significant progress. Dasalegn (2010) stated that still there are wide gaps of implementation on continuous professional development in almost all schools of Ethiopia. Hence, teachers tried to practice CPD program in North Shewa Zone`s Secondary Schools, Oromia Regional State. Therefore, the goal of this study was to assess the Policy and Practice gaps of teachers' Continuous professional development implementation in Secondary Schools of North Shewa Zone.

1.2. Statement of the Problem

The problem of the study was established policy and practices gaps related to teacher CPD in North shewa Zone`s secondary schools by comparing the policies with actual practices in relation to North shoa Zone Secondary school. The education and training policy guide line MoE (1994) states one of the areas that get special attention was teacher training, overall professional development of teachers. Based on the guidelines, the main objective of the teaching-learning process is to enable the learners to acquire knowledge and skills. These objectives achieved only if students get quality education that makes them competent in the world of competition. One of the measure by which this quality education assured is

continuous professional development. It is an essential component of a comprehensive teacher education system to provide high quality education (MoE, 1999).

Though, structured provision of continuous professional development is new phenomenon in the Ethiopia at the end of 1990, local research reports on continuous professional development are scanty; only few has contributed positive effect for CPD different school matters like, student-teacher relationship, sharing idea and experience among teachers, working in collaboration (MoE, 2005).

In addition, Amare Asgedom, Daniel Desta, Diriba Dufera, Wannaleka, Leu E., Barrow, K., and Price Rome. (2006) reported that CPD has laid fertile ground to build strong academic achievement. On the other hand Gizaw (2006) found out that the program has little effect on teachers class room practice, utilization of participatory approach of teaching, improved professional knowledge and skills.

Another study conducted by Desalgn (2010), reveals that due to the expansion of education and large class sizes, teachers still relied largely on teacher centered methods and teachers' continuous professional development activities are very poor. A research conducted by Belay (2012), states that, teachers did not understand why CPD is offered; lower commitment of teachers and principals are the major problems in the study area. Majority of the above study focused on teachers perceptions about the CPD; they all focus on its effect. The past researches gave more attention for the implementation of the program rather than giving more emphasis for the CPD policy and practice gaps related to teacher CPD. It was the finding of the above scholars and other people with similar views and the researcher past personal experience of teaching in the schools inspired the researcher to look in to the problem closely.

Additionally, from the sixteen years of personal experience of the researcher as a teacher, supervisor and a principal in North Shewa Zone secondary schools teachers and management bodies spend most of their time in teaching and learning activities and other administrative issues rather than effectively implementing CPD activities. As a result, the researcher focuses and selects the title to analyze policy and Practice gaps of CPD, in secondary schools of North Shewa Zone.

1.3. Research Questions

The main research questions that guides the present were the following.

1. What is the current practice of CPD implementation in government secondary schools of North Showa Zone?
2. What is the perception of teachers towards teachers' CPD in secondary school of North shewa Zone?
3. What is the extent of CPD implementation in government secondary Schools of North shewa Zone?
4. What is the gap between the stipulated policy and practices on teachers' CPD in secondary school of North shewa Zone?

1.4. Objectives of the Study

General and specific objectives of the study were obtained due considerations, as stated below:

1.4.1. General objective

The main objective of this study was to investigate CPD policy and practices gaps in secondary school of North Shewa Zone, Oromia Regional State.

1.4.2. Specific objectives

The specific objectives of this study were to intended to

Assess the current practice of teachers' CPD implementation in government secondary schools of North Showa Zone.

Identify the perception of teachers towards teachers' CPD policy in government secondary schools of North Showa Zone.

Examine the extent of implementation of teachers' continuous professional development in government secondary schools of North Showa Zone.

Analyze the gap between the stipulated policy and practices on teachers' CPD in secondary school of North shewa Zone.

1.5. Significances of the Study

Basically, investigating the policy and practice gaps of teacher' continuous professional development in government secondary schools of the zone, was assume to generate necessary information that will help all to facilitate effective implementation of CPD program in the area. More specifically,

The researcher believes that the findings of this study will have the following significances:

It may provide information for educational officials at Zonal, and Woreda level on the current Policy and practice gaps of teachers' continuous professional development and help them discharge their responsibilities in secondary schools of North Shewa Zone. It may help principals, supervisors and teachers know the status of teachers' continuous professional development implementation and discover challenges working against the success of teachers' continuous professional development program. It may provide information to policy makers that help them for further development of CPD strategies and appropriate educational actions. It may add to the existing literature pertaining to the experiences of educators in terms of teachers' continuous professional development.

It is also hoped the study results may be contribute to the improvement of quality education by encouraging concerned bodies in school improvement program which ultimately ends with students' academic achievement. The findings will be given for the concerned bodies by soft copy and hard copy.

1.6. Delimitation of the Study

In order to make the study more manageable, it was delimited geographically and conceptually. Geographically, the study delimited to government secondary schools in North Shewa Zone of Oromia Regional State. There are 14 Woreda in North shewa Zone Oromia Regional State. To make the study more manageable because of financial and time shortage, the study area can be delimited. The Researcher was select seven woreda by simple random sampling techniques. From seven woreda the researcher took all secondary schools. There are 13 secondary schools (grade 9-10): Abebe Bikila Jato,Aleltu, DebreTsige, Dahina, Daleti, Fital, Gimbichu, Jida, Maset, Muketuri, Obori, Oneda, and sheno are sample secondary schools.

Conceptually, the study was delimited to analyze the continuous professional development policy and practice gaps in secondary school of North Shewa Zone, Oromia Regional State. This study was seek the views of 169 teachers, 13 school principals, 13 CPD Facilitators, and 7 cluster supervisors of sample secondary school and seven Officials from Woreda Education Offices. The technique used in this study was Stratified random sampling, Availability sampling and to represent the other schools by giving equal chance. The instrument used to collect data from the respondents was questionnaire, interview and document reviews.

1.7. Limitation of the Study

The researcher come across unwillingness of some respondents to correctly respond the questionnaires and return back on time; as a result among 213 respondents, 11 (5.16%) of them did not returned the questionnaires. and the shortage of time to collect the data from 13 sample school. Besides, the researcher confronted with unwillingness of the interviewees to give as much information as expected during the interview. Another limitation was associated with absence of compiled secondary data and reports on teachers' continuous professional development practices of different years.

2. REVIEW OF RELATED LITERATURE

This second section is devoted to the review of the related literature. It tries to present some of the acts obtained so far from various researches and other sources concerning the issue at hand. The review literature presents the general concepts of teachers' continuous professional development program. The historical development of teachers' continuous professional development, principles, models, approaches, benefits, purposes, teachers' continuous professional development cycles, major activities in teachers' continuous professional developments, teachers' continuous professional development in different countries context, CPD policy in Ethiopia, overview of CPD in Ethiopian, the role of stakeholders and teachers' continuous professional development portfolios.

2.1. Concept of Teachers Continuous Professional Development

Professional development is unbroken chain of activities, which involved training being offered to all teachers, systematic exercise of newly learned activities and proffering the feedback, yielding the time limits and providing the support by giving follow up. Successful professional development programs offer the similar learning activities to the teacher, which they would apply in the class room and foster the learning environment for their student (Hassan, 2011).

In the frame Work document of MoE (2009), CDP is defined as anything that makes me a better teacher, targeting at the improvement of teachers performance. According to Gray (2005), CPD embraces the idea that individuals aim for continuous improvement in their professional skills and knowledge beyond the basic training initially required to carry out the job. In line with Gray's idea, Mohammed (2006) says that Continuing Professional Development may be regarded as all forms of in service, continuing education, on-the-job-training, workshop, post qualification courses etc. whether formal or informal, structured or unstructured, teacher initiated or system-initiated. In addition, we can define CPD as the pillar of teacher's teaching- Learning activities that helps the social and economic development of the society.

Continuing Professional Development is widely acknowledged to be of great importance in the life of schools, contributing to professional and personal development for staff and to improvement in teaching and learning. CPD is defined as, "Professional development consists of all natural learning experiences and those aware and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which constitute, through these, to the quality of education in the classroom (Day, 1999). Generally, continuous professional development prepares teachers to manage their future responsibility because it is a future oriented process. It is considered in the research as one of the most important pedagogical activities that is used to improve teachers' effectiveness and enhance School improvement with all its constituent parts.

2.2. Historical Development of Teachers' Continuous Professional Development

In the 19th century, teachers usually were poorly equipped professional attributes and usually not given attention of advancing their own profession. During that period teacher training aimed at correcting mistakes in teachers' academic background. However, teaching was professionalized at the turn of the century and schools appeared for the specific idea of training teachers and in-service education reform (Grant, Peggy and Young, 2008). The government involvement in the professional development has increased over time and the program is now more prepared and became part of government policies and targets (Baldford, 2000). According to Nicollas (2001) CPD was formerly known as in-service education and training. He also explained that CPD was developed in the 1960s in Great Britain. The reasons that gave rise to its appearance were problems identified on the issue of the quality of teaching.

Therefore, continuous professional development is the systematic progress of teachers' knowledge and skills and the improvement of learning throughout an individual working life. The programs include activities such as on-the-job training, conferences, seminars, workshops, and being a coach or mentor (Gust, 2004). In general, The Teachers' Development Program guideline further targets at sustainable standards of teachers' professional growth through the improvements of teachers' quality, assuring teachers

motivation, encouraging action researches and collaborative studies, quality teacher education, continuous in-service short term trainings and experience sharing to add to the overall goal of achieving quality education.

2.3. Principles of Teachers Continuous Professional Development

The principles are the basic rules developed to satisfy for the achievement of objectives. At present CPD is not mandatory in most countries of the world. However, governments are introduced legislation concerning CPD and linking it to carrier structure and evaluation of teachers. The legislation contains various principles and conditions of services (Schwill,Leu, et-al, 2005). According to the work of Gray (2005), the major principles of CPD are the content of professional development focuses on what students are to learn and how to address the different problems students may have in learning the material. In addition, Professional development should be based on analyses of the differences between (a) actual student performance and (b) goals and standards for student learning. Professional development should involve teachers in identifying what they need to learn and in developing the learning experiences in which they will be involved.

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

According to MoE (2003) principles outlined in the Ethiopian context, there should be an initial CPD program phase for all teachers to follow. CPD should focus on areas of identified needs that are common across the system; Staff development program will be more effective if all on-going activities are registered or documented. One key element of CPD will be the provision of courses related to the levels and status of teachers, the renewal

of a professional teaching license will require the completion of equivalent of stated minimum number of semester hours of CPD credits over the period concerned.

Generally, principles are the basic rules developed to satisfy for the achievement of objectives. The principles of CPD help to show the features of professional teachers and are based on the societal requirements and cultural development of the society. If governed by CPD principles, teachers became professionally competent.

2.4. Model of Teachers' Continuous Professional Development

Continuous professional development models are the processes and activities that intended to provide professional development to teachers. However, different writers offer various types of CPD starting from their own assumptions and give their own focus; the researcher based on the models suggested by many authorities as, organizational partnership models and small group or individual models. Organizational partnership models involve inter-institutional partnership, whereas, small group or individual models focus on a smaller scale little (MoE, 2009b).

The organizational partnership models rely on the professional development formally carried out through organizations. The organizational partnership models include professional development school, university school partnership, school networks and distance education models. Professional development schools are partnership between teachers, administrators and university members created to improve teaching and learning on the part of their respective students, to exercise and unit educational theory and practices (Villegas-Reimer, 2003). Even though, the professional development schools model has variations from setting to settings, all of the models share common goal of producing professional development experiences for both pre-service and in-service teachers in school settings. University school partnership is networks that connect practitioners and institutions of higher education (Hailu, 2013).

The Ethiopian CPD model are Small group or individual models CPD. Small group or individual models involve various alternative models including collegial development, observation of excellent practices, portfolio, action research, mentoring, peer observation,

team teaching and the like. In Ethiopia context, the models that adopted to employ in schools are both groups. However, in the document by MOE in 2009, the smaller scale models have got due emphasis (MOE, 2009b).

In general, different writers offer various types of CPD model starting from own assumption depending on the organization and the activity in the CPD. the Ethiopian CPD model are Small group or individual models CPD. Small group or individual models involve various alternative models including collegial development, observation of excellent practices, portfolio, action research, mentoring, peer observation, team teaching and the like. In Ethiopia context, the models that adopted to be employ in schools are both groups.

2.5. The Benefits of Teachers' Continuous Professional Development

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

In a research study on professional development of teachers reported by Guskey (2002), it revealed that most teachers engage in CPD activities because they want to become better teachers. These teachers see professional development program as among the most promising and most readily available route to growth on the job. Scholars such as, Fullan & Hargreaves (1996); and Fullan (1999) also report similar findings that, teachers are attracted to professional development because they believe that it will expand their knowledge and skills, contribute to their growth, and enhance their effectiveness with students. Any development program therefore, that fail to address these needs, are doubtful to succeed (Fullan & Miles, 1992).

Moreover, Eraut (1995) emphasizes that in-service education raises the cultural and professional standard of the teaching force as a whole. Therefore, in-service education is

also an indicator of the health of an education system as it contributes to a better teaching force and improved learner outcomes.

2.6. Features of Effective Continuous Professional Development

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

According to WestEd (2002) an effective continuous professional development program as one that focuses on teachers as central to student learning, individual, collegial, and organizational improvement, respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community. Moreover, it reflects best available research and practice in teaching, learning, and leadership, enables teachers to develop further expertise in subject content, teaching strategies. And also, it uses of technologies, and other essential elements in teaching to high standards, Promotes the continuous inquiry and improvement embedded in the daily life of schools.

Furthermore, an effective CPD planned collaboratively by those who will participate in and facilitate development, Collaborative planning ensures ownership of the program, is driven by a coherent long-term plan. Change is a gradual process, hence, it needs to be given more time during which the teachers are monitored and given necessity evaluated ultimately based on its impact on teacher effectiveness and student learning; and this assessment guides subsequent professional progress efforts. Teacher change and consequent improvements in learner performance are the ultimate goals of any CPD program for teachers (WestEd, 2002).

Generally, the features of effective CPD are the support of the achievement of the students result as well as the professional development of teachers. In addition, improve knowledge, skill and attitude of the teacher. Hence, to practice and implement CPD program helps to achieve success.

2.7. Teachers' Continuous Professional Development Cycle

The CPD Cycle is a carefully planned response to identified development needs” At each level - individual, group, institution, woreda, zone, and region, national - the CPD cycle is similar, (MoE, 2009b). The major activities in CPD cycles are analysis of the existing situation, planning, doing, and evaluation. Then CPD analysis related with the activity to select the learning needs of an individual, a group and an institution.

This activity includes: self assessment, peer review and selection of school CPD priorities, Curriculum meetings, Demonstration lessons, Planning lessons together, Peer observation, Observation of lessons and feedback, Observation of students in lessons, talking to students, Assessment of students work before and after the CPD activity, Marking of students work. Additionally, giving feedback and advice for development, Shadowing a teacher, Action research, Professional reading and research, Visiting schools and teachers to see examples of good practice, Sharing/showing good practice within a School, Maintaining a professional portfolio, Team teaching, Workshops, Visiting experts, Mentoring and Discussion meetings are the major activities of the CPD analysis, (MoE ,2009b).

Planning is part of the CPD cycle, which developed annually by every educational institution preceded by prioritizing the issue identified by the analysis process. The CPD plan can be prepared individually or institutionally with details of events and timings within the CPD module (MoE, 2009b). Doing is concerned with practical methodologies to realize the CPD needs in improving and updating the teacher performance. Such activities include curriculum reforms planning, peer observation, action research, communicating students, sharing professional experiences, workshops, mentoring, discussion, and meetings.

Evaluation is reviewing and to judge the effectiveness of the desired outcomes of the CPD action plans (MoE, 2009b). Evaluating the effectiveness of CPD is an essential part of the cycle; which judge whether CPD is effective in improving students' learning. Finally, decisions should be made based upon feedbacks obtained from CPD evaluation to move on to another priority, or to include previous priority again in next CPD plan.

Generally, analysis the existing situation, planning, doing and evaluation are the major actions and variables of the CPD cycle. Spontaneous Review should be conduct in CPD cycle the existing situation, planning, doing and evaluation to change and improve the CPD cycle activity in each cycle. The aim of CPD is to improve the performance of teachers in the classroom in order to raise student achievement and learning by assessing individual and school needs. It is a career long process to improve knowledge, skills and attitudes of teaches. Teachers operate effectively at all stages of the teaching and learning cycle, including planning for learning and assessment, developing learning programs, teaching, assessing, providing feedback on student learning and reporting to parents/caregivers teachers model effective learning. They identify their own learning needs and analyze evaluate and expand their professional learning both collegially and individually, (MoE ,2009b).

2.8. Major Activities in Teachers' Continuous Professional Development

The most powerful and most accessible human resources for CPD are found in the institutions themselves: committed and supportive colleagues. Research shows that teacher' development activities are most effective when carried out collaboratively in an atmosphere of mutual support and encouragement. Within an institution, there are many informal opportunities to share good practice, to seek encouragement and suggestions for teaching and learning and to give supportive feedback.

2.8.1. Induction

Induction is a systematic organizational effort to assist personnel to adjust to new assignment (Castetter, 1992). It could be argued that induction is an intended activity to help beginners and/or new staff to properly perform their duties. This is because the first year of teaching has always been difficult, as almost any serving teaching will testify. Newly hired teachers need to understand how the system is functioning and how they fit into it. Induction is a form of well-organized professional assistance provided for beginner teachers and new staff to contribute for the proper accomplishment of their job. Newly deployed teachers need to understand how the school system is functioning and how to suit to it.

Induction is provided for new teachers as transitional CPD in order to adapt or transform to the lifelong process (Gray, 2005).

More specifically, newly hired teachers face difficulties in understanding their responsibilities due to lack of information about the school's mission and its goals. It can be crucial for new staff to have job description and knowledge of the formal structure of the school (Craft, 2004). According to David (2006), unless teachers get sufficient information about their roles, responsibilities and other related issues, they will frustrate and may leave their profession

2.8.2. Mentoring

According to Bladford (2000), mentoring can be defined as process assistance offered by experienced staff to other practitioner who needs to acquire professional skill. The experienced practitioner is appointed as a mentor to assist beginning or inexperienced teacher to adapt to the load of a complex job of teaching. Mentoring in schools is used when a beginner teacher is assigned to an experienced one. During mentoring, knowledge and skills are transferred by the more experienced teacher to less experienced teacher. The experienced teacher coaches the newly appointed teacher, eventually ensuring that he or she acquires the necessary knowledge and skills.

Mundry (2005) mentions that beginner teachers who wish to improve their teaching are assigned to an accomplished teacher mentor who teaches the same subject matter. Mentoring enhances the self-image of mentors as they see themselves as competent, helpful and having personal exchange. A mentor provides a new comer with support, problem solving, guidance and network of staff who shares resources, insight, practices and materials. Mentors are also expected to establish a supportive supervisory relationship and apply effective counseling skills (Bleach, 1999).

2.9. Portfolios of Teachers' Continuous Professional Development

Portfolio is a compiled complete record of teachers' professional development initiated throughout the year. Portfolios are purposeful collection of document as evidence to

professional learning. It contributes to the enhancement of professional attitude, commitment and motivation of teachers (Falk, 2001). A portfolio is a collection of items gathered over a certain period to illustrate different aspect of a person's work, professional growth and abilities. However, in teaching, a portfolio is usually a tool used to engage teachers and students in discussions about topics related to teaching and learning (Villegas-Reimers, 2003).

A teaching portfolio is a purposeful collection of evidence assembled by a teacher consisting of descriptions, documents, examples of good teaching, and a teacher's thoughts on their educational practice (including illustrations of its complexity). The use of portfolios in the teaching profession began during the late 1980s in the work of the Teacher Assessment Project at Stanford (Wolf, 1991). According to Wolf (1991), as an alternative form to assessment, portfolios represented a way to define, show, and store -evidence of a teacher's knowledge and skills that is based on multiple sources of evidence collected over time in authentic settings (Delandshere and Arens, 2003).

There are three forms of portfolios that normally used by educators: An employment portfolio, an assessment portfolio and a learning portfolio (a collection of items that help teachers to think about, and describe learning outcomes (Dietz, 1999). These three forms of portfolio, according to Frederic, McMahon and Shaw (2000) and Lally (2000) referred to as evaluation, assessment and employment portfolios; teachers use both their evaluation and employment portfolios mainly to discuss their best work. They advised to do this so that their educational skills can be demonstrated. A development portfolio, which referred to as a learning portfolio, focuses on a teacher's process of reflection when they compile a teaching portfolio. Teachers should try to improve their teaching practice with the aid of a development portfolio (Lally, 2000).

2.10. CPD Practices in Different Countries

Different countries of both developed and developing world might implement school based CPD in different ways and contexts. However, the objectives, significances and goals similarly targets at encouraging teachers competence in order to add to high pupil achievement. For instance, in Scotland the executed changes in teaching profession are

committed to develop and support teachers. School based continuing professional development made a condition of service and every teacher expected to have a commitment to CPD, to agree individual CPD plans once a year with his or her immediate mentor and to maintain a personal record (portfolio) of CPD undertaken. CPD portrayed as an essential opportunity for staff development, which should be available to every teacher (Levin, 2005).

The writer further explained that, the purpose of school based teachers' professional development in South Africa is to have teachers who are reflective practitioners and who can make informed professional choices. In this case, teachers are prepared to be empowered professionals. This notion targets at active and participatory learning school-based model in which all teachers participate and facilitated with support materials in the context of teacher knowledge and realities of classrooms (Levin, 2005).

Similarly, as Daniel et al (2008), Described in the USA, teachers are more likely to select CPD related to enriching the experiences of classroom management. They were also more likely to participate in studies relating to teaching assignment and programs addressing the needs of diversified students. The quality of the USA teachers, the criteria used to assess the quality of the teaching force was teacher preparation and qualifications. Because more capable successful teachers feel more concern about their impact upon pupils much further through their teaching career than the less able teachers. In the same way as Bolam (2000) stated that teachers pass through a number of developmental stages as they progress from beginner to expert practitioner in most European countries is to provide multi-purpose services in schools identified that there are stages to be considered in the process of CPD. As concern for self (primary survival as a teacher); concern for the task (which focuses on actual performance) and concern for affect (relating to positive influence upon pupils).

2.11. Continuous Professional Development Policy in Ethiopia

Focusing on improving the teaching learning process, with the priorities of introducing active learning, practicing continuous assessment, and managing large classes; CPD program was developed in a modular approach and introduced on accurate implementation in all primary, secondary and preparatory schools. The TDP guideline indicates that CPD is a program that enables teachers be efficient and effective in their teaching life through

experience and continuous learning; improving their professional skill and knowledge ongoing basis and upgrading their professional level (qualification). CPD has two types; Upgrading professional level and Updating or improving professional competency. 1. Upgrading professional level program: the process by which teachers can choose to participate in additional study at appropriate times in their career; e.g. convert a certificate to a diploma, a diploma to a first degree, a first degree to a master's degree through regular, summer, evening or distance programs (MoE, 2007).

2. Updating or improving professional competency program: Every professional teacher participates during their career as a teacher, and focuses on classroom practices in a continuous process. This we call CPD is made up of two components; the first one is a two year induction program for NDTs while the second one is for those who are already in the system where each teacher is expected to complete a minimum of 60 hours CPD time (MoE, 2005). CPD for in-service teachers has four types; induction program, higher diploma program (HDP), English language improvement program (ELIP), and proper CPD (MoE, 2007).

CPD program was developed for in-service teachers that focus on clearly articulate priorities; providing on-going school based support to classroom teachers; deal with subject matter content as well as suitable instructional strategies and classroom management techniques; and create opportunities for teachers to observe experience and try out new teaching methods. As (MoE, 2009), teachers are expected to develop through their CPD Program the following: •Professional knowledge and understanding (up-to-date subject matter and curriculum knowledge, good understanding of classroom pedagogy, etc.); Teaching skills (learning plans for students involvement, use of active learning methods, reflect on classroom practices, etc.); Values and attitudes (love of profession, form excellent relationship with colleagues, strive for learning and self-improvement, high expectation for students, etc.); Learning environment (maintain an attractive and supportive learning environment, creating a safe and orderly environment, use of appropriate teaching aids.) It was also indicated in the guideline that, besides the benefits of CPD in improving students' performance and

behavior, it is beneficial for teachers' career development, licensing, Relicensing, promotion, and so on (MoE, 2007).

2.12. Practice of Continuous Professional Development in Ethiopia

The most important way to improve the skill of teaching is to learn from each other and share good practice with colleagues Hogenbos(2009).The CPD courses encourage in many ways teachers to share experience and to work together. Therefore, the intention of the new Framework of CPD with Toolkit is to provide teachers throughout Ethiopia with a clear structure and rationale for Continuous Professional Development. It is based on the best national and international practice and designed to function in the Ethiopian context. The implementation of this framework, all schoolteachers, leaders and supervisors, in all regions of Ethiopia, will be participating in high quality and appropriate Continuous Professional Development, which impacts upon classroom practice to ensure improved student learning and achievement. A needs-based program of activities that allows all teachers to improve their knowledge, skills and attitudes in order that they become more effective classroom practitioners and contribute positively to community development (MoE, 2009b).

2.13. Role of the Concerned Bodies on CPD

Different organs have a responsibility for the successful accomplishment of CPD program at different levels. As stated in CPD regulation of MoE (2009) and by Desalegn (2010), major responsible organs in CPD are teachers, principals, school CPD facilitators, cluster supervisors, District Education Office, Zone Education department, Regional Education Bureau and Ministry of Education.

2.13.1. Role of teachers

Each stakeholder in CPD has responsibilities. This can be either as an individual or as an institution. The most powerful and accessible human resource for schools CPD is committed and supportive teachers found in the school. Individuals or group of teachers in a school is responsible body for the implementation of school based CPD program. As revealed in the national Framework of the Ministry of Education, teachers are responsible to engage in CPD as forefront partners throughout their career (MoE, 2009).

Teachers in the schools are the main actors in the program and should be beneficiaries. They requested to create effective CPD meetings at school with the initiatives of department heads and other senior teachers in collaboration with facilitators and principals who will join the meetings. They also expected to collaboratively prepare lesson plans, observe lessons, demonstrated by fellow teachers, participate in discussions after lessons, revise the lesson plan, record discussions and prepare report on CPD meeting and implement acquired skills in their own classrooms (MoE, 2009).

2.13.2. Role of principals

Different authors have written on school principal leadership practices in different administrative setting and tasks of school organization. Benjamin and Blasé (1999) noted that a leader who intends to bring about a change must develop and articulate a vision of what a school look like.

The school principal is the manager of the school. In order to manage and administer a school efficiently, he must provide organizational leadership in the school. In this respect, he is responsible for planning, organizing, coordinating, operating, monitoring the staff and the students, and managing school building and facilities (Mussazi, 1982).

He also noted that the principal is an organizational man who must plan and sustain an organization of the school. He plays an important role in communicating his ideas to those with whom he works, and he must be responsive to the communication of other. He provides a leadership recognizing the impact of the changing world outside. He also seeks to transform the behavior of teachers, students, and members of the community so that they will better serve themselves, their fellow men, and the educational enterprise from which they reap untold cultural and personal benefits.

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

evaluation, observe and visit CPD activities, arrange training programs and provide constructive feedback.

2.13.3. Role of schools' CPD facilitators

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

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

The facilitator is also responsible for collecting the CPD needs of the school and the staff. The school should maintain an up to date job description for the role of CPD facilitator. The school CPD leader is responsible annually for discussing with the head teacher and governing body on the CPD priorities and the likely budgetary implications of addressing these needs. Such needs drawn largely, but not exclusively, from the training and development needs identified through the school performance management process (Hustler, 2003).

The use of supervisors (department heads, senior teachers and mentors) results in the provision of knowledge and ideas, and is useful in terms of the external expert acting for an agent of change. Schools in particular can benefit from bringing in supervisors, to widen their group of knowledge that they can draw on. Teachers may need help in determining their own CPD focus, and how to access different types of support that may be available.

2.13.4. Role of cluster supervisors

Instructional supervision is service that will be given for teachers and it is the strategy that helps to implement and improve teaching learning process and to improve students' academic achievement. Due to this, the supervisor practices as a coordinator, a consultant, and a facilitator in teaching learning activities. The objective of the supervisor is implementing teaching learning process through providing professional support and by forming suitable situations of students (USAID, 2004). Supervisor is an expert who supports teachers by establishing the Cluster CPD Committee, managing and coordinating CPD activities within the cluster, sharing individual school CPD plan, supporting as appropriate the annual School CPD plan.

The use of supervisors (department heads, senior teachers and mentors) results in the provision of knowledge and ideas, and is useful in terms of the external expert acting as a catalyst for an agent of change. Schools in particular can benefit from bringing in supervisors, to widen their pool of knowledge that they can draw on. Teachers may need help in determining their own CPD focus, and how to access different types of support that may be available.

2.13.5. Role of woreda education offices

According to the CPD guideline of MoE (2009b), in the education system the woreda education offices play an important role in the implementation of CPD program. Woreda Education Offices are responsible to producing local CPD plans, ensuring that all schools have annual CPD plans, monitoring and evaluating the CPD activities of schools, collecting data about CPD activities in the woreda, collecting data of individuals' and schools' participation in CPD.

Moreover, the woreda education office experts have the responsibilities of providing support and training to clusters and schools through the supervisors, raising awareness of and promoting all-encompassing education in all schools. Collaborating with school directors to administer the Induction CPD process and to reasonable the judgments on passing failing, providing support and advice on the maintenance of professional portfolios (MoE,2009a). Generally, Woreda education office experts take the responsibilities of allocating sufficient

resources; evaluation of the overall effectiveness of the professional development program; providing the necessary technical supports; preparing trainings; and providing discussion opportunities on the status of the process of CPD implementation and the prevailing challenges.

3. RESEARCH DESIGN AND METHODOLOGY

This section deals with research design and methodology, research design, description of the study area, sources of data, sample and sampling techniques, data gathering tools, data collection procedures, validity and reliability of the study methods of data analysis and ethical consideration.

3.1. Research Design

A research design is a style of conducting a research work which is determined by the nature of the problem (Singh, 2006). Since the purpose of this study is to investigate and describe the policy and practices gaps of CPD program in government secondary schools, a descriptive survey research design was considered more appropriate and selected by the researcher to figure out what exists at present by determining the nature and existing situation of the issue in the study schools.

In this regards, Cohen, et al, (2007) stated that many educational research methods are descriptive; that is, they set out to describe and to interpret the state of affairs of the issues under study, as it exists. It is concerned with conditions or relationships that exist; practices that prevail; beliefs and points of views that are held; processes that are going on; effects that are being felt; or trends that are developing. Moreover, as stated by Kothari (2004), descriptive research answers who, what, where, when and how questions. It helps to describe the situations of the issue under study quantitatively and qualitatively using the data collected for the study. Thus, in order to properly analyze the existing practices of CPD program in government secondary schools in the study, the researcher preferred and used descriptive survey research design and mixed research method in this study.

3.2. Description of study Area

This study was carried out in government secondary schools in North Shewa Zone Oromia Regional state. North Shewa is one of the zones of the Ethiopian Region of Oromia. North Shewa is bordered on the South by Oromia Special Zone Surrounding Finfinne, on the Southwest by West Shewa, on the North by the Amhara Region, and on the Southeast East Shewa.

Based on the 2007 Census conducted by the central statistical Agency of Ethiopia (CSA), this Zone has a total population of 1,431,305 of whom 717,552 are men and 713,753 women; with an area of 10,322.48 square kilometers, North Shewa has a population density of 138.66.62% of children are enrolled in primary school, and 12% in secondary schools. There were 701 primary schools (1-8), 45 secondary schools (9-10), 14 preparatory schools (11-12), 7 Technical and Vocational training (TVT), 1 Teachers' Training College (TTC), and 1 University in North Shoa Zone (NSHEO, 2009).

3.3. Sources of Data

The sources of data for this study were both primary and secondary sources.

3.2.1. Primary source of data

The primary sources were data gathered from secondary school teachers, principals; School CPD facilitators, cluster supervisors' and woreda officials from education offices. The reasons for selecting these as primary sources of data can be the assumption that they have a direct relation with and have rich information about the implementation of teachers' continuous professional development program in secondary schools.

3.2.2 Secondary source of data

The secondary sources were including documents like teachers' continuous professional development plans, teacher's portfolio, reports, guidelines, policies, and other relevant official documents.

3.4. Population, Sample Size and Sampling Techniques

The target population was consisted of 13 secondary schools namely: Abebe Bikila Jato, Aleltu, Debretsige, Dahina, Daleti, Fital, Gimbichu, Jida, Maset, Muketuri, Obori, Oneda, and sheno. According to the data obtained from North shewa Education department, there is 338 academic staff currently working in these 13 secondary schools.

Sampling can be the selection of some part of an aggregate based on which a judgment or inference about them is made. It is the process of obtaining information about an entire

population by examining only a part of it (Kothari, 2004). In order to get relevant data and to handle the information from the respondents the researcher took a sample from the total target population. Among 338 population found in 13 secondary schools of the woreda 180 (53.25%) of them was identified as a sample size to respond a questionnaire.

Stratified random sampling technique was used to select sample respondent teachers from the each secondary school. This technique was selected because it gives equal chance for each members of the population the likelihood of probability of being chosen for the study as a sample. In doing so, gender proportion was considered at each school level.

Furthermore, using availability-sampling technique was used to select 13-school principal, 13 CPD facilitator, and seven cluster supervisors of the schools to respond the questionnaire. Since those organs are directly engaged leading and coordinating CPD programs at their respective school, they have detailed information about the practices of CPD; and major factors affecting its effectiveness in those secondary schools. Using Availability sampling technique, seven cluster supervisors to respond the questioner and seven officials from Woreda Education Office (one from each Woreda) for interview was selected and included in this study. Those respondents are included with the assumption that they are small in number and their position is important in describing the issues related to teachers CPD program in government secondary schools found in their Woreda.

Table 3.1 Population, Sample Size sampling Technique

Types of the Respondents	Population	Sample Size		sampling Technique	Responded Questionnaires	
		N	%		N	%
Teachers	338	180	53.25	Stratified random sampling	169	93.89
Principals	13	13	100	Available sampling	13	100
CPD facilitator	13	13	100	Available sampling	13	100
Cluster Supervisor	7	7	100	Available sampling	7	100
Total	371	213	57.41		202	94.83

Furthermore, to complement the data obtained through the questionnaire, seven Woreda education officials and seven-cluster supervisor were selected using Availability sampling technique to respond interview questions. These respondents were included with the assumption that, they are small in number and their position is important in describing the issues related to the practices of CPD program in government secondary schools found in their respective Woreda.

3.5. Data Gathering Tools

The data collection tools that were used in this study are questionnaire and interview for primary sources of data and document review for secondary sources.

3.5.1. Questionnaire

As stated by Gall et al. (2007), a questionnaire is the most widely used type of data collection instrument in education. The data provided by questionnaires can be more easily analyzed and interpreted than the data obtained from verbal responses. Questionnaires are supposed to be better to get great amount of data from large number of respondents in a relatively shorter time with lowest cost.

For the purpose of this study, a questionnaire was prepared by the researcher to collect information from secondary school principals, teachers, CPD facilitators and cluster supervisor. Both open-ended and closed-ended questions were included in the questionnaire. The close-ended questions were developed, with the belief that it helps the respondents choose an option from the given alternatives that best fit their responses. In addition, the open-ended question was employed in order to give an opportunity for respondents to express their view, feelings, and perceptions related to CPD practices. The questionnaire consist two parts. The first part of the questionnaire was designed to collect information on demographic characteristics of respondents, like sex, academic qualification, field of study and experience, assuming that it provides some basic background information-relating participants.

The second part of questionnaire consists three items; Questions related to the current practice of CPD implementation, questions related to the perception of teachers towards

CPD; questions related to area of CPD Participation. The questionnaire was prepared in English Language and administer to all sample respondents from secondary schools with the supposition that they can understand the language.

According to Kothari (2004), and Morrison and Scott (2005), validity refers to the degree to which an instrument measures what it is supposed to measure. Reliability has to do with the consistency or repeatability of a measure or an instrument. High reliability is obtained when the measure or instrument gives the same results if the instrument is repeated on the same sample. Thus, in order to assure data quality, the questionnaire was prepared for this study was validated and tested at pilot level for its reliability before distributed for sample respondents and used as data collection tools. The pilot test was conducted to assess whether or not the items included in the instrument enable the researcher to gather reliable and valid information. Besides, the purpose of pilot testing was to make necessary adjustment on data collection tools.

In pilot testing, the amended questionnaire was distributed to 20 randomly selected teachers and 2 principals, and 2 CPD facilitators, from two secondary schools of Girar Jarso Woreda (which was not included as a sample for this study). Then, to measure the reliability of the questionnaire, Cronbach's alpha coefficient was calculated for item of the questionnaire. Concerning the acceptance level of Cronbach alpha results Cohen *et al.* (2007), suggested to use the alpha coefficient results on the basis of the following guidelines: greater than 0.90 → very high reliable; 0.80–0.89 → highly reliable; 0.70–0.79 → reliable; 0.60–0.69 → marginally reliable; and <0.60 → lowly reliable or unacceptable. The calculated Cronbach's alpha coefficient for items of the questionnaire was found at 0.898. This showed the reliability level of the questionnaire was highly acceptable.

Table 3.2 . Summery table for reliability test.

No	Theme	Number of tem	Alpha value
1	the Current practice of teachers' CPD implementation	14	0.676
2	the perception of teachers towards teachers' CPD	20	0.870
3	extent of teachers' CPD implementation	9	0.735

3.5.2. Interview

An interview is the verbal questions asked by the interviewer and verbal responses provided by the interviewee (Gall *et al.*, 2007). An interview used to gather information about the thoughts, feelings and beliefs that the interviewee has about a particular topic. It permits greater depth of response, which is not possible through any other means (Jacobs, 2005). Thus, the reason for using interview in this study was to collect more supplementary opinion so as to stabilize the responses collected through the questionnaire. For conducting interview, semi-structured questions were prepared and administered woreda education official and cluster supervisors. The rationale behind the semi-structured interview items were the advantages of flexibility in which new questions could be for warded during the interview session based on the responses of the interviewee.

3.6.3. Document Review

In addition to the data collected through questionnaire and interview, various data from official documents were collected and reviewed in this study. The data collected from those sources and analysis of them helped the researcher to enrich information obtained through questionnaire and interview related to the issue understudy. In order to properly collect major data from secondary sources; a checklist was developed and used during data collection processes. This helped the researcher to focus on important data and not over emphasis on irrelevant data to be collected from secondary sources. The documents reviewed b were teachers 'continuous professional development manuals, guidelines, plans

and annual reports, teachers' portfolios, records of teachers' registration and attendance on CPD activities and other relevant official documents.

3.6. Data Collection Procedures

The researcher used a series of data gathering procedures. The distribution of the questionnaire for all sample respondents and the collection of the questionnaire after respondents responses was done by the researcher himself. The interview was administered with Woreda education officials and Cluster supervisor by the researcher on face-to-face bases. During the interview session, the questions were raised for the interviewees in Afan Oromo language to reduce communication barriers and to obtain more clarified information regarding the subjects of the study. Moreover, the researcher made the collection of data from secondary sources using checklist developed for such purpose.

3.7. Methods of Data Analysis

The quantitative data collected from sample respondents through the questionnaire were checked and organized before processing the data and analysis was made. These data were processed using SPSS (Statistical Package for Social Science - Version 20) software. Then, the analyses were carried-out using descriptive statistics; mean score, and standard deviations. Moreover; Chi square were used to see if there was significant differences between the responses of teachers and management organs (which includes principals, CPD facilitators, and cluster supervisors) in responding each items (variables) of the questionnaire.

The items of the questionnaires were organized and presented in tables based upon basic research questions and specific objectives of the study. Furthermore, description and analysis of them were made following the data illustrated in each tables. Besides, the qualitative data collected from the responses of open-ended questions of the questionnaire and interview results presented and narrated under tables they are associated with.

3.8. Ethical Considerations

Throughout this study, the researcher was governed by research ethical principles. Specially, the two most importantly emphasized ethical principles applied in this study were respecting the privacy of respondents and confidentiality of information revealed by the respondents. So, primarily to get permission to collect data from the sample secondary schools of the zone, the discussion made as introductory means on the aim or the research with school principal. Then, the data collection processes conducted by informing the respondents' the right they have to participate or not in the research to respond the questionnaire or interview questions. Thus, all the data for this study were collected from sample respondents' only by their own well and interest. Furthermore, confidentiality of information about the respondents was secured; no personal details of an individual respondent's produced on any parts of this study document. Besides, any confidential information revealed by the respondents was kept secret.

4. DATA PRESENTATION ANALYSIS AND INTERPRETATION

In order to attain these objectives attempt was made to answer basic research questions of the study by collecting the data from primary and secondary sources. The primary data were collected from secondary school teachers, principals, school CPD facilitators, cluster supervisors and woreda education official using questionnaire and interview. The questionnaires initially distributed to 213 respondents (180 Teachers, 13 Principals, 13 CPD facilitators, and 7 Cluster supervisors). Among the distributed questionnaires, 169 (93.89%) teachers, 13 (100%) principals, 13 (100%) CPD facilitators, and 7 (100%) Cluster supervisor; 202 (94.83%) of respondents were appropriately filled and returned. The remaining 11 (5.16%) respondents were not filled and returned the questionnaires.

Therefore, the analysis and interpretation of data in this study was made using the responses of these teachers, principals, CPD facilitators and cluster supervisors who correctly filled and returned the questionnaires. In addition, data obtained from interview responses of woreda education official and cluster supervisor and data collected from secondary sources (official documents) were also used in the analysis and interpretation of the data made in this section.

Accordingly, the analysis and interpretation of the data presented hereunder dividing in to four parts; based upon specific objectives of the study and basic research questions. The first part presents about background information of the respondents. In the second part, issues related to current practice of teachers CPD Implementation discussed. Following this, in the third part, issues related to perception of teachers towards teachers CPD in secondary schools understudy discussed in detail. In the fourth part, issues related to the extent of teachers` CPD Implementation were discussed and issues related to the gaps between policy and practice of teachers CPD were discussed.

4.1. Background Information of the Respondents

Under this part, demographic characteristics of the respondents, which include sex, age, educational status, and work experience of them presented and discussed. Accordingly, the data in table 4.1 illustrates demographic characteristics of management group and teachers who participate in this study to respond the questionnaire. The categories of management group includes secondary school principals and, CPD facilitators and cluster supervisors.

Whereas, the categories of teachers constitutes, sample respondents from teaching staffs of the schools understudy.

Table 4.1: Demographic Characteristics of the Respondents

Item		Teacher		Management		Total	
		N	%	N	%	N	%
Sex	Male	123	72.78	31	93.93	154	76.23
	Female	46	27.22	2	6.06	48	23.76
	Total	169	100	33	100	202	100
Age	Up to25 Years	23	13.61	2	6.06	25	12.37
	26-30 years	75	44.38	7	21.21	82	40.59
	31-35 years	31	18.34	15	45.45	46	22.77
	36-40 years	22	13.02	6	18.18	28	13.86
	Above 40 year	18	10.65	3	9.09	21	10.39
	Total	169	100	33	100	202	100
Educationa I Backgroun	Diploma	0	0.00	0	0.00	0	0.00
	First Degree	160	94.67	30	90.90	190	94.05
	Masters Degree	9	5.32	3	9.09	12	5.94
	Others	0	0.00	0	0.00	0	0.00
	Total	169	100	33	100	202	100
Experien ces	1-5 years	21	12.43	0	0.00	21	10.39
	6-10 years	70	41.42	10	30.30	80	39.60
	11-15 years	44	26.04	12	36.36	56	30.66
	16-20 years	20	11.83	8	24.24	28	27.72
	Above 20years	14	8.28	3	9.09	17	8.41
	Total	169	100	33	100	202	100

Source: Primarily data collected by the researcher from field Survey (May, 2017)

As depicted in Table 4.1 (item number one), majority of teachers (72.78%) and management organs (93.93%) are male. Only 27.22 % of teachers and 6.06% of management group of the respondents are female. This indicates number of female, particularly on CPD management affaires, were insignificant in government secondary schools of the zone.

Regarding to age of the respondents, the data in Table 4.1 showed that, the age of 44.38% of teachers found between 26-30 years. Next to this, the age of 18.34% of teachers found between 31-35 years. Moreover, the data illustrated in Table 4.1 showed that insignificant number of teachers (10.65%) were above 40 years old. Concerning the age of CPD management organs, the age of the majority (45.45%) of them found between 31-35 years. Moreover, 21.21% of them found at the age of 26-30 years. On the contrary, the age of few management members (9.09%) was above 40 years.

Concerning educational background of the respondents, the data illustrated in Table 4.1 showed that, the majority of teachers (94.67%) and management organs (90.90%) had a bachelor's degree level of education. Moreover, (5.32%) teachers and (9.09%) management organs had master's degree level of education. In relation to this, MOE's standard for secondary school education MoE, (1995) indicates a minimum requirement for teachers to work in secondary school is first degree. Accordingly, majority of the respondents participated in this study had the required level of qualification to work in secondary schools of the zone.

Regarding work experience of the respondents; the data of Table 4.1 showed that, majority of teachers (41.420%) and management organs (36.36%) had worked for 6-10 years and 11-15 years respectively. On the other hand, 26.04% of teachers and 30.30% of management organs had worked for 11-15 years and 6-10 years correspondingly. In general, the data illustrated in table 4.1 shows that the majority of the respondents with 26-35 years old, had bachelor degree level of education, and worked for about 6-10 years. This implies that the respondents were matured, educated, and relatively experienced in their respective job position. From this, it is possible to assume that, these respondents could able to provide genuine and reliable responses.

4.2. Current Practice of Teachers' CPD Implementation

This part deals with the items related to the implementation of current CPD practices by secondary school teachers. Each item is analyzed based on the data obtained through questionnaires responded by teachers and management organs. Therefore, the fourteen items interpreted as indicated in the table below.

Table 4.2. View of respondents about Current Practice of teacher`s CPD implementation.

No	Items	Teacher		Management body		χ^2	p-value
		M	SD	M	SD		
1	Extent of current practice of teachers' CPD implementation	2.60	0.97	2.48	0.83	5.44	0.25
2	The extent to which teachers participate as helping to each other	2.49	0.90	2.42	0.83	3.26	0.51
3	The extent to which CPD deals with subject matter	2.57	0.97	2.39	0.86	4.41	0.35
4	The extent to which CPD helps teachers' improvement	2.47	0.91	2.39	0.86	0.74	0.94
5	Improvement of job performance skills of the staff	2.85	1.06	2.45	0.86	5.30	0.25
6	Development of professional understanding of an individual teacher	2.50	0.80	2.54	0.66	1.78	0.77
7	Made the staff to feel respected	2.72	0.95	2.84	0.79	6.15	0.23
8	Promoting job satisfaction among staff	2.71	0.84	2.66	0.95	1.27	0.86
9	Contributing to teachers' growth	2.84	1.11	2.75	0.96	3.58	0.46
10	Enhancement of teachers' effectiveness with students	2.47	0.99	2.36	0.78	7.28	0.12
11	Improvement of the quality of the teaching and learning process	2.67	1.00	2.66	0.85	2.01	0.73
12	Enhancement of teachers attitudes to the education of children	2.82	0.95	3.30	0.63	29.70	0.00
13	Developing more positive attitudes among teachers to their work at the school level	2.51	0.97	2.48	0.83	3.09	0.54
14	Strengthening professional identity among teachers	2.64	.99	2.60	0.93	3.37	0.49

Key: M= mean, SD= standard deviation, χ^2 = chi square, df=degree of freedom =4

Accordingly, the data in Table 4.2 showed that, results of management organs and teachers responses for Extent of current practice of teachers' CPD implementation: teachers (M=2.60,SD=0.90) management organs (M=2.48, SD=0.83). $\chi^2=5.44, df=4, p=0.24 > 0.05$ indicate as there is no significant difference between their agreements between teachers and management body on Extent of current practice of teachers' CPD implementation. The mean of the item is 2.54 that means the level of rating was moderate but not practice as MoE (2009) guideline state. As interview made with Woreda education officials and cluster supervisors revealed that the current practice of teachers CPD implementation is below the expected result.

The extent to which teachers participate as helping to each other Teachers (M=2.49,SD=0.90) Management organs (M=2.42, SD=0.83). As table 4.2 above showed that in item 2 the calculated $\chi^2=2.26, df=4, p=0.51 > 0.05$ also showed no statistically significant difference between their agreements between teachers and management body on the extent to which teachers participate as helping to each other. The mean of the item is 2.45, which is in the range of low level of support. The degree to which teachers' participation as helpers to each other is rated at low level. This shows that teacher's participation, as helping to each other is low at school level. This result indicates that less effort was made to ensure the implementation of CPD by helping each other in the school. However peer support and collaboration plays many roles. Many teachers are likely to be more comfortable discussing their practice with peers than with senior management, where issues surrounding performance management may hinder honest and open discussion (Kennedy, 2005).

The extent to which CPD deals with subject matter Teachers (M=2.57,SD=0.97) Management organs (M=2.66,SD=0.77). $\chi^2=4.41, df=4, p=0.35 > 0.05$ showed that no statistically significant difference between their agreements between teachers and management body on the extent to which CPD deals with subject matter. The mean of the item is 2.58 this shows that the extent to which CPD deals with subject matter actions is at Medium level of support. Thus, it could be said that at some extent teachers were participate to improve their classroom practices based on the actions of CPD but not fully based on the action of CPD.

The extent to which CPD helps teachers' improvement; Teachers (M=2.47, SD=0.91) Management organs (M=2.39, SD=0.86). The mean of the item is 2.43. This showed that the importance of CPD to teacher's improvement is low at school level. $X^2=0.749$, $df=4$, $p=0.945 > 0.005$ also showed that no significance difference between their agreements between teachers and Management body on The extent to which CPD helps teachers' improvement. From this, it could be said that teachers were not improving their profession through feedback from peer evaluation and the activities of CPD. However The aim of CPD 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).

Improvement of job performance skill of the staff: Teachers (M=2.85, SD=1.06), Management body (M=2.45, SD=0.86) the mean of the item is 2.65. $x^2=5.30$, $df=4$, $p=0.25 > 0.05$ also showed that no significance difference between their agreements between teachers and Management body on CPD is a means of improvement of job performance skill of the staff. This showed that the importance of CPD for the improvement of job performance skill of the staff. It can be said that the contribution of CPD in the improving of job performance skills was moderate.

Development of professional understanding of an individual teacher: Teachers (M=2.50, SD=0.80) Management Organs (M=2.54, SD=0.66). $X^2=1.78$, $df=4$, $p=0.77 > 0.05$ which showed that no significance difference between their agreements between teachers and Management body on Development of professional understanding of an individual teacher. The mean of the item is 2.52. This showed that development of professional knowledge and understanding of an individual teacher rated at moderate level.

In the table 4.2, item 7, 8, 9 the mean value of teachers, 2.72, 2.71 and 2.84 respectively, and the mean value of management body; 2.84, 2.66 and 2.75 respectively. Teachers and Management respondents was rated CPD made the staff to feel respect, contribute to teachers growth in terms of knowledge skill and attitude, and promote job satisfaction among staff at moderate level. Hargreaves (1994) recognizes continuous professional development to have a positive impact on the curriculum and pedagogy as well as staff effectiveness, teachers and their relationship with students.

In item 10 of table 4.2, the respondents were asked to rate CPD enhance teacher's effectiveness with students. Teachers mean=2.47 SD=0.99, and management body mean=2.36 SD=0.78 .Respondents rated that CPD enhance teachers effectiveness with students which is in the range of low level of support. From the results, it can be said that the contribution of CPD in the enhancement of teacher's effectiveness with students was found to be inadequate. This indicates that the respondents not perceived CPD positively as a means to improve their subject and instructional knowledge, professional growth, teaching competence, and teaching knowledge and skills. The respondents also not perceived it as a means to improve students' academic achievements. However, CPD is an ongoing development program that focuses overall range of knowledge skills and attitudes required to educate learners effective (Steyn and Van Niekerk, 2002).

Item 11 in table 4.2 the mean value of responses from both teachers and Management body with 2.67 and 2.66 as well as SD with 1.00and 0.85 respectively. $\chi^2=2.01,df=4, p=0.732>0.05$. In this regards, statistically significant differences between their responses was not observed. Accordingly, Teachers M 2.67 and Management body's Mean 2.66 respondents rated that CPD improves the quality of teaching and learning process at moderate level. From the results, it can be said that the contribution of CPD in improving the quality of teaching and learning process is moderate. Clarke and Hollingsworth (2002)stress that most immediate and significant outcomes of any successful CPD is a positive impact in changing teachers' knowledge and practice, which in turn should lead to improved learner performance.

In table 4.2 item 14, CPD Strengthening professional identities among teachers; the mean value of teachers=2.64, SD=0.99and the mean value of management body =2.60, SD=0.93. $\chi^2=3.37,df=4 ,p=0.49>0.05$ which shows that there is no significant differences between the opinion of students and teachers. From the mean value of both respondents, it can be Saied that the importance of CPD in the strengthening professional identity among teachers is rated at moderate level. CPD strengthen professional identity, introduce the idea of reflective practice and action research through which teachers studied their practice to improve it, promotes teachers to recognize their work as a professional by providing new opportunities for growth, exploration, learning and development (Villegas-Riemers, 2003).

In general, the data in Table 4.2 further shows that the overall ratings of both management organs and teachers' about the practices of CPD in their schools indicated as it was found at moderate level.

Table 4.3 Responses of teachers about current participation of CPD.

Question	Respondent	Yes	%	No	%	Remark
Are you currently participating on CPD program in your school?	secondary school teachers	102	60.35	67	39.64	

Source: field data (May, 2017)

As described by various scholars CPD program is an ongoing, life-long and part of teachers' job. It is a development process that enables individuals to maximize their potential, contributes to work-based and personal development, ensures continuing confidence, updates skills, knowledge and understanding of them, prepares individuals for changes in existing roles or moves to other roles and enhances individual and organizational performance. In short, participating in CPD program is not a one-time activity and momentary tasks for teachers.

In light of the above facts, teachers were asked whether they currently participated in CPD program in their schools or not and the results of teachers' self reports about their participation on CPD program during 2017 academic year were illustrated in table 4.3. According to the data illustrated in the table out of all respondent teachers, about 39% of them were not took part in the CPD program on continuous bases. The percentage of teachers' who participated on CPD program in their respective schools was accounts only 60.35%. This clearly indicated that, among 169 secondary school teachers responded the questionnaire, those teachers who currently participated on CPD program does not more than 70% of them. Some teachers on continuous bases did not conduct this means, CPD program implemented in the schools understudy.

Concerning the participation of teachers in CPD program, MoE (2009) stated that, each teacher must take-part in CPD program for a minimum of 60 hours every year. The regulation further described, as CPD is compulsory for all Ethiopian teachers found at all levels of the education system because it has a link with promotion and accreditation of teaching profession. However, the data illustrated in Table showed that teachers' current participation on CPD program was very much different from the expectation of MoE and the stated regulation. This indicates that the practices of CPD program were not implemented according to the stated regulation and not supported by proper number of teachers' participation in secondary schools of North Showa zone

The researcher tried to collect additional information about the number of teachers who have been participating on CPD program from official documents of secondary schools included in this study. However, Documents Showing rules and regulations of CPD of the school not carefully organized in most secondary school under study. There was CPD annual plan in most schools but not functional (not changed to practice), There was some teachers portfolio documents' but not organized well. There were no well-organized documents on experience sharing between teachers within or outside the school. There were no documents on records of registration and attendance of CPD activities of teachers. There was absence of organized and updated data regarding the number of teachers currently participating on CPD program

Table 4.4: Teachers' Reasons for Taking Part in CPD

NO	Teachers' Reasons for Taking Part in CPD	No of teachers	Percentage of teachers who part taking in CPD
1	Improvement of professional ability	13	8
2	Personal interest	12	7
3	To get Professional Teaching License	17	10
4	Requirement as a teacher	24	14
5	Principals and Official order	103	61

Source: field data (May, 2015)

As identified by Craft (2004), the reasons for conducting CPD program are to improve job performance skills of whole staff; to develop professional knowledge and understanding of

an individual teacher; to extend general education of an individual's; to make staff feel respected; to promote job satisfaction among staff; and to prepare teachers for changes.

Moreover, according to CPD regulation of MoE (2009), CPD activities should be engaged by teachers to enhance their knowledge and skills and to enable them to consider their attitudes and approaches to the education of children with a view to improve the quality of teaching and learning process. Furthermore, the regulation stated that, one key element of the reasons for teacher's participation on CPD program is the renewal of a professional teaching license that requires the completion of stated minimum number of CPD credits over the period concerned.

In this regard, the researcher tried to collect additional information from Interview question what things have influenced teachers to take-part in CPD. teachers were asked to indicate the reason why they took-part in CPD program actually been practiced in their respective schools; and their responses were organized and illustrated in table. According to the data of this Figure, majority of teachers (61%) were take-part on CPD program because of 'principals and officials orders'. Next to this, 14% of them were indicated an item that state 'it was a requirement being a teacher'.

However, issue related to improvement of professional abilities identified only by 8% of teachers as a reason for their participation of CPD program. Besides, only 7% of the teachers were take-part on CPD program on their personal interest, only 10% of the teachers were take-part on CPD program to get professional teaching license. The response of teachers not participates in CPD Program there is no additional value for teachers and no differences between teachers who participated on CPD program or not

In general, the above discussions showed that, the reasons for secondary school teachers have been taking part on CPD program were not based on their personal interest and for the improvement of their professional competency; rather because of officials' orders and directions. Moreover, their participation on CPD program not intended to the renewal of professional teaching license that requires the completion of minimum number of CPD credits as stated in MoE (2009) CPD regulation.

4.3. Perception of Teachers towards CPD

In this part, teachers and management organs' responses on the perception of the concepts and purposes of continues professional development were analyzed

Table 4.5a Perception of Respondents' about CPD

No	Items	Teacher		Management		x ²	p-value
		M	SD	M	SD		
1	CPD is a collective responsibility	2.46	0.80	2.63	0.96	14.00	0.007
2	CPD is a necessity for teachers	2.55	0.99	3.30	0.91	15.05	0.005
3	CPD is an individual responsibility of a teacher	2.52	0.98	2.90	1.10	5.32	0.25
4	CPD is any activity intended to promote positive changes in teachers' behavior	2.42	0.88	2.66	0.85	4.34	0.36
5	CPD is lifelong learning process	2.42	1.02	3.15	0.93	15.11	0.04
6	CPD is a means to improve the academic results of students	2.57	1.11	3.24	0.90	11.01	0.26
7	CPD develops teachers' instructional skills	2.41	1.03	3.12	0.64	23.73	0.000
8	CPD enhances organizational performances	2.69	1.01	3.72	0.94	25.93	0.000
9	CPD ensures continuing confidence in changing environments	2.46	1.04	2.63	0.96	22.00	0.000
10	CPD improves classroom activities	2.46	1.06	3.21	0.99	16.65	0.002
11	CPD helps to enhance the quality of learning and teaching	2.40	0.91	3.45	0.79	49.26	0.000
12	CPD helps to apply continuous assessment methods	2.30	0.96	3.90	0.67	74.57	0.000
13	CPD helps to give experience sharing through colleague teachers	2.62	0.88	2.90	0.91	7.05	0.120
14	CPD helps to gain the renewal of a teaching license	2.45	0.98	3.15	0.36	27.54	0.000

Key: M= mean, SD= standard deviation, X² = chi square, df=degree of freedom=4

To explore perception of the respondents about CPD; both teachers and management organs were asked to indicate their level of agreement using the items related to the concepts and purpose of continuous professional development in the questionnaire.

According to the data in the table 4.2 item 1 showed that the perception of Management organs about CPD is a collective responsibility was found at 2.63 mean score, (SD=0.96); which was relatively greater than teachers' perception (M=2.46, SD=0.80). $X^2=14$, df= 4, $p=0.007<0.05$ regarding the perception of them about the concepts of teachers' continuous professional development showed statistically significant differences between management organs and teachers responses.

About the concepts of CPD. the perception of management organs about CPD is a necessity for teachers (M=3.36, SD=0.91); which was relatively greater than teachers' perception (M=2.55, SD=0.99). $x^2=15.05$, df=4, $p=0.005<0.05$ regarding the perception of them about the concepts of teachers' continuous professional development showed statistically significant differences between management organs and teachers responses. CPD improve the performance of teachers in the classroom in order to raise student achievement and learning (MoE, 2009).

The perception of teachers about the CPD is an individual responsibility of teachers: Teachers (M=2.52, SD=0.98) Management body (M=2.90, SD=1.10). The perception of teachers and management body about CPD is an individual responsibility of teachers is found at moderate level. $x^2=5.32$, df=4, $p=0.25>0.05$ showed that no significance difference between the perception of teachers and Management body about the CPD is an individual responsibility of teachers.

Item 4 in the Table 4.5a CPD is any activity intended to promote positive changes in teachers' behavior: the perception of teachers (M=2.42, SD 0.88) the perception of Management body (M= 2.66, SD=0.85). The average mean rate of the teacher is 2.42, which means below the average mean this shows most of teachers not assume that CPD is any activity intended to promote teachers positive behavior. However, CPD is a continuous process of enhancing personal growth in order to improve the capability and realize the full potential of teachers at school (MoE, 2009).

The understanding of teachers and management organs about CPD is lifelong learning process, Teachers (M=2.42, SD=1.02) management body (M=3.15, SD=0.93).the understanding of teachers relatively less than the understanding of the Management body. From this, it can be conclude that most of teachers not understand CPD as lifelong learning. However, CPD is a planned, continuous and lifelong process whereby teachers try to develop their personal and professional qualities, and to improve their knowledge, skills and practice, leading to their empowerment, the improvement of their agency and the development of their organizations and their pupils (Padwad, A. andDixit, K.2011).

Regarding item seven of table 4.5a teacher and Management body were asked to rate the importance of CPD in developing teachers' instructional skill. Teachers are attracted to professional development because they believe that it will expand their knowledge and skills, contribute to their growth, and enhance their effectiveness with students (Fullan, 1999).Accordingly, teachers replied that the importance of CPD in developing teachers instructional skill low level. As stated in the above table the mean of the teacher is 2.41which is in the range of low level of support. $X^2=23.73$, $df= 4$, $p=0.000<0.05$ showed that significance difference between the perception of teachers and Management body about the CPD develops teachers' instructional skills. This indicates that the importance of CPD in developing teacher's instructional skill is at low level of support at school level. From the data, it can be stated that the importance of CPD actions in developing teacher's instructional skill was inadequate and got little attention by teachers.

In item 10 of table4.5a, the respondents were asked to rate that CPD improve classroom activities. The mean of the teachers respondents (M=2.46,SD=1.067), Management body (M=3.21,SD=0.99) teacher respondents rated that CPD improves classroom activities at low Level, Management body respondents rated that CPD improves classroom activities at Medium level. $x^2=16.65$, $df=4$, $p=0.000<0.05$ showed that significance difference between the perception of teachers and Management body about the CPD improves classroom activities. From this, it can be concluded that the understanding of teachers about CPD improves classroom activities is less than the understanding of the management body.

Item 11 in the table 4.5a the respondents were asked to give their suggestion on the understanding of CPD helps to enhance the quality of learning and teaching. In this regard, the mean of teachers respondents (M=2.40, SD=0.91) Management respondents (M= 3.45 SD=0.79) of the respondents rated that their understanding of CPD helps to enhance the quality of learning and teaching in education is low in case of teachers and medium in case of management body. As indicated in the table the mean score of teachers is in the range of low level, the mean score of management body is in the range of medium level. $\chi^2=49.26$ df=4 $p=0.00<0.05$ showed that significance difference between the perception of teachers and Management body on the CPD helps to enhance the quality of learning and teaching. From this, it can be concluded that the understanding of teachers about CPD helps to enhance the quality of learning and teaching is less than the understanding of the management body.

CPD helps to apply continuous assessment methods: the perception of teachers and Management organs about CPD helps to apply continuous assessment methods the mean of teachers (M= 2.30, SD=0.96) and Management body (M=3.90, SD=0.67) the understanding of teachers about CPD helps to apply continuous assessment method was less than the Management body. Form this it could be conclude that teachers understand CPD not help in the implementation of continuous assessment in the school. $X^2=74.57$, df= 4, $p=0.000<0.05$ regarding the perception of them about the concepts of teachers' continuous professional development showed statistically significant differences between management organs and teachers responses.

CPD helps to give experience sharing through colleague teachers: the understanding of teachers and management body about CPD helps to give experience sharing through colleague teachers the mean of teacher respondents 2.26, and the management body 2.9. The understanding of teachers and management body about CPD helps to give experience sharing found at moderate level. $\chi^2=7.07$, df=4 $p=0.12> 0.05$ showed that there is no significance difference between two groups. However, literature shows that in the schools where teachers are accessed to new ideas and share experiences more readily, there is a greater potential for school and classroom improvement. Improving schools" endeavor in the development of their staff creates opportunities for teachers to collaborate and to share best

practices. Evidences also suggest that attention in such teacher learning can affect directly upon improvements in student learning and achievement (Day, 1999).

The perception of teachers and management organs about CPD helps to gain the renewal of a teaching license: Teachers ($M=2.45$, $SD=0.98$), Management body ($M=3.15$, $SD= 0.36$). $\chi^2=27.51$, $df=4$, $p=0.000<0.05$, which showed that significance difference between their agreements between teachers and Management body on the concept of CPD helps to gain the renewal of a teaching license. The mean of the teachers $M=2.45$ this shows that the concept of CPD helps to gain the renewal of a teaching license is a low level. this showed that Most of the teachers were take-part on CPD program not to get professional teaching license.

The interview administrated with Woreda Education official and cluster supervisor showed the presence of insufficient understanding about the concepts and purpose of CPD. They said that, their understanding about CPD practices was about 'moderate' level. They further responded that, there were 'no awareness creation training conducted on CPD program for school management and teachers so far. This signifies that, they did not properly understand about the concepts of CPD and the intended purpose of the program. However, they tried to implement CPD in their woreda and cluster resource center based on previous trends not according to ministry of education CPD guideline and explain that the contribution of CPD contribution for the teaching learning process is low.

In addition, the practice of CPD implementation was concentrated on paper work. These confirmed lack of sufficient understanding among management organs and teachers about principles and objectives of CPD program related to secondary schools. Such deficiency of understanding; particularly among management organs, can result inefficient practices of the program in the schools understudy. This in turn may affect individual teacher and each school's teaching-learning process in particular and quality of education in general. Moreover, in order to substantiate the responses of positively stated perception questions; teacher respondents and management organs further asked to indicate their level of agreement for negatively stated items regarding CPD.

Table 4.5b Perception of Respondents' about CPD:

NO	Item	Teacher		Management body		x ²	p-value
		M	SD	M	SD		
1	CPD is a replication of what teachers learn at College/University	3.00	0.95	2,57	0.70	7.91	0.095
2	CPD is a waste of time	2.94	1.02	2.45	0.56	15.74	0.000
3	CPD is just to make teachers busy	3.92	0.06	2.90	0.63	69.57	0.000
4	CPD is an extra burden on teachers.	3.17	1.01	2.75	0.90	8.94	0.63
5	CPD encourages teachers to focus more on paper work than practical activities	4.10	.30	3.45	0.75	72.68	0.000
6	CPD encourages teachers to leave their profession	3.30	1.27	2.33	0.54	48.85	0.000

Key: M= mean, SD= standard deviation, X²= chi square

Accordingly, the data in Table 4.5b showed that, results of management organs and teacher's responses for negatively stated items of CPD showed that, their perception was compared. Management organs' perception for negatively stated items about CPD was relatively less than teachers' perception. In Table4.5b, the highest mean score of both respondents were identified for items that states in table 4.5b. CPD is a replication of university courses: management organs (M=2.57, SD=0.70,); Teachers (M=3.00, SD=0.95,); x²7.91 df= 4, p=0.007<0.05 also showed statistically significant difference between teachers and management bodies. Teachers' respondents, negatively understood CPD than management organs and they highly assumed that, CPD is a replication of what teachers learn at University.

CPD is a waste of time: Management organs (M=2.45, SD=0.56); Teachers (M=2.94, SD=1.02,). X²=15.74, df =4, p=0.003< 0.05 also showed statistically significant difference between the agreements of teachers and management bodies. This indicates that teachers understand CPD as waste of time, but the management bodies at some extent perceive CPD as useful for teachers to improve their professional knowledge. However, CPD have a positive impact on the curriculum and pedagogy as well as teacher's effectiveness and their

relationship with students. Hence, CPD is very important for teachers to become effective and competent in their profession throughout the world (Boalm, 2000).

CPD is just to make teachers busy, Management organs' (M=2.90, SD=0.63), Teachers (M=3.92, SD=0.62). $\chi^2=69.57$, $df=4$, $p=0.000 < .05$ also showed statistically significant difference between the agreements of teachers and management bodies. The mean of this item is 3.14; this showed that the perception of teachers and management body about CPD is just to make teachers busy. It can be conclude from this teachers and management organ not take CPD as a means of improving professional skill. However, CPD is important for every teacher because initial education and training is short and does not always remain relevant. Teachers need to be made aware new developments within their profession on a regular basis (MoE, 2009).

As it is observed from the table above teacher respondents agree on the CPD is an extra burden on teachers: teacher (M=3.17, SD=0.93) which means, that teacher respondents agree on CPD program create a burden for teachers. it can be conclude from this the perception of most teachers that CPD not helpful to develop their professional competency and teachers have negative attitude towards the CPD program. However, the major objective 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; particularly classroom practice. Continuous professional development program for teachers should aim at forming a better and more effective teacher capable of adapting to different school or classroom situations (Guskey, 2002).

CPD encourages teachers to focus more on paper work than practical activities Management organs' (M=3.45, SD=0.75); Teachers (M=4.10, SD=0.30,). CPD encourages teachers to leave their profession Management organs' (M=2.33, SD=0.54), Teachers (M=3.30, SD=1.27,). However, concerning an item that states CPD focuses on paper work than practical activities was responded by both group of the respondents with the highest mean score Management Organ (M=3.45, and Teachers M=4.10) respectively. $\chi^2=72.68$, $df=4$, $p=0.000 < 0.05$ which showed statistically significant difference between the agreements of teachers and management bodies about CPD focuses on paper work than practical activities.

In general, teachers' respondents, negatively understood CPD than management organs and they highly assumed that, CPD is a replication of what teachers learn at University. CPD is a waste of time. It is just to make teachers busy. CPD is an extra burden on teachers. CPD encourages teachers to focus more on paper work than practical activities and CPD encourages teachers to leave their profession. These indicate variation and insufficiency of perceptions among management organs and teachers about CPD concepts and its significances for teachers and the instructional process of their respective schools.

As stated by Pickens (2005), perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. A person's awareness and acceptance of the stimuli play an important role in the perception process. Individuals will select the stimuli that satisfy their needs and may disregard stimuli that may cause negative consequences. The concept is that any action requires the selection of certain aspects of the environment that are action relevant and, at the same time, filtering other aspects that are action irrelevant. That is, when one is working toward a goal, one will skip over information that does not support one's plan (Rizzolatti & Craighero, 1998).

Therefore, if teachers' perceived CPD program properly they have been told to use it based on a solid foundation; they will notice ways in which the program works and make effort for the successfulness of the program. On the contrary, if they did not appropriately perceived CPD program, they will not recognize the importance of the program and not sufficiently make effort to its effectiveness (Beard and Wilson, 2006). Thus, the perception of teachers' hold about CPD can influence their beliefs about the program; which in turn could affect their behavior and actions in the classroom.

4.4. Extent of Implementation of Teachers' CPD.

This part of the study displays the items with regard to areas of teachers' involvement in CPD activities. Each item is analyzed based on the data obtained through questionnaires responded by teachers and management organs. Therefore, the nine items are interpreted as indicated in the table below.

Table 4.7. Extent to which Teachers' Involvement on CPD Activities

No	Activity	Mean	SD
1	Involved in action research	2.51	0.71
2	Organized portfolio by recording all CPD documents	2.48	0.84
3	Participated on peer coaching on CPD actions	2.40	0.63
4	Practiced mentoring other teachers on CPD actions	2.60	0.66
5	Involved in the selection of the school CPD priorities	2.31	0.78
6	Implementing CPD to the actual teaching and learning process in the classroom	2.13	1.07
7	participating curriculum meetings	2.56	0.89
8	Demonstration of lessons peer observation	2.88	0.89
9	Made observation of students in lessons and talking to students after the CPD activity	2.63	0.97

Concerning areas of teachers' involvement in CPD activities, various authors identified; working collaboratively with colleagues to improve teaching and learning, identifying personal CPD needs, , mentoring and consulting other teachers, carryout action researches, maintain portfolio, performing peer coaching and experience sharing activities (Desalegn, 2010; Craft, 2004; MoE, 2009; Burchell, et al., 2010).

The data in table 4.6 showed that teachers' involvement in action research (M=2.51, SD=0.71). it show in the scope of low level of support. Hence, it is possible to recognize that teachers were less involved in conducting action research to systematically solve the day today educational problems and to further their professional skills. However, Action research empowers teachers by increasing the individual practices, improved student learning outcomes, commitment to work, cooperative work place and effective school leadership. In addition, action research advances the professionalization of teachers by helping them develop and confirm their knowledge (Hopkins, 2002, and Grandy, 1994).

The mean score of the item 2, Organizing Portfolio is (2.48, SD=0.84) which is in the range of low level. From the data, it could be said that teachers` preparation of CPD portfolio by recording all relevant documents was found to be insufficient. By the document analysis, it was confirmed that teachers were not prepare CPD portfolio by recording all useful actions of CPD. Hoe ever Portfolio is a compiled complete record of teachers` professional

collection of documents as evidence to professional learning. It contributes to the enhancement of professional attitude, commitment and motivation of teachers (Falk, 2001).

According to respondents responded that the involvement of teachers on peer coaching, the mean of the responses is 2.40, which are in the range of low level of support. This indicates that the degree to which participation of teachers on peer coaching on CPD action is low. From this, it can be said that teachers were not always participating in peer coaching to share experiences with colleagues in order to promote their profession. However Coaching is the process where a person with expertise in the field assists colleagues through structured discussion and activities on how to solve their problems (TTA, 1998).

As stated in the above table the weighed mean of the item4 mentoring other teachers ($M=2.60$, $SD=0.66$), which are in the scope medium level of support. This indicates that the mentoring activities of experienced teachers for newly deployed teachers are not implemented as expected level. However, Mentoring is the process of getting feedback and solving the challenges that can be faced through the process based on the feedback (Anderson, 2000).

According to the data illustrated in table above, the involvement of teachers in the selection of CPD priority were found at low level ($M=2.31$. $SD= 0.78$), it is possible to regard the practices of CPD Need Analysis in secondary schools understudy was poor. This indicated that, judging whether each CPD program is effective in helping students to become better learners; and using evaluation feedbacks to make decision to move on to another CPD priority, or to include previous priority again in next CPD plan were poorly practiced in the study schools.

Implementing CPD to the actual teaching and learning process in the classroom ($M=2.13$, $SD=1.03$) were found at lower level than other activities. Besides, teacher's and management body's responses were found below moderate level.

In general, the data of the Table 4.6 showed insufficient level of teachers' involvement on CPD activities. This means small-scale investigation and close examination of the effects of their teaching through action research did not carried out by most teachers. Teachers with better knowledge and skill are not assisting their colleagues through coaching; assistances to be offered to less experienced teachers by the experienced staffs were lacking; and

undertaking self-directed study as a means of improvement and development were not sufficiently practiced by teachers in secondary schools under study.

Moreover, in responding to open-ended questions (What is your opinion about the current status of teachers' CPD implementation in your school/cluster resources center) of the questionnaire, most management organs and teachers' also stated that the effectiveness of CPD in their respective schools was weak, not very well done, not as intended, and did not bring about behavioral change among teachers. This implies that the overall effectiveness of CPD practices in secondary schools of the zone was not sufficiently effective. In addition, interview responses of Woreda Education officials also showed similar results with the responses of management organs and teachers. They reflected a low level of effectiveness of CPD in their respective woredas.

4.5. Gaps between Policy and practices of Teachers' CPD

Policy is a purposive course of action followed by an actor to implement Continuous Professional Development. It is important to have a policy on CPD that defines its aims and describes the process of implementing CPD. The CPD framework document of MoE (2009) describes the aim of CPD, time for CPD, Scope of CPD, major principles of CPD, cycle of CPD and area of teachers' involvement in CPD activities.

The researcher was made to analyze the gap between the stipulated policy and practices on teachers' CPD in secondary schools of North Shewa Zone. As interviews made with 7 Woreda education officials and 7-cluster supervisors revealed that there were gaps between the stipulated policy and practice on teachers' CPD. The gaps related to teachers' involvement in CPD activities, the gaps related to prioritization of teachers' CPD needs, the gaps related to time for CPD, the gaps related to preparation of modules for CPD implementation, the response of Woreda education officials and cluster supervisors was in line with findings of the study. Additionally, the data obtained from official documents from each school showed that there is a gap between the stipulated policy and practice of teachers' CPD.

MoE (2009) CPD regulation stated that each teacher must take part in CPD programs. The regulation further described that CPD is compulsory for all Ethiopian teachers found at all levels of the education system because it has a link with promotion and accreditation of

teaching profession. According to the data obtained from respondent teachers, about 39% of them were not took part in the CPD program on continuous bases. Because of these, the teachers' current participation on CPD program was very much different from the expectation of MoE and the stated regulation. This indicates that the practices of CPD program not implemented according to the stated regulation.

According to CPD regulation of MoE (2009), CPD activities should be engaged by teachers to enhance their knowledge and skills and to enable them to consider their attitudes and approaches to the education of children with a view to improve the quality of teaching and learning process. Furthermore, the regulation stated that one key element of the reasons for teacher's participation on CPD program is the renewal of a professional teaching license that requires the completion of stated minimum number of CPD credits over the period concerned.

CPD should be take-place by individual interest. However, the data obtained from teacher respondents; teachers were asked to indicate the reason why they took- in their respective schools: majority of teachers (61%) were take-part on CPD program because of 'principals and officials orders. In general, the above discussions showed that, the reasons for secondary school teachers have been taking part on CPD program not based on their personal interest and for the improvement of their professional competency, rather because of officials' orders and directions. Moreover, their participation on CPD program not intended to the renewal of professional teaching license that requires the completion of minimum number of CPD credits as stated in MoE (2009) CPD regulation.

As stated in MoE (2009) regulation, among the responsibility of Woreda education office concerning CPD the following major responsibilities are stated: ensuring all schools have annual CPD plan; providing support and training to clusters and schools on CPD practices; allocating resources required to implement CPD program; monitoring and evaluating CPD practices in schools found in the woreda. However, the results of the interview with woreda education official indicated "Poor" performance of woreda Education Office regrinding playing their role in CPD practices of secondary schools understudy. In general, there is a gap between stipulated policy and practice of teachers CPD implementation.

5.SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this section summary of major findings of the study, conclusions and recommendations forwarded to improve CPD policy and practice gaps in secondary schools of the zone were presented.

5.1. Summary

The major purpose of this study was to investigate the policy and practices gaps and of teachers' Continuous Professional Development in government secondary schools of North Showa Zone; Oromia Regional State. Thus, in order to attain objective of the study, attempt made to answer basic research questions:

- 1.What is the current practice of CPD implementation in government secondary schools of North Showa Zone?
2. What is the perception of teachers towards teachers' CPD in secondary school of North shewa Zone?
3. What is the extent of CPD implementation in government secondary Schools of North shewa Zone?
4. What is the gap between the stipulated policy and practices on teachers' CPD in secondary school of North shewa Zone?

The data required for this study collected from primary and secondary sources. The primary data collected from teachers, principals, school CPD facilitators, cluster supervisors and Woreda education official through questionnaire and interview.

The questionnaires were initially distributed to 213 sample respondents. Among those, 202 (94.83%) of them were appropriately filled and returned. In addition, to supplement the questionnaire, semi-structured interview questions were administered with seven woreda education official and cluster Supervisor. Therefore, the analysis and interpretation of data in this study was made using the responses of these respondents. Moreover, data collected from official documents were also used in the analysis and interpretation of the data.

Regarding of sex; majority of teachers (72.78%) and management, organs (93.93%) are male. Regarding age of the respondents, 44.38% of teachers were found between 26-30 years. The age of majority (45.45%) of management, organs were found between 31-35

years. Regarding work experiences, 41.42% teachers and 36.36% management organs had worked for 6-10 years and 11-15 years respectively. . On the other hand, 26.04% of teachers and 30.30% of management organs had worked for 11-15 years and 6-10 years correspondingly.

Concerning respondents' educational background, 94.67% of teachers and 90.90% of management organs had a bachelor's degree level of education. Only (5.32%) management organs and (9.09%) teachers had master's degree level of education. In general, majority of the respondents with 26 to 35 years old, had bachelor degree level of education, and worked for about 6-10 years. This implies that, the respondents were matured, educated, and relatively experienced in their respective job position. Moreover, in accordance with study objectives major findings of the study summarized as follows.

Current practice of teachers' CPD implementation

In this study the practices of CPD was measured in terms of teachers' involvement, accomplishment of CPD activities and CPD cycle. Regarding teachers' involvement in CPD program, each teacher must take-part in CPD program for a minimum of 60 hours every year. However, most teachers' were not participated on CPD program in their respective schools on continuous bases. Only 60.35% of teacher respondents were agreed their current participation. Moreover, majority of them (61%) were indicated 'principals and officials orders' as a reason of their involvement in CPD program than to improve their professional competency. This clearly indicated that, the practice of CPD in the schools understudy was very much different from the expectation of the stated regulation.

Regarding areas of CPD activities, teachers involvement in action research (M=2.52), Organized portfolio by recording all CPD documents (M=2.51) Involved in the selection of the school CPD priorities (2.29) and peer coaching (M=2.33) were found at lower level. This can verify poor instructional leadership practices among school management, educational leaders, and teachers with respect to practicing each activities of CPD in the study area.

Perception of Teachers towards CPD

The perception of respondents about concepts and purposes of CPD was perceived differently. There was a statistically significant difference between management organs and teachers'

perception. The perception of management organs for positively stated item was relatively greater than (M=3.14) teacher's perception (M=2.48). In similar manner, regarding negatively stated items of CPD, management organs' perception about CPD was relatively less than (M=2.74) that of teachers' (M=3.40).

In general, the negative perception of teachers was somewhat higher than (M=3.40) the positive one (M=2.48). They assumed that CPD is a replication of what teachers learn at University, it is just to make teachers busy, CPD is an extra burden on teachers, CPD encourages teachers to focus more on paper work than practical activities, and CPD encourages teachers to leave their profession. These indicated insufficiency of perceptions among teachers about CPD concepts and its Purpose.

Gaps between Policy and practices of Teachers CPD

In the study the attempt was made to analyze the gap between policy and practice of teachers CPD.

☆ CPD framework document of MoE (2009), describes the aims and the process of implementing CPD. According to the data obtained from respondent teachers, some teachers were not taking part in the CPD program on continuous bases. Because of these, the teachers' current participation on CPD program was very much different from the expectation of MoE and the stated regulation. This indicates that the practices of CPD program were not implemented according to the stated regulation.

☆ The regulation stated that one key element of the reasons for teacher's participation on CPD program is the renewal of a professional teaching license that requires the completion of stated minimum number of CPD credits over the period concerned. However, the present study revealed that the participation of most teachers on CPD program was not intended to the renewal of professional teaching license that requires the completion of minimum number of CPD credits as stated in MoE. The data obtained from teacher respondents; teachers were asked to indicate the reason why they took- in their respective schools: majority of teachers were taking part on CPD program because of 'principals and officials orders.

5.2. Conclusions

Based on the major findings of the study, the following conclusions have been drawn. CPD is an individual responsibility; CPD should be take place by individual internal effort, to make the implementation of CPD very well awareness creation to each teacher is very important. However, the present study reveals that majority of teachers were take part in CPD program because of principals and officials orders' rather than to improve of their professional abilities, the practices of CPD program in secondary school level were not effective. From these, it is possible to conclude that; teachers' professional development program in government secondary schools of the zone was conducted for fulfilling a formality merely to achieve officials orders; disregarding the achievement of its objectives.

CPD is vital for quality education. To practice CPD teachers and CPD stakeholders are encouraged to embrace the concept and purpose of CPD. According to the findings of this study, there were lack of understanding about CPD and negative perceptions on the part of school managements and teachers. Management organs' perception for negatively stated items about CPD was relatively less than teachers' perception

CPD program is a part of teachers' job. It is a development process that enables individuals to maximize their potential, contributes to work-based and personal development, ensures continuing confidence, updates skills, knowledge and understanding of them when particularly participate. However, according to the present study out of all respondent teachers, 39.64 % of them were not took part in the CPD program on continuous bases. The percentage of teachers' who participated on CPD program in their respective schools was accounts only 60.35%. From this, it can conclude that, the Current Participation of teachers on CPD Program was poor.

Teachers and school Management bodies should properly involve in CPD program. In connection to this; however, the study identified that, teachers' involvement in CPD was found at lower level; and the components of CPD cycle and major activities of CPD program were poorly practiced. Additionally, educational managers and school instructional leaders were not sufficiently accomplished their duties and responsibilities related to CPD practices.

According to the finding of the study, the current participation on CPD program was very much different from the expectation of MoE and the stated regulation. This indicates that the practices of CPD program were not implemented according to the stated regulation. In general, there is a gap between stipulated policy and practice of teachers CPD implementation.

5.3. Recommendations

In view of the findings and conclusions made, the following recommendations were forwarded:

Teachers and school administrators should properly understand the concept and purpose of CPD. In connection to this, however, the present study reveal that teachers and school management lacked due understanding of the concept and purpose of CPD. Moreover, majority of them understand CPD negatively. Thus to enhance perception and purpose of management organs and teachers; it is recommended if training on the basic concepts and regulations of CPD is offered for them continuously on shortest time possible by woreda Education office and cluster supervisors.

All teachers should take-part in CPD program for a minimum of 60 hours every year. CPD is compulsory for all teachers. However, the present study reveals that the percentage of teachers' who participated on CPD program was accounts only 60.35 %. Thus to enhance the participation of teachers in CPD program training should be given by Zone education office, Woreda education office and cluster supervisor for teachers.

School Managements should prepare the school CPD plan with the participation of teachers in the selection of the school CPD priorities. This condition helps teachers to be adapted with the plan and used to include their needs and demands as well as the existing challenges of the schools, these increases mutual responsibility of teachers and school managements, to implement the plan and the activities of CPD effectively. However, the study identifies that the involvement of teachers in the selection of the school CPD priorities is low. Therefore, to improve the implementation of CPD, School Management should be invite teachers in the involvement of each CPD cycle every time.

Feedback from upper body is very essential, to run the CPD practice. However, the findings of the study revealed that there was no Woreda Education and cluster supervisor support, and follow up activities on the CPD program in the sampled schools and these resulted in ineffective Implementation of CPD program. Therefore, to run the CPD implementation effectively the concerned bodies (Woreda education office and cluster supervisor) prepare awareness creation training in the preparation of modules and portfolios for school academic staff; Designing systematic support, follow up and evaluation strategies continuously, Cross checking the implementation of CPD and giving feedback continuously.

In addition, the study identified that no differences between teachers who participated on CPD program or not. Furthermore, those teachers who efficiently accomplished the program and put into practice in the classroom were not getting recognition from concerned bodies. It is hardly possible to expect efficient practices of CPD program and fulfillment of the purpose of CPD: to improve the performance of teachers in the classroom and raise student learning and achievement; unless teachers' appropriately participated on CPD program and successfully accomplished the program gets recognition and reward form authorized Officials at least once a year. In line with this, it is better if a system is designed by Zone education office, woreda education office and cluster supervisor by arranging clear system that enable to identify best performing teachers' and to reward them.

Moreover, to alleviate the challenges associated with the practices of CPD; and to create an opportunity for exchanging experiences among secondary schools and woreda of the zone; it is advisable if an annual forum on CPD practices is arranged at Zonal level with the participation of Woreda Education Offices, Cluster Supervisors, Principals and School CPD facilitators.

Besides, though the findings of this study identified major problems that affect teachers' continuous professional development practices in government secondary schools of the zone, there may be other specific factors affecting the effectiveness of CPD practices not assessed through this study. So, to identify such factors and to take appropriate actions on time; it is advisable if further in-depth study is carried out in schools of the Zone and the Region on issues related to teachers' continuous professional development.

6. REFERENCES

- Amare Asgedom, Daniel Desta, Diriba Dufera, Wannaleka, Leu E., Barrow K., and price Rome. 2006. Ethiopian pilot study on teacher professional development. Quality in education, teaching and learning: Perception and Practice. Washington DC, USA.
- AREB . 2009. Evaluation of the CPD implementation in Amhara Region. Bahir Dar: VSO Ethiopia (Unpublished Evaluative Research Report).
- Beard, C., and Wilson, J. 2006. *Experiential Learning: A Best Practice Handbook for Educators and Trainers*. London: Kogan Page
- Belay, T. 2012. Challenges of CPD Implementation in Shaka Zone. Jimma University: A Thesis Submitted to Department of Educational Planning and Management
- Benjamin, J. & Blasé, J. 1999. Creating a Climate for Change: Student, Teachers Administrators Working Together. *NASSP Bulletin*, 77(552).
- Blandford, S. 2000. *Managing Professional Development in Schools*. London: Routledge.
- Bleach, I. 1999. *The Induction and Mentoring of Newly Qualified Teachers. A New Deal for teachers*. New Delhi: Lo Publisher.
- Bolam, R. 2000. Emerging policy trends: Some implications for continuing professional development. *Journal of In-service Education*, 26(2), PP. 267-280.
- Casterr, W. 1992. *The personnel function in Educational administration (5th Ed)*. New York: McMillan.
- Clarke, D., and Hollingsworth, H. 2002. Elaborating a model of teacher professional Growth. *Teaching and Teacher Education Journal*, 18(8), 947-967.
- Cohen, L., Manion, L., and Morrison, K. (2007). *Research Methods in Education (6th Ed)*. London: Routledge - The Taylor & Francis Group.
- Craft, A. 2004. *Continuing Professional Development: A practical Guide for Teachers and School (2nd Ed.)*. London: Routledge Flamer.
- Daniel, M. and Geoff, L. 2008. *Where are we? An Empirical Study of Levels and Methods of Evaluating Continuing Professional Development*. New York: Palgrave Macmillan press.
- David, G. 2006. *Professional Development for Leaders and management of self Governing Schools*. Newcastle: Springer Printing Press.
- Day, C. 1999. *Developing Teachers: The challenges of lifelong learning*. London: Falmer Press

- Delandshere, G. and Arens, S. 2003. Examining the quality of the evidence in pre-service teacher portfolios, *Journal of Teacher Education* 54 (1): 57-73
- Desalegn Chelchasa. 2010. Continuous Teacher professional development: The Ethiopian context. Addis Ababa University, Ethiopia.
- Dietz, M.1999.Portfolios. *Journal of staff Development* 20(3):45-46
- Eraut, M. 1995. *In-service teacher education*, in Anderson, L. (Ed). *The international Encyclopedia of Teaching and Teacher Education* (2nd Ed).Cambridge: Pergamo, 620-628.
- Falk, B. 2001. *Teachers Caught in the Action: Professional Development Matter*. New York: Teachers' College Press.
- Frederic, L. McMahon, R. and Shaw, E. 2000. *Pre-service Teacher Portfolios as Autobiographies*,*Education* 120 (4):634-638.
- Fraser, C., Kennedy, A., Reid, L., &Mckinney, S. 2007. Teachers continuing Professional Development, contested concepts, understandings and Models Professional Development in Education. *Journal of Teacher's Development*, 33(2), 153-169.
- Fullan, M. and Hargreaves, A. 1996.*What's Worth Fighting for in Your School?* New York: Teachers College Press.
- Fullan, M., and Miles, M. 1992.*Getting reform right: what works and what does not*. Phideltakappon, 73(10), 745-752.
- Fullan, M. 1999. *Change Forces: The sequel*. Bristol: Falmer Press.
- Gall, T., Gall, P., and Borg, W. 2007. *Educational Research: An Introduction* (8th Ed.). Toronto: Ally and Bacon.
- GizawYilma, 2006. *Continuing professional development: National priorities for Teachers*.
- Grant E.E., Peggy A., & Young C.M. 2008. Innovations in teaching:creatingProfessional pathways for teachers. *A Journal of Report to State Board of Education*.
- Gray,S. 2005. *An Enquiry into Continuing Professional Development for Teachers*. London: Emcee Fair brain foundation.
- Guskey, T. 2002. *Linking professional development to improvements in student learning*. Paper presented at the American Educational Research Association, New Orleans,LA.
- Gust, G. 2004. *An Introduction to CPD*. Boston: Butter Worth Heinemann.
- Hailu Ayle .2013. The leadership role of school principal in implementing CPD in government school of Jimma zone, Jimma University. Ethiopia unpublished MA

- thesis.
- Haileselassie Fessha, 2004. The Status of Professional Development Program in Addis Ababa Administrative. Addis Ababa: AA City Adm. Education Bureau.
- Hargreaves, A. 1994. *Changing Teachers: Changing Times*. London: Cassell.
- Hassan D. 2011. Analyzing professional Development Practices for teachers in public University of Pakistan. *Mediterranean Journal of Social Science.V.2ISSN 2039-2117*.
- Hogenbosh L. 2009. Evaluation of the CPD implementation in Amhara.Ethiopia: Bahirdar.
- Hustler, D. 2003. *Teacher' perceptions of continuing professional development: Research Report*. London: Department for Education and Skills.
- Jacobs, A. 2005. *Introduction to Research in Education*. New York: Holt Rinehart and Wilson.
- Kennedy, A. 2005. Models of Continuing Professional Development: A framework for analysis. *Journal of In-Service Education*.
- Kothari, C. 2004. *Research Methodology*. (2nd eds). New Delhi: New Sage International Limited Publishers.
- Lally,A. 2000.. Teaching portfolios and the continuous improvement of Teaching. *Art Documentation* 19 (1)48-49.
- Levine, F. 2005. *Teaching teachers*. Washington, DC: American education Research Association.
- Mintesnot Zeleke. 2008. The implementation of teachers' continuous professional development program. Bahir Dar University.
- MoE. 1994. The new Education and training policy document of the Ethiopian, Ministry Of education Addis Ababa.
- MoE.1995 . Standard for Secondary School Education. Addis Ababa: EMPDA (Amharic)
- MoE.1999.Bule Print of Continuous Professional Development, Addis Ababa,Ethiopia.
- MoE. 2003. Continuous Professional Development CPD for school teachers Ethiopia. AddisAbaba
- MoE. 2005. Presentation of Education Sector Development Program (*ESDP*).ESDP III 2005/6 to 2010/11 Addis Ababa. Ministry of Education.
- MoE. 2007.Teachers development program in Ethiopia (Blue print), Addis Ababa: Ministry of education.

- MoE. 2009. CPD for Primary and Secondary School Teachers, Leaders and Supervisors in Ethiopia: The Framework. Supervisors in Ethiopia: (unpublished).
- MoE.2009.Continuous Professional Development for Primary and Secondary School Teachers, Leaders and Supervisors in Ethiopia Framework, Ministry of Education. Ethiopia.
- Mohammed, A.M. 2006. Creating opportunities for continuing professional Development of Teachers. The National Teachers institute experience lead Paper presented at The 1st National conference of the Faculty of Education, University of Abusa Held from 17th -21st October: Nigeria.
- Mundry, S. 2005. Changing perspectives in professional development. *Science educator*, 14(1), 889-915.
- Mussazi, J. 1982.*The Theory and Practice of Educational Administration*. New York: McMillan Publisher.
- Nicholls, G. 2001. *Professional Development in Higher Education:New Dimensions and Directions*. London: Kogan page ltd.
- OECD .2005.*Teachers Matter Education and Training Policy Attracting, Retaining, Developing Effective Teachers*, Paris: OECD Publishing.
- Padwad, A. and Dixit, K. 2011. Continuing Professional Development:An Annotated Bibliography. Kolkata: British Council
- Pickens, J. 2005. *Attitudes and Perceptions*. London: Oxford University press
- Rizzolatti, G., and Craighero, L.1998. Spatial attention: Mechanisms and theories. *Advances in psychological science*, 2 (3), 171–198.
- Singh, Y. (2006). *Fundamentals of research methodology and statistics*. New Delhi: New age international publishers.
- Steyn andVan Niekerk.2002. Human Resource Management in Education .Paarl Print. Teacher Training Agency (TTA). 1998. Learning and managing staff: Continuing professional Development, Unpublished. Mimeographed.
- USAIDAED/BESO II project. 2004. Supervision, Leadership, Community Mobilization:A.A.
- Villegas-Reimers, E, 2003. Teacher Professional Development: an international Review of Literature. Paris. UNESCO.
- WestEd.2002. *Teachers who learn,kids who achieve*. San Francisco.WestEd

7. APPENDICES

Appendix- A

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

Department of Educational Planning and Management

Questionnaire to be filled by teachers, school principals, CPD Facilitators and cluster supervisors.

The purpose of this study is to analyze Policy and Practices gaps in teachers CPD in secondary schools of North Shewa zone. For this, appropriate responses should be collected from the relevant respondents like you. Thus, your kind cooperation in providing appropriate responses for all the items highly required. The information collected through this questionnaire will be used purely for academic purpose. Your response will be kept confidential and you are kindly requested to complete the questionnaire carefully. Please, read the instruction and each item in the questionnaire carefully before you give your response. If you want to change any of your response, please make sure that you have cancelled the undesired ones.

Direction

No need of writing your name

-There is no need of consulting other to fill the questionnaire.

Thank You Very much for your patience and commitment to respond to the entire question.

PART-I-Background Information of the Respondent.

Please, put a tick(√) mark on your choice among the alternatives or supply your own answer with respect to background information on the space provided under each item.

1. Name of the School _____
2. Sex : a) Male b) Female
3. Age (years): a) Less than 26 b) 26 -30 c) 31 -35 d) 36 - 40 e) Above 40
4. Qualification: a) Diploma b) 1st Degree c) Masters Degree
5. Experience in teaching (Years)

a) 1- 5 b) 6 -10 c) 11-15 d) 16 - 20 e) Above 20

Responsibility in the school: (a) Teacher ____ (b) Principal ____ (c) School CPD facilitator

(d) Cluster Supervisor _____ (e) Other _____

Part III Items Related to Current Practices of Teachers CPD implementation programs.

In the following table, items related to current practice of teachers' CPD implementation is presented. Please tick (✓) in the box which describes the degree of current practice of teachers' CPD implementation using the scales **5= Very High; 4=High; 3=Moderate; 2=Low; and 1=Very Low**

N o	Items					
1	Extent of current practice of teachers' CPD implementation					
2	The extent to which teachers participate as helping to each other					
3	The extent to which CPD deals with subject matter					
4	The extent to which CPD helps teachers' improvement					
5	Improvement of job performance skills of the staff					
6	Development of professional knowledge and understanding of an individual teacher					
7	Made the staff to feel respected					
8	Promoting job satisfaction among staff					
9	Contributing to teachers' growth					
10	Enhancement of teachers' effectiveness with students					
11	improvement of the quality of the teaching and learning process					
12	Enhancement of teachers attitudes to the education of children					
13	developing more positive attitudes among teachers to their work at the school level					
14	strengthening professional identity among teachers					

Open ended questionnaire for teachers only.

1. Are you currently participating on CPD program in your school? a. Yes ____ b. No ____

If yes; what things have influenced you positively and/or negatively as a teacher in your participation of the CPD programs?

- i. Positively

- ii. Negatively

2. If `NO`, why not?

Part III Item related to perception of teachers towards teachers' CPD.

Below are some statements about CPD. Please indicate how strongly you agree or disagree in your understanding by putting “✓” mark in the box. The numbers indicate: **5=Strongly Agree; 4=Agree; 3 =Undecide; 2= Disagree; and 1= Strongly Disagree**

No	Items					
1	CPD is a collective responsibility					
2	CPD is a necessity for teachers					
3	CPD is a replication of what teachers learn at College/University					
4	CPD is a waste of time					
5	CPD is an individual responsibility of a teacher					
6	CPD is any activity intended to promote positive changes in teachers' behavior					
7	CPD is just to make teachers busy					
8	CPD is lifelong learning process					
9	CPD is a means to improve the academic results of students					
10	CPD develops teachers' instructional skills					
11	CPD is an extra burden on teachers.					
12	CPD encourages teachers to focus more on paper work than practical activities					
13	CPD encourages teachers to leave their profession					
14	CPD enhances organizational performances					
15	CPD ensures continuing confidence in changing environments					
16	CPD improves classroom activities					
17	CPD helps to enhance the quality of learning and teaching					
18	CPD helps to apply continuous assessment methods					
19	CPD helps to give experience sharing through colleague teachers					
20	CPD helps to gain the renewal of a teaching license					

3. Does CPD have significances for teachers?

a) Yes, always _____

e) In different _____

b) Yes, sometimes _____

c) Yes, rarely _____

Please justify your answer.

d) Not at all _____

Part IV Items Related to the extent of teachers' CPD implementation

In the following table, items related to extent of teachers' CPD implementation is presented. Please tick (✓) in the box which describes the extent of teachers' CPD implementation using the scales 5 = *Always* 4 = *Often* 3 = *Sometimes* 2 = *rarely* 1 = *Never*

No	Items					
1	Involved in action research					
2	Organized portfolio by recording all CPD documents					
3	Participated on peer coaching on CPD actions					
4	Practiced mentoring other teachers on CPD actions					
5	Involved in the selection of the school CPD priorities					
6	Implementing CPD to the actual teaching and learning process in the classroom					
7	participating curriculum meetings					
8	Demonstration of lessons peer observation					
9	Made observation of students in lessons and talking to students after the CPD activity					

What is your opinion about the Current Status of teachers CPD implementation in your school/cluster?

Appendix- B

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

Department of Educational Planning and Management

Interview Questions:- For Wereda Education Officials & Cluster Supervisors.

Dear Participants, The ultimate purpose of this study is to analyze CPD policy and practice gaps in secondary schools of North Shewa zone. The researcher studying Master of Degree in School Leadership at the University of Haramaya and I hope that you will be willing to help in giving me relevant information. The information collected through this interview will be used purely for academic purpose. Your response will be kept confidential and you are kindly requested to give your response carefully.

Woreda Education official **Cluster Supervisor**

1. What does the understanding of teachers on CPD actions looks like in your woreda /schools?
2. What do you think is the perception of teachers towards CPD ?
3. What is the extent of the contributions of CPD to the teaching- learning process?
4. Are there modules for CPD implementation? To what extent is it (module) functional in CPD implementation?
5. Do you see any gap between the practices and stipulated policy on teachers' CPD in your cluster Resource Center/woreda?
6. Would you please list the major problems related to CPD programs implementation at in secondary schools?

Appendix-C
HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
Department of Educational Planning and Management
Document Review Checklist

Name of the school _____

	Issues	Available	Unavailable	Remarks
1	Documents showing rules and regulations of CPD programs of the school			
2	CPD annual plan of the school			
3	Documents on records of registration and attendance of CPD activities of teachers			
4	Documents on evaluation of CPD implementation performances			
5	Documents on experience sharing between teachers CPD actions within and outside the schools			
6	Reports of monitoring and evaluation of CPD actions in the schools			
7	Teachers' portfolio documents in the school			
8	Documents on feedback from the concerned bodies(cluster supervisor, woreda education office) on the actions of CPD in the school			

