

**THE PRACTICE AND CHALLENGES IN LEADING TEACHERS
PROFESSIONAL DEVELOPMENT IN SECONDARY SCHOOLS OF
DAWA ZONE, SOMALI REGIONAL STATE, ETHIOPIA**

MA THESIS

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**The Practice and Challenges in Leading Teachers Professional
Development in Secondary Schools of Dawa Zone, Somali Regional
State, Ethiopia**

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MANAGEMENT**

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I hereby certify that I have read and evaluated this Thesis prepared, under my guidance by Hassan Bishari Edin entitled “The Practice and Challenges of Leading Teachers Professional Development in Secondary Schools of Dawa Zone, Somali Regional State, Ethiopia ” and recommended that it be accepted as fulfilling the thesis requirement.

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DEDICATION

I dedicated this thesis to my Mother for her extraordinary sacrifice, valuable moral, affection and encouragement she showed me throughout my life.

STATEMENT OF THE AUTHOR

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

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BIOGRAPHICAL SKETCH

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ABBREVIATIONS AND ACRONYMS

CPD:	Continuing Professional Development
ESDP:	Education Sector Development Program
MoE:	Ministry of Education
PCK:	Pedagogical Content Knowledge
PD:	Professional Development
SPSS:	Statistical Package for the Social Sciences
SRL:	Self-Regulated Learning
TDP:	Teacher Development Program

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The Practice and Challenges in Leading Teachers Professional Development in Secondary Schools of Dawa Zone, Somali Regional State, Ethiopia

Hassan Bishari Edin

ABSTRACT

This study assessed the practices and challenges of leading teacher professional development in secondary schools in Dawa Zone, Somali Regional State, Ethiopia. It focused on three key questions and adopted a descriptive survey design, integrating both quantitative and qualitative methods for a comprehensive analysis. The sample comprised 117 participants from a population of 174, using purposive, stratified, and simple random sampling techniques. Participants included 88 teachers, 4 principals, 17 continuous professional development facilitators, 4 vice principals, 3 woreda supervisory experts, and 1 zone expert. Data were collected through questionnaires, focus group discussions, interviews, and document analyses. All 88 teachers completed the questionnaire, with their closed-ended responses analyzed using percentages and mean scores, while qualitative insights from interviews and open-ended questions were narrated descriptively. Findings indicated that teachers' engagement in professional development activities, such as mentoring and conducting action research, was inadequate, and that principals and supervisory personnel offered insufficient support. Major challenges identified included a lack of training manuals, irrelevant training materials, limited trained facilitators, low support for professional growth, inadequate budgets, and school systems not meeting teachers' needs. To address these issues, the study recommended that teachers utilize school-based continuous professional development opportunities and that education officials, principals, and senior teachers actively support teachers by fostering an environment conducive to skill development.

Keywords: Professional Development, Challenges, Secondary Schools, Teacher Support

1. INTRODUCTION

This part of research includes background of the study, statement of the problem, basic research questions, and objectives of the study, significance of the study, delimitation of the study, and definition of key terms.

1.1. Background of the Study

Globally, teacher continuing professional development (CPD) is harnessed by governments to foster teacher quality, improve student learning, and enhance educational outcomes (Hardy, 2012). This is based on evidence that improving teacher quality through professional development (PD) correlates strongly with student learning achievements and the overall quality of schools (Borghouts et al., 2021; Cordingley, 2015; Melesse & Gulie, 2019). Consequently, the professional development of teachers remains one of the most crucial approaches to enhancing the quality of teaching and learning within schools (Borg, 2015; Groundwater-Smith et al., 2012).

In Ethiopia, the national strategy of the Ministry of Education (MoE, 2009) mandates that the CPD program be implemented by all school teachers, leaders, and supervisors across all regions. The intention is to engage educators in high-quality and effective CPD that positively impacts classroom practices and ensures improved learning outcomes. This initiative is supported by the Education Sector Development Plan (ESDP I, II, III, IV), a comprehensive 20-year plan aimed at quality improvement at all levels of the education system.

Despite the recognized importance of CPD, its effectiveness hinges on the ability of structured learning activities to lead to meaningful changes in teachers' knowledge, classroom practices, and ultimately, student learning. However, many CPD activities struggle to produce lasting outcomes, as they are often criticized for being fragmented, disconnected, and irrelevant to teachers' actual needs in the classroom (Shriki & Patkin, 2016; Abdulrazak, 2020; Abakah, 2019). Girvan et al. (2016) highlight that the desired changes in teaching practices remain a challenge, indicating a gap in the systematic implementation of CPD activities.

To enhance the effectiveness of CPD, literature identifies several critical features: content focus, sustained duration, active and collaborative learning, and opportunities to integrate new knowledge into classroom

situations (Darling-Hammond et al., 2017; Tannehill et al., 2021). While these elements are essential, understanding the processes that lead to changes in teachers' practices after participation in CPD activities is equally important. Calleja (2018) argues that implementing effective CPD interventions requires a deep understanding of the critical elements and the transformative processes of learning that lead to teacher change. Despite the abundance of research on the features of CPD, there is a notable lack of empirical studies examining how teachers learn from CPD experiences and how they implement or contextualize new knowledge in varying classroom contexts (Cleary et al., 2022; Hinojosa, 2022). This gap has prompted calls for further research into this neglected area (Cleary et al., 2022).

In the Somali Regional State, the educational bureau has made efforts to implement CPD since 2007, exerting considerable effort to ensure the program's success. Although relentless efforts have been made to provide the necessary inputs and introduce follow-up and supervisory support, these initiatives are still in the early stages and suffer from loose coordination. Despite these attempts, the implementation of the CPD program has not been fully realized. The researcher's experience indicates that there is a gap in the systematic implementation of CPD activities by teachers and the support provided by supervisors, CPD facilitators, and Woreda education office experts.

Therefore, it is essential to conduct a scientific study on the practices and challenges of continuous professional development in the secondary schools of the Dawa Zone, Somali Regional State, Ethiopia. The main purpose of this study is to assess the current practices and challenges of CPD, focusing on the implementation of CPD activities, the support provided by school principals, cluster supervisors, and Woreda and zone education experts, the professional benefits teachers gain from CPD, and the challenges encountered in the CPD process.

1.2. Statement of the Problem

Teachers often struggle to consistently update their competencies and abilities, as highlighted by a 2009 study from the Ministry of Education (MoE) that supports the Education Sector Development Program (ESDP III). This finding suggests that merely being a qualified pre-service teacher is inadequate in today's rapidly changing educational landscape; teachers must engage in continuous learning from their experiences and their students. To address this need, Continuous Professional Development (CPD) has emerged as an effective framework for facilitating the exchange of experiences among teachers at all stages of their careers.

In response to these challenges, the MoE introduced the CPD program as a reform initiative aimed at enhancing educational quality by ensuring that teachers remain informed and up-to-date. However, it remains uncertain whether the objectives of CPD are being achieved in practice. Despite efforts to improve teacher quality, the implementation of professional development at the school level has proven largely ineffective, particularly in the secondary schools of the Somali Regional State. Reports suggest that many regional schools have not fully adopted the intended teacher professional development practices, primarily due to inadequate implementation stemming from teachers' technical and attitudinal challenges, ineffective monitoring and evaluation, and insufficient resources.

Research has shown that CPD can effectively address various school-related challenges, such as fostering cooperation among teachers, enhancing student-teacher interactions, and facilitating the exchange of ideas and experiences. A supportive CPD environment has been linked to improved academic performance, better teacher-student relationships, and a culture of collegiality and professionalism. However, studies conducted by researchers like Alemayehu (2011) have identified significant barriers to CPD implementation, including a lack of organization, commitment, coordination, reliable support, follow-up, and knowledge.

While previous research has explored the challenges and practices of CPD implementation across Ethiopia, particularly in the Jimma Zone, significant gaps remain, especially concerning the secondary schools in Mao and Komo special Woreda. Although many teachers acknowledge the importance of professional development and maintain a positive view of CPD programs, not all have received adequate training to understand the program's objectives or to implement CPD practices effectively. The focus of this study will be to investigate the current challenges and practices of the CPD program for teachers in the zone. It will also examine the factors influencing the implementation of CPD practices in schools and explore how accountable school partners contribute to the development of CPD policies and initiatives.

One significant gap is the insufficient implementation of CPD programs in secondary schools, particularly in the Mao and Komo special Woreda, despite previous research emphasizing the necessity for such programs. Additionally, there is a limited training issue, as many teachers do not receive adequate instruction to understand the objectives of CPD, how to carry it out, or the roles of facilitators, which leads to ineffective participation. Another critical gap is the inadequate monitoring and evaluation of CPD programs, as the absence of effective mechanisms

hampers the assessment of program effectiveness and its impact on teaching quality. Furthermore, there is a lack of research in specific regions, as existing studies have focused on various areas of Ethiopia, leaving a notable gap regarding the specific challenges of CPD implementation in the secondary schools of the Somali Regional State. Lastly, there is a pressing need for comprehensive understanding of the current practices and challenges of CPD in the context of secondary education, particularly concerning the roles of school partners in supporting CPD initiatives. Addressing these gaps is essential for improving the effectiveness of CPD programs and enhancing the overall quality of education in the region.

1.3. Research Questions

In the process of the study, the researcher attempt to answer the following basic questions:

1. To what extent is **S**chool based CPD **P**rogram practiced in **S**econdary **S**chools of Dawa Zone?
2. To what extent have school partners such as supervisors, principals and CPD facilitators, contributed in CPD implementation in secondary schools of Dawa zone?
3. What are the major **C**hallenges that **S**econdary **S**chools have encountered while **leading** school based CPD program in Dawa Zone?

1.4. Objective of the Study

1.4.1. General objective

The general objectives of this study was to investigate the practice and challenges in leading teacher's professional development in secondary schools of Dawa zone, Somali Regional State, Ethiopia.

1.4.2. Specific objectives

Based on the above basic research questions, the study is going to achieve the following basic specific objectives. These include:

1. To assess the current practice of **leading** the CPD program in the government secondary schools of the zone.
2. To investigate the effort of responsible school partners at different levels in **leading** the practices and activities of secondary schools of the zone.
3. To examine the challenges that **is** affecting the practice of teachers' professional development program **leadership** in the selected secondary school of the zone.

1.5. Significance of the Study

All educational researches conducted are expected to meet certain values in one way or another. Therefore, the findings of this study may be significant to secondary schools for it may **inform** their practice on **the** implementation of continuous professional development. It may also **be** important to policy makers and practitioners to be aware of the challenges that secondary schools are facing in implementing continuous professional development at each school level in such a way that it may give useful exposures to incorporate suitable findings in updating CPD guideline. Moreover, the finding would be significant for other researchers who would be initiated to undertake further research in the area at national level. Therefore, it may serve as a stepping stone for further studies.

The researcher believes that the study would have a vital importance in the following ways: The findings of the study may provide information on the practices and challenges of CPD program. The findings of the study may help to provide feedback for educators and policy makers. It may help the schools and education offices (Woreda, Zone, and, etc) to give appropriate attention to the practices of CPD at school levels. The study will help to identify challenges for future program implementation. The findings of the study will help to develop key inputs for revising the existing implementation guidelines/manuals.

1.6. Delimitation of the Study

Geographically, the study was delimited to four randomly selected secondary schools of seven secondary schools located in the Dawa zone of the Somali regional authority in order to make it more manageable and accurate. This will facilitate the researcher's collection of relevant data for the study's additional evaluation of the practice and difficulties guiding teachers' continuous professional development program on certain secondary schools within the zone. The study was delimited to the challenges secondary schools face in putting the CPD program into effect. Conceptually, this study is delimited to the practice and challenges in leading teachers professional development in secondary schools. Furthermore, this study evaluate the procedures of the school-based CPD program, the assistance given by school authorities and involved parties, CPD facilitators, and the challenges encountered during the execution of the program in the schools. Methodological the study focused on descriptive survey design and quantitative and qualitative approach. The subject of the study are principals, vice principals, supervisors, CPD facilitators and teachers. Because the researcher considers them as they will have more information about the continues professional development challenges and practices. To make the study more manageable questionnaires and interview were used as an instrument of data collection. In addition to this, sampling techniques was employed

1.7. Definition of Key Terms

CPD refers to any process or activity, planned or otherwise, that contributes to an increase in or the maintenance of knowledge, skills and personal qualities related to learning and teaching and broader academic practice. This includes appropriate research and scholarly activity and the leadership, management and administration of academic provision and support (HEA, 2015).

Induction Program refers a systematic analyzed effort (a training package) to assist Newly Deployed Teachers (NDTs) to adjust to new assignment in the first two years (MoE, 2015).

Portfolio refers a form of reflection but it is a systematic and organized way of reflection is not a sudden activity; it is a regular and continuous process, creates opportunities for teachers to learn from their own practices and prompts teachers to reflect on their practices.

Professional Development refers a body of systematic activities to prepare teachers for their job, including initial training, induction courses, in-service training, and continuous professional development within school setting (EU, 2017).

Practices refers to the actual application or use of an idea, belief, or method, as opposed to theories relating to leading continues professional development.

A **challenge** is something new and difficult which requires great effort and determination with regarding to continues professional development

2. REVIEW OF RELATED LITERATURE

The focus of this unit is to review literatures that are relevant to the topic, the practice and challenges in leading teachers' professional development in secondary schools of dawa zone, somali regional state. Therefore, different type of books, journals and other related materials were reviewed and presented in the following part.

2.1. The Concept of Teacher Continuous Professional Development

CPD is difficult to describe, yet being easily recognized. Its definition is made more evasive by the several conceptualizations that are used. The objective of promoting teachers' professional development beyond what they learn in their initial training, however, unites all CPD approaches (Collin et al., 2012). "Different facilitated learning opportunities to support the acquisition of professional knowledge, skills, and disposition, aimed at the improvement of teaching and, related to this, to beneficial student outcomes" is what Egert et al. (2018) refers to as It's also recognized as a lifetime learning process that requires consistent, meticulously planned opportunities and experiences in order to support educators' professional growth and aid in students' learning (Sharma & Bindal, 2013).

Although teachers have access to a variety of Continuing Professional Development (CPD) forms, a crucial question is whether or not participating in these forms fosters teacher learning and whether or not teachers can apply the knowledge created in actual classrooms. Numerous studies have examined various facets of CPD for teachers and have found improvements in instructional practices (Noor, 2017), teachers' pedagogical content knowledge (Jacob et al., 2017), teacher learning (Cleary et al., 2022; Hinojosa, 2022), student achievement (Fischer et al., 2018), and teacher learning (Jacob et al., 2017). However, relatively few studies have examined how teachers adapt and contextualize the new CPD knowledge in classroom settings. In a recent study, Hinojosa (2022) examined how teachers adopted their instructional strategies on the field based on professional development engagement and onsite coaching. It was revealed that to enact new instructional strategies, teachers engaged in further activities, debriefing and feedback sessions, reflection, reflective dialog, and scaffolding to suggest that learning or appropriation of new CPD knowledge does not occur spontaneously.

The methods used by teachers to implement self-regulated learning (SRL) in the classroom and their professional growth in this area were also examined by Cleary et al. (2022). Not all instructors were able to successfully use SRL techniques, despite the fact that professional development had an impact on teacher outcomes (sufficient improvement in SRL knowledge and skills).

Modern CPD activities also need to incorporate a "complex combination of the professional teacher practicing in a specific setting, the social teacher collaborating with others in that set, and the individual teacher's knowledge growth" (Simon and Campbell, 2012). Roseler and Dentzau (2013) argue that educators should be acknowledged more for their role as learners who design their own learning within a specific environment, drawing from their prior knowledge and teaching experiences. New forms of CPD imbibing these principles include lesson study, reading groups for teachers, reflection groups, peer observations, professional learning communities, curriculum study groups, collaborative materials writing, and personal learning networks (Borg, 2015).

2.2. Model of the Continuous Professional Development

The methods used by teachers to implement self-regulated learning (SRL) in the classroom and their professional growth in this area were also examined by Cleary et al. (2022). Not all instructors were able to successfully use SRL techniques, despite the fact that professional development had an impact on teacher outcomes (sufficient improvement in SRL knowledge and skills). The methods used by teachers to implement self-regulated learning (SRL) in the classroom and their professional growth in this area were also examined by Cleary et al. (2022). Not all instructors were able to successfully use SRL techniques, despite the fact that professional development had an impact on teacher outcomes (sufficient improvement in SRL knowledge and skills).

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teaching experiences. Numerous academic studies indicate that teachers' professional practices are impacted by their involvement in CPD. Research has indicated that teacher engagement influences their capacity to make decisions on and carry out worthwhile modifications to their pedagogical approaches. Jacob et al. (2017) and other research have also shown the long-term effects of CPD on teachers' content and pedagogical knowledge, which results in increased confidence in practice, leadership, and student management. Mensah and Jonathan (2016) discovered that in Ghana, CPD involvement has a favorable effect on teachers' proficiency, efficacy, and awareness of classroom procedures. CPD and the Needs for Professional Development for Teachers.

Instructors must take courses, attend one-time seminars, or get in-service training from the popular ways to CPD in order to become certified, as was previously said. However, a lot of criticism has been directed at these transmissive model methods. For instance, according to Borg (2015), these approaches don't improve learning since they increase instructors' dependence on others and decrease their ability to manage their own professional development. Another critique of these CPD techniques is that they are mainly pushed from the outside and hardly ever address the needs of teachers in the classroom (Ríordáin et al., 2017; Shriki & Patkin, 2016). The programs' anticipated impacts on teachers' professional development are therefore not realized. For continuing professional development (CPD) to be successful in bringing about long-lasting improvements in teachers' classroom practices, activities and programs for instructors and students must be pertinent. Despite receiving a foundational education during pre-service training, teachers nevertheless have ongoing learning needs that change over the course of their employment (de Vries et al., 2013). Therefore, it makes sense for professional development programs to concentrate on the particular demands for teacher growth. Studies on the need for Continuing Professional Development (CPD) for teachers have indicated that, while broadening their pedagogical content knowledge (PCK) is important, educators also need to gain new skills to address contemporary challenges in the classroom, such as integrating ICT and working with children who have special needs.

2.3. Historical Development of CPD Program in Ethiopian Context

The CPD has just lately come around. In Great Britain, CPD first appeared in the 1960s. He says that what will drive its expansion is the reports from John, Hale, and Parry on the quality of

training and related matters. Consequently, teachers were able to improve their talents through the selection of highly trained and talented educators as mentors. This in-service training, which evolved into CPD, will be provided to all teachers in order to enhance their abilities.

As a consequence of the constant pressure from both the inside and outside on the educational system, CPD has developed and gained greater prominence. Bland Ford (2000:66) established the case for the CPD program, stating that it is required due to the growing standards of education and the need to update teachers' abilities. Governments now have a bigger say in professional development as a result. The program has therefore grown more organized and is currently included into the objectives and initiatives of the government.

Although Ethiopia has long practiced teacher professional development, there was no formalized CPD program for educators until 2003 (MoE, 2016). In 2003, the CPD-TESO program was proposed by creating a draft program guideline. The CPD-TESO program strategies seek to establish that framework in elementary and secondary educational institutions. The execution of the CPD program, however, be supported by instructors, who are aware of it and supportive of it. As per MoE (2016b), the following are the difficulties faced by CPD in the Ethiopian context.

2.4. Importance of CPD Program

Different experts have conducted multiple researches on the CPD program at different points in time. Different levels of CPD implementation, awareness, benefits, strengths, and limits existed in the Ethiopian context, the study found. An explanation of a few of their conclusions may be found below. According to a 2004 study by Haile Sellasie, most secondary school teachers were not granted access to the available CPD opportunities; instead, they had to rely on other sources for their CPD needs. The primary responsible parties in the educational leadership were not carrying out their duties in this way. Teachers will, however, be in a supportive and aware of the CPD program, creating a suitable climate for its implementation.

When it comes to improving the teaching-learning process, the three primary areas of focus for CPD in Ethiopia are introducing active learning, adopting continuous assessment, and managing huge classes. Every country's destiny is determined by the technological ability and caliber of its work force. To create a competent workforce with these kinds of skills, one training session is

insufficient. Fullan (1991) noted the following in this regard: Teachers inside schools need to be actively involved in the renewal process if they are to react to reviews of their establishments.

2.5. Duties and Responsibilities of Stakeholders on the CPD Program

A collaborative mechanism needs to be involved among the Federal, Regional Education Office, Teachers Education Institute, School Communities, School Board, Parent and Teacher Associations pMoE (2004), list the responsibilities of woreda/ Zone Office and Regional Bureau," according to TESO (2003) and MoE (2015) in the Ethiopian context. There are duties for every CPD stakeholder. These might be viewed as an institution or as an individual. Continuous professional growth involves practice, instruction, feedback, enough time, and follow-up assistance (Schleicher, 2016). The success or failure of a principal's employment at a school is influenced by their unique work experiences in addition to the knowledge and abilities they acquire via professional development programs. All schools are different from one another and need to be run and set up differently. Becoming a successful principal cannot be mastered by any professional development course. Deborah (2016) clarified that transformative life events, in addition to professional education, mold professional identities and behaviors. According to Deborah, there is no one-size-fits-all approach to learning; rather, it is a highly personalized process.

School administrators need to value their own professional development in order to be effective, since it is a critical component in giving them the understanding required to carry out their intricate responsibilities. Goss (2015) underlined the necessity of enhancing principals' ability to drive reforms and enhance instructional strategies in schools, as only deft and capable leadership can guarantee the achievement of educational objectives. According to Zbar (2013), principals need to be capable of managing organizational change and introducing change with a clear vision. After engaging in professional development, educators—principals and teachers alike—must use their newly acquired knowledge and abilities. School principals are now expected to possess knowledge in teaching, academic content, data analysis, and public relations, in addition to their previous role as managers.

Dempster, Lovett, and Flückiger (2014) synthesized international research and found that highquality leadership learning programs should be goal-oriented, grounded in research evidence, timerich, practice-centered, purpose-designed for specific career stages, peer-supported

within or outside of the school, context-sensitive, partnership-powered, and dedicated to evaluating the effects on leaders as well as on school practices to which their learning applies. It should also be philosophically and theoretically attuned to individual and system needs in leadership and professional learning. Mentz et al. (2016) gathered evidence showing principals recognized five beneficial elements of training programs: mentor-mentee meetings; developing relationships with students, parents, colleagues, and administrators; developing conflict resolution skills; establishing a connection with parents and the community; value-laden leadership; and formal training programs. Four areas should be prioritized in future management training programs, according to Lingam and Lingam's (2015) research on school leaders' perceptions of the leadership and management program in Fiji: financial management, context-specific training, different strategies for program delivery, and field-based training.

2.6. Factors Affecting the Implementation of CPD

Studies indicate that teachers face certain challenges when it comes to participating in CPD activities. Time restrictions are one such barrier (Postholm, 2011). The schedules of teachers' families, careers, and personal lives are temporal factors. Teachers who have too much work on their plates lose a lot of their leisure time and become less motivated to participate in professional development programs. According to Avalos (2017), participation may benefit or suffer depending on the degree of CPD involvement. There are ways to provide teachers ample time to participate in CPD activities, according to research. CPD activities have to be a part of the school teachers' work schedules.

According to study, "the main constraints are less participation from school principals and a lack of experts in the office to identify teaching needs very clearly and plan accordingly." Getachew (2014) found in another study done at Jimma University that "the challenges of Teachers professional development come from different directions." For the purposes of this study, the educational system, leadership, supervisory challenges, and teacher-related impediments are the main issues to be addressed.

2.7. Conceptual Framework of the Study

Based on the presented theoretical and empirical literature review, the researcher has set five basic variables for the implementation of CPD program in the Dawa secondary school. It is

presented as follow in a diagrammatic form: These five basic component that affects the effectiveness of the implementation of CPD program are: CPD implementation practice, contribution of CPD for current teacher practices, Teacher attitude toward CPD, barriers to CPD implementation and Teacher perception of the extent of available CPD support.

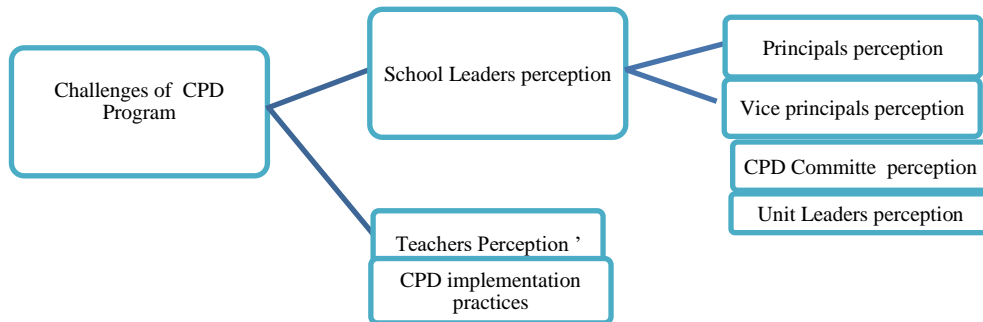


Figure 1: Conceptual framework of the study developed by [this](#) researcher

The conceptual framework of this study is built upon a thorough review of theoretical and empirical literature related to Continuous Professional Development (CPD) programs. It identifies five fundamental variables that significantly influence the implementation of CPD in Dawa secondary schools. These variables are essential for understanding how CPD can be effectively integrated into educational practices and how they interact with each other to impact teacher development. The first variable, CPD implementation practice, refers to the actual methods and strategies employed to deliver professional development to teachers. This encompasses the various formats of CPD activities, such as workshops, mentoring, peer observations, and collaborative learning opportunities. Effective implementation practices are crucial for ensuring that the CPD initiatives meet the needs of teachers and contribute positively to their professional growth. The second variable, contribution of CPD for current teacher practices, examines how the CPD programs influence and enhance the existing teaching practices of educators. This aspect focuses on the tangible benefits that teachers experience as a result of participating in CPD activities, including improved instructional strategies, better classroom management, and enhanced student engagement. Understanding this contribution is vital for assessing the overall effectiveness of CPD initiatives. The third variable, teacher attitude toward CPD, plays a significant role in the success of CPD programs. A positive attitude towards professional development can lead to greater participation and engagement in CPD activities. Conversely, negative attitudes may hinder teachers from fully embracing the opportunities for

growth that CPD offers. This variable highlights the importance of fostering a supportive environment that encourages teachers to view CPD as a valuable component of their professional journey. The fourth variable, barriers to CPD implementation, identifies the challenges and obstacles that can impede the successful execution of CPD programs. These barriers may include insufficient resources, lack of administrative support, inadequate training for facilitators, and time constraints. Recognizing and addressing these barriers is essential for creating a conducive environment for CPD implementation and ensuring that teachers can benefit from the professional development opportunities provided. Finally, the fifth variable, teacher perception of the extent of available CPD support, assesses how teachers perceive the resources and support available to them for engaging in CPD activities. This includes the availability of training materials, access to knowledgeable facilitators, and institutional backing for professional development efforts. Teachers' perceptions of support can significantly influence their participation in CPD and their overall satisfaction with the programs offered. In summary, this conceptual framework illustrates the interconnectedness of these five variables and their collective impact on the effectiveness of CPD implementation in Dawa secondary schools. By examining these components, the study aims to provide insights into how CPD can be optimized to enhance teacher development and improve educational outcomes. The framework serves as a guide for the research, helping to identify key areas for investigation and intervention in the implementation of CPD programs.

2.8. Summary of the Related Literature

CPD is simply the process by which educators, both individually and in collaboration with others, reaffirm, expand, and review their commitment to the moral purpose of teaching as change agents. It also involves the critical acquisition and development of knowledge, skills, and emotional intelligence necessary for sound professional judgment, planning, and practice with students, young people, and colleagues at every stage of the educators' careers. Every teacher needs continuing professional development because initial education and training are brief and may not always be applicable, according to the MoE (2015). Teachers should be regularly informed on new advancements in their field. All parties involved in the education sector must adopt a comprehensive and coordinated approach in order to accomplish this. Both positive and

negative elements might impact or undermine the success of the Continuing Professional Development program.

In addition to individual factors; school program and system also influence teachers' professional learning and change either by hindering or supporting it. According to Evans (2016), there are difficulties in defining the scope of the research topic and in identifying the teacher development process since there is a lack of a shared concept. These objections jeopardize the construct validity. Through CPD, people can learn new skills and information and increase their productivity. It shouldn't be restricted to official schooling or qualifications; it can include advancement in both technical and non-technical fields. It covers a broad range of activities, such as open learning, private study, work experience, and many more. As a result, it is necessary to create a shared understanding and to gather research material relevant to CPD covering subjects. In addition to individual factors, school rules and procedures affect teachers' professional growth and development by either supporting or obstructing it.

3. RESEARCH DESIGN AND METHODOLOGY

This chapter deals with description of the study area, research design, sources of data, population, sample size and sampling techniques, data collection instruments, data collection procedures, methods of data analysis, and ethical considerations.

3.1. Description of the Study Area

Daawa (Somali: Dhawa) is a zone in the Somali Region of Ethiopia. Daawa is bordered on the south by Kenya, on the northwest by the Oromia Region, on the northeast by Liban. Towns in Daawa zone include Mubarak, Mooyale, Hudhet, Kedaduma and Lahey. In the Somali regional state there are 11 Zones. Dawa Zone is bordered on the south by Kenya, on the west by Borena zone of Oromia region and on the northeast by Liiban Zone of Somali Region. Somali Regional State, is a regional state in eastern Ethiopia. Its territory is the largest after Oromia Region. The regional state borders the Ethiopian regions of Afar and Oromia and the chartered city Dire Dawa to the west, as well as Djibouti to the north, Somalia to the northeast, east and south; and Kenya to the southwest. Jijiga is the capital of the Somali Region. The capital formerly Gode, until Jijiga became the capital in 1995 on account of political considerations.

Based on the 2007 Census conducted by the Central Statistical Agency of Ethiopia (CSA), the Somali Region has a total population of 7,445,219, consisting of 3,472,490 men and 3,972,729 women; urban inhabitants number 1,489,044 or 20% of the population, a further 5,956,175 or 80% were pastoralists and farmers. With an estimated area of 327,068 square kilometers, this region has an estimated density of 20.9 people per square kilometer. More than three million children in Somalia are out of school. In many areas across the country, parents are not able to fund their children's education. In addition to poverty, long distances to school, safety concerns, social norms favoring boys' education, and lack of teachers, particularly female teachers, and the low availability of sanitation facilities, stop parents from enrolling children, particularly girls, in school.

3.2. Research Design

Research design is the plan of action that links the philosophical assumptions to specific methods Creswell (2009). The explanatory sequential design was employed in this study, because the intention of the study is to examine the existing situation and, on the practice, and challenges in

leading teachers professional development in secondary schools of dawa zone, somali regional state

For this study, mixed research methods **was** employed. Because mixed research method is suitable for social and behavioral science as a distinct research, which is used to cover a basic deficiencies and description of the study (Creswell, 2009). In addition, mixed method is considered as a tool to triangulate the result of single approach through multiple methods (Johnston, 2010). Therefore, both quantitative and qualitative approaches will be employed for this study in order to make the study more reliable.

The explanatory sequential mixed method design is a mixed research approach; pragmatist view of the research paradigm and it is a type of design in which quantitative data collected, analyzed and qualitative data are collected in follow up, analyzed separately, and then interpreted. The pragmatist researchers look to what and how to research based on the intended consequences where they want to go with it. Mixed methods researchers need to 21 establish a purpose for their mixing, a rationale for the reasons why quantitative and qualitative data need to be mixed in the first place

(Creswell, 2014)

Creswell and Plano Clark(2011) stated that explanatory sequential mixed method design is one in which the researcher first conducts quantitative research, analyzes the results and then builds on the results to explain them in more detail with qualitative research. It is considered explanatory because the initial quantitative data results are explained further with the qualitative data. It is considered sequential because the initial quantitative phase is followed by the qualitative phase. This type of design is popular in fields with a strong quantitative orientation, but it presents challenges of identifying the quantitative results to further explore and the unequal sample sizes for each phase of the study.

3.3. Sources of Data

In this study both primary and secondary sources of data **were** employed to get valid and reliable information about the practice and challenges in leading teacher's professional development under study area.

3.3.1. Primary sources

Primary sources are used to get first-hand information concerning the practice and challenges in leading teacher's professional development under study area. Accordingly, the primary data sources **was** collected from Principals and vice-principals of the schools, school CPD, Woreda/Town education office TDP coordinators, supervisors, and teachers will be the primary sources of information.

3.3.2. Secondary sources

The secondary sources of data **were** used to strengthen the primary sources; it **was** collected from written minutes, strategic plan, guidelines available in the schools about the practice and challenges in leading teacher's professional development under study area.

3.4. Population, Sample Size and Sampling Techniques

The target population of this study **was** all stake holders working in the secondary schools of the zone. Thus, secondary school teachers who are working in the selected schools, CPD facilitators, school principals, woreda/zonal education officers **were** the target of this study. In Dawa Zone of Somali Region, there are 4 woredas **and** 7 secondary schools. From these, only three of them namely Moyale, Hudet, Mubarak and Lahey woredas **were** selected. From these four selected woreda, 4 secondary schools **were** selected. The study population of this study **was** 173 which comprises **principals**, vice principals, CPD facilitators, Supervisors and teachers. Among the target population, this study will take 116 respondents as a sample. 4 principal and 4 vice principle through availability sampling technique, 16 CPD facilitator four from each selected secondary school, through availability sampling technique, 4 supervisors **one** from each selected school by availability sampling technique and 88 teachers **were** chosen based on stratified sampling technique **which was** used on the basis of their year of services **and** purposive sampling technique **was** followed on the basis of the importance of the study.

Table 1: Distribution of Populations, Sample Size and Sampling Techniques

S.N.	Name of participants	Total Population	Sample size	%	Sampling Techniques
1	School	7	4	60	Random sampling technique
2	Principal	4	4	100	Purposive sampling technique
3	Vice principal	4	4	100	Purposive sampling technique
4	CPD Facilitator	16	16	100	Purposive sampling technique
5	Supervisor	4	4	100	Purposive sampling technique
6	Teachers	145	88	60	Stratified random sampling
	Total	173	116		

In this study, three distinct sampling techniques were employed—simple random sampling, purposive sampling, and stratified sampling—each selected for its appropriateness in achieving the study's objectives. Each method was chosen based on its capacity to provide a representative and comprehensive perspective on the continuing professional development (CPD) practices in the secondary schools of the Dawa Zone.

Simple random sampling was utilized for selecting schools, involving a total population of 7 schools and a sample size of 4, which represents 60% of the total. This method ensures that every school in the population had an equal chance of being included in the study, allowing the researchers to make generalizations about the broader population of schools. The randomness of this selection helps minimize any bias that may arise from preferentially choosing certain schools, thus enhancing the validity of the findings. Given the small size of the school population, selecting 4 schools provides a significant representation while maintaining the necessary randomness. This approach effectively captures the diversity within the school population and aligns with the study's goals of accurately reflecting the current status of CPD practices among these institutions.

For the other participants, including principals, vice principals, CPD facilitators, and supervisors, purposive sampling was applied. In this case, the total population of these respondents was fully sampled, resulting in a 100% inclusion rate for each category: 4 principals, 4 vice principals, 16 CPD facilitators, and 4 supervisors. This technique was selected because these participants hold specific knowledge and authority related to the CPD implementation processes in secondary schools. By using purposive sampling, the researcher could deliberately choose individuals who could provide valuable insights based on their roles and experiences. Since all relevant stakeholders were included in the sampling, this method ensures comprehensive data collection, which is crucial for uncovering the challenges and effective practices regarding CPD in the secondary school context.

Stratified random sampling was employed for selecting teachers, with a total population of 145 and a sample size of 88, accounting for 60% of the total. This method was chosen to ensure that different subgroups within the teacher population, such as varying grades, subjects, or levels of teaching experience, were adequately represented in the sample. Stratified random sampling allows the researcher to divide the teacher population into distinct strata and then randomly select respondents from each subgroup. This approach is significant when there are notable variations among different teacher demographics. By capturing a wide array of opinions and insights regarding CPD, this technique enhances the overall validity and reliability of the study's findings, facilitating a more nuanced understanding of the teachers' experiences and perspectives.

In summary, the selection of these sampling techniques aligns closely with the objectives of the study, which aims to gather a representative and in-depth understanding of the CPD programs currently in practice. The use of simple random sampling for schools ensures fair representation, while purposive sampling provides insightful contributions from key stakeholders. Additionally, stratified sampling guarantees that the diverse perspectives of teachers are included. Collectively, these methods contribute to a robust analysis of CPD implementation practices and the challenges faced by secondary schools in the Dawa Zone, thereby illuminating critical areas for improvement and further study.

3.5. Data Collection Instruments

In this study, both quantitative and qualitative (mixed) data collection techniques were employed to study the practices, and challenges CPD through Questionnaire and interview as data collection tools

3.5.1. Questionnaires

Using a questionnaire, a large number of participants can quickly and cheaply supply a lot of information or data. The researcher therefore used questionnaires to gather data from the selected respondents. The questionnaires were written in English to make it simple for respondents to understand the questions. The study's sample respondents were receive the surveys in their mailboxes. To aid the researcher in gathering sufficient in-depth responses to the investigation's primary research questions, both closed-ended and open-ended questions was used.

This closed-ended questionnaire had have five-point likert-based scale ranging from strongly agree to strongly disagree, whereas open-ended surveys are aimed to acquire valuable supplementary information about the study problem from respondents. Kumar (2006) proposed that employing both open-ended and closed-ended questionnaires lowered risk rather than using only one of them depending on the type of question items.

Before beginning the actual field work, all data gathering instruments went a pilot study to ensure their validity and reliability. It was conducted on twenty teachers in the schools that were selected purposively out of the sample study area. Cronbach Alpha was used to assess the reliability of the pilot test. In addition to this face, content and language validity was checked by advisors and experts. As a result of pilot study, minor modifications were made in terms of language, format or style and content.

3.5.2 Interview Guide

The other instrument that was used for the collection of primary data for the study was an interview. It was helpful to supplement the information gathered through other instruments, as well as for the clarifications of some unforeseen information. It was also being used to cross-check the responses obtained through questionnaire and it let the interviewee to express his or her feelings freely and knowledge of people in a program in depth (Best and Kahn, 2003).

In order to obtain flexible answers, the interview was done by the Woreda TDP coordinator and supervisor with the selected participants. To prevent linguistic obstacles, the interviewee was conducted in English. The primary goal of the interview was to obtain detailed information that

might not be readily obtained by the questionnaires. The confidentiality of the responses received from the respondents were maintained.

3.5.3. Document Review

The secondary data were obtained from already available sources of information such like written minutes, strategic plan, guidelines available in the schools about the practice and challenges in leading teacher's professional development under study area.

3.6. Data Collection Procedures

In order to collect data, first permission was sought from the study area. Then, to ensure the instruments' applicability, a pilot test was undertaken for teachers in the study area who will not included in the study's sample. Second, the final questionnaire was distributed to sample teachers in the selected schools after the data collection instruments were improved, based on the findings of the pilot test. Respondents were permitted to answer each item on their own, and the data collectors were closely supported and supervised to resolve any instrument-related difficulty. Finally, the questionnaires were assembled and prepared for data analysis.

3.7. The Method of Data Analysis

This study employed mixed methods data analysis techniques. Prior to the analysis of the quantitative data, the collected data were classified and tabulated to enter them into SPSS 21 version software. Data classification and tabulation was done based on the main research questions and demographic data. Both descriptive and inferential statistics were used to analyze the data. From descriptive statistics, frequency counting and percentages will be employed to analyze the demographic characteristics of the respondents, whereas the mean scores and standard deviation were used for the interpretation of the data as well as to summarize the data in simple and understandable way. From inferential statistics, independent sample t-test was employed to determine whether there was a significant mean difference among respondents or not regarding the study. The interpretations was made based on five point scale measurements based on the following mean score results: 1.00 – 1.50 = strongly disagree, 1.50 – 2.50 = Disagree, 2.50 – 3.50 = undecided, 3.50 – 4.50 = Agree and 4.50 – 5.00 = strongly agree (Rosemay, 2003).

The data obtained from the semi-structured interview **was** analyzed qualitatively. The qualitative analysis **was** done as follows. First, organizing and noting down of the different categories **was** made to assess what types of themes may come through the instruments to collect data with reference to the research questions. Then, transcribing and coding the data to make the analysis easy. And, the results **were** triangulated with the quantitative findings. Finally, the findings will be summarized; concluded and suggested recommendations **were** forwarded.

3.8. Ethical Considerations

It should go without saying that every study involving human participants must comply with all applicable ethical guidelines. Consequently, all relevant ethical guidelines and the full rights of research participants **were** duly observed during the data gathering phase. Furthermore, all of the data collected by the administrative personnel of each study **were** kept secure and confidential. As a result, the employees **were** given assurances about the confidentiality and privacy of their answers. We won't use the respondent's name as doing so would make the questionnaire less informative. As a result, knowing the identities of the research participants **was** not at all required. Before beginning the process of gathering data, the research participants' consent to participate will be verified and examined. All participants **were** are willing to participate in the study, and consent will be obtained from the respondent just prior to their finishing the survey. The choice to opt out of the research at any time **was** made clear to the participants. A formal permission to collect data in the selected universities in the region **was** obtained by contacting **with** relevant authorities.

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter treats the description of the sample population analysis and interpretation of the data based on the information obtained from the questionnaires. Interviews, focus group discussions (FGDs) document analysis. It consists of two parts. The first part is concerned with the description of characteristics of the respondents whereas; the second part deals with the analysis and interpretation of the data. The purpose of this data was to explore the practice and challenges in leading teacher's professional development in secondary schools of dawa zone, somali regional state, Ethiopia. To this end, the investigator developed data gathering tools that integrate various aspects of practices and challenges of school based CPD.

4.1. Characteristics of the Respondents

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

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

Personal variable	Category	Respondents with respect to academic status						Total
		Teachers N=88	Principal N=4	Vice P N=4	CPD facilitators N=17	Woreda supervisor s N=3	Zone super visors N=1	
Sex	Male	54	4	4	17	3	1	83
	Female	34						34
	Total	88	4	4	17	3	1	117
Academic qualification	First degree	19	3	3	4	3	1	33
	Diploma	66	1	1	13			81
	Certificate	3						63
	Total	88	4	4	17	3	1	117
Years of work experience	0-5	16	1	1				18
	6-10	25	2	2	5	1	1	36
	11-15	19	1	1	7	1		29
	16-20	13			4			17

Above 20	15	4	4	17	3	1	17
Total	88	4	4	17	3	1	117

Based on the sampling procedure expressed in chapter three, secondary schools were included in the study. The sample consisted of a total of 117 respondents, which include 88 teachers, 4 principals, 4 vice principals, 17 CPD facilitators, 3 woreda experts and 1 zonal expert. Teachers were involved in filling the questionnaires. Vice principals and each school's CPD facilitators participated in the focus group discussion. School principals, Woreda and zone education experts were interviewed.

Questionnaires were administered to 88 teachers of which all of them were returned with a high return rate 100 % and analyzed statistically. Principals, Woreda Education Office experts and the Zone Education Department experts were involved in the interview. They provided information about the overall status of school based CPD. The interviews and focus group discussions were used as supplementary information. Thus, data from interview and focus group discussion were incorporated to supplement the data obtained through the questionnaires. Moreover, documents related to CPD were analyzed in all the sample schools with the guidance of structured check list.

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

With regard to academic qualification, 21.25% of the teachers had first degree and, 75% had Diploma and the remaining 3.75% had certificate. With regard to principals, 61.2% and 38.8% had first degree and diploma respectively. Regarding Woreda experts all of them had first degree. Regarding vice principals and department heads 74.1% and 56.4% had first degree respectively and 25.9 and 53.6% had diploma whereas CPD facilitators 46.4% had first degree and 53.6 had diploma and the zonal expert had first degree.

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

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

4.2. Presentation, Analysis and Interpretation of Data

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

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

4.3. The implementation of CPD practices

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

Table 3: Data results of the implementation of CPD practices

No	Items related to the implementation of school based CPD	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
1	I try to introduce myself with the overall CPD activities	5	5.6	7	7.5	9	10	41	46.9	26	30
2	I am being mentored by well experienced senior teachers	4	5	11	12.5	5	5.6	29	33.1	39	43.8
3	I am mentoring other teachers on CPD practices	4	4.4	6	6.9	9	10.6	37	42.5	31	35.6
4	I have well planned for each CPD practices	9	10.6	4	4.4	19	21.2	34	38.1	23	25.6
5	I have prepared portfolio by recording all CPD documents	13.2	15.6	15	16.9	3	3.8	22	25	34	38.8
6	I frequently conduct action researches with other teachers or groups	5	6.2	7	7.5	9	10.6	35	40	31	35.6
7	I am involving in frequent peer/ group discussions on CPD activities	3	3.1	8	9.4	7	7.5	45	50.6	26	29.4
8	I am evaluating my effectiveness in the implementation of CPD activities to revise the plans	3	3.8	7	7.5	8	8.8	47	53.1	24	26.9
9	I frequently check the contribution of CPD practices on the classroom activities	7	7.5	3	3.8	8	9.4	34	38.1	36	41.2
10	I timely review the outcomes of the CPD practices on the students' achievement	4	4.4	6	6.9	9	10	37	41.9	33	36.9
11	I continuously improve my classroom practices based on the feedback from my self-evaluation	6	6.2	6	6.2	7	8.1	41	46.2	29	33.1

12	I continuously improve my classroom practices based on the feedback from my students' learning	13	15	18	20	10	11.2	26	29.4	22	24.4
13	I continuously improve my classroom practices based on the feedback from my colleagues	4	5	5	5.6	8	8.8	34	38.1	37	42.5
14	I am preplanning for CPD activities based on the evaluation of implemented CPD practices	5	5.6	9	10	2	2.5	41	46.2	31	35.6

Key:

0-1.49-very low of effectiveness

3.50-4.49-high level of effectiveness

1.50-2.49-low effectiveness

4.50-5.00-very high level of effectiveness

2.50-3.49 moderate level of effectiveness

As indicated in item 1 of table 3, the total of 67(76.9%), with 26(30%) strongly disagree and 41(46.9%) disagree, which showed their disagreement. On the other hand, 5(5.6%) and 7(7.5%) respondents showed their strong agreement and agreement respectively. Nine (10%) respondents failed to make decisions. From the data it can be stated that the attempt of teachers to introduce themselves with the overall CPD practices was inadequate and got little attention.

While responding to item 2 of table 3, 30(43.8%) and 29(33.1%) respondents strongly disagreed and disagreed respectively. 4 (5%) and 11(12.5%) respondents revealed their strong agreement and agreement respectively. But, 5(5.6%) respondents failed to decide. This reveals that teachers were not well mentored. In response to item 3 of table 3, 31(35.6%) respondents showed strong disagreement whereas 37(42.5%) disagreed on the provision of mentoring by less experienced teachers to enhance the growth of professional growth. However, 4(4.4%) respondents strongly agreed and 6(6.9%) agreed on the implementation of mentoring activity. But nine (10.6%) respondents did not make decision. Thus, it can be concluded that teachers were not well devoted to mentor their colleagues to enhance the implementation of CPD.

In response to item 4 of the same table 23(25.6%) and 34(38.1%) respondents showed strong disagreement and disagreement respectively. However, 9(10.6%) and 4(4.4%) respondents indicated their strong agreement and disagreement. 19 (21.2%) could not make decisions which indicated that teachers were not properly planned CPD activities. With regard to item 5 of the

same table 34(38.8%) respondents replied strong disagreement where as 22(25%) disagreed that teachers were not preparing and utilizing CPD portfolio document. But 13.2(15.6%) and 15(16.9%) respondent showed their strong agreement and agreement respectively. Only 3(3.8%) respondents failed to decide. So, one may say that teachers preparation of CPD portfolio by recording all relevant documents was found to be inadequate.

In response to item 6 of the same table 31(35.6%) and 35(40%) respondents responded that they strongly disagree and disagree respectively whereas 5 (6.2%) and 7(7.5%) respondents strongly agreed and agreed respectively. 9 (10.6%) respondents, however, couldn't make decisions. Hence it is possible to recognize that teachers were less involved in conducting action research to systematically alleviate the day to day educational problems and to further boost their professional skills.

With regard to item 7 of the same table 26(29.4%) and 45(50.6%) respondents replied strongly disagree and disagree respectively whereas 3(3.1%) and 8(9.4%) replied strongly agree and agree respectively. 7 (7.5%) respondents, however, failed to decide. From this it can be said that teachers were not regularly involving in peer or group discussions to share experiences with colleges so as to promote professional skills. While responding to item 8 of the same table 24(26.9%) and 47(53.1%) respondents strongly disagreed and disagreed respectively on whether or not teachers continuously evaluate the success of CPD activities 3(3.8%) and 7(7.5%) respondents showed their strong agreement and agreement respectively. 8 (8.8%) respondents did not make decisions. From the result, it can be said that continuous evaluation of the success of CPD activities was very low.

Item 9 of table 3, 36(41.2%) and 34(38.1%) respondents should strong disagreement and disagreement respectively on the contribution of CPD to class room activities whereas 7(7.5%) and 3(3.8%) respondents strongly agreed and agreed respectively. 8 (9.4%) respondents did not make decisions. From this it could be understand that the extent to which continuous follow up contributes for the effectives of classroom activities was not taken care of. As depicted in item 10 of same table 33(36.9%) and 37(41.9%) respondents showed their strong disagreement and disagreement respectively as to the existence of continuous following concerning the impact of CPD implementation on pupil's achievement. 4 (4.4%) and 6(6.9%) teachers strongly agreed and

agreed respectively whereas 9(10%) confused to make decisions. This result indicates that less effort was made to ensure the impact of CPD practices in improving pupil's achievement.

With responding item 11 of table 3, Teachers were asked to respond to whether the feedback from self-evaluation has continuously improved their class room practices. To this 29(33.1%) and 41(46.2%) showed strong disagreement and disagreement respectively, whereas 6(6.2%) and 16(6.2%) teachers strongly agreed and agreed respectively. And 7(8.1%) respondents didn't make decisions. With regard to item 12 of the same table 22 (24.4%) and 26(29.4%) of the respondents showed strong disagreement and disagreement respectively whereas 13(15%) and 18(20%) teachers strong agreed and agreed respectively. 10 (11.2%) respondents did not make decisions. Thus, it could be said that teachers were not active to continuously improve class room practices based on the feedback from students learning.

In item 13 of table 3, the respondents were asked to show their agreement whether the feedback from peer evaluation has continuously improved their classroom practices. In their responses a total of 37(42.5%) and 34(38.1%) showed strong disagreement and disagreement respectively whereas 4(5%) and 5(5.6%) showed strong agreement and agreement respectively. Yet 8(8.8%) failed to decide on the item. From this it could be said that teachers were not improving their profession through feedback from peer evaluation.

In response to the last item of the same table depicts that 31(35.6%) and 41(46.2%) respondents replied that they strongly disagree and disagree respectively with regard to revising the effectiveness of CPD activities for the task of preplanning .5(5.6%) and 9(10%) showed strong agreement and agreement respectively. Yet 2(2.5%) failed to decide on the item. From this one may recognize that re-planning for CPD activities based on the evaluation of the achievement of CPD plans was not taken care of.

4.4. The support of principals in the practice of CPD

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

principals effectively support teachers professional development activities in order to help teachers develop in their profession

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

No	Items related to supports provided by school principals to implement CPD	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
				1		1		1			
1	The school principal arranges visit programs within the school to consult with other groups on CPD practices	6	6.9	9	10.6	5	5.6	32	36.2	36	40.6
2	The school principal arranged me induction courses of CPD when I was newly hired	4	5	7	7.5	6	6.9	3	33.8	41	46.9
3	The school principal prepares discussion forums with other schools	5	5.6	8	9.4	2	2.5	27	32.5	44	50
4	The school principal encourages and support me to exercise peer evaluation on CPD practices	6	6.2	7	7.5	3	3.8	30	34.4	42	48.1
5	The school principal prepares training opportunity based on my training needs	3	3.8	4	5	6	6.2	29	32.5	46	52.5

Key: 0-1.49 – very low of effectiveness

3.50-4.49 – high level of effectiveness

1.50-2.49 – low of effectiveness

4.50-5.00 – very high level of effectiveness

2.50-3.49 – moderate level of effectiveness

Fr = Frequency

Total % = 100

In response of item 1 of table 4, 36(40.6%) and 32(36.2%) respondents strongly disagreed and dis agreed respectively. 6(6.9%) and 9(10.6%) respondents should their strongly agreement and agreement respectively. 5 (5.6%) respondent could not make decision .The data revealed that the principals were less effective in supporting and stimulating conditions by arranging discussion

programs within the school to discuss with other groups on CPD practices undertaken in Secondary schools.

With regard to item 2 of the same table 41(46.9%) and 3(33.8%) of respondents showed their strong disagreement and disagreement respectively agree to which school principals arrange CPD induction courses for beginner teachers 4(5%) and 7(7.5%) respondents showed their strong agreement and disagreement respectively. 6 (6.9%) respondents refused to make decision. This shows that principals were less effective in facilitating induction and were not sufficiently supporting newly employed teachers.

Item 3 of table 4, investigated how much Secondary school principals were facilitating the preparation of discussion forums with other schools. With regard to this 44(50%) and 27(32.5%) respondents showed their strong disagreement and disagreement respectively. Whereas 5(5.6%) and 8(9.4%) respondents showed their strong agreement and agreement respectively. 2 (2.5%) respondents refused to make decisions. Thus Secondary school principals were said to be insufficiently facilitating the preparation of discussion forums with other schools in order to share exemplary CPD practices.

In response of item 4 of the same table, the focus was to know whether or not Secondary schools principals encourage and support teacher through peer evaluation on CPD activities. In their response 42(48.1%) and 30(34.4%) respondents showed strong disagreement and disagreement respectively. However, 6(6.2%) and 7(7.5%) respondent showed their strong agreement and agreement respectively. Yet 3(3.8%) respondents refused to make decision. From this we can conclude that principals were less effective in encouraging and supporting teachers in facilitating peer evaluation on CPD implementation process.

The target of item 5 of table 4, was to check the effort of school principals in preparing training opportunities based on training needs of teachers. 46 (52.5%) and 29(32.5%) respondents showed their strong disagreement and disagreement respectively. However, 3(3.8%) and 4(5%) respondents showed their strong agreement and agreement respectively. Yet, 6(6.2%) respondents refused to make decision. This implies that school principals were not attempting to prepare training opportunities at school level based on the training needs of teachers.

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

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

4.5. The support of schools CPD facilitate in the implementation of CPD

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

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

Items related to CPD	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
facilitators' support to implement CPD										
1 The CPD facilitator usually arranges discussion programs within the school to consult with other groups on CPD practices	4	5	5	5.6	3	3.8	32	36.2	44	49.4
2 The school CPD facilitator prepares discussion forums with other schools	6	6.2	6	6.9	6	6.9	34	38.1	37	41.9
3 The school CPD facilitator encourages and support me to exercise peer evaluation on CPD practice	3	3.1	6	6.2	6	6.2	26	29.4	48	55
4 The school CPD facilitator prepares training opportunity based on my training needs	7	7.5	7	7.5	2	2.5	33	36.9	40	45.6

Key: 0-1.49 – very low of effectiveness 3.50-4.49 – high level of effectiveness
1.50-2.49 – low of effectiveness 4.50-5.00 – very high level of effectiveness
2.50-3.49 – moderate level of effectiveness Fr = Frequency Total % = 100

In response to item 1 of table 5, relates the arrangement of discussion programs with in the school to consult with other groups on CPD practices. In this regard 44(49.4%) and 32(36.2%) respondents replied that they are strongly disagree and disagree respectively. However, 4(5%) and 5(5.6%) respondents replied that they strongly agree and agree respectively. Yet 3 (3.8%) of respondents refused to make decision. This shows that CPD facilitators insufficiently prepare discussion programs within the school to consult with other groups on CPD practices.

Item 2 of the same table is all about the investigation of the extent to which CPD facilitators prepare discussion programs with other schools to scale up experiences on the implementation of CPD activities. Accordingly 37(41.9%) and 34(38.1%) of respondents showed their strong disagreement and disagreement respectively. However, 6(6.2%) and 6(6.9%) respondents strongly agreed and agreed respectively. This reveals that the extent to which schools CPD facilitators prepare discussion forums with other school partners was unsatisfactory.

With regard to item 3 of table 5, 48(55%) and 26(29.4%) of respondents replied that they strongly disagree and disagree respectively on the supports of CPD facilitates provide to encourage teachers in exercising peer evaluation on CPD practices. Only 3(3.1%) and 6(6.2%) respondents strongly agreed and disagreed with the item. This result shows that the support of CPD facilitators in encouraging teachers to exercise peer evaluation on CPD was insufficient.

With regard to the effectiveness of CPD facilitators in facilitating need based CPD training of item 4 of table 5, 40(45.6%) and 33(36.9%) respondents replied with strong disagreement and disagreement respectively. However, 7(7.5%) and 7(7.5%) respondents replied with strong agreement and agreement respectively. 2 (2.5%) of respondent could not make decision. This implies that CPD facilitators were less effective in facilitating the provision of training based on teachers training needs. The data collected from the interview with principals and participants of FGDS showed that there was no close professional assistance by the school CPD facilitators in

preparing both inter and intra group collaborative discussion opportunities training programs, mentoring and peer evaluation. The data obtained through the

FGDS revealed that group discussion and peer evaluation was not regular and frequent. Accordingly, they conduct such collaborative activities only once or twice in the semester. From the findings, thus, one recognize that school based continuous professional development assisted by schools CPD facilitators at enhancing teachers competence was found to be unsatisfactory.

4.6. The Support from Woreda Supervisors in CPD practices

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

Table 6: The support from Woreda supervisors

No	Items related to supports provided by woreda supervisors to implement CPD	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
1	The supervisors usually ensure the allocation of sufficient materials and finance for my school	8	8.8	6	6.2	6	6.2	32	36.2	37	42.5
2	The supervisors frequently coordinate teachers' conferences to discuss on CPD practices	6	6.9	11	12.5	5	5.6	29	33.1	37	41.9
3	The supervisors frequently follow up my school's on CPD performance	6	6.2	6	6.2	6	6.9	33	37.5	38	43.1
4	The supervisors prepare us frequent trainings or workshops regarding CPD practices	10	11.8	9	10.6	6	6.2	26	29.4	37	41.8

5	The supervisors usually arrange us experience sharing programs with the neighbor schools	8	9.4	7	7.5	5	5.6	32	36.2	36	41.2
6	The supervisors usually give us an immediate constructive feedback after the evaluation of our school's CPD performances	11	11.9	12	13.1	4	5	26	30	35	40

Key: 0-1.49 – very low of effectiveness

3.50-4.49 – high level of effectiveness

1.50-2.49 – low of effectiveness

4.50-5.00 – very high level of effectiveness

2.50-3.49 – moderate level of effectiveness

Fr = Frequency

Total % = 100

With Regard to item 1 of table 6, teachers were asked whether or not Woreda supervisors allocate sufficient materials and finance for Secondary schools to ensure the implementation of CPD activities. 37(42.5%) and 32(36.2%) respondents revealed their strong disagreement and disagreement respectively. On the other hand, 8(8.8%) and 6(6.2%) respondents showed their strong agreement and disagreement respectively. From the result, it can be learned that Woreda education supervisors have given less attention in the allocation of sufficient materials and budget for the implementation of CPD activities in Secondary schools.

Item 2 of the same table relates the level of supervisors effort to coordinate teachers conferences in order to discuss on CPD activities. Accordingly 37(41.9%) and 29(33.1%) respondents strongly disagreed and disagreed respectively whereas 6(6.9%) and 11(12.5%) respondents strongly agreed and agreed respectively. From the data it could be conclude that the Woreda supervisors were insufficiently coordinating and preparing teachers conference and discussion forum on CPD activities.

The target of item 3 of the same table deals with follow up performed by Woreda supervisors in support of CPD activities in Secondary schools. Thus, 38(43.1%) and 33(37.5%) respondents strongly disagreed and disagreed respectively, whereas 6(6.2%) and 6(6.2%) respondents strongly agreed and agreed respectively. Thus, one can understand that the Woreda education supervisors rarely followed up and insufficiently assisted for the effective implementation of CPD activities in Secondary schools of Dawa zone.

Item 4 of table 6, stated with Woreda supervisors effort in preparing continuous short term trainings or workshops regarding CPD practices. To this end 37(41.8%) and 26(29.4%) respondents showed their strong disagreement and disagreement respectively. On the other hand, 10(11.8%) and 9(10.6%) respondents were strongly agree and agree respectively. This implies that the supervisory support of the concerned experts in preparing trainings or workshops to deal with CPD practice was insufficient. This means supervisors didn't create the opportunity to discuss on CPD activities through training programs or workshops.

With regard to item 5 of the same table 36(41.2%) and 32(36.2%) respondents showed their strong disagreement and disagreement respectively on the issue of the extent to which supervisors coordinate experience sharing programs with the neighbor schools on CPD activities. Whereas 8 (9.4%) and 7(7.5%) respondents strongly agreed and agreed respectively. This implies that the coordination of experience sharing programs among Secondary schools on CPD activities was much insufficient in the case of Woreda supervisory experts in Dawa zone.

While responding item 6 of table 6, Stated to distinguish the extent to which Woreda supervisors provision of timely and constructive feedback after the continuous evaluation of Secondary schools CPD performances, teachers, responses were collected that 64(40%) and 48(30%) respondents were strongly disagreed and disagreed whereas 11(11.9%) and 12(13.1%) respondents showed their strong agreement and agreement respectively. Yet 4(5%) respondents who failed to make decision. Hence Woreda supervisors were much inefficient in providing constructive feedback after the continuous evaluation of Secondary schools CPD performances.

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

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

4.7. The support from zone supervisors in CPD practices

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

Table 7: Support provided by zone supervisor to implement CPD

	Items related to Zone Supervisors' support to implement CPD	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
1	The supervisors usually ensure the allocation of sufficient materials and finance for my school	6	6.2	7	7.5	4	4.4	33	37.5	39	44.4
2	The supervisors frequently coordinate teachers' conferences to discuss on CPD practices	7	7.5	7	8.1	4	4.4	30	33.8	41	46.2
3	The supervisors frequently follow up my school's on CPD performance	8	6.9	8	8.	5	5.6	29	33.1	40	45.6
4	The supervisors prepare us frequent trainings or workshops regarding CPD practices	12	13.1	19	21.9	2	1.9	23	25.6	33	37.5

5	The supervisors usually arrange us experience sharing programs with the neighbor schools	13	15	14	15	2	1.9	22	25	37	42.5
6	The supervisors usually give us an immediate constructive feedback after the evaluation of our schools CPD performances	7	8.1	12	13	2	1.9	24	26.9	44	50

Key: 0-1.49 – very low of effectiveness

3.50-4.49 – high level of effectiveness

1.50-2.49 – low of effectiveness

4.50-5.00 – very high level of effectiveness

2.50-3.49 – moderate level of effectiveness

Fr = Frequency

Total % = 100

While responding to item 1 of table 7, 39(44.4%) and 33(37.5%) respondents showed their strong disagreement and disagreement respectively with the allocation of sufficient CPD materials and finance for schools. On the other hand, 6(6.2%) and 7(7.5%) respondents were strongly agreed and agreed respectively. Yet 4(4.4%) respondents failed to make decisions. From the results, it can be conclude that zone education supervisors have given less attention in the allocation of sufficient materials and budget for the implementation of CPD activities in Secondary schools.

With regard to item 2 of the same table 41(46.2%) and 30(33.8%) of respondents showed their strong disagreement and disagreement respectively on the issue of the level of supervisors effort to coordinate teachers conference in order to discuss on CPD activities. On the other hand, 7 (7.5%) and 7(8.1%) of respondents were strongly agreed and agreed respectively From the data obtained, it can be learned that zone supervisors were in sufficiently coordinating and preparing teachers conference and discussion forum on CPD activities.

In response to item 3 of the same table 40(45.6%) and 29(33.1%) respondents were strongly disagree and disagree on the issue of follow up performed by zone supervisors in support of CPD activities in Secondary school. On the contrary, 6(6.9%) and 8(8.8%) respondents showed their strong agreement and agreement respectively. So, it can be concluded that zone education

supervisor, rarely followed up and insufficiently assisted for the effective implementation of CPD in Secondary schools of Dawa zone.

Item 4 of table 7, deals with zone supervisors effort in preparing continuous short term training or workshops regarding CPD practices. Thus (37.5%) and 41(25.6%) respondents showed their strong disagreement and disagreement respectively whereas 12(13.1%) and 19(21.9%) showed their strong agreement and agreement respectively. Yet 3(1.91%) respondents failed to make decisions. Thus ,one can learned that the supervisory support of zone experts in preparing frequent training or workshops to deal with CPD practices was insufficient.

With regard to item 5 of the same table 37(42.5%) and 22(25%) respondents showed their strong disagreement and disagreement respectively. On the other hand 13(15%) and 14(15.6%) respondents showed their strong agreement and agreement respectively. This implies that the coordination of experience sharing programs among Secondary schools on CPD activities was much insufficient by zone experts.

The objective of item 6 of the same table was to ask the respondents how the zone supervisory experts give immediate feedback after the evaluation of the schools CPD performance. Consequently 44(50%) and 24(26.9%) respondents showed their strong disagreement and disagreement respectively whereas 7(8.1%) and 12(13.1%) respondents showed their strong agreement and agreement respectively. This implies that giving feedback after the evaluation of school CPD performance by zone education supervisors was much insufficient.

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

4.8. The Challenges of School Based CPD

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

Table 8: Response on the challenges of CPD

No	Items related to the prevailing challenges of CPD in the process of implementation	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
1	I was not well oriented about the significance of CPD activities	37	42.5	28	31.9	11	12.5	7	7.5	5	5.6
2	I have not understand the CPD training manuals	30	34.4	25	28.1	9	10.6	13	14.4	11	12.5
3	There is lack of CPD training manuals or guidelines	25	28.8	22	25	22	25	8	8.8	11	12.5
4	The contents of the CPD manuals are relevant	34	38.8	24	26.9	8	8.8	11	11.9	12	13.8
5	The contents of the CPD manuals are unclear	35	40	24	26.9	9	10	8	8.8	13	14.4
6	I am not willing or I resist to implement CPD practices	37	41.9	29	33.1	1	1.2	13	14.4	8	9.4
7	There is lack of trained CPD facilitator in my school	39	43.8	33	36.9	1	0.6	10	11.2	7	7.5
8	There is time constraints because of my heavy workload	26	30	22	24.4	2	1.9	22	25	17	18.8
9	I am less committed to implement the CPD practices	30	34.4	24	26.9	8	9.4	13	15	13	14.4
10	The process of CPD is complex and ambiguous to apply practically	44	50	27	30.6	8	8.8	6	6.2	4	4.4
11	I am not motivated by the School or Woreda or Zone to better apply CPD practices	44	49.4	29	32.5	1	0.6	9	10.6	6	6.9
12	The CPD trainings are not prepared at school or Woreda level	46	52.5	26	30	1	0.6	10	11.2	5	5.6

13	The available CPD trainings do not meet my needs	46	52.5	26	29.4	5	5.6	6	6.2	6	6.2
14	Sufficient money is not allocated to practice all CPD practices	43	48.8	30	33.8	1	1.2	8	9.4	6	6.9
15	Our school system is not well organized to support CPD activities	36	41.2	24	27.5	8	9.4	14	15.6	6	6.2

Key: 4.50-5.00 – very high level of difficulty 1.50-2.49– low level of difficulty

3.50- 4.49 – high level of difficulty 0-1.49– very low of difficulty

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

As depicted in item 1 table 8, 37(42.5%) and 28(31.9%) respondents showed their strong agreement and agreement respectively on the question related to the awareness of the significance of CPD activities. On the contrary 5(5.6%) and 7(7.5%) of respondents showed their strong disagreement and disagreement respectively. The data obtained that showed that providing introductory orientation for Secondary school teachers about the significance of each CPD activities was in sufficient.

Item 2 of the same table states about whether teachers have problems to understand the CPD training manuals and guidelines. While responding to this item 30(34.4%) and 25(28.1%) respondents showed their strong agreement and agreement respectively. On the other hand 11(12.5%) and 13(14.4%) respondents showed their strong disagreement and disagreement respectively. 9(10.6) respondents failed to make decision. This shows that problems to understand the CPD training manuals and guide lines is very serious. With item 3 of the same table the intention was to find out whether lack of CPD training manuals or guidelines in Secondary school. Consequently 25(28.8%) and 22(25%) replied that they strongly agree and agree respectively, with lack of manuals and guidelines. However, 11(12.5%) and 8(8.8%) teachers said strongly disagree and disagree with the item in question. 22 (25%) teachers however, did not make decision. Thus one can say that the availability of CPD manuals and guidelines was moderate.

With regard to item 4 of the same table which was raised to check whether the contents of CPD manuals are relevant 34(38.8%) and 24(26.9%) respondents were strongly agreed and agree

respectively. On the other hand, 12(13.8%) and 11(11.9%) respondents showed their strong disagreement and disagreement respectively. This showed that the contents of CPD manuals are somehow irrelevant. The target of item 5 of the same table was to check whether or not the CPD manuals are clear was treated. Consequently, 35(40%) and 24(26.9%) respondents showed their strong agreement and agreement respectively whereas 13(14.4%) and 8(8.8%) respondents were strongly disagreed and disagreed on the item respectively. The rest of 9(10%) respondents refused to make decision. From the data obtained in this item it can be said that the contents of the CPD manuals are unclear for teachers.

As item 6 of the same table illustrates 37(41.9%) and 29(33.1%) respondents showed their strong agreement and agreement respectively on whether or not willingness among Secondary school teachers is a barrier to implement CPD practices. On the other hand, 4(4.4%) and 13(14.4%) respondents showed their strong disagreement and disagreement respectively. Thus, Secondary school teachers were not willing to implement CPD activities in their school. With regard to item 7 of the same table 39(43.8%) and 33(36.9%) respondents showed their strong agreement and agreement respectively on the lack of trained CPD facilitators in the school. However, 7(7.5%) and 10(11.2%) respondents showed their strong disagreement and disagreement with the item respectively. This shows that lack of trained CPD facilitators in Secondary schools was one of the challenges.

Item 8 of the same table was tried to see whether or not there was time constraint because of teacher heavy work load to implement CPD. Accordingly, 26(30%) and 22(24.4%) respondents showed their strong agreement and agreement respectively. On the other hand, 17(18.8%) and 22(25%) respondents showed their strong disagreement and disagreement on the item respectively. This result shows that the time constraint as a result of teacher work load was one of the challenges to implement CPD. In responding item 9 of the same table, teachers were asked whether absence of teacher commitment to apply CPD activities hindered the implementation or not. While responding to this item 30(34.4%) and 24(26.9%) respondents showed their strong agreement and agreement respectively whereas 13(14.4%) and 13(15%) respondents showed their strong disagreement and disagreement respectively. Yet 8(9.4%) respondents failed to decide. This implies that Secondary school teachers were not well committed to apply CPD activities.

Item 10 of the same table is concerned with complexity and ambiguity of the process of CPD to apply practically. In their responses 44(50%) and 27(30.6%) respondents showed their strong agreement and agreement respectively whereas 4(4.4%) and 6(6.2%) respondents showed their strong disagreement and disagreement respectively. This implies the complexity and ambiguity of the process of CPD among the challenges of CPD. Item11, of the same table deals with motivation of teachers for better application of CPD activities. In their responses 44(49.4%) and 29(32.5%) respondents showed their strong agreement and agreement respectively. 6(6.9%) and 9(10.6%) respondents showed their strong disagreement and disagreement respectively.

This reveals that lack of teacher's motivation was one of the challenges that threaten the actual implantation of CPD. In support of this issue, studies widely declared that low teacher motivation results in poor professional performance. Teachers with low motivation are characterized by limited effort devoting less time to CPD activities (World Bank, 2004). Item 12 deals with whether lack of CPD trainings at school or Woreda level hinders its implementation. In response to this 46(52.5%) and 26(30%) respondents showed their strong agreement and agreement respectively. However, 5(5.6%) and 10(11.2%) respondents showed their strong disagreement and disagreement respectively. This implies that lack of CPD trainings at school or Woreda level was one of the serious factors that hampered the real implementation.

Item 13 of the same table aimed at to check whether the available CPD training meet teacher needs. Regarding to this 46(52.5%) and 26(29.4%) respondents showed their strong agreement and agreement respectively. On the contrary, 6(6.2%) and 6(6.2%) respondents showed their strong disagreement and disagreement respectively. Only 5(5.6%) respondents could not make decision. The result implies the mismatch between available CPD training and teacher needs. Literature supports that a key factor in ensuring effective CPD is matching the appropriate professional development provision to the particular professional needs. This match between the development needs of teachers and the selected activities is critically important in ensuring that there is a positive impact at school and classroom level (Hopkini and Harris, 2001).

With regard to item 14 of the same table aimed to check whether sufficient money is allocated to practice all CPD practices. Regarding to this 43(48.8%) and 30(33.8%) respondents showed their strong agreement and agreement respectively in relation to the shortage of the allocation of money to practice all CPD activities. 6(6.9%) and 8(9.4%) respondents showed their strong

disagreement and disagreement respectively. This tells us that failure to allocate money to practice CPD activities was one of the serious challenges. Regarding the last item of table 8, intended to find out the extent to which school system is organized to support CPD activities in Secondary schools. With regard to this 36(41.2%) and 24(27.5%) respondents showed their strong agreement and agreement respectively whereas 6(6.2%) and 14(15.6%) respondents showed their strong disagreement and disagreement respectively.

Thus from the data obtained we learned that secondary schools system in Dawa zone was not well organized to support school based CPD activities. This consequently, is one of the pressing challenges to implement school based CPD activities. Data gathered through the interview and the FGD, revealed that teachers were not provided orientation on how and why to involve in school based CPD. There was shortage of resources especially of material and financial ones to prepare manuals and cover other costs. They also stated that the reason behind these problems was shortage of budget and financial support from the education offices of different levels.

In this regard, the Woreda and zone education supervisors did not deny that there was inadequacy of resources particularly financial and material. According to them, the reason behind was the growing cost of Secondary school education material. The participant also remarked that the contents of the available school based CPD material are not only irrelevant but also unclear and inapplicable within the ongoing schools context. The entire participant agreed that all the CDP facilitators in all schools under study were not trained. The result of FGDs resulted there were no trained principal and CDP facilities almost in all schools as a result of which untrained teachers were forced to read beyond their level of competence.

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

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

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

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

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the overall process of the study. It includes summary of the study, conclusions drawn from the findings of the study, and recommendations

5.1. Summary of the Major Findings

The study aimed to investigate the extent of implementation of school-based Continuous Professional Development (CPD) in secondary schools of the Dawa Zone, Somali Regional State, Ethiopia, and to identify the major challenges faced in leading teachers' professional development. The investigation involved various stakeholders, including teachers, department heads, CPD facilitators, principals, and education supervisors. The study sought to answer the following questions:

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

Based on the descriptive survey method, which included questionnaires, interviews, focus group discussions, and document analysis, the following major findings emerged:

- **Low Level of CPD Implementation:** The practice of implementing school-based CPD in the secondary schools of Dawa Zone was found to be at a low level, with planning being the only activity somewhat performed across all studied schools.
- **Lack of Teacher Training:** There was an absence of meaningful training opportunities for teachers, resulting in significant confusion regarding the implementation of school-based CPD among the majority of educators.
- **Ineffective Leadership by Principals:** Principals demonstrated ineffectiveness in organizing discussion programs, induction courses for new teachers, inter-school visits, peer evaluations, and tailored training sessions based on teachers' specific needs.
- **CPD Facilitators' Limitations:** School-based CPD facilitators were not effective in creating a stimulating environment or in providing the necessary technical and professional support for junior teachers to implement CPD.

- **Insufficient Support from Education Supervisors:** The technical and professional support from Woreda and zone education supervisors was deemed inadequate, hindering the CPD implementation process.
- **Inadequate CPD Training Resources:** There was a lack of available CPD training manuals, and the existing manuals were found to have unclear and irrelevant objectives and contents.
- **Shortage of Well-Trained CPD Facilitators:** The study highlighted a significant lack of well-trained CPD facilitators in the secondary schools within the Dawa Zone.
- **Resource Shortages:** There was a notable shortage of CPD resources, including reference manuals and budgetary allocations necessary for effective implementation.
- **Motivational Deficiencies:** The organizational structure of schools and the motivation of teachers were inadequate, discouraging teachers from actively engaging in CPD practices. There was a general lack of supervisory support and motivation from school leadership.

These findings illustrate the significant challenges faced in the implementation of school-based CPD in the Dawa Zone, underscoring the need for targeted interventions to enhance the quality and effectiveness of professional development for teachers.

5.2. Conclusions

The findings of this study reveal critical insights into the implementation of school-based Continuous Professional Development (CPD) in the secondary schools of the Dawa Zone, highlighting both the challenges faced and the areas needing improvement. First and foremost, the study concludes that the overall implementation of CPD programs is at a low level. This suggests that while planning for CPD activities may exist, actual engagement and execution are significantly lacking. The reliance on mere planning without effective follow-through indicates a disconnect between the design of CPD initiatives and their operational reality in schools. Secondly, the lack of meaningful training opportunities for teachers is a notable concern. The confusion surrounding CPD implementation among educators points to an urgent need for structured training programs that focus on practical applications and clear guidance. This lack of training hampers teachers' ability to effectively integrate CPD practices into their daily professional lives and ultimately impacts student learning outcomes. Moreover, the study highlights ineffective leadership by principals as a barrier to successful CPD implementation. The inability of school leaders to facilitate discussions, induction courses, peer evaluations, and tailored training further

exacerbates the challenges faced by teachers. This underscores the necessity for strong, proactive leadership that actively promotes a culture of continuous professional growth and collaboration among teachers. The findings also reveal that CPD facilitators are not sufficiently equipped to create an engaging and supportive learning environment. Their limitations in providing technical and professional support hinder the development of junior teachers. This indicates a pressing need for enhancing the skills and resources available to CPD facilitators to improve their effectiveness in guiding and mentoring peers. In addition, the support from education supervisors at both the Woreda and zone levels is insufficient, indicating a systemic issue that affects the entire CPD framework. Without adequate supervisory support, the implementation of CPD programs may lack the necessary oversight and guidance required for success. The study also identifies inadequate CPD training resources, with existing manuals deemed irrelevant and unclear. This calls for a re-evaluation of the materials provided to ensure they align with the actual needs of teachers and the goals of professional development. Furthermore, the absence of well-trained CPD facilitators exacerbates the issue, revealing a significant gap in the professional development infrastructure within the Dawa Zone's secondary schools. Addressing this shortage is crucial for fostering an environment conducive to effective CPD implementation. Lastly, motivational deficiencies related to the organizational structure of schools play a vital role in discouraging teacher engagement in CPD initiatives. The lack of support and encouragement from school leadership highlights the need for a systemic change that prioritizes teacher motivation and professional growth. In conclusion, this study emphasizes the urgent need for targeted interventions to address these challenges, including improved training programs, enhanced leadership accountability, better resource allocation, and robust support systems. By addressing these areas, stakeholders can work toward creating a more effective and enriching CPD environment, ultimately leading to improved educational outcomes in the Dawa Zone secondary schools.

5.3. Recommendations

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

- Absence of mentoring and technical assistances for less experienced teachers like beginner teachers by senior staff members affects the scaling up of best practices. This creates confusion in the performances of newly employed teachers. Therefore, the Secondary school principals need to assign mentors from among senior teachers for

each of the beginning teachers particularly in team work because, team work would become good instrument to enhance free flow of experiences among teachers.

- The school based CPD plans in all Secondary schools were not effectively implemented. Portfolio documents were not well compiled. Action researches were not done in the schools understudy. Consequently, teachers were not systematically and collaboratively working to lessen the challenges of learning observed in the process of achieving CPD objectives. Monitoring the impact of the school based CPD practices on teachers' professional growth and pupils' academic performance needs peer and self-evaluation. Therefore, the schools' principals and CPD facilitators along with their respective staff members are advised to frequently discuss on how to implement school based CPD plans; need to form various teams to conduct action researches; and continuously evaluate CPD program in peer as well as by self. By and large, school based CPD practices need to be evaluated in terms of the intended teachers' professional growth and pupils' academic achievement.
- Teachers should consider school based CPD prospects as better means of professional learning. They ought to recognize that expert-led training is not the only way to professional learning. They need to consider different alternatives and work hard in school based CPD. Thus, in order to be benefited from the overall professional contributions of school based CPD, teachers themselves need to be enthusiastic and devote to every activities of school based CPD; teachers are advised to be highly selfinitiated to involve in all aspects of school based CPD; principals and the Woreda and zone education offices need to inspire and motivate teachers.
- Every activity in school based CPD should have a direct tie with teachers' day-to-day life. Teachers' performance of any practices of school based CPD need to be allied with their career development so that teachers would not be hesitant to implement. To this end, the MOE, Regional Education Bureau, Zone Education Department and Woreda Education Offices are advised to consider attempts to implement school based CPD as part of performance appraisal criteria.

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

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

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

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