Original Research

School Based CPD and Its Impacts on Teachers' Practices and Students' Learning in Some Selected Secondary Schools of East Wollega Zone

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Abstract	Article Information
The purposes of this research was to investigate the impacts of school -based professional development on teachers practice and students' learning, evaluation mechanisms used by secondary schools and assessed the challenges of school based continuous professional development. A mixed research approach *that employed instruments of data collection like survey questionnaire that were filled in by teachers, semi-structured interview with school directors and CPD coordinators and document review were used. The findings of the study revealed that all secondary school teachers and department heads developed the culture of engaging in school – based professional development. The impacts of CPD in improving classroom activities, and enhancing the quality of teaching and learning was found to be sufficient in all case study institutions but the impacts of CPD in changing teachers' subject matter knowledge was low . As compared to the subject related contents, contents which could sharpen their pedagogical skill was sufficient and CPD contents that deepen teachers subject matter knowledge such as individual study , in school trainings ,networking ,and experience sharing with other school teachers , shadowing an experienced teachers and peer observation were very low. With regard to reflection of CPD activities, even though the national CPD framework put evaluation as an important aspect of the CPD cycle, no one considered as a critical issue in the process of school CPD cycle. According to the believe of the KIs , in all sample secondary schools, the only way to monitor and evaluate the practices of individual teachers' CPD were teachers' written report which has been made in every month or week .The major factors that influenced the implementation of the school – based CPD were* the attention given to CPD from the government , the attitude of teachers towards school-based CPD and the burden that CPD has on teachers and school directors were the most serious problems observed in studied preparatory schools .Timely evaluation of CPD outcomes by the school and lack of professional support from the concerned bodies were also identified as a major factors. *In order to implement effectively school based continuous professional development in secondary schools , school directors, department heads, CPD coordinators and teachers should take in to account the national CPD frame work and subject matter content when they prioritize school, department and individual CPD . Secondary school Principals and CPD coordinators have to prepare the school CPD plan with the participation of teachers and department heads in the selection of the school CPD priorities. This condition helps teachers adapt to the plan and use it to include their needs and demands as well as the existing challenges of the schools. This increases mutual responsibility of the school based CPD stakeholders to implement* the program.	 ***Corresponding Author:** KebedeNemomsa **E-mail:** 45477566@mylife.unisa.ac.z

INTRODUCTION

The environments in which teachers work, and the demands placed upon them by society are increasingly complex. As ministers have noted (2007/C), teachers strive to equip learners with a wide range of skills that they will require to take their place in a world that is in constant evolution; this hastens the need for the development of more competence-centered approaches to teaching, together with greater emphasis on learning outcomes. Pupils are increasingly expected to become learners that are more autonomous and to take responsibility for their own learning. The learners in any class may come from an increasingly wide range of backgrounds and may have a very broad range of abilities. In this context, even initial teacher education of the highest quality cannot provide teachers with the knowledge and skills necessary for a lifetime of teaching. Teachers are called upon not only to acquire new knowledge and skills but also to develop them continuously. The education and professional development of every teacher needs to be seen as a lifelong task, and be structured and resourced accordingly. To equip the teaching body with the skills and competences needed for its new roles, it is necessary to have both quality initial teacher education and a coherent process of continuous professional development to keep teachers up to date with the skills required in a knowledge-based society.

As schools become more autonomous, with open learning environments, teachers assume greater responsibility for the content, organization and monitoring of the learning process, as well as for their own personal career-long professional development (2007/C). Furthermore, as with any other modern profession, teachers have a responsibility to extend the boundaries of professional knowledge through a commitment to reflective practice, through research, and through systematic engagement in continuous professional development from the beginning to the end of their careers.

Continuing Professional Development is said to have been coined by Richard Gardner, who was in charge of professional development for the building professions at York University in the mid-1970s. It was chosen because it did not differentiate between learning from courses, and learning 'on the job'. The term is now common to many professions. CPD embraces the idea that individuals aim for continuous improvement in their professional skills and knowledge, beyond the basic training initially required to carry out the job. In teaching, such development used to be called 'in-service training' with the emphasis on delivery rather than the outcome.

Since student outcomes depend greatly on teacher quality, governments, local politicians and school managers need to foster teachers' continuous professional development in order to cope effectively with ongoing changes and improve the quality of education. Strengthening internal school conditions to promote teachers' professional development is considered an important prerequisite for addressing a continuous stream of changes in their environment. Most professional development efforts in the late 1980s and early 1990s were based on a training paradigm that implied a deficit-mastery model and consisted of "one-shot" professional development approaches. Research on these programs has provided evidence of the failure of earlier concepts of teacher learning as something that is done to teachers (Richardson & Placier, 2001; Clarke & Hollingsworth, 2002). These findings and increased criticism have provided an impetus for many researchers to reconceptualize teachers' professional development by taking a change as professional growth or learning perspective to professional development. Inspired by adult learning theories and in line with situated cognitive perspectives on learning (Anderson et al., 2002; Clarke & Hollingsworth, 2002; Kwakman, 2003; Putnam & Borko, 2000), teacher learning is seen as an active and constructive process that is problem-oriented, grounded in social settings and circumstances, and takes place throughout teachers' lives. Therefore, researchers have emphasized the notion of ongoing and lifelong professional learning embedded in schools as a natural and expected component of teachers' professional activities and a key component of school improvement (Putnam & Borko, 2000). From this perspective, the focus of teacher learning is on professional activities in schools and on participation in a community of learners. This perspective on learning implies that teachers take responsibility for their own actions and acquire the necessary knowledge, skills and repertoire of activities to increase their participation in the school workplace environment. By participating in a variety of professional activities within the school context, teachers stimulate both their own professional development and the development of the school and thus make a significant contribution to improving educational practice. In this sense attention is paid to teachers as members of a profession in which "teachers acquire new knowledge, skills and values, which will improve the service they provide to clients, and take the responsibility for this acquiring of new knowledge and skills" (Hoyle, 1995).In other words, teachers are supposed to act according to the concept of "reflective practitioners" (Schön, 1983). In order to improve schools as places for teachers to learn, it is important to acknowledge that not all teachers' learning is conducive in promoting professional development and school improvement.

Teacher professional development program in the Ethiopian context is a national intervention program run by the Ministry of Education (2009) with the intent of enhancing the quality and effectiveness of teacher

education through pre-service teacher training. The purpose of this national project was to improve the knowledge, skills, qualifications and attitudes of primary and secondary school teachers by setting Objectively Verifiable Indicators (OVIs) and target outcomes for the aforementioned areas. The target outcome for the in-service CPD priority area was pedagogical knowledge and improving the capacity of teachers (MOE, 2007).

According to the new CPD framework and toolkit documents (MOE, 2009b), the CPD is a developmental program that moves in a cyclical path anchored at four stages namely: **Analyze → Plan → Do → Evaluate**. The aim of the new CPD framework is to improve the performance of teachers in the classroom in order to raise student achievement and learning. It is a career-long process to improve knowledge, skills and attitudes centered on the local context particularly classroom practice (MOE, 2009a).

A document produced by Teacher Development Advisory Team (MOE, 2007) argued that Teachers' Competency Standards at different career levels provide a foundation on which all other teacher training related activities should be based. Relicensing of teachers and climbing the next career ladder in the competency standard scales requires teachers to pass through CPD program courses. An evaluation study by Haramaya University (MOE, 2009a), for example, indicated that the CPD structure was absent or inadequately organized in most of the schools.

The study further reported inconsistencies in implementation, resource limitations, and Communication gaps among stakeholders. The study also indicates that the program has brought significant changes in their attitude towards the profession, lack of readiness to participate actively in the program was found to be an overarching problem. Taking into account the major findings and implications of the impact studies conducted by the university and the recommendations entailed from need analysis (MOE, 2009b), the new CPD program underlined the importance of awareness-based understanding of all stakeholders on the essence of CPD, active involvement of teachers in planning and implementing the CPD program.

STATEMENT OF THE PROBLEM

Teachers' professional development is often regarded as the key to successful education reforms. Hence, teachers are expected to experience continuous professional development to keep abreast with the relentless change-taking place in the education system. However, problems arise when too much emphasis is placed on making sure that teachers take part in professional development initiatives. To some teachers, professional development is seen as a burden and not as an opportunity to improve their practice as the reforms has intended. This happens as the teachers are made to take part in various standardized professional development programs that are not tailored to their specific needs. As a result, it has become less effective in helping the teachers improve their own practice.

Participation in professional development is believed to have some impact on the teachers' ability to acquire and critically develop the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with their students and colleagues through every phase of their teaching lives (Borko, 2004; Buczynski& Hansen, 2010; Day, 1999; Gabriel et al., 2011). In addition, Desimone (2009) asserts that professional development also impacts on the teachers' ability to decide on and implement valued changes in teaching and leadership behavior so that they can educate their students more effectively, thus achieving an agreed balance between individual, school and national needs (Bolam, 2000; Hargreaves & Evans, 1997).

According to Powell, Terrell, Furey and Scott-Evans (2003), teachers will experience immediate and long-term impacts of professional development. Their research on teachers' perceptions of the impact of continuous professional development reveals that most of the teachers identified the immediate impact of professional development as having the ability to reflect more deeply on their practice (Powell et al., 2003). It is believed that this ability to reflect has enabled the teachers to better evaluate the effectiveness of their own practice. Harris, Cale and Musson (2010) who conducted research on primary school teachers' perceptions on continuous professional development also report similar findings. The finding indicates that most of the teachers involved in their research perceived their professional development experience as having positive impact on their confidence in teaching. As a result, most teachers satisfied with their professional development experiences.

In light of this finding, Powell et al. (2003) maintains that teachers' growing confidence is evident in their ability to clearly articulate their personal views on educational matters. Professional development programs also help teachers to become more knowledgeable in the subject content taught. In

addition, reflective practice and constant evaluation of their teaching practice are also believed to lead to a better lesson structure to effectively meet the students' needs (Harris et al., 2011; Powell et al., 2003).

In Ethiopian upper secondary schools, novice and experienced teachers have been engaged in school - based professional development. In east Wollega zone, secondary schools teachers also practicing in a similar situation. However, a number of teachers have a doubt about the effectiveness of the program, its impact; strategies used to evaluate the performance of school based continuous professional development and CPD reflection was also not touched by other researchers. There is a big debate among teachers on the impact that the programs have brought on student learning and teachers teaching practices, evaluation mechanisms used by secondary in east Wollega secondary schools. Hence, the study herein was designed to answer the following research questions:

1. To what extent do school principals and CPD coordinators are supporting teachers in the school based CPD implementation?
2. What are the major results obtained through school-based teacher professional development in terms of influencing improvement in teachers' practices and students learning?
3. What are the main mechanisms used by secondary schools to monitor the implementation of school-based CPD activities?
4. What are the major challenges observed in implementing school-based teacher professional development programs in the selected secondary schools of East Wollega zone?

Materials and Methods
Research Design

In this study, a mixed approach was employed. The approach makes use of the pragmatic method and system of philosophy. Mixed-methods research, employing a combination of quantitative and qualitative approaches, has gained popularity because research methodology continues to evolve and develop, and a mixed method is another step forward, utilizing the strength of both quantitative and qualitative research methods. As a methodology, mixed methods (MM) provide a means to facilitate and explain several complex phenomena across various disciplines Creswell (2009). Our study of the school – based CPD and its impacts in east Wollega zone secondary schools employed various research techniques and data collection methods in order to move as close as

possible to the core of the problem. We employed a mixed-methods approach to collect and analyze data, integrate the findings, and draw inferences by using both qualitative and quantitative modes in this single study.

This study employed the descriptive survey design. It describes what is happening than studying the other aspects. The basic purpose of the survey in this study was to gather background information of the respondents, the view of teaching staff on impacts of CPD on teacher's practices and students learning, the role of school leaders and school CPD program coordinators in supporting and mentoring teachers in the implementation of school – based CPD and mechanisms used by secondary schools to evaluate the implementation of the program.

Selection of samples

For this study, both purposive and random sampling procedures were employed for qualitative and quantitative data collection respectively. In East Wollega Zone, there were 14 preparatory secondary schools with different characteristics and size. The selection of sample respondents was made by purposive sampling to evaluate and explain the organizational response to governmental expectations in terms of CPD practices. Five preparatory secondary schools were selected as a sample with sufficient characteristics to fit the requirements of the research design. Accordingly, Sire, Anno, Arjo, Gida Ayana and Diga secondary schools were selected randomly. We used a purposive sampling strategy in selecting the interview participants in the study as an information-rich source from which we could learn a great deal about issues of central importance to the study. Participants in the interview were selected on the basis of their knowledge and experience as well as their relevant responsibilities in relation to CPD practices as they were managers and coordinators of preparatory secondary school. Secondary school teachers were also randomly selected and involved in the study.

Instruments of data collection
Interview

In this study, interviews were considered the most appropriate method of data collection because of the nature of the data needed in order to address the question that we wanted to investigate, i.e. the nature of continuous professional development practices in east Wollega secondary schools. We used a semi-structured interview in which the researcher could ask participants about the facts of as well as their opinions about

challenges and its impacts. A major purpose of this interview was to corroborate certain facts collected through document review and to obtain more data from different participants around the same themes. The interview process begins with finding the respondents and setting up the interviews in accordance with the overall research design. In this research the main problem we investigated was continuous professional development and its impact on students learning and teachers teaching practices. Individual semi-structured in-depth interviews were conducted with secondary school directors and CPD coordinators. The views and opinions of these people helped to show the extent to which individuals in an institution hold common or diverse perceptions on practices of school based professional development, and the extent to which the program brought change. These interview participants were selected based on their leadership roles in the implementation of school based professional development in their respected school.

Document review

As Denzin (1988) argues, documentary data may be collected in conjunction with interviews. Documents can be important in triangulation where an intersecting set of different data types is used in a single project . In research, the use of documents does not inherently involve researchers in social interactions as do interviewing and observation. In qualitative research, the researcher identifies and interprets information contained in the documents, and ascertains aspects of the issue in question and the main ideas, statements and thoughts on the subject (Hakim, 1982). One of the most important instruments used to collect data on the impacts of CPD and the role of school leaders in monitoring the program was the analysis of documents that mostly focused on school CPD plan and report, individual teachers yearly CPD plan (3 modules prepared by teachers each year), teachers individual CPD report and teachers portfolio.

Questionnaire

Interviews and document analysis was immediately followed by a survey questionnaire targeted at school teachers and department heads. The survey was primarily meant to provide baseline data on what prevailed at secondary schools in terms of CPD practices and what opinions teaching staff held on the subject. The survey instrument comprised closed-ended and open-ended questions. From five secondary schools teachers and head of department, natural science and social science departments' teachers were included in the sample. From five secondary schools teachers and department heads, questionnaires were distributed for 80 participants comprising 20 department heads and 60 teaching staff. From these, 75 questionnaires (94%) were returned.

Items commonly used in questionnaires include scaled Items, ranked Items and free response Items. For this study the researchers used both closed ended and open-ended questions. We collected a wide range of information from head of departments and schoolteachers about the impacts of CPD and the role school heads and CPD coordinators played in monitoring the program. They were reported as a percentage, mean and graph.

DISCUSSION

The questionnaire proved to be fairly effective as an information gathering tool as it allowed the respondents, all of whom are academic managers at various levels, to reflect on the participation of teachers in CPD, the role school heads and CPD coordinators played to support and monitor the implementation of the program, impacts of CPD, the mechanisms used by secondary schools to evaluate the program and challenges faced secondary schools to implement school – based CPD.

Participation of teachers in CPD Activities (2004 -2007)
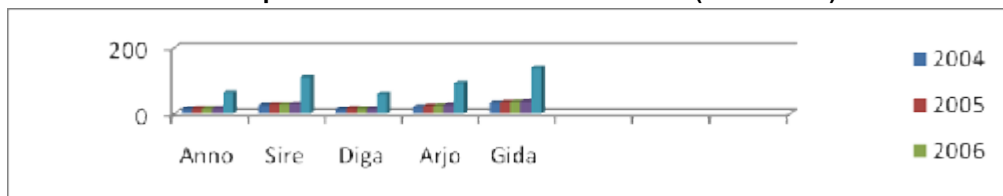
Graph 1: Number of teachers and department heads participated in school CPD from 2004 -2007 in sample preparatory schools

The above graph shows that 63 (100%), 111 (100 %), 60 (100 %), 93 (100 %) and 138 (100%) teachers and department heads were involved in school CPD in Anno, Sire, Diga, Arjo and Gida

preparatory schools respectively . All (100%) school teachers in selected secondary schools have involved in CPD program from 2004 -2007 academic years. This indicates that CPD is a compulsory requirement for those who teach in all East Wollega zone secondary schools. As the national framework of CPD indicates, engaging in Continuous Professional development is the civic and professional duty of all teachers. From the data we can conclude that no one can teach courses without engaging on school-based continuous

professional development. All secondary school teachers and department heads developed the culture of engaging in school – based professional Development.

School Principals and School CPD Coordinators Role

Teachers were asked to rate the extent to which school leaders and CPD coordinators supporting and mentoring teachers in the implementation of school based CPD.

Table 1: Teachers responses on school principals' and CPD coordinators support teachers in the implementation of school based CPD

	Items	N	Min	Max	Mean	Std. D
1	Encouraged me to participate in school based CPD.	75	1	5	2.83	1.140
2	Plays a key role identifying needs, planning CPD program	75	1	5	2.80	1.152
3	Develop, support and sustain effective arrangements for the CPD	75	1	5	2.45	1.25
4	Provides financial support for CPD implementation	75	1	5	2.70	1.25
5	Create suitable conditions for teachers to participation in CPD	75	1	5	3.18	1.08
6	encourages teachers to observe exemplary teachers/practices	75	1	5	3.00	1.14
7	provide mentoring and induction services for beginning teachers,	75	1	5	3.2	1.05
8	Create and Promote a Culture of Collaborative Learning:	75	1	5	2.72	1.26
9	Promote CPD as a central element of school improvement:	75	1	5	2.4	1.3
10	Report on the impact and effectiveness of CPD	75	1	5	2.3	1.26

Total mean 2.75 and total standard deviation is 1.06

Table 1 shows the mean and standard deviations of responses of respondents on principals and CPD coordinators support in school based CPD implementation. As noted above, there were 10 Items in the school principals' and CPD coordinators support in the school based CPD. The mean scores range from *M* = 2.70 to *M* = 3.2. The highest three mean score were provide mentoring and induction services for beginning teachers, Create suitable conditions that make teachers to participate in CPD and encourages teachers to observe exemplary teachers/practices with in a school (M= 3.2) , *(M* = 3.18) and (M=3.0) . The next highest mean scores were associated with the following activities: Encouraged teachers to participate in school based CPD (M=2.83) and Plays a key role identifying needs and planning CPD program (M= 2.8). Of the ten Items, 5 Items (3, 4, 8, 9 & 10) were rated below the total mean. In relation to the interval breaking range, majority of the Items fall within moderate, indicating that teachers rated their principals' and school CPD coordinators support in school based CPD was moderate.   However their support in the areas of Report on the impact and effectiveness of CPD to the concerned body, Promote CPD as a central element of school improvement and

Develop, support and sustain effective arrangements for the CPD for all staff has been not adequate .

The interview result also indicates that the support of school principals and school CPD coordinators in CPD need identification and planning and implementation was not adequate. As most of them reported, due to several factors from inside and outside the school, principals do not give due attentions to school based CPD. Pr.1 (KI) stated that:

…. I do not give much concern on implementation and evaluation of school based CPD because I observe it as teachers' task than principals' responsibility. Most of the time I give much attention to identify CPD needs and planning CPD activities because supervisors from regional education bureau and Woreda education office look at the document when they come to the school for supervision [[purposes.

Impact of CPD on students learning and teachers teaching practices

In this study, the opinion of teachers and department heads was gathered through questionnaire.   The respondents were given ranking scale to rate their opinion as 1 = very low, 2 = low, 3 = Medium, 4 = High and 5 = very high.

Table 2: the impacts of school – based CPD on students learning (Descriptive Statistics)

Effects of CPD	N	Minim	Maximum	Mean		S D
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Learners ability to be confidant and contributed in the classroom	75	1.00	5.00	3.6533	.14268	1.23566
Made students innovative	75	1.00	4.00	2.2133	.13328	1.15423
Learners performance improved	75	2.00	5.00	3.5333	.09364	.81096
Encouraged learners to work together in a group	75	2.00	5.00	4.0533	.12860	1.11371

The two groups of respondents from the five secondary schools were asked their opinion on the impacts of school based CPD on students learning .As shown on the table 2, four issues of CPD were provided as a major impact of CPD on students learning. Consequently, the perceptions of the respondents towards these issues were discussed. Accordingly, majority of the respondents stated that as a result of school CPD students encouraged to learn together in a group in the classroom (Mean = 4.0) ; as a result of school CPD program learners confidence and contribution in the classroom improved (Mean =3.6); learners academic performance also improved (Mean =3.5). However, as viewed by the respondents, the impact of CPD in making learners innovative was not adequate or below the medium which is low. Therefore, school based CPD encouraged learners to learn together in a group, increased learners confidence and contribution in the classroom, improved their academic performance but not their creativity and innovation. Based on the ranking scale given to them, the respondents rated their opinion as very high, high, Medium, Low and very low.

Table 3- impacts of CPD activities on teachers' teaching practices

N0.	Item	Very high		High		Medium		Low		Very Low		Mean
		F	%	F	%	F	%	F	%	F	%	
	CPD improved teachers classroom practices	17	23	20	27	16	20	18	24	4	5.3	2.5
2	CPD motivated teachers to evaluate their own actions	10	14	12	16	20	27	20	27	13	17	2.0
3	Teachers improved their subject matter knowledge	12	16	14	18	20	27	25	33	4	5.3	2.25
4	CPD helps to apply CA	21	28	20	27	22	29	10	14	2	2.6	2.81
5	Helped to share experiences with other teachers	12	16	13	17	18	24	25	33	7	9	1.7
6	share experience with nearby school teachers	13	17	14	18	13	17	25	33	18	24	2.2

Table 3, Item 1 indicates 17(23%) and 20 (27%) of respondents replied that School – based CPD improved teachers classroom practices very high and high. Other respondents 18 (24 %) and 4(5.3) indicated as Low and very Low. The mean of the Item is 2.5 which is in the range of medium level of support As indicated in the above table 3 Item 2, the respondents were asked to give their opinion by rating to what extent CPD motivates teachers to evaluate their own actions. 10 (14%), 16 (16%), 20 (27 %), 20 (27 %), 13 (17%) respondents rated that CPD motivates teachers to evaluate their actions as very high, high, medium, low and very low respectively. The mean of the Item is 2.0 which is in the range of low level of support. From the data, it could be said that the contribution of CPD activities to motivate teachers to evaluate their actions is low. The status of CPD implementation and preparing teachers for evaluating their action is at low level of support. Hence, one may say that the importance of CPD for teachers to evaluate the success of CPD activities was at lower stage in Secondary School of east Wollega Zone.

Similarly, schoolteachers and department heads reflected their own view regarding Item 3 of table 3, respondents were asked to rate the importance of CPD in changing teachers knowledge and skill. Accordingly, 12 (16 %), and 14 (18%) respondents replied that the importance of CPD in changing teachers subject matter knowledge and skill was very high, and high respectively. In addition, 20 (27 %), 25 (33%), 4 (5.3) respondents responded that the advantage of CPD in changing teachers subject matter knowledge was medium, low and very low respectively. As stated in the above table, the mean of the Item is 2.25, which was in the range of low level of support. This indicates that the importance of CPD in changing teacher's subject matter

knowledge is at low level of support. From the data, it can be stated that the importance of CPD actions in changing teacher's subject matter knowledge and skill was inadequate and got little attention.

In Item 4 of the same Table 3 shows that CPD helps to enhancing the quality of learning and teaching. Continuous professional development (CPD) plays an important role in helping teachers to manage current demands of the on-going and dynamic changes for enhancing the quality of learning and teaching (Fullan, 1991; Hopkins & Harris, 2000). Accordingly, 19 (25 %), and 30 (30 %) of respondents replied that CPD helps to enhance the quality of teachers teaching practices is very high and high respectively. On the other hand, 15(20 %), 10 (14 %), and 1 (1.3 %) respondents responded that CPD helps to enhance the quality of teachers teaching practices is medium, low, and very low respectively. As the mean score 2.75 indicates that the importance of CPD in enhancing the quality of teachers teaching practices is at medium level of support. This implies that to enhance the quality of teachers teaching practices, CPD is helpful at school level. From this, it can be stated that the important of CPD to enhance the quality of teaching and learning was adequate.

In Item 5 of Table 3, the respondents were asked to answer to the importance of CPD that gives experience sharing with colleague's teachers. As indicated , 12(16%), and 13(17 %) of respondents replied that the importance of CPD that gives experience sharing with colleagues teachers is very high and high respectively. 18(24 %), 25 (33%), and 7(9 %) respondents responded that the use of CPD to give experience sharing with colleagues teachers is medium, low, and very low respectively. As stated in

the above table the mean score of the Item is 1.7 that is in the range of low level of support. This indicates that CPD is not important to give experience and knowledge sharing with colleague's teachers at school level. So, one may say that teachers were not regularly involving in discussions to share experiences with colleagues within the school to promote professional skills.

We also gathered data from school principals and school based continuous professional development coordinators about the impact of CPD on teachers' practices and students' learning through interview. The responses of these groups was almost different, school directors and CPD coordinators from DIGA, SIRE secondary schools said that Yes, school CPD brought an impact on teacher's practices, students academic Achievement, teachers and students learning, female students' academic performance. CPD improved Students participation in the classroom because of improved teachers' pedagogical skill, improved teachers assessment skill; teachers developed the culture of collegiality or working together.

The other group from GIDA Ayana, Arjo and ANNO secondary schools strongly disagree with this idea, they stated that we are doing CPD for the sake of CPD, today the existence of CPD in their secondary school is not real, teachers are very much dissatisfied with the present practices of CPD , when teachers prepare their own CPD module each year , they copy and paste the CPD activities they have done the year before, different CPD activities of different years appeared repeatedly. One KI (Pr.3) said that "CPD makes teachers busy; teachers say that engaging in CPD or not engaging in CPD doesn't add any value for them, why they worry about CPD. I personally can't talk about the impact of CPD in my secondary school".

Challenges of school based continuous professional development
Table 4: Factors That Negatively Affected the Implementation of School Based CPD

	Activities	Very ser		serious		composite	Rank	
		N0	%	No.	%	N0.	No	
1	Low attention given to CPD	17	24.2	25	35.7	42	60	1
2	Teachers attitude towards CPD	20	28.5	21	30	41	58	2
3	CPD overburden teachers	20	28.5	20	29	40	57	3
4	Evaluation of CPD outcome is challenging	17	24.2	18	25.7	35	50	4
5	Lack of professional support (WEO & ZED)	11	15.7	20	28.5	31	44	5
6	Incompatibility of CPD contents	9	12.8	6	8.5	15	21	6

As shown in Table 4: the "Low attention given to CPD" stood number one hindering factor for the implementation of school based teachers' professional development (60 %) followed by "teachers attitude towards CPD" (58.5%) and "CPD

Overburdens the school teachers" (57 %). "Evaluation of CPD outcomes is challenging" (50 %) and "Lack of timely provision of professional support from WEO and ZED" (44.2%) were also considered as hindering factor. The survey data indicates that

the attention given to CPD from the government (60%), the attitude of teachers towards school-based CPD (58.5 %) and the burden that the CPD has on teachers and school directors (57 %) were the most serious problems observed in studied preparatory schools .Timely evaluation of CD outcomes by the school (50%) and lack of professional support from the concerned bodies (44.2 %) were also identified as a major factors.

RESULTS

School principals and school CPD coordinators role

The effective leadership of CPD should ensure that support is available and conditions created which enable teachers to work together and to develop and improve their teaching performance. A head teachers/principal, CPD coordinators and other staff need to work in collaboration to create a climate or culture which is conducive to learning. School principals are in a unique position to influence the implementation and to affect the overall quality of teacher professional development. School principals, as leaders, are supposed to provide learning opportunities for teachers to develop their knowledge, skills, and attitudes that are needed to improve student achievement. They are required to create conditions, which promote the growth and development of the teachers' professions within their schools. They must be committed to developing teachers and be able to design school based professional development activities, together with the teacher (Lee, 2005).

Data was gathered from school principals and CPD coordinators through interview, from secondary school teachers through survey questionnaire regarding school principals', and CPD coordinators professional support for secondary schools of East Wollega zone. The findings of the study indicates that secondary school principals and teachers continuous professional development coordinators professional support in provide mentoring and induction services for beginning teachers, Create suitable conditions that make teachers to participate in CPD , encourages teachers to observe exemplary teachers/practices with in a school , Encouraged teachers to participate in school based CPD and Playing a key role in identifying needs and planning CPD program were moderate . But the efforts made by secondary school principals and teachers continuous professional development coordinators to Promote CPD as a central element of school improvement, Report on the

impact and effectiveness of CPD, Develop and support and sustain effective arrangements for the CPD and Provide financial support for CPD implementation were rated below the total mean or not adequate . As it was also analyzed from school based CPD minutes and teachers' portfolio, principals' comments, feedbacks and signatures were limited. This indicates that follow - up, professional support and monitoring of the school – based CPD activities by school principals and school CPD coordinators were not up to the expectation of the government.

The study conducted by MoE 2009 and other researchers asserted that lack of support from educational leaders like school principals affected the implementation of the CPD program. It is also observed that the support of principals' leadership role is less when compared to other leadership activities. Other research findings also indicates that because of lack of professional support from the concerned bodies like school principals, school CPD coordinators and WEO experts, the program implementation and outcomes were not up the expectation of the policy designed by the government .Therefore, the study conducted in secondary schools of east Wollega zone confirmed the research findings of Ministry of Education (2009) and other scholars findings.

Impact of CPD on teachers' practices and students learning

With regard to the effect of teachers' professional development on students learning, a numbers of studies reported that the more professional knowledge teachers have, the higher the levels of students' achievement. Bork and Putnam (1995) offers evidence to support the fact that professional development plays an important role in changing teachers changing method, and that this changes have a positive impact on students learning. It is clear from the given definitions that any evaluation of CPD must take account of the indirect and direct impact upon different stakeholders, of its effects not only upon knowledge and skills but also commitment and moral purposes and to its effect upon the thinking and planning, as well as actions of teachers taking account of their life and career phases and the contexts in which they work.

One of the fundamental questions in this research in relation to the implementation of school CPD is whether the procedures and practices of CPD program have any impact on teachers teaching practices, subject matter knowledge, teachers' and students learning and students' academic

achievement. When it comes to the degree of school CPD impacts on secondary school teachers' knowledge , practices and students learning, it is rare to find hard evidence of pupil improvement resulting from CPD: numerous problems surround this area, and evaluations of CPD are often more subjective, or based on "gut feeling". In practice, it is often easier to consider the impact on teaching than on learning (Edmonds & Lee, 2002). Nonetheless, a greater awareness of positive impact of CPD can increase teachers' enthusiasm to become more involved in the CPD process (Cordingley, 2005a).

The research findings of this study indicated that the current impacts of CPD on teachers' practices and students learning as shown on table 2 and 3 above, majority of the respondents stated that as a result of school CPD students encouraged to learn together in a group in the classroom, learners confidence and contribution in the classroom improved, learners academic performance also improved. However, as viewed by the respondents, the impact of CPD in making learners innovative and creative was not adequate or below the medium which is low. In addition to this, the impact of school CPD on teachers' practices shown on table 3. Accordingly , the impact of school based CPD in improving teachers classroom practices and   teachers classroom activities was adequate but the impact that the school CPD had in improving teachers subject matter knowledge , motivate teachers to evaluate their own day today practices and encouraging them to share experiences with colleagues teachers was inadequate .

 Although effective professional development programs are recognized as indispensable for high-quality teaching, the professional development currently available to teachers is inadequate (Borko, 2004) and does not take into account what we know about how teachers learn. The study conducted by Borko, 2004, also indicates that professional development can lead to improvements in instructional practices and student learning. Situating teacher learning in practice, teachers have the opportunity to develop knowledge central to teaching

by engaging in activities that are at the heart of teachers' daily work. The finding of this study supports the study conducted by Borko, 2004 which means, because of school based continuous professional development, teachers improved their own teaching practices and students learning improved.

 In general, from the qualitative and quantitative data, the researcher concluded that school based continuous professional development had a positive impact in improving the confidence and contribution of learners in the classroom; encouraged learners to learn together in the classroom and outside the classroom, improved teachers classroom practices like employing variety of active learning strategies, in implementing continuous assessments method and how to engage learners in different learning activities. However, the impact of school based continuous professional development in motivating learners to be innovative and creative and improving teachers' subject matter knowledge was not up to the expectation of national CPD framework.

Monitoring and evaluation mechanisms employed by secondary schools

Monitoring is the process of checking of information on progress, to confirm that the progress is occurring as per the defined direction. It commonly involves monthly to quarterly reporting, on outputs, activities and use of resources (E.g. people, time, money, and materials). It should be used to ensure whether what has been planned is going forward as intended and within the resources allocated. Evaluation on the other hand is used to ensure that the direction chosen is correct, and that the right mix of strategies and resources were used to get there.

 Generally, the evaluation process of CP begins in the planning stages and is based on clarity of thought regarding outcomes, the learning processes that will be used, and the evidence that is required to guide decision-making. It asks and answers significant questions, gathers both quantitative and qualitative information from various sources, and provides specific recommendations for future action.
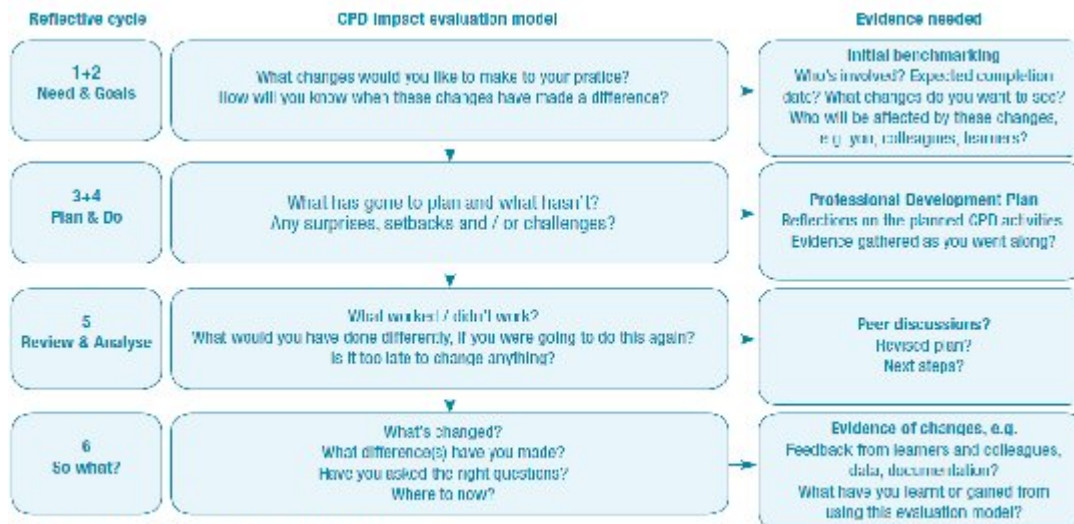
Figure 1: Teachers' continuous professional development reflection and evaluation process

An individual teacher needs to establish what he/she want to achieve at the outset of the professional development activity and then measure how far he/she has done this. So in their planning stage they need to establish: what kind of difference do they want to make and to whom? When? What do they think the picture, evidence and data is at the outset? What picture and evidence do they want to achieve?

An interview was made with school directors and school CPD coordinators regarding the following questions, how the process of CPD evaluation has been taking place? And when does CPD evaluation takes place?. According to the view of KIs, even though the national CPD framework put evaluation as an important aspect of the CPD cycle, no one has considered as a critical issue in the process of school CPD cycle in all secondary schools. According to the believe of these KIs, in all sample secondary schools, the only way to monitor and evaluate the practices of individual teachers CPD has been teachers written report, each teacher submit module report when he or she completes the implementation of each module to the school CPD coordinators, the school CPD coordinator collects the report of each module from each teacher and put in their own individual portfolios. The school CPD coordinators also stated that they had no time to find evidence or to check the progress, the implementation of CPD activities or the planned activities of teachers. Department heads had no role to make a follow up on the progress of CPD activities. In some schools like Diga and Arjo secondary schools, department heads monitor the performance of teachers in conjunction with school CPD coordinator and push teachers to submit their activity report to the CPD

coordinator on time .However, no one can take a measure on those teachers who do not submit the performance of CPD activities to the school on time.

Interview participants (KIs) from all sample secondary schools agreed that, the school conducts an evaluation on school CPD performance at the end of the year by gathering information from teachers, students and parents when they intend to plan the next year CPD activities .Class observation and self-evaluation teachers while they were implementing the CPD plan were not common in these secondary schools.

The qualitative data gathered from school documents (teachers portfolio) also indicates that each teacher's action plan incorporated the purposes of the module, strategies to be employed, when to complete the activities, who will be involved in the implementation of the program. We found all these information from each teacher' CPD action plans but we didn't find any evidence that indicates how much they have achieved the professional activities developed at the outset. This is not in line with Teachers' continuous professional development reflection and evaluation process. The information received from KIs (interview participants) indicates that the most widely used CPD evaluation tools for individual CPD was only written CPD report and for the evaluation of school CPD, survey questionnaire and public discussions were used.

Challenges of school based continuous professional development

An effective professional development is influenced by several factors. One of the most significant factors that contribute to the effectiveness of any teachers'

professional development is the strong focus on student learning (Guskey, 2000). Hult, Olofsson and Ronnerman (2003) asserted that factors affecting teacher professional development include teachers, students and colleagues. Teachers themselves are considered in terms of their cognition, their awareness of their education and their commitment to their teaching and development, etc., colleagues and peers also influence teacher career advancement much because teachers better their profession in a learning communities; participating in collaboration, discussing and exchanging information help teachers enhance their profession. According to Leu and Price-Rom (2006), teacher knowledge and skill are at stake as well as their beliefs and attitudes, their motivations, their willingness to commit, and their capacity to apply new knowledge to their particular school and classrooms. Another study conducted by Abida and George (2018) indicates that Time, workload issues of staff, financial issues, Meetings inside and outside the school were major factor that challenge the implementation of school based continuous professional development.

The study conducted in east Wollega zone secondary schools indicates that, Low attention given to school based continuous professional development; teachers' attitude towards school based continuous professional development, school based continuous professional development overburdens the school teachers, Evaluation of school based continuous professional development outcomes and Lack of timely provision of professional support from WEO and ZED were also considered as hindering factor. This study supports the study conducted by Leu and Price-Rom (2006). As a result, with expansion and reform taking place at the same time, a severe burden falls on teacher to be flexible and reject traditional models and to internalize and practice new approaches.

Conclusions

The study results indicated that the contribution of school based continuous professional development in improving classroom activities and enhancing the

quality of teaching and learning was adequate but in changing teachers' subject matter knowledge found to be insufficient in all case study institutions.

The impact of school based continuous professional development in motivating learners to be innovative and creativity and the impacts of improving teachers' subject matter knowledge were not adequate. The survey data also indicates that the attention given to CPD from the government, the attitude of teachers towards school-based CPD, and the burden that school based continuous professional development has on teachers and school directors were the most serious problems observed in studied preparatory schools. Timely evaluation of school based continuous professional development outcomes by the school and lack of professional support from the concerned bodies were also identified as factors affecting the implementation of school based continuous professional development.

In order to effectively implement school based continuous professional development in secondary schools , school directors, Department heads, CPD coordinators and teachers should take in to account the national CPD frame work and subject matter content when they prioritize school, department and individual CPD. Secondary school Principals and CPD coordinators have to prepare the school CPD plan with the participation of teachers and department heads in the selection of the school CPD priorities. This condition helps teachers to be adapted with the plan and used to include their needs and demands as well as the existing challenges of the schools. These increases mutual responsibility of the school based CPD stakeholders to implement the plan and the activities of CPD effectively.

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