Implementation of the New School Based Continuous Professional Development: The Case of Borena Zone Selected High Schools

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Abstract

Since 2011 Ethiopia has institutionalized teachers' new School-Based Continuous Professional Development Program both at primary and secondary schools with the aim of improving the classroom practices of teachers and consequently improving students learning. However, different findings indicated that school based continuous professional development in Ethiopia schools is not achieving its intended mission. The rationale that has necessitated conducting this research is to evaluate English teachers' implementation of the new school based continuous professional development in some selected high schools in Borena zone. To achieve this purpose, 25 out of 89 English teachers were purposefully included in the study. In addition, 4 department heads, 4 directors, 3 woreda supervisors and 3 education bureau heads were also included in the study with availability sampling method. Data were gathered through questionnaire, semi-structured interview, document analysis and focus group discussion. Close-ended questionnaire and focus group discussion were administered to the teachers. Data obtained from focus group discussion, here, was used to triangulate the quantitative data collected through questionnaire. Whereas; the semi-structured interview was conducted to school and education bureau administrators. For evaluating the portfolio activities undertaken, documents were analyzed. Data obtained from close–ended questionnaire were analyzed quantitatively using simple descriptive statistics and presented thematically and concurrently with data collected with other instruments, which were analyzed qualitatively. The findings indicated that although the teachers viewed the program positively as it improves their personal and professional development, they did not show much motivation to implement it effectively. In the first place, the finding revealed that there was absence of linkage between conducting continuous professional development and teachers' career structure. This was further complemented by lack of subject matter and pedagogical materials, budget, internet service, class size, distance between teachers home and school and moral support to be made for the teachers. Besides, poor follow up from concerned bodies; inadequate awareness among teachers and other stakeholders on the program were also found to be impediments for the program implementation. Therefore, it was recommended that the regional and zone education bureau administrators should work collaboratively to organize sustainable awareness creating training for all the concerned bodies and provide the schools with necessary materials and internet service; make budget and moral support, and link the program with

teachers' career structure for better implementation of the program. Education bureau experts, mentors, supervisors and school leaders need to monitor, evaluate and provide timely feed back to the teachers' portfolios to revitalize the program. Finally, teachers themselves have to view the program as part of their personal and professional development, and thus, implement it honestly and collaboratively.

Key Words: *Implementation; SBCPD Program; SBCPD stakeholders*

1. BACKGROUND OF THE STUDY

As global is in extreme competition, the number of professionals is increasing day by day. And, hereby, clients are more aware of their rights and the quality of levels they demand is continuously rising which requires new methods of working as the advancement of technology is ever introduced to life of clients which encourages the use of variety of teaching or learning methods and commitment to continuous personal and professional development. This requires professionals keeping themselves up-to-date acquiring new knowledge and skills in response to the challenges of new professional requirement (MoE, 2018).

Thus, education appears to be in a constant state of flux which requires educational stakeholders' involvement in raising or maintaining school standards. Based on the constructivist theory that holds a person's constructions and views of the world that are in continuous change the term continuing professional development was coined in 1970s. Mostly CPD is wrongly considered as professional practice required only during formal pre-service training. However, the concept is not limited to attendance at courses, workshops or formal study. Rather it involves the critical reflection on learning experiences and activities through maintaining, improving and broadening relevant knowledge and skills in the subject matter teaching and training (IfL,2009). In a more liberal view, Day (1999) argues that the concept of CPD is often ill-defined in education by separating it into formal training (pre-service) and on-the job learning serving. Neil & Morgan (2003) similarly hold that CPD may not be interpreted in the same way by educational stake holders. The authors mention possible areas of different interpretation including a teacher's own version of CPD: a school's interpretation through the policies and arrangements for implementing CPD: official regulations and recommendations and other teachers' interpretations, either within or among schools (Neil & Morgan, 2003).

Similarly, Richards (2011) categorizes CPD into two main dimensions: institutionally prescribed professionalism and independent professionalism. He refers institutionally prescribed professionalism to a managerial approach to CPD that represents the views of education stakeholders (ministries of

education, educational institution, regulatory bodies, school principals, and others) that specify standards for effective CPD of teachers. Educational institutions have their own view or specifications or standard for CPD which may vary from country to county and sometimes school to school. In our case, CPD of teachers is national framework that specifies what teachers should like and should be. On the other hand, the second dimension of CPD, independent professionalism, refers to teachers' own views of the profession and how they reflect on their own values, and practices.

This shows that CPD involves the whole education partners. This is why the new CPD program stressed " 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, relentless effort to bring change in students' learning through continuous improvement of one's teaching methodology," (MOE, 2009B).

From this one can understand that CPD gives the stake holders in school the confidence that teachers are continuously improving their skills, knowledge and expertise (IfL, 2009). If teachers are expected to teach well and to develop their teaching skills and knowledge over time, they need ongoing support from educational stake holders (jack C, Richards, 2001). Teachers' continuous professional development is not solely an issue of teachers; it requires responsibilities of each stakeholder. According to Ethiopian (MoE, 2009), each stakeholder in CPD has responsibilities.

In fact, 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 (Kapur. 2012). CPD is "the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching: and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives" (Day, 1999). In general it is a career-long process of improving knowledge, skills and attitudes for the best of classroom practice (MoE, 2009P).

This is when CPD includes private learning, informal learning and more formal learning opportunities in in- service education and training activities (Day, 1999). Kapur (2013) lists concepts that CPD can address including self-improvement, pedagogy of language education, constructivism, critical thinking skills, use of grammar and vocabulary in context, multilingualism as a resource, methodologies of

teaching English, materials development and curricular renewal, assessment and evaluation and conducting action research.

Therefore, like other professionals, teachers have responsibility, to themselves and to their own profession, to deepen their knowledge, extend their professional skills, and keep themselves up-to-date on major developments affecting their profession especially in areas of pedagogy and subject content (Richards, 2002; Ur, 1996; Kapur, 2013; Richards & Renendya, 2002). In other words, it is what teachers think and do at the class room level that determines what learners learn in the class room: effective teachers' performances result in good achievements of students (Fullan, 1993; Pettis, 2002; Ewnetu, 2010)

Having such key roles on students' learning and achievements, it is imperative that teachers' Continuous Professional Development (CPD) become a top priority (Ur, 1996; Nunan, 2002; Richards and Renendya, 2002; Richards, 2002). It is our professional responsibility to undertake wide ranges of activities to improve our teaching competencies (Pettis, 2002).

Thus, institution should give opportunities for teachers to further their career that can take many forms. Crandall (1996 as cited in Pettis, 2002) has summarized the ways of undertaking CPD for teachers succinctly when she says "there are courses to take, journals to read, classrooms to conduct, colleagues to talk with and observe, text books to review, and workshops to attend."

CPD of teachers in Ethiopian context is a national intervention which was introduced in 2003, and the program involved all regional educational bureaus, teacher education institutions and nine universities as implementers (Daniel, et al., 2013; Ewnetu, 2010; MoE, 2005). The major aim of the program is to improve professional capability of teachers at primary and secondary school.

In its earlier mode, modular approach to CPD program which has two consecutive programs i.e. two-year induction program for newly employed teachers and the transitional professional development for teachers who were in the system) was introduced in all Ethiopian primary and secondary schools. Following its introduction researches conducted by universities, impact study by MOE, other reports compiled and reviews of Teacher Professional Development Program I and II showed visible results and short comings of the first CPD program both at policy making and implementation levels Daniel et al., 2013).

By linking achievement registered and problems encountered in the first CPD Program, MOE has designed a new CPD toolkit at school level in 2011 (Ewnetu, 2010). The new CPD focuses on awareness – based understanding of stake holders on the essence of CPD, active involvement of teachers in planning and implementation of CPD, and increasing students' learning through more teachers using better teaching practice (MOE, 2009b as cited in Daniel et al., 2013). The aim of new school – based continuous professional Development (SBCPD) is to 'improve the performance of teachers in classroom in order to raise students' achievement. However, this requires teachers possess the necessary knowledge, skills and attitudes.

To this end, the need to know whether or not secondary school teachers in the selected Borena Zone have implemented the program successfully has motivated the current researcher to conduct this study.

1.2. STATEMENT OF THE PROBLEM

Changes in education depends on what teachers think and do (Kapur, 2002; Richards & Renendya, 2002), and one of the key factors for teachers' pedagogical and language competencies is their CPD (Ur, 1996; IfL, 2009; Richards, 2002; Ewnetu, 2013). Stressing the importance of teachers' CPD Ur (1996: 317) divides teachers who have been teaching for twenty years into two: "those with twenty years' experience and those with one year's experience repeated twenty times." She argues that successful teachers are those who undertake their ongoing professional development.

Recognizing the relevance of the program, Ethiopian MoE has also institutionalized teachers CPD both at primary and secondary school since 2003 (Ewnetu, 2010). As Daniel et al. (2013), two universities assessed the impact of the program. The first is an evaluation study by Haramaya University which found out absence of CPD structure, inconsistencies in implementations, limitation in resources, communication gap among stake holders and lack of readiness to participate actively to be problematic. However, the report indicated that interviewed teachers believed that CPD has brought attitudinal changes towards teaching profession. Similarly, the other study by Mekelle University reported that CPD training resulted in outstanding changes as compared to other teacher training.

Based on the findings and recommendations of the two universities' need analysis studies, the new school-based continuous professional development program was institutionalized in 2011 (Ewnetu, 2013). As impact assessment, two studies have been conducted on the new SBCPD of teachers. Study

by Ewnetu (2013) examined teachers' perceptions of the SBCPD program in Jima Zone selected primary schools. The finding indicated that SBCPD is conceived as a means to career development, re-license and as means to improve immediate problem-solving skills in the schools. It was also found that there was no support provided to school to encourage CPD program.

The other study was made by Daniel, Desalegn and Girma (2013) who investigated the practices, opportunities and challenges of undertaking the new SBCPD program in some Addis Ababa city Primary Schools. The results indicated that teachers working in the second cycle of primary education tend to use peer discussion, self – assessment of one's own daily routines and portfolio more than teachers in first cycle. Regarding the types of CPD activities, the researchers found out that mentoring process, action research and school in-house workshops to be contributing factors for the teachers' professional development in the listed order. On the other hand, the researchers identified major problems such as lack of knowledge and experience on the theoretical underpinnings, in consistencies of implementations, lack of budget to run the program at school level and lack of incentive procedures for teachers with great efforts to be role model for others. Other than these challenges, the researchers report the new SBCPD has entailed a number of opportunities and useful experiences in term of empowering teachers and ameliorating school – based instructional problems. Both of the studies on new SBCPD focused only on primary school teachers although secondary school teachers have also been undertaking the program.

In addition, the studies centered primary school teachers of all subjects. The current researcher, however, believes that the program deserves specialized consideration for better understanding because "We [English] teachers are autonomous. Nobody else can tell us what to do; we ourselves are responsible for maintaining our professional standards" (Ur, 2002:391).

Committed and supportive professional colleagues at institution level are the most powerful and most accessible human resources for CPD because teacher development activities are most effective when carried out collaboratively in an atmosphere of mutual support and encouragement (MoE, 2009a). Particularly "…the professional growth of English language teachers in Ethiopia requires the involvement and the collaborative effort of English language teachers themselves, their employers… and teacher education institutions to bring about the needed change "(Eba, 2013). However, what is initiated by the government alone is not sufficient, and teachers are expected to have their own personal CPD plans.

Especially for English language teachers working in this dynamic world, the need to be conscious of their own CPD, what is going well and bad, of the nature of their own reflection on development, skills and knowledge, and of their own attitude about the whole instructional process is imperative. Besides having CPD plan, it would be very important for the teachers to identify any sort of professional development and engage in. Teachers are those who enjoy the benefits of change as a result of their engagement in professional development activities; these plans could include: watching movies to improve their comprehension skills, reading books and news papers for the improvement of their vocabulary or word power, and conducting action research to alleviate practical immediate problems (Eba, 2013).

In order to successfully engage in their CPD, teachers need support of different kinds, First of all. They need help from teacher training institutions that uncover the conceptions, beliefs, and values that underlie the thoughts that guide teachers' classrooms practices, and equip the English language teachers with the necessary content and pedagogical knowledge. This may also involve collaborative research into issues of shared interest, such as exploring aspects of second language acquisition or learning strategies.

Secondly, peer support which could be from within the institution and/or from other schools or virtual group online is crucial for having collaborative and effective CPD; collegiality creates new roles for the teacher, such as team leader, teacher trainer, mentor, or critical friend (Farrell and Thomson. 2008). This Collaboration with fellow teachers with in the school often involves a focus on teaching issues like textbook, test, and planning. Thirdly, for having effective CPD, collaboration with others in the school is also must. This may involve working with administrators or supervisors on issues of concern to the school.

After all, as Farrell and Thomson (2008) suggest, if language teachers come together in teacher development groups to reflect so that they can complement each other's strengths and compensate for each other's limitations, they can achieve outcomes that may not be possible for an individual teacher working alone, because the group can generate more ideas about classroom issues than can any one individual.

Findings from some local researchers, however, revealed that teachers were not satisfactorily implementing the intended school based professional development activities. For example , Getachew (2014) who studied Shaka Zone high school teachers school based continuous professional

development concluded that teachers were not systematically and collaboratively alleviating professional challenges to take procedural measures on limitations they observed through action research. His finding further indicated that senior teachers rarely engaged in monitoring system to assist novice teachers and, hence, there was no experience sharing among teachers.

 Similarly, Dereje (2015) assessed school based CPD practices of General Secondary and Preparatory schools in Bahir Dar Town found out the results indicate teachers are not getting supplementary reading materials in the area of pedagogy and necessary professional support and follow up from the CPD facilitator, the principals and the supervisors as envisaged in the framework. In addition, the study raised lack of collaboration among teachers and institutions in running CPD program, lack of refreshments and incentives and compensations to the teachers' commitment in the CPD as gaps for the implementation of the program.

 The researcher's personal informal observations during over six years teaching English Language at high school indicates most high school teachers followed the traditional language teaching methods; students recorded poor achievement that resulted from language inefficiency. The researcher also realized that there were very few studies conducted when the program was made even from top-to-down in the study area. But, there has been no study on SBCPD since its establishment in the study area .And this also made the researcher holds the view that the program implementation deserves investigation.

In addition , during the Higher Diploma Program(HDP) school placement lesson targeting experience sharing for high school teachers held by Bule Hora University , I got opportunity to talk to English language teachers. My personal observations and informal interviews on how they think teaching in general and English language teaching in particular taught me a big lesson. The response I got was extremely surprising and can be read as "Teaching English is giving students with well organized materials on grammar and other skills, explaining on activities in order to help them widen their knowledge". For most of these teachers, teaching English is imparting knowledge. This paper is, hence, the outcome of this situation.

 Therefore, the above situations put the researcher in doubt that high school English teachers have implemented the SBCPD efficiently and effectively. So, in light of the stated problems and personal observations, the major purpose of this study was to investigate the implementation of SBCPD in selected secondary schools of Borena Zone.

1.3. Objectives of the study

The general objective of the study was to investigate the extent to which English teachers implement the new SBCPD in Borena Zone secondary schools. The specific objectives of the study were to:

> ➢ examine awareness and perception of secondary school English teachers on new school based continuous professional development;
>
> ➢ find out the provisions which are in place for teachers to implement their professional development;
>
> ➢ identify challenges that English teachers face in the process of school based CPD program implementation.

1.4. RESEARCH METHODOLOGY

1.4.1. RESEARCH DESIGN, SETTING, POPULATION AND SAMPLING TECHNIQUES

The design of the study was descriptive survey method of mixed approach where quantitative and qualitative data complement each other. The design was used to assess teachers' perceptions and understandings process, challenges the teachers might face and provisions required for the implementation of the new CPD program.

In order to make the study more manageable, the researcher delimited it geographically and conceptually. Geographically the study was delimited to government secondary schools in Borena Zone, Oromia Regional State. Borena zone is one of eighteen zones found in Oromia Regional State. The zone is located in southern part of the region. In the South, the zone is bordered with Kenya (Moyale country) ; in West, surrounded by Segen Zone; in North, by Sidama and Gedio zones and in East, by Liban zone (Somali region). The zone has semi- arid and temperate climate. In temperate climate around Yabello and konso high lands, cereal crops like wheat, teffee, maize, are among the yielded crops, and the semi-arid climate is known for its pastoralists. It has seventeen woredas: Yabello, Elwaya, Dillo, Teltelle, Dire, Dhaas, Moyale, Guchi, Wachile, Miyo, Gomole, Fincha'a, Bule Hora, Kercha, Dimtu Ambela, Gelana and Guangoa.

Each woreda has one high school as per the data from zone education bureau (2016). Therefore, this figure shows that there are seventeen high schools in the zone. There are totally 658 high school teachers in the zone among which 112 are English teachers of which 89 have over two years teaching experience and 23 novice teachers taking induction course as their experience is two years and less

than that. The target population of this study is 89 English teachers as it is teachers over two years experience should engage in implementing school based continuous professional development (MoE, 2003). Specifically, the study has focused on four high schools such as Gerba, Bule Hora, Finchea and Yabello that Borena Zone Education Bureau has believed the schools have been implementing their SBCPD relatively better than the remaining thirteen schools.

Thus, the researcher purposefully included these schools in the study based on this information from the zone education bureau. And above all, the researcher has good understanding about the study area because Bule Hora University has included these schools under its Higher Diploma Program for high school teachers' personal and professional development purpose. So this is where the researcher got opportunity as a leader of HDP to make personal observations and interview to the teachers. Accordingly, 25 English teachers, four department heads, four school directors, three woreda education supervisors and three bureau heads were the participants of the study. Except novice English teachers taking induction course, all 25 English teachers implementing SBCPD and the aforementioned stakeholders of the selected woredas were included in the study using purpose and availability sampling techniques respectively. This is because availability sampling technique is used with small number of participants where all considered being resourceful and informative enough for the purpose under discussion (McMillan, 2008).

Conceptually, the study was delimited to perception and awareness of English teachers on SBCPD, the challenges of its implementation and provisions to be made by the concerned bodies to assist the teachers to implement the program successfully.

1.4.2. DATA COLLECTION INSTRUMENTS AND PROCEDURES

The instruments used to collect data were close-ended questionnaire, focus group discussion, semi-structured interview, and document analysis. Questionnaire which are considered to have a unique advantage over other data collecting tools because they are relatively inexpensive, easy to administer, used to collect information from many respondents in both quantitatively and qualitatively (Winter 1982 & Singh, 2006) were used to collect data from the teachers .It was the principal instrument used through which quantitative data were collected after pilot test was made to 10 subjects. After explained the objective of the study, the researcher distributed the items of the questionnaire to 25 English teachers. All completed the items successfully. The researcher also used focus group discussions with items different from that of questionnaire to the teachers to collect information in-depth and to

triangulate the quantitative data collected through questionnaire. In addition, semi-structured interview was made to school directors, departments, woreda education bureau heads and supervisors. Further, to observe the actual implementation of the program in each school, the researcher analyzed the teachers' SBCPD documents. This is what Kothari (1990) and McMillan (2008) claim that the data collected through this technique helps one understands what is currently going on.

1.4.3. METHODS OF DATA ANALYSIS

On the basis and types of data gathered and instrument used, both quantitative and qualitative methods of data analysis were employed. After being checked for completion, the data obtained through questionnaire were thematically coded and analyzed using simple descriptive statistics-percentages, followed by mean. The data gathered through focus group discussion, semi-structured interview and document were analyzed qualitatively through descriptive narration. Then, the two types of data were analyzed using concurrent triangulation method as suggested by Creswell, (2009).

2. RESULTS AND DISCUSSIONS

The analysis of the focus group discussion that used to complement the closed-ended questionnaire, and semi-structured interview results and document analysis were thematically analyzed for triangulation. In discussing the results of the close-ended questionnaire, the scales strongly disagree and disagree are reported as disagree by adding the figures of the two while strongly agree and agree are reported as agree for simplicity of discussions.

Table 1: Teachers' Perception for SBCPD

No	Items	SD		D		U		A		SA		Mean
		N	%	N	%	N	%	N	%	N	%	
1.1	I think SBCPD has great contribution in improving students' language proficiency.	1	4.3	0	0	4	17.4	10	43.5	8	34.8	4.04
1.2	I think SBCPD has nothing to do with student's language proficiency.	9	39	4	17.4	5	21.7	2	8.7	3	13	2.4
1.3	I have great motivation to undertake SBCPD program.	1	4.3	0	0	6	26.1	9	39.1	7	30.4	3.91
1.4	I believe all teachers have the same initiation to undertake SBCPD	8	33.3	8	33.3	1	4.2	4	16.7	1	4.2	2.2

Note: The abbreviation 1= SD=strongly disagree, 2= D=disagree, 3=U=undecided, 4=A=agree, and 5=SA=strongly disagree are used throughout this chapter. The decimal points are rounded to the tenth

Results from questionnaire items (No. 1.1 and1.2 in Table-1) were stated conversely to ensure reliability of the responses. As one can see, the results indicated that majority of the respondents (77.9%) believed that SBCPD has great contribution in improving students' language proficiency. Although it is not a sharp contrast, the results of item1.2 where more than half (56.4%) of respondents disagreed with the negatively worded item also confirmed the finding .The mean score of the two items also reflect this fact; that of positively worded item diverges towards agree (4.04) whereas that of negatively worded item diverges towards disagree (2.4). Although the results of item1.3 indicated that the majorities of teachers (69.5%) have interest to undertake SBCPD; the results of item 1.4 revealed that they didn't have the same initiations.

Similarly, almost all FGD participants agreed that SBCPD has great role in improving students' achievements. They mentioned they planned to increase students 'achievements through giving tutorial classes, applying continuous assessment methods, dealing with students' misbehaviors and decreasing the number of absentees.

Among interviewees, only one mentioned that teachers had interest to conduct SBCPD. All others reported that teachers were not interested in conducting SBCPD. For this, they listed a number of reasons which are summarized as:

The teachers underlined that no opportunities they anticipate in conducting this program. For example, they related the CPD poor implementation with the absence of certificate or license and career structure. Further, they disclosed lack of budget and inadequate training as another constraint. Thus, although teachers perceived that SBCPD is important to improve their personal development and students' achievements, they didn't have much motivation to conduct the program as their immediate practical benefits.

Table 2: Teachers' Awareness of SBCPD program

No	Items	SD		D		U		A		SA		Mean
		N	%	N	%	N	%	N	%	N	%	
2.1	I have learned how I can solve students' misbehavior in my SBCPD program.	0	0	1	4.2	4	16.7	13	54.2	5	20.8	3.95
2.2	There is relationship between teachers CPD and their career structure	7	29.2	9	37.5	1	4.2	4	16.7	2	8.3	2.34
2.3	After taking SBCPD, I have applied continuous assessment methods in my classes.	1	4.3	0	0	2	8.7	12	52.2	8	34.8	4.13
2.4	SBCPD has been effectively implemented in our school.	2	8.3	11	45.8	2	8.3	4	16.7	4	16.7	2.86
2.5	The school teachers work collaboratively on SBCPD.	2	8.3	9	37.5	4	16.7	7	29.2	1	4.2	2.82
2.6	The school teachers work competitively on SBCPD.	0	0	12	50.0	4	16.7	6	25.0	1	4.2	2.82
2.7	I have undertaken action research in my classes.	3	12.5	16	66.7	4	16.7	0	0	0	0	2.04

As the result of item 2.2 in the table shows, there was no relationship between conducting SBCPD and teachers' career structure. Respondents were also asked to rate their degree of understanding about SBCPD program. The results indicated the majorities have awareness on how to solve students' misbehavior (75%) and how to plan daily and annual lesson plans (79.2%). However, (66.7%) respondents perceived that there is no relationship between their SBCPD and their career development. As one can observe from table -1(teachers perception of SBCPD), majority of the respondents (77.9%) believed the program has various contributions for inspiring and enhancing students language proficiency. However, result of (table.2) indicates the program has been still poorly implemented. Besides, results of most respondents (79.2%) confirmed the fact that English teachers were not under taking action research as part of their CPD activity in their classes. (58.4%) of the

respondents, as shown in the table, disclosed that there was poor culture of reflecting over their lessons.

Among FGDs discussants, one reported that concerned bodies like education bureau and supervisors didn't provide necessary skills on conducting CPD. Other groups have also listed some of the main reasons for absence of awareness creation like the following:

- there is no harmony between colleagues and school supervisors and education experts

- no school or concerned body invited CPD workshops for experience sharing.

- most teachers and concerned bodies have less attention for the program implementation

Almost all FGD participants also revealed that some teachers provided tutorial classes for lower achievers. However, they complained that there was no accommodation reserved for this purpose. The results also disclosed that a few teachers from Bule Hora and Yabello high schools made discussions with students' parents to improve learning achievement. On the other hand, it was pointed out that there was only one action research conducted to solve some students reading problem by Bule Hora Secondary School.

Woreda stakeholders and school leaders were interviewed with regard to planning and implementation of the SBCPD activities. Findings from all of them signified that there is a plan at school. However, findings from Bule Hora high school English language department and the director disclosed that some teachers did not have even portfolio. Results from other school interviewees revealed that every teacher has portfolio though some portfolios were incomplete. In this interview, all respondents, except one, have also mentioned absence of relationship between CPD and teachers' career development as cause for teachers' lack of motivation for implementing CPD. In their view, the absence of relationship is mentioned as one factor for poor implementation of the program. Findings from all of them signified that there is a plan at school level.

Table -3: Support provided by school partners, supervisors, woreda education bureau leaders and CPD expertise

No	Items	SD		D		U		A		SA		Mean
		N	%	N	%	N	%	N	%	N	%	
3.1	I believe school principals and Woreda education Bureau leaders have made all necessary support to implement SBCPD.	8	33.3	6	25	1	4.2	7	29.2	1	4.2	2.43
3.2	There is enough and appropriate guideline on how to do SBCPD	0	0	9	37.5	5	20.8	8	33.3	2	8.3	3.12
3.3	The school management board gives reward for those who made great effort to undertake SBCPD.	6	25.	8	33.3	1	4.2	5	20.8	3	12.5	2.60
3.4	The absence of guideline on how to implement SBCPD is the main cause for poor implementation of SBCPD.	2	8.3	4	16.7	4	16.7	9	37.5	4	16.7	3.39
3.5	There is absence of effective mentors on how to undertake SBCPD in the main cause in our school.	2	8.3	2	8.3	3	12.5	13	54.2	3	12.5	3.56
3.6	There is enough required budget for teachers to undertake SBCPD	16	66.7	3	12.5	2	8.3	0	0	2	8.3	1.65

As shown in the table, half of the respondents (58.3%) signified that necessary provisions expected of stakeholders were not in place to them. With regard to this, the results (58.3%) and (53.2%) respectively revealed that there was absence of moral support in implementing the program effectively and the guide line materials were not available to them. Moreover, with respect to quality required of mentors for the program, significant number of respondents (66.7%) confirmed their mentors were not in the required quality. Still this finding revealed that most respondents (79.2%) indicated that there was no budget made for them to run their SBCPD program effectively.

Similarly, results from all FGD discussants also indicated this fact. Items (3&4) of FGD asked the participants if supports with regard to materials, moral, budget, and training trigger awareness rising were made to them from the concerned bodies. Accordingly, most discussants agreed that, except a piece of paper and pen, there were no budget and certificate issued to them at all. In line with awareness rising trainings, FGD participants from all study areas stated that SBCPD related training was made only when this program first launched around (2002 E. C). They said, along with this training, the trainers gave few toolkits to their respective schools. These discussants, further, pointed out that they should have been accessible to internet service and language teaching methodology materials. However, according to them, these materials were not available in their respective schools.

Findings obtained through semi-structured interview were also triangulated. Results from these interviewees revealed that SBCPD based training made to teachers and other stakeholders about one to two times within six years. They stressed lack of budget, certificate, internet service, pedagogical materials, and absence of relationship between SBCPD implementation and teachers' career structure as serious gaps for implementing CPD program.

Table -4: Factors Affecting Successful Implementation of SBCPD

No	Items	SD		D		U		A		SA		
		1		2		3		4		5		Mean
		N	%	N	%	N	%	N	%	N	%	
4.1	Poor motivation of English teacher s to undertake SBCPD.	4	16.7	2	8.3	5	20.8	10	41.7	2	8.3	3.17
4.2	Insufficient support given from school leaders (directors departments &supervisors).	4	16.7	5	20.8	4	16.7	8	33.3	2	8.3	2.95
4.3	Poor support given from Woreda educational office.	5	20.8	3	12.5	3	12.5	5	20.8	7	29.2	3.26
4.4	Teaching work load	3	12.5	10	41.7	4	16.7	2	8.3	4	16.7	2.73
4.5	Absence of guideline on how to make SBCPD.	0	0	6	25.0	9	37.5	4	16.7	4	16.7	3.26
4.6	Absence of award for best performers in SBCPD.	2	8.3	4	16.7	5	20.8	6	25	6	25	3.43

4.7	Absence of training or conference on SBCPD.	3	12.5	4	16.7	5	20.8	5	20.8	6	25	3.30

In review of literature, some factors that affect successful implementation of SBCPD were identified, and the major ones were incorporated in the questionnaire as provided in Table-4. The result showed that almost half respondents agreed upon poor motivation of teachers to undertake the program. With regard to question about provisions for implementing CPD program, 50% of the respondents agreed that there was poor support from education stakeholders. And the same number of respondents (50%) also agreed to the absence of guideline on how to run the program. Besides, significant number of respondents (48.5%) and (50%) respectively indicated that training on SBCPD and the most appeal experiences from SBCPD must have been considered as an influential practice to create awareness among teachers. The only factor to which more than half the respondents (54.2%) have disagreed was teachers work over load.

Results from FGD respondents revealed lack of budget, pedagogical materials, moral support and lack of sufficient classroom for staff discussion, for makeup and tutorial classes as core factors affecting SBCPD implementation. They added absence of experience sharing, teachers lack of motivation and interest to conduct CPD as challenges of implementing the program. On the other hand, one FGD mentioned there is no problem with their CPD implementation other than absence of implementation itself. One focus group discussion indicated that teachers have been provided only one round training on CPD within four years.

Similarly, results from interview respondents revealed several factors affecting SBCPD implementation. The core factor reported is teachers' lack of interest to conduct SCPD. The respondents mentioned this was resulted from other factors such as lack of material, training, budget and moral supports to the teachers. They also underlined loose relationship between teachers CPD and career development as another bottleneck for the program implementation. Besides, they raised poor follow up from concerned bodies and teachers misunderstanding about the program as other impediments for the implementation. Interviewees from Gerba High School raised different constraint. This was teachers' home distance from the school and the class size.

In the study, the researcher also reviewed documents like the `CPD frame work ,the toolkit, the school CPD annual plan, minutes of CPD meetings, teachers portfolios ,quarter and annual reports.. All schools whose documents reviewed have planned school based CPD at the beginning of the year.

However, the implementation was not equally similar in all schools. In general, teachers' portfolio implementation can be viewed under three different levels: few teachers had portfolio with some activities undertaken; some others had portfolio but with few activities done, and other few teachers totally without portfolio. In this portfolio analysis, only a teacher from Bule Hora High School carried out action research on students reading skill problem. There was no report made on school based CPD implementation to the concerned stakeholders. This analysis can be complemented to the results obtained from questionnaire, focus group discussion and interview revealed there were lack of pedagogy and research materials and internet service in the study areas. There were few toolkits in the respective schools of the study area, some grammar and few language skill books were also there.

The researcher has observed principals, facilitators and CPD focal persons were not able to monitor, evaluate and give feedback. It seems that once the schools have planned the annual plan, nobody could look it again. It can be said, continuous professional development is inadequately implemented in all schools under the study area.

Conclusions

This study was aimed at investigating high school English teachers' perception and awareness, challenges of the program implementation, and material provisions for implementing SBCPD. In the study, it was found out that although the participants believed SBCPD has great role in promoting students learning, still the findings have revealed there were impediments resulted from the teachers themselves and other stakeholders. This implies that implementation of SBCPD in the study area has not been adequately made according to its basic principles included in the program' toolkit, and as per the plans of the schools participated in the study.

School leaders and teachers were widely participated in planning school based CPD on three principal areas among the school improvement programs: student's discipline case, drop out, time management, enhancing students learning achievement, inspiring females' participation and the like. However, limitations related to teachers interest and attitude of few teachers has been observed as one among the rests. On one hand, it was revealed that a few teachers did not have their SBCPD portfolio at all, and some others kept their portfolio only with few activities throughout the semester or academic year. Besides, the findings revealed that implementing CPD has not been practically related to teachers' career structure; hereby, most teachers participated in CPD simply as the program is mandatory for teachers. Some teachers still argued that the CPD activities selected at their school level were not directly related to their professional development. Further, it has been observed some teachers

considered the program merely as a load they were shouldering for nothing as there was no license or certificate issued for implementing the program.

Second, the findings revealed that except some grammar related materials, there have been lack of pedagogical materials, internet service, budget and even lack of CPD guide line/ toolkit. Moreover, problem of class size, lack of extra class for makeup and tutorial and distance between teachers home and school were raised as constraints .Serious gaps of discharging responsibility honestly from part of the stakeholders, sharing experience, working collaboratively, monitoring and evaluating the program and providing feedback timely were also found out as another impediment. Trainings to widen awareness of all stakeholders, which need to be resolved, were also raised as impediment in the finding.

Recommendations

Based on the findings, the following recommendations were forwarded:

- It has been revealed that School Based Continuous Professional Development in the study area has not been underpinned by the collaboration of stakeholders in the sector. For this reason, it is recommended that Woreda, Zone, and Regional Education Bureau principals and experts should facilitate and run SBCPD short and long term awareness raising sustainable trainings for all stakeholders of the program. They do not hesitate to allocate sufficient budget for the program; provide schools with appropriate materials, internet service, teachers' professional development workshops, conferences, intra and inter group discussions. Besides, it seems good if they set away in which teachers' career structure is bind to SBCPD implementation. And they should also think over issues like class size, distance between teachers home and school, and extra classes for tutorial and make up.

- School leaders in the study area have not been in place to effectively discharge their responsibility to practically implement the school based CPD plans. To alleviate the issue, they should organize supervision team with in school and follow up teachers' CPD activities implementation. They should also arrange and coordinate experience sharing stages within and among cluster schools, and encourage teachers with necessary materials, certificate, reward etc.

- It is found out that teachers believed that SBCPD has a big deal in students' learning achievement and behavioral change. However, it seems teachers were not practically and effectively putting their CPD plan activities into practice. Thus, it is recommended that they should implement it practically, honestly and collaboratively.

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