



**PERCEPTION AND PRACTICES OF SCHOOL TEACHERS ON
THE IMPLEMENTATION OF CONTINUOUS PROFESSIONAL
DEVELOPMENT IN SECONDARY SCHOOLS OF EAST SHOA
ZONE, OROMIA NATIONAL REGIONAL STATE**

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**Perception and Practices of Teachers on the Implementation of
Continuous Professional Development in Secondary Schools of
East Shoa Zone, Oromia National Regional State**

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I solemnly declare that this thesis has not been submitted to any other institution anywhere for the award of any academic degree, diploma or certificate.

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TABLE OF CONTENTS

Content	Page
ACKNOWLEDGEMENTS.....	I
TABLE OF CONTENTS.....	II
LIST OF TABLES.....	V
ABBREVIATIONS AND ACRONYMS.....	VI
ABSTRACT.....	VII

CHAPTER ONE

1. INTRODUCTION	1
1.1. Background of the Study	1
1.2. Statement of the Problem.....	4
1.3. Objectives of the Study.....	6
1.3.1. General Objective	6
1.3.2. Specific Objectives	6
1.4. Significance of the Study	7
1.5. Delimitation of the Study.....	7
1.6. Limitation of the Study	8
1.7. Operational Definition of Key Terms	8
1.8. Organization of the Study	9

CHAPTER TWO

2. REVIEW OF RELATED LITERATURES	10
2.1. Concepts of Continuing Professional Development	10
2.2. Functions and Importance of Teachers' Continuing Professional Development .	12
2.2.1. Catering for the Needs of Teachers and Schools	13
2.2.2. Adapting to Educational Change	13
2.2.3. Forming Learning Communities.....	13

2.2.4. Informing Practice through Action Learning.....	14
2.3. Teachers’ Perceptions of Continuing Professional Development	14
2.4. Types of Continuous Professional Development.....	17
2.5. Continuing Professional Development Cycle.....	17
2.5.1. Analysis.....	17
2.5.2. Planning	18
2.5.3. Doing.....	18
2.5.4. Evaluation.....	19
2.6. Models of Continuing Professional Development.....	20
2.7. Characteristics of Effective Continuing Professional Development	22
2.8. Maintaining a Portfolio of Professional Learning	23
2.9. Challenges of Continuing Professional Development in Ethiopia	23

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY	24
3.1. Design of the Study.....	24
3.2. Research Methodology	24
3.3. Sources of Data.....	24
3.4. Population, Sample Size and Sampling Techniques.....	25
3.5. Instruments and Procedures of Data Collection.....	26
3.6. Procedures of Data Analysis and Interpretation	27

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION	28
4.1. Demographic Characteristics of Respondents	28
4.2. Perception of Teachers towards Importance of Continuing Professional Development.....	31
4.3. Conditions to Continuing Professional Development Implementation	35

4.4. Factors of School Culture Influencing Continuing Professional Development Implementation	42
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CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	49
5.1. Summary	49
5.2. Conclusions.....	51
5.3. Recommendations.....	52

REFERENCES

APPENDICES

LIST OF TABLES

Table 1. Population, Sample Size and Sampling Techniques	25
Table 2. Back Ground of Respondents.....	29
Table 3 Perception of Respondents towards the Importance of Continuing Professional Development.....	32
Table 4 Respondent views on the Implementations of Continuing Professional Development	36
Table 5. Respondent views on school provision for the Implementations of Continuing Professional Development.....	40
Table 6. Views of perception on the challenges of continuing professional development implementation related to teachers	42
Table 7. Respondent Views on the Challenges against Continuing Professional Development Implementation Schools	45
Table 8. Respondent Views on the Challenges of Continuing Professional Development Implementation Related to School Leaders.	47

ABBREVIATIONS AND ACRONYMS

ADEA	Association for the Development of Education in Africa
CPD	Continuous Professional Development
CSA	Central Statistics Agency
ESDP	Education Sector Development Program
GEQIP	General Education Quality Improvement Program
MoE	Ministry of Education
WEO	Woreda Education Office
ZEO	Zonal Education Office
MAP	Management and Administration Program
ETP	Education and Training Policy
PTA	Parent Teacher Association

ABSTRACT

PERCEPTION AND PRACTICES OF TEACHERS ON THE IMPLEMENTATION OF CONTINUOUS PROFESSIONAL DEVELOPMENT IN SECONDARY SCHOOLS OF EAST SHOA ZONE, OROMIA NATIONAL REGIONAL STATE

This study was designed to assess teachers perception and practice of implementing continuous professional development in secondary schools of East Shoa Zone, Oromia National Regional state. To conduct the study, descriptive survey research design was employed. The sample covered four woredas and one town administration in east shoa zone where sample secondary schools are found. The instrument used to collect data from teachers, principals and woreda CPD focal person was questionnaire. Semi structured interview was also conducted to collect data from principals and woreda, education officers. Quantitative and Qualitative methods were used to analyze the collected data. Besides, the data were analyzed by employing statistical techniques like, mean, standard deviation, and ANOVA. The research findings suggested that teachers understanding of advantages of CPD was high in the realization of its objectives. However, the extent CPD implementation, facilitating supportive conditions at school level and assistance from woreda education office was not adequate enough to implement CPD as much as expected. Furthermore, the study indicated that challenges of school influenced the implementation of CPD. The major challenges encountered in the implementation of CPD were related to absence of ownership of CPD at the different levels, lack of consistent support from stakeholders and absence of linkage between CPD. Therefore, to ensure the overall teachers understanding of advantages of CPD and realization of its objectives East shoa zone and woreda education offices ought to be a catalyst for effective implementation of CPD by understanding and acting on their role. And also, it would be better for zone and woreda education offices and schools to work on the strategy in developing fertile ground for better school culture in schools such as: to work on structures and processes exist in schools to support shared leadership, facilitating staff's collective responsibility for teachers and staff's focus on continuous professional development.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

Education is the most important ingredient in society which plays a vital role in human resource enlargement and for the capacity building. It encourages productivity, public awareness and creates opportunities for the socially, publicly and parsimoniously dispossessed sectors of society.

Teachers are always recognized as main role players in the education system. So that professional development of these teachers is crucial to enhance quality education. Since these teachers are responsible for on condition that quality education to students, there is need for quality professional development programs (Kirmani et al., 2006).

Schools nowadays are facing complex and dynamic changes and challenges (Herrity and Morales, 2004). Continuous Professional Development (CPD) is important to teachers' personal lives and career development. Much emphasis has to be put on the nature of CPD as a 'continuing' process for improvement in the knowledge and skills gained. As an ongoing process of any kind of education, training, learning and support activities engaged in by teachers alone or with others (Bolam, 2005; Day, 1999)

CPD enhances teachers' knowledge and skills and enables them to consider their attitudes and approaches to the education of children, and to improve the quality of teaching and learning. In short, CPD focuses on fostering individual competence to enhance practice and facilitate dynamic changes in education (Bland ford, 1999).

Fullan (1993) states, the intended educational change at three levels: the teacher, the school and the community, emphasizing on the teacher's level. The change at teacher's level is the core as the expected outcome rests on teacher's activities, which is the closest level to learning that directly affects students' achievement. The quality of academic and professional development teachers had during pre and in service training have direct bearing on their performance and on the achievement of students.

The present government of Ethiopia has placed great importance on quality education and recognizes it as an essential component for development needs of the society. The recent policy to quality improvement focuses on the complex interaction that takes place in the teaching learning process as the primary level to improve quality of education (MoE, 2005). As one of the government's top priorities is education quality improvement which is top of other education issues. Therefore, within the framework of the Education and Training Policy (TGE, 1994) the Education Sector Development Program (ESDP) is launched as a twenty-year education sector plan with one of the main priorities, quality improvement at all levels of educational system after extensive study by Ministry of Education (ESDP III).

Though teachers' professional development was not new in Ethiopia, but there was no structured provision of CPD for teachers in schools until 2003 (MoE, 2004). The TESO CPD of (2003) strategies aims to put that structure in place primarily in schools. Teachers' professional development is to be practiced at school or at cluster center with the trust that teachers will embrace the concept of lifelong learning for their own benefit and for the benefit of the pupils they teach and the communities in which they live at large.

In Ethiopia, since 2007 modular approach to CPD program was introduced on rigorous implementation in all primary schools. This program has two main parts: the two-year induction program for newly deployed teachers and the transitional. professional development, for teachers who are already in the system as the opportunity for continuous learning and update with expanding knowledge and share experiences, ideas, and good practices with colleagues from own and other schools (MoE, 2005).

The Ministry of Education has given priority for continuous professional development CPD believing that it is the right of teachers as well as of a great value for national development (Barrow, et al., 2006).

The school staff must have the necessary subject professional support to bring about changes in the classroom. At school level the professional development program should include school principals, teachers and technical and administrative personnel.

In researchers opinion different scholars say various ideas but it has similar definition which show the crucially importance of CPD for teachers for all rounded progress of teaching learning activity by upgrading and updating his profession continuously. So CPD is paradigm shift of instruction and assessment. The way of instruction is changed from teacher centered to student centered and the assessment process also changed from continuous testing to continuous assessment so, in this dynamic world pre-service qualification only cannot be sufficient to become an active and effective teacher. Due to this CPD is uncertainty important for teachers, supervisors and directors to cope with present dynamic and future unpredictable world, as traditionally quoted “teacher who cannot read, have no right to teach.”

A CPD Guideline was produced outlining the new strategies and courses developed for the induction of newly deployed teachers and for CPD priority programs. The newly deployed teachers were expected to work through a two year induction program, produced at national level and supported by mentors. These mentors were selected from experienced members of staff in the school. All other teachers were expected to carry out the CPD program produced at national level. This program consists of three course books which teachers worked through in small groups within a school or cluster of schools. Each course consisted of 3 units covering aspects of teaching and learning and school ethos. The groups were designed to be led by facilitators, usually selected from experienced members of the school staff. The expectation was that these groups would meet at least once every two weeks. It was expected that REBs and Woreda would also produce CPD training manuals to supplement the courses produced at national level MOE (2009).

Most difference to practice is based on professional dialogue about teaching and learning, and the improvement of practice through a variety of activities, including coaching, mentoring, shadowing and peer support. Awareness-raising events are useful for absorbing information and updating knowledge, but are not likely to lead to skills development. Therefore, when deciding on once priorities for CPD, it is important to consider what kinds of CPD will be the most effective for developing your practice as a teacher. This means that the teachers will need to show, year to year, that you are improving the relevant knowledge and skills in your area of subject expertise and in his teaching or training.

In practical as the researcher know, the new approach of CPD has three cycles which is carefully planned in response to individual and institutional need at each level individual, group, institutional, Woreda, zone and national level. The CPD cycle is similar at the whole level. Due to the CPD needs begin form school, the new approach called bottom up approach. This approach contains cycle, the cycle has at middle review then analyses, plan, do and evaluate. The annual plan of individual based form institutional need while the institutional need taken from Woreda or Zone and National level each at maximum having three CPD needs, form this three two of needs may from personal need and the rest is from institutional need. By combination of individual and institutional need the module is prepared.

Even though, a great deal of effort have been made by different researchers and ministry of education of Ethiopia trying its best to improve the approach of continues professional development from top down approach to bottom – up approach there is no significant progress, Dasalegn (2009) still there are wide gaps of implementation continuous professional development in almost all schools of Ethiopia. The same thing is true in Oromia national regional state East Shoa secondary schools.

1.2. Statement of the Problem

Understanding teachers' perceptions and implementationof CPD which is helpful to facilitate and improve teaching profession continuously. This study identifies teachers' perceptions and practices of CPD activities.It also explores culture (norm) of schools which influences the development of professional competencies.

In CPD, Eaker and DuFour (2002) stated that school administrators are perceived as leaders of leaders whereas teachers are perceived as transformational leaders. Every person is a member of a number of many communities, both known and unknown, within society. Schools are also made up of communities. However, as with any community in which relationships also exist, those relationships must be maintained and nurtured on a regular basis, and this requires a conscious and deliberate effort from those involved in the relationships.

According to the MoE (2009) National CPD framework, there were six major challenges identified: failure to synchronize the career structure and the CPD values and activities, CPD facilitators' high turnover, time constraints on teachers as well as their school leaders, CPD program's lagging behind its time and the tendency of rushing to cover the course, total absence or inadequacy of the minimum resources required to run CPD, and lack of systematic collaboration and coordination between Education Bureaus, and NGOs.

In Ethiopia Different researchers have been conducted on CPD. For instance, Mintesiont (2008) implementation of teacher's professional development program in Fogera Woreda, Belay, (2012) studied about practice and challenges of school based CPD in Benishangul Gumuz regional state secondary schools from teacher's side. And also Ewnetu and Firdisa (2010) studied teachers' perception about school based CPD in Jimma zone selected schools and another researcher is Hailu (2013) is thus wanted to investigate the leadership role of principals in implementing CPD program in Jimma zone.

Accordingly Oromia Regional State Education Bureau determine to realize National CPD Program, by giving support for teachers and stakeholders to avoid obstacle of CPD as indicated in regional education supervision team field report which revealed that there is loose coordination among stakeholders and the implementation of CPD program poorly practiced (Oromia Education Bureau, 2009).

Even though, a great deal of effort has been made by different researchers in investigating CPD practices and challenge, teacher's perception, principal role and implementation. Still there are wide gaps in implementation of CPD all over Ethiopia in general and specifically in Oromia regional state.

However, perceptions of CPD implementation not touched in the above stated researchers in different areas of Ethiopian secondary schools. Since poor implementation of CPD has great impact on students' achievement, this study is targeted to fill the gap of the stated researches in Oromia in East Shoa Zone secondary schools specifically and in Ethiopia in general.

Farther more, from the researchers seven years teaching and five years as school principal, he observed poor implementation of the CPD program, and he also realized that there is no

any scientific study was conducted in the study area. So, in light of the stated problems, the major purpose of this study is to investigate the perceptions and implementation of continuous professional development in secondary schools of East Shoa zone, therefore, in order to address these purpose , following basic research questions have been raised.

Research Questions:

1. How do teachers perceive the importance/relevance of their Continuous Professional Development (CPD)?
2. To what extent teachers CPD is being implemented as per the national framework in East Shoa Zone?
3. What kinds of provisions (supports) are in schools to support teachers' professional Development efforts in school level?
4. What are the major challenges schools face in implementing their CPD?

1.3. Objectives of the Study

This study makes an attempt to address the following general & specific objectives.

1.3.1. General Objective

The general objective of this study is to investigate the perception and implementation of teachers on CPD and to recommend possible solutions that enable the schools cluster resource center, Woreda Education Office and Zonal education office to minimize significantly the challenges.

1.3.2. Specific Objectives

The specific objectives are:

1. To investigate secondary school teachers' perception of CPD.in East Shoa Zone.
2. To consider the extent to which the implementation of CPD has helped in the realization of its objectives.
3. To observe how adequate supportive conditions has been given to implement CPD program at school level.

4. To examine the factors that affect the implementation of CPD in secondary schools of East Shoa Zone.

1.4. Significance of the Study

Currently, one of the basic issues in education sector carefully considered is the quality of education. Basically, quality of education has relationship with the continuous professional development (CPD). If teachers professionally developed, effectiveness and efficiency of educational institutions will be realized as an organization. Based on this fact, most of schools in Ethiopia including secondary schools of East Shoa Zone have started working to improve quality of education by applying the six programs, of the general education quality improvement program(GEQIP). So, in conducting this study:

- ❖ The current status of practice of implementing CPD in secondary schools were assessed and schools can see their current status and get information to work hard in the future.
- ❖ Challenges those constrain the implementation of Continuous Professional Development were identified.
- ❖ The gaps in implementing CPD in secondary schools of East Shoa Zone are examined. So, this helps the school leadership to fill the gap. The woreda & Zone education offices can get information to provide enough professional support for schools on implementation of CPD.

1.5. Delimitation of the Study

This study involves secondary schools of East Shoa Zone, focusing on the perceptions and implementation of CPD. It is more useful to investigate the perception and related challenges of implementing school CPD program in schools at regional level as it provides with somewhat complete image. However, the study has been delimited with in east Shoa Zone of Oromia National Regional State where the researcher has various accesses for study.

Continuous Professional Development can be studied from different angles. This study has been delimited to focus on the current perception and major challenges in implementing CPD.

1.6. Limitation of the Study

It is obvious that research work can not totally be free from limitation. Hence, some limitations were also observed in this study. One apparent limitation was that most of the secondary school principals; teachers and school supervisors Some of them who have no enough time were also unwilling to fill in and return the questionnaire as per the required time. Another limitation was lack of contemporary and relevant literature on the topic, especially on Ethiopian condition. There is acute shortage of books or lack of updated related literature in the area. In spite of these short comings, however, it was attempted to make the study as complete as possible.

1.7. Operational Definition of Key Terms

The following terms are defined in the context they are used in the study.

Supportive conditions: Conditions which enable an incremental growth in CPD implementation.

Factors of School Culture: Factors like shared vision, ownership, collaboration and relationships between persons accustomed in school culture.

Secondary School: is first cycle of secondary school which has grade 9-10.

School Culture: The existence of interplay between the attitudes and beliefs of persons, the cultural norms of the school and the relationships between persons in the school.

School Improvement: A concept emphasized on schools self-evaluation on domains school and work to improve students' achievement by improving educational input & process.

Continuous Professional Development: is program focusing on improvement of teacher's academic, professional achievement and their ethics.

1.8. Organization of the Study

The study consists of five chapters. The first chapter deals with introductory part, which includes the background, statement of the problem, objectives, significance of the study, delimitation, limitations and definition of terms. A comprehensive review of the literature is presented and discussed in Chapter two.

Chapter three focuses on data collection methods, procedures, instrumentation and data analysis technique. An analysis of the results of the data collected during this study is presented in Chapter four. Finally, chapter five incorporates the summary, conclusions and recommendations.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURES

2.1. Concepts of Continuing Professional Development

The definition of CPD is rather confusing and complicated. There is no unique definition upon teachers' CPD and its definition is varied from different educational traditions and contexts. Taylor (1975) initially identified two aspects of the professional development of teachers, which were: staff development and further professional study. Staff development was regarded as rooted in the needs of the institution.

Further professional study referred to being orientated to the needs of individual teachers. However, Day (1999) gives a more useful definition about professional development, stating that:

‘Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute to the quality of education in the classroom.’ (p.4)

Day's definition is more holistic in the way that professional development covers all kinds of learning experiences, both planned and unplanned, from individuals to institutions levels to achieve the core aim of education. Goodall et al. (2005:26) further elaborate that:

‘The concept [of CPD] is often left ill-defined being in many cases conflated with the related concepts of in-service training and on the job learning. Both are more limited than CPD, as CPD can encompass a wide variety of approaches and teaching and learning styles in a variety of settings (inside or outside of the workplace). It is distinguishable from the broader concept of lifelong learning, which can include all sorts of learning. It is seen primarily as being related to people's professional identities and roles and the goals of the organization they are working for (Galloway, 2000).’

Interestingly, the term continuing professional development (CPD) is more commonly found in the recent literature after 2000. It has been widely used for ongoing education and training for the professions (Earley and Bubb, 2004).

Waters (1998) further explains CPD as ‘the development that can occur when teachers are construed first and foremost as people, and is predicted on the premise that people are

always much more than the roles they play' (p.30). Similar to Day's definition, teachers' CPD is generally described as a process embracing all activities that enhance professional career growth (Rogan and Grayson, 2003) or as formal and informal experiences throughout the teacher's career (Hargreaves and Fullan, 1992). In fact, the term 'continuing' has been used to highlight the professional development as being ongoing, lifelong oriented in the process of 'ongoing' change process (Curtis and Cheng, 2001).

Joyce (1981) emphasizes that the need 'to rebuild the school into a lifelong learning laboratory' is not only for children but also for teachers.

Three principles of professional development can be summarized in the previous literatures. They include:

- A. Learning is fundamentally situated in the context of authentic experiences (Brown et al., 1989; Lave, 1996).
- B. The personal history, beliefs and dispositions of each person brings to the action learning has an influence on professional development (Hoban and Erickson, 2004).
- C. The realization that an individual's learning almost always has an important sociocultural aspect and it is necessary to identify and recognize the nature of these social influences on the design of learning environments in professional contexts (Vygotsky, 1986; Lave, 1988; Wertsch, 1991).

In the Ethiopian context, teacher training was beginning in 1944 in one classroom in Minilik II School (MOE, 1973). As the Teacher Education System Overhaul described, now day's teacher education programs are run at colleges and university levels. The TESO program and the recent development and practices in the teacher education institutions are based on the objectives and strategies of the Education and Training Policy of Ethiopia. In order to give a brief explanation of the policy, this also serves as a base to understand the new trends or changes in the teacher education curriculum. The policy document (MOE, 1994) indicates that education during the "Derge" regime was intertwined with complex problems in that it lacked relevance and insufficient training of teachers and low quality of

education. To overcome these problems, the federal Democratic Republic of Ethiopian Government set a new education and training policy.

The policy states general and specific objectives of education, an overall strategy, and areas of special attention and prioritized actions. Among the three areas of special attention and prioritized actions, one focuses on teacher training and overall professional development of teachers.

These days, as stated by MoE (2007a), in the strategy of teachers' Development Program of the Ethiopian education system, the need to enhance school-based CPD is the focus of the ongoing education system. Accordingly, professional development emphasizes the improvement of profiles of teachers, principals and school supervisors to go hand in hand with the vision, mission, goals, curriculum development and renewal of career development. The Teachers' Development Program guideline further targets at sustainable standards of teachers' professional growth through the improvements of teachers quality, assuring teachers' motivation, encouraging action researches and collaborative studies, quality teacher education, continuous in-service short term trainings and experience sharing to add to the overall goal of achieving quality education.

2.2. Functions and Importance of Teachers' Continuing Professional Development

Improvement of learning and teaching Teachers' CPD is generally viewed as a way for the improvement of learning and teaching.

Bolam (1993) defines CPD as 'any professional development activities engaged in by teachers which enhance their knowledge and skills and enable them to consider their attitudes and approaches to the education of children, with a view to improve the quality of the teaching and learning process'. Gordon (2004) has similar views about the functions of CPD. He also outlines three core functions of CPD, which are:

1. Improvement of teaching and learning, in terms of curriculum development, restructuring and instructional development;
2. Improvement of student assessment; and
3. Improvement of school-parent collaboration.

2.2.1. Catering for the Needs of Teachers and Schools

CPD serves for personal needs of individual teachers and institutional needs of the school where CPD activities can be content-driven and skills-based. CPD is essential to help teachers acquire and update knowledge and skills to deal with educational change (Anderson, 2001:1) as. CPD activities are provided to teachers for enhancing their knowledge and skills/competencies in the relevant areas by means of support and training (Coetzer, 2001). CPD is also supposed to develop professional attitudes towards education and it is intended to enhance the betterment of the quality of education (Day and Sachs, 2004).

CPD activities are planned to give support to teachers by equipping them with suitable knowledge and teaching methodology with reference to the identified needs and context. It is claimed that CPD activities can be successful in obtaining the best results when they are structurally and formally planned and conducted with the enhancement of personal and professional growth by broadening knowledge, skills and positive attitudes and reflections (Collinson, 2000; Anderson, 2001) and developing personal and professional effectiveness and increasing job satisfaction (Madden and Mitchell, 1993; Gordon, 2004).

2.2.2. Adapting to Educational Change

In response to globalization, as well as higher accountability demands, there have been changing expectations upon teachers' roles from the public. Higher demands on CPD are due to changing roles of teachers as a result of changing requirements and expectations from the communities. With the rise of knowledge-based economy, there has been a paradigm shift of teachers from being transmitters of knowledge to facilitators of knowledge, from traditional 'followership' to 'leadership' roles in dealing with rapid educational changes (Frost et al., 2000).

2.2.3. Forming Learning Communities

There is urgent call for ongoing and dynamic CPD of teachers (Fullan, 1995), with a view that the school is regarded as a learning community where professional development and growth of teachers is well associated with school development and improvement. To facilitate the formation of learning communities, teachers are expected to take a wider

perspective towards their teaching context and the school community by taking a ‘my-school’ approach rather than a ‘my-class’ approach. Stoll and Fink (1996:160) claimed that ‘[i]f teachers are involved in improving their whole schools, and not just their own classrooms, teacher development in its broadest sense can be seen to take place where teachers become part of a learning community’.

2.2.4. Informing Practice through Action Learning

Another function of CPD is to keep practice informed by the use of evidence and so look for better learning and teaching methods or improve the academic achievements and so on. CPD allows teachers to be ‘researchers’ (Stenhouse, 1975) whereas ‘it is teachers who, in the end, will change the world of the school by understanding it’ (cited in Rudduck, 1988). Teachers learn new knowledge and skills from their working context, and they are expected to participate in the on-the-job activities, for example, leading curriculum change, establishing and participating in professional networks, and have reflection through their actions (Cranston, 2000).

2.3. Teachers’ Perceptions of Continuing Professional Development

Chan et al. (2005) studied about school principals’ and teachers’ views on teachers’ involvement in CPD activities. The study by Chan et al. (2005) showed that different schools have a different pace of implementing a school-based CPD policy. Some are at a more advanced stage and a school-based sharing culture has already been established. This finding indicates that CPD activities have been ‘stimulated and supported’ at different schools which are allowed to have flexibility in CPD development with different backgrounds (Chan and Lee, 2008:87).

According to Chan et al. (2005), teachers generally agreed that teachers’ CPD could be promoted at the individual level, school level and district level. Teachers were motivated to participate in CPD activities that are mainly related to their individual professional capabilities and career advancement. On this point, Chan and Lee (2008) conclude that Hong Kong teachers’ involvement in their CPD activities is initiated mainly by intrinsic needs rather than by policy. District support is effective in providing resources, but more

efforts should be made for cultivating a sharing culture in the profession among different schools.

During the process of coaching, they encountered some difficulties, including time constraints, psychological pressure and the possibility of contrived collegiality and implementation partnership. It is noted that there exists 'a propensity of school personnel to rely on suggestions and advice from external experts' (Lam et al., 2002:192) and 'without the right culture, the practice of peer coaching will not generate genuine collaboration' (Lam et al., 2002:193).

The most important driving force for CPD is teachers' passion for and commitment to teaching. The other important contributing factors include: trust and support from the school management, especially the principals, an open and collaborative atmosphere in schools, respect for and sensitivity to teachers' diversity, schools' support for appropriate arrangements in terms of teachers' workload, facilities and time, and the provision of opportunities for observations, collaboration, innovation and feedback.

Both of the above commissioned evaluative research studies made a list of recommendations for different stakeholders (i.e. principals, school middle managers, and teachers) to improve the current status of implementation of CPD Document 2003. These recommendations are mainly concerned with the time issue (i.e. fulfillment of CPD hours should be under professional discretion) and the quality issue (i.e. evaluating CPD activities for assuring effectiveness of CPD to teachers). Teachers are supposed to be committed to CPD for student learning. Teachers' CPD is a complex and dynamic process. There are few international research studies about teachers' perceptions and views upon CPD.

Garet et al. (2001) studied about teachers' perceptions about traditional modes of CPD activities and new models of CPD, including induction (i.e. support for teachers) and ongoing professional development. The examples of new models of CPD include mentoring for beginners and veterans, peer observation and coaching, local study groups and networks for developing teaching within specific subject matter areas, school-university partnerships that sponsor collaborative research, etc. Traditional forms of CPD

activities are widely criticized as being ineffective in providing teachers with sufficient time, activities, and content necessary for increasing teacher's knowledge and fostering meaningful changes in their classroom practice. Even though there is a growing interest in new CPD models,

Teachers' perceptions of what activities constitute CPD is frequently limited to attendance at courses, conferences, often to meet national requirements. Professional learning, or "on the job" learning is regularly seen by teachers as separate from CPD, and something that is just done as part of the job (Hustler et al, 2003)

MOE (2009b) listed the following characteristics of effective CPD: Broad definition that aims at improving teacher's performance in the classroom, class practice based, Subject content and teaching strategies centered, Clear procedures for identifying and aligning training needs, Excellent use of classroom practitioners, The importance of an informal system within institutions and locally available resources is recognized, The processes which are being learned are modeled, Linking programs to school settings and school wide efforts is conducted, Participation of teachers as helpers, facilitators and planners, Emphasis on self-instruction and with differentiated training opportunities, Teachers in active roles, choosing goals and activities for themselves, Emphasis on demonstration, supervised trials and feedback and On-going support and assistance available upon request

In effective schools, CPD has its own different characteristics" in which building productive teachers" professional development. In this respect, successful professional development provides opportunities to increase an understanding of problems and reflect on the research and theory underlying the knowledge and skills being learned, the way teacher learning is done should reflect the instructional approaches they are expected to develop and allow teachers to experience the consequences of newly learned capabilities. Professional development should also be continuous and on-going, involving follow-up and support for further learning including support from sources external to the school that can provide necessary resources and new perspectives quotes Hamilton, Marsh & Pane (2006) as cited in Hailu (2013).

2.4. Types of Continuous Professional Development

According to Lieberman's classification (1996) there are three types of CPD; These are; Direct teaching (courses, conferences, work- shops, consultations), Learning in school (mentoring, peer coaching, action research, critical friendships and task- related planning teams), Out of school learning (visits to other school, learning networks, school-university partner- ships and so on).

In Ethiopia continuous professional development can be placed into two categories (MoE, 2009b): Updating is a continuous process in which every professional teacher participates during their career as a teacher. It focuses on subject knowledge and pedagogy to improve classroom practice, and upgrading is the process by which teachers can choose to participate in additional study outside their regular work as teachers at appropriate times in their career, e.g., convert a certificate diploma to a diploma of the first degree or first degree to master's degree.

2.5. Continuing Professional Development Cycle

The school based CPD cycle is the continuous aspirations of institutions or individuals to improve learning achievement. The CPD cycle is a carefully planned response to identified development needs which is similar at all levels of government institutions and stakeholders (MoE, 2009). The major activities in CPD cycle are analysis of the existing situation, planning, doing and evaluation of the impacts.

2.5.1. Analysis

The continuous professional development analysis is related with the activity to select and address the learning or development needs of an individual teacher, group of individuals or of an institution. This activity includes self-assessment, peer review, annual appraisal, and selection of school CPD priorities by the school based CPD stake holders: the principals, CPD facilitators, teachers, department heads, head teachers and Woreda or zone experts (MoE, 2009)

2.5.2. Planning

Planning is part of the school based CPD cycle, which is developed annually by the CPD stakeholders of every educational institution preceded by prioritizing the issue identified by the analysis process. The CPD plan can be prepared individually or institutionally with details of events and timings within the CPD module (MoE, 2009). Individual CPD plan is developed annually based on the priorities of the individual teacher and institution. The annual CPD action plan is kept in the teacher's professional portfolio and used as a guide for the type of information and evidence collected during the year (Desalegn, 2010). Each institution should develop an annual CPD plan on the bases of the issues identified by the need analysis process.

Three main priorities are recommended for each academic year. Once the priorities are selected, the annual CPD plan should be completed. This document should describe each priority, identify the desired outcomes; list the responsible group/intuition and outline the time needed to implement the plan (Desalegn, 2010). Furthermore, professional development plan involves the preparation required to acquire the new skills and knowledge needed to enact the improvements scheduled for implantation. Planning may involve workshops, intensive sessions and other activates prior to initiating the new practices.

Thus, professional development plan anticipates on-going support for professional learning in the context of collaborative problem solving and encompasses interrelated activities such as, action assessment, and additional learning. These processes go on continuously until the focus of professional development plan is implemented. Accordingly, each teacher is required to keep a portfolio of CPD activities. The CPD plan that meets the need analysis is developed by an individual and the institution (MoE, 2009).

2.5.3. Doing

On the other hand, the school based CPD “Do” cycle or doing involves activities that are chosen to meet the identified needs through the needs analysis. The “Do” cycle activities include:

curriculum meetings, demonstration lessons, planning lessons together, peer observation, observation of lessons and feedback, observation of students in lessons, talking to students, assessment of students work before and after the CPD activity, marking of students work, giving feedback and advice for development, and investigating a teacher action research, professional reading and research, visiting schools and teachers to see examples of good practices, sharing showing good practices within a school, maintaining a fissional portfolio, team teaching, workshops, visiting experts, mentoring, discussion, and meetings (MoE, 2009).

Moreover, doing is concerned with specific practical methodologies to realize the school based CPD needs in improving and updating teacher performance. Such activities include curriculum reforms, planning, peer observation, action research, communicating students, sharing professional experiences, workshops, mentoring, discussion, and meetings (Desalegn, 2010).

2.5.4. Evaluation

Evaluation is reviewing and assessing to judge the effectiveness of the desired outcomes of the school based CPD action plans (MoE, 2009). Evaluation of professional development experiences is performed in order to positively change the practices, which focus on changes in student leaning. Knowledge how useful the assessment of professional development program in a school will help schools’ stakeholders to anticipate the readiness of teachers to pursue new directions and the priority that might be placed on such initiatives. Thus, the final design for professional development should incorporate multiple sources of information on the outcomes for students and the instruction and other processes that are involved in implementing the lessons learned (Guskey, 2000).

Smith (2002) suggested that evaluation should play an integral role in school based CPD, and will become part of a cycle, while it provides feedback on the success of the process, it can also help to determine further CPD needs. The use of data, both quantitative and qualitative, is essential for teachers in terms of learning about their practice and drawing conclusions on pupil’s learning. If program revision is needed, the collaborative problem solving phase process is engaged to lead to changes that modify common practice and

require no more substantial changes required in policy. If efforts to improve teacher expertise do not result in improved student learning, the professional development program being implemented may need to be revised. If modifications in teacher learning lead to enhanced expertise but do not lead to improvement in student learning, changes in the target program may be necessary. Thus, improvements in student learning set the stage for further improvements; this is the expected condition. Continuous school improvement involves both the continuous improvement of teachers' professional expertise and the review on of programs and practices.

In other words, professional development evaluation becomes an internal part of the program implementation providing new opportunities for teachers to learn as they assess, the effect of the new program on student learning. If potential difficulties in effectively implementing the original design for professional development cannot be dealt with, the initial plan may need to be revised (Day et al 2004). The new approaches to effective CPD follows five levels as means of evaluating the impact of CPD which are related with participant reaction, participant learning, organizational support and change, participant use of new knowledge and skills, and pupil learning outcomes. It also considers teachers outcomes, the quality of learning experiences and the contribution of CPD to build effective professional learning communities within schools (Guskey, 2000). Generally CPD is a cycle. Institutions and Individuals should continuously be aspiring to improve, and therefore create better learning and achievement by all (MoE, 2009).

2.6. Models of Continuing Professional Development

Continuous professional development models are the processes and activities that are intended to provide professional development to teachers. Though, different writers offer various types of CPD starting from their own assumptions and give their own focus, the researcher is based on the models suggested by many authorities as, „organizational partnership“ models and „small group or individual“ models. „Organizational partnership“ models involve inter-institutional partnership, whereas, small group or individual models focus on a smaller scale little, (1992) ,MOE(2009).

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

Kennedy (2005) outlined nine models of CPD:

- 1) Training – focuses on skills, with expert delivery, and little practical focus;
- 2) Award bearing – usually in conjunction with a higher education institution, this brings the worrying discourse on the irrelevance of academia to the fore;
- 3) Deficit – this looks at addressing shortcomings in an individual teacher, it tends to be individually tailored, but may not be good for confidence and is unsupportive of the development of a collective knowledge base within the school;
- 4) Cascade – this is relatively cheap in terms of resources, but there are issues surrounding the loss of a collaborative element in the original learning;
- 5) Standards based – this assumes that there is a system of effective teaching, and is not flexible in terms of teacher learning. It can be useful for developing a common language but may be very narrow and limiting;
- 6) coaching / mentoring – the development of a non-threatening relationship can encourage discussion, but a coach or mentor needs good communication skills;
- 7) Community of practice – these may inhibit active and creative innovation of practice, although they have the potential to work well through combining the knowledge bases of members;

- 8) Action research – this is relevant to the class- room, and enables teachers to experiment with different practices, especially if the action research is collaborative;
- 9) Transformative – the integration of several different types of the previous models, with a strong awareness and control of whose agenda is being addressed.

Kennedy (2005) inclined to regard the first four of these models as essentially transmission methods, which gave little opportunity for foreign languages teachers to take control over their own learning. The following 3 models are considered to be more transformational as they give an increasing capacity for teachers’ professional autonomy and the power to determine their own learning pathways.

As researcher observation, the Ethiopian CPD model are Small group or individual models CPD. Small group or individual models involve various alternative models including collegial development, observation of excellent practices, portfolio, action research, mentoring, peer observation, team teaching and the like. In Ethiopia context, the models that are adopted to be employed in schools are both groups. But, in the document by MOE in 2009, the smaller scale models have got due emphasis (MOE, 2009).

2.7. Characteristics of Effective Continuing Professional Development

In effective schools, CPD has its own different characteristics“ in which building productive teachers“ professional development. In this respect, successful professional development provides opportunities to increase an understanding of problems and reflect on the research and theory underlying the knowledge and skills being learned, the way teacher learning is done should reflect the instructional approaches they are expected to develop and allow teachers to experience the consequences of newly learned capabilities. Professional development should also be continuous and on-going, involving follow-up and support for further learning including support from sources external to the school that can provide necessary resources and new perspectives quotes Hamilton, Marsh & Pane (2006) as cited in Hailu (2013).

2.8. Maintaining a Portfolio of Professional Learning

According to MoE (2009b) each teacher is required to keep a portfolio of CPD activities. The portfolio includes: Individual CV and Individual CPD action plan.

The portfolio should include the following: individual CV (personal and professional data and qualifications), individual CPD Action Plans, evidence of all the CPD activities which have been undertaken by the individual teacher in the last three years, feedback from mentors/facilitators, teacher's self-reflections on progress, annual appraisal reports, record of Professional Competencies achieved, and other evidence of personal development activities undertaken-e. g., upgrading, summer school programs – that are not a part of the mandatory sixty hours, examples of examination results with an analysis, examples of lesson plans with evaluations

2.9. Challenges of Continuing Professional Development in Ethiopia

According to MoE (2009b) the challenges encountered in CPD in Ethiopia include: Failure to synchronize the career structure and the CPD values and activities, CPD facilitators high turnover, Time constraints on teachers as well as their school leaders, CPD programs lagging behind its time and the tendency of rushing to cover the course, Total absence or inadequacy of the minimum resources to run CPD, Lack of systematic coordination between the education bureaus, Teacher Education Institutions and NGOs

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Design of the Study

The major purpose of this study is to assess the existing perception and related challenges in implementing school teachers Continuous Professional Development in selected secondary schools of East Shoa Zone. To achieve the objective, descriptive research methodology was employed. Best & Kahan (2003) argued that descriptive research design helps to describe and interpret the current condition of certain affairs. This research design is selected; because it enables to assess & obtain the current status of perception & challenges in implementing CPD in the identified secondary schools.

3.2. Research Methodology

Mixed approaches were used in this study. Frankel and Wallen (2004) argued that, described a mixed approach study as one containing both a qualitative and quantitative portion. Teachers' Continuous Professional Development program activities have been run by different stakeholders (teachers, school principals, supervisors' and Woreda CPD focal persons). So, the researcher involved these stakeholders in the study. For this reason, he became interested to use mixed approach of study to compare results from quantitative data collection with results from qualitative data collection for triangulation. That is, statistical data were supported by qualitative themes. This helps to understand more about the perception and practices in implementing CPD.

3.3. Sources of Data

In this study, both primary and secondary source of data were used. Some of data were gathered from teachers, principals, supervisor, & one education office CPD focal persons from each woreda. Some of data for the study were reports from schools, teachers portfolios, school monitoring and evaluation result. Schools CPD plan and the MOE National CPD framework were assessed.

3.4. Population, Sample Size and Sampling Techniques

In East Shoa Zone of Oromia National Regional State, there are about ten woredas and three city administrations. Among, twenty one secondary schools in East Shoa Zone, at least one and more than one secondary schools are found in each woreda.(Zonal)education office report (2016).

From these twenty one secondary schools, eight target schools have been identified for this study. These are Wonji-Gafarsa, Mojo,Doni Kombe,Merti, Boset, Melkasa, Oda-Bokota and Bora secondary schools.

The schools are located in different direction of the Zone. This makes the data more reliable.

The population of this study were teachers, school principals, woreda and Zonal education office CPD facilitators or focal persons. The population of target schools are described in the table below:

Table 1. Population, Sample Size and Sampling Techniques

No	Item of Sampled	Population	Samples		Sampling Techniques
			N	%	
1	Schools	21	8	38	Simple random
2	Teachers	340	170	50	Random Sampling
3	Principals	9	9	100	Purposive
4	School supervisors	5	5	100	purposive
5	Woreda CPD focal persons	4	4	100	Available

To select respondents from teachers for this study, random sampling method was used systematically. Gay (1987) stated: Random sampling is the best way to obtain a representative sample. Although no technique, not even random sampling, guarantees a representative sample, the probability of achieving one is higher for this procedure than for any other.(p,104)

As it is indicated in the table above, the total number of teachers and principals in the selected schools is **179**. From this number, **170**teachers were identified by random sampling that is **20** teachers from Melkasa, **28** teachers from Wonji-Gfarsa, **7** teachers

from Doni-Kombe, **12** teachers from Marti, **21** teachers from Mojo, **29** teachers from Oda-Bokota, **23** teachers from Boset and **12** teachers from Bora secondary schools respectively. This reveals that fifty percent of teachers from the total number in the target schools were involved in the study. Accordingly, the share for each school is also fifty percent.

The principals and supervisors in the target schools are leaders of the teachers' Continuous Professional Development program in schools. So, they were selected by purposive sampling. Creswell (2003) stated that, in purposive sampling technique, the researchers purposely choose subject, who, in their opinion, is relevant to the project and choose of respondents' is guided by the judgment of the investigator.

The all Woreda target schools and Woreda Education office CPD Focal persons were selected by convenience sampling which is because of availability. Convenience sampling is practice of selecting cases that are likely to be available for study (Isaac and Michael, 1997).

Generally, the total sample size for this study is one hundred eighty eight respondents.

3.5. Instruments and Procedures of Data Collection

For this study, it has been designed to use two data gathering tools. The first is questionnaire survey instrument which is used to gather data from teachers. Surveys were used to obtain data from individuals about themselves & the work of larger social institution i.e. school. The questionnaires prepared for teachers and principals consisting of both close and open ended question items. The questionnaires were self-administrated. According to Leary (1995), there are distinct advantages in using questionnaire vs. an interview: questionnaires are less expensive and easier to administer than personal interview.

The second instrument is interview, which is for supervisors and woreda education office CPD focal persons. For the interview, time was arranged. Since the selected interview type is semi structured, specified set of questions were developed. This helped to draw information from the respondents. Before the interview, necessary arrangements were also made with the interviewees. Fundamentally, the respondents were assured that their

responses were kept confidential. A professional and relaxed atmosphere were maintained in the interview. The responses were taken through hand written notes by the researcher himself. In addition, documents on Continuous Professional Development program were considered.

A pilot test was conducted in one preparatory school found in East Shoa Zone .That is Boset preparatory school which is located in Walanchity town. During the pilot study 12 teachers (10 male & 2 females) were participated.

The qualitative data and quantitative data were collected at the same time. The questionnaires were administrated by the researcher and two assistants. Before dispatching the questionnaire, an appropriate rapport was established with the school management to create conducive environment to get reliable data. Finally, the questionnaires were collected from the respondents by the researcher and the assistants.

3.6. Procedures of Data Analysis and Interpretation

The data that were collected from different sources were broken into segments or patterns and were analyzed & interpreted using quantitative (statistically) and qualitative (textual) research analysis. Statistical procedures were performed on quantitative data. The response given for open-ended question items and interviews were analyzed qualitatively.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the presentation, analysis and interpretation of data collected on the teachers Perception and practice on the implementation of continuous professional development and demographic information of the sample population involved in the study and the information gathered from them. Accordingly, the respondents' responses are discussed in terms of age, sex, educational qualification and work experience in the first part of the part. The second part deals with the results of the empirical data presentation, analysis and interpretation that were gathered through questionnaire, interview and document analysis from secondary schools teachers, school supervisors, school principals, and Woreda CPD focal persons.

4.1. Demographic Characteristics of Respondents

The aim of this study was to assess the perceptions, practice and related challenges encountered during implementation of continuous professional development in government secondary schools of East Shoa Zone, Oromia Region state. Questionnaire distributed to 170 teachers, 9 school principals, 5 supervisors and 4 woreda CPD focal persons. All the distributed questionnaire (188 copies) were appropriately filled in and returned, producing an overall 95% return rate. Apart from questionnaire three (3) cluster supervisor and four (4) woreda CPD focal persons were interviewed.

Table 2. Back Ground of Respondents

Items	Category	Respondents							
		Teachers no=170		School Principals no=9		Cluster Supervisors no=5		Woreda CPD focal persons no=4	
		No	%	No	%	No	%	No	%
Sex	Male	123	72.35	8	88.8	5	100	4	100
	Female	47	27.65	1	11.2	-	-	-	-
	Total	170	100	9	100	5	100	4	100
Age	20-24	37	23.125	-	-	-	-	-	-
	25-29	67	41.87	2	22.22	-	-	-	-
	30-34	45	28.13	5	55.55	2	40	-	-
	35-45	17	10.63	2	22.22	3	60	4	100
	>46	4	2.5	-	-	-	-	-	-
	Total	170	100	9	100	5	100	4	100
Service year	1-5	76	47.5	-	-	-	-	-	-
	6-10	42	26.25	2	22.22	1	20	2	22.2
	11-15	30	18.75	4	44.44	2	40	4	44.4
	16-20	8	5	1	11.1	1	20	2	22.2
	21-25	4	2.5	2	22.22	1	20	1	11.2
	Total	170	100	9	100	5	100		100
Education Level	1 st degree	163	95.6	6	66.66	2	40	4	100
	MA/MSc	7	4.4	3	33.33	3	60	-	-
	Total	160	100	9	100	5	100	4	100
Position	beginner	26	16.25	4	44.444	2	40	-	-
	Junior	35	21.875	4	44.444	1	20	-	-
	Teachers	32	20	-	-	-	-	-	-
	Senior	31	19.375	-	-	-	-	-	-
	Ass. lead	19	11.875	1	11.112	2	40	-	-
	Lead	17	10.625	-	-	-	-	-	-
	Total	170	100	9	100	5	100	4	100

As presented in Table 2, item 1, 123(74%) and 847(26 %) of teacher respondents were males and females respectively. Among school-principals, eight(88.8%) of them were males and one (11.2%) of them were females. Accordingly, all(100%) cluster supervisor, and four (100%) CPD focal persons were male. This implies that the leadership positions of secondary schools, at Zone and supervisory positions were

dominated by males. From this, one can realize that the numbers of females in the teaching profession are much lower than males in the sampled schools. All the interviewee respondents were also males.

As item 2 of the above table shows, 37(23.125%) of the teacher respondents were found to be in the ranges of 20-24 years, 67(41.87 %) and 45(28.13 %) of the teacher's ages were 25-29 and 30-34 years respectively. Whereas, 17(10.63 %) and 4(2.5 %) of teacher respondents were ages 35-39 and above 40 respectively. Regarding the ages of school-based supervisors, two (22.22 %) of them were in the ranges of 25-29, four (44.44%) of them were found in the ranges of 30-34 years, as well as two (22.2 %) and one (11.1 %) of them fall into the ranges of 35-39 years and above 40 respectively.

From the implication age distribution of interviewed school principals respondents, two (50%) and two (50%) were found to be in the ranges of 6-10 and 11-15 years of experience respectively.

As illustrated in the above table of item 3, teachers' experience (service year) were as follows: 76(47.5%) of teachers were between the service year range of 1-5 years, 42(26 %) of them were between the experience range of 6-10 and 30(18.75%) of them were between the experience range of 11-15 years. As well as, the remaining respondents, 8(5%) and 4(2.5 %) of teacher respondents were between the range of 16-20 and 21-25 years of experience respectively. On the other hand, 30(83%) and 6(17%) school-based supervisors have more than 11-15 and 16-20 years of experience. This implies that the majority of teacher respondents have less than 6 years teaching which implies that they need more support than their senior teachers.

Regarding the service year of interviewees, 2(50%), 2(50%), one (11.1%) and two (22.2%) of the school principals respectively have served 1-5 years, 6-10 years, 11-15 years and ≥ 16 years of work experience respectively. Similarly two (22.2%), four (44.4%), two (33.3 %) and one (11.1%) cluster supervisor have 6-10 years, 11-15 years, 16-20 and 21-25 years of experience respectively.

Concerning the educational level of teachers and school based supervisors, the whole 160 (100%) of teachers and 36 (100%) of school-based supervisors had a first degree in

position teaching. From this fact, one may conclude that there is gap in level of education between the teacher and school-based supervisors requires post graduate degree for (Department head, unit leaders and vice principals) on the level of education

Similarly all school principals and Woreda supervisor are first degrees holder in teaching. From this it could be understood that school principals and Woreda supervisors are not qualified for their position concerning qualification (educational level) even with field study, because MoE (2002) regarding to secondary schools supervisors, principals, vice principals and Woreda supervisors required second degree holders as well as school based supervisors regarding their level of education.

Effective CPD implementation can result with better realization of its objectives. Therefore, it may be possible to say CPD implementation can help in the realization of its objectives. Of course; this depends up on the effort schools utilize on CPD implementation. The objectives are general and many specific activities should be accomplished to achieve them. In relation to this, respondents were asked to indicate their understanding of CPD implementation helped the realization of the above objectives. Accordingly, the responses given by the respondents summarized in the following table.

4.2. Perception of Teachers towards Importance of Continuing Professional Development

Effective CPD implementation can result with better realization of its objectives. Therefore, it may be possible to say CPD implementation can help in the realization of its objectives. Of course; this depends up on the effort schools utilize on CPD implementation. The objectives are general and many specific activities should be accomplished to achieve them. In relation to this, respondents were asked to indicate their understanding of CPD implementation helped the realization of the above objectives. Accordingly, the responses given by the respondents summarized in the following table.

Table 3 Perception of Respondents towards the Importance of Continuing Professional Development

No	Items	Teachers (N=170)		Principals (N=9)		Total (N=179)		ANOVA Computed F critical
		M	SD	M	SD	M	SD	
1	CPD enhance professional competence	3.58	.86	3.56	1.13	3.57	.879	920
2	I clearly know the impact of CPD	3.59	.92	3.42	1.05	3.50	.92	1.16
3	I have good understanding of significant of CPD	3.72	.88	3.56	1.13	3.64	.88	.59
4	CPD improving my classroom management	3.49	.96	3.57	.782	3.53	.87	.99
5	Improving skill of lesson preparation delivery	3.62	.93	3.44	.726	3.63	.83	0.39
6	cooperating with colleagues & forming partnerships with students' parents	3.39	.98	3.22	.833	3.35	.90	0.91
7	CPD improving classroom management using continuous assessment	3.62	.98	3.57	1.11	3.59	1.01	0.86
8	CPD improving my skill of curriculum development	3.52	.99	4.11	.92	3.81	.95	0.13
9	CPD improving my skill of curriculum development	3.60	.92	3.44	1.33	3.54	.99	0.90

NB: M= mean SD= Slander deviation * Significance level: Alpha =0.05 (two tailed) *F critical= 2.653
 1.00-1.79=Strongly disagree, 1.80-2.59 =Disagree 2.60-3.39=Undecided, 3.40-4.19=Agree, 4.20-5.00 = Strongly agree

As indicated in table (3) item (1), the teacher requested the respondents that how much that they understand that CPD enhance their professional competence in their schools. Teachers and Principals were requested to give their perspectives on teachers' that to what level that they understand CPD enhances professional competence. Accordingly, response from teachers, principals, cluster supervisors and CPD focal persons with (\bar{x} =3.58, SD=0.86) and (\bar{x} =3.56, SD=1.13) mean scores respectively indicated that, they are strongly understand that CPD enhance professional competence. This implies all the respondents strongly agreed that CPD enhance the professional competency of teachers. Therefore,

from the results of the mean score(3.57) and the data obtained from the interview, it can be implied that all the respondents strongly agreed that CPD enhance the professional competency of teachers. More over the grand mean is 3.57 which show also the teachers understand highly that CPD enhances the professional competence as they uses it in the teaching learning processes.

As it is indicated by item (3), table (2), respondents were asked whether or not clearly know the impact of CPD with (\bar{X} =3.59, SD=0.92) and (\bar{X} =4.11, SD=1.054) respectively agreed that they know the impact CPD on teaching- learning and their professional development. The overall $\bar{\bar{X}}$ = 3.50 indicated the agreement on the point.

This implies that the majority of respondents agreed with the majority of the teachers have good understanding of significant of CPD.

In the above table (3) item (3), respondents were asked whether or not school or cluster teachers have good understanding of significant of CPD with (\bar{X} =3.72, SD=0.885) and (\bar{X} =3.56, SD=1.130) respectively agreed that their school or cluster teachers have good understanding of significant of CPD. The overall $\bar{\bar{X}}$ = 3.64 indicated the agreement on the point. This implies that the majority of respondents agreed with the issue.

As presented in Table (3) of item (4), teachers and school principals were asked whether or not the contribution of CPD in improving their classroom management with (\bar{X} =3.49, SD=0.962) and (\bar{X} =3.89, SD=0.782) respectively agreed on the point. Therefore, based on the overall mean $\bar{\bar{X}}$ =3.51 indicated that CPD have strong contribution in improving their classroom management. This implies that the majority of respondents agreed with the issue that CPD have strong contribution in improving their classroom management.

As Table (3), item (5) indicates, respondents were asked to rate their perception levels on the CPD contribute in improving teacher's skill of lesson delivery, recorded and report of student result. Consequently, teachers, school principals, supervisors and CPD focal persons with the (\bar{X} =3.62, SD=0.93) and (\bar{X} =3.44, SD=0.72) about the issue that on their perception levels on the CPD contribute in improving teacher's skill of lesson

delivery, recorded and report of student result in their school . The overall mean $\bar{X}=3.53$ shows the strong agreement of the majority of respondents with the issue. Thus, it can be concluded that, teachers have strong perception levels on the CPD contribute in improving teacher's skill of lesson delivery, recorded and report of student result in their school.

As it can be observed from Table (3) item (6), respondents were asked to rate their perception levels of CPD contribute in cooperating with colleagues & forming partnerships with students' parents with the ($\bar{X}=3.39$, $SD=0.98$) and ($\bar{X}=3.22$, $SD=0.833$) were sure about the issue that the schools organizes teachers to conduct peer observation. The overall mean $\bar{X}= 3.35$ shows the strong perception of the majority of respondents with the issue. This implies that the majority of respondents agreed with the issue that CPD have strong contribution in cooperating with colleagues & forming partnerships with students' parents.

With regard to item (7) of table (3), question raised for respondents to rate their perception on CPD in improving their using continuous assessment with the ($\bar{X}=3.62$, $SD=0.98$) and ($\bar{X}=3.67$, $SD=1.11$) were certainly sure about the issue improving their using continuous assessment. The overall Mean $\bar{X}= 3.59$ shows the medium perception of the majority of respondents with the issue. Therefore it can be conclude that the opportunity for improving their using continuous assessment in their school is satisfactory.

In Table (3) item (8), respondents were asked to rate their level of perception regarding the contribution of CPD in improving their skill of curriculum and other program. Thus; teachers, principals, supervisors, and CPD focal persons with a mean score ($\bar{X}=3.5$, $SD=0.99$) and ($\bar{X}=4.11$, $SD=0.92$) of reported that they were satisfied.

The overall mean $\bar{X}=3.82$ shows the agreement of the majority of respondents with the issue. Therefore it can be concluded that medium perception of the majority of respondents on the contribution of CPD in improving their skill of curriculum and other program. However, as it can be observed from the overall mean $\bar{X}=3.82$, result shows

that the contribution of CPD in improving teacher's skill of curriculum and other programs were effective.

In table (3) item 9, respondents were requested to rate their level of perception regarding teachers have the knowledge of the implication of CPD to quality education with (\bar{X} =3.60, SD=0.88) and (\bar{X} =3.44, SD=1.33) respectively. The overall, \bar{X} =3.54 Shows the agreement of the total respondents with the point. Based on the overall score value, teachers have the knowledge of the implication of CPD to quality education.

Furthermore, interview was held with supervisors and Woreda education officers on this issue. According to one of the principals, "Teachers have good understanding of CPD and this helped the realization of its objectives. He also added that the extent to which teachers put their understanding of CPD helped in the realization of its objectives was still at medium level and need to work hard for better achievement". Another principal said that "schools teachers have been started to give emphasis for CPD and this supported the realization of its objectives."

One of the supervisors responded that "much has been done for teachers understanding of CPD and this helped in the realization of its objectives even though it didn't succeed as much as expected. But, the officer argued that the schools should encourage all stakeholders to contribute their idea, experiences and best efforts for successful implementation of CPD, but the main problem was on the school leadership and school CPD coordinator in playing their important role." Besides, woreda education officer also responded that "there was no hesitation that understanding CPD helped in the realization of its objectives. The main point was how much all the concerned bodies and stakeholders contributed for the implementation of CPD as much as required."

Generally, from the themes of responses of the interviewees it may possibly imply that the CPD implementation helped in the realization of its objectives.

4.3. Conditions to Continuing Professional Development Implementation

Different conditions should be put in place to implement CPD. John (2001) described that, these conditions are expected to be put in place at various levels: at national, regional,

zone, district, school and class room. In this regard, the researcher focused on investigating how much the CPD put in to practice at school level. To this end, responses of respondent teacher’s principals, supervisors and CPD focal persons on this issue were computed in the following Table.

Table 4 Respondent views on the Implementations of Continuing Professional Development

No	Items	Teachers (N=170)		Principals (N=9)		Total (N=179)		ANOVA Computed F critical
		M	SD	M	SD	M	SD	
1	I am convinced and engaged in my CPD through my career	2.29	1.16	2.44	1.13	2.36	1.18	0.40
2	I have identified my personal CPD needs in line with my school’ CPD plan	2.69	2.50	2.67	1.22	2.68	2.40	0.87
3	I identified personal CPD needs in collaboration with mentors/supervisor’s	1.92	.957	2.33	1.12	2.12	.95	0.63
4	collaboratively with my colleagues to improve learning and teaching	1.75	.85	1.78	.66	1.76	.84	0.74
5	I am sharing experience with other school teachers	1.81	.78	1.89	.60	1.85	.77	0.86
6	I am putting CPD in to practice in the class room.	2.26	1.07	2.00	1.00	2.13	1.05	0.46
7	I am committed in supporting the CPD needs of my school	1.69	.68	2.22	.83	1.95	.70	0.14
8	Maintaining a professional portfolio and recording all CPD activities,	1.69	.78	1.89	.78	1.79	.77	0.37

NB: M= mean SD= Slandered deviation * Significance level: Alpha =0.05 (two tailed) *F_{critical}= 2.6531.00-1.79=Very low, 1.80-2.59 =Low, 2.60-3.39. = Medium, 3.40-4.19 = High, 4.20-5.00 = Very high

As it can be seen from the above table (4) item (1), teachers and principals were asked whether or not Convinced and engaged in CPD through career with ($\bar{X}=2.29$, $SD=1.165$) and ($\bar{X}=2.44$, $SD=1.13$) respectively have been low engagement in their CPD through their career. The over all $\bar{X}= 2.36$ shows that, teachers and principals have been low engagement in CPD through their career in selected secondary schools.

The interview was held with supervisors and Woreda education officers on this issue. According to one of the principals, teachers and principals have been low engagement in CPD through their career in selected secondary schools.

As it can be observed from Table (4) item (2), respondents were asked to rate their agreement levels weather they have identified personal CPD needs in line with school' CPD plan with ($\bar{X}=2.69$, $SD=2.505$) and ($\bar{X}=2.67$, $SD=1.225$) respectively were not sure about the issue that identified personal CPD needs in line with school' CPD plan. The overall mean $\bar{X}= 2.68$ shows the uncertainty of the majority of respondents with the issue. Therefore, it can be concluded that personal CPD needs in line with school' CPD plan were unsatisfactory in the study areas.

As it can be observed from Table (4) item (3), respondents were asked to rate their agreement levels weather they identified personal CPD needs in collaboration with mentors/supervisor's/senior colleagues with the ($\bar{X}=1.92$, $SD=0.957$) and ($\bar{X}=2.33$, $SD=1.118$) were not sure about the issue that they identified personal CPD needs in collaboration with mentors/supervisor's/senior colleagues. The overall mean $\bar{X}= 2.12$ shows the uncertainty of the majority of respondents with the issue.

Therefore, it can be concluded that personal CPD needs in collaboration with mentors /supervisor's/senior colleagues were unsatisfactory in the study areas. The significance value (p-value) is 0.633 is greater than 0.05 shows there is no significant difference between the opinions of the four groups regarding the schools organizes teachers to conduct peer collaboration with others.

As indicated in item (4) of the above table (4), teachers and principals were asked whether or not work collaboratively to improve learning and teaching with the ($\bar{X}=1.75$,

SD=0.85) and (\bar{X} =1.78, SD=0.66) were not sure about the issue. The overall mean \bar{X} =1.76 shows the uncertainty of the majority of respondents with the issue. Therefore, it can be concluded that usually work collaboratively to improve learning and teaching was very low. The significance value (p-value) is 0.74 is greater than 0.05 shows there is no significant difference between the opinions of the teachers and principals was unsatisfactory.

According to the views of respondents for the above table (4), item (5) teachers and principals were labeled under moderate performance, with the mean value of the (\bar{X} =1.81, SD=0.78) and (\bar{X} =1.89, SD=0.60) were not sure a sharing experience with other school teachers about the issue that the opportunity for experienced and competent teachers to practice evaluate the existing teaching texts for further improvement. The overall Mean \bar{X} =1.85 shows the uncertainty of the majority of respondents with the issue. Therefore it can be conclude that the opportunity for experienced and competent teachers to practice encouraging to evaluate the teaching texts were unsatisfactory in their school. The significance value (p-value, 0.86) is greater than 0.05 shows there is no significance difference between the opinions of the four groups regarding in sharing experience with other school teachers.

From the data in table (4) of item (6) above, teacher, principals, supervisor and CPD focal person reported with the mean value (\bar{X} =2.26, SD=1.06), (\bar{X} = 2.00, SD=1.00) and respectively dissatisfied with a putting CPD in to practice in the classroom while the teacher are presenting their lesson. The overall 2.13 indicated low putting CPD in to practice in the classroom.

As it can be observed from the above table for item (7), teachers themselves, school principals, cluster supervisors and woreda CPD focal persons were asked whether or not the teachers committed in supporting the CPD needs of their school with the (\bar{X} =1.69, SD=0.68) and (\bar{X} =22.2, SD=0.83) indicate that teachers are not committed in supporting the CPD needs of their school in CPD implementation. The overall mean \bar{X} = 1.95 shows the disagreement of the majority of respondents with the issue.

Therefore it can be concluded that the teachers are not committed in supporting the CPD needs of their school in CPD implementation in the study area. The result shows that teachers committed in supporting the CPD needs of their school in CPD implementation is low.

As depicted in Table (4) item (8), teachers and school principals were asked whether teachers maintain a professional portfolio and recording all their CPD activity ($\bar{X}=1.69$, $SD=0.79$), ($\bar{X}=1.89$, $SD=0.78$) ($\bar{X}=2.00$, $SD=0.70$) and ($\bar{X}=2.25$, $SD=0.50$) disagreed on the point. Overall $\bar{X}=1.72$ shows that, the disagreement of the total respondents with the point. As can be seen from the overall mean, one can say that teachers did low maintain a professional portfolio and recording their CPD activity.

In the same way the data gathered from the interviewees of school supervisors confirmed the above idea. As one of the participant school supervisor said;

“Same teachers showed their resistance against the CPD activities.
They missed their regular teaching classes during CPD reflection.
Because they suspect CPD as they find out poor performance of teachers.”

Another cluster resource (supervisors) responded that “school teachers and leadership were not committed for CPD implementation and this delayed the realization of its objectives. So, it didn't succeed as much as expected. And, the supervisor argued that the schools should encourage all stakeholders to contribute their idea, experiences and best efforts for successful implementation of CPD.” In this regard, another cluster resource (supervisor) explained that “CPD implementation couldn't be achieved in the realization of its objectives, the main problem was on the school leadership and CPD focal persons in playing their important role.” Besides, Woreda education officer also responded that “there was no hesitation that CPD implementation was little in the realization of its objectives. The main point was how much all the concerned bodies and stakeholders contributed for the implementation of CPD as much as required.”

Thus, from the above analysis, it can be concluded that negative perception of teachers towards implementation of CPD is observed in secondary schools of East Shoa Zone.

Table 5. Respondent views on school provision for the Implementations of Continuing Professional Development

No	Items	Teachers (N=170)		Principals (N=9)		Total (N=179)		ANOVA Computed F critical
		M	SD	M	SD	M	SD	
1	Necessary material supply (module, guideline, budget...)	2.08	1.17	2.00	.70	2.04	.93	0.95
2	Mentoring activity	1.88	.85	2.11	1.05	1.99	.85	0.67
3	Supervisory activity	1.35	.51	2.11	.92	1.73	.58	0.00

NB: M= mean SD= Slandered deviation=sum * Significance level: Alpha =0.05 (two tailed) *F critical= 2.653
 1.00-1.79=very low, 1.80-2.59 =low, 2.60-3.39. = medium, 3.40-4.19 = high, 4.20-5.00 = very high

From the teachers' and school principals responses depicted in Table (5) of item (1), Schools & others supply Necessary material supply (module, guideline, budget...) to support CPD implementation in schools with (\bar{X} =2.08, SD=1.17) and (\bar{X} =2.00, SD=0.70) respectively agreed that schools were provided low Necessary material supply (module, guideline, budget...) to support CPD implementation in school level. The overall \bar{X} =2.04 shows that schools were provided low Necessary materials to support the CPD implementation in schools. The p-value also indicates that there is no significant difference between the four groups (0.95 > 0.05).

Therefore, based on the majority of respondents, the researcher found out that schools were provided insufficient Necessary materials and low budget to support the CPD implementation in school.

As it is indicated by item (2), table (5), respondents were also asked whether or not mentoring activities were practiced by experienced teachers and CPD focal persons in the selected schools of East Shoa Zonewith (\bar{X} =1.88) SD=1.88) and (\bar{X} =2.11, SD=1.05)

respectively are not sure that mentoring activities were practiced by experienced teachers and CPD focal persons in the selected schools of East Shoa Zone.

As it can be seen from the above Table (5) item (3), teachers' and school principals were asked whether or not the schools have Supervisory activities to support CPD implementation in schools with ($\bar{X}=1.35$, $SD=0.51$) and ($\bar{X}=2.11$, $SD=0.92$), respectively were not sure that schools have Supervisory activities to support CPD implementation in schools.

The over all $\bar{X}=1.73$ shows that, the schools have very low Supervisory activities to support CPD implementation in schools. The significance level ($P=0.41$) is greater than 0.05, this indicates that there is no significant difference between the opinions of teacher, principals, supervisor and CPD focal person.

Furthermore, one of the interviewed principals said that "schools have limited resources and capacity. So, it is difficult for schools to put the necessary supportive conditions to implement CPD and this pull back CPD implementation." Another principal replied that "support from Woreda education office for implementation of CPD was very low. Particularly, the two school principals said that the issue of CPD was left only for schools and the expertise from Woreda education office come to school only for evaluation."

But, two of the cluster supervisors replied that "schools have shortage of capacity in mobilizing the resource but not inadequacy of resources to allocate for CPD implementation." The Woreda education officer answered that "schools and cluster supervisors haven't put the desired supportive conditions in place may be due to lack of capacity or attention for CPD implementation. One of Woreda education officer responded that "the support given from education office was not ample, because the experts mostly restricted to official activities rather than support for schools. Of course, I trust this situation should be changed. "Moreover, from the responses of the interviewees it may possible to say that the supportive conditions hadn't adequately put in place at school level for CPD implementation.

4.4. Factors of School Culture Influencing Continuing Professional Development Implementation

As Patterson, Purkey, and Parrer (1986) state, “culture can be beneficial, or counter-productive and an obstacle to educational success; culture can also be oppressive and discriminatory for various sub groups within the school.” In relation to this, respondents were asked to give their views on whether the factors of school culture have influenced implementation of CPD or not. The responses were computed by using M=mean and SD=standard deviation presented below in table 6;

Table 6. Views of perception on the challenges of continuing professional development implementation related to teachers

No	Items	Teachers (N=170)		Principals (N=9)		Total (N=179)		ANOVA Computed F critical
		M	SD	M	SD	M	SD	
1	High turnover of CPD facilitators, time constraint	3.47	1.12	3.89	0.78	3.68	1.10	0.68
2	Lack of interest to participate in the program as a result of individual difference	3.56	1.020	3.44	1.13	3.50	1.00	0.83
3	Lack of coordination among teachers	3.31	1.045	3.56	.882	3.43	1.03	0.81
4	Teachers prioritize their personal affairs	3.58	1.07	3.11	.78	3.34	1.06	0.27
5	Lack of willingness among teachers	3.61	1.01	3.44	1.13	3.52	1.00	0.51
6	Lack of culture of learning from each other's	3.72	.91	3.67	.86	3.69	.91	0.36

NB: M= mean SD= Standard deviation * Significance level: Alpha =0.05 (two tailed) *F critical= 2.653

1.00-1.79=Strongly disagree, 1.80-2.59 =Disagree 2.60-3.39=Undecided, 3.40-4.19=Agree, 4.20-5.00 = Strongly agree

As depicted in item (1) of Table (6), respondents were asked whether their high turnover of CPD facilitators, time constraint on teacher or not with (\bar{X} =3.47, SD=1.12) and (\bar{X} =3.89,

SD=0.72) were respectively agree. The overall, $\bar{X} = 3.68$ shows the agreement of the total respondents with the point.

Therefore, based on the overall score value, high turnover of CPD facilitators & time constraint or inappropriate time allocation for CPD activities in school were challenges CPD implementation in school.

In Table (6) item (2), respondents were requested to rate their level of agreements of teachers and school principals regarding Lack of interest to participate in the program as a result of individual difference with ($\bar{X}=3.56$, SD=1.10) and ($\bar{X}=3.44$, SD= 1.02) respectively. The overall, $\bar{X} = 3.50$ Shows the agreement of the total respondents with the point.

Based on the overall score value, most of the teachers have Lack of interest to participate in the program as a result of individual difference. So, relevant CPD policy have been provided for teachers to undertake their responsibilities in proper way.

Concerning the coordination of teachers towards the activities of CPD implementation, on item (3) of Table (6), teachers and supervisors revealed that, respondents were asked their opinion on teachers were care the implementation of CPD activities with ($\bar{X}= 3.43$, SD=1.04) and ($\bar{X}=3.56$, SD= 0.88) respectively. The overall $\bar{X} = 3.31$ SD=1.03, Shows the disagreement of the total respondents with the point. Based on the overall score value teachers, principals, were against coordination on the implementation of CPD activities. The significance level ($p=0.81$) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and principals.

In the same table (6) of item (4) question was raised to the respondents to rate about the teachers prioritize their personal affairs in times of CPD implementation properly in the school with ($\bar{X}=3.31$, SD=1.04) and ($\bar{X}=3.56$, SD=0.88) respectively. The overall $\bar{X} = 3.34$ show the disagreement of the total respondents with the point.

Therefore, based on the overall score value teachers are undecided to prioritize their personal affairs in times of CPD implementation properly.

Concerning lack of sufficient time and willingness among teachers towards CPD implementation on item (5) of table a (6), teachers and school principals were asked their opinion with ($\bar{X}= 3.61$, $SD=1.01$) and ($\bar{X}=3.44$, $SD= 1.13$) respectively were agreed on the point. The overall $\bar{X} =3.52$ shows the agreement of the total respondents with the point. Based on the overall score value teachers and school principals were agreed Concerning lack of sufficient time and willingness among teachers towards CPD implementation. The significance level ($p=0.051$) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers, school and principals.

As in table (6) item (6) indicated, respondents were asked to rate their level of agreements concerning the Unchanged time (60h) from year to year and no benefits for teachers for CPD program in the school with ($\bar{X}= 3.72$, $SD=0.91$) and ($\bar{X}= 3.67$, $SD=0.86$) respectively agreed on the point. The total mean, $\bar{X} =3.69$ Shows the agreement of the total respondents with the idea. Therefore, based on the total mean score value that Unchanged time (60h) from year to year and no benefits for teachers for the program was affected the proper CPD implementation in the school.

In the same way the data gathered from the interviewee school supervisors confirmed the above idea. As one of the participant school principals said;

“Same teachers have lack of interest to participate in the program as a result of individual difference, coordinating among teachers and willingness among teachers. They missed to prioritize their personal affairs and culture of learning from each other.” Thus, from the above analysis, it can be concluded that CPD implementation is challenged in secondary schools of East Shoa Zone.

Table 7. Respondent Views on the Challenges against Continuing Professional Development Implementation Schools

No	Items	Teachers (N=170)		Principals (N=9)		Total (N=179)		ANOVA Computed F critical
		M	SD	M	SD	M	SD	
1	Sufficient training material and well trained professional	3.49	.944	3.33	.86	3.41	.94	0.44
2	Lack of budget or no budget for training teachers	3.46	1.01	3.45	.70	3.45	1.00	0.66
3	Overcrowded scheduled school program	3.42	.88	3.38	.66	3.4	.89	0.30
4	Lack of school culture CPD	3.31	.88	3.48	.66	3.39	.89	0.08

NB: M= mean SD= Standard deviation * Significance level: Alpha =0.05 (two tailed) *F critical= 2.653

1.00-1.79=strongly disagree, 1.80-2.59 =disagree 2.60-3.39=undecided, 3.40-4.19=agree, 4.20-5.00 = strongly agree

In table (7) item (1), respondents were asked whether or not the school has lack of sufficient training material and well trained professional in school level. Hence, according respondents, schools' were rated as having moderate performance in arranging training programs for teachers which might unconstructively contribute to teacher professional development, with the mean value of (\bar{X} =3.49, SD=0.96) and (\bar{X} =3.33, SD=0.86) respectively were not sure about the issue that the school organizes sufficient training material and well trained professional in school level. The overall mean \bar{X} =3.41 shows the uncertainty of the majority of respondents with the issue. Therefore, it can be concluded that the schools organize training at school level to conduct professional development were unsatisfactory in the study areas.

As in table (7) item (2), indicated, respondents were asked to rate their level of agreements concerning the insufficient allocated budget for teachers training on CPD program in the school with (\bar{X} =3.46, SD=0.94) and (\bar{X} =3.45, SD=0.86) respectively and agreed on the issue. The total mean, \bar{X} =3.45 Shows the agreement of the total respondents with the idea. Therefore, based on the total mean score value that sufficient budget has not been allocated for teachers training on CPD activities in the school.

In the same table (7) of item (3), respondents were asked to check there were Overcrowded scheduled school program in their school with (\bar{X} =3.42, SD=0.89) and (\bar{X} =3.13 SD=0.89)

respectively sure about the issue. The overall mean $\bar{X} = 3.40$ Shows, the agreement of the total respondents with the idea.

Therefore, based on the overall mean score value the respondents were agreed that there were Overcrowded scheduled school program in their school. The significance level ($P=0.13$) is greater than 0.05, this indicates that there is no significant difference between the agreement of teachers, and school principals.

According to the views of teacher respondents for item (4), of table (7) teachers and school principals and were labeled under moderate performance in lack of encouraging teachers to evaluate CPD program for further improvement, with the mean value ($\bar{X}=3.31$, $SD=0.88$) and ($\bar{X}=3.48$, $SD=0.66$) respectively were sure about the issue that lack of the opportunity for experienced and competent teachers to practice & evaluate the CPD program for further improvement in their school. The overall Mean $\bar{X} = 3.39$ shows the agreement of the majority of respondents with the issue. Therefore, it can be concluding that absence the opportunity for experienced and competent teachers to practice encouraging to evaluate the teaching texts was satisfactory in their school. The significance value (p-value, 0.30) is greater than 0.05 shows there is no significance difference between the opinions of the four groups regarding in encouraging teachers to practice & evaluate the CPD program for further improvement in their school.

Similarly, during interview session, all Woerda CPD focal persons revealed that the absence of a specific budget for school CPD and support is critical problem that negatively affects CPD implementation. Lack of enough budget results the incapability to run CPD activities effectively such as in-service training programs for teachers and visiting other schools for experience sharing (Merga Feyisa, 2007). From the result finding, it is possible to say that resources such as lack of adequate allocated budget adversely influence the proper implementation of school-based CPD in secondary schools of the study area.

Table 8. Respondent Views on the Challenges of Continuing Professional Development Implementation Related to School Leaders.

No	Items	Teachers (N=170)		Principals (N=9)		Total (N=179)		ANOVA Computed
		M	SD	M	SD	M	SD	
1	Not yet well coordinate the program in school.	3.52	.86	3.22	1.09	3.37	.88	0.08
2	Not participate in planning, implementation, mentoring and evaluation in CPD	3.58	.89	3.56	.72	3.57	.89	0.12
3	No regularly for teachers to participate in program and no direction	3.46	.72	3.42	1.00	3.44	.76	0.17

NB: M= mean SD= Slandered deviation * Significance level: Alpha =0.05 (two tailed) * $F_{critical}$ = 2.653

1.00-1.79=strongly disagree, 1.80-2.59 =disagree 2.60-3.39=undecided, 3.40-4.19=agree, 4.20-5.00 = strongly agree

As it is observed in the same table (8), item (1), teacher respondents were asked on the lack of effort made by school principals in coordinating regular programs with the school community to evaluate the CPD practice and outcomes. Hence, respondents with the mean value (\bar{X} =3.52,SD=0.86) and (\bar{X} =3.22, SD=1.09) respectively agreed that school principals not yet coordinating regular programs with the school community to evaluate the CPD practice and outcomes. The overall $\bar{\bar{X}} = 3.37$ indicated the agreement on the point. This implies that the majority of respondents agreed with the issue.

As it is observed in the same table (8), item (2), respondents were asked on the effort made by school principals in participate in planning, implementation, mentoring and evaluation in CPD program in school. Hence, respondents with the mean value ($\bar{X} = 3.58, SD = 0.89$) and ($\bar{X} = 3.56, SD = 1.72$) respectively agreed that principals did not made the effort of participate in planning, implementation, mentoring and evaluation in CPD program in school. The overall $\bar{\bar{X}} = 3.57$ indicated the agreement on the point. This implies that the majority of respondents agreed with the issue.

In the last item (3) of the above table (8), all teachers, school principals, and school based supervisor's respondents were requested to give their opinion concerning the competence of school principals in are not providing adequate professional assistance for teachers to participate in CPD program. As a result, respondents with a mean ($\bar{X}=3.46$, $SD=0.88$) and ($\bar{X}=3.42$, $SD=0.66$) respectively agreed on the point. Therefore, based on the overall mean $\bar{X}=3.44$ it can be deduced that principals did not follow up the program attentively from the beginning up to the end of the year to provide sufficient professional assistance for teachers. This indicates that practices of principals in this respect was ineffective (low performance).

Similarly, during interview session, one of the supervisors revealed that there was no relevant CPD policy and strategy which can be used as guideline school based CPD facilitators. Insufficient budget for school CPD program and support is critical problem that negatively affects the implementation of CPD in school. Lack of enough budget results the incapability to run CPD activities effectively such as in-service training programs for teachers and visiting other schools for experience sharing. Another supervisor's also the added lack proper training, shared experienced and budget allocation and lack of commitment of school leaders accordingly. In addition, the researchers' personal observation of sample CRC schools and discussion with Woreda officers witness that there is limited support and follow up from Woreda zonal and Regional education Brue, the trainings given are not consistent and need based, the CRCs are with no resources to support other schools and even the CRC are with no function except their names.

Moreover, the three Woreda officers or CPD focal person stated the following as the major challenges:

“Absence of ownership of the programme at the different levels (MoE, REBs, and WEOs), lack of consistent support from REBs, absence of linkage between CPD practice and teachers' career structure, lack of any incentive mechanism, lack of commitment of principals and supervisors to do their own CPD, unwillingness of some of the school principals to allocate budget for training”, were delayed CPD in schools.

From the above discussions, we can understand that there are challenges that affect the implementation of CPD at all levels.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This part of the study deals with the summary of the main findings, general conclusion drawn on the bases of the findings and recommendations which were understood to be useful to enhance the practices of continuous professional development in the government secondary schools of East Shoa Zone.

5.1. Summary

- There were statistically no significant differences observed as the overall data analysis made on mean that teacher's supervisors and CPD focal persons indicated that teachers have Awareness of CPD enhance their professional competence. In addition to this, the interviewed principals, Woreda and zone education officers also confirmed that teacher's awareness of the importance of CPD could become true through implementation of CPD. Generally, the finding of the study showed that teachers understanding of importance of CPD was high with unusual CPD implementation.
- The result of the study, the overall mean value of the questionnaire stated that; CPD activities options in the sample schools were not practiced properly in line with National CPD Framework and each teacher's interest. The school principals and supervisors were identified as low performers of CPD activities in practice and providing the professional assistance for teachers through organizing, training programs at school level; conducting regular meetings with teachers to identify teaching learning problems and then finding solutions to these deficiencies. Moreover interviewed principals, supervisors and Woreda education officers also recognized that low commitment of teachers and school leaders, rarer collaboration with in and extra school and absence of teachers obligation on implementation of CPD were at low level.
- The result of the study revealed that supportive conditions such as:Necessary material supply (module, guideline, budget...)Mentoring andSupervisory activity

services were not adequately put in practice at school level and in Woreda education office to implement CPD in line with National CPD framework.

➤ Regarding the challenges encountered in implementing CPD, the finding of the study showed that the challenges are related to different stakeholders. However, the respondents had put the challenges as follows:

1. Absence of ownership of the program at the different levels (MoE, REBs, and WEOs), lack of consistent support from (MoE, REBs, and WEOs),
2. Absence of linkage between CPD practice and teachers' career structure,
3. Lack of any incentive mechanism,
4. Lack of commitment of teachers, principals and supervisors to do their own CPD and unwillingness of some of the school principals to allocate budget for training on the issue of CPD were obstacle for implementation of CPD in schools.

5.2. Conclusions

Based on the findings of the study the following conclusions were drawn:

- ❖ The findings of this study showed that teachers' understanding and awareness on importance of CPD was good. Majority of the teachers know their CPD and importance of the program. On the other hand, there was no independent responsible body for CPD at all levels and regular monitoring and evaluation. From these facts, we can say that teachers' understanding and awareness on importance of CPD program is good but, unusual and low implementation.
- ❖ The findings of this study revealed that the school teachers were ineffective in practicing or putting CPD activities into practice. Implementing various CPD activity options in the sample schools were not practiced properly in line with National CPD Framework and each teacher's interest. The school principals and supervisors also low performers of CPD activities into practice and providing the professional assistance for teachers. Furthermore, Woreda officer were not capable enough in assisting teachers to evaluate the existing teaching texts by associating with CPD for further improvement. So it can be concluded that, CPD implementation and performance in school level is insufficient.
- ❖ The findings of this study is confirmed by the responses obtained through questionnaires& interviews showed supportive conditions seemed to be under emphasized in East Shoa zone secondary schools, particularly from Woreda education office. Therefore, it is possible to conclude that facilitating supportive conditions at school level and assistance from Woreda education office were not adequate enough to implement CPD as expected.
- ❖ Finally, the results of the study indicated that implementing CPD is negatively affected by problems such as: absence of ownership of the program at the different levels (MoE, REBs, and WEOs), lack of consistent support from (MoE, REBs, and WEOs), absence of linkage between CPD practice and teachers' career structure, absence of any incentive mechanism, lack of commitment of teachers, principals and supervisors to do their own CPD, unwillingness of some of the school principals to allocate budget for training", and the heavy workloads hindered CPD implementation in schools..

5.3. Recommendations

- ❖ Schools with high experience of practice or implementation of CPD have better opportunities for success in the realization of its objectives. So, East Shoa zone & Woreda education offices and schools need to develop certain mechanisms to make the schools successful in this regard. Therefore, from research findings it can be recommended that:
 - a) Zone and Woreda education offices ought to be facilitators' and catalyst for effective CPD implementation by understanding and acting on their role.
 - b) Schools need to put students learning first and focus on teacher's academic and professional achievement by conducting school CPD strategies and putting in implementation.
 - c) Schools should emphasize on fostering good practices of leadership (transparency, participatory approach & accountability) of school management by participating the staff in every school CPD activities.
- ❖ In order to attain objectives of CPD in general and quality education in schools in particular, MoE and regional education bureaus should exert their effort in setting different training & preparing manuals which help the schools to develop CPD implementation. The MoE also has to give more emphasis to strategy of developing team work among teachers, and the entire school community which can result in better school culture in implementing CPD. However, this was not fully implemented by zone and Woreda education offices. Therefore, it would be better for the MoE and regional education bureau to assist zone and Woreda education offices to work on the strategies in developing fertile ground for better CPD implementation culture in schools such as: to work on structures and processes exist in schools to support shared leadership, facilitating staff's collective responsibility of teachers CPD practice and staff's focus on continuous professional development.
- ❖ Effective implementation of CPD required to have supportive conditions in practice; so that schools can handle up the challenges, adopt new ways of solving CPD problems and can provide support to all stakeholders. Knowing this fact, it would be

important for East Shoa zone secondary schools and Woreda education offices to put adequate supportive conditions in practice for effective implementation of CPD.

- a. Woreda education offices should focus on schools capacity building through continuous training and professional consultation.
- b. Schools should work to capacitate the staff, monitor the implementation of CPD on regular basis, facilitate best practice during the implementation and provide opportunities to staff for communicating through CPD coordinator of the school.
- c. Schools should give emphasis to allocate resources (money, equipment and materials) by discussing with school board and parent teachers association (PTA)

❖ The study indicated that most of the challenges in implementing CPD were related to: absence of ownership of the program at the different levels, lack of consistent support, absence of linkage between CPD practice and teachers' career structure, lack of any incentive mechanism, lack of commitment of teachers, principals and supervisors to do their own CPD, unwillingness of some of the school principals to allocate budget for training. Therefore, East Shoa zone and Woreda education offices should give more attention to change the attitude of teachers and the whole stakeholders to implement CPD effectively in secondary schools of East Shoa zone.

- a. To implement teachers' CPD as per MoE guideline, there should be ownership at the different level of the Education system
- b. The REB, Zonal and Woreda education office should build the capacity of CRCs and school leaders by assigning trained professional and let them plan activities related to teachers CPD.
- c. It is better if supervisors and principals should be models to their teachers so that it would be easy for them to monitor their teachers.

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DECLARATION

I, the signatory, declare that this thesis is my original work and it has not been presented for a degree in any other university, that all the sources of materials used for this thesis have been accordingly acknowledged.

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Signature: _____

ADDIS ABABA UNIVERSITY

**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES DEPARTMENT OF
EDUCATIONAL PLANNING AND MANAGEMENT**

Advisor: Temesgen Fereja (Ph.D)

Signature_____

APPENDICES

APPENDIX A

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

A Questionnaire to be filled by teachers, School directors, Supervisor, And Woreda education Bureau CPD Focal person.

Objective;

The purpose of this questionnaire is to collect data on perception in implementation of CPD program of Secondary School in East Shao Zone.

The study aims at exploring the Perception of teachers that encountered in the implementation of the program and to look for ways of improving it. Thus your genuine and timely responses are vital to determine the success and completion of this study. The information you provided will be kept confidential. Thank you for time and thought full responses for this study.

General Direction;

1. Do not write your name on any page
2. For those closed ended items/questions please mark on the appropriate space provided corresponding to your choice by putting '√'
3. For additional opinion or explanation for open ended questions write your opinion briefly on the space provides.

Part One: Personal information: Put (√) mark along your choice and write other information mark on the appropriate space provided.

School _____

1.2. Woreda _____

1.3. Zone _____

1.4. Sex _____ Male _____ Female _____

1.5. Age range:

20 and blow 21-25 26-35

36-45 46 and above

1.6. Educational level:

Diploma First degree Masters Others

Item II. Extent CPD Implementation

Consider the extent to which CPD program are implemented by you and scale the following point in which

5=Very high 4= high 3=Medium 2=Low 1=Very low

No	Statements	Rating scale				
		5	4	3	2	1
1	I am convinced and engaged in my CPD through my career					
2	I have identified my personal CPD needs in line with my school' CPD plan					
3	I have identified my personal CPD needs in collaboration with mentors/supervisor's/senior colleagues.					
4	I usually work collaboratively with my colleagues to improve learning and teaching					
5	I am sharing experience with other school teachers.					
6	I am putting CPD in to practice in the classroom					
7	I am committed in supporting the CPD needs of my school					
8	I am conducted my action research to solve learning and teaching problems' every year.					
9	I am maintaining a professional portfolio and recording all my CPD activity.					

Item III. Items related to the provision of CPD program

The following table contains on the support being given to facilitate CPD program. Please read the statement and decide your level of arrangement as each statement and mark '√' on the space provided.

5=Very high 4= high 3=Medium 2=Low 1=Very low

No	Statements	Rating scale				
		5	4	3	2	1
1	Necessary material supply (module, guideline, budget...)					
2	Mentoring activity					
3	Supervisory activity					

10. If any other

Item IV. Items Related to school challenges influenced implementation of CPD program.

Rate the challenges school encountered you during implementation of leading CPD in your school and rate the following point in which:

5= strongly agree 4=agree 3=undecided 2=disagree 1=strongly disagree

No	Influences related to teachers.	Rating scale				
		5	4	3	2	1
1	High turnover of CPD facilitators, time constraint on teacher					
2	Lack of interest to participate in the program as a result of individual difference in age, sex and other.					
3	Lack of coordination among teachers					
4	Teachers prioritize their personal affairs					
5	Lack of willingness among teachers and lack of sufficient time					
	Influences related institutional (school)					
6	Lack of sufficient training material and well trained professional in school					
7	Lack of budget or no budget for training teachers					
8	Overcrowded scheduled school program					
9	Lack of school culture CPD					
10	Unchanged time (60h) from year to year and no benefits for teachers					
	Influences related to school principal (leader)					
11	Not yet well coordinate the program in school.					
12	Not participate in planning, implementation, mentoring and evaluation in CPD program in school					
13	Not available in school regularly when teachers participate in program and teacher have no direction					

14. If any other

APPENDIX B
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview questions for supervisor and CPD focal persons

The main purpose of this interview is to collect relevant information to assess the practices and challenges of school based supervision in Government secondary schools of East Shoa Zone

The information you provide will have constrictive and paramount importance for the successful accomplishment of this study .So, you are kindly requested to give your genuine response.

Your response will be used only for academic purpose and the responses will be kept confidential.

Thanks you in advance for your cooperation!

Part I: General information and respondents' personal data

1. Woreda_____
2. Sex_____
3. Age_____
4. Educational Background_____
5. Qualification of subject: Major_____ Minor_____
6. Service year_____

Part II: Please, answer the questions brief related to the current practice of your Woreda

- 1) What is your opinion regarding to procedure of implementation of Continuous Professional Development (CPD) in line with national COD Formwork?
- 2) How often Continuous Professional Development (CPD) effectively Implemented by allteachers while teaching?
- 3) What is negative perception of teacher towards Continuous Professional Development (CPD)?
- 4) What are the major challenges your school,Woreda /Zone faced during the implementation of Continuous Professional Development (CPD)?