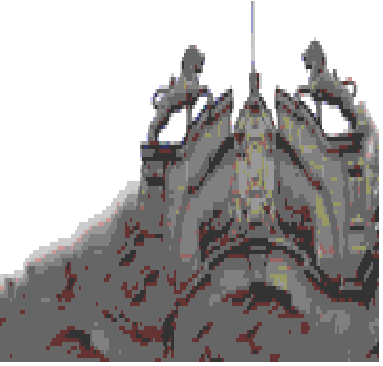
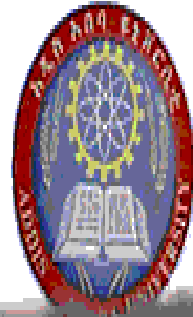


Addis Ababa

University

(Since 1950)



**ADDIS ABABA UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIOURAL SCIENCE**

**DEPARTMENT OF EDUCATIONAL LEADERSHIP AND  
MANAGEMENT**

**IMPLEMENTATION AND CHALLENGES OF CONTINUOUS PROFESSIONAL  
DEVELOPMENT IN ENEMOR ENER WOREDA GOVERNMENT SECONDARY  
SCHOOLS**

**BY: CHERU MELIS**

**ADVISOR: DR BEFIKADU ZELEKE**

**JULY, 2023**

**ADDIS ABABA UNIVERSITY**

**ETHIOPIA**

**IMPLEMENTATION AND CHALLENGES OF CONTINUOUS PROFESSIONAL  
DEVELOPMENT IN ENEMOR ENER WOREDA GOVERNMENT SECONDARY  
SCHOOLS**

**By**

**CHERU MELS**

**A Thesis Submitted to the School of Graduate Studies of Addis Ababa University  
In Partial Fulfillment of the Requirements for the Degree of Master of Arts  
In School Leadership and Management**

**JULY, 2023**

**ADDIS ABABA , ETHIOPIA**

**Addis Ababa University**

**College of Education and Behavioral Studies**

**Department of Educational Planning and Management**

This is to certify that the thesis prepared by Cheru Melese entitled ‘Implementation and Challenges of Continuous Professional Development in Gurage Zone Enemor- Ener Woreda Secondary Schools’ in partial fulfillment of the requirements for the degree of Master of Arts in School Leadership and Management complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

**Signed by the examining committee:**

**Name**

**Signature**

**Date**

**Chairperson**

**Cheru Melese**

\_\_\_\_\_

\_\_\_\_\_

**External Examiner**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Internal Examiner**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Advisor**

**Dr. Befekadu Zeleke**

\_\_\_\_\_

\_\_\_\_\_

**Addis Ababa University**

**College of Education and Behavioral Studies**

**Department of Educational Planning and Management**

This is to certify that the thesis prepared by Cheru Melese entitled ‘Implementation and Challenges of Continuous Professional Development in Gurage Zone Enemor- Ener Woreda Secondary Schools’ in partial fulfillment of the requirements for the degree of Master of Arts in School Leadership and Management complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

**Signed by the examining committee:**

**Name**

**Signature**

**Date**

**Chairperson**

**Cheru Melese**

\_\_\_\_\_

\_\_\_\_\_

**Advisor**

**Dr. Befekadu Zeleke**

\_\_\_\_\_

\_\_\_\_\_

## **ACKNOWLEDGMENTS**

Different individuals and organizations have cooperated and gave their assistance for the Successful completion of this thesis. First and foremost, I would like to express my sincere gratitude to my advisor, who kindly directed me on the right path in all steps of the thesis, through his constructive comments and suggestions.

I would like to express my deepest gratitude to Enemore Ener woreda education office that made to attend my master's degree program. Moreover, my deepest gratitude should have gone to my family for their moral and technical support.

I have to express my appreciation to my friends Nigusie Nesru, and Temesgene Erga for their constructive suggestions and valuable ideas from the beginning to the final touch of my study.

Last but not least, I would also like to express my heartfelt thanks for all respondents helped me to provide necessary information in the sampled secondary schools and Enemore Ener Woreda Education office staff members.

## Table of Contents

List of Tables .....	IV
Acronyms and Abbreviations.....	V
Abstract.....	VI
Chapter One 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 Limitations of the Study.....	7
1.7 Definitions of Key Terms.....	8
1.8 Organization of the Study .....	8
Chapter Two Literature Review.....	9
2.1 The Concept and Historical Development of CPD.....	9
2.2 The Significance of CPD .....	10
2.3 Objectives of Continuous Professional Developments.....	11
2.4 Models of Continuous Professional Development .....	12
2.5 Major components of Teachers CPD Activities .....	13
2.5.1 Action Research.....	13
2.5.2Coaching .....	14
2.5.3 Mentoring.....	14
2.5.4 Professional Development Portfolios (PDP) .....	14
2.5.5 Induction.....	15
2.6 Effectiveness of CPD .....	15
2.7 Model of CPD Cycle.....	16
2.8 Altitudes of teachers for continuous professional development program. ....	18
2.9 Responsible Stakeholders in Continuous Professional Development.....	19
2.9.1 Teachers.....	19
2.9.2. The Principals .....	20

2.9.3. Schools' CPD Facilitators and Supervisors .....	20
2.9.4. The Role of Education Offices at Different Levels .....	22
2.10 Challenges of CPD.....	23
2.10.1 Teachers' Associated Challenges .....	24
2.10.2 Leadership and Supervisory Associated Factors .....	25
2.10.3 The School System Associated Factors.....	27
2.11. Conceptual Frame Work .....	29
Summary.....	30
Chapter Three Research Design and Methodology .....	31
3.1The Research Design .....	31
3.2 Research Methodology .....	31
3.3 Source of Data .....	31
3.3.1 Primary Sources of Data .....	31
3.3.2Secondary Sources of Data .....	32
3.4 Population Sampling and Sampling Techniques .....	32
3.4.1 Population and sampling .....	32
3.5 Data Gathering Instruments .....	34
3.5.1Questionnaire .....	34
3.5.2 Interview .....	34
3.5.3 Document Analysis .....	34
3.6 Data Gathering Procedures .....	34
3.7 Method of Data Analysis. ....	35
3.7.1 Quantitative Data .....	35
3.7.2 Qualitative.....	35
3.8 Validity and Reliability of Data collection Instruments .....	35
3.9 Research Ethics.....	36
CHAPTER FOUR DATA ANALYSIS AND PRESENTATION .....	37
4.1 Background of the participants .....	37
4.2 The Implementation of CPD Practices .....	39
4.3 The Role of Stakeholders in the effective Implementation of CPD.....	47
4.4 The Attitudes of Teachers towards CPD Program.....	50
4.5 This section is devoted to the presentation of the major factor that hinders the effective implementation of CPD activities. ....	53

<b>4.6 Possible Solutions to Overcome the Challenges</b> .....	57
CHAPTER FIVE, SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .....	58
5.1 Summary of the Major Findings .....	58
5.2 Conclusions.....	62
5.3 Recommendations.....	63
References .....	i
APPEDIX A .....	v
APPENDIX- B.....	x
APPENDIX -C.....	xi

## **List of Tables**

	Page
Table 1: Population and Sample .....	33
Table 2: Characteristics of the Participants .....	38
Table 3: Extent to which Teachers' Implement CPD Activities.....	40
Table 4: Extents of Training Given to Practice CPD.....	45
Table 5: Responsible Stakeholders in Supporting the Implementation of CPD.....	47
Table 6: Teachers' Views towards the CPD program .....	50
Table 7: Major Challenges for the Implementation of CPD Program.....	53

## **Acronyms and Abbreviations**

AREB-	Amhara Region Education Bureau
CPD:	Continuous Professional Development
CRC:	Cluster Resources Center
EQUIP:	Education Quality Improvement Packages
ESDP:	Education Sector Development Program
ETP:	Education and Training policy
MoE:	Ministry of Education
NDT:	Newly Developed Teachers
NGO:	Non-Governmental Organization
PDP:	Professional Development Port polio
SNNPR:	South Nations Nationalities People Region
TDP:	Teacher Development Program
TESO:	Teacher Education System Over hall
TGE:	Transitional Government of Ethiopia
USAID:	United States Agency for International Development
WEO:	Woreda Education Office

## **Abstract**

*The purpose of this study was to assess the implementation of continuous professional development in Government secondary schools of Enemor EnerWoreda. The study employed descriptive survey design and method. A total of 104 respondents were including in the study. Data were collected through questionnaires, interviews and document review. The teacher, school leader and WEO expert participants were selected using simple random sampling technique, whereas CPD coordinator and cluster supervisors were selected by purposive sampling technique. Using SPSS version 20, quantitative data were analyzed using descriptive and inferential statistics while the qualitative data were analyzed using content analysis approach. The finding of the study revealed that 'the extent of participation in the implementation of continuous professional development in different secondary schools was not satisfactory. This was with the intent to assess the implementation of CPD program and recommend possible ways of alleviating the problems. To this end, basic questions addressing the issues related to CPD such as the CPD programs practice, contribution to CPD implementation, attitudes of teachers towards the CPD program and major challenges of secondary schools have encountered in implementing CPD program were raised. Thus, it was concluded that teachers', school leaders' and supervisors' participation in the implementation of continuous professional development was not satisfactory in this study. Finally, it was recommended that schools, cluster Woreda Education Office, Zone Education Department, Region Education Bureau, Ministry of Education and NGOs should support the teachers at the grass root level to implement continuous professional development implementation successfully in their school.*

**Keywords,** *Continuous professional development, monitoring, coaching, induction*

## **Chapter One Introduction**

This study focused on the practices and challenges of continuous professional development program in Enemorna Enerworeda secondary schools. Basically ,the chapter deals with background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study ,limitation of the study, operational definition and organization of the study.

### **1.1. Background of the Study**

Education is believed to be one of the greatest motive force that shape the task of giving the speed of economic, social and political advancement of a society. It plays major role in establishing suitable conditions for development process by producing skilled man power and rising the human capital for national development and it helps to foster changes in technology (MoE, 2009).

The world is the continuous movement of changes in all aspects of life. Changes in education system of a nation and global requirements demanded staff development in their profession. Hailu (2013) states that ,while the world evolving rapidly today ,teachers like most other professional groups ,must know the fact that their initial training will not fit them throughout the rest of their lives ,the need to update and improve their Owen knowledge and techniques through their life time .As result there has been an increase in focus on CPD for teachers worldwide .This is because CPD is continuously viewed as a means of improving learner performance and the production of required skills (coolahan,2002).Professional development can help to overcome short comings that may have been part of teacher's pre-service education and keep teachers abreast of new knowledge and parties in the field. Continuous professional development (CPD) benefits individuals in identifying their own strength and areas which they need to work on. So that they improve their attitudes, knowledge, understanding and skills which enable them to cop up with the over changing world.

Continuous professionalization of teachers at all levels has been highly emphasized in the global world as a way of enhancing provision of quality education for citizens. Concerning this, craft (2000) stated that the dynamic nature of the educational environment could not be easily managed without continuous learning .That is, in rapidly and permanently changing world, one

time certification from a pre services training is not guarantee to become a well informed and effective teacher. Thus, teachers must teach themselves continuously as they teach the students. Moreover, teachers improve and modernize their competencies and skill continually for the benefit of the whole society and student they teach.

As education is the key instrument to resolve economic, political, social and cultural problems of a society ,there is always a direct interdependence between sustainable development and education(AREB,2009), in this respect, Ethiopia has placed education at the center of strategies for development and democratization, with strong policies promoting quality and equity of education(TGE,1994).Quality education by itself largely depends on the magnitude of school based teachers continuous professional development in improving learners achievement .Furthermore teacher professional development is a key driver of excellence in any school to contribute to not only teacher and school improvement but also the overall improvement of education system (USAID),2006).

In support of this the previous education and training policy of Ethiopia (ETP) has also set high standards for teachers and described a new approach to education, formulated by the transitional government of Ethiopia (TGE, 1994).

At the heart of this new approach is the emphasis given to upgrading and updating teachers through per-service and in-service trainings so as to promote active learning, problem solving and student centered teaching and learning.

According to the ministry of education (MoE, 2004), priority has been given to the need and the right of all teachers to high quality and relevant CPD opportunities throughout their careers. Teachers are encouraged to embrace the concept of lifelong learning for their own benefit, for the benefit of Peoples they teach, the communities in which they live and the country at large.

Moreover, the Ministry of Education (MoE, 2005) underlines that quality teacher is essential for quality education since it is in the classroom that learning takes place. Without competent teacher, no curriculum can be implemented effectively and quality education well done not attained. Consequently, it is further stated that teacher competency is significant for that competent teacher is the crucial element for quality education and teacher professional development including cpd is the ground for quality teachers (MoE, 2006).

School based CPD is a lifelong education in which teachers not only learn themselves but also teach each other to update and add value to their profession. The ultimate goal of CPD is to enable the students to get quality education. This motto necessitates the involvement and active participation of teachers in the CPD. The effective participation of teachers in the program is expressed and witnessed by the reflected and exhibited changes of the teachers in the teaching learning and professional ethics .These teacher's efficiencies enable them to benefit from acceptable, attractive and realistic career structure. Thus teachers are licensed to proceed in the profession on the basis of their professional competence (AREB, 2009).

In addition, according to the national strategy of the ministry of education (MoE,2009), CPD program intended to all school teachers, leaders and supervisors in all regions of Ethiopia to participate CPD which positively impacts classroom practitioners and contribute meaningfully to community development . The grand ambition of teacher's development program is also proclaimed in the Blue Print of the Ministry of Education issued in 2006/7.

It also benefits organization in increasing their efficiency and achieve their goals through professional practices. When it comes to the education sector, it even becomes more critical. It is clear that teachers require continuous professional development enabling them to address the challenges they face.

The government of Ethiopia also recognized that teachers are the key to school improvement therefore, modular approach to CPD program which involves newly developed teachers and for CPD priority programs have been introduced in both primary and secondary schools since 2005(MOE, 2009 a.5) the newly developed teachers are expected to work through a two year induction program produced at national level and supported by mentors. These mentors are selected from staff members who have better experience .All other teachers are expected to carry out the CPD program produced at national level (MoE 2009). This program consists of three course books which teachers work through in small groups with in a school or cluster of schools. Each course consisted of three unit covering aspects of teaching and learning and school ethos. The groups are designed to be led by facilitator usually selected from experienced members of school staff. It is believed that teacher's continuous professional development is an ongoing activity which always seeks continuous research to find out who what is prevailing in the schools and take remedial action on the obstructing factors. Therefore the purpose of this study was to

investigate the practice and challenges of continuous professional development in EnemorEner worda.

## **1.2 Statement of the Problem**

It is obvious that change is inevitable and unavoidable. Teaching is also dynamic profession with ever changing and emerging knowledge .In order to cope up with ever changing environment, the need for progressively improving and updating teacher's professional skill and knowledge in response to rising technology is unquestionable (Hayes, 199). Moreover, education policy places teacher's quality at the very nucleus of learning and as a key determinant of variation in a student achievement. Quality teacher's development, however, does not occur by accident. It requires a systematic and continuous implementation of teacher's professional enhancement (Fraser, 2005).

As national findings so far witnessed, in order to evaluate and improve the implementation of the school based CPD, clear transparent and self-controlling CPD structure is poorly practiced by responsible stake holders at various levels. The absence of clearly defined objectives shared vision and common understanding among partners on CPD created room for ambiguity or uncertainty for practices. Collaboration in monitoring CPD and evaluation system is also among the identified problem. Lack of adequate awareness among teachers and absence of link between the CPD and teachers career stricture are also identified (MOE, 2009).

The government of Ethiopia echoed the same view in its education and training policy and subsequent policy documents. The current education and training policy (ETP, 1994) envisages teacher's continuous development program at all levels .The continuing professional development (CPD) of teachers is essential to maintaining and enhancing the quality of the educational mission;( MoE, 2003; 8).

To realize this, MoE introduced teacher education system over hall in 2003 (MoE 2003). The MoE launched CPD program as a new reforms faced of reaction to solve the problem of education quality by updating teachers. Accordingly, it has been reported that the ultimate objective of CPD is to improve the teaching learning process in Ethiopian schools. However, CPD remain one the most challenging areas in teachers' management over the years. Therefore, the quality of education offered is not at the required levels. There is a gap between policy demand and skill of teachers. In its ESDP III, MoE (2003) that teachers do not continuously

updated their competences and skills. Gizaw (2006) cited in Alemayehu (2011) that there is adopt weather the CPD programs are actually practiced at school levels like other responsibilities of schools and teachers.

Research surveys study, by Desalgne (2010) reveals that due to the expansion of education and large class sizes, teachers still relied largely on teacher centered methods and CPD activities are very poor. Continuous professional development helps teachers to improve their teaching activities and also students" academic performance. Because of this susceptible issue the policy clearly indicated that emphasis should be given to up grading and updating both in pre- service and in-service teachers to achieve pupils result (MoE, 2009).

In Ethiopia Different researchers have been conducted on CPD. For instance, Mintesiont (2008) implementation of teachers 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 teachers' side. And also Ewnetu and Firdisa (2010) studied teachers perception about school based CPD in Jimma zone selected schools. Another researcher is Hailu (2013) is thus wanted to investigate the leadership role of principals in implementing CPD program in Jimma zone and the other researcher yitayew, (2009).who studied on practices and challenges of CPD in primary schools of Metekel zone.

Accordingly South Nation Nationality Peoples 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 (SNNSEB, 2010).

Irrespective of the above discussions, the present research is trigger for some important response. First in spite of the initiative made by the government to professionalize teachers and develop their competencies still there are complaint about the teaching force. What positive impacts CPD has so far, CPD really practiced in the way envisaged by the MoE and other stakeholders, what mechanisms and approaches are being followed to help teachers improve their competences, what factors help or hindered CPD implementation in school. To the knowledge of this researcher, some of the complaints about teachers' performance, Educational qualities,

student achievement are so frustrating for those who really perceive education as a key for development. Hence, those and related issues were problems worth studying. Furthermore the researchers four years as a school vices principal and one year a principal observed poor implementation of CPD program, and also realized that there is no any scientific study was conducted in the study area.

With this in mind, the researchers try to investigate the practice and challenges of CPD program in Enemore Ener Woreda secondary schools. To this end the study was guides by the following basic research questions.

1. To what extent the CPD programs are practicedc in secondary school of Enemor Ener Woreda?
2. To what extent have different school stake holders contribute to CPD implementation in secondary school of Enmor Ener Woreda?
3. What are the attitudes of teachers towards the continuous professional development program in secondary school of Enemor Ener Woreda?
4. What are the major challenges of secondary schools have encountered in implementing CPD program in Enemor Ener Woreda?

### **1.3. Objectives of the Study**

#### **1.3.1. General objective**

The general objective of this study was to assess the extent to which CPD program is being implemented and to identify the challenges that secondary schools of Enemor Ener Woreda face in the process of CPD program implementation.

#### **1.3.2. Specific objectives**

Specifically, the study is attempting:

- To investigate the extent to which teachers implement school based CPD activities.
- To explore the effort of responsible school stakeholders at deferent levels in supporting the implementation of CPD program.

- To assess the outlooks of teachers towards the CPD program in secondary school of Enemor Ener woreda.
- To identify the major challenges of secondary schools face in the implementation of CPD program in Enemor Ener Woreda.

#### **1.4. Significance of the study**

The finding of the study was have the following benefits:-

- A. It may help different stake holders of the schools and responsible body to be aware for the extent of school based CPD is being implementing and also bring out the challenges that stand against the success of the program in order to take actions of improvement.
- B. It may provide important information to the local and national policy makers and program designers. So that they will further revise and develop appropriate programs.
- C. It may create good opportunity for the contribution in quality education.
- D. It may help all concerned body to identify the strength and weakness of school based CPD program.
- E. It may use as reference for those who study in the area of CPD.

#### **1.5. Delimitation of the Study**

Schools are highly responsible for effective implementation of CPD program. Therefore in most case the study emphasize in the school factors, such school context practice, teachers, mentors, facilitators and school administrative bodies. It also confined to CPD activities in the school. Thus, the study well done delimited to the investigation of the practices and challenges of teacher's professional development program in government secondary school of Enemor Ener woreda which is found in SNNPR Gurage zone and it is far from Addis Ababa at one hundred ninety eight kilometers.

#### **1.6 Limitations of the Study**

The researcher well done faced some limitation during the course of this research work for example lack of up-to-date related literature, lack of access for internet connection, time, transport and lack of electricity in this workplace well done some of the major problems that inhabit the researchers not to conduct the study in accordance with the design schedule. This will

impose an impact on the successful accomplishment of the research proposal in time. However, in order to reduce the impact the researchers consult the advisor and the department to seek solution. Finally consensus will reach to extend the researcher completion time for research proposal.

### **1.7 Definitions of Key Terms**

**Continuous professional development** is a program that delivered at school level to improve teacher knowledge, competence, skills, attitude in the level they are teaching starting from they join teaching until they leave in the profession (MoE, 2004).

**Challenges** are Problems that affect teacher's continuous professional development in secondary schools.

**Facilitators** are experienced teacher who are at highest level of teachers career stage that are selected by teachers to coordinate the proper CPD program (TESO, 2004).

**Practices** are to do something repeatedly in order to improve teacher performance through continuous professional development.

**Principal**, vice **Portfolio** is asset of recorded material that show what an individual teachers has done, know, and can do. (MoE, 2004).

**School Leaders principal**, department head and unit leader.

### **1.8 Organization of the Study**

This study intended to contain five chapters. The first chapter deals with the introductory section under this section the back ground of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study, operational definition and organization of the study well done treated. The second chapters' deals with the review of related literature that used to provide detailed information related to practices and challenges of CPD implementation. Third chapters deals with research methodology ,such as research design ,source of data population, sampling techniques, instrument for data collection procedures of the study and method of data analysis .The fourth chapter focus on data presentation analysis and interpretation finally the last chapters presents summary ,conclusion, and recommendation.

## **Chapter Two Literature Review**

The second part of the research presents relevant literatures to the general concepts of the implementation of CPD program and the prevailing challenges. Published books journals, policy documents and researcher reports are review and briefly present.

### **2.1 The Concept and Historical Development of CPD**

CPD is a recent phenomenon according to Nicolas (2010), CPD was formally known as in-service education or training. He also stated that CPD was first developed in 1960; in Great Britain the reasons that gave birth for its emergence was the problems identified on the issue of the quality of teaching in America.

There is no unique definition of teachers CPD as it is varied from different educational traditions and contexts. It is called teachers development in service education and training staff development, continuing education and lifelong learning. The term it is widely used interchangeably with the term professional development Nazahia Ali R (2010) continuous professional development is to mean continuously developing the skills and capabilities of teachers. It helps teachers to perform their work efficiently and this improves the quality of education in general and the quality of teaching in particular MOE, (2005:1).

GOSA Burayu, (2012). Argues professional development consists of all natural learning experiences and those conscious and planned activities with intended to be director indirect benefit to the individual group or school and which contribute through these to the quality of education in the Class room. It is a process by which individually and with other teachers review, renew and extend their commitment as change agents to the moral purpose of teaching and by which they acquire and develop critically the knowledge, skill and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives.

Although definition and concepts of teachers professional development may be somewhat different as scholars might approach it from different perspectives. They all shares as a common view that teacher need professional development can be brought to teachers as opportunities to upgrade or apply their knowledge or it can be what teachers need and try to obtain or explore by their experience. In other words, the term continuous professional development goes beyond the

meaning of “staff development” or in service training “ it includes both formal and informal means of helping teachers master new skills, widen their knowledge, develop innovative insight in to their pedagogy their practice and their understanding of their own needs.

## **2.2 The Significance of CPD**

Development of any kind is a process of becoming the best, continuous professional development (CPD) is rather a requirement for all the employee of an organization. It aims at bringing benefit to the individual as well as the organization and to the professional as a whole. MOE, (2003) stresses the importance of CPD on the job training programs such as workshops, symposiums or seminars shall be extensively given as part of CPD to improve the quality of teacher's. With this regard MOE in its ESDP IV document reports that, teachers don't continuously update their competence and skills. To this end Craft, (2000) discussed the dynamic nature of educational environment cannot be easily managed without continuously improve and update their competence and skills for the benefit of society and the students they serve.

TESO CPD strategy, (2004) the CPD strategy aims to put that structure in place all teachers expected to develop and improve their practice by participating in CPD activities some activities well done individually initiated and approved by school directors. There will also be series of Centered by developed generic course dealing with new methodology and priority issues relevant to the whole country.

According to TESO, (2003) the main factors that initiate the needs for teacher continuous professional development practices and diversification of student culture praising demand for quality education and work continuous varying service delivery reform expectation of curriculum to serve immediate needs from various interested groups, students in adequacy in social skills and self-centeredness of adults.

Craft, (2004) listed some reasons as to the need for continuous professional development to improve the job performance skills of an individual teachers to extend the experience of an individual teachers for career development or promotion, purposes to develop professional knowledge and understanding of an individual to develop professional knowledge and understanding of an individual teachers to anticipate and prepare for change and clarity of the

whole school or department policy continuous assessment and action research. It also fostered a culture of cooperation among teachers, student, parents and the surrounding community.

MOE, (2004), also stated major benefits of a fully developed CPD program. Accordingly, all teachers have an access to high quality CPD program, which is systematically build their professional skills, knowledge and attitude required of them consider CPD as an integral part of their evaluation, licensing, relicensing and career development. Remain competent and up to date in their own especially or experience through a compulsory up going program of staff devolvment opportunities designed to meet the needs of both schools and individual teachers and after high quality education to the benefits of student at every level.

CPD frame work, (2008), stated that, currently in most country of the word teachers CPD is not mandatory. However this voluntary nature is increasingly changing. Governments in both developed and developing countries are introducing legislation concerning CPD and linking it to career structure and appraisal. The legislation also covers terms and conditions of service such as minimum teaching time and minimum CPD time.

To sum up, CPD is instruction provided to teachers to promote their development in a certain area. It is the tool by which policy maker's vision for change is disseminated and conveyed to teachers. Through the recipient CPD is the teacher, the ultimate beneficiary is student. Hence it has been designed to improve the quality of education.

### **2.3 Objectives of Continuous Professional Developments**

Different authors identified the objectives of CPD practices in many ways. Craft,(2004). Cited in Alemayehu, (2011) identified that five major objectives of CPD. Accordingly, to improve the job performance and skills of the whole staff or group of staff, individual teachers and to extend the experience of individual teacher for Career development or promotion purpose. To develop an enhanced view of the job and to enable the teachers to anticipate and prepare for change and clarity of the whole school or department policy.

According to village Reamers, (2009), and Yehunie, (2008), as cited in Feleke Delelo, (2012) the overall objectives of CPD is to raise the achievement of students in Ethiopian schools and higher education institutions. The specific objectives of the continuous teacher professional development are, support teacher capacity to teach effectively using appropriate new student

centered and problem solving approaches. According to the active learning based curriculum that was introduced in 1994 improve teachers subject matter knowledge based on the content of the curriculum and the teaching approaches which require teachers to engage students in the development of higher order thinking skills help teachers top develop more positive attitudes, more cooperative approaches to their work at the school level and strengthen professional identity introduced the idea of reflective practice and action research through which teachers studied their practices to improve it and promote teachers to recognize their work as a professional by providing new opportunities for growth exploration, learning and development.

## **2.4 Models of Continuous 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 unit educational theory and practices (Villegas-Reimer, 2003). Even though, the professional development schools model has variations from setting to settings, all of the models share common goal of producing professional development experiences for both pre-service and in-service teachers in school settings. University school partnership is networks that connect practitioners and institutions of higher education (Hailu, 2013).

School networks bring teachers together to address their problems they encountered in the work, and promote their own professional development individually or in groups. Distance education is another organizational partnership model. This involves different programs transmitted through different means such as radio, television and electronic communications, written and recorded materials (Hailu, 2013).

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).

## **2.5 Major components of Teachers CPD Activities**

Per-service training is not adequate enough for teachers to perform their task effectively. Thus different professional development activities have to be given to teachers in order to enhance their professional Competence. Different authors suggested various activities to be incorporate in CPD program. Some of them are assisting students in their personal needs, Participating students in their personal needs, participating in curriculum based activities and the use of ICT to increase knowledge reflection on staff practice. Participating in educational panels, mentoring, coaching action research and keeping professional development portfolio (craft 2000 Bland ford 2000).

### **2.5.1 Action Research**

According to craft, (2000) sited in Alemayo, (2011:16) teachers select suspected of their teaching to systematically investigate, such as their way of time during questioning. They record, data and considered theory, from the research literature confusion about how teaching is influencing learning and vice versa and informing futures instructional decisions. The primary intent of action research is to improve the teachers' immediate class room teaching contexts in the school or beyond. Sachs, (2003).Also identified four purposes of action research in education.

The first one is that serve as a strategy for broader change initiate with in schools or class room. The second reason is that it improves class room practices. The third is to contribute to better understanding of the nature of teacher's knowledge and the last is that if important activity by which teachers improve their class room practices in general and their efficiency in particular.

### **2.5.2 Coaching**

Coaching is a confidential process through which two or more professional colleagues work together to reflect on current practices and solves problems with in the works place. Hampton, (2004:11)

According to craft (2000).Coaching differs from mentoring in its focus on the technical aspects of instruction rather than the larger personal and nonacademic features of teaching. In an instructional coach provides. Ongoing consistent follow up by way of demonstrations, observations and conversation with teachers as they implementation (Hampton and others 2004).

### **2.5.3 Mentoring**

Another essential CPD activity related to induction is mentoring different authors defined mentoring in various ways. However all shares the common idea that mentoring is positive support relationship between a more experience to staff and less experienced staff (Bland ford 2000).According to craft (2000). As cited in Alemayehu (2012: 17) monitoring is increasing implemented as part of the induction phase for how teachers work? Mentoring may develop in to coaching or peer supported relationships as teacher gain experience best practice includes matching teachers of the same content area establishing common planning time and structuring time for further collaboration by mutual observance of class room teaching usually included when situated in new teachers actual class room teaching practices . In relation to individual teacher it will help to maintain and enhance confidence, raise awareness about class room practice and develop professional knowledge, skills, attitudes and on over all professional competence. In general mentoring fosters quality education and cost effective (Hampton and other 2004). In mentor mentee relationship the experienced teacher shares his/her experience to the newly qualified teacher (mentee) on how to effectively perform his/her duties and to solve problems. In this case mentors (experienced teachers) play a significant role for the professional development of the less qualified teachers.

### **2.5.4 Professional Development Portfolios (PDP)**

Professional development portfolio is an assemble professionals lesson plans, students work, reflective writing and other materials that are used to prepare for teaching or used directly in the class room Day, (1999) from this definition it is possible to understand that portfolio involves a critical self-reflection one's own professional development and this makes it to be different from

diary or record of activities and profiles. According to Craft, (2000). This body of work can be used to track a teacher's development in a competency area or for reference by other teachers. Teachers also reported that developing a portfolio is a powerful learning activity, as they reflect on the teaching practice in light of standards. Presenting one's portfolio to a group of one's peers or meeting with a coach can make portfolios a powerful venue for CPD. According to MoE (2007:3) portfolio can give teachers a purpose and framework for preserving and sharing their work to provide occasions for mentoring and collegial interaction and stimulate teachers to reflect on their own framework and on the act of teaching. More specifically document identified opportunities and a portfolio for teachers as to be come about curriculum to create production class room environment, to provide an occasion for reflecting for teaching goals, teacher student relationships, effectiveness of teaching strategies on alternative methods, for teaching and assessing ,teaching to enhance awareness of teaching methods, to document teaching effectiveness to promote professional dialogue about teaching and growth towards an effective teaching community to transform interpersonal relationships and to form a culture of inquiry and self-review within the school. The document further noted that the contents tie together the personal history and values of teachers teaching environment, planning skills creativity , class room management techniques evaluation skills , certainty and organizational talents. In general portfolio is a collection of evidence gathered over a certain period of time to illustrate different aspects of teaching work professional development and abilities.

### **2.5.5 Induction**

Induction is one of the most important activities to be performed by participants in CPD program. Different scholars explained induction in various ways. Blandford,(2000)perceived it as a bridge from initial teachers training to the professional leading in to continuous professional development. However, according to Teso, (2003). Induction is considered as first phase of CPD since pre-service training has been unable to meet the needs of all teachers in all situations. Induction is given for newly qualified teachers or to new appointees in order to help them to have sufficient knowledge and skills to become a fully competent professional.

### **2.6 Effectiveness of CPD**

According to Craft (2000) as cited in Feleke (2012). There is no professional development approach is always useful in all circumstances a key factors in ensuring effective CPD is

matching appropriate professional development provision to particular professional needs. This means CPD needs to be linked to be both individual and organizational goals. It both individual and organizational change are to be achieved Gus kay, (1994). Reviewing research on professional development high lights. The following key considerations in effective CPD.

1. CPD need to focus on the class from level, but also needs to ensure that school culture and structures support the CPD effort.
2. Plan large scale change but do so incrementally to minimize changes of failure
3. Work in teams to help all alleviate the fear of change, but make sure that the teams are not too large, as the risk exists that too much time is wasted on meetings rather that action.
4. Provide continuing follow up support and pressure, especially during the early Phases of implementation when most problems well done encountered and it takes significant on the job practices and support of new practices to be become habitual
5. Integrate programs with existing initiatives to avoid innovation over load.

MoE, (2009) summarized the most effective CPD as follows. It aims at improving the teachers performance in the class room, covers a wide range of activities both formal and informal. It is integrated in to the work of the teacher. It is based on the concert on going over time with assistance, support as required based on class room practices, conducted in school Setting and linking to school wide efforts, teachers work with each other, observing with each other, planning lesson together, team teaching and understanding action research together, meets the need of individual's teacher's school and that of the nation. As mentioned above the effectiveness of CPD program is dynamic, integrate and address the needs of individual teachers, school and national needs. The effective CPD regards teachers as professional and central to students learning, encourage teachers do individually or collegially over time in their own place. In general CPD is not an overnight achievement, but it is a process and a means to teacher's competency.

## **2.7 Model of CPD Cycle**

The CPD cycle is a carefully planned response to identified development need (MoE, 2009) the circular modern represents the CPD cycle with a “ray for each phase of the cycle. According to the new CPD frame work and toolkit documents (MOE, 2009), the CPD is a developmental

program that moves in a cyclical path anchored at four stages namely: analyze, plan, do and evaluate. The aim of the new CPD is to improve the performance of teachers in the class room in order to raise student achievement and learning. It is career-long process to improve knowledge skills and attitudes centered on the local Context particularly class room practice (MOE 2009 a P. 16).

### **1. The CPD Cycle Analyze**

All CPD program will have characteristics. The program well done carried out in order to address the learning or development need of an individual, groups of individuals or an identified needs analysis or review.

### **2. The CPD Cycle Plan**

Once the devolvement need has been identified, programmed. Specifically, designed to meet that need, can be prepared.

#### **A. Institutional planning**

Each institution should develop Annual CPD plans. This is done by prioritizing the issue identified by the analysis process. Three main priorities are recommended for each academic year. It is more effective to concentrate on fewer priorities and cover them well. Once the priorities are selected, the annual CPD plan should be completed. This document should describe each priority identified the desired out comes. Say who is responsible for leading it, and how long it will take a programmer for each priority should then be written, which details events and timings.

#### **B. Individual planning**

Individual CPD plans should also be developed annually some priorities for individuals will come from their institution's priorities. Some well done issues identified by the individual themselves. An individual teacher's annual CPD action plan should be kept in their teachers' professional portfolio, and used as a guide to the type of information and evidence collected during the year.

### **3. The CPD Cycle Do**

Participating in CPD can involve formal and informal sessions. It is essential that these sessions are linked together to form a coherent program. The methods and activities chosen should be appropriate to the needs identified. Some CPD methods and activities chosen should be appropriate to the needs identified. Some CPD methods which have successfully been used to facilitate professional development

### **4. CPD Cycle Evaluate**

Reviewing and evaluating the effectiveness of CPD is an essential part of the cycle. Ultimately CPD is carried out to help students to become better learners, so it is important to judge whether each CPD program is effective in doing that, the CPD action plans whether in situational or individual, should identify desired outcomes for each priority. These outcomes become the focus for review and evaluation. From above CPD cycle one can say that the aim of the new CPD is to improve the performance of the teachers in the classroom in order to raise student achievement and learning by assessing individual and school needs. It is a career-long process to improve knowledge, skills, and attitudes of teachers. Teachers operate effectively at all stages of the teaching and learning cycle, including planning for learning and assessment, developing learning programs, and teaching, assessing, providing feedback on student learning and reporting to parents or caregivers. Teachers model effective learning, identify their own learning needs, and analyze, evaluate, and expand their professional learning both collegially and individually.

### **2.8 Attitudes of teachers for continuous professional development program.**

Unfavorable school culture is a barrier for smooth and effective CPD. Because the culture of the school greatly matters the implementation of the program. Haileslassie (2004) in line with this idea, states that school cultures supportive of CPD programs motivate teachers and will lead to school success. It implies school culture that is not supportive of the CPD program demotivates teachers and results in school failure. Collaboration among teachers and other professionals is vital for the school program implementation. On the other hand, lack of coordination leads to losing collegiality and forced relay in individual efforts, which is a barrier for sustainable change.

The number of staff of education bureau available to plan, manage and monitor any program, the quality of knowledge and expertise available in administrative position and severely restricted availability of resources to sustain development including access to technology especially in schools of remote areas are some of the constraints the TESO document give due attention (TESO 2003) like other educational program there are significant factors which inevitably influence the implementation of CPD program in each school in this regard the TESO document clearly indicates that a number of constraints are hindering smooth implementation of the program (TESO 2003) lack of motivation and application combined with self-interest and lack of training opportunities have created a climate of apathy and cynicism amongst teachers.

In addition teacher attitude towards CPD in Yehunie (2007) indicates that most teachers started practicing CPD program without any pre-practice training and also were not convinced first about the importance, objective and implementation of the program there by leading them to believe that they learn something that would be helpful for their work. Similarly, A few works (2007) state that some participants had negative attitude towards continuous professional development due to lack of motivation and incentives he investigated further that some participants are not willing to take part in the professional development program since they believe that such programs did not help them in the professional development rather than wasting their golden time.

## **2.9 Responsible Stakeholders in Continuous Professional Development**

Though the effectiveness of teachers' growth needs the role of variety of school practitioners, the major responsible parties are teachers, school principals, CPD facilitators, supervisors, Woreda education expert, zone education department, regional education bureau and the ministry of education.

### **2.9.1 Teachers**

The most powerful and accessible human resource for schools CPD is committed and supportive teachers found in the school. Individuals or group of teachers in a school are responsible body for the implementation of school based CPD program. As revealed in the national Framework of the Ministry of Education, teachers are responsible to engage in CPD as forefront partners throughout their career. Teachers have to mentor, supervise, plan and monitor activities in the school in collaboration with their colleagues in order to improve teaching and learning. They

have to be boldly committed and willing to realize CPD in the classroom. Thus, it is teachers, who in the end will change the world of the school by understanding the situation (MOE, 2009).

### **2.9.2. The Principals**

An extensive research supports the view that school leadership is the most important element of an effective teacher professional development. Effective leadership articulates the types of professional improvements required to achieve intended goals and expectations and develop a common language for describing good teaching and learning practices. Educational leaders create clear understanding of the change process and a deep, current and critical understanding of how teachers" grow and how students learn. Effective leaders engage their staff in professional discourse, drawing on external ideas and research to inform their thinking and actions, and encourage them to reflect on what they are trying to achieve with students and how they are doing it (Stoll, 2004).

According to the MOE (2009), the most important aspect in the implementation of school based CPD is the professional support given to teachers to actively take part in the process. School principals have to maintain professional portfolio by recording all the CPD activities. Supervisors and principals have a professional, personal and civic responsibilities to assist teachers who are under taking CPD throughout his/her career for a minimum of 60 hours a year. Thus, teachers have to get technical, financial, and material support from the school principal.

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

In short, principals are the most significant stake holders in planning, coordinating, facilitating, supporting, and evaluating the effective application of school based continuous professional development.

### **2.9.3. Schools' CPD Facilitators and Supervisors**

The school CPD facilitator, in conjunction with the head teachers or senior members, shall ensure that all teaching staff understands the increased emphasis on CPD, within the revised

performance management regulations. In addition to reporting annually to the principal on the operation and effectiveness of the schools performance policy and procedures, the facilitator and head teachers also report on teachers training and development needs. There should be consistent and transparent arrangements for accessing professional development that the CPD facilitator ensures are known to all staff (Hustler, 2003).

The main responsibilities of the CPD facilitator is to promote CPD as a central element of school improvement and performance management, to create and sustain CPD arrangements for all staff, to monitor and report upon the quality and impact of CPD undertaken, to keep up to date with CPD developments and initiatives, both nationally and locally, maintain and develop links with sources of CPD provision (Hustler, 2003). Schools have to specify their CPD leaders, who have responsibility for the leadership and management of CPD within school and who have access to appropriate support and training.

The CPD facilitator is responsible for ensuring school systems and processes; such as, performance management, professional review, school improvement plan, school self-evaluation, and operate to help identify the school's CPD needs and those of the staff working within it. The facilitator is also responsible for organizing the CPD needs of the school and the staff. The school should maintain an up to date job description for the role of CPD facilitator. The school based CPD leader is responsible annually for discussing with the head teacher and governing body on the CPD priorities and the likely budgetary implications of addressing these needs. Such needs are drawn largely, but not exclusively, from the training and development needs identified through the school performance management process (Hustle2003).

The use of supervisors (department heads, senior teachers and mentors) results in the provision of knowledge and ideas, and is useful in terms of the external expert acting as a catalyst for an agent of change. Schools in particular can benefit from bringing in supervisors, to widen their pool of knowledge that they can draw on. Teachers may need help in determining their own CPD focus, and how to access different types of support that may be available. It is through discussions of this type with less experienced teachers that schools can reduce anxieties about performance of CPD issues. External support, particularly when it comes to delivery of CPD, should be pedagogically expert, and flexible enough to fit in with the varying demands of school life. Peer support and discussion with senior can contribute towards the development and take-up

of new practices, and can facilitate motivation, feedback, further discussion and progression, (Bell et al., 2003).

Therefore, school based CPD focal person and school based supervisors (head teachers, department heads, unit leaders, vice principals and mentors) are responsible to provide technical assistance for teachers; prepare trainings and discussion forums; and establishing learning teams and collaborative activities that will contribute for the enhancement of teachers' competence.

#### **2.9.4. The Role of Education Offices at Different Levels**

According to the CPD guideline of the Ministry of Education, MOE (2009), the Woreda and zone education offices play an important role in the implementation of CPD programs. Woredas are responsible to plan, organize, coordinate, supervise, and support school based CPD programs to ensure effective implementation in the local context. Woreda education officers are also responsible to allocate sufficient budget, prepare training opportunities and Discussion forums. Furthermore, Zone Education Department and Regional Education Bureau (REB) involve in the practical consultation of all stakeholders, and preparation and distribution of relevant CPD materials. The Ministry of Education is also responsible to analyze and identify national priorities, production of materials, and organizing trainings to implement them. Hence, the Ministry produces and circulates the national CPD plans and raises awareness of the guidelines followed by monitoring and evaluation of the overall program.

In addition, the regional, zonal or Woreda level governments play a critical role in raising awareness and encouraging debate about what teachers and school leaders need to know and be able to do to improve student learning. They also promote and engage teachers, schools and the wider education community in professional conversations to facilitate the development of a shared language for describing effective schools, effective leaders and effective teachers. Using research-based models and guiding principles to focus attention on the correlates of school effectiveness, the education offices at all levels design strategies that provide schools, leaders and teachers with the incentive and opportunity to reach beyond their current practices and performances. In sum, regional or local superintendents are responsible in creating conducive school system or school environment for the effective implementation of the school based CPD program (Desalegn, 2010).

In general, the Federal Ministry of Education, the Regional Education Bureau, and Zone Education department are responsible to identify the national and local priorities of school based continuous professional development. These bodies take the responsibilities of allocating sufficient resources; evaluation of the overall effectiveness of the professional development program; providing the necessary technical supports; preparing trainings; and providing discussion opportunities on the status of the process of CPD implementation and the prevailing challenges.

## **2.10 Challenges of CPD**

Like any school activities CPD programs have challenges or factors that can affect its effective implementation. Different authors like Anna (2000:172) stated that teachers professional development, his or her understanding of the nature and purposes of CPD, Teachers own development and preferred learning style, the need of the teacher's school and department or teams and the appropriate form of professional development to meet each particular need. According to MOE (2009), the challenges encountered in CPD include:

Nearly four out of five school structure of CPD is either absent or inadequate.

- Time constraints on teachers as well as their school leaders.
- CPD facilitator's high turnover.
- Failure to synchronize the carrier structure and the CPD values and activities.
- 93.5% of the CRCS (cluster resource centers) were not to run well organized, inspiring and transforming CPD activities.
- Lack of systematic coordination between the education bureaus, teacher's education institutions and NGOS. To sum up the above points, lack of available resources, lack of motivation on the part of teachers, lack of expertise, lack of time, lack of support, lack of funds to run CPD programs, lack of coordination between teachers and administrative at different levels are major barriers which affect the effective implementation of CPD program.

The challenges of teachers professional development refers to difficulties, complexities, barriers or hard situations against the expected outcomes of teachers' growth. These challenges need a lot of skill, energy resources, and determination to deal with in order to arrive at the predetermined

goal. Accordingly, the major challenges to be dealt with for the purpose of this study are teacher related barriers, leadership, supervisory challenges and the school system.

### **2.10.1 Teachers' Associated Challenges**

Little (1992) stated that, in most cases teachers are poorly experienced to implement reforms in subject matter teaching that end with the absence of the integration of the content with students' opportunities to learn and systematic use of pedagogical skills. Moreover, the complexity and ambiguity of the school based CPD program itself undermines ambitious educational reforms. As further indicated, the magnitude of school based CPD task frustrate teachers and discourage them to dilemmas. Moreover, less committed and unwilling teachers damage the funding and coordination of CPD programs. The training and coaching strategy of schools is sometimes incompatible with the on-going knowledge, skills and competence of teachers and the complex context of teaching.

In non-collaborative school situation, teachers appear to find it difficult to articulate definitions of school based CPD impact, discuss causal relationships between a change in practice and a change in pupil attainment, and describe whether CPD encouraged them to change their practice, or whether it was a desire to change their practice that encouraged them to participate in CPD in the first place. In this case, it is rare to find durable evidence of pupil improvement resulting from CPD (Kennedy, 2005).

Too often, professional development as the typical means of improving instruction is poorly targeted at what teachers need most to know. It is common for the content of professional development to be too general and to fail to connect with specific instructional strategies that meet the needs of particular students. For example, refreshing teachers' knowledge of subject matter or teaching about research on particular instructional strategies is usually insufficient. The content of professional development should focus on what students are to learn and how to address the different problems students may have in learning that material (Day, 1999).

Falk (2001) specified that lack of uniformity of the CPD formats for the portfolio and absence of guide line about what should be included in the format confuses teachers. Similarly, principals and the school based CPD facilitators or mentors are not performing their responsibilities of providing clear feedback for teachers on the portfolio documents. This absence of feedback on the portfolio development compels teachers to repeatedly copy the already existing portfolio documents. Most teachers have no knowledge about the purpose of the portfolio. Thus, teachers

see it as time wasting paper work rather than as means of professional development. Many teachers are filling in the format not knowing why and what the outcome of the task could be. This creates less commitment and resistance against the implementation of the CPD practices.

The experience and satisfaction that a teacher owns determines the attitudes of teachers towards their professional reforms. (Birkel and Johnson, 2003) reported that new teachers who felt successful in their profession are more likely to remain in the profession, because they like the job but are dissatisfied with the number of changes and the workload and the strong impact of the workplace on new teachers development.

A number of studies show that teachers' career development can influence the role of teachers in updating their professional growth which can also be influenced by their experiences in the years of professional practices. Non-supportive school appeared to be the strongest negative influence on career development. A heavy workload, detachment between school based CPD achievements and teachers' career developments are teachers' inhibitors (Davidson, Hall, Lewin and Wilson, 2006).

The needs of new teachers differ from those of the more experienced colleagues. Unlike the experienced teachers, new teachers want their individual development needs to be met and are more likely to undertake CPD related to classroom management or specific aspects of the curriculum. On the other hand, researchers argue that there are circumstances when CPD may not be based upon diverse interrelated personal and professional needs. Some evidences also indicate that particular attention is less paid to CPD for academically able recruits to the teaching profession (Davidson et al., 2006).

To sum up, the main challenges that can hinder teachers from active involvement in the process of school based CPD are lack of skill, less commitment and teachers resistance, low level of understanding about the significance of CPD, scarcity of need based trainings, lack uniformity on how to use the portfolio modules, and absence of consolidated collaborative school system.

### **2.10.2 Leadership and Supervisory Associated Factors**

The leadership and supervisory factors to be treated here are the challenges related to the CPD activities executed by principals; schools CPD facilitators; head teachers; and Woreda, zone, regional and national education superintendents.

Leadership and supervision for professional development is distributed among teachers, principals and other administrators. School based continuous professional development is most

effective when there are strong leadership and supervisory assistance. But, defects in the leaders recognition of the value of high quality professional development discourages and undermines teacher participation and communication about the benefits of professional development to stake holders (Gray, 2005).

In most school systems relentless efforts are being made to improve teachers' professional development although challenges are unavoidable events. According to the findings of the Ministry of Education, MOE (2010b), the major challenges identified at the national level are lack of trained facilitators, high turnovers of more experienced and trained leaders or facilitators and stakeholders extra work load, particularly of teachers. Teachers are not motivated by the Woredas to alleviate the on-going problems. CPD books are not sufficiently prepared by the languages of work. Teachers are not provided awareness about the background of CPD. Teachers and other responsible partners are not well oriented how to implement CPD in collaboration with other pillars of quality education. Thus, the school based CPD program is not being realized in collaboration with other education quality improvement programs.

Based on the description of Teachers Development Program (TDP), CPD Impact Study of 2008 cited in MOE (2009), the major identified challenges are failure to synchronize the CPD values and activities with teachers' career structure, inadequacy of resources and lack of systematic collaboration between concerned stakeholders. As Day (1999), frustration, resulting from the school-level direction of CPD, and compulsion have negative consequences in the impact of CPD. Evaluation does not tend to differentiate between the different purposes of CPD, and take account of the intended outcome. The impact of CPD is rarely assessed over the long term, and is often based on self-reports by teachers of the CPD experience itself, rather than the outcome. In most school situations, the CPD courses are inappropriate or irrelevant in their content or poorly planned or badly focused.

As studies also identified, time and cost are the main barriers to the provision of effective school based CPD. Time is mentioned in terms of not only the actual time spent in the CPD event, but also in terms of taking time to implement changes in the professional development (Day et al., 2005).

The evaluation of school based CPD was usually the responsibility of CPD leaders who often feel that they have limited experience of evaluation approaches. Most CPD leaders in the previous studies feel that they are generally not equipped with the skills and tools to adequately

perform the evaluation role. If the role is not taken by the head teacher, it is most often of a deputy or a member of the senior staff. Head teachers and CPD leaders themselves express a need for preparation for the role of CPD leader. It is suggested that this training needed to come from experienced CPD leaders (Day et al., 2005). In short, less supportive and discouraging leadership situation at all levels hampers the further improvement of school based continuous professional development.

### **2.10.3 The School System Associated Factors**

As researches concluded, organizational (school) factors or workplace conditions strongly affect the implementation of teachers professional development in shaping teachers practices and attitudes towards school based CPD (Hammond, 2002). There is a high degree of confusion in schools on the practice of CPD by focusing on training, sharing new knowledge and skills. These activities often focused upon sharing the content of the CPD rather than implementation and gauging the impact of the school based CPD (Day et al., 2005).

The quality of professional development and the pursuit of improved teaching and learning acknowledge the importance of teachers to engage in continuing career long development that meet their own personal and professional needs. Thus, matching the appropriate professional development provision to particular professional needs is essential if effective learning is to take place. This fit between the developmental needs of the teacher and the selected activity is critically important in ensuring a positive impact at the school and classroom level (Harris, 2002). However, in schools where staff development opportunities are poorly conceptualized; insensitive to the concerns of individual teachers; and make little effort to relate learning experiences to workplace conditions, they make little impact upon teachers or their pupils (Day, 1999).

Clark and Conway (2003) suggest that the beginner teacher to fall into bad school has always been a hazard. Being placed within a poor department in a poor school can be a catastrophe for an individual's career; affect the newly qualified teacher's self-esteem; and deprive the new teacher of essential support, counseling, encouragement and coaching and also of a perception of what it is like to be a successful teacher.

Studies in the area stated that the absence of appropriate training provided for CPD leaders, (example: for principals and CPD facilitators) by incorporating input from experienced practitioners based on need analysis to the breadth of CPD activities hamper the practice of CPD.

In the widest definition of CPD it should be recognized that the vast majority of CPD is provided internally, by colleagues and other CPD partners, as including professional discussion, observation, feedback, etc. (Day et al., 2005).

The traditional approaches to professional development of teachers, which are delivered in the form of workshops, seminars, conferences or courses, transmits the knowledge or information from the top to the lower stratified groups of teachers, are less likely to result in improvement of teaching (Kelleher, 2003). (Villegas-Reimers, 2003) also stated that, the traditional approaches have not promised so much and have been so frustratingly wasteful as the thousands of workshops and conferences that led to no significant change in practice when the teachers returned to their classrooms, because, teachers as learners are passive receivers of knowledge.

Most schools are ineffective in building the sense of collective capacity. Building collective capacity refers to increasing staffs a sense of belonging, pride and loyalty to the school, respect for all colleagues and pupils, and feedback which are essential to professional development. Capacity building ensures that all members of staff are capable of analyzing their own strengths and weaknesses. Otherwise, teachers can not contribute to the skill development of other teachers and their own (Day et al., 2005). Generally, the school system can discourage the effective achievement of the goal of professional development. Some of the discouraging factors in the schools are ambiguity and complexities regarding the practices of CPD; integration of CPD activities with teachers' career structure; less attention provided for capacity building.

## 2.11. Conceptual Frame Work

Based on the literature review and discussion with experts frequency of CPD participation well done studied by adopting a multiple perspective, which implies investigating the Teacher effectiveness factors, School effectiveness factors and Teaching effectiveness factors that might influence the implementation of CPD in terms of frequency of participation. Therefore, this conceptual framework recognizes factors that intervene in the extent of CPD implementation/participation.

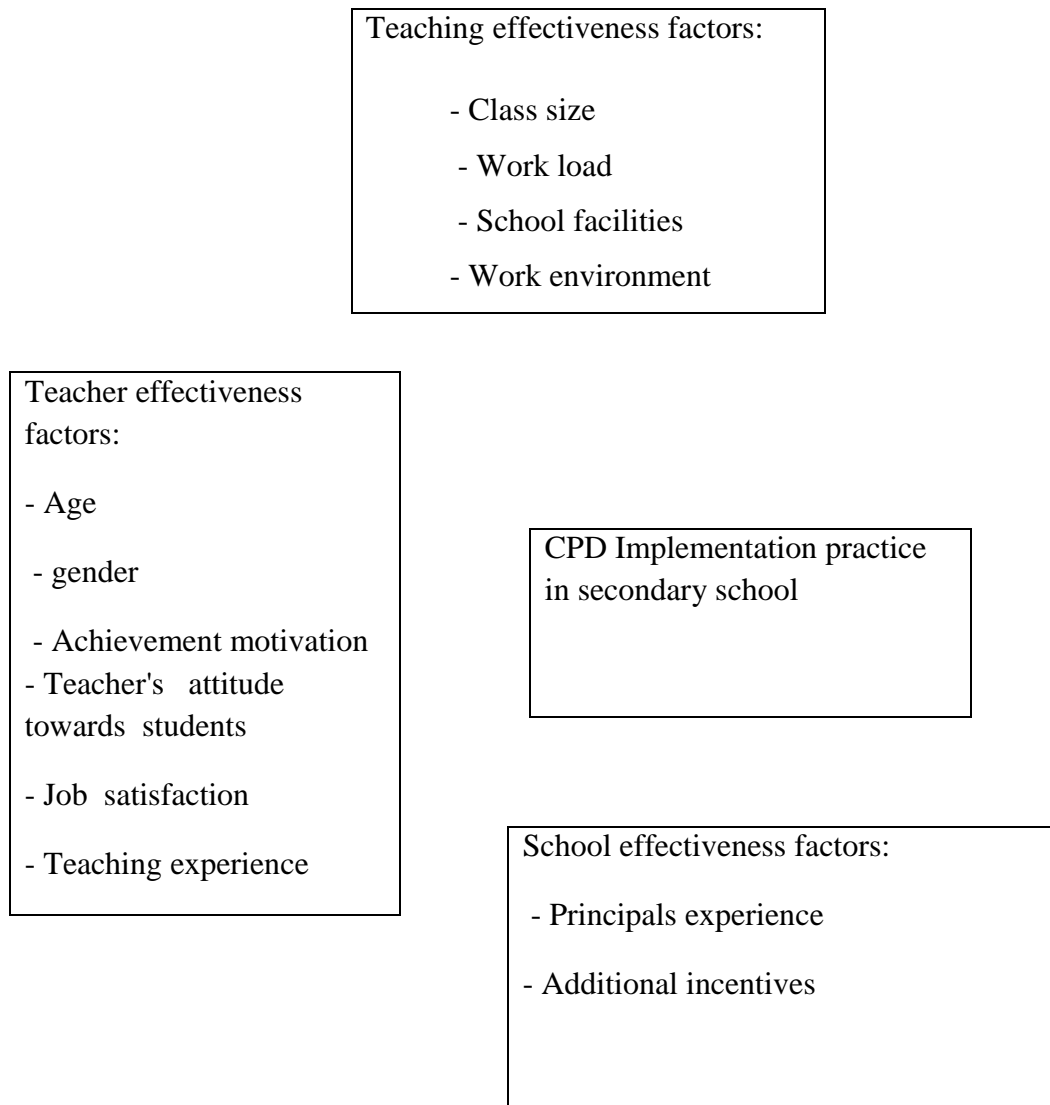


Figure-1. Conceptual and analytical framework (Source: A recent OECD, 2010 report)

## Summary

From the review literature above, there is no unique definition of teachers CPD as it is varied from different educational traditions and contexts. It helps teachers to perform their work efficiently and this improves the quality of education in general and the quality of teaching in particular, (2005:1) With regard to its necessity, Craft, (2004) listed some reasons as to the need for continuous professional development to improve the job performance skills of an individual teachers to extend the experience of an individual teachers for career development or promotion, purposes to develop professional knowledge and understanding of an individual to develop professional knowledge and understanding of an individual teachers to anticipate and prepare for change and clarity of the whole school or department policy continuous assessment and action research.

The specific objectives of the continuous teacher professional development are, support teacher capacity to teach effectively using appropriate new student centered and problem solving approaches

As mentioned above the effectiveness of CPD program is dynamic, integrate and address the needs of individual teachers, school and national needs. The effective CPD regards teachers as professional and central to students learning, encourage teachers do individually or collegially over time in their own place. In general CPD is not an overnight achievement, but it is a process and a means to teacher's competency.

A few work (2007) start that some participants had negative attitude towards continuous professional development due to lack of motivation and incentives he investigated further that some participants are not willing to take part in the professional development program since they believe that such programs did not help them in the professional development rather than wasting their golden time.

The stakeholders in Teachers CPD program includes, teachers, principals, vice principals, CPD coordinators, supervisors and etc.

Among the challenge which affects the proper implementation of CPD program are, lack of resource, work over load, lack of experienced teachers and school principals in the school, lack of different incentives, high turnover and lack of well-organized structure.

## **Chapter Three Research Design and Methodology**

This section deals with the research design, research methodology, source of data, sample population, procedures of data collection, validity and reliability of data collection instruments, method of data analysis, ethical considerations, reference, time break dawn and budget schedule treated in detail.

### **3.1 The Research Design**

Descriptive survey type of research design was employed in this study. This method is the most known and widely used research method in education .It helps to explain educational phenomena interns of the condition or relationship that exists. Abiote and Mangstu (2009).Also Koul (1996)states that the descriptive survey method helps to have general understanding of the problem by studying the current status, nature of the prevailing conditions, practice and trends though relevant and precise information. In addition to this, Gayand Airasia (2000) descriptive survey is concerning with the assessment of attitude, opinion, preference, demographic practice and procedures.

### **3.2 Research Methodology**

In this study, both quantitative and qualitative approach were employed so as to collect extensive data and used to confirm findings from different data sources though triangulation of data instruments and consequently to validate the generalize ability of the study. The researcher use mixed approach because it incorporate multiple approach in all stage of research from problem identification to research question, data collection, and data analysis (Taddlie and Tashkkori, 2003).

### **3.3 Source of Data**

The data were collected from both primary and secondary sources.

#### **3.3.1 Primary Sources of Data**

Data were collected from teachers ,CPD coordinator ,vice principal ,principal, cluster supervisor and worda education office(WEO)core process experts as primary sources for this research. This is because the worada education Office core experts are assigned to follow up and provide supportive supervisory service for secondary schools. In the same way cluster supervisor,

principal, vice principal, CPD coordinator and teachers are direct responsible and accountable for implementation of CPD in their school.

### **3.3.2 Secondary Sources of Data**

The secondary sources were used to supplement primary sources so that in this study secondary sources well done portfolio document of CPD plans, action research feedback documents, educational directives and training manuals.

## **3.4 Population Sampling and Sampling Techniques**

### **3.4.1 Population and sampling**

It was difficult and unmanageable to include all population in the study. But it is use full and advisable to use representative sample and generalized the findings to the population. Accordingly, simple random sampling and available sampling techniques were used to select the representatives of the population. The study population comprises teachers, CPD coordinator, vice principal, principal, cluster supervisor and woreda education office experts. There are 5 (100 %) government secondary school in Enemor Enerworeda.

From these all 5(100 %) secondary school were used using available sampling techniques because the numbers of schools are few and all are included in the study. Similarly, there are 93(100%) teachers in all these schools. Out of these 47(50%] teachers selected using simple random sampling. accordingly,22 teachers from garbado,20 teachers from terhogn,19 teachers from kosie 18 teachers fromanzech,14 teachers from gazanch, and 8 woreda education officials. After such selection of sample schools, woreda education officials and teachers the selection of respondents well done conducted and data well done collected from eight woreda education officials, three supervisors, five principals, seven vice principals, five CPD coordinator and forty seven teachers. As result, the availability sampling techniques well done employed for the selection of cluster supervisors, principals, vice principals, and school CPD coordinator. It is due to they are few in numbers and their direct involvement in the practices of school CPD implementation. In addition simple random sampling well done used to select teachers and woreda education officials. This is because they are large in number and similar work experience and characteristics.

**Table 1 summary of sampling population**

No	Population	Numberof Population	Sample size		Sampling technique
			No	%	
1	Schools	5	5	100%	Availability Sampling
	Garbado	22	11	50%	Simple random sampling
	Terhogn	20	10	50%	Simple random sampling
	Kosie	19	10	53%	Simple random sampling
	Anzech	18	9	50%	Simple random Sampling
	Gazanche	14	7	50%	Simple Random Sampling
2	Teachers	93	47	50%	Simple random sampling
3	WEO	15	8	53%	Simple random sampling
4	Vice principals	5	5	100%	Available sampling
5	Principals	5	5	100%	Available sampling
6	Cluster supervisors	3	3	100%	Available sampling
7	CPD Coordinators	5	5	100 %	Availability sampling

*Key: AS=available sampling      SRS=simple random sampling*

*Source: -Gurage Zone education Office (2023)*

### **3.5 Data Gathering Instruments**

Three instruments were used in the process of gathering necessary data for the study. This is questionnaire with open ended and closed ended, semi structured interview and document analysis.

#### **3.5.1 Questionnaire**

The first data collection instrument with a total of 88 self-developed questionnaires were prepared and distributed for 47 teachers, 41 school leaders. It well done decided to use in data collection because of respondent large number. Both open and closed ended questions well done used because respondents have freedom to extended view on the issue and the essence in tabulation objectivity and suitability respect

#### **3.5.2 Interview**

Interview can yield great deal of useful information and it were selected with the belief that deeper information is obtained on issue more complex and critical to the study .Interview well done held with three groups of respondents that are CPD coordinator, cluster super visor and WEO experts to reflect on the study. Interview well done selected for these groups in the ground that more information can possibly obtained from them due to their positions and are very close to day today challenges on the issue under investigation.

#### **3.5.3 Document Analysis**

Document analysis was having the other essential data collecting tool. Various documents including teachers portfolio documents of CPD plans, different records action research feedback documents, educational directives and CPD training manuals in the process of the study. This helped the researcher to make across check against the collected data from questionnaire and interview.

### **3.6 Data Gathering Procedures**

The qualitative data were collected through open-ended interview questions while the quantitative data well done gathered through questionnaire. Once the sample well done selected, appropriate orientations were have given for respondents and data will have been collected sequentially. The research well done gin data collection in a way that will have been minimize money, energy and time cost.

### **3.7 Method of Data Analysis.**

After the collection and gathering of data from the respondent next step is analyzing of the given data, for this study, both quantitative and qualitative methods of data analysis well done employed. Thus the data obtained through questionnaire well done analyzed by using tables, percentage, and mean score and will followed by discussion of the important points. The data gathered through open ended questions, interview and document analysis well done analyzed qualitatively through descriptive narration for the purpose of triangulation.

#### **3.7.1 Quantitative Data**

With regard to quantitative data response were categorized and frequencies are tallied. Percentage and frequency counts were used to analyze the characteristics of the population as they help to determine the relative standing of the respondents. The items in questionnaire will present in tables according to their conceptual similarities

#### **3.7.2 Qualitative**

The data were collected from interviews open ended questions of the questionnaire and document analysis were analyzed and inter prated qualitatively. The result of open ended questions and document analysis will also summarize and organized by related category. Finally, the overall course of the study well done summarized with findings, conclusions and some possible recommendations.

### **3.8 Validity and Reliability of Data collection Instruments**

To check the validity and reliability of instruments pilot test well done conducted prior to the final administration of the questionnaires. This helps the researcher to make necessary modification so as to correct and avoid confusing and ambiguous question.

For pilot testing 11 randomly selected teachers 6 department head 1purposively selected vice principal of Egeze secondary school will make to fill the questionnaire and the researcher ask the respondents about the clarity of the questions well or not that fully cover all the area and measures issue related to practices and challenges of CPD .Based on the comments obtained from respondents ,items which will not clear ,unnecessary items will make to be omitted and other items which are assume to be important for the objectives of the research included as part of the questionnaire.

### **3.9 Research Ethics**

The researcher communicated all institution and individual participant legally and smoothly by using the official letter of cooperation written and approved by the university. The purpose of the study were making clear and understandable for all respondents. Any communication with the concerned bodies will accomplishes at their voluntarily consent with harming out and threatening the personal and institutional wellbeing. In addition, all information obtains from individual respondents and the school recorders well done kept confidential.

## **CHAPTER FOUR DATA ANALYSIS AND PRESENTATION**

This chapter deals with the analyses, data presentations, interpretation and discussion of data gathered from samples population from Enemore Ener woreda governmental secondary schools. It consists of two parts. The first part is concerned with presenting personal information of the sample population and part two deals with the Analyses, data presentations, interpretation and discussion of the findings of the study. In this study, the total of 92 respondents were selected and invited to complete the questionnaires. From this number, 88 of them were properly completed and submitted usable questions, thereby generating a return rate of 95.6%. Therefore; analysis was made based on the data obtained from all respondents. In addition, the questionnaire was substantiated by document analysis and interview conducted with secondary school teachers, school leaders, WEO, CPDC and Supervisors. All the data obtained through questionnaires, interviews and document analysis based on the basic questions adopted in section one, interpretation and discussion were carried by taking in to account theories discussed and empirical works reviewed in the literature.

### **4.1 Background of the participants**

Description of the characteristics of the participants gives some basic information about the sample population. The following tables show the general characteristics (sex, qualification, and service years) of the participants involved in the study.

**Table 2:** Characteristics of the participants

Variables		Teachers		S.L		CPDC		Sup.		WEO		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Sex	Male	34	72	29	70	5	100	3	100	6	40	77	74
	Female	13	28	12	30	-	-			2	13	27	26
	Total	47	100	41	100	5	100			8	53	104	100
Qualifications	Dip	-	-	-	-	-	-	-	-	-	-	-	
	BA/Bask	47	100	41	100	5	100	2	66	6	75	101	97
	MA/MSc	-	-	-	-	-	-	1	34	2	25	3	3
	Total	47	100	41	100	5	100	3	100	8	100	104	100
Service Years	≤ 5	15	32	2	4	-	-	-	-	-	-	17	16
	6-10	26	56	25	61	5	100	3	100	-	-	59	57
	11-15	3	6	6	15	-	-	-	-	8	100	17	16
	>16	3	6	8	20	-	-	-	-	-	-	11	11
	Total	47	100	41	100	5	-	3	100	-	100	104	100

Key: N=number S.L=School leaders, Sup=Supervisors CPDC=continues professional developments Coordinator, WEO=woreda education office sours filed survey 2023.

Item1, Table 2 in relation to sex distribution of respondents 34 (72%), 29 (70%), 5(100%), 3 (100%), 6 (40%) and 13 (28%), 12(30%) 2(13%) of teachers, school leaders, CPD supervisors and WEO respectively. The numbers of female respondents were very low compared to their male counterparts in the sampled secondary schools of Enemore and Ener woreda. This is due to the under representation of female teachers in the secondary schools of the study area. Therefore the governments and each concerned bodies should give special attention to increase the numbers of females' respondents. Through affirmative action is a change intervention promoted in equity driven political agendas. Programs include organizational goals for increasing the representation of historically excluded groups, time table for their achievement and the introduction of strategies and practices to support targets (Konrad and Hartmann, 2001). Quotas and targets can be perceived as discriminatory (in this case against men) or as risking causing backlash and accusations of tokenism (Baez, 2003; Lobamba et al, 2006; Morley et al, 2006).

With regarding to respondents' qualification as shown in the Table 2 item 2, 47(100%),41(100%), 5(100) 2(66%) 6(75%) teachers, school leaders, CPD supervisors and WEO are holders of Bachelor Degree respectively while1 (34%), 2 (25%) of supervisors and WEO are Master's Degree holders. The results agree with the standards of the Ministry of Education has indicated that all secondary school teachers should possess first degree academic qualification (MOE, 2010).

With respect to services years of respondents shown in item 3 Table 2, were 15 (32%), 2(4%) teachers and school leaders were served for  $\leq 5$  years and below. On the other hand 32(68%), 39(95%), 5(100%) and 3(100%) 8(100%) teachers, school leaders, CPDC, Supervisor and WEO respectively in service year between 6 and above .This revealed that respondents had reasonable length of experiences on their work that enables them to provide adequate information on teachers' CPD in the sampled schools

## **4.2 The Implementation of CPD Practices**

This section deals with the items related to the implementation of CPD by secondary school teachers. Each item is analyzed based on the data obtained through questionnaires responded by respondent and further supported by the data obtained from interview and document analysis.

**Table3.** The extent to which Teachers Implement School- based CPD Activities

No	Items	P	N	M	S. D	G.M	T. value	P. value
1	Induction	T	47	3.72	.826	3.64	.834	1.861
		S.L	41	3.56	1.001			
2	Mentoring	T	47	3.64	.942	3.59	.484	.572
		S.L	41	3.54	1.027			
3	Peer observation	T	47	3.55	1.017	3.58	-.267	.164
		S.L	41	3.61	.972			
4	Conducting Trainings	T	47	2.03	1.231	2.38	-.790	1.128
		S.L	41	2.73	1.141			
5	Work shops	T	47	2.36	1.223	2.47	-.830	.256
		S.L	41	2.59	1.303			
6	Visiting experts	T	47	2.04	1.179	2.24	-1.669	2.088
		S.L	41	2.44	1.050			
7	Conducting action research	T	47	3.72	.800	3.63	.920	3.930
		S.L	41	3.54	1.098			
8	Team teaching	T	47	3.47	1.039	3.60	-1.278	2.061
		S.L	41	3.73	.895			
9	Visiting Schools and teachers to see examples of good practice	T	47	2.30	1.334	2.48	-1.211	2.020
		S.L	41	2.66	1.460			
10	Planning lesson together	T	47	3.62	.822	3.58	.397	1.965
		S.L	41	3.54	1.075			
11	Discussion meeting	T	47	2.53	.975	2.64	-1.080	.288
		S.L	41	2.76	.969			
12	Maintaining professional portfolio	T	47	2.11	.826	2.22	.834	1.861
		S.L	41	2.34	1.001			

Key P=Participant, N=Number M=mean, S.D=Standard Deviation, G.M=Grand Mean  
DF=degree of freedom (86) Sources, Filled survey, 2023 G C.

Table 3 of items 1 reveals that respondents were asked to reflect their ideas concerning about to investigate the extent to which teachers implement school based CPD activities on induction. The mean value for these items (1) were rated 3.72 (SD= .826) by teachers and 3.56 (SD= 1.001) by school leaders respectively. The grand mean (1) was (3.64). This shows that the participation of the respondent were high on induction. Thus, the respondents considered CPD program as useful to attain quality of education. In addition to this, most teachers are given attention on the induction and they gave positive attitude in the participation of CPD program. According to TESO (2003), induction is considered as first phase of CPD since pre-service training has been unable to meet the needs of all teachers in all situations.

Table 3 of items 2 reveals that respondents were asked to reflect their ideas concerning about to investigate the extent to which teachers implement school based CPD activities on mentoring. The mean value for these items (2) were rated 3.64(SD= 0.942.) by teachers and 3.54(SD=1.027) by school leaders respectively. The grand mean (2) were (3.59) was shows agree on mentoring is positive support relationship between a more experience to staff and less experienced staff (Bland ford 2000).

Table 3 of items 3 reveals those respondents responses were asked to reflect their ideas concerning about investigate the extent to which teachers implement school based CPD activities on peer observation. The mean value for the item (3) were rated 3.55 (SD=1.017) by teachers and 3.61 (SD=0.972) by school leaders respectively. The grand mean (3) were (3.58) was shows high on peer observation. This shows that most of the respondents understood that peer observation had its own advantage for the improvement of their knowledge.

Table 3 items 4 asked the extent to which teachers implement school based CPD activities on conducting trainings. The mean value rate found on the above table shows that 2.03(SD=1.231) for teachers and 2.73(SD=1.141) for school leaders. The calculated grand mean 2.38 shows low on conducting trainings. This indicates that teachers are not participating on CPD program due to lack of training.

Table 3, item 5 asked the extent to which teachers implement school based CPD activities on workshops. The mean value rate found on the above table shows that 2.36 (SD=1.223) for teachers and 2.59(SD=1.303) for school leaders. The calculated grand mean (2.47) was shows low on workshops.

This implies that Respondent are not well participated on work shop. According to Schweree etal (2005), shows that the work shop method can only be effective, if it is used as a part of planned series of activities.

Workshops linked to together through specific tasks or activities use on its own, if rarely leads to long term changes in Teaching or to a lasting impact in the class in the class room. A single work shop is an in effective, in efficient and costly investment of human and fiscal resources.

Table 3, item 6 asked the extent to which teachers implement school based CPD activities on visiting experts. The mean value rate found on the above table shows that 2.04 (SD=1.179) for teachers and 2.44(SD=1.050) for school leaders. The calculated grand mean (2.24) was shows low on visiting experts. . This implies that teachers are not interested on support of experts.

Table 3, item7 asked the extent to which teachers implement school CPD activities on conducting on action research. The mean value rate found on the above table shows that3.72 (SD= 0.800) for teachers and3.54 (SD=1.098) for school leaders. The calculated grand mean (3.63) was shows high on conducting action research. Such (2003) also identified four purposes of action research in education. The first one is that serve as a strategy for broader change initiate with in schools or class room. The second reason is that it improves class room practices. The third is to contribute to better understanding of the nature of teacher's knowledge and the last is that if important activity by which teachers improve their class room practices in general and their efficiency in particular.

Table 3, item 8 asked the extent to which teachers implement school based on CPD activities on conducting on team teaching. The mean value rate found on the above table shows that3.47 (SD=1.039) for teachers and 3.73(SD=0.895) for school leaders. The calculated grand mean (3.60) was shows agree on team teaching. This shows that to achieve the teachers' development program, teachers are being given to practice high attention on planning lesson together.

Table 3, item 9 asked the extent to which teachers implement school based on CPD activities on visiting schools and teachers to see examples of good practices. The mean value rate found on the above table shows that 2.30 (SD=1.334) for teachers and2.66 (SD=1.460) for school leaders. The calculated grand mean (2.48) was shows low on visiting schools and teachers to see

examples of good practice. This shows that the interest of teachers in participating in the implementation of CPD program was less. In addition to this, teachers are not interested on the implementation of CPD program. Because visiting schools needs money and time. Shortage of time and money may take as reason .Furthermore, the interview made with CPD coordinator, supervisors, WEO experts; teachers indicate that they complained on the implementation of the program due to different reasons , which include lack of training, lack of awareness, lack of time and available resources.

Table 3, item10 asked the extent to which teachers implement school based on CPD activities on planning lesson together. The mean value rate found on the above table shows that 3.62 (SD=0.822) for teachers and 3.54(SD=1.075) for school leaders. The calculated grand mean (3.58) was shows high on planning lesson together. This shows that to achieve the teachers' development program, the participation of teachers is less on planning lesson together.

Table 3, item 11 asked the extent to which teachers implement school based on CPD activities on discussion meeting. The mean value rate found on the above table shows that 2.53 (SD=.975) for teachers and 2.76 (SD=.969) for school leaders. The calculated grand mean (2.64) was shows moderate on discussion meeting. This also indicates that most teachers were positive attitude on the stated activity of CPD program.

Table 3, item12 asked the extent to which teachers implement school based on maintaining professional portfolio. The mean value rate found on the above table shows that 2.11 (SD=.826) for teachers and 2.34(SD=1.001) for school leaders. The calculated grand mean (2.22) was shows low on maintaining professional portfolio Thus, they did not give attention on these activities. From document analysis it was also observed that even through teachers maintaining professional portfolio, there are very small number of CPD activities attached to their portfolio.

The t-test product computed to compare the significance differences between participants' responses. As indicated under an independent sample t-test result, there is no statistically significant difference on all items as all the calculated values of the t-test are less than that of the table t-value (t-critical = 1.984) at  $\alpha = 0.05$  level of significance and  $df = 86$  shows that, the calculated t-values for the items (1, 2, 3,4,5,6, 7, 8,9,10,11and 12) are less than the table value (t-

critical= 1.984) and it implies that, there is no significant difference in opinions of the two categories of respondents with regard with all items in found on Table 1.

According to MOE, (2009), teachers professional portfolio should contain individual CV (personal and professional data and qualifications) individual CPD action plan, evidence of CPD activities which had been under taken by individual teachers in the last two years, feedback from mentors/ facilitators, teachers self-reflections examples of lesson plans with evaluations. However, the content of portfolio may be varied from school to school.

The data obtained through interview with CPD coordinator, supervisor and WEO concerning support for the implementation of the program, most of them responded that they are not continuously supporting their teachers. They reasoned that they were also lack training, time and awareness on the program. According to MoE (2007:3) portfolio can give teachers a purpose and frame work for preserving and sharing their work to provide occasions for mentoring and collegial interaction and stimulate teachers to reflect on their own frame work and on the act of teaching.

The data obtained through interview and document analysis also revealed that school teachers did not give attention to involvement of CPD activities. However they practice in certain activities such as induction, mentoring, peer observation, action research and Discussion meetings. They are not well practiced in other CPD activities, such as conducting training, workshops, visiting expert, team teaching, visiting schools and teachers to see examples of good practice, planning lesson together, maintaining professional portfolio.

In general as it can be understood from the data obtained through questionnaire, interview and document analysis. The extent of CPD program implementation in different activities by teachers, school leaders and supervisors of secondary schools are participating in few CPD activities. It is because the majority of the activities, which are very essential for improving teacher's professional skill, are not given great attention.

**Table4.** Extents of training given to practice CPD on these topics (content)

No	Items	P	N	M	S. D	G.M	T. value	P. value
1	About the practice of CPD program in the School	T	47	2.83	1.434	2.74	.611	.5957
		S.L	41	2.66	1.196			
2	About the objectives of CPD program	T	47	2.11	1.282	2.16	-1.153	.538
		S.L	41	2.22	1.194			
3	On the Importance of CPD program	T	47	3.30	.778	3.35	-.691	.169
		S.L	41	3.41	.805			
4	On the responsibilities of different bodies in implementing the CPD program.	T	47	2.09	1.248	2.04	.322	.256
		S.L	41	2.00	1.225			

*Key P=Participate, N=Number M=mean, S.D=Standard Deviation G.M=Grand Mean DF=degree of freedom (86) Sources, Filed survey, 2023 G C.*

Table 4, item 1 asked respondents to reflect their ideas concerning about practice of CPD program. The mean value for these items (1) were rated 2.83 (SD= 1.434) by teachers and 2.66 (SD= 1.196) by school leaders respectively. The grand mean (1) was (2.74).This shows that most of the respondent did acquire moderate training to practice CPD program in the Schools.

Table 4, item 2 asked respondents to reflect their ideas concerning the practice of CPD program and the objectives of CPD program. The mean value for this item was rated 2.11 (SD=1.282) by teachers and 2.22 (SD=1.194) by school leaders respectively. The grand mean was (2.16).The response on the extent of training given to practice CPD implementation' was low. According to Village (2009), and Yehunie (2008), as cited in Feleke Delelo, (2012) the overall objectives of CPD is to raise the achievement of students in Ethiopian schools and higher education institutions. In addition, teacher attitude towards CPD in Yehunie (2007) indicates that most teachers started practicing in CPD program without any pre-practice training and also were not convinced first about the importance objective and implementation of the program there by leading them to believe on that they learn some ting that would be help full for their work.

Table 4, item 3 asked respondents to reflect their ideas concerning about practice of CPD program on the Importance of CPD program. The mean value for the item (3) was rated 3.30 (SD=.778) by teachers and 3.41 (SD=.805) by school leaders respectively. The grand mean (3) were (3.35). This shows that the extent of training given for the respondent to practice CPD related to the topic Importance of CPD program were moderate. According to Craft, (2000) discussed the dynamic nature of educational environment cannot be easily managed without continuously improve and update teachers competence and skills for the benefit of society and the students they serve.

Item 4, Table 4 asked respondents about practice of CPD program on the responsibilities of different bodies in implementing the CPD program. The mean value rate found on the above table shows that 2.09 (SD=1.248) for teachers and 2.00 (SD=1.225) for school leaders, the calculated grand mean (2.04). This also indicates that training given to teachers to practice CPD in relation to the topic responsibilities of different bodies and other activities in implementing the CPD program were low. Statistical analysis was used to test significant difference in responses.

As indicated under an independent sample t-test result, there is no statistically significant difference on all items as all the calculated values of the t-test are less than the table t-value (t-critical = 1.984) at  $\alpha = 0.05$  level of significance and  $df = 86$  shows that, the calculated t-values for the items (1, 2, 3, and 4) are less than the table value (t-critical= 1.984) and it implies that, there is no significant difference in opinions of the two categories of respondents with regard to all items found on Table 4.

The responses obtained through interview from CPD Coordinator, supervisor, education bureau officials and document analysis revealed that, training was given for teacher to practice CPD but appropriate training provide to teachers to practice CPD was not sufficient and lack continuity. Generally the training given to teachers to practice and implements CPD effectively was inadequate.

### 4.3 The Role of Stakeholders in the effective Implementation of CPD

As clearly depicted in the literature part teachers need a reliable assistance to implement CPD Program effectively aimed at their professional development. Accordingly, a set of questions were asked to the respondents to identify whether they obtained support from different stakeholders. The data are presented in table 6 below.

**Table 5** The Effort of Responsible School Stakeholders at Deferent Levels in Supporting the Implementation of CPD Program.

No	Items	P	N	M	S. D	G.M	T. value	P. value
1	School	T	47	3.13	1.039	3.40	-.738	1.598
		S.L	41	3.68	.879			
2	Cluster recourse center	T	47	3.24	.919	3.46	-.229	.000
		S.L	41	3.68	.907			
3	Woreda education office	T	47	2.02	1.277	2.13	-.772	3.474
		S.L	41	2.24	1.428			
4	Zone education department	T	47	2.21	1.122	2.03	1.577	.453
		S.L	41	1.85	1.014			
5	Reign education bureau/ ministry of education	T	47	1.30	.623	1.30	.040	.024
		S.L	41	1.29	.602			
6	NGOS	T	47	1.23	.476	1.26	-.502	.985
		S.L	41	1.29	.602			

*Key P=Participant, N=Number, M=mean, S.D=Standard Deviation G.M=Grand Mean DF=degree of freedom (86) Sources, Filed survey, 2023 G C.*

Table 5, item 1 asked the respondents on the effort of responsible school stakeholders at different levels in supporting the implementation of CPD program at school. The mean value for the item was 3.13 (SD= 1.039) by teachers and 3.68 (SD= .879) by school leaders respectively. The grand mean was (3.40) and shows that it is moderate. Regarding to the school support to CPD, majority of the respondents responded that the support of schools was moderate to make the teachers to participate in CPD activities.

Table 5, item 2 asked those respondents to reflect their ideas concerning the effort of responsible school stakeholders at different levels in supporting the implementation of CPD program on Cluster recourse center. The mean value for the item 2 was 3.24 (SD=.919) for teachers and 3.68 (SD=.907) for school leaders respectively. The grand mean was 3.4. This shows that cluster centers facilitate and support for teacher to implement CPD program in schools.

Table 5, item 3 asked respondents to reflect their ideas concerning the effort of responsible school stakeholders at different levels in supporting the implementation of CPD program at Woreda Education Office. The mean value for the item is 2.02 (SD=1.277) for teachers and 2.24 (SD=1.428) for school leaders respectively. The grand mean is 2.13 and shows that the role of WEO to support teachers and school for the effective implementation of CPD was not as expected.

Table 5, item 4 asked respondents on the effort of those responsible school stakeholders at different levels in supporting the implementation of CPD program at Zone Education Department. The mean value on table shows 2.21 (SD=1.122) for teachers and 1.85 (SD=1.014) for school leaders. The calculated grand mean is 2.03. This implies that the support from Zone Education Department for planning, organizing, coordinating, supervising and supporting for the effective implementation of teachers' CPD program was very low.

Table 5, item 5 asked about the effort of responsible school stakeholders at different levels in supporting the implementation of CPD program on Regional Education Bureau. The mean value rate on the above table shows that as 1.30 (SD=.623) for teachers and 1.29 (SD=.602) for school leaders. The calculated grand mean is 1.30, which shows that the teacher and the school were given support to facilitate for CPD implementation program from Region Education Bureau, though it was very low. According to MOE (2009), local and regional educational authorities, such as WEOs, ZEOs or REBs, always have a number of supervisors and education experts on their staff. It is the responsibility of these experienced professionals to give help and advice teachers in schools, colleges and universities on matters of subject knowledge or teaching methodology.

Table 5, item 6 asked about the effort of responsible school stakeholders at different levels in supporting the implementation of CPD program on NGOS. The mean value rate found on the

above table shows that 1.23 (SD=.476) for teachers and 1.29(SD=.602) for school leaders. The calculated grand mean (1.26) this shows that the support of NGOs for the implementation of CPD program was very low for the schools. In addition to this, the support of Woreda Education Office, Zone Education Department, Regional Education Bureau, and Ministry of Education and Non-governmental organization should create opportunities for continuous professional development, but the respondents felt that these organizations were not offering opportunities for the teachers to participate in CPD.

Further statistical analysis was made to test the differences in responses. As indicated under an independent sample t-test result, there was no statistically significant difference in all items as all the calculated values of the t-test are less than that of the table t-value (t-critical = 1.984) at  $\alpha = 0.05$  level of significance and  $df = 86$ . It shows that the calculated t-values for the items (1, 2, 3, 4, 5, and 6) are less than the table value (t-critical= 1.984) and it implies that, there is no significant difference in opinions of the two categories of respondents with regard to all items found on Table5. In general the data obtained through questionnaire, interview and document analysis showed that the support of Woreda Education Office, Zone Education Department, Regional Education Bureau, Ministry of Education and Nongovernmental Organization for the implementation of CPD is less than expected.

#### 4.4 The Attitudes of Teachers towards CPD Program

**Table6.** Teachers’ and School Leaders’ Views on the CPD Program

No	Items	P	N	M	S. D	G.M	T,Valu e	P.value
1	The program is relevant	T	47	3.57	1.058	3.62	-.525	1.656
		S.L	41	3.68	.879			
2	The program is interesting	T	47	3.47	1.039	3.63	-1.730	5.174
		S.L	41	3.80	.782			
3	The program is participatory	T	47	3.66	.867	3.60	.617	.950
		S.L	41	3.54	1.002			
4	The program is feasible	T	47	3.49	1.040	3.55	-.554	.227
		S.L	41	3.61	.997			
5	The program is cost effective	T	47	3.70	.778	3.63	.722	2.888
		S.L	41	3.56	1.050			
6	The program is up to date	T	47	3.47	1.039	3.61	-1.444	3.164
		S.L	41	3.76	.830			
7	The program is improves teachers competence	T	47	3.74	.765	3.65	.933	3.952
		S.L	41	3.56	1.074			
8	The program increase students achievement	T	47	3.68	.958	3.66	.234	.004
		S.L	41	3.63	.915			

*Key P=Participate, N=Number, M=mean, S.D=Standard Deviation G.M=Grand Mean DF=degree of freedom (86) Sources, Filed survey, 2023 G C.*

Table 6, item 1 asked respondents to reflect their ideas concerning about assessing the outlooks of teachers towards the CPD program on the program is relevant. The mean value for these items (1) were rated 3.57 (SD= 1.058) by teachers and 3.68 (SD= .879) by school leaders respectively. The grand mean (1) were (3.62) .This indicate that majority of the respondents agree that continues professional development was relevant to improve teacher capacity.

Table 6, item 2 asked respondents to reflect their ideas concerning about assessing the outlooks of teachers towards the CPD program on program is interesting. The mean value for these items (2) were rated 3.47 (SD=1.039) by teachers and 3.80 (SD=.782) by school leaders respectively.

The grand mean (2) were (3.63) .This shows that the respondents agree on the program that were interesting for teachers to address the knowledge gap in teaching learning process.

Table 6, item 3 asked respondents to reflect their ideas concerning about assessing the outlooks of teachers towards the CPD program on program is participatory. The mean value for the item (3) was 3.66 (SD=.867) for teachers and 3.54 (SD=1.002) for school leaders respectively. The grand mean was 3.60 .It shows that majority of the respondents agree on the program that it was participatory and all teachers were to participate, discuss and share experience collaboratively in schools.

Table 6, item 4, asked the respondents to assess the outlooks of teachers towards the CPD program and its feasibility. The mean value rate found on the above table shows that 3.49 (SD=1.040) for teachers and 3.61 (SD=.997) for school leaders. The calculated grand mean of 3.55. It indicated that majority of the respondents perceived the program is feasible.

Table 6 items 5 asked respondents to assess the outlooks of teachers towards the CPD program on the program's cost effectiveness. The mean value rate found on the above table shows that 3.70 (SD=.778) for teachers and 3.56 (SD=1.050) for school leaders. The calculated grand mean is 3.63 and it shows that the program is cost effective and mostly practiced in schools by minimal workshop, discussion, meeting, and experience sharing activities.

Table 6 item 6 asked respondents to assess the outlooks of teachers towards the CPD program about on program is up to date. The mean value rate found on the above table shows that 3.47 (SD=1.039) for teachers and 3.76 (SD=.830) for school leaders. The calculated grand mean (3.61) was shows agree the program is up to date.

Table 6, item 7 asked respondents to reflect their ideas concerning about assess the outlooks of teachers towards the CPD program on program is improves teachers competence. The mean value for these items (7) were rated 3.74 (SD=.765) by teachers and 3.56 (SD= 1.074) by school leaders respectively. The grand mean for item 1 was (3.65). This shows that the respondent agree CPD program is improves teachers competence .regarding this idea, Craft, (2004) listed some reasons as to the need for continuous professional development to improve the job performance skills of an individual teachers, to extend the experience of an individual teachers for career development or promotion, to develop professional knowledge and understanding of an

individual teachers ,to anticipate and prepare for change and clarity of the whole school or department policy, continuous assessment and action research. It also fostered a culture of cooperation among teachers, student, parents and the surrounding community.

Table 6, item 8 asked respondents to reflect their ideas concerning about assess the outlooks of teachers towards the CPD program on the program increase students achievement. The mean value for these items (2) were rated as 3.68 (SD=.958) by teachers and 3.63 (SD=.915) for school leaders respectively. The grand mean for item (8) was (3.66) .The respondent agree program increase students' achievement. On the other hand, to investigate the attitude of teacher's interview question was presented to school CPD coordinator, supervisor and WEO respondents. Majority of the respondent responded that teachers have positive attitude towards the CPD program. Showing the significant difference between two groups of respondent, t-test was computed.

As indicated under an independent sample t-test result, there is no statistically significant difference on all items as all the calculated values of the t-test are less than that of the table t-value (t-critical = 1.984) at  $\alpha = 0.05$  level of significance and  $df = 86$  shows that, the calculated t-values for the items (1, 2, 3,4,5,6, 7, and 8) are less than the table value (t-critical= 1.984) and it implies that, there is no significant difference in opinions of the two categories of respondents with regard with all items in found on Table 4.This is because they found that CPD was helpful to develop their professional competence and finally enables them to get career promotion. If teachers had accepted that CPD improved students' achievements by creating awareness about the current situation and improving their teaching method, schools would have got a good opportunity to run the program effectively. This is in line with Bland ford in Yaekob (2008) that a positive attitude towards CPD is an important ingredient of appropriate CPD environment. In this regard positive teachers' attitudes together with an appropriate support system may lead to a better implementation of the program. In line with this, a research conducted by Hailellasie (2004) showed that teachers have positive attitudes towards CPD program in Addis Ababa high schools. Generally Respondents positively perceived that, CPD program is relevant, interesting, participatory, feasible, cost effective, and up to date, improves teachers' competence and increase student' achievement.

**4.5 This section is devoted to the presentation of the major factor that hinders the effective implementation of CPD activities.**

**Table 7** The Major Challenge of Secondary Schools Face in the Implementation of CPD Program.

No	Items	P	N	M	S. D	G.M	T.valu e	P.value
1	Lack of available resources	T	47	3.57	.950	3.62	-.546	.184
		S.L	41	3.68	.907			
2	Lack of systematic follow-up	T	47	3.55	1.017	3.58	-.267	.164
		S.L	41	3.61	.972			
3	Lack of well Trained CPD Trainers	T	47	3.66	.841	3.57	.809	3.829
		S.L	41	3.49	1.143			
4	Lack of motivation on The part of teacher	T	47	3.40	1.116	3.55	-1.408	2.605
		S.L	41	3.71	.901			
5	Lack of time to implement the program	T	47	3.09	1.316	3.09	-.045	.039
		S.L	41	3.10	1.281			
6	Lack of incentive	T	47	3.57	.950	3.58	-.051	.330
		S.L	41	3.59	1.072			
7	Lack of CPD guide line	T	47	3.02	1.170	2.96	.438	3.622
		S.L	41	2.90	1.375			
8	Lack of awareness	T	47	3.38	1.134	3.55	-1.654	4.579
		S.L	41	3.73	.837			
9	High turnover of CPD facilitator	T	47	3.70	.778	3.59	1.014	6.176
		S.L	41	3.49	1.186			
10	Lack of Coordination b/n Teacher and school administration	T	47	3.13	1.377	3.09	.282	1.043
		S.L	41	3.05	1.244			

Key P=Participate, N=Number, M=mean, S.D=Standard Deviation G.M=Grand Mean  
DF=degree of freedom (86) Sources, Filed survey, 2023 G C.

Table 7, item 1 asked respondent to reflect their ideas concerning about identify the major challenges of secondary schools face in the implementation of CPD program on Lack of

available resources. The mean value for this item was rated as 3.57(SD= .950) for teachers and 3.68 (SD= .907) for school leaders respectively. The grand mean was 3.62 and showed lack of available resources. It implies that secondary schools and other concerned bodies are not supporting their teachers in facilitating the available resource effectively and sufficiently.

Table 7, item 2 reveals that respondents were asked to reflect their ideas concerning about identify the major challenges of secondary schools face in the implementation of CPD program on lack of systematic follow-up. The mean value for this item was rated as 3.55(SD=1.017) by teachers and 3.61(SD=.972) by school leaders respectively. The grand mean was 3.58 and shows lack of systematic follow-up. This shows that there were no responsible bodies to follow-up the implementation of CPD program and lack of feedback from the concerned body led teachers' CPD implementation ineffective and inefficient.

Table 7, item 3 reveals that respondents were asked to reflect their ideas concerning about identify the major challenges of secondary schools face in the implementation of CPD program on lack of well-trained CPD trainers. The mean value for the item was rated as 3.66(SD=.841) by teachers and 3.49(SD=1.143) by school leaders respectively. The grand mean was 3.57 and shows agreement that there is lack of well-trained CPD Trainers. This shows that there is lack of trained CPD facilitators in secondary schools, which of course has been one of the challenges.

Table 7, item 4, asked respondents to identify the major challenges the secondary schools face in the implementation of CPD program. The result shows lack of motivation on part of teacher. The mean value rate found on the above table shows that 3.40 (SD=1.116) for teachers and 3.71(SD=.901) for school leaders. The calculated grand mean 3.55 also showed lack of motivation on the part of teacher. This reveals that lack of teacher's motivation was one of the challenges that threaten the actual implantation of CPD.

In support of this issue, studies widely declared that low teacher motivation results in poor professional performance. Teachers with low motivation are characterized by limited effort devoting less time to CPD activities (World Bank, 2004).

Table 7, item 5 asked the respondents to identify the major challenges of secondary schools face in the implementation of CPD program. The mean value rated on lack of time to implement the program shows 3.09(SD=1.316) for teachers and 3.10(SD=1.281) for school leaders. The

calculated grand mean 3.09 showed moderate position for lack of time to implement the program. This result shows that the time constraint for CPD implementation was moderate.

Table 7, item 6 asked respondents to identify the major challenges the secondary schools face in the implementation of CPD program. The mean value rated on lack of incentive was found to be 3.57 (SD=.950) for teachers and 3.59 (SD=1.072) for school leaders. The calculated grand mean 3.58 also showed high. This implies that the schools did not get different incentives to implement CPD effectively and efficiently.

Table 7, item 7 reveals that respondents were asked to reflect their ideas on the major challenges the secondary schools face in the implementation of CPD program with regard to lack of CPD guide line. The mean value for the item was 3.02 (SD=1.170) for teachers and 2.90 (SD= 1.375) for school leaders respectively. The grand mean was 2.96 showed moderate absence of CPD guidelines. Thus, one can say that the availability of CPD manuals and Guide lines was moderate.

Table 7, items 8 reveals that respondents were asked to reflect their ideas to identify the major challenges of secondary schools face in the implementation of CPD program with regard to lack of awareness. The mean value for the item was 3.38 (SD=1.134) for teachers and 3.73 (SD=.837) for school leaders respectively. The grand mean item was 3.55 showed there was high level lack of awareness. This showed that providing introductory orientation and additional training for secondary school teachers about the significance of each CPD activities was insufficient.

Table 7, item 9 reveals that respondents were asked to reflect their ideas by identifying the major challenges of secondary schools face in the implementation of CPD program with regard to the high turnover of CPD facilitators. The mean value for the item was 3.70 (SD=.778) for teachers and 3.49 (SD= 1.186) for school leaders respectively. The grand mean was 3.59, which shows high turnover of CPD facilitators. This implies that most assigned mentors and CPD facilitators were promoted (transferred). The school principals or WEO have not sought solution to stop the turnover of trained facilitators. Table 8, item 10 reveals that respondents were asked to reflect their ideas concerning the major challenges of secondary schools face in the implementation of CPD program with regard to lack of coordination between teacher and school administration. The mean value for the item was 3.13 (SD=1.377) for teachers and 3.05 (SD=1.244) for school

leaders respectively. The grand mean item was 3.09, which implies that school teacher's relationships with the administrators on CPD implementation were moderate

The t-value computed to compare the significance differences between respondents' responses. As indicated under an independent sample t-test result, there is no statistically significant difference on all items as all the calculated values of the t-test are less than that of the table t-value (t-critical = 1.984) at  $\alpha = 0.05$  level of significance and  $df = 86$ . It shows that the calculated t-values for the items (1, 2, 3,4,5,6, 7, 8,9 and 10) are less than the table value (t-critical= 1.984) and it implies that there is no significant difference in opinions of the two categories of respondents with regard to all items in found on Table 5.

According to MOE (2009), the challenges encountered in CPD include nearly four out of five school structure of CPD is either absent or inadequate, time constraints on teachers as well as their school leaders, CPD facilitator's high turnover, failure to synchronize the carrier structure and the CPD values and activities, 93.5% of the CRCS (cluster resource centers) were not to run well organized, inspiring and transforming CPD activities, lack of systematic coordination between the education bureaus, teacher's education institutions and NGOS at different levels are major barriers, which affect the effective implementation of CPD program.

Data gathered through the interview from CPD coordinators, supervisors and WEO experts revealed that teachers were not provided with sufficient orientation and training on how and why to involve in school-based CPD. There was shortage of resources, especially of material and financial ones to prepare manuals and cover other costs. They also stated that the reason behind these problems was shortage of budget and financial support from the education offices of different levels. In addition to this, they also stated that the problems like lack awareness, lack of training, lack of trained manpower, lack of incentive, high turn- over of CPD facilitator, lack of time and coordination between different school stake holder at different level were the major challenges that affect CPD implementation in secondary schools.

With the open-ended questions, respondents suggested that teachers, CPD facilitators, department heads, senior teachers, Woreda and Zone supervisors were not taking full responsibility of having common sense of ownership to successfully implement the planned activities of school based CPD because of the above stated problems. Generally, it can be seen from the above quantitative and qualitative data, one can understand that CPD Program has been

facing a series of challenges, which makes it difficult to expect CPD program to bring about the planned teachers' professional capacity.

#### **4.6 Possible Solutions to Overcome the Challenges**

In the search to overcome the challenges, interview and open ended question were presented for the respondents to respond their suggestions and set possible solution to the challenges. The responses indicated that an adequate time should be given for training; continuous follow-up system should be practiced in schools, assigning trained and capable supervisors and school principals and giving enough training for teachers' CPD facilitators, principals, supervisors and WEO. Organization of sufficient reference materials and allocation of budget were to be allocated for the practice of CPD program. It seems correct to give training CPD program as common course in Teachers 'Training Institutions or University, and implementing the program effectively with all stakeholders' support. Giving continuous feedback for teachers and schools, evaluating the effectiveness of the programmed and re-designing the program were the possible solutions suggested by the majority of the respondents.

## **CHAPTER FIVE, SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

In this chapter, major findings of the study are summarized and conclusions based on the findings are drawn. The chapter also includes recommendations forwarded based on the assumption that they could be remedies for problems investigated in the study.

### **5.1 Summary of the Major Findings**

The main purpose of the study was to assess the implementation of CPD program in secondary schools of Enemore- Ener Woreda Gurage zone SNNPR. To meet the above objectives the study was guided by the following research objectives:

- To investigate the extent to which the CPD programs were practiced in secondary school of Enemor- Ener Woreda.
- To explore the extent that has been contributed by the different school stakeholders to CPD implementation in secondary schools of Enamor Ener Woreda.
- To assess the attitudes of teachers towards the continuous professional development program in secondary school of Enemor Ener Woreda
- To identify the major challenges the secondary schools have encountered in implementing CPD program in Enemor Ener Woreda.

This was with the intent to assess the implementation of CPD program and recommend possible ways of alleviating the problems. To this end, basic questions addressing the issues related to CPD such as the CPD programs practice, contribution to CPD implementation, attitudes of teachers towards the CPD program and major challenges of secondary schools have encountered in implementing CPD program were raised.

The study employed descriptive survey method. To address the research questions raised, the investigator reviewed the relevant literature and prepared three sections of questionnaires, interview guides and document analysis on the basis of the reviewed literature to collect data from the subjects at sample government secondary schools. The questionnaires were, after having been evaluated and checked by the thesis advisor, pilot-tested in order to avoid irrelevant

and ambiguous or unclear statements. Based on comments secured, necessary corrections and modifications were made before distribution.

Regarding the subjects of the study, a total of 104 respondents, of which 41 principals, 47 teachers, 3 secondary schools, 8 WEO and 5 CPDC of sample secondary schools were included. Questionnaire, interview and relevant documents were used to collect data. The questionnaire included both close-ended and few open-ended questions. The data obtained from different sources were analyzed and interpreted using percentage, mean deviation, standard deviation, grand mean and independent sample t-test. The major findings of the analysis are presented here under.

The Extent to which Teachers Implemented School-based CPD Activities., the respondents were asked questions and responded for the activities related to induction, action research, and monitoring, planning lessons together, and peer observations were practiced in secondary school of Enemor Ener worda. The grand mean of the above items were between 3.58 and 3.64 and meeting for discussion for the training given to teacher with regard to the content practice and importance of CPD were with a grand mean of 2.64 and 3.06, which is moderate. The activities related to conducting training, workshop, visiting experts, team teaching, visiting schools and teachers to see example of good practice, extent of training given related to the content objective, and responsibility of CPD practice was low. A grand mean of those items were in between 2.04 and 2.48. This shows that the majority of the items which were found on Tables 1 and 2 indicate that there has been low teachers' implementation of school-based CPD activities. The extent of CPD program participant teachers, school leaders and supervisors of secondary schools' participations in the few CPD activities were low. It was because that the majority of the activities were very essential for improving teachers' professional skill and they were not given great attention.

### **Responsible school stakeholders at Different Levels in Supporting the Implementation of CPD**

Extents of responsible school stakeholders at different levels in supporting the implementation of CPD program in the case of school and cluster recourse center perform moderate a grand mean of 3.40 up to 3.46. While worda education office and zone education department support to school to implement CPD was low that score grand mean of 2.13 and 2.03. On the other hand,

region education Bureau /ministry of education and NGOs helps to school to implement CPD effectively and efficiently were very low that score a grand mean of 1.30 and 1.26. Implementing teacher's professional development program needs a comprehensive and coordinated approach of stakeholders at all levels. Each stakeholder in CPD has responsibilities. These can be either as an individual or as an institution. In this regard, the MoE (2009) indicates clearly the responsibilities and duties of each stake holders in CPD program implementation.

The extent of support provides to teachers to implement CPD by different bodies were low. In addition to this from the interview finding even if the teacher acquire support by school, cluster WEO to implement CPD the support were not that much adequate and gets mainly introductory orientation and material supports. Therefore, providing different supports to implement CPD were could not be left only to limited number of stakeholders.

### **The attitude of Teachers towards the CPD program**

The attitude of teachers towards CPD program related to the item the program is relevant, the program is interesting, the program is participatory, the program is feasible, the program is cost effective, the program is up-to-date, and the program improves teacher competence and the program increase student achievement was high. The respondent responded that all most all the items that were listed in Table 3 were agreed that grand mean for the above mentioned item were between 3.54 up to 3.66 this shows that all most all the respondent were positive attitude towards CPD program. Constructive attitude towards CPD program were an important element of appropriate CPD environment. This is in line with Blandford in Yaekob (2008) that a positive attitude towards CPD is an important ingredient of appropriate CPD environment. In line with this, a research conducted by Hailellasie (2004) showed that teachers have positive attitudes towards CPD program in Addis Ababa high schools. Yehunie (2008) also indicates that teachers' in primary schools of west Gojjam have a positive attitude for CPD program.

### **Major Challenges of Secondary Schools face in the Implementation of CPD Program.**

The challenge to implement CPD regarding to the item lack of available resources, lack of systematic follow up, lack of well-trained CPD trainer, lack of motivation on the part of teachers, lack of incentive, lack of awareness and high turnover of CPD trainers were high. The grand mean for those the above mentioned items were 3.55 and 3.62. On the other hand items like lack

of time to run CPD, lack of CPD guide line and lack of coordination between teachers and school administration was moderate. The grand mean for those item were between 2.96 and 3.09 .this show that majority of the items that were stated in table5 were challenges to implement CPD effectively and efficiently in secondary schools of Enemore Ener woreda. According to MOE (2009), the challenges encountered in CPD include that nearly four out of five school structure of CPD is either absent or inadequate, time constraints on teachers as well as their school leaders, CPD facilitator's high turnover, failure to synchronize the carrier structure and the CPD values and activities, 93.5% of the CRCS (cluster resource centers) were not to run well organized, inspiring and transforming CPD activities, lack of systematic coordination between the education bureaus, teacher's education institutions and NGOS.

In addition, the data obtained from CPD coordinator ,supervisor, and WEO that were challenges for implementation of CPD in schools was lack of available resources, lack of awareness ,lack of systematic follow up, lack of motivation on the part of teachers, lack of expertise ,high turnover of CPD facilitator, lack of incentive, lack of time, lack of support, lack of funds to run CPD programs, lack of coordination between teachers and administrative at different levels are major barriers which affect the effective implementation of CPD program in schools. Therefore, it can be seen from the above quantitative and qualitative data, one can understand that CPD Program was challenged by a series challenges. In such a situation, it might be difficult to expect CPD program to bring about the intended teachers professional capacity. So all the concerned bodies work with collaboratively and take remedial action for these CPD implementation challenges by stage by stage to make the implementation more successful to attain the desired objectives.

## 5.2 Conclusions

**Based on preceding analysis and major findings of the study, the following conclusion was drawn.**

- One of the major findings of this study in line with the extent to which teachers implement school based CPD activities: like induction, mentoring, peer observation, action research and planning lesson together were practiced as expected. Craft, (2000) discussed the dynamic nature of educational environment cannot be easily managed without continuously improve and update their competence and skills for the benefit of society and the students they serve. CPD is a program regarded as a way to improve teachers' performance .In relation to this idea the extent to which teacher participate in CPD in Enemor-Ener Woreda was not as expected. The teacher did not actively participate in CPD program. In addition, to this school leaders and supervisors were also not actively take part and support teachers to achieve the program and lack commitment as there is absence of support from the woreda education office and other stakeholders. This results low participation of teachers, school leaders and supervisors in implementing CPD program effectively and efficiently. Therefore the low participation of the respondent for implementation of CPD leads to hinder the achievement of the intended objective of CPD that was improving teacher competence, student achievement and educational quality as whole.
- The extent of support in relation to different school stake holders were low school and cluster were better to support CPD implementation program but the support provide to the respondent was not sufficient and in adequate to run CPD implementation program effectively and efficiently whereas WEO ,zone education department ,region education bureau/ ministry of education and NGOs support to implement CPD effectively was low and does not reach to teachers at the grass root level because of such limitation support to implement CPD was no meet the intended objective of CPD program and affect the teaching learning process and planned result.
- The major challenge of secondary schools face in the implementation of CPD program are lack of available resources, lack systematic follow up, lack of well-trained CPD facilitator, lack of motivation on the part of teachers, lack of incentive, lack of awareness, high turnover of CPD facilitator, were seriously affected the success full implantation of CPD in line with this idea. This goes with what Ministry of Education (2009) found out as challenges, which include nearly four out of five school structure of CPD is either absent or inadequate, time constraints on teachers as well as their school leaders, CPD facilitator's high turnover, etc.

### **5.3 Recommendations**

**Based on the findings of the study and conclusions drawn, the following recommendations are forwarded:**

- 1.** Teachers should participate in all activity of CPD implementation for better means of professional learning. They ought to recognize that expert-led training is not the only way to professional learning. They need to consider different alternatives and work hard in CPD. Thus, in order to be benefited from the overall professional contributions of CPD, teachers themselves need to be eager and devote to every activities of school based CPD; teachers are advised to be highly self-Initiated to involve in all aspects of school based CPD.
- 2.** Teachers should continue to carryout CPD program through sharing of experience, Discussing in their subject area, strengthening team work and others.
- 3.** The implementation of teachers CPD program needs continuous support, evaluation and feedback. It is also clear that the role of principals and supervisors are considered to be vital in ensuring the successful realization of teachers CPD program. In addition to this, school supervisors, principals and WEO should give great attention on providing sustainable and consistent support for teachers.
- 4.** CPD implementation is a joint venture, which asks the co-ordinate efforts of all concerned bodies. In this regard majority of stake holders like WEO, zone education department, region education Buru, ministry of education and NGOs to support for implementation of CPD was low. Therefore, if we need the actual CPD program to touch the ground specifically at school level, then the joint effort should be lined to the implementation and all those stake holders should take the responsibility.
- 5.** Create of conducive environment, Best practices and teachers 'constructive attitude should be organized and used by school as ingredient for successful CPD implementation.
- 6.** The status of CPD program faced a number of hindering factors which limited its practice successfully. Therefore, much is expected from school and school community, to come to better way that planning, organizing, monitoring, generating incomes, coordinating and wise utilization of resources available in the schools. In addition to this all other Stakeholders should do more in different perspective for implementation of CPD with supplying and distributing materials produced at center proportionally.

7. The challenges that affect CPD implementation were lack of available resources, lack of systematic follow up, lack of training, lack of, motivation and incentives, high turn -over of CPD facilitator and others. To overcome these CPD challenges, there should be training for all teachers' and Stakeholders, allocating sufficient budget for CPD implementation, creating awareness, providing sustainable support and follow up for schools and teachers, motivating teachers on the basis of their effectiveness on CPD activities.

## References

- Afewerk Gebrestadik, (2007). *Status of School-based Teachers Professional Development: A Case a Study of Selected Schools in the Tigray Regional State, AAU.* (MA Thesis)
- Anna, (2000). *Continuous professional Development. A practical Guide for Teachers and Schools*, NewYork Printing press.
- Best and Khan, (2002). *Research in Education* New Delhi, Prentice-Hall of India private Limited.
- Baez, B. (2003) *Affirmative Action, Diversity and the Politics of Representation in Higher Education: The Journal of Higher Education*, 74(1): 96-107.
- Bland ford, (2000). *Managing professional Development in schools*, Great Britain St. Edmunds Burry Press
- Cohen, L. M. (2007). *Research methods in education (6th Ed.* London: Routledge
- Colahan, J. (2002) *Teachers Education and the Teaching Careers in on Education Working Paper Number, 2 Education Directorates*
- Craft, A (2000). *Continuing Professional Development a Practical Guide for Teachers Schools* Second Edition Rutledge.
- Creswell. (2003). *Educational Research: Planning, Conducting, and Evaluating Qualitative and Quantitative Research.* 4<sup>th</sup> Edition. Delhi: PHI Learning.
- Day C. and Sachs J, (2004). *International Handbook on the continuing professional Developments of Teachers* united king.
- Day, C (1991). *Quality Assurance and Professionals Development*, British Journals of in Service Education, 17(3).189.95.
- Desalegn Midekssa, (2010.) *The importance of continuous professional development in the Ethiopian Context*, Addis Ababa University.

- Development program. Policy document for education sector review (ESDP).2005/6 to 2010(11).Addis Ababa: Ministry of education dom. Open University Press.*
- FelekeDelelo,(2012).*The practice and challenges of Teachers Continuous Professional Development in primary School.*Halaba Special woreda SNNPR,Flamer in association with the Open University.
- Frase, (2005). *Professional Learning in Effective Schools.* Victoria. Mc Lavren press.
- Hailesillase Fisheha, 2004. The Status of Continuous Professional Development program: For Secondary School Teachers in Addis Ababa City Administration. MA Thesis. AAU.
- Hailu Ayle, (2013) *The Leadership Role of school Principal in Implementing CPD in Government School of Jimma Zone,* Jimma University .Ethiopia Unpublished MA Thesis.
- Hampton, (2004).*A Practical guide to Monitoring, Coaching and peer networking .Teachers Professional Development in Schools and College .*London and New York Rout leg, Taylor and Francis Group.
- Hustler, D. (2003).*Teacher' perceptions of continuing professional development: Research Report.* London: Department for Education and Skills.
- Knight. (2002) *Systematic Approach to professional development .learning as practice, Teaching and Teacher Education* 18(3)229-24
- Konrad, A and Hartmann, L, (2001) —*Gender Differences in Attitudes toward Affirmative Action Programs in Australia: Effects of Beliefs, Interests and Attitudes toward Women.* Sex Roles 45(5/6): 415-432.
- Kothari, C. (2004). Research Methodology, Methods and Techniques, Second Revised edition, University of Rajathan. Jupuir, India: New age International Publisher.*

- Lee, Y. J., & Greene, J. (2007). The predictive validity of an ESL Placement Test: A mixed methods Approach. *Journal of Mixed Methods Research* 1 (4), 366–389.
- Mintesinot, Z. (2008). *The implementation of teacher's professional development program in Fogera Woreda*. Bahir Dar University-Ethiopia (unpublished B.Ed. Thesis)
- MoE,(1994).*The new education and training policy document of the Ethiopia ministry Of education, Addis Ababa.*
- \_\_\_\_\_(2004 a). *Continuous Professional Development (CPD) Course on Professional Ethics, Counseling and Monitoring using Active Learning Methodology. Addis Ababa.*
- \_\_\_\_\_(2004 b).*School Teachers (Guide line)*. Addis Ababa. Ministry of Education MoE, (.Presentation of the Ethiopia Education sector.
- \_\_\_\_\_(2005) *Education sector Development program Action plan* Addis Ababa .Ministry of education *EMIS Development*.
- \_\_\_\_\_, (2009).*Review of the Ethiopian Education and Training policy and its Implementation Executive Summary*. Addis Ababa
- \_\_\_\_\_(2010). *Continuous A Professional Development for Primary and Secondary School, Teachers,Leaders and Supervisors in Ethiopia: The framework*. Addis Ababa (unpublished training Manuals).
- \_\_\_\_\_. (2011). *Education Sector Development Program IV. Program Action Plan*. Addis Ababa: Federal Ministry of Education.
- Naziha-Ali-R. (2010).*The Impact of Continuous Professional Development* .EFL Teachers united Arab Emirates External University
- Nicolas G, (2001). *Professional Development, in Higher Education, A Resource Book for Trainer-Trainers*, Cambridge University press. OECD, Paris..
- Stoll, L. (2004). Leadership learning: Designing a connected strategy. *Seminar Series*, no. 135, pp. 23-43.

- TGE, (1994) .*Education and Training Policy*, Addis Ababa.ST. George Printing Press.
- TESO Task Force, (2002) .*Teachers Education System Over Hall: Draft Document*. Addis Ababa: Ministry of Education.
- TESO Task Force, (2003) .*Teachers Education System over Hall: Final Document*. Addis Ababa: Ministry of education.
- TESO, (2003).*National Guide Line for Teachers Educators*, Addis Ababa MoE (unpublished).
- Teddle, C and Tashakkori ,A (2003). *Major Issues and Controversies in the use of Mixed Method in The social and Behavioral Sciences* Thousand Oakes, CA: Sage Publication s
- Trochim, W, MK 2001 *Research Method Knowledge Base, Cininnatic: Atomic Dog*
- UNESCO, (2004) *EFA Global Monitoring people 2005 Education for the Entire Imperative Quality* Paris.
- USAID, (2006).*Quality in Education, Teaching and Sources Learning: Perceptions and Practice*. Addis Ababa University UNESCO, (2006).*Teachers and Educational Quality: Monitoring Global Needs for 2015 monitorial UNESCO institute for statics*.
- Villegas-Reamers E,(2003).*Quality in Education, Teachers Professional Development :An International Review Development and the use of International*. UN
- World Bank. (2004). *World development report: Making services work for the poor*. Washington D.C.: World Bank.
- Yihunie Melaku, 2007. *The Practice and Challenges of Continuous Professional Development Program (CPD): In Primary School of West Gojjam, AAU*. (MA Thesis)

# **APPEDIX A**

## **ADDIS ABABA UNIVERSITY**

### **COLLEGES OF EDUCATION AND BEHAVIORAL STUDIES**

#### **DEPARTMENTOF EDUCATIONAL PLANNING AND MANAGEMENT**

#### **QUESTIONNIRE FOR TEACHERS AND SCHOOL LEADERS**

##### **Dear respondents**

The purpose of this questionnaire is to collect data on MA thesis entitled "Practice and Challenges of Continuous Professional Development in Enemore-Ener Woreda Secondary Schools" It aims at assessing the practice of CPD program and identifying factors affecting its implementation as well as suggesting solution. Thus your genuine answer and timely response are vital to determine the success of this study. Therefore realizing the information you provide well done used only for this research purpose .You are kindly requested to contribute your own views by filing the questionnaire honestly and responsibly.

Thank you in advance for your cooperation.

##### Note

- ❖ You are not required to write your name.
- ❖ To those items with alternatives mark your response on space provided by putting " " mark or encircle the letter.
- ❖ For any additional opinion or explanation you are kindly requested to write briefly on the space provided.

**Part one**

Respondent Back ground

1. Name of school ----- Woreda-----
2. Sex Male  Female
3. Years of service: 1-5  6-10  11-15  16-above
4. Qualification: Diploma  Degree  Master

**Part Two the issues related with CPD**

2. To what extent do you participate in the activities? The following are extents that different schools stake holders engage in CPD activities? You are kindly required to rate the extent of your participation by using the following rating scales and marking in the appropriate column.

5. Very high 4. High 3.Moderate 2.Low 1.Verylow

No	CPD Activities	Rating scale				
		5	4	3	2	1
1	Induction					
2	Mentoring					
3	Peer observation					
4	Conducting Trainings					
5	Work shops					
6	Visiting experts					
7	Conducting action research					
8	Team teaching					
9	Visiting Schools and teachers to see examples of good practice					
10	Planning lesson together					
11	Discussion meeting					
12	Maintaining professional portfolio					

2.1 If any CPD activities, please mention and discuss the extents of the activities?

---



---

**Part 3 Assistance**

3.1 To what extent is the training given related to the following Topic?

5. Very high      4.high    3 .medium      2.Low    1.Very low

No	TOPICS	Rating Scale				
		5	4	3	2	1
1	About the practice of CPD program in the School					
2	About the objectives of CPD program					
3	On the Importance of CPD program					
4	On the responsibilities of different bodies in implementing the CPD program					

If there is any topic that is not included in the table please list down

---



---

**Part 4 the issues related CPD from different supportive bodies**

4.1 Indicate the extents of the support you have got from different supportive bodies?

5. Very high    4. High    3. Fair    2. low    1. Very low

NO	Supportive source	Rating Scales				
		5	4	3	2	1
1	School					
2	Cluster recourse center					
3	Worda education office					
4	Zone education department					
5	Reign education bureau ministry of education					
6	NGOS					

Other if any \_\_\_\_\_

## Part 5. Teachers attitude towards CPD

5.1 How do you evaluate the CPD program? Please indicate how much you agree or disagree on each of the following statements by putting

5. Strongly agree 4 .agree 3 .undecided 2.disagree 1.strongly disagree

NO	Item	Level of agreement				
		5	4	3	2	1
1	The program is relevant					
2	The program is interesting					
3	The program is participatory					
4	The program is feasible					
5	The program is cost effective					
6	The program is up to date					
7	The program is improves teachers competence					

If any please specify \_\_\_\_\_

## Part 5 Challenges of CPD

**5.1** What are the challenges encountered in the effective implementation of CPD program? The following are possible factors or challenges that hinder the effective implementation of CPD program .You are kindly requested to rate their influences on the implementation of CPD program by using the following scales and marking .....in the appropriate column

5. Very high    4 high    3.moderat    2. Low    1. Very low

NO	Challenges	Rating Scale				
		5	4	3	2	1
1	Lack of available resources					
2	Lack of systematic follow-up					
3	Lack of well Trained CPD Trainers					
4	Lack of motivation on The part of teacher					
5	Lack of time to implement the program effectively					
6	Lack of incentive					
7	Lack of CPD guide line					
8	Lack of awareness					
9	High turnover of CPD facilitator					
10	Lack of Coordination b/n Teacher and School administration					

Others if any \_\_\_\_\_

## **APPENDIX- B**

### Interview Guide for CPD coordinators, cluster supervisors, and WEO

The purpose of this Interview is to collect data on the practice and challenges of CPD program in secondary schools of Enemore Ener woreda .I confirm that the information you provide will be used only for this research purpose. Thus you are kindly requested to contribute your own in giving responses honestly and responsibly. Thank you in advance for your cooperation

1. Can you explain the extent of CPD in different activity in your school? Listing each?

---

2.To what extent you and others school stakeholder's support for the effective implementation ofCPD?

---

3 Can you list the supportive sources for CPD? Explain the extent of support in the implementationofCPD?

---

4. How do you judge the attitude of teachers towards the CPD implementation? Why did this attitudecomeintobeing?\_\_\_\_\_

---

5. Do you believe that CPD program improves teacher's competencies and student achievement? How?\_\_\_\_\_

---

6. What are the major challenges encountered in the implementation of CPD?

---

7. What are your suggestions to overcome the challenge?

---

**APPENDIX -C**

Note taking format for document analysis

Name of school \_\_\_\_\_ woreda \_\_\_\_\_

1. School CPD plan

1.1 Need analysis\_\_\_\_\_

1.2major CPD activities \_\_\_\_\_

1.3 CPD evaluation mechanism\_\_\_\_\_

2. Teachers portfolio

2.1 Name of school\_\_\_\_\_

2.2 Name of teachers\_\_\_\_\_

2.3 sex male \_\_\_\_\_ female\_\_\_\_\_

2.4 Educational qualification \_\_\_\_\_

2.5 Activity performed on CPD

2.6 feedbacks given by different body’

\_\_\_\_\_

3. Report files

3.1 Major CPD activities\_\_\_\_\_

3.2CPDtrainingmanuals\_\_\_\_\_

3.3 Challenges encountered

\_\_\_\_\_