

**Practices and Challenges of Teachers' Continuous Professional Development**

**Program in Secondary Schools of Mao and Komo Special Woreda.**

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**September, 2016**

**Jimma, Ethiopia**

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**A Thesis submitted to College of Education and Behavioral Sciences Department of Educational planning and Management in Partial Fulfillment for Requirements of Degree in Master of Arts in School Leadership**

**September, 2016**

## DECLARATION

I the undersigned graduate student hereby declared that this thesis is my original work and that all sources of the materials used for this have been duly acknowledged.

Name: -----

Signature: ----- date: -----.

This thesis has been submitted for the examination with my approval as university advisor.

Name: -----

Signature: -----Date: -----

Date of submission: -----

**The Thesis title “THE PRACTICES AND CHALLENGES OF TEACHERS SCHOOL  
BASED CONTINUOUS PROFESSIONAL DEVELOPMENT IN SECONDARY  
SCHOOLS OF MAO AND KOMO SPECIALL WEREDA” is approved the Degree of  
“Master of Arts” in Educational Leadership.**

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## **ACKNOWLEDGEMENTS**

First of all I would like to express my heartfelt gratitude to my main advisor TeferaTadesse (PhD) and my Co-advisor FrewAmsalu for their unreserved professional constructive comments, advice, commitment, unfailing encouragement, and guidance in conducting this study. Indeed without their great dedication, the development and completion of this study would have been impossible.

My deep appreciation also went to the school leaders, teachers, CPD coordinators, supervisors and Woreda/Town TDP coordinators who participated in giving the necessary information by fulfilling questionnaires and participating in interviews. Without their ample participation, this study would not have been completed. I am greatly thankful to Mao and Komo Special Wereda capacity building and Education office TDP coordinators Ato Mahari Raga and Degefu Midekisa for providing me with an important documents and reference materials concerning my research title.

I would like to extend my deepest thanks to my best friends Ato Teshager Abebe, Ato Tekeste Admase and Ato Ijalem Mengistu for their moral supports and providing constructive comments on my thesis first draft.

Most of all, my heartfelt thanks goes to my beloved wife Hawa Kemal who encouraged me and shared all the life burdens during my stay in the summer graduate studies and conducting this study.

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## Acronyms and Abbreviations

<b>ZEO</b>	Zonal education bureau
<b>WEO</b>	Woreda education bureau
<b>REB</b>	Regional education bureau
<b>CPD</b>	Continuous professional development
<b>SBCPDS</b>	School-based teacher's continuous professional development
<b>B/G/R/S</b>	Benishangul gumuz regional state
<b>MoE</b>	Ministry of education
<b>ETP</b>	Education and training rule
<b>ESDP</b>	Education sector development program
<b>FDRE</b>	Federal democratic republic of Ethiopia
<b>CSA</b>	Central statistical agency

## ABSTRACT

*The main purpose of this study was to assess the practices and challenges of school based teachers Continuous Professional Development program implementation in secondary and Preparatory schools of Mao and Komo Special Woreda. The study arose out of concerns that, though the Government of Ethiopia planned CPD program to update the professional development of teachers to improve the achievements of students, research has shown that teachers have not improved their classroom practice which indicates that CPD program was not implemented successfully as it was planned. To this end, the study used a cross-sectional survey design. In this study, both quantitative and qualitative data collection methods were employed. The survey sample consisted of 3 secondary and preparatory schools, 3 principals, 2 school supervisors, 37 teachers, 15 CPD coordinators and 6 Woreda TDP coordinators with a total of 63 participants out of 104 study participants. These groups of samples were selected using purposive sampling and availability sampling techniques. The 3 secondary schools were selected through availability sampling and the rest were selected by purposive sampling techniques. The researcher collected the relevant data using instruments like questionnaire, semi-structured interview, and document analysis. The quantitative data were analyzed using descriptive statistics such as- mean and standard deviation. The qualitative data were analyzed through descriptive narration for the purpose of triangulation. The findings of the study show that: - majority of the respondents (teachers) had negative views on the CPD program. As they said: - there were no stakeholders support and follow up activities on the CPD program; and the CPD program was delayed due to various factors. Based on the finding the study concluded that CPD program was not implemented successfully as per the views of teacher's participants. To alleviate the identified problems, the following recommendations were made: to implement the CPD program effectively the stakeholders should reduce the work load of teachers; prepare conducive environment for training; apply licensing, re-licensing, certification and career level for teachers, identify CPD priorities clearly and make discussion with teachers; design systematic support, follow up and evaluation strategies continuously; allocate the necessary budget and providing the necessary CPD implementation materials at school level.*

**Key words:** *assessment, implementation, Continuous Professional Development, program, training*

## **CHAPTER ONE**

### **THE PROBLEM AND ITS APPROACH**

#### **1.1. INTRODUCTION AND BACKGROUND OF THE STUDY**

Among the many factors contribute to the goal of achieving students learning “trained and qualified teachers are the most important” (Darling-Hammond, 1999). As indicated by the MoE (1994) Education is believed to be one of the major forces that speed up economic, social and political development in the society. It plays major role in establishing human powers as a training ground for development process by producing skilled man power, raising the human capital for national development and it helps to promote change in technology.

The world is in rapid change in all aspects of economic, social and political life of human being and the same is true in the education system where nation and global requirements demand high level of continuous staff development in each respective profession. Hailu (2004) in this regard states that, “while the world is involving 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. They need to update and upgrade through pre-service and in- service trainings so as to improve their own knowledge and techniques throughout their lifetime”. In supporting this idea the (MoE, 2004 and 2009),clearly explained that CPD is important for every teacher because their initial training and education is short and does not always remain relevant .Teachers need to be make aware of new developments within their profession on a regular basis.

As it is further elaborated by Little (1990) “Continuous professional development is vital for quality education and teacher development is an even ending cycle of teachers learning that begins with initial teacher training and continuous as long as a teacher remains in the profession”. Hence, teaching is a valued profession and it helps teachers to improve students’ learning.

In addition, Coolaha (2002) further elaborated the contribution of teachers' continuous professional development as "it is viewed as continuous means of improving teacher's profession and the production of required skilled man power". As a result, there has been an increase in focus on continuous professional development for teacher worldwide and our country in particular.

According to the national strategy of the ministry of education (MoE, 2009) CPD program is intended to be implemented by all school teachers, leaders and supervisors in all regions of Ethiopia, so as to participate in high quality and effective CPD which impacts classroom practices to ensure improved learning allows all teachers to improve their teaching profession so that they became more effective classroom practitioners and contribute positively to community development". In support of the above stated literature, in the frame work of the education and training policy, Education sector development plan (ESDP I, ii, iii, iv ) was launched as a 20 years Education sector plan with quality improvement in all levels of the education system.

In line with this, there are various activities that are made in BenishangulGumuz Regional State (B/G/R/S) to ensure the deteriorating quality education since 1999EC. However, with the exception of expanding the accessibility of education ensuring the quality of the education system are still-remains a bottleneck in the secondary schools of the region and Mao and komo special Woreda in particular. The Woreda is situated in the western part of Ethiopia. The Mao and komo Special Woreda is one of the 20 Woredas and located in the southern part of the Benishanul Gumuz Regional State. As its name indicates the Mao and komo are the two indigenous ethnic groups living in the Woreda. The Woreda shares border with the following areas: to the west the Sudan and south Sudan to the north and north east with Amhara regional state, to the Gambella regional state in the south west, to the east with Begi Woreda of Oromiya region and to the north with Assosa Zone. Previously, the Woreda was considered as part of the province of western Wellega, Begiworeda. When the B/G/S was established as per the proclamation number 7/1992 of the TGE, the education system of the region was in a poor situation. The same thing is true in Mao and komo special Woreda which is established as a special Woreda separated from Begi Woreda by referendum in 1988 EC.

During this period, schools had been built in the settlement areas around Tongo town, Tongo primary school with only 99 male students and 3 teachers. Since, its Establishment the Woreda has dedicated its most effort to raise coverage and fulfill facilities in the education sector both in terms of enrollment, physical project and academic personnel. Currently, there are about 3 secondary schools and 45 primary schools in the Woreda. As a result many teachers are assigned by regional Education Bureau to improve the poor educational services. Even if more changes has been observed the effectiveness of the Woreda to succeed students into secondary and higher institutions is still not so much expected.

To overcome the poor achievement of students in secondary schools the Woreda education office first tried to develop teacher's through professional training, providing reward to motivate teachers to make them do from their best. In addition, the Woreda employed many different incentive mechanisms for secondary school teachers. But these all mechanisms are not enough in to encourage teachers to do from their fullest potential so as to improve students' academic results. Latter on the government of Ethiopia, come up with another approach called Continuous Professional Development (CPD) since 1994 E.C

By the past 10 years the researcher has been serving in Mao and Komo special Woreda as teacher, cluster supervisor and currently as school principal. Throughout my working period I have observed the poor functioning of teachers on school Based Continuous Professional Development (SBCPD) .As result of this factor the researcher needs to assess the major challenges associated with the implementation of school Based teachers (SBCPD) in Benishangul Gumuz Regional State (B/G/R/S) Mao and Komo special Woreda secondary schools.

## **1.2. Statement of the problem**

According to the Ministry of Education (MoE,2009) the ongoing teachers professional development program is “still suffering from heritage of proceeding structures such as absence of the need assessment of teachers training, lack of standardized training programs and the prevalence of uncoordinated Continuous Professional Development (CPD) practice”. Here, qualified teachers are very essential for quality education since it is in the classroom that takes place. Therefore, without well qualified teachers no curriculum can be implemented effectively and quality education will not be attained. Consequently, it further shows that teacher's

competency is a sufficient condition for production of competent teachers which are the crucial elements for quality education and teacher professional development including CPD is basic ground for quality education.

In our country, the deteriorating quality of teachers training led to the exhaustion of the quality of teaching learning process. In order to tackle the problem different researchers, have been conducting study on the challenges and practices of CPD implementation. For instance, in the post graduate studies of jimma university students Ato Ashebier (2014) studied about the challenges of CPD implementation in B/G/R/S Kamashi zone, instructors of jimma university Ato Ewnetu and Ferdissa (2016), studied teachers perceptions about school based CPD in jimma zone selected schools. In addition, another researcher Ato Hailu (2013) is thus wanted to investigate the leadership role of school principals in implementing CPD program in jimma zone.

Even though, the above efforts have been made by different researchers in investigating CPD practices and challenges, still there are wide gaps in full implementation of CPD all over Ethiopia in general and B/G/R/S in particular. However, challenges of CPD implementation is not touched in secondary schools of Mao and Komo special Woreda.

Moreover, from 7 years of teaching 2 years of school cluster supervisor and 3 years of school principal the researcher observed that CPD program implementation in all levels of the school system is very inadequate and the researcher also realized that there is not any scientific study which was conducted in the study area. Therefore .The severity and urgency of the problem initiated me to conduct this research project to overcome the existing educational problem in the study area and to address the possible solutions to the identified problems.

So insight of the stated problem, the major purpose of this study was to investigate the practices and challenges of the implementation of school-Based (SBCPD) in secondary schools of Mao and komo special woreda.

❖ Based on this stated problem the following basic questions were raised.

1. To what extent teachers CPD is being implementing at Mao and Kom secondary schools?
2. How do teachers and school CPD partners at Mao and Komo special Woreda perceive the purpose and importance of school-based teacher professional development?

3. What are the major challenges/gaps and shortcomings observed in implementing CPD program at Mao and Komo special Woreda secondary schools?
4. What is expected of the different stakeholders for effective implementation of the CPD program of Mao and Komo special Woreda?

### **1.3. Objectives of the study**

#### **1.3.1 General objectives of the study**

The objective of the study was to examine the practices of CPD and identify the major challenges that secondary schools of Mao and komo special woreda face in implementing school- based CPD program and to forward the possible solutions to the identified problems.

#### **1.3.2 Specific objectives of the study**

Specifically, the objectives of the study include:

- To explore teachers, principals and supervisors perceptions towards CPD program in the secondary schools of Mao and Komo special Woreda.
- To explore the status of schools CPD implementation of Mao and Komo special Woreda as per the national frame work.
- To identify the success areas of the secondary schools of Mao Mao and Komo special Woreda in implementing CPD.
- To identify the gaps of schools of Mao and Komo special Woreda in implementing the CPD.
- To identify the extent to which the support and follow up activities of the school principals, supervisors and CPD facilitators on CPD program in the secondary schools Mao and Komo special Woreda are in place.
- To identify the major challenges in the process of School- Based CPD implementation in secondary schools of Mao and komo special woreda.
- To suggest some possible solutions for effective implementation of CPD program



#### **1.4. Delimitation of the study**

In order to ensure the manageability of the study, the study was delimited conceptually and geographically. Conceptually, the study was delimited to investigate teachers, principals, supervisors and school CPD facilitators perception towards CPD program, the status of CPD implementation, the extent to which the supports and follow up activities of school leaders were in place and to factors hindering the CPD practices in the secondary schools. On the other hand, geographically the study was delimited to the three government secondary schools of Mao and Komo Special woreda. In addition, the study is delimited in developing the following variables as strategies in which teachers, principals, woreda educational experts and School-Based CPD focal persons the way they supervise, provide feedback and conduct training to implement CPD activities assessed.

#### **1.5. Significance of the study**

According to the MoE (2009), continuous professional development (CPD) is” very essential to the professional performance of teachers in the teaching learning process of the classroom in order to enhance the academic achievement of students”. It is un- ending process of developing teacher’s knowledge skill and attitude in the struggle to improve the deteriorating quality of education. Therefore, relevant information about the way School-Based CPD is implemented in secondary schools by the practitioners, the challenges within the program and the strategies to solve the problem is crucial in the process of regulating and initiating new approach within the program. Hence, the finding of the study was to provide relevant information’s for program designers/policy makers as they would further revise and develop appropriate program/policy, it might help teachers, principals and supervisors to be aware of the extent to which school based CPD was being implemented and also bring out the challenges that stand against the success of the program in order to take action of improvement, it may also help MoE, REB and WEO to identify the challenges and weakness of school based CPD program and take remedial actions against the challenges that secondary schools face in implementing CPD program, it is also expected that the study will contribute to the community for the improvement of quality of education by initiating responsible partners in school improvement program which ultimately enhance the quality of teaching and learning process that their children acquire from the actual

class room learning and it might also help as a stepping stone in the form of literature for other researchers on the demarcated study area.

### **1.6 Operational Definitions of key terms**

- 1. Challenges:** Are problems those secondary school teachers of Mao and Komo special woreda encounter while implementing school based CPD program.
- 2. Implementation:** it is to make the CPD activities has been put into the real practice.
- 3. Portfolio:**-a set recorded materials that shows what an individual teacher has done, knows and can do. Portfolios can be used to document growth and development as a final means of assessing teachers' talents, skills and abilities of teachers and also to show teachers growth and development (MoE, 2004).
- 3. Secondary school:** schools in Mao and komo special woreda currently implementing CPD program.
- 4. School based CPD:** CPD program practiced at school level by school teachers' and leaders (MoE, 2009).
- 5. Stakeholders:** the school partners like parents, teachers, school principals, ZEB, WEO and REB.
- 6. Updating:** is one form of CPD where every professional teacher's participates in CPD program during their career as a teacher (MoE, 2009).
- 7. Upgrading:** is the process by which teachers can choose to participate in additional study outside their regular work as a teacher at appropriate times in their career (MoE, 2009).

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter was the second part of the research proposal. In this chapter relevant literatures related to the general concepts of the practices and challenges associated in the successful implementation of the school- based CPD program are presented. In this relation published books and policy documents were included.

#### **2.1 Definition and The concepts of CPD**

Much has been written about teachers' continuous professional development. According to the National CPD Framework (MoE, 2009 p.16.39), for example, points out that:

CPD is a career long process of improving knowledge, skills and attitudes centered on the local context particularly class room practices. The aim of teachers' continuous professional development (CPD) is to improve the performance of teachers in the class room in order to raise students' achievement and learning. Through engaging the implementation of CPD all teachers must be actively involved in understanding what is meant by good learning, their own learning processes, identifying their own needs, sharing good practices with their challenges and wide range of activities formal and informal that will bring about improvement of their own practices and the practices of others. From this concept of CPD, MoE(2009) shortly generalize that CPD is "Anything that makes a better teacher" and it continuously develops the skills and capabilities of teachers ( p.16.39).

The definitions which were given by the above Ministry of Education have one critical point. It highly focused on the benefit of CPD program in the improvement of schools, the school community, and professional development of teachers as a whole and which help to ensure the quality of Education

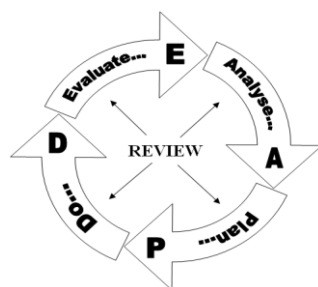
The National Framework further divided CPD into two forms: These are:-"Updating" is one form of CPD in which every professional teacher's participates in CPD program during their career and

focus on classroom practice."Upgrading" is the process by which teachers can choose to participate in additional study outside their regular work at appropriate time in their career. For instance, convert a certificate to a diploma, a diploma to first degree, or a first degree to master's degree.

From the above two concepts of CPD one can easily understand that CPD is professional life actions to improve professional competencies and standards. It prepares teachers' to manage their future responsibilities. Because it is a future oriented processes. In this research CPD is considered as one of the most important pedagogical activities that is used to improve teachers effectiveness and enhance school improvement with all its constitute parts. It is a tool for educational sectors to ensure the quality of education by empowering teachers, principals' supervisors' and educational experts with new knowledge and skills.

## 2.2 The CPD cycle

The CPD cycle is a carefully planned response to identified needs. Every individual teachers, school, zone and region will use the CPD cycle to create a CPD plan which outlines the CPD practice for the year (MoE, 2009).The cycle process involves four phases- Analysis, planning, doing and evaluation of the impacts. In this study the CPD cycle is employed as conceptual Frame Work of the research. The basic research questions of this research are also developed from the CPD cycle.



**Figure1:** The CPD cycle (MoE, 2009)

**2.2.1 Analysis:** The CPD analysis is related to the activity to select the learning needs of an individual, group and an institution. Some of the activities included under analysis phase are self-assessment, peer review selection of school CPD priorities, curriculum meeting, demonstration a lesson, peer observation of lesson and feedback

**2.2.2 Planning:** is the second part of the CPD cycle which is developed annually by every educational institutions proceeded by prioritizing the issue identified by the analysis process. The CPD plan can be prepared individually or institutionally with details of events and timings with the CPD module (MoE, 2009).

**2.2.3 Doing:-**is the third part of CPD cycle which is concerned with practical methodologies to realize the CPD need in improving and updating the teacher performance. Such activities include curriculum reforms, planning peer observation, action research communicating students, sharing experiences, workshops, meetings, discussion and meeting.

**2.2.4 Evaluation:-**is the reviewing and to judge the effectiveness of the desired outcomes of the CPD action plans (MOE, 2004).Therefore, analysis, planning, doing and evaluation are the major activities and variables of CPD cycle

### **2.3 Foundation of CPD**

kartzemeeyer and Moller (as cited in Getachew, (2014, p.14) stated that “Professional development in education has its own history of evolution that parallels the stage of school reform”. As literature further indicates professional development and school reform are inseparable.

According to Nicholas (2001 as cited in Getachew, p.14) “CPD was formally known as in-service education and training .It was in 1960sthat the practice of CPD developed in Great Britain for the first time”. The emergence of the problem was mainly identified as a result of the deteriorating quality of education. However, as indicated by various sources the term CPD is said to have been covered by Richard Grander in the mid-1870s.The term was to distinguish between learning from courses and learning on the job (Gray, as cited in Getachew, 2014, p, 14).

In 1970s" workshop “was adopted dominantly absent strategy to enhance teachers’ professional development. The "workshop” as preferable strategy for teachers development was emerged parallel to the school reform known as "Teacher professional curriculum”. In the early 1980s another intervention was emerged which was known as "expert training". The expert training came in to being as a result of lack of progress in teachers’ performance and students achievement outside trainers were going to school to train teachers during this period. With the absence of

desired results, “organizational development” focuses on group work was evolved to bring about teachers professional development. This strategy was also resulted in little change. Thus, professional development intervention known as 'learning community' which focused on individuals as well as group development evolved in 1990s.

According to Grant et al. (as cited in Getachew, 2014, p.14) “it was in the late 20<sup>th</sup> century that the professional development for teachers brought a range of reform-based studies and institutions that providing quality intervention for which teachers were responsible”. Particularly, during the 1980s many countries in the world began to pay attention to the professional growth of teachers.

In line with this evolution of teaching performance were introduced focusing on the successful implementation of the components of professional responsibilities. Moreover, progress to improve educational quality has been built in to the education system since then. One of the learning characteristics of the work of education services was the continuing pursuit of excellence in school- based teacher professional development. In this case school based CPD training was launched in most countries of the world with the innovation of child centered teaching methods and new techniques for secondary school teaching (Hailu, 2013).

By the end of the 20th century, most countries of the world had initiated professional standards such as professional knowledge, skill, attitude and competencies required for teachers to impact on competent teacher achievements in all subjects areas. Great deal of effort was placed into the development of these standards and teachers were competed to use them as the foundation for all intervention. Now a day, global educational reform is supported by a series of well-researched programs, reports and techniques to facilitate the enhancement of teacher capacity and expertise the case of professional development (Hailu, 2013).

In the Ethiopian context, teacher training was began in 1944 in one classroom in Minilik II school (MoE,1973).As the teacher Education system overhaul described above, now a day’s teacher education programs are run at colleges and university levels. The TESO program and the recent development and practices in the teacher education institutions are based on the objectives and strategies of the Education and Training policy of Ethiopia an. In order to give a brief explanation of the policy, this also services as a base to understand the new trends or changes in the teacher education curriculum. The policy document (MOE, 1994) indicates that “education during the

"Derg" regime was interview with complex problems in that it lacked relevance and insufficient training of teachers and quality of education". To overcome these problems the Federal Democratic Republic of Ethiopian Government set a new education and training policy. The policy states general and specific objectives of education, the overall strategy, areas of special attention and prioritized actions. Aiming the three areas of special attention and prioritized actions, the major focus was given on teacher training and overall professional development of teachers.

Currently, as stated in the strategy of teacher's development program of the Ethiopian system, "the need to enhance school based CPD is the focus of the ongoing education system. Accordingly, professional development emphasizes the improvement of profiles of teachers, principals and school supervisors to o hand in hand eighth the vision, mission, goals, curriculum development and renewal of career development (MoE, 2009). The teachers' development program guidelines further targets at suitable standards of teachers' professional growth through the improvement of teachers' quality, ensuring teachers' motivation, encouraging action researches and collaboration studies. Quality teacher education continues through in-service short term trainings and experience sharing to add to the overall goal of achieving quality of education (MoE, 2009). One can easily understood from the above historical development of CPD in Ethiopia that CPD is a new idea and it was mainly designed to improve the performance of teachers in the classroom which intern leads to the improvement of students' achievement.

#### **2.4 CPD and the school improvement program (SIP)**

According to the MoE (2009) National CPD Frame work, 2009), "School improvement is not an isolated process administered by higher level administrators. Rather, teachers are crucial to school improvement and are pivotal in promoting higher levels of achievement in all their students". From these two concepts of SIP and CPD one can understand that CPD is an essential part of school improvement.

The school improvement program starts with the process of self-assessment and the setting of a school improvement committee. After all stake holders have been consulted school improvement plans are written. The school improvement program in Ethiopia is divided in to four domains. These are:-

1. Learning and Teaching
2. School environment
3. Leadership and management
4. Community involvement

The national CPD practical Toolkit, (MoE, 2009 p.14.39) clearly states that “each school is expected to identify its own priorities for improvement in the above stated domains and these will form the basis of its school improvement plan. Continuous professional development for primary and secondary school teachers, leaders and supervisors in Ethiopia-The Framework,” CPD for primary and secondary school teachers, leaders and supervisors in Ethiopia-The Practical Toolkit, and the school improvement program (SIP) should not be seen in isolation, but used together to provide an authentic approach to the improvement of learning and teaching in schools”

## **2.5 The Over View of CPD in Ethiopia**

Changes in the educational system of a nation and global requirements demand staff development activities led for the evolution of CPD in Ethiopia. In major institutions to address the problems related to access, equity, and quality of educational provision, the Transitional Government of Ethiopia (TGE) introduced the education and training policy in 1994. The Ethiopian Education and Training policy (ETP), supported by activities in the Ethiopian constitution sought to decentralize educational authority to the 11 states and called for new paradigms’ of Education based on relevant active and student-centered teaching and learning.

The Education and Training Policy (ETP) established the foundation for all subsequent strategies, guidelines and programs. The Education Sector Programs (ESDP I, II, III and IV) were developed in 1997, 2002, 2005 and 2007 respectively. In line with the goals of creating “trained and skilled man power at all levels who will be driving forces in the promotion of democracy and economic development in the country, the programs have focused on the expansion of the system, increased access for Marginalized children and girls and reduction of attention. Moreover, with the rapid quantitative expansion attention has increasingly been directed towards quality of education. Furthermore, while the policy documents stress the importance of teachers for promoting learning, the emphasis on improving teacher quality is the most prominent in the 2005 Education



Sector Development program (MoE, 2005). The ministry of education has given priority for CPD believing that it is the right of teachers as well as of a great value for national development (MoE, 2009).

Teachers CPD program was engaged in a new form involving individuals on small groups models in the country in 2013 and its foundation was focused on the Teachers Education system objective (TESO) document, which was developed to address the serious problems found out by country wide research titled 'Quality and Effectiveness of Teacher Education in Ethiopia conducted by (MoE,2009).

## **2.6 Challenges of School-Based CPD**

According to the MoE (2009) National CPD Frame Work there were six major challenges, identified in the implementation of school- based CPD. These are:-

1. Failure to synchronize the structure and the CPD values and activities.
2. CPD facilitator's high turnover.
3. Time constraints on teachers as well as their school leaders.
4. CPD programs lagging behind its time and the tendency of rushing to cover the course.
5. Total absence or inadequacy of the minimum resources required to run CPD.
6. Lack of systematic collaboration and coordination between Education Bureaus' and Teachers Education institutions' and NGOs'.

In addition, research shows that “the major constraints are lack of experts in the office to identify teaching needs very clearly and plan accordingly and less contribution of school principals” (Yewoinhareg, 2013)

Another study conducted in Jimma University by Getachew (2014) indicated that “the challenges of Teachers professional development come from different directions. Here the major challenges to be dealt with for the purpose of this study are teacher's related barriers, leadership, supervisory challenges and the school system”.

### **2.6.1 Teachers' Associated challenges**

According to Little (as cited in Getachew, 1999) 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 content with students' opportunities to learn and systematic use of pedagogical skills. Moreover, the complexity and ambiguity of the school based CPD program itself underlines ambitious educational reforms. Therefore, the challenges that became obstacle for Teachers from active involvement in the process of school based CPD are lack of skills, less commitment and teachers resistance low level of understanding about the significance of CPD, scarcity of need based trainings, lack of uniformity on how to use the portfolio modules and absence of consolidated collaboration in the school system.

### **2.6.2 Leadership Associated Challenges**

This leadership associated challenges treaded here, are the challenges related to the CPD activities executed by principal, cluster supervisors, schools' CPD facilitators ;head teachers and woreda, zone ,regional and national education superintendents. Though, challenges are unavoidable events in the process of implementing CPD, 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 turnover of more experienced and trained leaders or facilitators and stake holders extra workload and particularly of teachers.

Moreover, the evaluation of school- based CPD was usually the responsibility of CPD leaders who often free 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 (Day et al., 2005).In short less supportive and discouraging leadership situation at all levels hamper the further improvement of the school CPD.

### **2.6.3 School system Associated challenges**

According to Day (as cited in Getachew (2013) “in school where staff development opportunities are poorly conceptualized inceptive to the concerns of individual leaders; and make little effort to relate leading experience to workplace conditions, they make little impact upon teachers or their pupils”.

Therefore, unless the above challenges are solved the vision to produce professionally well informed and motivated teachers capable of transforming the quality of Education delivery will not be fulfilled. Therefore, the intension of this research is to contribute some strategies to the solution of the above mentioned problems of school based CPD program implementation in B/G/R/S Mao and Komo Special Woreda secondary schools.

## **2.7 Responsibilities of the stakeholders**

The MOE (2009) National CPD Framework clearly put the responsibilities of the different stakeholders' teachers, school leaders, cluster resource centers woreda education office, zone Education department, Regional Education Bureaus and the Ministry of Education.

### **2.7.1 Teachers**

The most powerful and accessible human resource for teachers CPD is commitment and supportive teachers found in the school (MoE, 2009). Individual or groups of teachers in a school are responsible body for the implementation of CPD program. As revealed in the National CPD Framework of the Ministry of Education, teachers are responsible to engage in CPD as forefront partners throughout their career. In line with this some of the responsibilities of teachers in CPD include:- engaging in their own CPD throughout their careers, in consultation with others identifying personal CPD needs in the light of the institution Annual CPD plan, individual professional competencies, working collaboratively with colleagues to improve teaching and learning, caring out 60 hours CPD each year, putting CPD into practice in the classroom, being committed to support the wider CPD needs of the, institution and maintaining professional portfolio to recorded all their CPD and other professional activities.

### **2.7.2 School leaders**

According to the MoE (2009) an extensive research base supports the view that “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 practice. Ensuring that teaching and student achievement is inclusive, and at the center of strategic

planning and resource management, creating a CPD management strategy with in the institution, ensuring that an effective CPD needs is carried out each a year, together with colleagues, identifying department/faculty procedures an Annual CPD plan and manages the budget and regularly mentoring the effectiveness of changes to teaching and learning, ensuring the quality of engagement of teachers in CPD activities, mentoring and assessing the content of individual professional portfolios and giving constructive feedback and collaborating with other local institutional to ensure that national and regional CPD priorities and addressed in institutional CPD planning and ensuring that all teachers in schools take part in 60 hours of CPD activities each year”.

Moreover, as cited in Menteninot (2008) stated that “school principals have to be live in coaching teachers and be catalyst to make the implementation of process fruitful”.

### **2.7.3 CPD facilitators and supervisors**

According to Hustler (2003) “the CPD facilitators 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 line with this the main responsibilities of the CPD facilitators is to promote CPD as a crucial element of school improvement and performance management, to create and sustain CPD arrangements for all staff, to monitor and report up on the quality and impact of CPD, to keep up to date with CPD departments and initiatives both nationally and locally, maintain and develop links with sources of CPD provision”.

Therefore, school-based CPD facilitators and school based supervisors are responsible to provide technical assistance for teachers, prepare trainings and discussion forms, and establishing learning terms and collaborative activities that will contribute for the improvement of teachers’ proficient.

### **2.8 Maintaining a portfolio of professional**

According to the MoE (2009) National CPD Frame Work the professional portfolio is “away to present and store evidence of professional development activity carried as part of CPD”. The main aim of the professional portfolio is to establish a process to secure evidence of improving professional skills of Ethiopian teachers support professional approaches to reflection, evaluation, development and teachers teaching, ensure that Ethiopian teachers benefit from the universal

value of professional portfolio. The overall objective is to improve the quality of teaching and learning in schools in Ethiopia. In short a portfolio is an organized collection of items, produced by teachers to demonstrate his or her professional development. Each teacher is required to keep a portfolio of CPD activities. Teacher's professional portfolio should include the following.

- Individual CV
- Annual CPD plan and Individual CPD Action plan
- Evidence of all the CPD activities which have been undertaken by the last two years.
- Feedback from mentors/facilitators
- Teachers self-reflection
- Annual appropriate reports
- Examples of Examination results with analysis
- .Examples of lesson plans with evaluation.

Generally, Portfolio does not have to include every piece of evidence. The portfolio should be regularly edited out-of-date materials revised and new material added. There is no requirement to maintain duplicates of a portfolio. It is the teachers' responsibility to maintain and catalogue his or her own experiences but it must be made available or request to appropriate senior colleagues for meeting and appraisal.

# **CHAPTER THREE**

## **RESEARCH DESIGN AND METHODOLOGY**

### **3.1 Research design**

This study used a cross-sectional survey design mixed method research design comprising both quantitative and qualitative research components with the belief that this design provides all procedures of the data gathering and analyzing of the quantitative and qualitative data in the context of a single study (Sensulato, Tashkkari and Teddlie, 2003). In addition, the main factor which necessitates the researcher to select this design is its feature where procedures of the data collection and analysis take place sequentially.

Therefore, as CPD is somewhat contextual and many factors affect it, applying this design is suitable to obtain sufficient information on the issue under study.

### **3.2 Research Methods**

Method is a style of conducting a research work which was determined by the nature of research problem (Singh, 2006). Thus in this study, the research methods used were both quantitative and qualitative research methods. Here, the quantitative approach was utilized because assessing the practice and challenges of CPD implementation could be better understood by collecting large quantitative data. Furthermore, the qualitative data was employed and incorporated in the study to triangulate the quantitative data.

### **3.3 Sources of data**

Sources of relevant information to carry out the study would be both primary and secondary data sources. The primary data was collected from teachers, principals, cluster supervisors, department heads, school CPD focal persons and Woreda education CPD facilitators. This was basically because of the assumption that they had a direct relation with and also have rich information about the implementation of CPD program in schools. On the other hand the secondary sources was collected from school CPD documents like CPD practice reports from schools, teachers' portfolios, school mentoring and evaluation results, minutes of supervisors and schools on CPD.

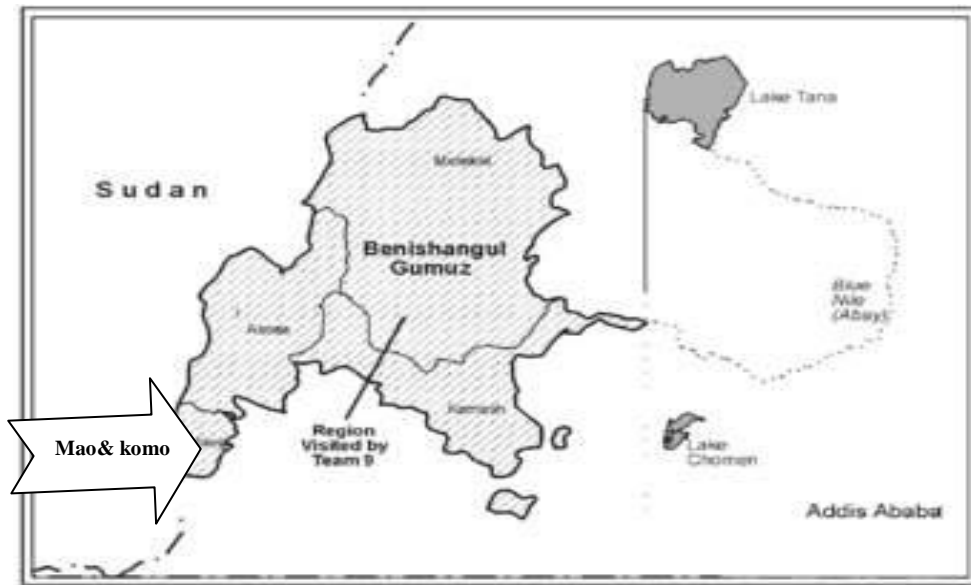
### **3.4 The study Area/site**

This research was conducted in Benishangul Gumuz Regional state Mao and Komo Special Woreda of Ethiopia. As its name indicates the name of the Woreda was derived from the two indigenous ethnic groups living in the Woreda (Mao and Komo). The Woreda was situated in the western part of Ethiopia. The Mao and Komo Special Woreda was one of the 20 Woredas and located in the southern part of the Benishanul Gumuz Regional State. The center of the town is called Tongo which is located at about 112kms from the town the region (Asossa).The Woreda shares border with the following areas: to the west the Sudan and south Sudan, to the north and north east with Amhara regional state, to the Gambella regional state in the south west, to the east with Begi Woreda of Oromiya region and to the north with Assosa Zone. The Woreda is divided into 32 administrative kebeles with a total population of 50,061 based on the Census result of 2007 (1999 E.C, CSA). These kebeles vary in their infrastructure, weather conditions and socio-economic status. In the Woreda there are about 45 primary schools and 3 secondary schools including the preparatory school. In line with this, the sample populations for this study are the academic staffs in the 3 secondary schools of Mao and Komo Special Woreda of Benishangul Gumuz Regional State. These are: Tongo Meles Zenawi Senior secondary and preparatory school, Tsotsora secondary school and Mimi secondary school. The 45 primary schools are excluded from the study as a result of time and resource constraint.

Currently, there were about 162 males and 71 females with a total of 233 teachers teaching in the primary schools and 67 males and 7 females with a total number of 74 teacher's teachings in the secondary and preparatory school. Amongst the 3 secondary schools, 3(100%) were selected through availability sampling technique because they were the only existing secondary schools in Mao and Komo Special Woreda.

Therefore, the total number of teachers 74 (seventy four), 3(three) school principals, 2(two) school vice principals, 2(two) cluster supervisors, 15(fifteen) school CPD focal persons and, and 6(three) Woreda Education experts with a sum of 102(one hundred two) were the total population of this study.

*Figure 2: Administrative map of Benishangul Gumuz Regional State*



### **3.5 Sample size and Sampling Techniques**

The over increasing demand for research had created a need for efficient method of determining the sample size needed to be representative of a given population. Thus according to Mao and Komo Special Woreda Education office 2007 midyear report, there were 3 secondary schools in the Woreda and three of them were considered through availability sampling technique. The names of the sampled schools were Tongo Meles Zenawi, Mimi and Tsotsora. In these schools there were about 74 teachers 67male and 7 females, 3 principals, and 2 supervisors were engaged in the teaching and learning process. In order to make the research more manageable the research was conducted in the existing 3 secondary schools.

Regarding respondents, out of 74 (seventy four) teachers in the sampled secondary schools 37(50%) who were currently teaching in the Woreda were selected by simple random sampling techniques (lottery system). Because simple random sampling was one in which each and every member of the population had an equal chance of being selected (Cohen,et al, 2005). The sampled teachers were selected by taking their names from the schools and writing their names on the equally sized papers: then drawing up the names of teachers without seeing it up to the required



number of sample teachers of each school. On the other hand 3(100%) principals, 2(100%) school vice-principals, 2(100%) supervisors, 15(100%) CPD focal persons and 6(100%) Woreda education office CPD coordinators were involved in this research through availability sampling technique. Therefore, a total of 65(sixty five) research participants were involved and provided the necessary information on the problem under study.

**Table1: Distribution of the target population, the sample and sampling techniques**

No.	Types of respondents	population			Sample size			Percentage of sample size	Sampling techniques
		M	F	T	M	F	T		
1	teachers	67	7	74	32	5	37	50%	SimpleRandom sampling(lottery )
2	principals	3	-	3	3	-	3	100%	Availability sampling
3	Vice principals	2	-	2	2	-	2	100%	Availability sampling
4	supervisors	2	-	2	2	-	2	100%	Availability sampling
5	School CPD coordinators	12	3	15	12	3	15	100%	Availability sampling
6	WEO coordinators	5	1	6	5	1	6	100%	Availability sampling
7	total	93	11	104	56	9	65	100%	

### 3.6 Instruments of data collection

Based on the research design, this study employed both quantitative and qualitative research methods. The most important data gathering instruments were questionnaire, interview and document analysis. In doing so to acquire the necessary information's for the quantitative

research questions the selected data collection instruments were questionnaire conducted for teachers, principals and cluster supervisors. In addition in order to acquire the necessary information for the qualitative data interview for woreda and school CPD focal persons and document analysis was conducted in each school related to the implementation of CPD such as portfolios', annual plan of CPD training both schools and trainees, minutes, modules prepared by trainees, reports on the CPD issues, different governments like guidelines, toolkit, framework and CPD training materials were analyzed and sources of information.

### **3.7 Procedures of data collection**

In order to get the permission of schools for data collection the scientific researcher made contact with Mao and Komo Specialwereda Education office. The wereda wrote a letter to the sampled schools to help the researcher in providing the necessary information.

To answer the research questions raised, the researcher went through series of data gathering procedures. These procedures helped the researcher to get relevant data from the sample unit. Thus after the instruments and sample size were determined the next step was to develop the data collection procedures. Based on the study's research method (mixed methods research), and research questions the data collection procedure employed in this study was a sequential designs (Tashakkori&Teddlie, 2003). Here, the researcher seeks to elaborate on or expand the findings of one method with another method. This may involve beginning with a quantitative method of data gathering following up with a qualitative method involving of detailed exploration with few cases or individuals. Therefore, the quantitative research data was collected by developing structured and semi-structured questionnaires administered for sample teachers and school principals and supervisors respectively. The participants were allowed to give their answers to each item independently and the data collectors are assigned to closely assist and supervise them to solve any confusion regarding to the instrument. On the other hand the qualitative data was collected through interview for sampled school CPD facilitators and Wereda education office experts. Furthermore, to cross check the validity of the quantitative and qualitative data school CPD documents (report files, school and individual CPD plans and feedbacks) was analyzed. Finally, the questionnaire was collected interpreted by SPSS Software.

### **3.8 Methods of data analysis and interpretation**

Thus after the data was collected from the respondents, the next step was to analyze the data. Based on the study's research design (mixed research method) and research questions, this study data analysis design was a sequential exploratory design. Within this design type, quantitative data analysis helps to inform the subsequent qualitative analysis (Creswell & Plano Clark, 2007). The data collected from teachers through close ended question (the quantitative one) and open ended questions were analyzed using descriptive statistics like percentage, ratio, frequency, mean and standard deviation for the purpose of understanding the main characteristics of the research problem, Likert scale was employed to analyze the responses of teachers and school leaders to measure the extent to which the respondents engaged on the implementation of the CPD activities

In line with the Ministry of Education CPD Toolkit, the scale consists of five scales: 1=Strongly Agree, 2=Agree, 3=Undecided, 4=Disagree and 5=strongly Disagree for structured questionnaire, whereas the items in the questionnaire were presented in tables according to their data coherence. The scores of each item were organized statistically compiled and entered into SPSS (statistical package for social science) version 16.0 for easy interpretation.

To measure the views of respondents on the perceptions of school teachers and school leaders, stakeholders support and follow up activities and effective implementation of CPD program, strongly agree, agree, undecided, disagree and strongly disagree rating scales were used. Likewise, most serious, more serious, serious, less serious and least serious ranking scales were used to measure the respondents view on the factors affecting the actual implementation of CPD program. The cutoff point at intervals of length is  $4/5=0.8$ .

Therefore, the mean scores of 1.00-1.80=considered as strongly disagree, 1.80-2.60 as disagree, 2.61-3.40 as undecided, 3.41-4.20 as agree and 4.21-5.00 as strongly agree. Similarly, the mean scores of 1.00-1.80=least serious, 1.82-2.60=less serious, 2.61-3.40=serious, 3.41-4.20 as more serious and 4.21-5.00=most serious for items related to the factors affecting the actual implementation of CPD program. On the other hand the open interviews and documents were analyzed qualitatively through descriptive narration for the purpose of triangulation. Moreover, the written notes of interview were also be recorded and transcribed by using digital mobile video recorder.

### **3.9 Validity and Reliability Checks**

Checking the validity and reliability of data collecting instruments before providing to the actual study subject was the core to assure the quality of the data Ayalew, (as cited in Getachew, 2014). In order to ensure the validity of the instruments, pilot test was also carried out on 10 teachers of Tongo Melese Zenawi Senior Secondary and preparatory school. For the pilot test I prepared a questionnaire and administered for ten teachers. The ten questionnaires were fully collected and entered into SPSS Software for an easy interpretation and analysis. Then an internal consistency reliability estimate was calculated using Cronbach Coefficient of Alpha for the questionnaires based on (George and Mallery, 2003) the Cronbatch alpha result of >0.9 excellent, >0.8 good, >0.7 acceptable, <0.6 questionable, <0.5 poor. Based on this, the responses of the respondents indicated <0.6 and <0.5 which required me to made some modifications to the instruments. As a result I made some kind of correction on spelling errors, and divided words at the end of sentences.

### **3.10 Ethical considerations**

For this study the researcher would have sought permission of the woreda education office who introduced the researcher into secondary schools, in the same way the woreda Education office wrote supportive letters to the secondary schools. In addition the school principals also introduced the researcher to the teachers. Moreover, the questionnaire and interview questions played an important role containing an opening introductory letters requesting the respondents' cooperation in providing the required information for the study. Based on these ethical research rules and regulations the data collection work was accomplished without any difficulties.

Finally, I made a short meeting with the sampled school principals, CPD facilitators and teachers in each school to express my thanks and I wrote thanks letter to the three schools.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA**

This section attempts to present the analysis and interpretation of data collected through questionnaires, interviews and document analysis. The quantitative as well as qualitative data were integrated in this chapter. The qualitative data were used as complementary to the quantitative data. Therefore, the qualitative data includes the data collected through interviews, open-ended questions and document analysis; whereas, the quantitative data includes the data which were collected through questionnaires. Questionnaires were prepared and administered for 37(50%) teachers, for 3 school principals (1 from each school) and 2 cluster supervisor. On the other hand interview questions were prepared and administered for 15 school CPD facilitators (3 from each school) and 6 wereda CPD coordinators.

Therefore, from the total number of questionnaires distributed to teachers 37(50%) completed and returned; but, three questionnaires (8.1%) were not returned. On the on the other hand, it was planned to distribute open and close ended questionnaires for 3school principals and 2 supervisors and all are completed and returned with 0% return rate. In addition to this, it was planned to make interview with 15 school CPD facilitators and 6wereda CPD coordinators Woreda. From these, 3 (20%) of school CPD facilitators and 1(16.6%)Woreda CPD coordinators were not interviewed due to their absence in the working place. In document analysis, all written and reported materials about CPD, the duration of training, teachers' portfolio record, feedback files, meeting and minute's on the issues of CPD, evaluation of training, and school teachers' annual plans for CPD training were checked and analyzed.

Finally, the collected data through questionnaire, open and close ended questionnaires, interview and document analysis were organized according to their similarities and appropriateness. To analyze the qualitative data collected through interviews the codes were given as follows: the interviewees coded as I1, I2, and I3...I13 which designates interviewee one, two, and three...thirteen, respectively. Accordingly, this chapter includes two major parts. The first part indicates general Characteristics of the respondents' and the second part deals with the presentation, analysis and interpretation of the data.

#### 4.1 The background information of the Respondents

A total of 104 respondents from school teachers, leaders and supervisors, Woreda/ CPD and School CPD coordinators participated in this study. From the total respondents 37(35.6 %) were school teachers, 5(5%) were school leaders, 15(14.4%) were school CPD coordinators, 6(6%) were Woreda/CPD coordinators and 2(2%) were school supervisors. Therefore, the total sample size of this study was 65(sixty five). For the details of the data see table 4.2 below.

**Table 4.2: the characteristics of the Respondents**

N o	Items	Category	Teachers		principals		Vice principals		supervisors		School facilitators		CPD Woreda CPD coordinator	
			No	%	No	%	No	%	No	%	No	%	No	%
1	sex	Male	32	86.4	3	100	2	100	2	100	12	80	5	83.3
		Female	5	13.5	-	-	-	-	-	-	3	20	1	16.6
		Total	37	100	3	100	2	100	2	100	15	100	6	100
2	Level of Education	Diploma	7	19	-	-	-	-	-	-	-	-	-	-
		First Degree	30	37	3	100	2	100	3	100	15	100%	6	100%
		MA/MSC												
3	Years of work experience	0-5	8	22	-	-	-	-	-	-	-	-	-	-
		6-10	19	51.3							11	73		
		11-15		19	3	100	2	100	2	100	4	27	6	100
		16-20	3	8.1	-	-	-	-	-	-	-	-	-	-
		Above 20	-	-	-	-	-	-	-	-	-	-	-	-
	Total	37	100	3	100	2	100	2	100	15	100	6	100	

**N.B: N=number of respondents**

As shown in table 4.1 item 1, 32(86.4%) were male teachers and 5(13.5%) were female teachers, 3(100%) all were male school principals, 2 (100%) all were male school supervisors, from 15(100) school CPD facilitators 13(80%) were male and 2(20%) were female and from the total of 6(100) wereda CPD coordinators 5(83.3%) were male and 1(16.6%) was female.

In this regard, from the total of 65 respondents, 56(86.1%) were males; whereas only 9 (13.86%) of them were females. This shows that women's participation, as compared to their males counter parts, was very low in teaching at secondary and preparatory schools and no woman was assigned as school principals and supervisors.

On the other hand Item 2 of table 4.1 shows that the level of educational qualification of the respondents indicated that, 7(18.9) teachers were Diploma holders, 30(80) were first degree holders and no respondents was MA/MSc holder. Regarding school principals, all 3 (100 %) were first degree holders, 2(100) vice principals were first degree holders, 2(100) supervisors were first degree holders, the 15 (100) school CPD facilitators were first degree holders and the 6 (100) were first degree holders. From the data we could easily observed that no MA/MSc holder was seen.

In terms of years of work experience of the teacher respondents, as indicated in table 4.1 items 3, 8(22) of teachers were from 0-5, 1(51) were from year 6-10, 19(51.3) were from year 11-15 and 3(81) were from year 16-20. From the data we could understand that no respondent was worked from year 20 and above. All the school principals, supervisors, school CPD facilitators and wereda CPD coordinators were served for more than 10 years. Therefore, one can easily recognized that the majority of the respondents had relatively better work experience which provided a good opportunity for the researcher to gain the relevant information regarding the existing practice and challenges of CPD.

#### **4.2 Perceptions of school leaders and teachers on the CPD program**

According to Landt (2002) CPD is effective only when teacher learning occurs in an authentic way through teachers' active engagement, participation and collaboration. The literature describes that school leaders and teachers have different perceptions on the CPD and their participation. If both teachers and school leaders perceive CPD program positively, it will create suitable situation for CPD training. Table 4.3 below indicates a summary of respondents' view on the perceptions of school leaders and teachers on the CPD program.

**Table4.3 Responses of respondents on the perceptions of school teachers and leaders**

No	Items	Types of respondents	SA		A		UD		DA		SDA		M
			Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	
1	CPD is a means to improve the subject and instructional knowledge	teachers	14	37.8	16	43.2	3	8.1	3	8.1	1	2.7	4.42
		principals	4	80	1	20							4.50
		supervisors	2	100									4.12
		total	21	46.7	17	37.7	3	6.6	3	6.6	1	2.2	4.32
2	CPD is used to update my pre-service training Knowledge and skills	teachers	16	43.2	21	56.7							4.81
		principals	5	100									4.42
		supervisors	2	100									4.14
		total	23	52.2	21	47.7							4.45
3	CPD improves students academic achievement	teachers	18	48.6	19	51.3							4.12
		principals	5	100									4.50
		supervisors	2	100									4.82
		total	25	56.8	19	51.3							4.48
4	CPD can help me to use a variety of student Centered teaching methods	teachers	21	56.7	16	43.2							4.72
		principals	5	100									4.42
		supervisors	2	100									4.12
		total	28	63.6	16	36.3							4.42
5	CPD is a means to develop my teaching /leadership knowledge	teachers	23	62.1	14	37.8							4.32
		principals	5	100									4.10



	skill	supervisors	2	100			4.50
		total	30	68.1	14	31.8	4.30
6	CPD plays an important role in improving my professional growth	teachers	19	51.3	18	48.6	4.82
		principals	5	100			4.22
		supervisors	2	100			4.12
		total	26	59.1	18	40.9	4.38
7	CPD is a means to develop my leadership knowledge and skills	teachers	21	56.7	16	43.2	4.82
		principals	5	100			4.42
		supervisors	2	100			4.32
		total	28	63.6	16	36.3	4.52
8	It is my civic and professional duty	teachers	23	62.1	14	37.8	4.50
		principals	5	100			4.82
		supervisors	2	100			4.12
		total	30	68.1	14	31.8	4.48

**N.B:-N-number** of respondents, M=mean score, SD=standard deviation

-Mean scores 1.00-1.80=Strongly Disagree, 1.81-2.60=Disagree, 2.61-3.40=undecided, 3.41-4.20=Agree and 4.21-5.00=Strongly Disagree

As expressed in table 4.3, items 1, 2, 3, 4, 5, 6, 7 and 8, all groups of respondents rated almost similarly and the mean scores of teachers' ranging from 4.12-4.50 and that of school leaders ranging from 4.14-4.50 and the total mean scores also ranging from 4.12-4.82. Both mean and total mean scores of the respondents felled between "strongly agree" and "agree" scales. This indicates that the respondents perceived CPD positively as a means to improve their subject and instructional knowledge, professional growth, update my pre-service training Knowledge and skills, teaching/leadership competence, teaching/leadership knowledge and skills. In addition, the

respondents also perceived it as a means to improve students' academic achievements and it is my civic and professional duty.

In open ended questions, some teachers perceived CPD **as positively** and **negatively**:

**They perceived CPD positively as:** - it fulfills skill gap in teaching interpersonal relationships among colleagues, it is also a strategy to solve teaching and learning problems.

**Where as they perceived CPD negatively:** - It is simply designed to consume teacher's time and to make them busy and it did not add any incentives whether they participated in the training or not. On the other side an interview was conducted with WEO CPD coordinators and school CPD coordinators. They judged the perceptions of school teachers and leaders towards CPD program, and they indicated that: Almost all school leaders perceived CPD positively and obedient to run CPD training in their school continuously. But, they said that teacher's perceived CPD as both positively and negatively. When the researcher asked them why teachers perceived CPD negatively, the interviews said that: There might be lack of sufficient time, over workload, lack of adequate support from concerned bodies, no budget allocation and lack of evaluation and systematic follow up.

Moreover, lack of incentives and refreshments during CPD training, lack of well trained and experienced CPD coordinators at wereda and school level were the most significant problems.

#### **4.3 The supports provided by school leaders in actual implementation of CPD**

This part was basically employed to assess the level of effectiveness of the support and follow up activities of school principals/vice principals in encouraging school based CPD.

**Table 4.4 the support and follow up activities provided by school leaders**

No	Items	Types of SA respondents	SA		A		UD		DA		SDA		M
			F	%	Fr	%	Fr	%	Fr	%	Fr	%	
1	The principal/ provided me with the necessary professional development trainings on the new CPD approach for me	teachers	5	13.5	7	18.9	2	5.4	12	32.4	11	29.7	1.26
		principals							4	80	1	20	1.16
		supervisors							2	100			1.80
		total	5	11.3	7	18.9	2	4.5	18	40.9	12	27.2	1.40
2	The school principal have a well designed monitoring &evaluation strategies for the school teachers to support CPD program implementation	teachers			5	13.5	5	13.5	15	40.5	12	32.4	1.10
		principals							5	100	-	-	1.30
		Supervisors							2	100	-	-	1.16
		total			5	11.3	5	11.3	22	50	12	27.2	1.18
3	The school principal encouraged me to participate in CPD trainings continuously	teachers			4	10.8	5	13.5	13	35.1	15	40.5	1.32
		principals							2	40	3	60	1.32
		supervisors							2	100			1.18
		total			4	9.1	5	11.3	17	38.6	18	40.9	1.37
4	I am provided with the necessary CPD materials	teachers			6	16.2	9	24.3	12	32.4	10	27	1.62
		principals							5	100			1.23
		supervisors							2	100			1.44
		total			6	13.6	9	20.4	19	43.1	10	22.7	1.43

5	I am frequently provided with Short term trainings on preparation of CPD module and portfolio	teachers	2	5.4	7	18.9	16	43.2	12	32.4	1.32
		principals					4	80	1	20	1.42
		supervisors							2	100	1.62
		total	2	4.5	7	15.9	20	45.4	15	34	1.45
6	The necessary budget, time and place was allocated for CPD trainings in the schools	teachers	5	13.5	4	10.8	13	35.1	15	40.5	1.32
		principals					5	100			1.42
		supervisors					2	100			1.82
		total	5	11.3	4	9	20	45.4	15	34	1.52
7	Feedback is given for the teachers at the end of each session	teachers	3	8.1	3	8.1	14	37.8	17	45.9	1.32
		principals			5	100					1.42
		supervisors			2	100					1.16
		total	3	8.1	10	27	14	37.8	17	38.6	1.3
8	The school principal prepares short term training opportunities on my training needs.	teachers	6	13.6	3	8.1	13	35.1	15	40.5	1.32
		principals					2	40	3	60	1.42
		supervisors					2	100			1.62
		total	6	13.6	3	6.8	17	38.6	18	40.9	1.45
9	They developed checklist to follow up whether the teachers are actually implementing their plan or not	teachers	8	21.6	5	11.3	15	34	9	20.4	1.16
		principals	3	60	2	40					1.80
		supervisors	2	100							1.68
		total	3	6.8	12	27.2	5	11.3	15	34	9

<b>10</b>	The school principal prepares discussion forums with other	teachers	5	13.5	17	45.9	15	40.5	1.16		
		principals			5	100			1.32		
		supervisors			2	100			1.82		
		total	5	11.3	24	54.5	15	34	1.43		
<b>11</b>	The school principal arranged me induction course of CPD when I was newly hired	teachers	5	13.5	2	5.4	13	35.1	17	45.9	1.16
		principals				5	100				1.86
		supervisors						2	100		1.62
		total	5	11.2	2	4.5	18	40.9	19	43.1	1.53
<b>12</b>	Their professional support and follow-up system to the CPD program in the school is satisfactory	teachers	4	10.8	4	10.8	12	32.4	17	45.9	1.16
		principals					4	80	1	20	1.86
		supervisors					2	100			1.54
		total	4	9.09	4	9	16	36.3	18	40.9	1.52

As shown in table 4.4 items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12 all groups replied similarly. The average mean scores of school principals, teachers and supervisors were below 1.80 which falls in the “strongly disagree”. This indicates that the school teachers were not provided with adequate professional development trainings, budget, time and space, CPD materials, continuous feedback and follow up activities from the concerned bodies. On the other hand the school leaders’ principals/supervisors were not in a position to providing the necessary professional development trainings, CPD materials, CPD time, place, space and incentives for more functioning teachers and refreshment programs during CPD training.

In open ended question, the majority of respondents (teachers) responded by supporting the closed ended questions as follows:

*The CPD training was not given in the regular way and nobody pay attention on the issues of CPD training; teachers do not have awareness about CPD and there was no coordination in the school for CPD training. The school leaders have also no awareness to give support and guidance for teachers and no supervisor was assigned in two Woreda as.*

In addition to this, interview was conducted with the Woreda/Town TDP coordinators and School CPD facilitators to check whether or not they gave any support in implementation of CPD and they replied that:

*In this year (2006/7) we did not give any training and did not make discussion with school leaders and teachers rather than tried to supervise the implementation of it. This is because of we gave mandates for school leaders to lead CPD training effectively.*

The other participants in interview responded that:

*We are preparing checklists to check the practices of CPD training for second semester in this year (2006/7); to speak frankly we did not give attention for CPD training in the schools. We start to run when ZED/REB asks us to give reports about CPD training. We have not led the training in the regular way. We did not design systematic way of supporting and following up activities. These happened due to we have no sufficient time and overloaded in another teaching and learning process.*

#### **4.4 The actual implementation of CPD practices**

This section was presented to investigate the level of actual practices of the implementation of Teachers CPD program.

**Table 4.5 Responses of on the items related to actual implementation of CPD Practices.**

No	Items related to analysis CPD	Types of respondents	SA		A		UD		DA		SDA		M
			Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	
1	The school has a well organized functional committee	teachers	15	40.5	19	51.3			1	2.7			3.61
		principals	5	100									3.82
		supervisors	2	100									3.22
		total	22	50	19	43.1			1	2.2			3.55
2	The school conducted analysis and review of the CPD	teachers	14	37.8	17	45.9			3	8.1	3	8.1	3.62
		principals	2	40	3	60							3.91
		supervisors			2	100							3.43
		total	16	36.3	22	50			6	13.6	6	13.6	3.65
3	The school CPD priorities are clearly identified	teachers	4	10.8	4	10.8			16	43.2	13	35.1	3.60
		principals							3	60	2	40	3.73
		supervisors							2	100			3.45
		total	4	9.09	4	9.09			21	47.7	15	34.0	3.59
4	The discussion is made after the identification of CPD priorities	teachers	3	8.1	5	13.5			11	29.7	18	48.6	3.63
		principals							2	40	3	60	3.95
		supervisors							2	100			3.54
		total	3	6.8	5	11.3			15	34.1	21	47.7	3.70
5	The school has annual CPD plan	Teachers	19	51.3	18	48.6							3.65
		principals	5	100									3.72
		supervisors	2	100									3.41
		total	9	9.09	18	40.9							3.54
6	I have my own CPD action plan	teachers	21	56.7	16	43.6							3.55
		principals			5	100							3.72
		supervisors			2	100							3.42

		total	21	47.7	23	52.2				3.56	
7	Adequate time, place and human resource was allocated	teachers					22	59.4	15	40.5	2.52
		principals					5	100			3.33
		supervisors					2	100			2.41
		total					29	65.9	15	34	2.75
8	All school teachers prepared their CPD modules and portfolio	teachers	12	32.4	17	45.9	4	10.8	4	10.8	3.51
		principals	5	100							3.33
		supervisors	2	100							3.43
		total	19	43.	17	38.6	4	9.0	4	9.0	3.42
9	Portfolio of teachers are organized and checked continuously	teachers					21	56.7	16	43.2	2.62
		principals							5	100	3.50
		total					21	47.7	23	52.2	2.84
10		teachers					23	62.1	14	37.8	2.60
		principals					5	100			2.22
		supervisors					2	100			2.41
		total					30	68.1	14	31.8	2.41
11	I participate in peer classroom observation frequently	teachers	7	18.9	6	16.2	13	5.1	11	29.7	2.55
		principals					3	60	2	40	2.35
		supervisors							2	100	2.34
		total	7	15.9	6	13.6	16	36.3	15	34	2.41
12	I recorded my CPD activities in portfolio	teachers	3	8.1	3	8.1	14	37.8	17	45.9	2.55
		principals					5	100			1.90
		supervisors					2	100			2.60
		total	3	6.8	3	6.9	21	47.7	17	38.6	2.35
	I participate in curriculum meeting	teachers	5	13.5	3	8.1	18	48.6	11	29.7	2.72
		principals					3	60	2	40	2.91
		supervisors							2	100	2.45



	total	3	6.8	3	6.8	2	4.5	15	34	2.69	
14. I prepared my CPD activities report at the end every sessions	teachers	4	10.8	3	8.1	17	45.9	13	35.1	2.45	
	principals					5	100			2.63	
	Supervisors					2	100			2.52	
	Total	4	9	3	6.8	24	54.5	13	29.5	2.53	
15. I assess student work before and after the CPD activity	teachers	2	5.4	3	8.1	17	45.9	13	35.1	2.33	
	principals					5	100			2.50	
	supervisors					2	100			2.82	
	Total	2	4.5	3	4.5	27	61.3	13	29.5	2.55	
16. I implement action research	teachers		2	5.4	3	8	17	45.9	13	35.1	2.52
	principals					5	100			2.60	
	supervisor					2	100			1.92	
	Total		2	4.5	3	4.5	24	61.3	13	29.5	2.34
17. I participate in curriculum meeting	teachers		2	5.4	3	8.1	17	45.9	13	35.1	2.33
	<b>principals</b>					<b>5</b>	<b>100</b>			<b>2.42</b>	
	supervisor					2	100			2.56	
	Total		2	4.5	3	4.5	24	61.3	13	29.5	2.43
18. Certificate is prepared for me after completion of trainings	teachers	2	5.4	3	8.1	17	45.9	13	35	2.33	
	principals					5	100			2.50	
	supervisors					2	100			2.12	
	Total	2	4.5	3	4.5	24	61.3	13	29	2.31	
19. In general, CPD program is successfully implemented in the school by all teachers	teachers					10	27	27	72.9	2.12	
	principals							5	100	2.50	
	supervisor							2	100	2.40	
	Total					10	22.7	34	77.2	2.34	

20.Celebrate success	teachers									
		9	24.3	7	18.9	11	29.	10	27	2.30
	principals					3	60	2	40	2.42
	supervisors					2	100			2.34
	total	9	20.4	7	15.9	16	36.3	12	27.2	2.52
21. I measure whether desired outcome achieved	teachers					17	45.9	23	62.1	2.30
	principals					5	100			2.92
	supervisors					2	100			2.12
	Total					24	54.5	23	52.2	2.44
22.I identify additional unplanned outcomes	teachers					16	43.2	21	47.7	2.33
	principals					5	100			2.92
	supervisors					2	100			2.40
	Total					23	52.2	21	47.7	2.55
23.I identify less successful aspects of the program	teachers					22	59.4	15	40.5	2.33
	principals					5	100			2.92
	supervisors					2	100			2.40
	Total					29	65.9	15	34.09	2.55
24.I inform future CPD needs at individual and institutional level	teachers					19	55.8	16	36.3	2.33
	principals					5	100			2.92
	supervisors					2	100			2.56
	Total					26	59	16	36.3	2.60

As shown in table 4.5, all items related to the need analysis of CPD 1 to 4 indicate that school teachers rated quite almost similarly. The mean scores of school teachers ranging from 3.61-3.63. The mean scores of school teachers fell in” undecided” scales. On the other side the mean scores of school principals and supervisors ranging from 3.73-3.95 and from 3.22-3.95 respectively. This proves that the school teachers, principals and supervisors faced difficulty to decide whether or not these items were implemented effectively in the sampled schools.

Items related to the planning of CPD 1, 2, and 4 showed that the mean scores of all groups ranging from 3.41-3.72. Their mean scores fell in “agree” scales. This proves that the school teachers, principals and supervisors agreed that their school had annual CPD plan, individual CPD plan and all school teachers had their own CPD modules and portfolio. Whereas item 3 indicates that, the mean scores of teachers, principals and supervisors were ranging from 2.41-3.33 which fell on “undecided” scales. This means that they encountered difficulty to decide whether or not the school teachers were provided with appropriate budget, place and time in the sampled schools and “undecided” scale is below the agree scale which implies that the items were to some extent not accomplished.

While responding to items related to the doing of CPD from item 10-20 in the same table indicates that the mean scores of all respondents rated almost similarly and the mean scores of teachers ranging from 2.12-2.72, school principals 1.90-2.91 and that of school supervisors were ranging from 1.92-2.92. Both mean and total average mean scores of respondents’ fell in “disagree” scales. This showed that the responses of all respondents agreed that every school teachers did not meet every week for 2hrs and discuss the progress on the three priorities, not participated in classroom observation frequently, not recorded CPD activities in portfolio, not participated in curriculum meeting, not prepared CPD activities report at the end of every session, not assess students work before and after the CPD activity, implemented action research, certificate was prepared for me after completion of CPD trainings and in general CPD program was not successfully implemented in sampled schools by all teachers.

With regard to items related to the evaluation of CPD item 21-25 on the same table, the responses of all respondents rated similarly. The mean and average mean scores of teachers ranging from 2.30-2.33, principals ranging from 2.42-2.92 and that of supervisors ranging from 2.12-2.50 which fell in the “disagree” scales. This proves that all teachers, principals and supervisors did not celebrate their CPD success, measure desired outcome, identify less successful aspects of the program and inform future individual and institutional CPD needs. This shows that they were not effectively evaluating the implementation of CPD program in the sampled schools.

In the interview session, the researcher asked the Woreda/Town TDP coordinators and school CPD facilitators to explain how they evaluated the implementation status and the effectiveness of

CPD program in the sampled schools. They replied as: *The CPD program was designed to update teachers' skills and knowledge which result in the improvement of students' achievement. But, the teachers' skills and knowledge were not updated and the students' achievement was not improved. The students' scores in National examination sometimes increase and the other times decrease below the average. The students always complain due to lack of teachers' teaching skills and subject matter knowledge. These all indicates the CPD training did not attain its objectives. Therefore, there was no the effectiveness of the implementation of CPD program in the sampled schools.*

The other participants reacted that:

*In the sampled schools the implementation status of CPD program is almost in bad condition. That means the school leaders and teachers ignored the CPD issues. They are focusing on other teaching and learning issues. They forget the principle that without updating teachers it is impossible to bring the desired changes in the school.*

#### **4.5 The major difficulties school Teachers faced in the actual implementation**

In the process of implementation of CPD program there has been encouraging and discouraging factors positively and negatively respectively. However this study focuses on the discouraging factors which hinder the effective implementation of CPD .Therefore, this section was basically treated to the presentation of the major challenges that hinder teachers to effectively implement CPD program.

**Table 4.6 Responses of the respondents on items related to the challenges of CPD**

No	Items	Types of r responden	SA		A		UD		DA		SDA		mean
			Fr	%	Fr	%	F r	%	Fr	%	Fr	%	
1	The framework and toolkit materials of CPD are not clear and helpful to implement	teachers	3	8.1	5	13.5			12	32.4	17	45.9	3.82
		principals							5	100			3.22
		supervisors							2	100			3.12
		total	3	6.8	5	11.3			19	43.1	17	38.6	3.38
2	The negative attitude of principals and supervisor s towards CPD	teachers	12	32.4	16	36.3			4	9.09	5	11.3	4.92
		principals	3	10	2	100							4.41
		supervisors			2	100							4.82
		total	15	34	20	45.4			4	9	5	11.3	4.71
3	Adequate budget was not allocated to support CPD activities	teachers	17	45.9	15	40.5			2	5.4	3	8.1	4.40
		principals	5	100									4.21
		supervisors	2	100									4.12
		total	24	54.5	15	34			2	4.5	3	6.8	4.24
4	Absence of well trained school CPD coordinators	teachers	11	29.7	18	48.6			4	10.8	4	10.8	3.04
		principals	5	100									3.32

		supervisors	2	100						3.82	
		total	18	40.9	18	40.9	4	9	4	9	3.39
<b>5</b>	Absence of teachers coordination between teachers and school principals	of teachers	7	18.9	4	10.8	15	40.5	11	29.7	3.42
		principals	3	60	2	40					3.20
		supervisors			2	100					3.22
		total	10	22.7	8	18.1	15	34	11	25	3.28
<b>6</b>	Lack of systematic follow up from the stakeholders	teachers	18	48.6	12	27.2	3	9	4	9	4.56
		principals	5	100							4.90
		supervisors	2	100							4.97
		total	25	56.8	12	27.2	3	6.8	4	9	4.71
<b>7</b>	Lack of support from wereda education CPD coordinator, supervisors and principals	teachers	21	56.7	16	43.2					3.41
		principals	5	100							3.72
		supervisors	2	100							3.56
		total	28	63.6	16	36.3					3.56
<b>8</b>	Teachers overload work	teachers	13	35.1	17	45.9	5	13.5	2	5.4	4.72
		principals	5	100							4.92
		supervisors	2	100							4.56
		total	20	45.4	17	38.6	5	11.3	2	4.5	4.73

<b>9</b>	Lack of appropriate support from school CPD coordinators principals and supervisors	teachers	21	56.7	16	43.2					4.10
		principals	3	60	2	40					4.22
		supervisors			2	100					4.12
		total	24	54.5	20	45.4					4.14
<b>10</b>	Lack of the detailed nature of the CPD toolkits, framework and other manuals and guidelines at school level	teachers	16	43.2	13	35.1	4	10.8	4	10.8	3.86
		principals			5	100					3.45
		supervisors			2	100					3.92
		total	16	36.3	20	45.4	4	9	4	9	3.74
<b>11</b>	Lack of awareness about the significance of CPD	teachers	5	13.5	7	18.9	16	43.2	9	24.3	3.86
		principals	1	50	1	50	3				3.45
		supervisors					2				4.12
		total	6	16.2	8	18.1	21	47.7	9	20.4	3.81
<b>12</b>	Lack of motivation in the implementation	teachers	22	59.4	15	40.5					4.72
		principals	5	100							4.22
		supervisors	2	100							4.92
		total	29	65.9	15	34					4.62
<b>13</b>	CPD implementation is complex and ambiguous	teachers	5	13.5	7	18.9	12	32.4	13	35.1	3.22
		principals					2	40	3	60	3.40

		supervisors						2	100	2.92
		Total	5	11.3	7	15.9		14	31.8	18 34 3.18
<b>14</b>	Less motivation because of lack of incentives to recognize teachers who utmost effort to change themselves and their colleagues	teachers	22	59.4	15	40.5				4.72
		principals	5	100						4.22
		supervisors	2	100						4.56
		total	29	65.9	15	34.09				4.50
<b>15</b>	Lack of interest, initiative and commitment by some teachers	teachers	18	48.6	12	32.4		2	5.4	5 13.5 4.22
		principals			4	80			1	20 4.72
		supervisors			2	100				4.82
		total	18	40.9	18	40.9		2	4.5	6 13.6 4.58
<b>16</b>	I was not well oriented about the significance of CPD activities	teachers	7	18.9	5	13.5		13	35.1	12 32.4 3.86
		principals			3	60		2	40	3.45
		supervisors	1	50				1	50	3.82
		total	8	18.1	8	18.1		16	36.3	12 27.2 3.71
<b>17</b>	CPD modules are coined in relation to peripheral issues that	teachers						22	59.4	15 40.5 2.56
		principals						5	100	2.45



18	are indirectly related to student learning	supervisors	2	100					2.81	
		total	29	65.9	15	34			2.61	
	Some teachers perceive CPD as it is imposed on them by the government to make them busy	teachers	19	51.3	15	40.5	3	8.1		3.42
		principals	5	100						4.20
		supervisors	2	100						4.22
		total	26	59	15	34	3	6.8		3.94
	I am less committed to implement CPD	teachers	21	56.7	13	35.1		3	8.10	4.26
		principals	2	40	3	60				4.22
		supervisors			2	100				4.56
		total	23	52.2	16	36.3		3	6.8	4.34

**N.B:-N-number** of respondents, M=mean score, SD=standard deviation, Mean scores 1.00-1.80=Least serious, 1.81-2.60=Less serious, 2.61-3.40=Serious, 3.41-4.20=More serious and 4.21-5.00=Most serious.

As shown in table 4.6, items 1-19, all respondents ranked almost similarly as *serious, more serious and most serious*. The mean scores of teachers ranging from 3.04-4.4.92, principals ranging from 2.45-4.90 and that of school supervisors ranging from 2.81-4.97 and the total mean scores also ranging from 2.61-4.73. They ranked items 1, 4,5,13 and 17 as *serious*. This shows that both respondents approved that the difficultness of the CPD framework and toolkit materials, absence of well trained CPD facilitators, lack of coordination between school teachers and principals, the complexity of CPD implementation, CPD modules are coined in relation to per ferial issues which are indirectly related to students learning were *serious* factors which affected the implementation of CPD program.

The respondents also ranked items 7, 9, 10, 11, 16 and 18 as *more serious*. This indicates that lack of support from wereda education office, principals and CPD facilitators for teachers about the implementation steps of CPD, Lack of appropriate support from school CPD coordinators principals and supervisors, lack of the detailed nature of the CPD toolkits, framework and other manuals and guideline at school level, lack of awareness about the significance of CPD, not well oriented about the significance of CPD activities some teachers perceive CPD as it is imposed on them by the government to make them busy were *more serious factors* which affected the effective implementation of CPD program in the sampled schools. Furthermore, they rated item 2, 6, 8, 12, 14,15and 19 as *most serious*. This showed that the negative attitude of principals and supervisor s towards CPD, lack of systematic follow up from the stakeholders, teachers overload work, less motivation because of lack of incentives to recognize teachers who utmost effort to change themselves and their colleagues, lack of interest, initiative and commitment by some teachers, less committed to implement CPD were the *most serious* factors which influenced the implementation of CPD program.

In open ended question, the respondents (teachers, principals and supervisors) listed the affecting factors of CPD program as follows: *The school environment/training place is not conducive; lack of incentives, rewards and encouragement, lack of commitment, and absence of cooperation”*.

In interviews section the school CPD coordinators and Woreda/Town TDP coordinators were asked to list the factors that affecting the effective implementation of CPD and measures that should be taken to overcome the challenges of CPD program. They listed similar affecting factors with closed and open-ended questions in questionnaires. The Woreda/Town TDP coordinators and school CPD facilitators pointed out the following measures that should be taken to overcome the challenges of CPD program. These are: *Stakeholders should design systematic follow up and support for CPD trainees continuously; the school leaders should allocate adequate budget for CPD training and follow up to check whether or not it is used efficiently; and supervisors, CPD coordinators and TDP coordinators should have desired knowledge and training skills on the CPD training.*

The other participants also commented that: - *We should give awareness creation training for teachers and school leaders by collaborating with schools; the school leaders ought to encourage good performed groups in CPD training and prepare conducive training place.*

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter contains four subsections. The first subsection deals with the discussions of the major findings, the second subsection presents conclusions which were drawn from the summary of the major findings, the third one introduces alternative solutions which were recommended to ease the problems encountered during CPD program implementation and the fourth section deals with areas of future research.

#### **5.1 Summary of the Major findings**

In this study, the mixed methods design was employed. Interview, documents analysis and questionnaires were used as data collecting instruments. This study was aimed to assess the implementation of CPD program by describing the existing evidences and various realities of secondary and preparatory schools of Mao and Komo Special Woreda. It is also attempted to attain the following specific objectives: to explore teachers', principals' and supervisors perceptions towards CPD program; to identify the extent of stakeholders supporting and following up activities on the CPD program; to find out the benefits of CPD program in teaching and learning process; to examine how CPD is implemented in the schools and the link of teachers' day to day activities to their CPD program; and to identify the major factors hindering the effective implementation of CPD. In order to achieve the major and specific objectives the following basic/research questions were raised and answered in this study:

1. How do teachers and school CPD partners at Mao and Komo special Woreda perceive the purpose and importance of school-based teacher professional development?
2. To what extent teachers CPD is being implementing at Mao and Komo special Woreda as per the national frame work of the ministry of education?
3. What are the success areas of the schools at Mao and Komo special Woreda in implementing CPD program?
4. To what extent school CPD stakeholders support and follow up in the implementation of CPD?

5. What are the major challenges/gaps and shortcomings observed in implementing school-based teacher professional development program at Mao and Komo special Woreda?
6. What is expected of the different stakeholders for effective implementation of the CPD program at Mao and Komo special Woreda?

To get answers for these questions a cross-sectional research design was employed. In the study 37, teachers, 3 principals, 2 vice principals, 2 supervisors were participated in responding to the questionnaires. 15 school CPD facilitators and 6 wereda CPD coordinators were involved in interview guides. In addition school based CPD documents were also analyzed. On the basis of analysis and interpretation of the data gathered through all instruments, the following major findings were indicated.

### **5.1.1 Perceptions of teachers and school leaders on the CPD program**

Both respondents perceived CPD positively as a means to improve their subject and instructional knowledge, professional growth, teaching/leadership competence, and teaching/leadership knowledge and skills. The respondents also perceived it as a means to improve students' academic achievements. On other hand, the majority of the respondents (teachers) believed CPD negatively as it is not used to update their pre-service training knowledge and skills and cannot help them to use a variety of student centered teaching methods. It is not interesting and participatory and does not also enable them to develop self-confidence. It is a burden loaded upon them by the government, impractical in the school situation and they also conceived its training boring. But, they did not decide whether or not it encourages them to remain their profession.

In open ended question, some teachers perceived CPD as positively and the others negatively. They perceived CPD positively as it fulfills skills gap in teaching methods and increases experience sharing and intimate friendship among colleagues. It is also a strategy to solve teaching learning problems. They perceived CPD negatively as it cannot develop teaching skills

and knowledge rather than consuming time and there is no any incentives whether they participated in the training or not.

In the interviews session, the interviewees indicated that almost all school leaders perceive it positively. They further indicated that the school leaders are obedient to run the CPD training in their school continuously. But, teachers perceived CPD both positively and negatively. They said that teachers develop negative perception towards CPD due to there might be lack of sufficient time and overloaded work condition, lack support from concerned bodies, no budget allocation ,lack of evaluation and systematic follow up, lack of incentives and refreshments during CPD training, absence of well trained and experienced CPD coordinators. The difference might occur due to the school leaders tried to defend themselves.

Regarding perceptions of school leaders and teachers, replied that the school leader's talk positively about CPD but they did not implement. Regarding teachers, most of them did not understand the fact that CPD was designed to update their teaching skills and knowledge. They thought that they were taking the training CPD for the benefit of the government or for the school leaders. The school leaders also disobedient to participate in the school group CPD training and when they were invited to participate in the training they say that they were too busy. Most of the teachers were joking when they were called to participate in the training. These perceptions of school leaders and teachers made very difficult to run the training. They responded that the negative perception of teachers occurred due to there might be insufficient time because most teachers were working in two shifts. There was no conducive environment for the training, no systematic follow up and evaluation system and no payment difference whether they participated in the training or not.

### **5.1.2 School leaders/principals and supervisors/ support and follow up activities on the CPD**

Both respondents proved that supervisors did not crosscheck the implementation of CPD by preparing checklist. The majority of the respondents (teachers) proved that there were no professional development trainings and allocation of budget for training. They indicated that there were no supporting and guiding in the preparation of portfolio and CPD Module and the feedback was not given at the end of each training session. They also depicted that the monitoring and evaluation strategies for the school to support CPD program implementation,

encouragement, giving the training materials for teachers and following up activities of principals/vice principals during the CPD training to some extent did not practice in the sampled schools.

In open ended question, the majority of teachers responded by supporting the closed ended questions; i.e., the CPD training was not given in the regular way and nobody pay attention on the issues of CPD training. They also indicated that teachers do not have awareness about CPD and there was no coordination in the school for CPD training. The school leaders have no awareness to give support and guidance for teachers and no supervisor was assigned in one school.

In interviews part the Woreda/Town TDP coordinators and supervisors replied that in this year (206/7) they did not give any training and did not make discussion with school leaders and teachers rather than tried to supervise the implementation of it. They said that this is because of they have no sufficient time and overloaded in another teaching and learning issues. They also said that the mandate was given for school leaders to run the CPD program by using the last year training. The other participants added that they are preparing checklists to check the practices of CPD training for second semester in this year (2014); they said that to speak frankly they did not give attention for CPD training in the schools. They start to run when WEO/REB asks them to give reports about CPD training. They also replied as they have not led the training in the regular way. They did not design systematic way of supporting and following up activities.

### **5.1.3 Benefits of CPD Program in the teaching and learning process**

Both groups of the respondents agreed that CPD extended/improved subject matter/leadership/management knowledge and skills; encouraged them to solve students'/teachers' problems. It enabled them to manage their classroom effectively and resulted in improved achievement for students. It also gave them direction how to implement/supervise continuous assessment. But, they did not believe that CPD enabled them to get licensing and re-licensing opportunity and improved their professional ethics. Whereas, the majority of the respondents did not conceive that CPD addressed immediate school and classroom needs and changed the way they think about teaching and learning. They did not believe that CPD made them use active learning methods effectively and created cooperation between them and

principals/vice-principals. They also did not accept that CPD allowed them to give counseling and guidance service to students.

#### **5.1.4 The effectiveness of the implementation of CPD program**

The majority of the respondents (teachers) replied as school leaders and teachers have no annual and individual CPD plan; all teachers did not prepare their CPD modules and portfolio and a certificate was not prepared for teachers after completion of the trainings; action research was not prepared. In general, CPD program was not successfully implemented in this school by all teachers. In addition to this, the identification of CPD priorities, organization and check of portfolios, allocation of sufficient training time, and preparation of CPD training report at the end of every session were not accomplished to some extent. It also indicates that teachers' instructional knowledge and skills were not improved; and continuous assessment and active learning methods were not applied after CPD training as required.

In interview session, the Woreda/Town TDP coordinators and supervisors indicated that the teachers' teaching method skills and knowledge were not updated and the students' achievement was not improved. The students always complain due to lack of teachers' teaching method skills and subject matter knowledge. The other participants responded as in the sampled schools the implementation status of CPD program is almost in bad condition. That means, the school leaders and teachers ignored the CPD issues. They are focusing on the other teaching and learning issues. They forget the principle that without updating teachers it is impossible to bring the desired changes in the school. These all indicate that the CPD training did not attain its objectives.

Finally, the researcher checked the written documents about CPD issues. From five sampled schools only one school prepared certificate for teachers in the last year. Four schools did not identify CPD priorities and they have no annual and individual CPD plan in this year (206/7). Only 5 action researches proposal were prepared last year but in this year nobody tried to write action research and practically implemented in schools.



### **5.1.5 Factors affecting the implementation of CPD program**

Both groups of the respondents approved that lack of awareness for teachers about the implementation steps of CPD, poor management of CPD training time, lack of appropriate support from school CPD coordinators, unwillingness of teachers' to implement the CPD program; teachers' overload work/lack of sufficient time, lack of a systematic follow up, absence of skilled and experienced supportive supervisory personnel, absence of coordination between teachers and school principals, absence of well-trained school CPD coordinators, and lack of adequate budget to support CPD activities were *more serious factors*. Nevertheless, the majority of the respondents (teachers) ranked that lack of support from school CPD and Woreda/Town education TDP coordinators, and absence of skilled and experienced supportive supervisory personnel and motivation were *more serious barriers* which influenced the effective implementation of CPD program.

### **5.2 Conclusions**

Based on the summary of the major findings, the following conclusions were drawn. To run the CPD program effectively, it needs positive perceptions of stakeholders especially, teachers, because teachers are the key to accomplish the intended quality of education through CPD. This clearly requires positive attitude of teachers towards the practice of CPD program.

Furthermore, the findings expressed that the teachers perceived CPD in two angles (i.e. positively and negatively). Unless teachers perceive CPD program positively, it is very difficult to undergo the training effectively since CPD program focuses on the professional development of teachers. Therefore, it is possible to conclude that there is no fertile ground for CPD training in the sampled schools and which contributed to failures of the training.

The Ministry of Education in Ethiopia developed clear guidelines of CPD for school teachers in 2006/7. The roles of school leaders were clearly indicated in this guideline. CPD program needs regular administration that requires the provision of clear instruction in the succession of action to be followed. These make the aims of training clear to perform support and follow-up on its activities. Nevertheless, the findings indicated that the majority of the respondents (teachers) reacted that there were no school leaders support and follow up activities on the CPD program.

From this, one can conclude that the CPD program was not implemented successfully in the sampled schools.

CPD program has many different benefits in teaching and learning process. The findings of the study showed that the majority of the respondents (teachers) were supporting some benefits of CPD but were not supporting the most benefits of it. Therefore, it is concluded that there is nosuitable conditions for implementation of CPD program in the sampled schools. This again resulted in the failures of the CPD training in the sampled schools.

The Ministry of Education in Ethiopia planned different strategies and activities to implement the CPD program effectively. However, the findings of the study showed that there was not effectiveness of the implementation of CPD program in the sampled schools. In interviews session the participants also said that there were no CPD activities in the sampled schools and almost all concerned bodies ignored CPD issues.

As it was indicated in the findings of the study, there were different hindering factors of CPD program. Both groups of the respondents replied that the hindering factors as *more serious* factors. From this, it is possible to conclude that the hindering factors made difficulty to implement the CPD program successfully.

In general, the CPD program was not successfully implemented in the sampled schools due to negative perceptions of teachers and absence of school leaders support and follow up activities and many more discouraging factors.

### **5.3 Recommendations**

Based on the findings of the study, the following recommendations were forwarded:

1. In the findings of the study negative perceptions/attitudes of teachers towards CPD training was indicated as one of the factors for failure of successful implementation of CPD program at sampled schools. Reducing teachers' negative perceptions/attitudes towards CPD requires integrated efforts of stakeholders. Therefore, the following strategies were recommended to reduce teachers' negative perceptions/attitudes.

ZEB and Woreda/Town Education Office should reduce the work load of teachers by recruiting sufficient number of teachers. Teachers work load should not be Considered only as the number of periods he/she has per week, but preparation of lesson plan and teaching aid, reading the text and reference books to present the lesson, assignment and test/examination correction and recording the scores of students are all required activities of teachers' out-of-classroom teaching periods. The school should prepare interesting/conducive classroom for CPD training. Woreda/Town Education Office ought to apply licensing, re-licensing certification and career level for teachers after finishing the CPD training. REB should include the completion of CPD training as one criterion when select teachers for upgrading (like from diploma to first degree, from first degree to second degree),

2. The findings of the study revealed that there were no schools leaders support and follow-up activities on the CPD program in the sampled schools and these resulted in ineffective implementation of CPD program. Therefore, to run the CPD training effectively the concerned bodies (Woreda/Town education office and school) ought to perform the following things, preparing awareness creation training in the preparation of modules and portfolios for school academic staff, designing systematic support, follow up and evaluation strategies continuously, organizing the training materials, allocating the necessary budget and controlling to check whether or not it is used efficiently and cross checking the implementation of CPD and giving feedback continuously.

3. As it was indicated in the findings, the majority of respondents (teachers) conceived that CPD program has no benefit in teaching and learning process. Therefore, the school leaders should make continuous discussion with teachers by verifying the benefits of CPD in teaching and learning process.

4. The findings of the study indicated that the CPD program was less effective in the sampled schools. Hence, the following measures should be taken to implement the CPD program effectively. The school should allocate sufficient training time and check whether or not the teachers use it effectively, the school ought to prepare the report on the CPD issues that are its progress and challenges at the end of every sessions and the Woreda/Town education office ought to ask the report , And give feedbacks by cross checking what has been done in the schools and what has been written in the report, the school leaders should identify CPD priorities clearly and

make discussion with teachers, the school leaders and individual teacher should prepare annual and individual CPD plan respectively, teachers ought to conduct action research and the school leaders should encourage teachers, to conduct it and allocate the necessary budget for the research. , teachers should apply continuous assessment and active learning methods and the school, leaders should cross check/supervise its accomplishment, all teachers who are in junior career level ought to prepare CPD modules and portfolio and the school leaders ought to organize and check CPD modules and portfolio continuously.

5. The findings of the study pointed that the CPD program was delayed by many discouraging factors in the sampled schools. As a result, to solve these problems it was recommended that all the concerned bodies should take the following actions. The MoE should prepare adequate training materials/resources for teachers, the MoE should make the framework and toolkit materials of CPD clear and helpful to, implement CPD program, the MoE ought to redesign the training within classroom situations, the school should assign well trained, skilled and experienced supportive supervisory, personnel and school CPD coordinators, the school ought to give support to improve teachers' ability or skill in the implementation of CPD program and the school should create coordination between teachers and school leaders.

6. As it was clearly shown in the findings of the study, the CPD training is an ignored issue in the sampled schools. Thus, the concerned bodies (Woreda/Town and school) should take immediate measures; otherwise it has negative impact in the teaching and learning process.

#### **5.4 Areas for Future Research**

CPD is a very wide topic but this research assessed only the implementation of CPD program in three secondary and preparatory schools of Mao and Komo special wereda. Therefore, interested researchers might sample the wider stakeholders like ZEB, REB, and TEIs in advance. They may also look into primary schools across weredas/Zones/Regions.

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## **APPENDICES**

### **Appendix- A**

#### **JIMMA UNIVERSITY**

##### **COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE**

###### **DEPARTEMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**This questionnaire is to be filled by Mao Komo special woreda secondary school teachers, principals and supervisors and on the practices and challenges of the implementation of CPD programs.**

###### **General Direction:-**

The main purpose of this questionnaire is to gather primary and relevant data to assess the actual implementation and challenges of CPD program in the Secondary schools of Mao and Komo special Wereda. It is designed for the study purpose and you have been selected to participate in this study. Hence, you are kindly requested to give the necessary information on the issues related to the study. The student researcher believes that the success of this study depends on your honest and genuine response to the question. I want to assure you that your responses will be kept confidential and the information you provide will be used for academic purpose only.



**Part 1-Personal information**

1. Name of the school; -----

2. Sex: A. Male  B. Female

3. Academic qualification:

A. certificate  B. Diploma  C. MA/MSc

4. Years of experience in teaching:

A. 1-5 years  C. 11-15 years

B. 6-10 years  D. above 20 years

5. Position in career ladder

A. Beginner  B. Junior  C. Teacher  D. Senior

E. Associate Lead  Lead  Senior lead

**Direction I:** Information concerning the active implementation of teachers' CPD (analyzing, planning, doing and evaluating) program. Please, indicate your options for the following Likert Scale items by putting tick (√) mark to specify your rating for each of the statements of closed ended item in the table below. And give brief description of your opinions for open ended questions. Every response is given based on your school context. You do not need to write your name on the questionnaire.

- 5=strongly Agree (SA) 4= Agree (A) 3= undecided (UD) 2= Disagree (DA) 1= Strongly Disagree (SDA)

**2. Perceptions of teachers on the CPD program**

No	Items related to teachers Perceptions and views on CPD	SA	A	UD	DA	SDA
2.1	CPD is a means to improve the subject and instructional knowledge					
2.2	CPD is used to update my pre-service training					
2.3	CPD improves students academic achievement					
2.4	CPD can help me to use a variety of teaching methods					
2.5	CPD is a means to develop my teaching knowledge and skill					
2.6	CPD improves my leadership competence					
2.7	CPD is a means to develop my leadership knowledge and skills					
2.8	It is my civic and professional duty					

2.9 If any other, please specify your perceptions in wards about CPD in the space provided below.

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**3. How do you rate school leaders' support and follow up activities on the CPD program.**

No	Items related to Supports and follow up activities provided by school leaders to implement CPD	SA	A	UD	DA	SDA
3.1	the principal provided me with the necessary professional development trainings on the new CPD approach for me					
3.2	The school principal have a well designed monitoring and evaluation strategies for the school teachers to support CPD program implementation					
3.3	The school principal encouraged me to participate in CPD trainings continuously					
3.4	I am provided with the necessary CPD materials					
3.5	I am provided with Short term trainings on preparation of CPD module and portfolio					
3.6	The necessary budget, time and place was allocated for CPD trainings in the school					
3.7	Feedback is given for the teachers at the end of each session					
3.8	The school principal prepares short term training opportunities on my training needs.					
3.9	They developed checklist to follow up whether the teachers are actually implementing their plan or not					
3.10	Their professional support and follow up system to the CPD program in the school is satisfactory					
3.11	The school principal arranged me induction course of CPD when I was newly hired					
3.12	The school principal prepares discussion forums with other schools					

3.13. Please specify other supports and follow up activities given by the school principals on the implementation of CPD in your school?

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4. The support and follow up activities of school supervisors

No	Items related to the support and follow up of supervisors	SA	A	UD	DA	SDA
4.1	The school supervisor conducts classroom supervision and provided me with constructive feedbacks					
4.2	The school supervisors arranges short term training to update my pre-service training					
4.3	The school supervisors usually give us constructive feedback after evaluating my CPD performance					
4.4	The school supervisors arranged experience sharing programs with satellite schools					
4.5	School supervisors coordinates teachers conference on CPD practices					
4.6	The school supervisors ensures the allocation of the necessary budget, materials, time and place to effectively practice CPD					
4.7	The school supervisors frequently work to solve conflicts among teachers and principal.					
4.8	Supervisors arranges motivation mechanisms for best performing teachers					

4.9 Please specifies other supports and follow up activities given by the school supervisors on the implementation of CPD in your school?

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5. The support and follow up activities of school CPD facilitators

No	Items related to the support and follow up of school CPD facilitators	SA	A	UD	DA	SDA
1	The school CPD facilitators usually conducted discussion programs among teachers to discuss on CPD practices					
2	The school CPD facilitators arranged short term training to update my pre-service training					
3	The school CPD facilitators usually give us constructive feedback after evaluating my CPD performance					
4	The school CPD facilitators experience sharing programs with satellite schools					
5	School CPD facilitators coordinates teachers conference on CPD practices					
6	The school s CPD facilitators ensures the allocation of the necessary budget, materials, time and place to effectively practice CPD					
7	The school s CPD facilitators frequently work to solve conflicts among teachers and principal.					
8	The school CPD facilitators arranged motivation mechanisms for best performing teachers					

8. Please specify other supports and follow up activities given by the school CPD facilitators on the implementation of CPD in your school?

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9. How do you measure the actual implementation of CPD program (analyzing, planning, doing and evaluating)?

No	Items related to the actual implementation of CPD	SA	A	UD	DA	SDA
1	The school has a well organized CPD committee					
2	The school conducted need analysis and review of the CPD					
3	The school CPD priorities are clearly identified					
4	The discussion is made after the identification of CPD priorities					
5	The school has annual CPD plan					
6	I have my own CPD plan					
7	Every school teachers meet every week for 2hrs and discuss the progress on the three priorities.					
8	All school teachers prepared their CPD modules and portfolio					
9	Portfolio of teachers are organized and checked continuously					
10	Certificate is prepared for me after completion of trainings					
11	My instructional knowledge and skills improved after CPD training					
12	I prepared action research after CPD training					
13	Continuous assessment is applied after trainings					
14	I implemented active learning method					
15	The school report is prepared at the end of every sessions					
16	In general, I fully implemented on my 60hrs CPD plan effectively					

10. If any other activities, please specify?

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### 11. Factors affecting the implementation of CPD program

No	Factors affecting the effective implementation	S	A	UD	DA	SDA
1	The framework and toolkit materials of CPD are not clear and helpful to implement					
2	The negative attitude of principals and supervisors towards CPD					
3	Adequate budget was not allocated to support CPD activities					
4	Absence of well trained school CPD coordinators					
5	Absence of coordination between teachers and school principals					
6	Lack of systematic follow up from the stakeholders					
7	Lack of support from wereda education CPD coordinator, supervisors and principals					
8	Teachers overload work					
9	Lack of appropriate support from school CPD coordinators, principals and supervisors					
10	Lack of the detailed nature of the CPD toolkits, framework and other manuals and guidelines at school level					
11	Lack of awareness about the significance of CPD					
12	Lack of motivation in the implementation					
13	CPD implementation is complex and ambiguous					
14	Less motivation because of lack of incentives to recognize teachers who utmost effort to change themselves and their					
15	Lack of interest, initiative and commitment by some teachers					
16	I was not well oriented about the significance of CPD activities					

17	CPD modules are coined in relation to peripheral issues that are indirectly related to student learning					
18	Some teachers perceive CPD as it is imposed on them by the government to make them busy					
	I am less committed to implement CPD					

12. Please, list if there are some more barriers which you are facing in CPD implementation.

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13. What do you recommend to improve the effective implementation of CPD program in school?

13.1 students

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13.2 teachers

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13.3 communities

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13.4 principals

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13.5 supervisors

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13.6 WEO

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13.7 REB

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13.8 MOE

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**Thank you for your cooperation!**

## Appendix- B

### JIMMA UNIVERSITY

#### COLLEGE OF EDUCATION AND BEHAIVORAL SCIENCE

#### DEPARTEMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

#### *Guiding questions for Interview with Wereda CPD facilitators and school CPD facilitators*

#### *General information about the participants*

##### Part I-Personal information

1. Sex: A. Male  B. Female
2. Academic qualification:  
A. certificate  B. Diploma  MA/MSC
3. Years of experience in teaching:  
A. 1-5 years  C. 11-15 years   
B. 6-10 years  D. above 20 years

##### Part. II Guiding questions for interview

1. How do you judge the perceptions of teachers and principals towards CPD program?

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2. Do you think that CPD is effectively implemented in your school or woreda? If not why?

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3. In your opinion, what are the major challenges you encounter in the process of implementing CPD program in your school or woreda (analyzing, planning doing and evaluation?)

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4. Has your office given any support in implementation of CPD program? If yes, what type of support? If not, why?

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5. What mechanisms do you use to support and follow up CPD program?

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6. Do the responsible school CPD partners involve in the overall activities of CPD? List their major contribution?

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7. Do you provide sufficient resources for the implementation of CPD program?

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8. What possible strategies do you recommend to improve the implementation of teachers CPD in your school or wereda?

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**Thank you For Your Co-operation!**