

**THE RELATIONSHIP BETWEEN PERCIEVED CONTINOUS
PROFESSIONAL DEVELOPMENT PRACTICES AND TEACHERS'
PERFORMANCE IN SECONDARY SCHOOLS OF KEFA ZONE**

BY

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JANUARY 2022

JIMMA, ETHIOPIA

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**A THESIS SUBMITTED TO COLLEGE OF EDUCATION AND
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DECLARATION

I, the undersigned, declare that this research report is my original work achieved through my own personal reading. It has never been submitted to any other college or university for the award of academic degree. All information from other sources have been duly acknowledged with complete reference.

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FINAL THESIS APPROVAL FORM

As a member of examining board of the final thesis of MA open defense, we certify that we have read and evaluated thesis prepared by Shibelay Wodajo under the title ‘The Relationship Between Perceived CPD Practices and Teachers’ Performance in Secondary Schools of Kefa Zone’ and recommend that the thesis be accepted as fulfilling the thesis requirement for the degree of Master of Arts in Educational Leadership.

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I certify that all the correction and recommendation suggested by the board of Examiners are incorporated in to the final thesis entitled “‘The Relationship Between Perceived CPD Practices and Teachers’ Performance in Secondary Schools of Kefa Zone’ “by Shibelay Wodajo.

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LIST OF ACRONYMS AND ABBREVIATIONS

CPD-Continuous Professional Development

MoE - Ministry of Education

PA- Performance Appraisal

SNNPRS-South Nation Nationality and People Regional State

SPSS - Statistical Package for Social Science

UNESCO - United Nations Educational Scientific and Cultural Organization

UNICEF- United Nations International Children's Education Fund

ABSTRACT

The main purpose of the study was to investigate the relationship between the school CPD practices and teachers' performance in secondary school of Kefa Zone. Primarily, the study used a correlational design and the research method used was both quantitative and qualitative. Sampled schools, principals and teachers were selected using simple random sampling with lottery technique. Data were gathered using Questionnaires, interview and document review. Questionnaire was distributed to 134 teachers and 6 principals. Interviews were also conducted with supervisors and Woreda Education Office CPD coordinators. Data gathered was entered into SPSS version 23 and analyzed and interpreted using both descriptive and inferential statistics. The finding of the study showed that, CPD is valued as important element for teacher's professional improvement by majority of respondents, but its practical implementation was not effective. Both sources of data concurrently confirmed that CPD outcome was perceived as fruitful in improving teacher's professional proficiencies but teacher's performance was not perceived well which was attributed to problematic performance appraisal system. The result of Pearson correlation coefficient (.833) showed that there was strong positive relationship between school CPD and teachers' performance. It was, thus, concluded that CPD practice is not as much as the value given to it and teachers' performance is required to be improved. Additionally it was concluded that in the study area higher level of continuous professional development practice can make teachers more effective in their performance. On the basis of the findings and conclusion, it was recommended that teachers' principals and supervisors in schools are better improve CPD practice based on individual teacher need. Moreover, Woreda Education Office and Zonal Education Department along with other stakeholders are recommended to continually monitor and supervise the practices of CPD in secondary schools of Kefa Zone.

Key words: school culture, continuous professional development and performance appraisal.

CHAPTER ONE: INTRODUCTION

This chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, operational definition of key terms and organization of the study.

1.1. Background of the Study

Education is a mental development program that seeks to improve global human development based on the understanding global dynamics, through the various sectors of human development delivery, (Standish & Alex, 2014). According to the Education and training policy of Ethiopia (MoE, 1994),

Education enables man to identify harmful traditions and replace them by useful ones. It helps man to improve, change, as well as develop and conserve his environment for the purpose of an all-rounded development by diffusing science and technology into the society. Education also plays a role in the promotion of respect for human rights and democratic values, creating the condition for equality, mutual understanding and cooperation among people. Education does not operate in isolation, and rather it has to be integrated with research, practice and development to contribute towards an all- rounded development of society (p.3).

Education is regarded as a means of acquiring knowledge, values, and skills that provide people opportunities to adjust to the social and cultural changes. This capacity in turn helps people to participate in political, cultural, and social activities (Anbesu, 1996). In line with this, Amsalu (2002) indicated that the performance of educational institutions could be determined by different factors among which quality of teaching and administration staff, commitment of teachers and students' motivation for their learning. Maslowski (2001) stated that the effect of educational variables like teacher and student behavior as well as school culture, in general, have due value to students' academic achievement.

In current trends the issues of access to education held by many state across the world led to increased number of educational institutions consuming a large amount of resources. This on one hand has led to compromising on the quality of education which has currently diverted attention of state and public across the globe. Among the factors related to education quality teachers

quality and their academic performance is decisive. In the current dynamic world of knowledge hence to be qualified teachers need to go through continuous professional development process.

According to Gray, (2005) Continuous professional development (CPD) is said to have been coined in the mid-1970's holding the notion rooted in the constructivist philosophy which asserts, that a person's constructions and views of the world are not stable, but are in continuous change. Thus, it is alleged that teachers have to engage themselves in planning and executing their professional development on continuous basis to cope-up with the rapidly changing world. In this regard, Amare and Temechegn (2002) noted that teacher development is an essential element to bring meaningful changes in addressing equity, quality, relevance and efficiency.

According to MoE (2009, P.16), "Continuous professional development is "anything that makes a better teacher" targeting at the improvement of teachers' performance in schools situational to learners". The framework document further explained, CPD is a continuous process of enhancing personal growth in order to improve the capability and realize the full potential of teachers at school. This can be achieved by obtaining and developing a wide range of knowledge, skills and experience which are not normally acquired during initial training or regular work, and which together develop and maintain competence to practice. School based teachers' continuous professional development can also be defined as all informal learning experiences in a school and those conscious and planned activities, which are intended to be of direct or indirect benefit to the individual, group or school, which contributes to the quality of education in the classroom. Berehe, Legesse, and Tadesse (2018) stated that, CPD is put into practice to enable teachers to update themselves with new outlooks, approaches, and policy directions. It can involve both formal experiences in the class room, and informal experiences out of class room. According to the national strategy of the Ministry of Education MoE (2009), CPD program is intended to all school teachers, leaders and supervisors in all regions of Ethiopia so as to engage them in high quality and effective CPD which impacts classroom practices to ensure improved learning. CPD is a means of improving learner's performance and development of required skills. Through CPD individuals aim for the improvement of their professional skills and acquisition of knowledge beyond the basic training initially required to carry out the job (Gray, 2005). Professional development may affect student performance through three steps. First, professional development training programs in the school enhances teacher's knowledge, skills, and

motivation. Second, better knowledge, skills, and motivation improve classroom teaching. Finally, improved teaching raises student achievement (Greenwald, Hedges, and Lainem, 1999).

In the school organization, the teaching learning process is the central point and the arterial change in the school is change in students' academic achievement. For students' academic achievement it is necessary the good management of teaching-learning activities in the school.

The quality of the school in any given nation is affected by how the internal processes work to constantly improve its performance. The school principal oversees curriculum and instruction management and facilitates teachers' professional development finally checking it up via their performance.

School organization is made up of a group of people who run and steer that organization and set goals and achieve objectives (Sarwar, Awan and Nazir, 2013). Thus, a school's performance depends on the sum total of its staff's performance (Sarwar et al., 2013). Organizations' human resource contribution should be evaluated regularly to identify, measure, or manage the way employee is utilized in the development of the organization or business firm (Gomez Mejia, Luis R. Balkin, David B, and Cardy, Robert L, 2001). Performance appraisal can be defined as the ongoing process used for identifying, measuring and developing an individual's performance in accordance with an organization's strategic goals (Aguinis, 2009).

Teachers' performance can't be known unless regularly evaluated and the ultimate objective of performance appraisal is identifying, measuring, and managing of teachers' performance in school and to give feedback for further improving their performance on job. Additionally, information obtained during the appraisal process can be used as a basis for personnel management, merit increment, termination, identifying training needs, carrier planning and promotion, and layoff, succession planning, transfer, bonus, and criteria for selection procedure validation by using different appraisal methods (Beshir,2016).

Therefore, the high school teachers' performance will positively affect the school's productivity hence the importance of establishing an effective performance appraisal system. According to Kandula (2006), the key to good performance is a strong culture. Uha (2010) also demonstrated that school culture improves the behavior and motivation of human resources leading to its performance and attainment of school goals. Strong cultural practice of continuous professional

development is assumed to bring improvement of individual performance. However there is contradiction to this assumption as some researchers found non-significant contribution of CPD to classroom. According to Douglas. H, Kelli. T & Frances.L ,(n.d)

Many of professional development activities that immerse teachers in the real world of scientists or mathematicians strive for better understanding of the nature of science and mathematics and the complexity of the process, rather than skills or knowledge that can be directly applied to the classroom.(p. 384).

Similarly, Gerhart .et.al. Cited in Douglas. Et.al (n.d) found that professional development aimed merely at collaboration without specific focus on topics such as student thinking, content or curriculum was not as effective.

From what has been discussed so far it is possible to say that, strong school cultural practice of CPD program in the school make all teachers to systematically build their professional skills, knowledge and attitude; and as an integral part of the teachers' evaluation, licensing/relicensing and career development. However how CPD of teachers contributed to increased teachers performance was not intensively studied. To the best knowledge of the researcher, in kefa zone the implementation of CPD program in schools was not significant despite highly rated teacher's performance on their appraisal which necessitated for investigating the reactions of teachers toward CPD and its relation with teachers performance. Thus, it is significant to investigate the relationship between school based continuous professional development practices and teachers' performance in Kefa Zone secondary schools.

1.2. Statement of the Problem

Schools are complex organizations having different people who have a stake to the realization of its purpose including students, parents, teachers, school principals and school supervisors and government bodies (Melesse, 2014; Ross & Gray, 2006). Above all, teachers take the lion's share in the process of realizing the goals of schools in particular and education in general. The teaching learning process quality determines the overall education quality. Without any doubt teaching learning quality is determined by teachers' quality. To deliver quality service teachers need to continually update and upgrade their knowledge and skills.

For this purpose teacher education programs are designed for providing teacher with the certification and competencies required in their professional careers (Rao, cited in Muhammad .D, Bashir, H & Humera B., 2019). In-service training opportunities deliberately created by the management of institutions ensure quality instruction and retention of high-quality faculty (Ali, cited in Muhammad .D .et.al. 2019). Underlining the consequence of professional development, Guskey (cited in Muhammad .D .et.al. 2019) stated that quality professional development is a central component in nearly every modern proposal for improving education. The goal of Educational transformations can only be achieved equipping teachers with subject matter knowledge and an evidence-and-standards-based repertoire of pedagogical skills and this necessitate the need for CPD.

Continuous Professional Development used to learn and apply new knowledge and skills that will improve staff performance on the job. CPD is widely acknowledged to be important in the pursuit of improvements in teaching and learning (Hargreaves, 1994; Harland & Kinder, 1997; Craft, 2000).

Continuous professional development plays an important role in helping teachers to manage current demands of an-ongoing changes to enhance the quality of learning and teaching (Fullan, 2006; Hopkins and Harris, 2000). Effective continuous professional development implementation improves the teachers' classroom practices. Effective classroom practice and strong teaching learning culture leads to the change in students' academic achievement.

Though teachers' continuous professional development has been given priority believing that it is the right of all teachers as well as of a great value for national development, due to different factors, its effective implementation is still not as intended (MoE, 2009). Local research findings on teachers CPD also indicated that CPD program were not adequately prepared to run well organized (Haremaya University, 2008); lack of training at school, lack of clear guidelines (AREB, 2009); lack of motivating environment, lack of support from educational leaders (Afework, 2007); absence of incentives, lack of budget and material resources (Getu, 2009); lack of teachers commitment (Mintesinot, 2008) were the major problems on the effective implementation of CPD programs.

Additionally MoE (as cited in Desalegn Ch., n.d) identified the challenges such as inadequate or absence of structure of CPD, failure to synchronize the career structure and the CPD values and

activities, CPD facilitators high turnover, lack of systematic coordination between the education Bureaus, Teacher Education Institutions as well as NGOs, CPD programs lagging behind its time and the tendency of rushing to cover the course in proper implementation of CPD program in Ethiopia.

According to Desalegn Ch.,(n.d p.2) “ *the aim of Continuous Professional Development is to improve the performance of teachers in the classroom and raise student achievement.*” Hence in an attempt to improve the quality of education government has introduced CPD program to enable teachers update their knowledge and skills. Despite this effort yet the quality of education is deteriorating and this necessitated the need to investigate the practice of CPD and its relationship with teachers’ performance. Regarding the current status of teaching quality in secondary school Melesse (2014) noted that the practice and making continuous effort to improve teaching is not visible in most secondary schools of Ethiopia.

Furthermore, there were researchers who identified that the relationship between CPD and teachers performance is not significant (Douglas. H, Kelli. T & Frances.L ,(n.d).Contrary to this Paul N. (2018) found that moderate positive correlation between teachers’ continuous professional development practices and their job performance in secondary schools.

These contradictions to be reconciled needs intensive investigation of the relationship between two variables in different study areas.

Additionally, from the thirteen years of personal experience of the researcher as a teacher and a supervisor in kefa Zone, the researcher observed that, Secondary School teachers and principals were not interested in CPD practice and think it as an additional work load than considering it as a tool for increasing their performance. This coupled with teachers’ high performance appraisal level but still deteriorated quality of education initiated the researcher to investigate the perceived relationship between school based CPD practices and teachers’ performance in secondary schools of Kefa Zone.

To this end, an investigation was guided by the following basic research questions.

1. How do respondents perceive the practice of CPD in their schools
2. How do respondents perceive the outcome of CPD in their schools?
3. How do respondents perceive performance of teachers in secondary school of Kefa Zone?
4. Is there statistically significant relationship between the practices of CPD and teachers’ performance?

1.3. Objectives of the Study

1.3.1. General Objective

To investigate the relationship between the CPD practices and teachers' performance in secondary school of Kefa Zone

1.3.2. Specific Objectives

The study will attempt to address the following specific objectives

1. To identify respondents perception on the practice of CPD in secondary school of Kefa zone
2. To identify the perceived outcome of CPD in secondary school of Kefa zone.
3. To identify the perception of respondents on teachers performance in secondary school of kefa Zone.
4. To explore the relationship between practices of CPD and teachers' performance.

1.4. Significance of the Study

In the educational world at present time there is a change at both school and system level (Telford, 1996). Hence, if schools to remain as competent as possible in such dynamic world, they need to improve the quality of their outcomes. Every change of the school needed for the education system. To improve the school achievement school culture management is critical in school operation and "If culture changes, everything changes". On the basis of this, the researcher believes that the study might have the following importance.

1. **Kefa Zone Education Office;** by showing an existing status of CPD and teachers performance along with the perceived relationship between CPD and teachers performance finding of this study might serve as an input for Kefa zone education office to develop strategy and work toward improving an existing practice related to CPD and teachers performance.
2. **Regional Education Bureau;** Regional education bureau might use the finding of this study to develop policy, strategy, guideline and plans on how to effectively implement CPD and improve teachers performance.
3. **Ministry of Education;** The finding of this study might serves an input for general policy and national educational program related with CPD and teachers performance.

4. It may also serve as a basis for other researchers in conducting scientific inquiry on the area under investigation.

1.5. Delimitation of the Study

The study was delimited both geographically and conceptually for the sake of manageability. Geographically, this study was conducted in Kefa Zone which found south-west of Ethiopia and one of the thirteen Zones and eight special Woreda of the south nation nationalities and people's regional state. Kefa Zone has twelve Woredas and one town administration but this study was conducted to two Woredas and one town administration of secondary schools. The selected Woreda-supervisors, school principals, teachers and Woreda education office CPD coordinators were participants of study.

The study also conceptually delimited to exploring the relationship between the culture of school CPD practices and teachers' performance using the variables such as school cultural practices of CPD, teachers' perception about CPD outcome and teachers' performance in secondary schools of Kefa Zone.

1.6. Limitations of the Study

The finding of this study might be limited due to the following factors. The sample size selected and delimited to ten secondary schools of Kefa Zone might affect the generalization of the findings to all school found in the study area particularly and as a whole in Kefa Zone.

There was scattered demographic the settlement makes difficult to fill the questionnaire on time. However, the researcher made the utmost close follow-up to get all filled copies back. Organization and analysis of the bulk data also demanded the researcher extra time than expected. In all cases, the researcher tried to use all possible means to bring this research to the finish line.

1.7. Operational Definition of Terms

The following definitions were provided to ensure conceptual uniformity and understanding of the terms throughout the study. The researcher developed all definitions not accompanied by a citation.

- **Continues professional development (CPD)** ; is a programme that is delivered at school level to improve teachers knowledge, competence, skills, attitude in the level they are teaching starting from they join teaching until they leave in the profession (MoE, 2004).
- **Teachers performance;** is a perceived teachers productive contribution toward enhancing teaching learning quality in their respective school.
- **Performance appraisal:** is a systematic, general and periodic process that assess an individual employee's job performance and productivity in relation to certain pre-established criteria and organizational objectives (Manasa and reddy, 2009).
- **Teachers performance appraisal;** is a numerically represented teachers contribution toward school performance which is used to show whether teachers performance increased or not as a result of CPD.
- **Profession:** is a sort of teaching occupation based on their special knowledge and skill wisdom that suite for teaching activities (ICDR, 1999:5).
- **Perception:** conscious understanding and attitude of respondents toward CPD practice and CPD outcome
- **School based CPD:** the CPD programs practiced at school level by teachers.

1.8. Organization of the Study

This thesis is organized in to five chapters. The first chapter is the introductory part which includes the background of the study, statement of the problem, objective, significance, scope/delimitation, and operational definitions of terms. The second chapter presents the review of literature relevant to the research including theoretical and conceptual framework of the study. The third chapter discuss about research design and methodology, population of study, sample size and sampling techniques as well as data gathering tools employed. The fourth chapter deals with presentation, analysis and interpretation of data whereas the fifth chapter is where summary of major finding, conclusion and recommendations is presented.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This chapter mainly reviews related literature of on the concept of continuous professional development (CPD) and employee performance (EP), process of CPD, importance of CPD and its relationship with employee performance, theoretical and conceptual framework guiding the research as well as empirical evidence on the association between CPD and EP.

school based CPD, teachers perception and practice of CPD, the need for CPD programme, characteristics of effective performance development, classroom practice of CPD, staff performance appraisal, purpose and principle of staff performance appraisal, performance appraisal process, CPD and teachers job performance, the impact of CPD on staff performance appraisal and conceptual framework.

2.1. The Concept of Continuous Professional Development and Employee Performance

2.1.1. The Concept of Continuous Professional Development

The concept of CPD is expressed by different terms with almost similar conception. For instance as to Gray who cited in (Amna Saleem, Dr. Rani Gul, and Adnan Ahmad Dogar 2021), CPD is an ongoing and systematic process that has been started after initial training. It is a continuous process of training and follows up with all the educational personnel to change the classroom behavior of teachers meant to enhance the quality of the teaching and learning process (DSD, cited in Amna S. et.al 2021).

Wanigasingha et al. (cited in Mnqayi, R.B. and Harunavamwe, M., 2021) highlight that CPD relates to any activity that grow knowledge, understanding, experience and progresses performance as well as lifelong learning.

Furthermore, Friedman, Davis and Phillips (2000) defined CPD as a program that develops personal qualities among individuals that are necessary to perform their professional and technical roles. It systematically enhances and enlarges the knowledge and skill of the individual throughout the individuals working life. Professional development of teachers refers to activities that develop teacher's skills, knowledge, expertise and other characteristics (OECD, 2009, cited in Muhammad D., Bashir H. & Humera B. 2019). It improves the knowledge, expertise, and competency of individual teacher for their entire work in life.

CPD is long term process meant to fulfill personal and professional needs of the workers for effective professional development but needs to be implemented according to individual needs. This is because of the fact that, individual needs vary according to the environment, personal and professional histories, and current status (Day, 1999) (Amna S. et.al 2021).

In the framework document of the Ministry of Education, MoE (2009), CPD is defined as anything that makes me a better teacher targeting at the improvement of teachers' performance in schools situational to learners' context. As the framework document further explained, CPD is a continuous process of enhancing personal growth in order to improve the capability and realize the full potential of teachers at school. This can be achieved by obtaining and developing a wide range of knowledge, skills and experience which are not normally acquired during initial training or routine work, and which together develop and maintain competence to practice.

CPD is the process by which teachers alone and with others, review, renew and extend their commitment as change agents to the moral purposes of teaching and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives (Hailu, 2013).

2.1.2. The Concept of Employee Performance

The term performance can be defined differently based on the nature of tasks. For instance for company producing tangible product performance refers to the quantity, quality and timeline of output, efficiency and effectiveness of executed work (Mathis and Jackson, 2009). When the selected individuals successfully complete tasks assigned and measured by the supervisor against the pre-defined standards, performance of employee is considered to be high (Mathis and Jackson, 2009). For service providing organizations performance refers to quality of services executed efficiently and effectively (Mnqayi, R.B. and Harunavamwe, M., 2021). According to Pradhan. K. R & Jena L.K, (2017) performance is a multicomponent concept and on the fundamental level one can distinguish the process aspect of performance, that is, behavioral engagements from an expected outcome. Performance contains a cluster of behaviors that results from one's technical knowledge (knowledge of specifics in one's area of expertise), skill and adaptability (knowing the process to perform and executing it according to circumstances), and

interpersonal relations (building team spirit, allegiance, and interconnectedness (Pradhan. K. R et.al 2017).

Furthermore, Pradhan K. R et.al (2017) tried to elaborate Performance in the form of task performance and adaptive performance. Task performance comprises of job explicit behaviors which comprises essential job responsibilities assigned as a part of job description. This form of performance requires more cognitive ability and is primarily facilitated through task knowledge (requisite technical knowledge or principles to ensure job performance and having an ability to handle multiple assignments), task skill (application of technical knowledge to accomplish task successfully without much supervision), and task habits (an innate ability to respond to assigned jobs that either facilitate or impede the performance (Pradhan. K. R et.al 2017).

Adaptive performance on the other hand is individual's ability to acclimatize and provide necessary support to the job profile in a dynamic work situation (Hesketh, & Neal, cited in Pradhan. K. R et.al 2017). An effective adaptive performance necessitates employees' ability to efficiently deal with volatile work circumstances such as technological transformations, changes in one's core job assignment, restructuring of organization and so on(Pradhan. K. R et.al 2017).

The phrase Employee performance defined as the ability of an employee to achieve a specified task measured against predetermined standards of accuracy, completeness, cost and speed (Sultan, Irum, Ahmed, & Mehmood, 2012). As Hellriegel et.al, cited in Pradhan. K. R et.al, (2017) employee performance implies individual's work achievement after exerting required effort on the job which is associated through getting a meaningful work, engaged profile, and compassionate colleagues/employers around.

From organizational formal reward system perspective, Werner a cited in Pradhan K. R et.al, (2017) described performance of workers as demonstrated skill and behavior that influences the direct production of goods or service, or any kind of activities that provides indirect supports to organization's core technical processes. Thus employee performance can be synthesized as an effort, knowledge, skills and potential level utilized by employee in executing tasks and jobs given to them.

2.2. Purposes of Continuous Professional Development (CPD)

The need CPD emanates from the fact that survival and growth of organizations in a dynamic and increasingly complex environment depends on the existence of observed and nurtured knowledge and skills of workers. Different researchers who conducted research on CPD commonly agree that, the purpose of CPD is for performance improvement in constantly changing environment of organizations. Among these Muhammad D. et.al (2019) focusing on its function in education, stated that, the purpose of CPD is to enhance the performance of educators in the classroom and increase learners' academic achievement. Effective professional development programs engage teachers in learning events which are comparable to those they may employ with their students, and inspire them to create teachers' learning environments.

Clarke and Hollingsworth (2002) asserted that, significant outcome of any successful CPD is a positive impact in changing teachers' knowledge and practice, which in turn should lead to improved learner performance.

Similarly Gordon (2004) outlined three core purposes of CPD, which included improvement of teaching and learning, improvement of school-parent collaboration and improvement of student assessment. A CPD activity creates innovation skills among teachers, helps teachers to increase their confidence and motivates them to do their job more effectively in the classroom. Teachers get knowledge about new teaching skills, technology, and how these are used in the classroom.

CPD develops scientific thinking among teachers and motivates as well as helps teachers to perform their current duty in a better way. It provides opportunities to the teacher for their career progression. It is necessary for the future professional development of the teacher (Purdon cited in Amna S. et.al 2021).

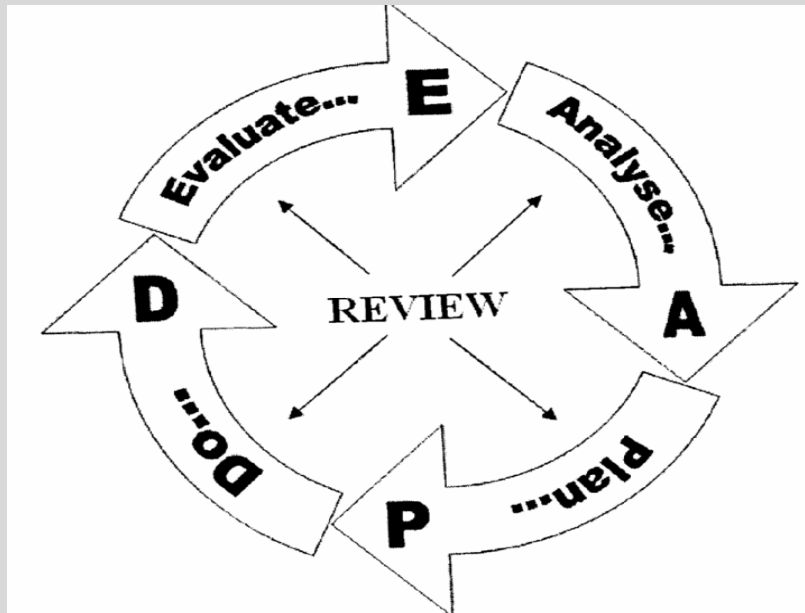
2.3. Cycles of Continuous Professional Development (CPD)

CPD from its very nature is not a one shoot approach activity. Even though teachers are considered professional as they passed through intensive pre-service education and training, due to non-static nature of working environment and knowledge world there is a need for updating oneself regularly. Consolidating this, Owusu (2011) stated that, regular investment of time in learning and development should be seen as an essential part of professional life and an integral part of work. Consequently, no matter how well qualified or effective the professional may be,

for teachers further development is always necessary (Yaquib E. , Owusu-Cole & Ofosua.C 2020).

It is for this reason that CPD is considered as continuous activity and have cyclical nature. The CPD cycle involves analysis of the existing situation, planning, doing, and evaluation.

Figure 1 *the CPD Cycle*



(Source take from ;Chalchisa D. n.d)

The first step which is analysis of existing situation is all about need assessment which is related with the activity to select the learning needs of an individual, a group and an institution. According to Chalchisa D. (n.d) the CPD plan involves individual planning and institutional planning. Individual CPD plan is developed annually based on the priorities of the individual teacher and institution whereas institutional CPD plan is developed annually on the bases of the issues identified by the need analysis process. For organization to meet the needs and aspirations of CPD there is the need for an indebt assessment of peculiar needs, aspirations and directions of an organization. The concept of need according to De Simone and Harris (1998) typically refers to a discrepancy between what an organization expects and what actually occurs. Gilley et al. (2002) further stress that it is useful to think of need as a gap between a current set of circumstances and some desired change or desirable set of circumstances. Discrepancies may

become the foundation of a training or CPD need. Yaqub E. et.al (2020) postulated that need assessment typically involves organizational, individual, and task analysis (Yaqub.E et.al 2020).

The CPD “Do” cycle involves **activities** that are chosen to meet the identified needs through the needs analysis such as curriculum meeting, demonstrations, lesson planning, action research, classroom observation, mentoring, team teaching, workshop and visiting school and teachers with good practice for experience sharing (Chalchisa D. n.d).

The CPD Evaluation phase is an essential part of the cycle to judge effectiveness of whether or not it is effective in improving students’ learning. Evaluation can take place during an individual’s work, at the end of a group activity, and CPD program or as a planned part of a specific program (Chalchisa D. n.d).

2.4. Models of Continuous Professional Development (CPD)

CPD has different models with in which it can be implemented. The models of CPD identified by Amna S. et.al (2021) are summarized as follows.

Training Model; is skill-based model where skills are taught by the experts to the teachers on-site as well as off-site. The model focuses on standardization of the teaching process. This model is the most effective model to introduce new knowledge. In this model role of the teacher is passive and the role of the expert is active (Hoban, cited in Amna S. et.al **2021**).

The Deficit Model is a model where deficiencies in teachers’ performance are identified and a professional development program is developed to fill the deficiency (Rhodes and Beneick,cited in Amna S. et.al **2021**).

Cascade Model; entails giving training to a few teachers and teachers show their experiences of training with their colleagues. The focus of this model is on skills and knowledge than values and content of learning (Amna S. et.al **2021**).

Standard-based Model; considers teaching as a complex process and also considers the political and moral content of the learning process. This model adopts the behavioristic approach of learning and emphasis on the enhancement of teacher competency via setting clear expectations for the teachers and for which teachers must take the responsibility to fulfill (Amna S. et.al **2021**).

Coaching / Mentoring Model; is the one-to-one relationship between two teachers with Coaching is more skill-oriented while mentoring is related to counseling and professional

friendship between more experienced and less experienced/immature professional. Professional learning can take place within the school content; experience teachers also provide information about the social and cultural norms within the institution. This model has the feature of supportive and assessment-driven (Amna S. et.al 2021).

The transformative Model; is a combination of different processors and conditions. This model supports the educational change by identifying the different conditions required for transformative practice this model differentiates between the knowledge-focused and contextual based model and community of practice model (Amna S. et.al 2021).

Action Research Model; focuses on collaborative activity whereby teacher works as a researcher and improves his understanding of the situation and his teaching practice. The role of the teacher is very active as compared with the other models (Amna S. et.al 2021).

2.5. Teachers' Perception and Practice of CPD

Hargreaves (1994) emphasis that teachers thought process as the base for what teachers do in practice is what teachers think , believe and do at the level of the classroom that ultimately shapes the kind of learning that people get. A number of scholars argue that perception is the way of understanding based on previous experience and previous knowledge and expectation. In practice, teachers' beliefs and understandings have potential to contribute to enhance learning. Literature on indicates a strong link between teacher professional development and quality of education which especially in the areas of teachers' beliefs and practices, students' learning and on the implementation of educational reforms. As Beard & Wilson (2006), perception is the way of understanding based on previous experience and previous knowledge and expectation. And it is described as a filter of any input based on one's belief is the root or foundation of one's way of thinking. For instance, perception is a process that filters stimulus based on perceptual factors such as previous experience, knowledge, personal need and choice. The filtered stimulus will be interpreted with relation to the previous experience and assimilated or accommodate to person's schema or rejected. Finally, cognitive, affective or behavioral response to the stimulus is observed (Beard & Wilson, 2006).In general, to understand CPD from teachers' perspective one has to understand the beliefs with which they define their work (Pajares; 1992). Pajares (1992) further analyzed that teachers hold influences their perceptions and judgments which in turn affect their behavior in the classroom.

2.6. The Need for Teachers Continuous Professional Development Programs

The world is continuously changing, any time everywhere. Professional up-date is necessary to cope up with the fast growing technological advancement; societal demand and knowledge obsolescence (Sims, 1993). As, Sharma (2005), the need for CPD is to minimize the gap in in-service training and real working situations, introduction of new roles of teachers and the defects in pre-service training and education. Hillier (2003), the need for CPD is to become a member of a professional body, maintaining and advancing individual personal and professional abilities. The increasing impact of World Wide Web and skillful in knowledge management has increased the need for CPD (Skyrme, 1999). Similarly, Helsby (1999), the need for CPD is the rising demand for quality education; to develop professional knowledge and understanding of an individual teacher; to serve immediate needs from various interest groups; to develop view of the job; to observe the diversified student culture; to enable teachers to anticipate and prepare for change; and varying service delivery reforms (TESO, 2003; Dale, 1997; kirk, 2000).

Aggarwal and Craft (2004) describe the need for CPD is to improve the job performance skills of an individual teacher; to extend the experience of an individual teacher for career development or promotion purpose; to grow in one's capacity to work with other teachers, educational leaders, parents and community leaders in a variety of activities. According to Wald and Castleberry (2000), the need for CPD is as a means to adapt to environmental changes and reins to control change forces. Teachers and educational leaders as part of the knowledge managing forces need to learn continuously.

Madden and Mitchell (1993), describe the need for CPD is to updating and extending the professional's knowledge and skills on new developments and new areas of practice; training for new responsibilities and for a changing role; developing personal and professional effectiveness and increasing job satisfaction. In general CPD is expected to have the following benefits: Improve the quality of education; teachers and students know how to learn better; self-initiation; customer satisfaction and productivity; motivate all teachers and educational leaders; have positive impact on teachers' beliefs and practice both in and out of the classroom; Sustaining change in teachers to emphasis on providing concrete; realistic and challenging goals; enables teachers to continuously acquire; expand and extend their knowledge and to develop skills and abilities; equipped with adequate competencies that prepare the teacher for challenges of modern

life; and improving the quality of both teaching-learning as well as the achievements of all students.

2.7. Characteristics of Effective Professional Development

Teaching by itself a novel profession, anyone who passes through this professional development play a significant role for overall socio economic of the nation. So that the most effective forms of professional development seem to be those that focus on clearly articulated priorities, providing on-going school based support to classroom teachers, deal with subject matter content as well as suitable instructional strategies and classroom management techniques and create opportunities for teachers to observe, experience and try out new teaching methods MoE, 2010 (in OECD, 2005).

Sparks and Horsley,1990 (in MoE, 2009) the characteristics of effective professional development include: Programmes conducted in school settings and linked to school wide efforts, teachers participating as helpers to each other and as planners, with administrators, of in-service activities, emphasis on self-instruction and with differentiated training opportunities, teachers in active roles, choosing goals and activities for themselves, emphasis on demonstration, supervised trials and feedback, training that is concrete and on-going over time, ongoing assistance and support available upon request. Desalegne, (2009:4) in his study also listed the following characteristics of effective CPD.

- a. Broad definition that aims at improving teachers' performance in the class room
- b. Classroom practice based
- c. Subject content and teaching strategies centered
- d. Clear procedures for identifying and aligning training needs
- e. excellent use of classroom practitioners'
- f. The importance of an informal system within institutions and locally available resources is recognized
- g. The processes which are being learned are modeled
- h. Linking programs to school settings and school wide efforts is conducted
- i. Participation of teachers as helpers, facilitators and planners
- j. Emphasis on self-instruction and with differentiated training opportunities
- k. Teachers in active roles, choosing goals and activities for themselves
- l. Emphasis on demonstration, supervised trials and feedback

2.8. Classroom Practices of Continuous Professional Development

Continuous Professional Development, activities has its own role in implementing the actual teaching and learning process in the classroom. And also, it promotes the application of student

centered methods in the classroom to make learning more effective. Continuous professional development also improves teaching skills such as self-evaluation, conducting action research, lesson planning, and successful classroom management using variety of teaching techniques, creating teachers' collaboration in team work exercise continuous assessment practices, and considering gender issues (Desalegn, 2010).

According to, Gallimore, James, and James (2002) CPD has the power of influencing the implementation of teaching learning practices in the classroom. The common activities among the classroom practices are learning together, using portfolio, promoting active learning methods, and using effective teaching skills. In the need for learning together, CPD is an important way to improve teaching and learning skills in the classroom by providing chance to learn from one another and share good practices and experiences with colleagues. The experience sharing takes place through peer observation followed by feedback and in-school visits which is encouraged by the principals and supervisors.

Generally, the objective of school based CPD is to increase the quality of teaching and learning techniques in the classroom such as promoting active learning, skillful class management, performing well planned procedural activities, and creating smooth communication between the students and the teachers. Moreover, the major activities of CPD are induction, peer coaching, and action research mentoring and classroom practice of continuous professional development.

2.9. Factors Affecting employee performance

Human resources are one of the resources in the organization which play an important role in the successful achievement of organizational goals. The performance of an employee is a very determining factor for organizational factors. Emphasizing on the importance of employee performance for organizational success Sendawula, K Kimuli, Bananuka & Muganga (2018) asserted that, employees are the blood stream of any business and are the most valuable assets of every organization as they can make or break the organization's reputation and can adversely affect profitability Hence an organization requiring success needs to understand factors associated with enhancing or deteriorating employee performance. employee performance is a multidimensional construct and an extremely vital criterion for determining organizational success or failure. Different scholars who studied factors affecting employee performance found different factors.

For instance Selvarasu & Sastry, (2014) suggested that the level of employee performance is determined by the level of commitment an employee has toward their organization and its values. Similarly Naharuddin and Sadegi, cited in (Ronah Tugume Arinanye, 2015) emphasized that employees' performance depends on the willingness and openness of employees along with provision of necessary resources, tools and materials. Additionally an author furthered that the success of the employees' performance is based on certain factors such as physical work environment, equipment, meaningful work, performance expectation, feedback on performance, and reward for good or bad system, standard operating procedures, knowledge, skills and attitude.

Employee engagement and leadership also greatly influence employee performance (Bagyo 2013). Lutwama (2011) who studied the relationship between performance appraisal and employee performance also found that there is a significant positive relationship between performance appraisal and employee performance of health workers. Similarly, Men (2015) also argues that engaged employees are characterized by energy, absorption, involvement, efficacy, vigor, dedication, enthusiasm and a positive state, which increase their productivity (Sendawula et.al 2018).

Training enhances the psychological state of involvement, commitment, attachment, mood, which impacts an individual's performance (Kasimu Sendawula, Saadat Nakyejwe Kimuli, Juma Bananuka & Grace Najjemba Muganga 2018). Additionally authors, explained that, encouraging personal development and initiative as well as creating the appropriate environment and opportunities are methods that can increase the level of performance. Moreover, creating a competitive environment and a positive image of the company on the market, the employees are stimulated to perform better and to stay with the company for retaining them, managers mostly choose methods such as promotion or salary increase, but they did not forget to mention the professional training sessions and career development programs, as special requirements on the emerging markets (Sendawula K. et.al 2018).

Similarly, Elnaga and Imran (2013) asserted that training is one of the vital human resource management practices that positively affect the quality of the workers knowledge and skills and which can bring higher employee performance. Kiweewa and Asiiimwe (2014) claimed that employee training results into substantial productivity and quality performance. The employees potential is stimulated by empowering and involving them in different activities with a high

responsibility level, providing benefits and financial incentives, providing them the chance to participate to national and international conferences and by rewarding them according to their results, making sure that each employee is aware of his value and of the value of the results he or she had (Sendawula K. et.al 2018).

Thus, literature reveals that employee training which part of CPD is also is a determining factor for employee performance in different organizations. Hence this study tried to show the reality in education sector based on teachers perception.

2.10. Employee performance Management

In order to utilize employee potential fully and enhance organizational success, effective employee performance management system is imperative for any organization. The performance-driven objective is expected to be aligned with the organizational policies to enable entire process moves away from being event-driven to become more strategic and a people-centric perspective (Pradhan K. R .et.al 2017).

Performance management is assumed to improve organizational productivity by specifying goals and setting performance standard followed by attempting to achieve those goals through effective management practices (Poister, 2010). This can be done via effective performance measurement. According to Rusi Sun & Gregg G. Van Ryzin (2014), performance measurement systems are essential because they inform public managers about where to direct resources and improvement efforts and provide a way to monitor how much progress is achieved over time. The author furthered that, the use of performance measures or performance appraisal improves decision making about future strategies and managerial practices in ways that presumably enhance organizational effectiveness and outcomes.

Several researches have been introducing various methods to evaluate organizational performance which among other include the quality, quantity, knowledge or creativity of individual towards the accomplished works that are in accordance with the responsibility during a specified period- in other words, the assessment systems must have some standard parameters that can be relied upon (Iskandar Muda, Ahmad Rafiki, Martua Rezeki Harahap, 2014).

Hence studying employee performance requires measuring efforts, skills and knowledge employees exerted using effective performance appraisal system.

2.10.1. Definition and Concept of Performance Appraisal

Performance appraisal is the assessment of the performance of an individual in relation to the objectives, activities, outputs, and targets of a job over a given period of time. In organizational setting, performance appraisal is defined as a structured formal interaction between a subordinate and supervisor, that usually takes the form of a periodic interview (annual or semi-annual), in which the work performance of the subordinate is examined and discussed, with a view to identifying weaknesses and strengths as well as opportunities for improvement and skills development (McNamara, 1999). Moorhead and Griffin (1992) describe it as the process of evaluating work behaviors by measurement and comparison to previously established standards, recording the results, and communicating them back to the employee. It is an activity between a manager and an employee.

Performance appraisal is therefore the assessment of performance of an individual in relation to the objectives, activities, outputs, and targets of a job over a given period of time. Performance appraisal is a powerful tool for performance management. Okumbe (1998) asserts that performance helps in evaluating how a worker succeeds in his present job and this is important for estimating how well he or she will perform in the future. This therefore helps in determining the strengths or weaknesses of the individual workers to increase productivity.

In companies, performance appraisal systems (PAS) began as simple methods for deciding whether or not the salary of an employee was justified. Later on, empirical studies showed that pay rates were not the only element that had an impact on employee performance. It was found out that other issues, such as morale and self-esteem, could also have major influence. That resulted in progressive rejection of emphasis of performance appraisal on reward outcomes, and in 1950s, in the United States, its potential as a tool for motivation and development was recognized. The general model of performance appraisal, as it is known today, began from that time. Bratton (1988), stressed that, performance appraisal is a continuous and flexible process that involves managers and those whom they manage acting as partners within the required results. Cole (1997) notes that an alternative approach to people management emerged and this approach focused attention on people as a way of improving organizational effectiveness, and was based not on personal experiences but observation. Drucker (1954) was enthusiastic about appraisal and he argued that appraising a subordinate is part of a manager's job. Indeed unless he

does the appraising himself, he cannot adequately discharge his responsibility for assisting and teaching his subordinates.

2.10.2. Purposes and Principles of Staff Performance Appraisal

According to Melaku (1992) has noted the following assertion to reveal what the intention should be in accomplishing the functions of staff performance appraisal. For organizational members to perform better, their performance should be assessed; their weaknesses and strengths should be identified; and they should get feedback with the information about the place where they stand in their performance. Not only should they be told about their levels of performance but should also be helped, guided, and inspired to bring about improved change in their performance. However, it should be understood the fact that the idea stated above could be practically possible if and only if the performance appraisal scheme is adequately systematized, involving defined purposes and guiding principles which should be clearly understood by all parties-appraisers and the appraised.

Perhaps the most critical phase in designing any system of performance appraisal is determining its purpose. The purpose of the appraisal scheme determines the performance criteria and appraisal methods to be adopted, the role of the appraiser, the process of gathering performance data, and the nature of the feedback process. DeCenzo and Stephen (1999) have suggested that staff performance appraisal serves a variety of purposes which can generally be classified as administrative and developmental. Whether administrative or developmental purpose, appraisals can also serve the secondary purpose of motivating employees.

2.10.3. Performance Appraisal Process

Since the basic purpose of performance appraisal is to make sure that employees are performing their jobs effectively, the process should be carried systematically. As far as the process is concerned, some argue that the top management of the organization should establish performance standards first, then communicate the standards to the employees, then measure actual performance of the employees, then compare it with the established standards and finally, take corrective actions if any (Matthis & Jackson, 2008). Though there is no rigid procedure to be followed, many writers agree that the process of performance appraisal commonly involves the following basic steps: (1) conducting job analysis; (2) establishing standards of performance; (3) communicating of performance standards to employee, (4) measuring actual performance; (5)

comparison actual performance with standards; and (6) Initiating corrective action, if necessary (Aquinas, 2006; Daoanis, 2012; Mamoria & Rao, 2012). Job analysis is performed as a basis for improvements, including: definition of a job domain; description of a job; development of performance appraisals, employee job performance standards are established based on the job description. Employees are predictable to successfully execute the duties stated in the job description. Therefore, job descriptions form the wide criteria beside which employees' performance are deliberated.

According to Aquinas (2006), a standard is a value or specific criterion against which actual performance can be compared. The standards set for performance must be clearly defined and unambiguous. It should be attainable by the employee and it must be clear to both the appraiser and appraise. For the appraisal system to attain its purposes, the employees must understand the criteria and standards against which their performance is measured. As long as the chance for employees to undoubtedly be aware of the performance standards will improve their incentive and promise towards their jobs. The aim of every appraisal system must be to allow for continuous communication between management and employees about job performance and should be geared for the total improvement of the organization as a whole (Daoanis, 2012). This is the responsibility of the immediate boss to observe the work performance of subordinates and evaluate it against the established job performance standards and requirement.

The aim of the performance measure is to detect departure from the expected performance level. Therefore, it is essential to compare the actual performances with the predetermined performance standards. When the comparison process takes place actual performance may be better than expected and sometimes it may be the opposite. If there is any deviation or not, discussion with the employee will enable to know their weakness and strengths. Weakness is discussed so that employee takes the concentration in improving their performance (Seidu, 2012).

When performance appraisal is properly done, it provides feedback to employees about their performance and thus organizations also benefit by ensuring the employees' effort and ability to make a contribution to organizational success. But if it is poorly done it leads to unsatisfactory results for all concerned. And there is a possibility that in the year under review, the performance of subordinates might not be checked by supervisor regularly. In this case, the subordinates do not know how they are performing, and it also creates a problem for them to improve performance in case of any shortcomings or weaknesses. Therefore, it is necessary for

supervisors to tell subordinates regularly about how they are working so that they can improve in case of any weakness (Ikramullah, Shah, Hassan, & Zaman, 2012).

The final step in the performance appraisal process is the initiation of corrective action (if necessary). Corrective action can be two types. One is immediate and deals mostly with a warning sign. The other is basic and studies the causes. The instant remedial act is often described as ‘relegation or putting out fires’, whereas basic counteractive action gets to the foundation of divergence and seeks to regulate the dissimilarity enduringly. Coaching and counseling may be done or special assignments may be seen (Mamoria and Rao, 2012).

The practice and process of the performance appraisal in any government employees under Federal Civil Service is according to the proclamation No. 262/2002 declared in chapter four, stating that the federal civil servants proclamation performance evaluation purpose is to enable civil servants (a) effectively discharge their duties in accordance with the expected level quality standard time; (b) identify their strengths and weaknesses; (c) improve their “future performances and develop self-initiative. (d) The performance evaluation shall be transparent and shall be carried out with the collective participation of civil-servants working together. (e) The performance evaluation shall be carried out in accordance with directives issued by the Commission.

2.11. Continuous Professional Development and Teachers’ Job Performance

According to the great schools partnerships (2014), professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness. Tukunimulongo (2016) notes that the on the job training plays a big role in improving the worker’s performance and productivity. According to this study, there is a positive significant effect of the on-the job training and the performance of the workers. Nassazi (2013) in Malaysia, states that off the job training is more effective because workers are away from work and they entirely focus on training. Ngari (2015) agrees that the job has strong relationship to the worker’s performance.

Kobia and Mohammed (2006) noted that many teachers after graduation have little or no opportunity for re-training and their training ends as soon as they graduate with no opportunity

for updating their knowledge and skills by attending seminars, workshops and conferences that will subsequently enhance their knowledge and skills and their classroom teaching. A study by Amukusana (2011) in Zambia shows that teachers were not upgrading themselves and that there was greater reliance on teacher group meetings which in most cases were not effective. Based on this study, the quality of education was a compromise since the pupil performance in Zambian schools was seen not to improve. According to Ekpoh (2013), the teachers who participated in staff professional development programmes were more effective in their job performance than those who did not, in terms of knowledge of subject matter, classroom management, teaching methods and evaluation of student's work.

The high quality of CPD program in the school make all teachers will systematically build their professional skills, knowledge and attitude; and as an integral part of the teachers' evaluation, licensing/relicensing and career development. All teachers in the school should be offer highly quality education to the benefit of students at every level (MoE, 2004). Hence, the high quality education provides through CPD and benefits every student be successful and this lead teachers to be competent in their performance appraisal.

2.12. The impact of CPD on staff performance

The effectiveness of professional development lies in its impact on learners' experiences and in improvements in the outcomes of their learning. According to Hmle (2009) the impact of CPD mentioned as: The increase in school, cluster and education authority-based collegiate and supportive CPD activities is embedding CPD and related improvement initiatives more fully in the life and work of many schools, We found evidence of enhanced teacher professionalism and raised morale where teachers had direct involvement in, and felt ownership of activities to implement curriculum for excellence.

There is evidence of positive impact on children's learning through teachers using the Assessment is for learning programme. We also found, Increased motivation and commitment to personal learning by children and young people where their teachers had implemented improvements in practice, Teachers showing a commitment to be innovative in their practice and improve provision for learners, Increased collegiality and professional dialogue in implementing improvements, More staff taking on leadership roles in development, and Ready sharing of ideas and resources (Hmle, 2009: 19).

Besides to the above mentioned impact of CPD, a fully developed CPD program has all teachers will have access to high quality CPD program, all teachers will systematically build their profession skills, knowledge and attitude required of them, all teachers will remain competent and up to date in their own levels of specialty or expertise through a compulsory ongoing program of staff development opportunities design to meet the needs of both the school and individual teachers, all teachers will consider CPD as an integral part of their evaluation, licensing/relicensing and career development, all teachers will offer highly quality education to the benefit of students at every level (MoE, 2004) .

Continuous Professional Development Programmes for teachers should aim at forming a better and more effective teacher capable of adapting to different school or classroom situations. At the same time, the end result of the change should be improved learning outcomes for the learners. Clarke and Hollingsworth (2002) stress that the most immediate and significant outcome of any successful CPD is a positive impact in changing teachers' knowledge and practice, which in turn should lead to improved learner performance. In a research study on professional development of teachers reported by Guskey (2002), it was revealed that most teachers engage in CPD activities because they want to become better teachers.

These teachers see professional development programmes as among the most promising and most readily available routes to growth on the job. It is also important to note that, for the vast majority of teachers, becoming a better teacher means enhancing student learning outcomes. Fullan and Hargreaves (1996); and Fullan (1999) also report similar findings that, teachers are attracted to professional development because they believe that it will expand their knowledge and skills, contribute to their growth, and enhance their effectiveness with students. Mwanza (2008) has identified the following purposes for undertaking CPD for teachers:

- i. To improve the job performance skills of whole staff and individuals;
- ii. To develop the professional knowledge and understanding of an individual teacher;
- iii. To extend the personal or general education of an individual;
- iv. To make staff feel valued;
- v. To promote job satisfaction among staff;
- vi. To prepare teachers for change

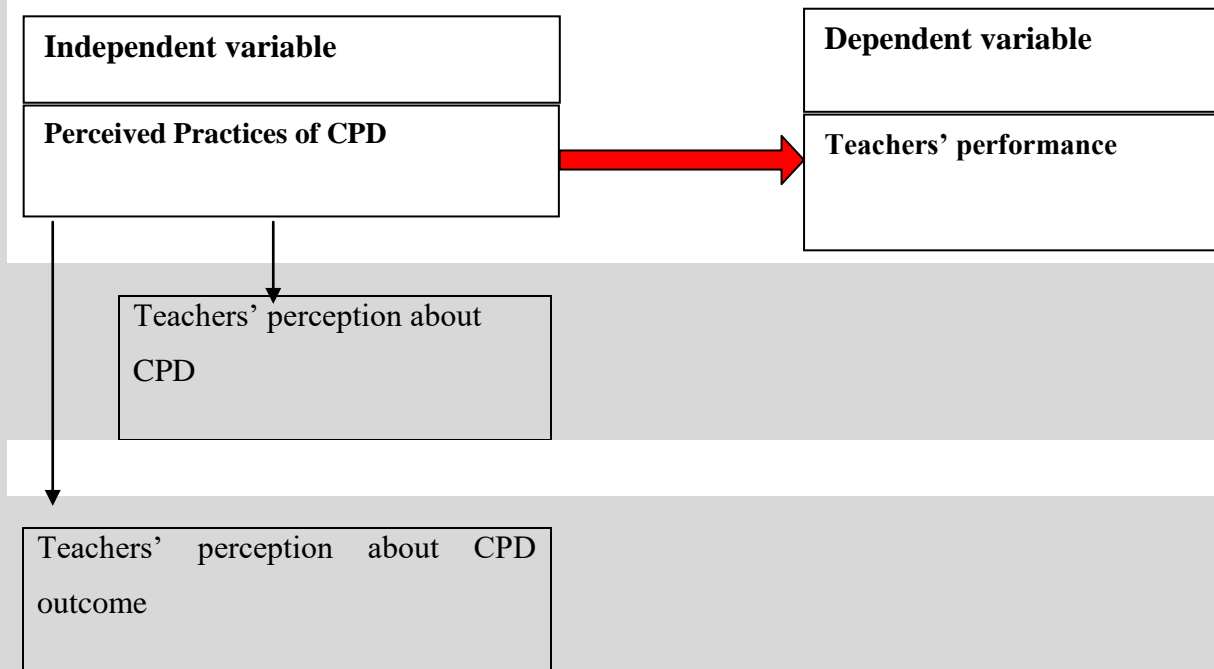
From the above one can understand the major impacts of implementing CPD are improving the collaboration of schools with other stakeholders, increasing of moral and improving professional

of teachers to stay in teaching profession, teachers' commitment in their practice and innovation, positive impacts in students learning which lead to the performance and achievement of students raise, in addition to these; CPD is concerned with maintaining knowledge and skills. More recently, this would be summarized as maintaining one's competence or competencies; in other words, CPD is about keeping up-to-date, CPD improves and broadens knowledge and skills; that is, CPD is intended to support future professional development, CPD develops personal qualities necessary to execute professional and technical duties; such personal qualities as may be needed to achieve the above two purposes.

2.13. Conceptual Framework of the Study

A conceptual framework is an analytical tool with several variations and contexts. It can be applied in different categories of work where an overall picture is needed. It is used to make conceptual distinctions and organize ideas. Strong conceptual frameworks capture something real and do this in a way that is easy to remember and apply. The above literature states that effects of cultural practices and norms of school based continuous professional development on teachers' performance appraisal. Finally the framework of the literature has been set as simple way of representation by:

Figure 2; Conceptual framework



From the above fig. of Conceptual framework representation ‘CPD’ is independent variable and ‘teachers’ performance is dependent variable. The independent variable contains Teachers’ perception about CPD and CPD outcome. According to Minister of Education of Ethiopia defined that, “Continuous professional development is “anything that makes a better teacher” targeting at the improvement of teachers’ performance in schools situational to learners”. The framework document further explained CPD is a continuous process of enhancing personal growth in order to improve the capability and realize the full potential of teachers at school. This can be achieved by obtaining and developing a wide range of knowledge, skills and experience which are not normally acquired during initial training or regular work, and which together develop and maintain competence to practice. Strong cultural practices of CPD are associated with improved performance appraisal. Teachers’ performance appraisal used as a school change management tools.

2.14. Summary of the Literature Review

In review related literature part, the concept of CPD, and employee performance, purpose of CPD, Models of CPD, CPD cycle, teachers perception and practice of CPD, the need for CPD programs, characteristics of effective performance development, classroom practice of CPD, teachers’ performance appraisal, purpose and principle of teachers’ performance appraisal, performance appraisal process, CPD and teachers job performance, the impact of CPD on staff performance major topic that has been reviewed from relevant books and journals.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This chapter presents the research design, the research method, sources of data, population, sample and sampling techniques, data gathering tools, reliability and validity checks, procedures of data collection, method of data analysis, ethical considerations, plan.

3.1. Description of the Study Area

The study was conducted in Southwestern Ethiopia peoples' regional state particularly Kefa Zone. Kefa Zone is found southwestern part of Ethiopia located at 469km from Ethiopia's capital city Addis Ababa. The area is known for its green nature covered by forest. Kaffa was part of the Southern Nations, Nationalities, and Peoples' Region (SNNPR) until 2021 and currently part of new 11th regional state called South West Ethiopia Peoples' Region which comprised the Kaffa Zone and five other nearby administrative areas of the SNNPR. The Zone is situated at 4° 43' 8" 58' latitude North and 34° 88'39" 14' longitude east (Ambo, 2021).

The zone has total area of 10616.7 square kilometres (KZFED, 2017) having both highlands and the lowlands. The highlands are characterized by undulating and rolling plateaus between 1500-2100 meters above sea level, with slopes in the range of 10- 30%. Rainfall varies between 1500 and 2000 mm annually and is abundant during 7 to 9 months of the year (Ambo, 2021).

Figure 3; Map of Kefa Zone

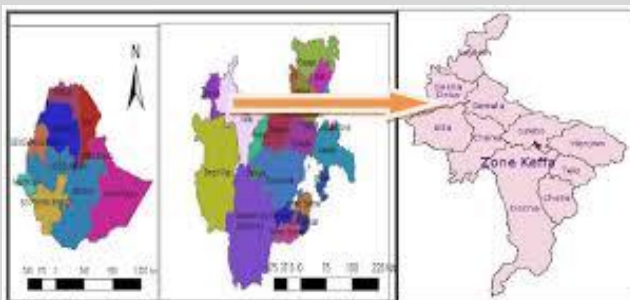


Figure 3. Map of Ethiopia, SNNPRS and Kafa Zone (from right to left) since 1991-present, (KZFED, 2017).

Source (Ambo, 2021)

3.2. The Research Design

The major goal of this study was to describe the relationship between school-based CPD practice and teachers' performance appraisal. Hence, to meet the goal of the study, correlational research

design was employed. The correlational design is used to describe and measure the degree of association (relationship) between two or more variables or sets of scores (Creswell, 2012). Additionally, the author stated that, the designs provide an opportunity to predict scores and explain the relationship among variables.

3.3. The Research method

The research method is a style of conducting a research work which is determined by the nature of the problem (Singh, 2006). Adding on to this Kothari, (2004) stated that research method is the behavior and instruments used in selecting and constructing research technique which include a method of data collection, data analysis and evaluation of accuracy of the results obtained. Accordingly, for the purpose of this study, both quantitative and qualitative research method was employed. Quantitative method was employed to generate quantitative data and describe the problem under study quantitatively. Qualitative method was employed to generate qualitative data through interview and document review. These two methods were employed because they enable the researcher to portray clear nature of the problem under study.

3.4. Sources of Data

Primary sources of data were used in the study. The primary sources of data were: 2 Woreda Education Office Teachers' CPD coordinators, 2 supervisors, 6 secondary school principals and 134 secondary school teachers. The data from the primary sources were gathered through questionnaires, and interview.

Besides, documents such as portfolios, CPD plans, performance appraisal documents of teachers, teachers' action researches, feedback documents and reports of performance appraisal results and minutes were used as secondary sources of data.

3.5. Population, sample and sampling techniques

3.5.1. Target Population

The study population is the entire group of people to which a researcher intends the result of a study to apply (Aron and Coups, 2008). Therefore the population of the study comprised secondary schools and education offices found in 12 Woredas and 1 town administration which include 13 Woreda Education Office teachers' CPD coordinators, 58 secondary schools (grade 9th and 10th), 58 principals, 22 secondary school supervisors and 1900 secondary school teachers

found in Kefa Zone. Out of the total population of the study target population included secondary schools taken from 2 Woredas and 1 town administration.

3.5.2. Sample and Sampling Techniques

From an existing 12 woredas and 1 town administration 2 woredas and 1 town administration were selected using simple random sampling employing lottery method. The selected Woreda include Decha, Goba woredas and Bonga town. In these selected Woredas and town there were 10 secondary schools, 327 secondary school teachers, 10 principals, 5 supervisors, 3 Woreda Education Office teachers' CPD coordinators.

In Decha Woreda there were 5 secondary schools, 5 principals, 2 school supervisors and 139 teachers. In Goba Woreda, there were 1 secondary school, 1 principal, 1 school supervisor and 27 teachers. Whereas in Bonga town administration, there were 4 secondary schools, 4 principals, 2 school supervisors and 161 teachers. The teachers' professional development coordinator of each Woredas Education Office was 1.

Accordingly, six (60%) secondary schools were selected out of ten from the sample Woredas through the lottery method of simple random sampling technique but keeping proportionality. All (6) principals of selected secondary schools were included as they are small in number and One hundred thirty-four (134) sample teachers (40.97%) were selected from the total population of teachers, using simple random sampling technique by lottery method because this technique gives equal chance for all individuals in the population. Two secondary school supervisors (40%) were selected through lottery method of simple random sampling technique from the selected Woredas. And finally, two (66.67%) Woreda Education Office teachers' CPD coordinators were selected through purposive sampling technique due to their work position from the sampled Woreda.

Both simple random particularly lottery method and purposive sampling techniques were used to select the samples. The researcher selected these techniques to get more representative sample from geographically scattered participants. The lottery method of simple random sampling technique (the lottery system) was used to select sample secondary schools, school supervisors and teachers. Mugenda and Mugenda (2003) commenting on sample size observed that there are certain non-definite practices among social research workers that a beginner can adopt. One such practice suggested that, if the population is a few hundreds, a 40% or more sample will do, if

many hundreds, a 20% will do, if a few thousands, a 10% sample will do, and if several thousands, a 5% or less sample will do.

3.6. Instruments of Data Collection

In this study, questionnaire, interview and document analysis were used to collect information regarding the effects of cultural practices and norms of school based continuous professional development on managing staff performance appraisal in secondary schools of kefa zone.

3.6.1. Questionnaire

Questionnaire was used to gather data from principals and teachers to get quantitative data. This because both principals and teachers owned school based CPD and staff performance appraisal. Questionnaire is easy to administer friendly to complete and fast to score and therefore take relatively less time from respondents (Knowles, 1980). The questionnaires were consisted of close ended. The closed-ended questionnaire is chosen for it becomes easy to fill out, it takes relatively little time, keep the respondents on the subject, is relatively objective, and easy to tabulate and analyze of respondents with in short period of time (Hile,2012). The questionnaire was prepared in two parts. The first part was about the background of target group like sex, age, academic qualification, work experience and occupation. The second part consists of the major sources; effects of cultural practices and norms of school based continuous professional development on staff performance appraisal within five point rating likert scale (Strongly Disagree, Disagree Neutral, Agree, Strongly Agree) was employed to obtain data from respondents. The questionnaire was prepared in English language, because all of the sample teachers and school leaders are expected to read and understand the concept of questionnaires. The questionnaire was self-made and checked the validity and reliability through pilot test. The purpose of pilot test will be to check whether or not the responses fulfill the objectives of the investigation; to determine the extent to which the questionnaire promoted an appropriate relationship with respondents and to check whether or not the respondents understood the instruments (Yalew, 2004).

3.6.2. Interview

The interview is a process of communication in which the interviewee gives the needed information orally in a face-to-face with the interviewer. According to Best and Kahn (1993), “the purpose of interviewing people is to find out what is in their mind, what they think or how

they feel about something”. Thus, semi-structured interview items were prepared for the interviewees. Because, the semi-structured interview is flexible and allows new questions to be brought during the interview for clarification as a result of what the interviewee says (Lindlof and Taylor, 2002). To this end, in order to obtain detailed supplementary information, interview sessions were conducted in Amharic language for two school supervisors and two Woreda Education Office CPD coordinators.

3.6.3. Document Review

Document analysis needs to get practical evidences in application of school CPD and staff performance appraisal. Documents like portfolios, CPD plans, action researches, feedback documents and staff performance appraisal document as well as Minutes were reviewed as secondary sources of data. The evidence was incorporated to supplement the data obtained through questionnaire and semi-structured interview.

3.7. Reliability and Validity Checks

Pilot study was conducted to check the reliability and validity of instrument. Pilot test of the instruments was conducted to 14(10%) temporary samples comprised of representatives of actual sample from Gimbo secondary school of Kefa Zone before launching the actual investigation. The purpose of the pilot test was to check whether the responses would fulfill the objectives of the investigation; determine the extent to which the questionnaire promoted an appropriate relationship with respondents and check whether or not the respondents understood the instruments (Yalew, 2004).

Validity of a research instrument assesses the extent to which the instrument measures what it is designed to measure (Robson, 2011). Both face and content validity of instrument was checked. Face validity was checked by distributing it to pilot group and analyzing whether each item is easily understandable and give similar meaning for all of them. Content validity was checked by giving the questionnaire to both of my advisors to identify whether items in the questionnaire can assess what they are intended to do.

The reliability refers to a measurement that supplies consistent results with equal values (Blumberg, Cooper, and Schindler, 2005). It measures consistency, precision, repeatability, and trustworthiness of a research (Chakrabartty, 2013).

To check reliability the questionnaires distributed and returned were statistically computed by SPSS version 23 computer program. Cronbach's Alpha test was employed for checking reliability of the instrument and the instrument should be found 0.7 and above to be reliable. The results of Cronbach's coefficient alpha is satisfactory (between 0.71 and 0.90) indicating questions in each construct are measuring a similar concept. As suggested by Cronbach (cited in Tech-Hong & Waheed, 2011), the reliability coefficients between 0.70–0.90 are generally found to be internally consistent. Table 3.1 shows that satisfactory reliability of overall variables in each dimension.

The result of pilot study as indicated below showed that items were internally consistent enough to measure the same constructs. This level of reliability was reached by deleting 4 inconsistent items and modifying 2 items.

Table 3.1. Summary of Reliability Test Result of the Variables

Dimensions	Cronbach's alpha
Respondents' value CPD	.926
Perception of teachers CPD practice	.899
Perception of teachers CPD outcome	.944
Teachers performance	.964

3.8. Procedures of Data Collection

In this study, a series of data gathering procedures were followed to collect data. After receiving official letter of cooperation from Jimma University, the researcher was communicated all institutions and individual participants legally and smoothly. Any communication with the concerned bodies was accomplished at their voluntarily consent without harming and threatening

the personal and institutional wellbeing. In addition to this, all information obtained from individual respondents and the school records will be kept confidential. The expected and relevant data was gathered by using questionnaire, interviews, and document analysis. To do this, having the letter of permission from the district of Kefa Zone education desk and then directly went to each selected woreda education office. After making an agreement with the concerned bodies/respondents, researcher was introduced the objectives and purposes of the study and distribute questionnaire to sampled teachers and principals. The interview items were conducted for school supervisors and woreda education office CPD coordinators. The respondents were allowed to give their own opinion to each item independently as much as possible. The document analysis was analyzed by the researcher and by the help of school directors or vice directors to obtain necessary document. Finally the questionnaires were collected back at the right time appointment. To answer the basic research questions raised, the researcher come across through serious of data gathering procedures.

3.9. Method of Data Analysis

Different statistical data analysis tools were used to summarize, understand a relationship, and describe the finding. For this study, both quantitative and qualitative methods of data analysis were employed. Before directly taking data for analysis collected quantitative data were edited, coded and incomplete and inconsistent data were cleaned.

The quantitative data collected through questionnaire, were statistically organized and imported in to the Statistical Package for Social Science [SPSS] version 23 computer program and quantitatively analyzed using descriptive statistics and inferential statistics. Accordingly frequency distribution was used to describe the rate of recurrence of respondents with specific demographic characteristics whereas mean was used to show the average of a given data set and compare the responses of the participants, and standard deviation was used to show the distribution of the data set and the relationship of the mean value to the rest of the data.

From inferential statistics, Pearson correlation coefficient was used to test whether there is a relationship between the variables. In correlational research, investigators use a correlation statistical technique to describe and measure the degree of association (or relationship) between two or more variables or sets of scores (Criswell, 2012).

On the other hand, the data which were solicited by the use of semi-structured interview and data from documents reviewed were qualitatively analyzed and interpreted. Qualitative data from

interview, and document review were quoted, analyzed triangulated and interpreted qualitatively using text by narration with an intention of creating deep and detailed explanations on the problem under study.

3.10. Ethical Considerations

The researcher strived to protect respondents from possible harm that might arise as a consequence of their participation in research. This can be done by informing the participants as fully as possible of the nature and purpose of the research, the procedures to be used, and the expected benefits to the participant and/or society, the potential of reasonably foreseeable risks, stresses, and discomforts, and alternatives to participating in the research. There is also a statement that describes procedures in place to ensure the confidentiality or anonymity of the participant. The participants made to understand what has been explained and be given the opportunity to ask questions and have them answered by the researcher. The informed consent document must be written in lay language, avoiding any technical jargon.

The participant's consent to participate in the research must be voluntary, free of any coercion or promises of benefits unlikely to result from participation and no group should be disadvantaged by being excluded from consideration. In doing so, first the researcher went with official letter written from Jimma University of Educational Planning and Management Department to Kefa Zone education desk. Having the letter of permission from the district of Kefa Zone education desk and then directly went to each selected Woreda education offices and secondary schools. After making an agreement with the concerned bodies and respondents researcher was introduced the objectives and purposes of the study. The information obtained from the respondents, data obtained from the document and others will be kept confidential.

CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This chapter deals with the analysis, presentation and interpretation of the data gathered from teachers, principals, school supervisors and WEO CPD coordinators of some selected Woreda of Kefa Zone through questionnaires, interviews and document analysis. Accordingly, under these chapter demographic characteristics of respondents, analysis, presentation and interpretation of data from all sources using descriptive statistics as well as analysis of correlation between school cultural practices of CDP and staff performance analysis as well as regression analysis of the association between them was included. Thus, the quantitative as well as qualitative analysis of data was incorporated into this chapter.

A total of 140 copies of questionnaires were distributed to the teachers and principals of which 134(95.71%) were distributed to the teachers and 6(4.28%) to the principals. The return rate of the questionnaires from teachers was 134 (100%) and from leaders were 6 (100%). Moreover two school supervisors and two WEO teachers' CPD coordinators were interviewed.

4.1. Characteristics of the Respondents

This part displays the personal characteristics of sample respondents which include sex, age, qualification and work experience so as to make it as a spring board for the analysis and interpretation.

Table 4.1 Characteristics of the Respondents

No	Items	Categories of items	Respondents					
			Teachers		Principals		Total	
			No.	%	No.	%	No.	%
1	Sex	Male	83	61.94%	4	66.667	87	62.142
		Female	51	38.059%	2	33.334	53	37.857
		Total	134	100%	6	100%	140	100
2	Age	Below 20 years	-	-	-	-	-	-
		20-30 years	30	22.388	1	16.667	31	22.142
		31-40 years	85	63.432	2	33.333	87	62.142
		41-50 years	17	12.686	2	33.333	19	13.57
		51& above years	2	1.492	1	16.667	3	2.142
3	Work experience	1-5 years	7	5.22	-	-	7	5
		6-10 years	11	8.20	-	-	11	7.857
		11-15 years	18	13.432	-	-	18	12.857
		16-20 years	33	24.626	1	16.667	34	24.285
		21-25 years	51	38.059	2	33.33	53	37.857
		26-30 years	8	5.97	1	16.667	9	6.428
		31 & above years	6	4.477	2	33.33	8	5.714
4	Qualification	Diploma	28	20.895	-	-	28	20
		BA/BSC/B.Edu	90	67.16	2	33.333	92	65.71
		MA/MSC	16	11.94	4	66.667	20	14.28

In table 4.1 above, regarding the sex of respondents, 83(61.94%) of teacher respondents were males while the remaining 51(38.059%) of teacher respondents were females. This implies that, the participations of females were still under represented in the secondary school teaching. Similarly, 4(66.667%) of principals were male and 2(33.334%) female. This indicates that, the

participation of females in leadership position in secondary schools of Kefa Zone was below male counterpart.

As to the age of the respondents, majority of respondents 85 (63.43%) of teacher respondents and; 2 (33.34%) of principals were between 31-40 years; followed by 30 (22.38%) teacher respondents and 2 (33.34%) of principals were between 31-40 years. The age of respondents of school principals and teachers indicated that most of school principals and teachers were young. This implies that, respondent's tendency to participate in self-development practices like CPD is high and their response can help to portray the real situation.

Regarding experience, majority of respondents accounting for 51(38.05%) of teachers and 2 (33.34%) of principals had work experience of 21-25 years followed by 33 (24.62%) of teachers and 1 (16.67%) of principal having work experience of 16-20. This showed that majority of respondents were senior and have sufficient work experience. This implies that, these respondents are more familiar with the practice of CPD and teachers performance.

With regard to the educational background of the respondents, majority of them accounting for about, 90 (67.16%) of teachers and 2(33.34%) of principals were first degree holder and the remaining 16(11.94%) of teachers and 4(66.667%) of principals were second degree holders respectively. The qualification of teachers indicates that, most schools teachers were first degree holders in the sample Woredas of Kefa Zone secondary schools.

4.2. Presentation, Analysis and Interpretation of the Main Data

Under this section data gathered from different sources are presented, analyzed and interpreted using different statistical tools such as mean, standard deviation and correlation. A Pearson correlation coefficient varies between +1 and -1. A strong positive correlation is a value close to +1 and a strong negative correlation is value close to -1; if variables are uncorrelated a value near zero will be shown (Creswell, 2012).

Table 4.2. Respondents' perception on CPD

Item related how respondents' value CPD	N	Mean	SD
Teachers trust each other.	140	4.46	.605
Teachers utilize professional networks to obtain information and resources for classroom instruction.	140	4.04	1.184
Teachers regularly seek ideas from seminars, colleagues, and conferences.	140	4.36	.614
Leaders take time to praise teachers that perform well.	140	2.65	1.229
Staff members work together to develop and evaluate programs and projects.	140	4.33	.970
Teachers work performance reflects the mission of the school.	140	4.09	.763
Teachers have opportunities for dialogue and planning across grades and subjects.	140	4.47	.542
Teachers spend considerable time planning together.	140	3.86	1.195
Teachers take time to observe each other teaching.	140	4.30	.775
Teachers are generally aware of what other teachers are teaching.	140	4.31	.905
Teachers work together to develop and evaluate programs and projects.	140	4.29	.861
Teaching practice disagreements are voiced openly and discussed.	140	3.64	1.326
Professional development is valued by the school	140	4.28	1.053
Overall Mean and SD		4.08	.924

(NB; SD= Standard Deviation; 1=strongly disagree; 2=disagree;3=undecided; 4=agree and 5=strongly agree)

As indicated in the table 4.2 above, 13 items were used to identify an existing practice of CPD as perceived by respondents and mean and standard deviation of responses were depicted. Response alternatives ranged from 1 (Strongly disagree) to 5(Strongly agree). As shown, each of the 13 items was rated favorably by majority of respondents and the mean value for most items was in the 3 and 5 -points range. The lowest rated item was Leaders take time to praise teachers that perform well and the mean value was (M = 2.65, SD = 1.22) which showed that majority of respondents had dissatisfaction with the existing practice of giving recognition for good performance. Items such as teachers have opportunities for dialogue and planning across grades and subjects (M = 4.47, SD =.542) and teachers trust each other (M = 4.46, SD =.605) were rated positively by majority above overall mean score (mean=4.08, SD=.924) than other items. This implies that teachers have opportunities for dialogue, planning across grades and subjects and trust each other. According to Parwazalam Abdul Rauf , Syed Kamaruzaman Syed Ali, Aliza

Aluwi , Nor Afizah Mohd Noor (n.d) Through shared dialogue, teachers can learn with and from each other as they pursue their professional development goals.

Thus the overall mean average (mean=4.08, SD=.924) for items meant to describe an existing perception of respondents on the degree to which teachers value CPD was high.

Qualitative data from interview result also confirmed the above finding. Interviewee commonly raised that teachers gave high value for professional development and, as a result, they worked collaboratively in developing programs, sharing experiences through open discussions during education quality circle session and during planning school works. Based on the data, thus, it is possible to conclude that, the culture of trust, collaborative work and aspiration for professional development is valued by majority of teachers in secondary schools of Kefa Zone with its positive implication teachers' performance.

Emphasizing on the social organization in school promoting CPD, Hongboontri & Keawkhong (2014) identified 9 variables which included teacher certainty, cohesiveness, collaboration, complaints, evaluation, faculty goal setting, managing student behavior, parent involvement, and teacher learning opportunities (CPD).

Table 4.3; Respondents' Perception about CPD Practice

Item related to respondents' perception about CPD practice	N	Mean	SD
CPD helped us to make teachers knowledge and skills up-to-date	140	4.59	.759
CPD improved the quality of teachers performance	140	4.57	.824
Continuous Professional development is a waste of time	140	2.14	1.365
My pre-service training is adequate to accomplish my tasks effectively	140	4.23	.567
I am very much interested to learn from my colleagues to improve my performances	140	4.44	.815
I am satisfied with my existing professional development competencies	140	2.59	1.24
CPD at this school doesn't meet the quality and standards of teachers training	140	4.00	1.14
The contents of the current school based training programs are relevant to my teaching	140	3.72	1.170
CPD Promotes my knowledge and skills of conducting action research	140	4.26	.755
CPD Improves my ability to make instructional plan and use to implement properly.	140	4.19	.774
Over all Mean Score		3.87	.94

(NB; SD= standard Deviation; 1=strongly disagree;2=disagree; 3=undecided;4=agree and 5=strongly agree)

Table 4.3 presents ten items regarding teachers' perception of the CPD practice. As it can be seen from the data, the lowest rated items were Continuous Professional development is a waste of time and I am satisfied with existing professional development competencies with mean values (M = 2.14, SD = 1.365 & M =2.59, SD=1.241) respectively. This implies that CPD is not as a waste of time and they were not satisfied with existing of professional development competencies. Likewise item number 4 was meant to explore whether CPD in their respective school does not meet the quality and standards of teachers' on-the-job training. Accordingly, the mean value (M=4.00; SD=1.14) showed that majority of respondents perceived negatively which implies the need for improving its quality and standard. Concomitantly, most interviewee commonly asserted that, CPD was not practiced well in every secondary school as expected. In this regard, one of the interviewee stated that, "*the practice of CPD, if compared against standard and quality expected is not satisfactory*". (Interview with S1 on February 20, 2021).

The other interviewee stated,

"The practice of CPD, when seen from an opportunity for teachers to get further on-the-job training is not up to the expectation. Not only this, the process of support and advice on action research is not satisfactory to help teachers develop necessary knowledge and teachers are conducting action research to fulfill promotion requirements than conducting problem solving action research". (Interview with S2 on February 23, 2021)

All interviewee asserted that teachers were not fully engaged to implement CPD activities with full commitment exerting their personal efforts to up-grade themselves. They rather do what they do to simply fulfill the requirements for their financial and other personal benefits.

Moreover, a review of CPD documents indicated that, from planning to execution, there were problems which included problem of designing clear CPD objectives, allocating time and that some plans were not focused on teachers' professional development. Furthermore, it was observed that evidences of CPD activity, feedback given by mentors, advisors and principals and teachers self- reflection on progress and action research under taken were not well organized in each secondary school. This shows that there was no continuous training, follow up, evaluation and provision of timely feedback in secondary schools under the study.

The highest rated items were Continuous Professional development is useful to make teachers' knowledge and skills up-to-date (M=4.59, SD=.759); Continuous Professional development improves the quality of teachers performance(M=4.57, SD=.824); I am very much interested to learn from my colleagues to improve my performances(M=4.44,D=.815);CPD Promotes my knowledge and skills of conducting action research (M=4.26, SD=.755) and my pre-service training is adequate to accomplish my tasks effectively (M=4.23, SD=.567) each mean indicating that teachers positively perceived the practice of CPD in secondary school under the study.

Qualitative data from interview with supervisors and Woreda Education Office experts confirmed the above finding. They said that "we evaluate the implementation of CPD by the regular observation of each teacher's CPD portfolios and activities". Concerning CPD contribution to teachers' performance, the two school supervisors replied that "CPD has a great contribution to teachers' performance as it improves their knowledge and skill and also shapes their attitude". Similarly, the two WEO teachers' CPD coordinators interviewed underscored that continuous professional development has high contribution teachers in that it helps them well perform in classroom teaching.

The overall mean and standard deviation (M=3.87, SD=.94) from quantitative data along with qualitative data indicate that the CPD was perceived positively by most respondents of in the secondary schools of kefa Zone in that it would enhance teachers' professional competencies. However, its implementation was not well perceived and rated as below expected standard and quality. This implies that, CPD although it recognized as important and be promoted, it was not put into practice as it is supposed to be.

Table 4.4 Respondents' Perception about CPD Outcome

Items on Perception of respondents' CPD outcome	N	M	SD
I learned new and different ideas from the professional development	140	3.75	1.36
Knowledge gained from the professional development will improve my teaching skills	140	3.70	1.45
I look forward to trying out new things in my teaching	140	4.65	.587
The CPD increased my knowledge of what can be done in the classroom	140	4.25	.806
The CPD will improve student learning opportunities in the classroom	140	4.03	.786
The CPD provided me with an opportunity to focus on improving student learning	140	3.76	.981
The professional development renewed my enthusiasm for teaching	140	3.99	1.15
The CPD encouraged teachers to share what they had learned with their colleagues	140	3.81	1.03
The CPD encouraged me to reflect on aspects of my teaching	140	4.24	.903
I plan to use the knowledge gained from the CPD in my work with students	140	4.24	.862
The CPD gave me some useful ideas of how to improve student outcomes	140	4.21	.560
Overall mean score		4.06	.95

(NB; SD= Standard Deviation; 1=strongly disagree; 2=disagree; 3=undecided; 4=agree and 5=strongly agree)

The table 4.4 presents eleven items that relate to teachers' perception of CPD outcome. As it can be seen from the data in the table, most respondents had positively perceived that knowledge gained from the professional development practice would improve teachers teaching skills (M = 3.7, SD = 1.448); help them learn new and different ideas, (M=3.75,SD=1.368); encourages to share what is learned with colleagues (M =3.81, SD=1.029); renews their enthusiasm for teaching (M =3.99, SD=1.147) and improves students' learning opportunities in the classroom (M =4.03, SD=.786) but rated below overall average mean score. Items such as looking forward to trying out new things in my teaching (M =4.65, SD=.587); professional development increased my knowledge of what can be done in the classroom (M =4.25, SD=.806) and I plan to use the knowledge gained from the professional development in my work with students with mean values of (M =4.24, SD=.862) were rated above overall mean score value (M=4.06, SD=.95). Both the high and very high ratings indicated high perception of teacher about the outcomes of CPD practices.

Interview data also strengthened the above quantitative finding. According to two WEO teachers' CPD coordinators, if teachers properly apply CPD activity, they can improve their

teaching which, intern, can improve the students' academic achievement. Likewise, two school supervisors suggest that, CPD practice can make teachers better teachers in all aspects of teaching-learning process which can also lead to students' better academic achievement.

In contrast, emphasizing the advantages of induction and mentoring programs one of the Woreda Education Office coordinators of teachers' CPD explained,

As our school was opened recently, most of teachers were fresh degree graduate with no experience. Yet, teaching in classroom is more than knowledge of content of subject matter. It requires other qualities such as knowledge of classroom management, how to use appropriate teaching methodology and assess students' progress. Teachers who have all these qualities through effective mentoring and induction were recognized for their positive impacts on students' learning. To equip novice teachers with these qualities requires effective mentoring and, in most secondary schools of our Woreda, induction and mentoring practice is provided well and is bringing necessary improvement in teacher's competencies.(WEO1,march3,2021).

The overall ($M=4.057$, $SD=.95$) this indicates that, teachers' perception about CPD outcome was high in most secondary schools of Kefa Zone. Together, both quantitative and qualitative data concurrently confirmed that, CPD outcome is perceived as fruitful in improving teachers' professional proficiencies. This finding is in accord with Ekpoh (2013) which stated that, teachers who participated in CPD were more effective in their job performance than those who did not in terms of knowledge of subject matter, classroom management, teaching methods and evaluation of student's work.

Table 4.5 Respondents' perception about teachers' Performance

Item related to teachers performance	N	Mean	SD
Teachers' improves teaching learning process.	140	4.21	.973
Teachers' identifies strengths and weaknesses of teachers.	140	4.25	.750
Teachers' decides on teachers' salary improvement.	140	4.27	.904
Teachers' enhances students' academic achievement.	140	4.45	.799
Teachers' provides a high quality education to students.	140	3.73	1.29
Teachers' link teachers' activity with the school goal.	140	4.45	.661
Teachers' help each other to develop professionally.	140	4.53	.826
Teachers' provides information on teachers' promotion, demotion, transfer and termination of contract.	140	4.49	.529
Teachers' controls their overall performance.	140	4.45	.816
Teachers' performance improves the motivation of teachers.	140	4.36	.938
Teachers' performance was enhanced as a result of enhanced teachers' professional competence.	140	4.40	.676
Teachers' performance promoted research on teaching– learning process	140	4.39	.902
Overall Average Mean score		4.332	.832

(NB; SD=Standard Deviation; 1=strongly disagree; 2=disagree; 3=undecided;4=agree and 5=strongly agree)

The table 4.5 presents items meant to identify perception of respondents on teachers' performance. As it can be seen from the data in the table the mean scores of majority items ranged from 4.25 to 4.54 which showed that teachers performance as measured from the items, were rated favorably. This implies that the respondents believed teachers' performance were perceived favorably in the secondary schools of Kefa Zone.

The overall mean (M=4.332, SD=.832) also indicated that the respondents believed teachers' performance on issues such as improving teaching learning activities, linking teachers activity with school goal, enhancing students' academic achievement, enhancing teachers professional development serves for deciding on teachers promotion, reward and punishment as well as enhancing administrative capacity in secondary schools of Kefa Zone were conceived well. The above objectives of performance appraisal in the secondary schools of Kefa Zone included the purpose of PA identified by McGregor (1987) who grouped the objectives as administration

purpose, informative, motivational, employee feedback and development, and evaluation of policies and programs implementation.

Concerning performance appraisal implementation interviewees replied that the teachers' performance appraisal result meant to measure teachers' performance showed improved performance of teachers and assure their achievement. The interviewees commonly agreed that teachers' performance appraisal is crucial to look at what the staffs have been doing, where the school reached and what changes need to be initiated to bring about desired results.

However one of the interviewee was in disagreement with the reliability of performance appraisal to show teachers performance. An of the interviewee stated,

“Most teachers focus on fulfilling the necessary documents needed to let them get good performance result and, as a result, fabricate all the necessary data in line with the standards of performance criteria given to them. Among this type of fabrication is that, teachers simply add marks for students to equalize them with the standard/plan set for their respective subjects”. (Interview with S2 on March 2 2021).

In addition, it is stated that evaluation committee themselves had leniency while rating teachers. It was raised that the school principals were also careless to ensure appraisal results describe the actual performance as equally as documented data used as a source of information on teachers' performance. These carelessness and leniency in appraisal, as interviewees underlined, emanated from the view that low rated teachers may create hostility between them and teachers as teachers' promotion majority depends on their performance results. Moreover, as most interviewees rose, performance appraisal was used for promotions of teachers rather than using it as strategy to initiate and bring about needed change in schools.

Data from documents reviewed revealed that some schools had evaluation formats whereas some had no the format. Documenting discussion of appraisers before and after performance evaluation in minute was not common among the schools. Some schools had the discussion minutes whereas some had no minutes. Furthermore, teachers' performance evaluation feedback, record of teachers' improvement and clear identification of strength and weakness of teachers in their performance evaluation report was not well organized and communicated to teachers.

Data from qualitative and quantitative tools collected showed inconsistency in the perception of respondents on the teachers' performance. According to data from qualitative sources teachers' performance is quantitatively fabricated in the form of performance appraisal report. The

quantitative data on the other hand showed well perceived teachers' performance despite the claim of deteriorated education quality. Despite considering performance appraisal as important tool to measure and know teachers' performance its implementation is criticized as having fabrication.

4.3. The Relationship between Practices of CPD and Teachers' Performance

This section deals with the third research questions regarding the relationship between CPD and teachers' performance using two-tailed person correlation analysis. Correlation is one of the most widely used measures of the relationship between two or more variable. The correlation coefficient describes the direction of the correlation, that is whether it is positive or negative and the strength of the correlation ,that is whether an existing correlation is strong or weak (Singh,2007).

A correlation coefficient(r) result between 0.00 and 0.18 shows very weak relationship, 0.20 and 0.39 weak relationship, 0.4 and 0.59 shows moderate relationship, between 0.6 to 0.79 shows strong relationship and coefficient between 0.80 and 1.00 shows very strong relationship (Dunn 2001).

Table 4.6 Relationship between the practice of CPD and Teachers' Performance

		CPD	TP
CPD	Pearson Correlation	1	.677**
	Sig. (2-tailed)		.000
	N	140	140
TP	Pearson Correlation	.677**	1
	Sig. (2-tailed)	.000	
	N	140	140

NB; CPD; continuous professional development TP represents Teachers' Performance
 **. Correlation is significant at the 0.01 level (2-tailed).

A table 4.6 indicates the correlations of the independent variables of the practice of CPD and the dependent variables of teachers' performance. The overall data analysis for the perceived practice of CPD and teacher performance showed that there exist strong positive correlation between the two variables ($r = .677$, $n = 140$, $p = .000$) with a confidence level of $p \leq 0.05$ and a

strong statistical significance at the $p \leq 0.01$ levels. Hence, this implies that good practice of school CPD practice can bring about improved teachers performance which is important in ensuring the overall performance of secondary schools of Kefa Zone.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Under this chapter summary of the major finding, conclusion and recommendation is presented.

4.1. Summary of the Major Findings

This thesis was entitled with "The relationship between perceived Continuous Professional Development practices and teachers' performance in secondary schools of Kefa Zone". The Purpose of the study was to investigate the relationship between the CPD practices and teachers' performance. In order to achieve the purpose of the study basic questions were raised. To answer those basic questions, data were collected through questionnaires, interviews and document reviews regarding the respondents' perception of CPD practices and outcomes, the degree to which they value CPD objectives and its relation with teachers' performance. The collected data were analyzed using frequency, percentage, mean and standard deviation by using SPSS 23 versions.

Correlational research design was chosen and used for its appropriateness to the research topic. To accomplish this, 6 secondary schools were selected using a lottery method of simple random sampling technique. The researcher selected 134 teachers using lottery method of simple random technique and 6 principals using the purposive sampling technique.

Based on the presentation, analysis and interpretation of data, it was possible to come up with the following major findings:

1. With regard to the practices of school CPD, the overall mean score was found high with (Mean=4.08, SD=.924). This indicates that an existing perceived CPD practices fosters working together among staff, eagerness to learn and seek ideas, builds of professional network valuing professional development and open discussion on disagreements. The degree to which teachers' value CPD was high; this implies that respondents perceived CPD as important elements in improving their performance.
2. As to teachers' perception of CPD practice, the result from survey showed that most respondents had positive perception. The overall mean score results of teachers' perception about CPD practice was found (M=3.87, SD=.94). This result indicated that most respondents had positively rated the practice which found to be was high. However, qualitative results from interview and document review was found to be quite opposite the quantitative finding, in that,

despite the recognition given to good practice as well as importance of CPD for promoting school performance, its practical implementation was not promising. Moreover, it was found that most of the respondents were not satisfied with the existing professional development competencies and the quality and standards of teachers' on-the-job training. Thus, the practice of CPD implementation though has gap, data from both showed that, respondents perceived that CPD if practiced well have contribution to teachers development.

3. Concerning teachers' perception of the outcome of CPD, the result ($M=4.06$, $SD=.95$) showed that most respondents positively perceived that CPD is of benefit in enhancing teacher's knowledge and skill. Both sources of data concurrently confirmed that CPD outcome was perceived as fruitful in improving teacher's professional proficiencies which enhance students learning. Combining both qualitative and quantitative data results, CPD program outcome was perceived positively and is believed that it would bring improvement in teachers' competence which, inturn, would enhance students' learning.

4. With regard to teachers' performance the overall mean and SD ($M=4.332$, $SD=.832$) indicates that the respondents believed teachers performance is improved as inferred from improving teaching learning activities, linking teachers activity with school goal, identifying training needs, enhancing students' academic achievement, enhancing teachers professional development serves for deciding on teachers promotion, reward and punishment as well as enhance administrative capacity.

Data from qualitative source revealed the fact that teachers performance was not reliably rated. Teachers performance as seen from performance appraisal report result is high (most of them scored between 85 to100), but, lenience in evaluation and fabrication of documents used in evaluation to comply with its criteria were the major pitfalls. This implies that, despite the recognition given to importance of performance appraisal and its objectives to measure teachers performance over time to understand the contribution of CPD, the practice was not as per the intention.

5. It was found that there existed strong positive correlation between CPD and teacher's performance ($r = .677$, $n= 140$, $p= .000$) with a confidence level of $p \leq 0.05$ and a strong statistical significance at the $p \leq 0.01$ levels. Hence, this implies that, effective CPD practices can bring about improved teachers' performance.

5.2. Conclusions

The Purpose of the study was to investigate the relationship between perceived CPD practices and teachers' performance in secondary schools of Kefa Zone. In light of the major findings of the study, the following conclusions were drawn:

- The finding of the study confirmed that, in the selected secondary schools of Kefa zone continuous professional development is valued as an important element to improve teacher's collaborative work, experience sharing, and improving professional and personal development.
- The finding also revealed that, practice in the implementation of CPD program was not adequate. The quality and standard of CPD implementation was low in the selected secondary schools of Kefa zone. Despite looking CPD as important strategies for teachers' performance the way it is organized, planned and given was not based on teachers need.
- Result from data analyzed also pinpoints to the conclusion that, in the selected secondary schools of Kefa zone the CPD outcome ranges from teacher's professional and personal development to improving students learning. CPD is believed to improves teachers' competency and also ensures that students learning.
- The finding revealed that, in the selected secondary schools of Kefa zone teacher's performance perceived and performance measured in the form of teacher's appraisal is inconsistent. Hence teacher's performance in the selected secondary school is not satisfactory.
- From the finding, in the selected secondary schools of Kefa zone there is positive association between CPD and teacher's performance. Hence, improved CPD practice leads to improved teacher's performance.

5.3. Recommendations

On the basis of the findings and conclusions drawn, the following possible recommendations were suggested.

- ✓ From the finding since Staffs of Kefa Zone Secondary schools valued CPD Woreda Education Office and secondary school principals and supervisors are recommended to

assess need, provide training based on individuals need, make a follow up, support and improve CPD practices.

- ✓ To improve CPD practices Zonal Education Department and Woreda education offices are recommended to facilitate different seminars, conferences and workshops meant to help teachers update their knowledge to fit in to the fast changing knowledge market.
- ✓ Woreda Education Offices are advised to closely work with secondary school supervisors and principals in evaluating the outcome of CPD program and, based on the results of evaluation, encourage school teachers to sustain good practices, share their experiences with and outside their schools and also provide the necessary support to fill in the practice gaps identified.
- ✓ It was found that, teachers' performance was ineffective. Hence, school principals, supervisors and Woreda education offices in the selected kefa zone secondary school were advised to provide CPD program based on the need assessment to fill skill and knowledge gap. Additionally, to remedy the problems related with effectiveness of appraisal practice principals and supervisors are advised to link performance criteria with school strategic goal and ensure that teachers are rated based on their actual performance than by shallow observation of fabricated documents.
- ✓ It was found that, in the context of Kefa Zone secondary schools there was a strong and positive association between CPD and teachers' performance. Hence, it is recommended that, to improve teachers' performance school principals, CRC supervisors Woreda Education Office and Zonal Education Department are advised to continually promote CPD monitor and supervise the practices of CPD in secondary schools of Kefa Zone.
- ✓ Finally further research is recommended to intensively study on factors affecting proper implementation of CPD practices, challenges in measuring CPD program outcome and challenges and prospects of measuring teachers' performance.

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Appendices
Appendix A
Jimma University

College Of Education and Behavioral Science
Department of Educational Planning and Management (Edpm)

Questioner to be filled by the teachers and school principals

Dear respondents, I am glad to meet you for this questionnaire. I am a graduate student of Educational Leadership in Jimma University. This study required as a partial fulfillment for the requirements of the master of art degree. I am undertaking a research on the title of ‘Effects of School Culture on Managing School Change in secondary school of Kefa Zone’. The purpose of this questionnaire is to capture first-hand information related to the topic. Your responses are vital for the success of the study. So, you are kindly requested to read all questions and fill the questionnaire with genuine responses. Be sure that the responses you may give used only for educational purpose and information is kept confidential. Please read the following points before you start filling the questionnaire:

General direction

1. Do not write your name on the questionnaire
2. Read all the questions before attempting to answer the questions
3. There is no need to consult others to fill the questioner
4. Provide appropriate responses by using "X" mark to choose one of the selected Likert scales.
5. Give your answer for all questions.

Thank you in advance for your genuine cooperation!

Shibelaywodajo

Tel.0917384259

Email-shibelaywodajo27@gmail.com

Part One: Demographic information

Indicate your response by using "X" in the box provided.

1. School name-----
2. Sex: - Male Female
3. Age:-Below 20 year20-30 year31-40 year41-50 year51 and above
4. Work experience: - 1-5 years 6-10 years 11-15 years 16-20 years
21-25 years 26-30 years 31 and above years
5. Educational background/qualification:-
Diploma
First degree--BA BSC. B.Ed.
Second degree-- MA MSC. B.Ed.
6. Current position: - Teacher School principal Vice principal

Part two: The following questions are related to the effects of school cultural practices and norms of school based continuous professional development on staff performance appraisal in secondary school of Kefa Zone.

Section one: Items related to the school culture, degree to which teachers’ value continuous professional development

Please, read each of the items carefully and indicate by marking “x” the rating that you think correspond to your understanding.

N.B. Strongly Disagree=1; Disagree=2; Undecided=3; Agree=4 & Strongly Agree=5

No.	Items	Level of agreement				
		1	2	3	4	5
1	Teachers trust each other.					
2	Teachers utilize professional networks to obtain information and resources for classroom instruction.					
3	Teachers regularly seek ideas from seminars, colleagues, and conferences.					
4	Leaders take time to praise teachers that perform well.					
5	Staff members work together to develop and evaluate programs and projects.					
6	Teachers work performance reflects the mission of the school.					
7	Teachers have opportunities for dialogue and planning across grades and subjects.					
8	Teachers spend considerable time planning together.					
9	Teachers take time to observe each other teaching.					
10	Teachers are generally aware of what other teachers are teaching.					
11	Teachers work together to develop and evaluate programs and projects.					
12	Teaching practice disagreements are voiced openly and discussed.					
13	Professional development is valued by the school					

Section two: The Perceptions of teachers towards Continuous professional development practice and outcome

Please, read each of the items carefully and indicate by marking “x” the rating that you think correspond to your understanding.

N.B Strongly Disagree=1; Disagree=2; Undecided=3; Agree=4 & Strongly Agree=5

No.	Items related to the Perceptions of teachers CPD practice	Level of agreement				
		1	2	3	4	5
1	Continuous Professional development is useful to make teachers knowledge and skills up-to-date					
2	Continuous Professional development improves the quality of teachers performance					
3	Continuous Professional development is a waste of time					
4	My pre-service training is adequate to accomplish my tasks effectively					
5	I am very much interested to learn from my colleagues to improve my performances					
6	I am satisfied with my existing professional development competencies					
7	CPD at this school doesn't meet the quality and standards of teachers training					
8	The contents of the current school based training programs are relevant to my teaching					
9	CPD Promotes my knowledge and skills of conducting action research					
10	CPD Improves my ability to make instructional plan and use to implement properly.					
*	Item related to teachers' perception on CPD outcome					
11	I learned new and different ideas from the professional development					
12	Knowledge gained from the professional development will improve my teaching skills					

13	I look forward to trying out new things in my teaching					
14	The professional development increased my knowledge of what can be done in the classroom					
15	The CPD will improve student learning opportunities in the classroom					
16	The professional development provided me with an opportunity to focus on improving student learning outcomes					
17	The professional development renewed my enthusiasm for teaching					
18	The professional development encouraged teachers to share what they had learned with their colleagues					
19	The CPD encouraged me to reflect on aspects of my teaching					
20	I plan to use the knowledge gained from the professional development in my work with students					
21	The professional development gave me some useful ideas of how to improve student outcomes					

Section three: Items related to the perception about teachers' Performance

Please, read each of the items carefully and indicate by marking "x" the rating that you think correspond to your understanding.

N.B. Strongly Disagree=1; Disagree=2; Undecided=3; Agree=4 & Strongly Agree=5

No.	Items	Level of agreement				
		1	2	3	4	5
1	Teachers' improves teaching learning process.					
2	Teachers' identifies strengths and weaknesses of teachers.					
3	Teachers' decides on teachers' salary improvement.					
4	Teachers' enhances students' academic achievement.					
5	Teachers' provides a high quality education to students.					
6	Teachers' link teachers' activity with the school goal.					
7	Teachers' help each other to develop professionally.					

8	Teachers' provides information on teachers' promotion, demotion, transfer and termination of contract.					
9	Teachers' controls their overall performance.					
10	Teachers' performance improves the motivation of teachers.					
11	Teachers' performance was enhanced as a result of enhanced teachers' professional competence.					
12	Teachers' performance promoted research on teaching– learning process					

Appendix B
Jimma University

College of Education and Behavioral Science

Department of Educational Planning and Management (EdPM)

Interview Guide for School Supervisor and Woreda Education Office CPD Coordinators

Dear respondent! I am glad to meet you for this interview questions.

The main purpose of this interview is to collect relevant data for the study on the effects of school culture on managing school change in secondary school of Kefa Zone: effects of cultural practices and norms of school based continuous professional development on staff performance appraisal in secondary school of Kefa Zone. The responses you provide will have constrictive paramount for the successful accomplishment of this study; therefore you are kindly requested to give your genuine response. Your response will be used only for academic purpose and the responses will be kept confidential.

Thank you in advance for your cooperation!

General information

1. School _____ 2. Sex _____ 3. Level of Education: Diploma

First degree: BA BSC. B.Ed.

Second degree: MA MSC. M.Ed.

Part three: Please, answer the following questions briefly related to the current teachers perception and practices on school based CPD and teachers performance appraisal.

1. Do you think that CPD is effectively practiced in the schools? /in the school? How do you evaluate the actions of CPD?
2. How do you see the contribution of CPD programmes for teachers' performance?
3. Do you think teachers are engaging in CPD activities?
4. What is your opinion regarding to teachers' practice on CPD?
5. Is there appropriate performance appraisal implementation in the school? If yes, to what extent the activities done?
6. What are the main objectives of performance appraisal?

የት/ቤት ሱፐርቫይዘሮችና የወረዳ ጽ/ቤት የተ.ሙ.ማ. አስተባባሪ ቃለመጠይቅ

1. በት/ቤት ውስጥ ተ.ሙ.ማ በአግባቡ የተተገበረ ይመስልሁል (ሻል)? የተ.ሙ.ማ ትግበራውን እንዴት ገመገምከዉ (ሻዉ)?
2. የተ.ሙ.ማ አስተዋጽኦ ለመ/ራን ብቃት ያለዉን ድርሻ እንዴት አየኸዉ(ሻዉ)?
3. መ/ራን በተ.ሙ.ማ ትግበራ የተማረኩ ይመስልሃል (ሻል)?
4. በተ.ሙ.ማ ትግበራ ላይ ያለህ (ሽ) አስተያየት ምንድነዉ?
5. ትክክለኛ የመ/ራን ብቃት ማረጋገጫ ክንዉን በት/ቤት አለ? መልስህ (ሽ) አዉ ከሆነ እስከ ምን ድረስ ክንዉኑ የፈጸማል?
6. የብቃት ማረጋገጫ ዋና አላማ ምንድነዉ?

Appendix C
Jimma University

College of Education and Behavioral Science

Department of Educational Planning and Management (EdPM)

Dear respondent! I am glad to meet you to check your school teachers CPD portfolio and staff performance appraisal document.

Thanks you in advance for your cooperation!

Part four

Observation checklist

Woreda.....Name of the school.....Education qualification of the principal.....

Teachers CPD

No.	Items
1.1	Teachers' CPD plan
1.2	Teachers' CPD modules
1.3	Portfolio of individual teachers
1.3.1	Individual CV (personal & professional data and qualification)
1.3.2	Evidence of CPD activity
1.3.3	Feedback given by mentor, advisor and others
1.3.4	Teachers self reflection on progress
1.3.5	Action research under taken

2. Teachers performance appraisal

No.	Items
2.1	Teachers' performance evaluation format
2.2	Discussion of appraisers before and after performance evaluation
2.3	Teachers' performance evaluation feedback
2.4	Record of teachers' improvement
2.5	Clear identification of strength and weakness of teachers in their performance evaluation report

Appendix D
Interview Participant Code

No.	Code	Description
1	S1	Supervisor from CRC 1
2	S2	Supervisor from CRC 2
3	WE1	Woreda Education office Expert 1