

WOLKITE UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**THE CONTRIBUTION OF CONTINUOUS PROFESSIONAL
DEVELOPMENT IN ENHANCING TEACHERS PERFORMANCE IN
CASE OF YABERUS WOLKITE GENERAL SECONDARY AND
PREPARATORY SCHOOL**

**A SENIOR ESSAY SUBMITTED TO THE COLLEGE OF EDUCATION
AND BEHAVIORAL SCIENCE IN PARTIAL FULFILLMENT OF B.A
DEGREE IN EDUCATIONAL PLANNING AND MANAGEMENT**

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May, 2023
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DECLARATION

This is my original work has not been presented for a degree in any other university and that all sources or materials used for the project have been duly acknowledged.

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ACKNOWLEDGEMENTS

First of all, thanks to GOD and his mother St' Mery for giving me this opportunity and the strength in my success. God is with me everywhere.

Next, I would like to give a special thanks to my advisor Mr. Cheramlak Fekadu, at Wolkite University, College of Education and Behavioral Science, department of Educational Planning and Management, for his excellent guidance, kind support, precious discussion, constant encouragement, useful suggestions and advice, and valuable comments throughout the preparation of this work. I greatly respect and admire him. Words are inadequate in offering my thanks to him. I simply say him thank you for everything. Finally, I would like to express my thanks to all my family members for their love and support.

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May, 2023

ABSTRACT

The purpose of this study is focused on contribution of continuous professional development in enhancing teachers performance in Yaberus wolkite general secondary and preparatory school of Gurage zone, snnpr State. To achieve fair representation of the sample, out of the 126 teachers in Yaberus wolkite general secondary and preparatory school, 63 (50%) teachers were selected randomly by using lottery method. In addition four KETBs and PTAs were participated in the study. More over for this study the entire available principal and vice principal were taken as a sample. The research employed in the study was descriptive survey method. The sampling used includes availability, simple random, and proportionality and nearby accessibility of respondents with the limited time available at the researchers' disposal, the purposive sampling techniques were used for sampling. The research employed in the study was descriptive survey method, which is supplemented by qualitative data. The sampling techniques used included purposive, availability and simple random sampling the necessary data for this study were gathered through questionnaire and interview. From the analysis the finding of the study showed that lack of motivation, lack of training, lack of fulfilling Continuous Professional Development materials, lack of trained facilitators, insufficiency of supports provided for teachers growth, insufficient allocation of budget, lack of peer coaching and peer evaluation, and absence of induction program, were identified by this research as the serious factors that affects Continuous Professional Development realization in Yaberus wolkite general secondary and preparatory school. Where as the researcher recommended that for better contribution of continuous professional development in enhancing teachers performance and school management as well as principals should work with teachers towards selection methods of teachers training.

ACRONYMS/ABREVIASSION

TCPD:	Teachers Continuous Professional development.
CPD:	Continuous Professional development.
CT:	Contract teacher.
SNNPR:	Southern Nations, Nationalities, and Peoples' Region.
ESDP:	Education Sector Development Program.
KETB:	Kebele Education and Training Board.
PTA:	Parent- Teacher Association.
MoE:	Ministry of Education.
REB:	Regional Education Bureau.

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CHAPTER-ONE

INTRODUCTION

1.1. Background of the Study

Education is believed to be one of the major forces that speed up economic, social and political advancements in society. It plays a major role in establishing suitable conditions for development process by producing skill manpower and raising the human capital for national development and it helps to foster changes in technology (MoE, 1994 E.C).

The World is in the constant change in all aspects of life. Changes in the education system of a nation and global requirements demanded staff development in respective professions. Haileselassie (2004) in this regard states that, while the world is evolving rapidly today, teachers like most other professional groups, must know the fact that their initial training will not fit them throughout the rest of their lives; they need to up-date and improve their own knowledge and techniques throughout their lifetime. As a result there has been an increase in focus on Continuing Professional Development for teachers worldwide. This is because CPD is continuously viewed as a means of improving learner performance and the production of requiring skills (Coolahan, 2002).

Continuous professional development is, therefore, vital for quality education and, teacher development is a never ending cycle of teacher learning that begins with initial teacher training and continuous for as long as a teacher remains in the profession. Hence teaching is a valued profession and it helps teachers to improve students' learning (Lange, 1990; 23). Such activities are intended to result in ongoing teacher learning, a process by which teachers move towards expertise (Kelly, 2006). In education Continuous Professional Development is increasingly becoming a priority in most countries throughout the world. It is widely viewed as the most effective approach to prepare teachers adequately, and improve their instructional and intervention practices, for when they enter the work force (Fraser et al, 2007). Kenneedy, and McKinney (2007), and Dembele (2007) attributes CPD to the recognition to the wider policy agenda of lifelong learning as well as to the view of CPD as means of improving learner performance and development of required skills. Continuous professional development embraces the idea that 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).

Guskey, (2002) describes professional development programs as systematic efforts to bring

change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcome of the students. This is also supported by Clarke and Hollings (2002) who argued that the most immediate and significant outcome of any successful CPD for teachers is a positive impact in changing teachers knowledge and practice. This in turn results in improved learner performance.

Additionally, Boalm (2000) and Hargreaves (1994) also recognize CPD to have a positive impact on the curriculum and pedagogy as well as teacher's effectiveness and their relationship with students. Hence, CPD is very important for teachers to become effective and competent in their profession throughout the world as well as in Ethiopia.

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 participate in high quality and effective CPD which impacts classroom practices to ensure improved learning. It allows all teachers to improve their knowledge, skill and attitudes in order that they became more effective classroom practitioners and contribute positively to community development. Therefore, within the frame work of the education and training policy (1994) the education sector development program (ESDP) is launched as a twenty-year education sector plan with quality improvement at all levels of educational system. Continuous professional development is put into practice to enable teachers update themselves with new outlooks, approaches and policy directions. Moreover, CPD makes quality learning by increasing teachers' skills and knowledge in teaching –learning activities.

There are various efforts that are making to contribute CPD in southern nations, nationalities, and peoples' region regional education bureau since 2007. Quality student learning is a burning issue today in Ethiopia specially in southern nations, nationalities, and peoples' region, especially in wolkite city secondary schooles. To ensure the quality of education, and improve the students result the professional development of teachers is the most important. Thus, one of the components of teachers' professional development is CPD and it helps to improve the classroom activities of teachers as well as students' academic achievement.

Hence, teachers trying to contribute CPD in enhancing teachers performance in Yaberus wolkite general secondary and preparatory school, SNNPR state, Gurage zone. Regardless of the attempts, the genuine Contribution of CPD in enhancing is far short from being fully realized and it does practically improve the students' academic performance. Therefore, one of the possible

reasons could be problem with Contribution of CPD in enhancing, a gap giving support for CPD from supervisors, facilitators, and other concerned bodies. It is, therefore, important to fill the gap and it needs a scientific study so as to discover the condition of the contribution of CPD that are being encountering in the process of CPD in enhancing teachers performance in Secondary Schools to make the doing well.

1.2. Statement of the Problem

Teachers are expected to continuously develop and improve their skills, techniques, and knowledge in order to best utilize new curricula and support continuous education reform initiatives. Continuous professional development was provided in various ways such as: Pre-service training and orientation for new staff, in-service training provided by programs to current staff, Training seminars and resource provided by external organizations, mentoring programs, and discussion (sparks, and Hirish, 1997). MoE, (2003) having stressed the importance of CPD, decided to provide as on the job training programs such as workshops, symposiums or seminars shall be extensively given as part of CPD to improve the quality of teachers. To improve their effectiveness, the Education and Training Policy (ETP) set high standards for teachers and described a new approach to education.

Research surveys study, by Desalgne (2010) reveals that due to the expansion of education and large class sizes, teachers still relied largely on teacher centered methods and CPD activities are very poor. Continuous professional development helps teachers to improve their teaching activities and also students' academic performance. Because of this susceptible issue the policy clearly indicated that emphasis should be given to up grading and updating both in pre- service and in-service teachers to achieve pupils result (MoE, 2009). As a result, schools must improve their basic functions of teaching and learning process aiming at helping students to raise the outcomes through instructional improvement. To achieve the expected out comes, there must be motivated and competent teachers, improved instructional situation and well designed curriculum.

In line with this, Mohanty (1990) states that in education system there are different kinds of variables that have their own contributions for development. Of all, the most important is the teacher who needs effective professional developments in all activities. The relevant and Quality Education can be provided for the pupils by involving well qualified teachers at all levels of education (MoE, 2009). 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) and (Hopkins and Harris, 2000).

In order to develop the quality of education and improve the professional skill of teachers, the school management bodies have the responsibility of practicing CPD within their schools by arranging workshops, meetings, regular observation of teachers and giving feedback.

The General Education Quality Improvement Program (GEQIP) document of the Ministry of Education also shows that the on- going CPD program is still in pain from the lack of the need assessment of teachers training and lack of standardized training program (MoE ,2008). According to Gizaw (2006) CPD has high effect on teachers“ classroom, utilization of participatory approach of teaching, improved professional knowledge and skills.

Moreover, another research study made by Berry (2008:30) in Ethiopia, conducted in three regions namely, Tigray, Afar and Amhara Regional States argued that although the policy is to upgrade all teachers to diploma level there is no difference in the teaching quality of certificate and diploma holders; the practice of teachers in classroom remains a challenge.

Another research survey conducted by Belay (2012) in snnpr State in Yaberus wolkite general secondary and preparatory school States that, teachers did not understand why CPD is offers, lower commitment of teachers and principals are the major in contribution in the study area. Moreover, my study focuses on to investigate deeply the presence to enhance teachers performance and to make further investigation of the contribution of CPD in Yaberus wolkite general secondary and preparatory school.

Therefore, there is a gap in planning CPD lessons together by teachers and other concerned bodies of the school stakeholders, lack of observation of CPD lessons, absence of team teaching, and lack of curriculum meetings in Yaberus wolkite general secondary and preparatory school.

Thus, this study would emphasize the assessments of CPD during the enhancing process. As far as the present knowledge of the researcher is concerned, no any systematic study was reported on the CPD in this school and lack of quality education and low academic achievement of students is the serious issue in Yaberus wolkite general secondary and preparatory school (SREB,2002-2004E.C). Therefore, low academic achievement of the students in Yaberus wolkite general secondary and preparatory school motivated researcher to do scientific research on this area. The investigation would conduct with the focus on in school CPD of enhancing teachers performance. In light of the above pressing and sensitive issues ,the researcher initiated to fill the gap and

conduct in depth exploration in enhancing with reference to Secondary Schools in Yaberus wolkite general secondary and preparatory school. Thus, to assess the extent of CPD and to address the existing of enhancing teachers performance.

1.2.1 Basic Research Questions

This study would be expected to answer the following questions.

1. To what extent teachers CPD contribute to teachers performance?
2. What are the major factors that affect TCPD?
3. What possible strategies are applied for TCPD?

1.3. Objectives of the Study

1.3.1. General Objective

The main objective of this study was to assess the contribution of continuous professional development in enhancing teachers performance in Yaberus wolkite general secondary and preparatory school.

1.3.2. Specific Objectives

The specific objectives of the study are the following.

- ✓ To identify the major factors that affect TCPD.
- ✓ To suggest possible strategies to cope the challenges.
- ✓ To understand the advantages of CPD to teachers performance in Secondary Schools.

1.4. Significance of the Study

The study would be expected to provide the following benefits:

- It may provide information for educational officials at Regional, Zonal, and Woreda level on the CPD and help them discharge their responsibilities in Secondary School of yaberus wolkite general secondary and preparatory school.
- It may help principals, supervisors and teachers to know the status of CPD and discover working of the success of CPD program.
- The study will add the existing literature pertaining to the experiences of educators in terms of CPD.
- It is also hoped that the study to contribute with the improvement of quality education.
- It will use as a reference for those who want to study in the area of CPD.

1.5. Delimitation of the Study

There are many secondary schools in Gurage zone, SNNP Regional State but the researcher was restrict her study on yaberus wolkite general secondary and preparatory school because the researcher may face financial constraint and didn't had enough time for conducting this study on other secondary schools. In addition to this in order to make the study more manageable, the study was delimited to the yaberus wolkite general secondary and preparatory school. This was helping the researcher to easily obtain relevant information in the school based CPD to supplement the study. The study also delimited to the school based CPD program. The study was also delimited to the assessment of contribution and enhancing of the teachers performance based CPD program.

1.6. Limitation of the study

It is obvious that research work could not be free from limitation, that matter this study was also constrained with some limitations. During the study the researcher has faced some problems. Some of them are the following.

- Lack of sufficient time, in addition to conducting the researcher was overloaded.
- Lack of sufficient budget allotted for the study.
- One of the limitations was that most of the Teachers and Principals Experts were burdened by routine office and teaching activities and they were not devoted to fill the questionnaires and interviews on time.

1.7. Definition of Key Terms

- **Continuous Professional Development:** - renewal of teachers' knowledge and skills in their teaching and learning process.
- **Development:** - is long terms process of preparing employees for future work demands and to promote professional growth.
- **Performance:** - is the degree of accomplishment on giving task.
- **CPD Activities:** - planned of school based CPD actions to be performed.
- **Secondary School:** - Structure of educational system that includes general secondary education (9-10) and preparatory education (11-12).

1.8. Organization of the Study

This study has five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, the scope of the Study,

delimitation of the study, limitations of the study, organization of the study, and operational definitions of key terms. The second chapter reviews literature related to the concepts of the problem area. Chapter three deals with research design and methodology including the sources of data, the study population, sample size and sampling technique, procedures of data collection, data gathering tools and methodology of data analysis. Chapter four deals with the presentation, analyses and interpretation of the research. Final chapter, chapter five summarizes the main findings, draws conclusions and gives recommendations.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 Introduction

This section reviews general literature on the contribution of continuous professional development in enhancing teacher's performance in Yaberus wolkite general secondary and preparatory school. It highlights the extent to which CPD authority to schools. It also discusses the roles of CPD, teachers and communities in CPD making at school level.

2.2. The Concept of the Continuous Professional Development

Different scholars define CPD in different ways. But, they express similar ideas. The term continuing professional development refers to "all the activities in which teachers hold during the course of a career which are designed to enhance their work (Day & Sachs, 2004:3). Continuous professional development refers to any professional development activities involved in with a view to enhancing their knowledge and skills that would enabled them to consider their attitudes and approaches to the education of children with a view to improve their quality of teaching and learning (Bubb& Early,2004 in Bolam,2003;Day and Saches,2004). Bubb and Early (2004) further explain that CPD is an ongoing process building upon initial teacher training and induction, including development and training chances throughout career.

In the frame Work document of MoE, (2009), CDP is defined as anything that makes me a better teacher, targeting at the improvement of teachers performance. According to Gray (2005), CPD embraces the idea that individuals aim for continuous improvement in their professional skills and knowledge beyond the basic training initially required to carry out the job. In line with Gray's idea, Mohammed (2006) says that Continuing Professional Development may be regarded as all forms of in service "continuing education, on-the-job-training, workshop, post qualification courses" etc. whether formal or informal, structured or unstructured, teacher initiated or system-initiated. And also we can define CPD as the pillar of teachers' teaching-Learning activities that helps the social and economic development of the society.

Continuing Professional Development is widely acknowledged to be of great importance in the life of schools, contributing to professional and personal development for staff and to improvement in teaching and learning. CPD is defined as: "Professional development consists of all natural learning experiences and those aware and planned activities which are intended to be

of direct or indirect benefit to the individual, group or school, which constitute, through these, to the quality of education in the classroom (Day, 1999b)

In addition, Taylor (1995) initially identified two aspects of the professional development of teachers, namely: staff development and further professional study. Staff development was regarded as rooted in the needs of the institution. Further professional study referred to being orientated to the needs of individual teachers. Therefore, CPD can improve the activities of the organization, as well as the professional qualification of teachers.

According to Desimone (2009) concurs with Gray (2005) and Mohammed (2006) describes that Teachers experience is a vast range of activities and interactions that may increase their knowledge and skills and improve their teaching practice, as well as contribute to their personal, social, and emotional growth as teachers. These experiences can range from formal, structured topics specific seminars given on in-service days, to everyday, informal “entry” discussions with other teachers about instruction techniques, fixed in teachers’ everyday work live. Hence experienced teachers can accomplish the CPD actions better than the newly appointed teachers.

In addition, Fraser et al. (2007), list a number of competing claims for professional development that are evident in the literature of professional associations such as: Lifelong learning for professionals; a means of personal development; a means of assuring a doubtful public that professionals are indeed up-to date, given the rapid pace of technological advancement; a means for employers to gather a competent, adaptable workforce, a Means whereby professional associations can confirm that the standards of their Professions are being upheld.

Similarly, Steyn, and Vanniekerk, (2002) states that CPD is a continuing development program that focuses on the whole range of knowledge, and skill and required to educate learners effectively .It refers to the participation of teachers or management bodies in development activities in order to be better equipped as teachers and school management bodies.

Continuing Professional Development is important to teachers’ personal lives and career development. Much emphasis has to be put on the nature of CPD as a „continuing” process for improvement in the knowledge and skills gained. As an ongoing process of any kind of education, training, learning and support activities engaged in by teachers alone or with others (Bolam, 1993).Continuous professional development enhances their knowledge and skills and enables them to consider their attitudes and approaches to the education of children, and to

improve the quality of learning and teaching. In short, CPD focuses on fostering individual competence to enhance, practice and facilitate dynamic changes in education (Blandford, 2000). Moreover, the recent meaning of CPD states that CPD means any activity that increases the skills, knowledge and understanding of teachers, and their effectiveness in schools (Dajer, 2001). The central point to the success of the plan is the need for staff to work in schools with collaborative cultures. Continuous professional development(CPD) is a continuing process of education, learning, training, and supporting activities to achieve valued teaching and learning culture of teachers so that they can educate their students effectively and creating an agreed balance between individual, school and national needs (Bolam, 2002).

As a result, in today's rapidly changing work environment, keeping pace with changes and Developments in practice and to satisfy professional development requirements; it is mandatory to up-date professional qualities for school achievement. The response to this challenge is embracing the concept of professional training, in order to adapt with learning new skills through CPD.

For that reason, continuous professional growth is the process by which a teacher maintains the quality and relevance of the professional services that he or she delivers. Thus, CPD is the purposeful improvement of knowledge necessary for the professional and technical duties throughout the practitioner's working life (Robert, 1987).

Continuous professional development prepares teachers to manage their future responsibility because it is a future oriented process. It is considered in this research as one of the most important pedagogical activities that is used to improve teachers' effectiveness and enhance School improvement with all its constitute parts. Totally, teaching as an occupation requires standards of trainings and constant rebirth. Continuous professional development is a sustainable progress of teachers' knowledge and skills in the process of teaching and learning.

Continuous professional development program 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 program as among the most promising and most readily available route 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.

Scholars such as, Fullan & 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. Any development program therefore, that fail to address these needs, are doubtful to succeed (Fullan & Miles, 1992).

Additionally, Craft (1996), has identified the following for responsibility CPD for teachers: to improve the job performance skills of whole staff and individuals; to develop the professional knowledge and understanding of an individual teacher; to extend the personal or general education of an individual; to make staff feel respected, to promote job satisfaction among staff; to prepare teachers for change.

Moreover, Eraut (1995) emphasizes that in-service education raises the cultural and professional standard of the teaching force as a whole. Therefore, in-service education is also an indicator of the health of an education system as it contributes to a better teaching force and improved learner outcomes as noted earlier. The changes in classroom practices demanded by the educational reforms ultimately rely on teachers (Fullan and Miles, 1992; Spillane, 1999). Continuous professional development plays an important role in helping teachers to manage current demands of the on-going and dynamic changes for enhancing the quality of learning and teaching (Fullan, 1995; 2006; Hopkins and Harris, 2000). As the core of any innovation is the ongoing and constant process of change" (Curtis and Cheng, 2001:139), such an ongoing change process requires a great deal of learning on the part of teachers, and support and guidance are required for facilitating such learning of teachers (Putman and Borko, 1997; Ball and Cohen, 1999;

2.3. Principles of Continuous Professional Development

The dynamic evolution of science, technology, culture and school system itself makes it necessary for the basic training of teachers to be complemented by the further training. According to West (1989), the principles of staff development are the following: Staff must see themselves as owners of the program, it must go well with all staffs, it must be rooted in the organizations" culture and it should be based on need assessment.

The principles are the basic rules developed to satisfy for the achievement of objectives. At present CPD is not mandatory in most countries of the world. But, governments are introduced legislation concerning CPD and linking it to carrier structure and evaluation of teachers. The legislation contains various principles and conditions of services (Schwill,Leu, e- tal, 2005).

According to the work of Leu and, Gray (2005) the major principles of CPD are the content of professional development focuses on what students are to learn and how to address the different problems students may have in learning the material. And also, Professional development should be based on analyses of the differences between (a) actual student performance and (b) goals and standards for student learning. Professional development should involve teachers in identifying what they need to learn and in developing the learning experiences in which they will be involved.

Moreover, professional development should be primarily school-based and built into the day-to-day work of teaching. Most professional development should be organized around collaborative problem solving. Professional development should be continuous and ongoing, involving follow-up and support for further learning – including support from sources external to the school that can provide necessary resources and new perspectives. Professional development should incorporate evaluation by multiple sources of information on (a) outcomes for students and (b) the instruction and other processes involved in implementing lessons learned through professional development (Leu and, Gray, 2005).

Generally, the principles of CPD help to show the features of professional teachers and are based on the societal requirements and cultural development of the society. MOE (1994) noted that professional requirements focuses on creativity, knowledge and skills, collaboration and cope.

2.4 The Benefits of Continuous Professional Development

Continuous professional development program 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 16 better teachers. These teachers see professional development

program as among the most promising and most readily available route 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. Scholars such as, Fullan & 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. Any development program therefore, that fail to address these needs, are doubtful to succeed (Fullan & Miles, 1992). Additionally, Craft (1996), has identified the following for responsibility CPD for teachers: to improve the job performance skills of whole staff and individuals; to develop the professional knowledge and understanding of an individual teacher; to extend the personal or general education of an individual; to make staff feel respected, to promote job satisfaction among staff; to prepare teachers for change. Moreover, Eraut (1995) emphasizes that in-service education raises the cultural and professional standard of the teaching force as a whole. Therefore, in-service education is also an indicator of the health of an education system as it contributes to a better teaching force and improved learner outcomes as noted earlier. The changes in classroom practices demanded by the educational reforms ultimately rely on teachers (Fullan and Miles, 1992; Spillane, 1999). Continuous professional development plays an important role in helping teachers to manage current demands of the ongoing and dynamic changes for enhancing the quality of learning and teaching (Fullan, 1995; 2006; Hopkins and Harris, 2000) . As „the core of any innovation is the ongoing and constant process of change“ (Curtis and Cheng, 2001:139), such an „ongoing“ change process requires a great deal of learning on the part of teachers, and support and guidance are required for facilitating such learning of teachers (Putman and Borko, 1997; Ball and Cohen, 1999; Wilson and Berne, 17 1999). This learning of teachers should thus be regarded as ongoing and the importance of CPD should not be minimized (Blandford, 2000). Teachers“ CPD is generally viewed as a way for the improvement of learning and teaching. Bolam (1993) defines CPD as „any professional development activities engaged in by teachers which enhance their knowledge and skills and enable them to consider their attitudes and approaches to the education of children, with a view to improve the quality of the teaching and learning process“. Gordon (2004) has similar views about the purposes of CPD. He also outlines three core purposes of CPD, which are: Improvement of teaching and learning, in terms of curriculum development, restructuring, and instructional development, Improvement of school-parent collaboration and improvement of

student assessment. Hence, the overall purpose of the CPD program is to raise and improve teachers' subject matter knowledge based on the content of the curriculum and the teaching approaches which require teachers to involve students in the development of higher order thinking skills by developing more positive attitudes to their work at the school level, and strengthen professional identity. It also promotes teachers to recognize their work as a professional by providing new chance for growth, exploration, learning and development (villegasRiemers, 2003). Moreover, the contribution of CPD for improved pre-service and in service training and professional support is pointed out in the educational sector review (ESDP IV) of the federal ministry of education (MoE, 2010). Finally, the purpose of school based CPD is to authorize teachers of their capability in order to improve students' learning atmosphere relation between colleagues and its positive attitude towards the needs of the society.

2.5 Contribution of Continuous Professional Development

Contribution is supporting the profession and the wider community through mentoring, assisting, with not for profit events etc.

2.5.1 Contribution to Teaching and Learning

To optimize learning outcomes and maximize the potential of libraries to contribute to graduate attributes. Rationale in numerical terms, students are by far the heaviest users of libraries and support for teaching and learning is major responsibility.

Developments in pedagogy and course design to accommodate a changing students population are being facilitated by technology. Libraries are no longer seen primarily as place, but as service which should be available to students whenever and wherever needed

The increased complexity of the information environment and emphasis on lifelong learning has developed an appreciation of the value of library information literacy programs

2.6 Teachers Performance Evaluation Procedures

A. Overview

The county's philosophy of performance evaluation states that the evaluation process exists to facilitate the improvement of instruction. The evaluation procedures and associated instruments provide the framework for assessing teacher performance as it relates to the adopted performance criteria.

Through the objective and unbiased application of this process, performance strengths and areas for improvement will be identified. This data will be communicated to the teacher in a

constructive way and, through interaction, a professional growth plan will be developed to support and enhance professional development. The principal is responsible for evaluation at the school site. The principal may, however, delegate the responsibility to an assistant principal, when applicable. The teacher or administrator may, at any time, request the support and assistance of other management personnel as part of the evaluation or instructional supervision process. This may include the principal, assistant principal(s), subject area supervisors and/or administrators from the central office. In addition, the teacher may, at any time, request informal non-evaluative assistance from other qualified teachers, department chairpersons or other non-administrative personnel. These personnel would not be part of the formal evaluation process, but the evaluator may, at any time, recommend such assistance and/or suggest specific personnel. Performance evaluation for teachers is a continuous process that takes place in three-year cycles. It consists of two complementary types of evaluation: formative and summative. The former is the process of gathering performance data, analyzing it, and using the results to provide feedback for the purpose of improving teaching. The latter is the process of using performance data to judge the quality of teaching in the light of the county's established criteria for teacher performance.

B. Regular Evaluation Cycle

As previously stated, performance evaluation for teachers is a continuous process that takes place in three-cycles. The following represents minimum required observations and conferences during the cycles:

1. Continuing Contract Teacher

(CT) **Year 1** - Monitor professional growth plan. No required classroom observations or conferences.

(CT) **Year 2** - One required classroom observation (at least 30 minutes) and post-observation conference.

(CT) **Year 3** - Two required classroom observations (at least 30 minutes each) and post-observation conferences. One summative evaluation/professional growth planning conference.

2. Beginning Probationary Teacher

(1P) **Year 1** - One required observation at least 30 minutes and post-observation conference.

(2P) Year 2 - One required observation (at least 30 minutes) and post-observation conference.

(3P) Year 3 - Two required observations (at least 30 minutes each) and post-observation conferences. One summative evaluation/professional growth planning conference.

3. Experienced Probationary Teachers

(3C) Year 3 - Two required observations (at least 30 minutes each) and post-observation conferences. One summative evaluation/professional growth planning conference.

Beginning teachers who start work after the school year has begun will remain (1P) Year 1 the following school year and will not have a summative evaluation until their fourth year in the division. Likewise, teachers who are (3C) Year 3 and work after the school year has begun will remain (3C) Year 1 for another year.

2.6.1 Evaluation Process and Procedures

Evaluation is the process of gathering data, which provides evidence of a teacher's performance. This data is synthesized and analyzed in light of county adopted performance criteria to determine the effectiveness of a teacher's performance for that cycle.

The data is also used as a basis for refining performance during the evaluation cycle and as a guide for the development of a professional growth plan at the end of the cycle.

Two types of data may be gathered during the formative data gathering process. These are formal and informal. Formal data constitutes data that has been gathered, documented and shared with the evaluatee. Only this formal data may be used for summative evaluation purposes. Informal drop-in observations (without documentation), self-evaluation, input from peers and others cannot be used. Teachers are encouraged to use these and similar kinds of data as a basis for analyzing and improving their instruction, but this data must be documented and shared with the evaluator if it is to be used in the summative evaluation process.

2.6.1.1 The Formative Evaluation Process

A. Orientation: The evaluation orientation is to be conducted at the building level by a building administrator for all teachers who are scheduled to be evaluated.

b. Observation: Formal and informal observations may be used to gather data and provide feedback to the teacher. Only formal (documented) observation data may be used for the summative evaluation. Documented data must be shared with the teacher within five working days after the observation.

1) Frequency: Informal observation may be conducted at any time and at the discretion of the evaluator.

The required minimum formal observations include:

- ✓ Two observations required during Year 3.
- ✓ One observation per year during Year 1 and Year 2 for probationary teachers.
- ✓ One observation during Year 2 for continuing contract teachers.
- ✓ No observations are required during Year 1 for continuing contract Teachers.

2) Observers during the three-year cycle, the teacher must be observed by at least two observers.

3) Length of Observation: Each formal observation must be at least 30 minutes in length. Preferably the observer should arrive prior to class starting and stay for the entire lesson or class period.

4) Pre-observation Planning Conference:

(a) For the first formal observation during Year 3 of the cycle, the teacher and observer must agree at least five days in advance on the date, time, and place of the observation. The teacher must also complete the preobservation planning document and provide it to the observer no later than three days prior to the scheduled observation.

(b) Either the observer or teacher may request a pre-observation conference. If the teacher wishes a conference, he/she may indicate that request on the pre-observation form.

(c) Subsequent formal observations during Year 3 and any other time may be announced or unannounced at the discretion of the principal. If they are announced, a pre-observation planning document and/or conference may be requested by the principal, and the defined time period cited above will apply.

5) Post-observation Report and Conference:

(a) All formal observations, announced or unannounced, will be followed by a post-observation report and conference. The report will be completed and the conference held no later than five work days after the observation, unless both parties agree.

(b) All data related to the observation report will be shared with the teacher.

(c) The observation report will be signed by the observer and the teacher. The teacher's signature does not necessarily indicate agreement but signifies that the data has been shared.

2.6.1.2 The Summative Evaluation Process

Summative evaluation is the process of using performance data to judge the quality of teaching in accordance with the established criteria.

- a) As part of the final formal post-observation conference during Year 3, the evaluator will review with the evaluatee all formal evaluative data gathered to date, as well as any work samples or other formative data submitted by the teacher.
- b) After the final post-observation conference, the evaluator will analyze all data and complete the appropriate summative evaluation report. A copy of the report will be provided to the teacher prior to a summative evaluation/professional growth planning conference.
- c) A summative evaluation/professional growth planning conference will be held with the teacher to review the summative evaluation report and to establish professional growth goals and plans. The professional growth plan will be cooperatively developed between the teacher and administrator based upon a careful analysis and discussion of data generated during the cycle, including any informal data or work samples the teacher wishes to share.
- d) Teachers are encouraged in particular to use the summative evaluation report as a basis for self-evaluation prior to the summative evaluation conference.

This introspective review of the teacher's performance will assist in the establishment of meaningful and productive professional growth goals.

The Professional Growth Plan:

The purpose of evaluation is to improve instruction. This goal is achieved through a systematic process of professional development reflected in a professional growth plan.

- a. Based upon data gathered during the evaluation cycle, a professional growth plan will be mutually discussed and developed by the evaluator and teacher. The evaluator will approve all professional growth plans.
- b. The professional growth plan will then be monitored by the evaluator and new plans established as goals are accomplished.
- c. The professional growth plan must be formally monitored and discussed at least once as part of a post-observation conference.
- d. Teachers will be given appropriate assistance in implementing professional growth plans.

2.6.1.3 Special Evaluation

The evaluation process described in the previous section is designed for teachers who are functioning in accordance with the established performance criteria. When formal data indicates

that a teacher is not meeting county performance expectations described by the criteria, the teacher may be placed under special evaluation.

1. When formal (documented) data indicates that a teacher's performance is not meeting established performance expectations, the principal shall submit a written recommendation to the Human Resources Department that the teacher be placed on special evaluation.

2. The Human Resources Department shall approve in writing the placement of a teacher on special evaluation.

3. The Human Resources Department will inform the teacher in writing that he/she is being placed on special evaluation.

4. The principal shall meet with the teacher and explain the reason(s) for placement on special evaluation. During that conference, or at another conference in the immediate future, the principal shall specify a plan of action which includes, but is not limited to, the following:

- ✓ Specific objective(s) to be accomplished.
- ✓ Assistance to be provided.
- ✓ Time limit for accomplishing objective(s), if appropriate.
- ✓ Consequences of not meeting the objective(s), if appropriate.

5. The principal will monitor the level of performance of the teacher and will modify the original plan of action accordingly.

6. A summative evaluation form will be completed at the end of the evaluation period.

2.6.1.4 Due Process

Due process is an integral part of the evaluation system. Due process requirements are met when:

1. All parties had representation in the design, development, pilot testing, and revision of the system and its instruments.

2. Every teacher is provided an opportunity for familiarization with the system and its use.

3. Knowledge of performance expectations and the procedure for performance evaluation is provided for staff through an orientation and through the distribution of a teacher performance evaluation handbook.

4. Teachers are provided rebuttal opportunity for any summative report that is to be included in that teacher's personnel file. First, the teacher must inform the principal that he or she does not agree with the report and specify why. If the matter cannot be resolved, then the teacher can either provide an addendum that will be attached to the report or discuss their objection with the

Director of Personnel. In any event, if the matter is not resolved, and the teacher chooses to submit one, a statement describing the objections will be attached to the report and placed in the teacher's personnel file.

5. All reports of substandard performance must be in writing and must enumerate shortcomings in a specific manner.

6. Each teacher is provided access to the file of his/her evaluation documents located at the school site or division office. The procedure regarding employee records shall apply.

2.7 Factors that Contribute to Teachers Performance

The extent of which teachers are motivated in their work depends on how well those teachers are able to produce in their work. Motivation is expected to have a positive effect on quality performance; teachers who are characterized by a high level of motivation show a high work and satisfaction. Having a high level of motivation is therefore in itself valuable for employees and a decrease in motivation might affect employees negatively. Therefore, motivation important for ensured high performance. In Armacho health center the quality of employee performance is measured by three individual measures of employee performance (kassahun, 1996). Vegas and Petrow (2008) categorized the variables that influence teacher effectiveness as, (a) Student characteristics and behaviors. These include health and nutrition, preschool experience, age of entry into school, support from parents and siblings, socioeconomic status, and home language. (b) School and teacher characteristics and behaviors: School characteristics include infrastructure, materials and textbooks, class size, peer group and school climate, and the amount of time in the school day and year. Teacher characteristics include motivation, knowledge/education, pedagogy, time in the profession/experience, rotation and turnover, and sense of professional calling. These factors include teacher salaries and special incentives; level of decision-making authority; technical assistance and financing; curriculum and standards; national assessment; and involvement of teachers' unions, parents, and community.

(c) In some countries, voucher and school-choice programs are also variables to consider. Each of the studies presented in the following section has its own underlying assumptions about the variables that may affect teaching effectiveness. In evaluating this body of research, it was essential to consider which variables may be intertwined and whether those associated variables have been appropriately handled in any given study.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Description of Study Area

Yaberus wolkite general secondary and preparatory school is one of secondary school in Gurage zone wolkite city educational office, which is found at wolkite city. There are a total of 126 teachers out of whom 37 are females. Also the total number of administrative staffs are 30.

3.2. Research Design

The major purpose of this study was to investigate the contribution of continuous professional development in enhancing teachers' performance in Yaberus wolkite general secondary and preparatory school. To conduct the study a descriptive survey research design was employed. Because major goal of this study was described the contribution of continuous professional development in enhancing teachers performance, as it exists at present. It is also relevant to gather detailed information concerning current status of the contribution of continuous professional development. In line with this, Jose & Gonzales (1993) states that descriptive survey design gives a better and deeper understanding of a phenomena which help as a fact-finding method with adequate and accurate interpretation of the findings.

3.3. Research Method

In order to complete study, the researcher was used both quantitative and qualitative descriptive survey method of data analysis. Because the study focuses on the current contribution of continuous professional development in enhancing teachers performance in Yaberus wolkite general secondary and preparatory school .

3.4. The Sources of Data

The study was used data from both primary and secondary sources. The primary sources for this study were principals, teachers, and parents and community councils (PTAs and KETBs). This was because they provide first-hand information for the current study since they were direct participant with the problem under consideration. Furthermore, Secondary source of data was collected from the school documents such as minutes of KETB and PTAs members and teachers meetings at different time.

3.5. Population, Sampling Size and Sampling Techniques

The population and samples of the study are decided on the basis of the year 2015 E.C Annual statistical data available in Yaberus wolkite general secondary and preparatory school.

According to the Annual statistical data of the school, there are 126 teachers, 2 principals, 5 KETBs members and 3 PTAs members in the school. To achieve fair representation of the sample, out of the 126 teachers in Yaberus wolkite general secondary and preparatory school, 63 (50%) teachers are selected randomly for interview by using lottery method. For the purpose of nearby accessibility of respondents with the limited time available at the researchers' disposal, the purposive sampling technique would used for sampling. For this study the entire available principal and vice principal were taken as a sample.

On the other hand out of the total number of 8 KETBs and PTAs members 4 (50%) KETB and PTA members were taken as a sample by using simple random sampling (lottery) method. 69 (51%) samples of the total population were participated in the study. For more details the total population, sample, and sampling techniques are shown in the table below.

Table 1: summary of Population, Sample, and Sampling techniques of the selected school.

Respondents	Population	Sample size	%	Sampling techniques
Principals	2	2	100%	Availability
Teachers	126	63	50%	Random
KETBs & PTAs	8	4	50%	Proportionality
Total	136	69	51%	

3.6. Instruments of Data Collection

The questionnaire was prepared and administered to teachers and the interview question items was prepared and administrated to principals, community / parent councils (KETBs and PTAs) of the school. They were employed to obtain factual information, opinions and attitudes from respondents. The questionnaire was design and distributed for teachers and the interview was designed and administered to school principal, PTAs and KEBs. The research was administrated both close and open- ended questions to help the flow of adequate information as much as possible.

Semi-structured interview is a means of getting information directly from the subjects. It would employee with the principals, parent and community councils (KETBs and PTAs) of the school. Due to time and the academic level, the interview was considered as better instrument for parent and community councils i.e. (KETBs and PTAs). The semi-structured interview has the advantage of being reasonably objective while still permitting a more thorough understanding of the respondents' opinions and the reasons behind them.

3.7. Data Gathering Procedures

At the first phase, the researcher was under go discussion with the advisor to describe the objectives, and importance of the research and arrange the time to complete the questionnaires and interview. After the questionnaire and interviews were ready to Yaberus wolkite general secondary and preparatory school, the following procedures were followed by the researcher. First, the researcher was gone to the school with the letter of permission after receiving the letter from the department. Next, the researcher give some minutes orientation concerning with the items of the questionnaire to get more reliable and valid data. Finally, the questionnaires were distributed and follow up was made.

3.8. Method of Data Analysis

In accordance with the data collected with different data collection tools, analysis was made. Thus, the analysis of data was done in line with the data type. This means that the data obtained through closed and open-ended questionnaire was analyzed quantitatively, while those obtained through interview was analyzed qualitatively.

After collecting data through questionnaire the raw data was tallied, tabulated and analyzed by using percentage. The data which was obtained through interview, open and closed ended questionnaire would be analyzed qualitatively.

3.9. Ethical Consideration

An ethical research design is that which respect autonomy of the subjects and cause no harm and maximal benefit (beneficence) for research activities. Concerning the ethical and moral issues the following issues was addressed in this study: (i) The purpose, procedures and risk of study explained to participants,(ii) participants was aware of data gathering techniques,(iii) Participants was fully aware of all data of the consequences of this study,(iv) The dignity ,privacy and interests of the participants was respected and protected,(v) Research data was confidential and all participants was anonymous ,(vi) Participants was able to terminate or stop involvement at any time would be known that participants have this opinion and (vii) Participants were not harmed.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This chapter presents the description of the sample population, analysis and interpretation of the data based on the information obtained through the questionnaires and Interviews. It consists of two parts. The first part is concerned with the description of characteristics of the respondents whereas; the second part deals with the analysis and interpretation of the data. The purpose of this data was to explore the extent of the teachers performance based continuous professional development in Yaberus wolkite general secondary and preparatory school, Gurage zone, wolkite city, snnp regional state. To this end, the investigator developed data gathering tools that integrate various aspects of teachers performance based CPD. For this purpose, 63 teachers, two principals, four KETBs and PTAs with a total of 69 respondents were selected from this secondary school. To this end, a total of 67 copies of questionnaires were distributed, among this 67 (100%) were collected. Two principals, were interviewed. Finally, the research analyses were done based on the data obtained from the 67 questionnaires and interview results. Teachers responded to both open and closed-ended questionnaire items. The closed ended items across sub-categories were computed and analyzed using percentage.

Percentage was utilized for easy presentation of frequency distribution and for comparison of the degree of the prevailing contribution and enhancing teachers performance. In addition, items across each category were arranged under the rating scale with five points. These five points scale range from strongly agree (SA) = 5, agree (A) = 4, undecided(UD) = 3, disagree(DA) = 2 and strongly disagree (SDA) = 1. Besides, data from interviews were triangulated to validate the findings.

4.1 Characteristics of the Respondents

Respondents were asked to indicate their background information. The details of the characteristics of the respondents are given in table two as shown below.

Table 2:- Gender, educational qualification and year of services of respondents.

Variable	Level	Respondents			
		Principle	Teachers	KETBs and PTAs	Total
Sex	M	2	40	3	45
	F		23	1	24
Age	Below 21 years				
	22-35 years		38		38
	Above 36 years	2	25	4	31
Educational level	Diploma		4	2	6
	First degree		39	2	43
	MA	2	20		22
Work experience	1-5years		24	4	28
	6-10 years		16		16
	11-15years	1	12		13
	16-20 years		11		11
	Above20 years	1			1

The above table shows the respondents characteristics in terms of gender, work experience, educational level and their age. Regarding teachers, respondents, the male teachers constituted 40 (63.5%) while the female teachers hold up 23 (36.5%). Concerning principals all respondents are males. This shows that the essential data was mainly obtained from male respondents. Moreover, one can understand that the number of females in the teaching profession is much lower compared to males in Yaberus wolkite general secondary and preparatory school. The academic qualification of respondents listed in the above table shows that 4(6.3%) of teachers are diploma graduates. While 39 (62%) of teacher respondents are first degree holders and others are second degree. This implies that the qualification standards set by MoE were almost achieved. The standard states that minimum request qualification to teach at Secondary Schools is first degree (MoE, 2006). Furthermore, all principles hold second degree. Therefore, according to their qualification, they could be the sources of reliable and important information for the study.

According to the work experiences of the respondents, 24(38%) of teachers' respondents had 1-5 years of service as teachers. The small number of teacher respondents 16 (25%), 12(19%), and 11 (18%) had more than six years of work experience. Moreover, majority of principals and KETBs and PTAs had the work experience of 1-5 service. This shows that the schools have teachers' with less experience. In addition, it is important to point out here that lack of experienced teaching staff creates less effective school environment to contribute and in enhancing program to professionalize the new employed teachers. Likewise, the majority of school leaders were less experienced in leadership position and lack of experience to contribute CPD activities effectively in the teachers. But, literature supports that principals are considered as a leader having the responsibility to assist teachers, particularly new and inexperienced teachers in developing and achieving educational objectives in line with the needs of the school Steyn and Vanniekerk (2002).

4.2 To what extent teachers CPD Contribute to teachers performance?

This section deals with the items related to the contribution of CPD to achieve school objective. Each item is analyzed based on the data obtained through questionnaires responded by teachers and further backed by the data obtained from interview. Accordingly, the four items were interpreted as indicated in the table below.

Table 3: The contribution of CPD to achieve teacher’s performance.

N o	Items	Types of responden ts	No_ of respond ents	SA	%	A	%	U D	%	DA	%	S D A	%
1	Absence of Understanding of the importance of CPD	Teachers	63	19	30.2	10	15.9	6	9.5	22	34.9	6	9.5
		KETBs and PTAs	4	3	75			1	25				
2	Understanding of how CPD facilitate changes in education	TEACHE RS	63	24	38.1	16	25.4	8	12.7	8	12.7	7	11.1
		KETBs and PTAs	4	4	100								
3	Understanding of the goals of CPD action	TEACHE RS	63	20	31.7	20	31.7	8	12.7	11	17.5	4	6.4
		KETBs and PTAs	4	2	12.5		2	12.5					
4	Understanding of CPD as staff development tool	TEACHE RS	63	39	61.9	16	25.4	8	12.7				
		KETBs and PTAs	4	4	100								

In the table 3, item 1, the respondents were asked to indicate their levels of agreement regarding weather understanding of the importance of CPD or not. Accordingly 10 (15.9%) of teachers were responded agree, 6(9.5%) of teachers were responded undecided and 22 (34.9%) of teachers were responded disagree and 6(9.5%) of teachers were responded strongly disagree and 3 (75%) of KEBTs and PTAs were responded undecided and 1(25) of KEBTs and PTAs were responded disagree. The data obtained from principals through interview support these ideas. The majority of respondents in this items indicates lake of understanding of importance of CPD. From this one can conclude that majority of respondents said there is lack of understanding of the importance of CPD.

In item 2 of table 3 the respondents were asked to indicate their level of agreement regarding weather the understanding of how CPD helps to facilitate changes in education or not. In this regard, 24 (38.1%) of teachers were responded strongly agree, 16 (25.4%) of the teachers were

responded agree and 8 (12.7%) of teachers were responded undecided and other teachers were responded disagree and strongly disagree, and 4 (100%) of KEBTs and PTAs were responded strongly agree. The majority of respondents of this item understanding of CPD facilitates changes in education. From this it can be concluded the respondents said the understanding of CPD is facilitate changes in education. This may indicates that to increase the teachers performance.

Regarding item 3 of table 3, the respondents were asked to rate the understanding of the goals of CPD actions. Accordingly, respondents requested to answer this question, 20(31.7%), 20(31.7%) were responded that the understanding of the goals of CPD actions is very high and high respectively. Moreover, 11(17.5%) and 4(6.4%) respondents responded that the understanding of the goals of CPD action is low and very low respectively. The respondents were asked to give their opinion on the understanding of CPD as staff development tool. This indicates that the understanding of CPD as staff development tool is medium at school. Thus it can be concluded that teachers understanding of CPD as staff development tool and to enhance the performance of its action was at medium level in the school.

Taylor (1995) initially identified two aspects of the professional development of teachers, which were staff development and further professional study. Staff development was regarded as rooted in the needs of the institution. Further professional study referred to being orientated to the needs of individual teachers. Therefore, CPD can improve the activities of the organization, as well as the professional qualification of teachers. Moreover, the data obtained from open ended questions and interview (principals) confirmed that most of the teachers" believe that school based CPD helps to increase their professional development and to improve the quality of teaching learning events as well as the students" academic achievement. But some of the respondents perceived CPD as an extra work and also most of the principals replied that the newly deployed teachers lacked the understanding of the actions of CPD. Generally, one can say that teachers understanding of the importance, objectives and actions of CPD were found to be at moderate level in Yaberus wolkite general secondary and preparatory school.

4.3 What are the Major Factors that Affect TCPD?

This section deals with the items related to the major factors that affect TCPD. Each item is analyzed based on the data obtained through questionnaires responded by teachers and KEBTs

and PTAs and further backed by the data obtained from interview of principals. Accordingly, the six items were interpreted as indicated in the table 4.

Table 4: Major factors that affect TCPD in view of respondents.

No	Items	Types of respondents	No RS	S A	%	A	%	UD	%	DA	%	SD	%
1	Adequate budget was allocated to support TCPD activities	Teachers	63	-	-	12	19	-	-	43	68.3	8	12.7
		KETBs and PTAs	4	-	--	1	25	1	25	2	50	-	-
2	the school have skilled and experienced supportive for TCPD	Teachers	63	8	12.7	12	19	-	-	39	61.9	4	6.4
		KETBs and PTAs	4	2	50	2	50	-	-	-	-	-	-
3	Teachers are well informed about implementation steps of CPD	Teachers	63	-	-	8	12.7	-	-	47	74.6	8	12.7
		KETBs and PTAs	4	-	-	-	-	4	100	-	-	-	-
4	Teachers over workload or lack of sufficient time	Teachers	63	2	38.1	39	61.9	-	-	-	-	-	-
		KETBs	4	-	-	1	25	3	75	-	-	-	-
5	Absence of coordination between teachers and school principals	Teachers	63	3	50.8	24	38.1	7	11.1	-	-	-	-
		KETBs	4	-	-	-	-	-	-	3	75	1	25
6	The negative attitude of principles towards TCPD	Teachers	63	3	55.5	8	12.7	-	-	20	31.7	-	-
		KETBS	4	2	50	2	50	-	-	-	-	-	-

In table 4, item 1, the respondents asked to indicate their levels of agreement regarding that weather adequate budget was allocate to support TCPD activities or not. Accordingly 12 (19%) of teachers were responded agree, 43 (68.3%) of teachers were responded disagree and 8 (12.7%) of teachers were responded strongly disagree on the adequate budget was allocated to support TCPD activities and 1(25%) of KEBTs and PTAs were responded agree, and also 1 (25%)of KEBTs and PTAs were responded not sure on adequate budget was allocated to support TCPD activities and 2 (50%) of KEBTs and PTAs were responded strongly disagree. The data obtained

from principals through interview support these ideas. Majority of respondents said that adequate budget was not allocated to support teacher continuous professional development. From this one can conclude that adequate budget was not allocated to support teacher continuous professional development.

In the table 4, item 2 the respondents were asked to indicate their level of agreement regarding weather the school have skilled and experienced supportive for TCPD or not. Accordingly 8 (12.7%) of teachers were responded strongly agree and 12 (19%) of teachers were responded agree and 39 (61.9) of teachers were responded disagree and 4 (6.4%) of teachers were responded strongly disagree, and 2 (50%) of KETBs and PTAs were responded strongly agree and 2 (50%) others of KEBTs and PTAs were responded agree on that the school have skilled and experienced supportive for TCPD. These shows that majority of respondents said that their school has no skilled and experienced supportive for TCPD. This implies that school has not skilled and experienced for supportive TCPD.

In the table 4, in item 3 the respondents were asked to indicate their level of agreement regarding weather teachers are well informed about the implementation of steps of CPD or not. Accordingly 8(12.7%) of teachers were responded agree, 47 (74.6%) of teachers were responded disagree and 8(12.7%) of teachers were responded strongly disagree, and 4 (100%) of KEBTs and PTAs were responded undecided its means not sure. The data obtained from principles through interview support these ideas. The majority of respondents of this item indicate teachers are not well informed about the implementation of steps CPD. From this one can understand that majority of respondents said, teachers are not well informed about the implementation steps of continuous professional development.

In table 4, item 4 the respondents were asked to indicated their level of agreement regarding weather teachers over workload or lack of sufficient time or not. Accordingly 24 (38.1%) of teachers were responded strongly agree and 39 (61.9%) of teachers were responded agree and 1(25%) of KEBTs and PTAs were responded agree and others, 3(75%) were responded undecided. The majority of respondents of this item show that teachers face over workload or lack of sufficient time. From this we can conclude that majority of respondents said teachers face over workload and lack of sufficient time.

In the table 4 in item 5 the respondents were asked to indicate their level of agreement regarding weather absence of coordination between teachers and school principals or not. Accordingly 32

(50.8%) of teachers were responded strongly agree and 24(38.1%) of teachers were responded agree and 7 (11.1%) of teachers were responded undecided and 3(75%) of KEBTs and PTAs were responded disagree and 1(25%) of KEBTs and PTAs were responded strongly disagree. The majority of respondents of this item indicate absence of coordination between teachers and school principals. The principals support this idea through interview. From this we can conclude that majority of respondents said there are lack of coordination between teachers and school principals.

In the table 4, in item 6 the respondents were asked to indicate their level of agreement regarding weather the negative attitude of principals towards teachers continuous professional development or not. Accordingly 35(55.56%) of teachers were responded strongly agree and 8(12.7%) of teachers were responded agree and others 20(31.74%) of teachers were responded disagree and 2(50%) of KEBTs and PTAs were responded strongly agree and 2(50) of KEBTs and PTAs were responded agree. This indicates that majority of respondents of this item show there is the negative attitude of principals towards teachers continuous professional development. From this we can conclude that there is the negative attitude of principals towards teachers continuous professional development.

4.4 What Possible Strategies are taken by the schools for TCPD

Table 5: Achieving possible strategies for TCPD.

No	Items	Types of respondents	No Rs	S A	%	A	%	UD	%	D A	%	S DA	%
1	The school has designed monitoring and evaluation strategies for teachers to support TCPD program implementation	Teachers	63					8	12.71	33	52.4	22	34.9
		KEBTs and PTAs	4	...	...	...	...	...	....	.	.....	4	100
2	School has given the necessary materials for teachers to improve TCPD	Teachers	63	...	...	.	...	12	19.1	32	50.8	19	30.1
		KEBTs and PTAs	4	...	...	.	...	2	50	2	50	...	...
3	Short term training are given on the TCPD Issues for CPD coordinated	Teachers	63	...	..	.	..	8	12.7	32	50.79	23	36.51
		KEBTs and PTAs	4	...	...	...	...	4	100	...	...	...	...
4	The school supervisor cross checks the implementation of TCPD by preparing check list	Teachers	63	7	11	.	..	20	31.8	24	38.1	12	19.1
		KEBTs and PTAs	4	...	...	.	...	2	50	1	25	1	25
5	Feedback is given for teachers at the end of each training sessions	Teachers	63	8	12.7	.	..	12	19.1	23	36.5	20	31.7
		KEBTs and PTAs	4	..	...	.	..	..	..	4	100	..	.....

In the table 5 in item 1 the respondents were asked to indicate their level of agreement regarding weather the school has designed monitoring and evaluation strategies for teachers to support teacher continuous professional development or not. Accordingly 8 (12.71%) of teachers were responded undecided and 33 (52.4%) of teachers were responded disagree and 22 (37.5%) of teachers were responded strongly disagree and 4(100%) of KEBTs and PTAs were responded strongly disagree. The principals support this idea through interview. The majority of respondents of this item said that the school has not designed monitoring and evaluation strategies for teachers to support teacher continuous professional development. From this we can conclude that majority of respondents said there are lack of monitoring and evaluation strategies for teachers to support teachers continuous professional development in Yaberus wolkite general secondary and preparatory school.

In the table 5, in item 2 the respondents were asked to indicate their level of agreement regarding whether school has given the necessary materials for teachers to improve TCPD or not. Accordingly 12(19.1%) of teachers were responded undecided and 32(50.8%) of teachers were responded disagree and 19(30.1%) of teachers were responded strongly disagree and 2(50%) of KEBTs and PTAs were responded undecided and 2(50%) of KEBTs and PTAs were responded disagree. These shows that majority of respondents of this item school has not given the necessary materials for teachers to improve teachers continuous professional development. The principals support this idea through interview. From this we can conclude that majority of respondents said there is lack of necessary materials for teachers to improve teachers continuous professional development in their school.

In the table 5, in item 3 the respondents were asked to indicate their level of agreement regarding whether short term of training are given on the TCPD issues for CPD coordinated or not. Accordingly 8(12.7%) of teachers were responded undecided, 32(50.79%) of teachers were responded disagree, 23(36.51%) of teachers were responded strongly disagree and 4(100%) of KEBTs and PTAs were responded undecided. The principals support this idea through interview. From this one can conclude that there is lack of short term of training on the teachers continuous professional development issues of continuous professional development.

In table 5, in item 4 the respondents were asked to indicate their level of agreement regarding whether the school supervisor cross checks the implementation of TCPD by preparing check lists or not. Accordingly 7(11%) of teachers were responded strongly agree, 20(31.8%) of teachers were responded undecided, 24(38.1%) of teachers were responded disagree, 12(19.1%) of teachers were responded strongly disagree, 2(50%) of KEBTs and PTAs were responded undecided, 1(25%) of KEBTs and PTAs were responded disagree and other one were responded strongly disagree. The majority of respondents of this item said that the school supervisor didn't cross check the implementation of teachers continuous professional development by preparing check lists. The principals support this idea through interview. From this we can conclude that majority of respondents said there is lack of school supervisor cross check the implementation of teachers continuous professional development by preparing check lists.

In the table 5, in item 5 the respondents were asked to indicate their level of agreement regarding whether the feedback is given for teachers at the end of training sessions or not. Accordingly 8(12.7%) of teachers were responded strongly agree and 12(19.1%) of teachers were responded

undecided it means not sure, 23(36.5%) of teachers were responded disagree, 20 (31.7%) of teachers were responded strongly disagree and 4(100%) of KEBTs and PTAs were responded disagree. The principals support this idea through interview. From this we can conclude that majority of respondents said that there is lack of the feedback given for teachers at end of training sessions.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals about summary of major finding of the study, conclusions reached and recommendation to address the problems. The main purpose of this study was to investigate the contribution of continuous professional development in enhancing teachers performance in case of Yaberus wolkite general secondary and preparatory school.

The study was conducted in Yaberus wolkite general secondary and preparatory school by using descriptive survey method. The respondents of the study were principals, teachers, KEBTs and PTAs. The researcher used both primary and secondary sources of data to obtain the required data. The data collected through questionnaire and interview was in tableted, analyzed and interpreted. Therefore on the basis of analysis of data the study has come up with the flowing major findings.

5.1. Summary of Findings

The majority 43(68.25%) of teachers and 3(75%) of KEBTs and PTAs were responded that understanding of the importance of continuous professional development are very highly to achieve teachers performance. From this one can understand that continuous professional development were play a vital role to enhance teachers performance.

Majority 55(87%) of teachers and 4(100%) of KEBTs and PTAs were responded that understanding of continuous professional development as staff development tools were the most mechanisms to achieve teachers performance. This implies that continuous professional development are highly capacity to improve teachers performance.

Majority 51(81%) of teachers and 2(50%) of KEBTs and PTAs responded that adequate budget was not allocated to support teachers continuous professional development. This shows that inadequate budget for continuous professional developments are major problems in the school to enhance teachers performance.

Majority 63 (100%) of teachers were responded that teacher over workload or lack of sufficient time to take training were the problem of their performance.

Majority 43(68.25%) of teachers and KEBTs and PTAs responded that school was highly designed monitoring and evaluation strategies for teachers to support teachers continuous professional development.

Majority of respondents said that contribution of continuous professional development to achieve teachers performance.

5.2 Conclusions

Based on the basic questions raised and major finding, the following conclusions have been drawn for contribution of continuous professional development in enhancing teacher's performance.

The major contribution of teachers continuous professional development is through continuous training and work shop over all teachers to enhance performance and also social need as motivational factors to teachers work performance in the following descending order reinforcement by the school authority: first participation in club formation order, second motivation by pupil and parent initiated to perform teachers work, third motivational factors that affect teachers work performance.

Generally researcher identified that there are major problems that affect contribution of continuous professional development in enhancing teachers performance. Such as: lack of training, Lack of sufficient time, Lack of enough budget, and negative attitude of staff towards teachers performance.

5.3. Recommendations

For highly practice contribution of continuous professional development programs, woreda education office and school management have a great role; and they are responsible to enhance teachers continuous professional development to facilitate, appreciate continuous training. So concerned bodies should have to organized and conduct continuous training to achieve teachers performance. For better contribution of continuous professional development in enhancing teachers performance and school management and principals should work with teachers towards selection methods of teachers training.

Generally researcher identified that there are major problems that affect contribution of continuous professional development in enhancing teachers performance. Such as: lack of training, Lack of sufficient time, Lack of enough budget, and negative attitude of staff towards teachers performance. So to prevent those problems the concerned body should allocate problems by flowing ways: Allocate sufficient budget, Manage sufficient time, aware staff towards teachers performance.

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APPENDIX A
WOLKITE UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaires for Yaberus Wolkite General Secondary and Preparatory School staffs.

General Direction

The main purpose of this questionnaire is to gather relevant data on the contribution of continuous professional development in enhancing teachers performance in Yaberus Wolkite General Secondary and Preparatory School. Thus, you are kindly requested to answer the questions. The questionnaire has two parts the first part is background information and the second part are the main part of the question. Please read every sentence carefully and indicate your answer “√” mark.

Part I: Background information

I: General information

1. Sex A) Male B) Female
2. Age A) below 21 B) 22-35
C) above 36
3. Level of qualification
A) Diploma B) Degree C) Master's degree
4. Work experience
A) 1-5 years B) 6-10 years C) 11-15
D) 16-20years E) above 20 year

Part II: main part of the question

- To what extent TCPD Contribute to teachers performance?

Key where: strongly agree (SA), agree (A), undecided (UD), disagree (DA) strongly disagree (SDA), TCPD=Teachers continuous professional development

No	Items	SA	A	UD	DA	SDA
1	Understanding of the importance of CPD					
2	Understanding of how CPD facilitate changes in education					
3	Understanding of the goals of CPD action					
4	Understanding of CPD as staff development tool					

- What are the major factors that affect TCPD.

Key where: strongly agree (SA), agree (A), undecided (UD), disagree (DA) strongly disagree (SDA), TCPD=Teachers continuous professional development

No	Items	SA	A	UD	DA	SD
1	Adequate budget is allocated to support TCPD activities					
2	the school have skilled and experienced supportive for TCPD					
3	Teachers are well informed about implementation steps of CPD					
4	Teachers over workload or lack of sufficient time					
5	Absence of coordination between teachers and school principals					
6	The negative attitude of principles towards TCPD					

- What possible strategies are done to enhance TCPD

Key where: strongly agree (SA), agree (A), undecided (UD), disagree (DA) strongly disagree (SDA) , TCPD=Teachers continuous professional development.

No	Items	SA	A	UD	DA	SDA
1	The school has designed monitoring and evaluation strategies for teachers to support TCPD program implementation					
2	School has given the necessary materials for teachers to improve TCPD					
3	Short term training are given on the TCPD Issues for CPD coordinated					
4	the school supervisor cross checks the implementation of TCPD by preparing check list					
5	Feedback is given for teachers at the end of each training sessions					

The End

Thank you very much for your time!!!

Interview questions for Yaberus Wolkite General Secondary and Preparatory School principals, parent and community councils (KETBs and PTAs).

- Are there any factors that affect TCPD in your school?
Yes B. No
- If the answer of the above number “1” is yes, list them and how you can solve it.
- Do you have any strategies in your school for TCPD?
Yes B. No
- If the answer of the above number “3” is yes, what are they?
- What are the advantages of TCPD in your school?
- How you can enhance TCPD in your school?
- Does TCPD help your organization to achieve its goals and objectives?

Thank you