

WOLKITE UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

Department of curriculum and Instructional Supervision



**The Contribution of Continuous Professional Development in Enhancing
Teachers Performance in Abaferansua secondary School**

By: Emran Kamil

Advisor: Matheas Shimels (Ass.Professor)

**A Senior Essay Research Submitted to the College of Education and
behavioral Studies Department of curriculum and Instructional Supervision
for the Impartial Fulfillment of B.A Degree in Pedagogical Science and
English Language and Literatures**

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Wolkite, Ethiopia

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Approval

Approved by

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Advisor

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Signature

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Examiner

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Signature

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Acronyms and Abbreviations

TCPD:	Teachers Continuous Professional development
GEQIP:	General Education quality improvement program
ETP:	Education and Training policy
SNNPREB:	South Nations Nationality Peoples Regional Education Bureau
ESDP:	Education Sector Development Program
KETB:	Kebele Education and Training Board
PTA:	Parent- Teacher Association
MOE:	Ministry of Education
REB:	Regional Education Bureau

Abstract

The purpose of this study was focused on contribution of continuous professional development in enhancing teachers performance in Abaferansua secondary school in Gubre sub-city. To achieve fair representation of the sample, out of the 72 teachers in Abaferansua secondary school, 18(25%) teachers was selected randomly by using lottery method. The research employed in the study was descriptive survey method. The sampling used includes availability and simple random and nearby accessibility of respondents with the limited time available at the researchers disposal. For this study the entire available principal and vice principal were taken as a sample. 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 of methods of teachers training. The research employed in the study was descriptive survey method, which is supplemented by qualitative data. 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 affecting of Continuous Professional Development realization in Abaferansua secondary school

Chapter One

Introduction

This chapter was consisting of back ground of the study, statement of the problem, basic research questions, objective of the study, scope of the study, definition of key term and organization of the studies.

1.1. Background of the Study

Education believes to 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. 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). Kennedy, and McKinney (2007), and Schwill 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. 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 South Nations Nationality People Regional Education Bureau (SNNPREB) since 2007. Quality student learning is a burning issue of today in Ethiopia as well as in Gubre sub-city, especially in Abaferansua secondary school. 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 contribution of CPD in enhancing teachers performance in Abaferansua secondary school SNNP Regional State. 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 of 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).

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 SNNPs Regional State in secondary schools 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 Abaferansua Secondary 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 any of the Schools in Abaferansua and lack of quality education and low academic achievement of students is the serious issue in Abaferansua secondary school. Therefore, low academic achievement of the students in Abaferansua secondary 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 Gubre sub-city. Thus, to assess the extent of CPD and to address the existing of enhancing teachers performance

1.2.1 Basic Research Question

This study was aimed to assess the contribution of continuous professional development enhancing teacher performance in Abaferansua secondary school.

1. To what extent teachers CPD contribute to teachers performance?
2. What is the major factor that affects TCPD?
3. What are the major strategies for TCPD?
4. To what extent school partners, such as principals, PTAS and KETBS contributed to CPD implementation in enhancing teacher performance?
5. To what extent CPD practiced in Abaferansua secondary school?

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 Abaferansua secondary school

1.3.2. Specific Objectives

The specific objectives of our study were:

1. To examine the CPD contribute to teachers performance in Abaferansua secondary school.
2. To identity the major factor that affect T CPD.
3. Suggest possible strategies to cope the challenge.
4. To investigate the extent to which CPD practiced in Abaferansua secondary school.
5. To explore the effort of responsible school partners at different level in supporting the implementation of CPD activities in enhancing teacher performance.

1.4. Significance of the Study

The study has the following benefits:

- It may provide information for educational officials at Abaferansua secondary schools and also Gubre sub-city on the CPD and help them to discharge their responsibilities in Abaferansua secondary school.
- It may help principals, supervisors and teachers know the status of CPD and discover working the success of CPD program.
- The study was adding to the existing literature pertaining to the experiences of educators in terms of CPD.
- This study was improving school competitiveness among teacher with in the school.
- It also hopes the study may contribute the improvement of quality education.

1.5. Delimitation of the Study

In order to make the study more manageable, the study was delimited to the Abaferansua Secondary School. This help the researcher to easily obtain relevant information in the school based CPD to supplement the study. The study was 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, the support given by school leaders and KETBs and PTAs and the challenges encountered in the process of performance teachers-based CPD.

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. 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 (9-12).

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, organization of the study, and operational definition of 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, methodology of data analysis.

Chapter Two

Review of Related Literature

2.1 Introduction

This section reviews general literature on the contribution of continuous professional development in enhancing teachers performance in Abaferansua secondary school. It high lights the extent to which of 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 will enable 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), CPD 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 CPD

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 focus on creativity, knowledge and skills, collaboration and cope.

2.4 The Benefits of CPD

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 18 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; 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 (villegaRiemers, 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 ration 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 is 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.

2.5.2. Factors that Contribute to Teacher 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 health center the quality of employee performance is measured by three individual measures of employee performance 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

Research Methodology

This chapter presents the research methodology, the description of study area, the source of data, population sample and sampling techniques, instrument of data collection, data gathering procedure, method of data analyze, ethical consideration and checking of validity and availability of data instrument.

3.1. Research Design

The major purpose of this study was to investigate the contribution of continuous professional development in enhancing teachers performance in Abaferansua secondary school. To conduct the study a descriptive survey research design was employed. Because major goal of this study was describing 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.

3.2. Description of Study Area

Gubre sub-city is found in gurage zone SNNPs regional state in Southern Ethiopia and the sub-city of gurage zone. Gubre sub-city far from addisabeba by 153 KM. Abaferansua secondary school found in the center of the sub-city, it found near to Abaferansua primary school and also Abaferansua Secondary school is the largest and most advanced school in gubre sub-city Ethio-SNNPs regional state.

3.3 Research Approach

Although in this study, the research methods used were both quantitative and qualitative as the leading methods. Quantitative approach is more emphasized because assessing the contribution of continuous professional development enhancing teachers performance can be better understood by collecting large quantitative data. Furthermore, the qualitative data employed and incorporated in the study to triangulate the quantitative data

3.4. The Sources of Data

The study was used data from both primary and secondary sources.

3.4.1 Primary source

The primary sources for this study are principals, teachers, and parents and community councils (PTAs and KETBs). Because they provide first-hand information for the current study since they were direct participant with the problem under consideration.

3.4.2 Secondary source

Secondary source of data was collected from the school documents such as minutes of KETBs and PTAs members and teachers meetings at different time.

3.5. Population sample size and Sampling Techniques

The population and samples of the study are decided on the basis of the year 2014 E.C Annual statistical data available in secondary school of Abaferansua. According to the Annual statistical data of the school, there are 72 teachers, 3 principals, 5 KETBs members and 5 PTAs members in the school. To achieve fair representation of the sample, out of the 72 teachers in Abaferansua Secondary School, 18(25%) teachers is select randomly by using lottery method. For the purpose of nearby accessibility of respondents with the limited time available at the researchers disposal. For this study the entire availability of principal and vice principal were taken as a sample.

On the other hand, out of the total number of 10 KETBs and PTAs members 5 (50%) KETB and PTA members were taken as a sample by using availability sampling method 26(30.6%) 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: Population, Sample and Sampling techniques of the selected school

Respondents	Population	Sample size	%	Sampling techniques
Principals	3	3	100%	Availability
Teachers	72	18	25%	Random
KETBs &PTAs	10	5	50%	Availability
Total	85	26	30.6%	

3.6. Instruments of Data Collection

In this study questionnaire, interview and document analyses would be used to collect information regarding to the contribution of CPD in school

3.6.1 Questionnaire

The questionnaire was prepared and administered to teachers, KETBs and PTAs. They were employed to obtain factual information, opinions and attitudes from respondents. The questionnaire was design and distributed for teachers, KETBs and PTAs.

3.6.2 Interview

The interview were designed and administered to school principal and deputy principals. Semi-structured interview is a means of getting information directly from the subjects. It was employee with the principal and deputy principals of the school. Due to time and the academic level, the interview was considered as better instrument for collecting relevant data from principals. 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 undergone 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 are ready to Abaferansua secondary school, the following procedures were followed by the researcher. First, the researcher was going to the schools with the letter of permission after receiving the letter from the department. Next, the researcher gives some minutes orientation concerning with the items of the questionnaire to get more reliable and valid data. Finally, the questionnaire was 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 was 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 will be known that participants have this opinion and (vii) Participants was not harmed; welfare of the participants taken priorities.

respondents , items which were not clear have been made clear, unnecessary items were made to be omitted and other items which are assumed to be important for the objective of the research and not included have been made part of the questionnaires

Chapter Four

Presentation, Analyses 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 Secondary School of Abaferansua in gubre sub-city in gurage zone. To this end, the investigator developed data gathering tools that integrate various aspects of teachers performance-based CPD. For this purpose, eighteen teachers, three principals, five KETBs and PTAs with a total of 26 respondents were also selected from Abaferansua secondary school. To this end, a total of 20 copies of questionnaires were distributed, among this 26(30.5 %). three principals were interviewed. Finally, the research analyses were done based on the data obtained from the remaining 15(57.7%) of the 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 scales range from strongly agree = 5, agree = 4, partially disagree = 3, disagree = 2 and strongly disagree = 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 2 below.

Table2- Gender, educational qualification and year of services of respondents

Variable	Level	Respondents			
		Principals	Teachers	KETBs and PTAs	TOTAL
Sex	M	3	16	5	24
	F		2		2
Age	Below 21				
	22-35	1	13	3	17
	Above 35	2	5	2	9
Educational level	Diploma		2		2
	Degree	2	13	5	20
	MA	1	3		4
Work experience	1-5		8	2	10
	6-10		7	2	9
	11-15	2	2	1	5
	15-20	1	1		2
	20 above				

The above table shows the respondents characteristics in terms of gender. Regarding teachers „respondents, the male teachers constituted 16(88.8%) while the female teachers hold up 2(11.2%). 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 2, compared to males in Abaferansua Secondary School. The academic qualification of respondents listed in the above table shows that 2(11.2%) of teachers are diploma, 13(72.2%) of teacher respondents are first degree holders and 3(16.6%) 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). 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, 8(44.4%) of teachers' respondents had 1-5years of service as teachers. The small number of teacher respondents 7(38.8%).2(11.2%), and 1(5.5%) 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 the 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.

Table3:- The contribution of CPD to achieve teachers performance

No	Items	Types of respondents	No respondents	SA	%	A	%	PD	%	DA	%	SDA	%
1	Understanding the importance of CPD	Teachers	18	7	38.8	6	33.4	2	11.2	2	11.2	1	5.5
		KETBs and PTAs	5	3	60	1	20	1	20				
2	Understanding of how CPD facilitate changes in education	Teachers	18	7	38.8	6	33.4	2	11.2	2	11.2	1	5.5
		KETBs and PTAs	5	3	60	1	20	1	20				
3	Understanding of the goals of CPD action	Teachers	18	8	44.4	6	33.4	2	11.2	1	5.5	1	5.5
		KETBs and PTAs	5	3	60	2	40						
4	Understanding of CPD as staff development tool	Teachers	18	11	61.1	3	16.6	2	11.2	1	5.5	1	5.5
		KETBs and PTAs	5	5	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,7(38.8%) of teachers were responded strongly agree,6(33.4%) of teachers were responded agree;2(11.2%) teachers were responded undecided;2(11.2%) of teachers were responded disagree and 1(5.5%) of teachers were responded strongly disagree and 3(60%) of KETBs and PTAs were responded strongly agree and 1(20%) of KETBs and PTAs were responded undecided and 1(20%) of KETBs and PTAs were responded partially disagree. The data obtained from principals through interview support this idea. The majority of respondents in this item understanding of importance of respondents strongly agree and 3(60) of KETBs and PTAs were responded strongly agree. From this one can conclude that majority of respondents said there is ability to understanding of the importance of CPD.

In the table 3 of item 2, 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, 7(38.8%) of teachers were responded strongly agree, 6(33.4%) of the teachers were responded agree and 2(11.2%) of teachers were responded undecided and other teachers were responded disagree and strongly disagree. And 3(60%) of KETBs and PTAs were responded strongly agree. The majority of respondents of this item understanding of CPD that facilitate changes in education are responded 6(33.4%) of teachers were responded strongly agree and also 3(60%) of KETBs and PTAs were responded strongly agree. From this it can be concluded the respondents said the understanding of CPD is facilitate changes in education. This may indicate 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, 8(44.4%), 6(33.3%), and 2(11.2%) were responded that the understanding of the goals of CPD actions is very high, high and medium respectively. Moreover, 1(5.5%) and 1(5.5%) respondents responded that the understanding of the goals of CPD action is low and very low respectively.

Item 4 of table 3 the respondents were asked to give their opinion on the understanding of CPD as staff development tool. Accordingly, 11(61.1%), 3(16.6%), and 2(11.2%) responded that the understanding of CPD as staff development tool is SA, A and PD respectively.

This indicated 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 Abaferansua Secondary School.

The principals support this idea interview. CPD practice in our school is quite good ,as a result of its gain ,all teachers are capable of doing their professional development activities according to their subject matter

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

Table4 major factors that affect TCPD in view of respondents

In the table 4, item 1, the respondents asked to indicate their level of agreement regarding that

No	Items	Types of respondents	No RS	SA	%	A	%	PD	%	DA	%	SD	%
1	Adequate budget was allocated to support TCPD activities	Teachers	18			6	33.3	--	-	10	55.5	2	11.2
		KETBs and PTAs	5	-	--	1	20	1	20	3	60	-	-
2	the school have skilled and experienced supportive for TCPD	Teachers	18	2	11.2	4	22.2	-	-	9	50	3	16.3
		KETBs and PTAs	5	2	40	3	60	-	-	-	-	-	-
3	Teachers are well informed about implementation steps of CPD	Teachers	18	-	-	4	22.2	-	-	11	61.1	3	16.6
		KETBs and PTAs	5	-	-	-	-	4	80	1	20	-	-
4	Teachers over workload or lack of sufficient time	Teachers	18	7	38.8	11	61.1	-	-	-	-	-	-
		KETBs	5	-	-	2	40	3	60	-	-	-	-
5	Absence of coordination between teachers and school principals	Teachers	18	9	50	6	33.3	3	16.6	-	-	-	-
		KETBs	5	-	-	-	-	-	-	4	80	1	20
6	The negative attitude of principals towards TCPD	Teachers	18	10	55.5	3	16.6	-	-	5	27.7	-	-
		KETBS	5	3	60	2	40	-	-	-	-	-	-

weather adequate budget was allocate to support TCPD activities or not. accordingly 6(16.6%) of teachers were responded agree, 10(55.5%) of teachers were responded disagree and 2(11.2%) of teachers were responded strongly disagree on the adequate budget was allocated to support TCPD

activities and 1(20%) of KETBs and PTAs were responded agree, and also 1(20%) of KETBs and PTAs were responded not sure on adequate budget was allocated to support TCPD activities and 3(60%) of KETBs and PTAs were responded strongly disagree. The data obtained from principals through interview support this idea, there are many major problems that affect the implementation of teachers continuous professional development among this lack of sufficient budget for teacher continuous professional development and negative attitude of teachers about teacher continuous professional development. From this one can conclude that majority of respondents said that adequate budget was not allocated for support teacher continuous professional development.

In the table 4, item2 the respondents were asked to indicate their level of agreement regarding weather the school have skilled and experienced supportive for TCPD or not. Accordingly, 2(11.2%) of teachers were responded strongly agree and 4(22.2%) of teachers were responded agree and 9(50%) of teachers were responded disagree and 3(16.6%) of teachers were responded strongly disagree. And 2(40%) of KETBs and PTAs were responded strongly agree and 3(60%) others of KETBs and PTAs were responded agree on that the school have skilled and experienced supportive for TCPD. This implies that school has not skilled and experienced for supportive TCPD.

In the table item 3 the respondents were asked indicate their level of agreement regarding weather the teachers are well informed about the implementation of steps of CPD or not. Accordingly 4(22.2%) of teachers were responded agree 11(96.1%) of teachers were responded disagree and 3(16.6%) of teachers were responded strongly disagree and 4(80%) of KETBs and PTAs were responded undecided and 1(20%)of KETB and PTAs where responded disagree the data obtained from principles through interview support this ideas, The majority of respondents of this item the teachers are well informed about the implementation of steps CPD 11(61.1%) of teachers are responded disagree and also KETBs and PTAs are responded undecided its means not sure, From this one can conclude that majority of respondents said the 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 7(38.8%) of teachers were responded strongly agree and 11(61.1%) of teachers were responded agree and 2(40%) of KETBs and PTAs were responded agree and others were responded 3(60%) undecided. The majority of respondents of item teachers over workload or lack of sufficient time 11(61.1%) of teachers are responded agree and 7(38.8%) of teachers are responded strongly agree and 3(60%) of KETBs and PTAs are responded undecided that means not sure, from this can conclude that majority of respondents said teachers 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, 9(50%) of teachers were responded strongly agree and 6(33.3%) of teachers were responded agree and 3(16.6%) of teachers were responded undecided and 4(80%) of KETBs and PTAs were responded disagree and 1(20%) of KETBs and PTAs were responded strongly disagree. The majority of respondents of this item absence of coordination between teachers and school principals 9(50%) of teachers are responded strongly agree and 20(36.3%) of teachers are responded agree and 4(80%) of KETBs and PTAs are responded undecided that means not sure, the principals supports this idea through interview. From this 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 10(55.5%) of teachers were responded strongly agree and 3(16.6%) of teachers were responded agree and others 5(27.7%) of teachers were responded disagree and 3(60%) of KETBs and PTAs were responded strongly agree and 2(40%) of KETBs and PTAs were responded agree .the majority of respondents of this item the negative attitude of principals towards teachers continuous professional development 10(55.5%) of teachers are responded strongly agree and 3(16.6%) of teachers are responded agree and other teachers are responded disagree and 3(60%) of KETBs and PTAs are responded strongly agree and 2(40%) of KETBs and PTAs are responded agree.

The principals support this idea through interview. From this can conclude that majority of respondents said the negative of principals towards teachers continuous professional development and ¼ of our staff members teachers are not know how of the CPD and lack of budget to give training for those who are not aware about the benefit of CPD.

4.4. What possible strategies for TCPD

Table5. Achieving possible strategies for TCPD

No	Items	Types of respondents	No		SA		A		PD		DA		S DA	
			RS		%	%	%	%	%	%	%	%		
1	The school has designed monitoring and evaluation strategies for teachers to support TCPD program implementation	Teachers							5	27.7	10	55.5	3	16.6
		KEBTs and PTAs	5						5	100
2	School has given the necessary materials for teachers to improve TCPD	Teachers	18	...	...	..	...	5	27.7	10	55.5	3	16.6
		KEBTs and PTAs	5	...	...	..	....		20	4	80	...	...
3	Short term training are given on the TCPD Issues for CPD coordinated	Teachers	18	...	..	..	..	2	11.2	10	55.5	6	33.3
		KEBTs and PTAs	5	...	...	...	....	5	100	...	...	...	...
4	the school supervisor cross checks the implementation of TCPD by preparing check list	Teachers	18	3	16.6	..	..	5	27.7	6	33.3	4	22.2
		KEBTs and PTAs	5	...	...	..	....	2	40	2	40	1	20
5	Feedback is given for teachers at the end of each training sessions	Teachers	18	2	11.2	..	..	5	27.7	8	44.4	3	16.6
		KEBTs and PTAs	5	..	...	..	..	..	..	5	100	..	.....

In the table 4 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, 5(27.7%) of teachers were responded

undecided and 10(55.5%) of teachers were responded disagree and 3(16.6%) of teachers were responded strongly disagree and 5(100%) of KETBs and PTAs were responded disagree. The majority of respondents of this item the school have designed monitoring and evaluation strategies for teachers to support teacher continuous professional development. 10(55.5%) of teachers are responded disagree and 3(16.6%) of teachers are responded strongly disagree and 5(100%) of KETBs and PTAs are responded disagree, the principals supports this idea through interview. From this can conclude that majority of respondents said there are lack of monitoring and evaluation strategies for teachers to support teacher continuous professional development in Abaferansua secondary school.

In the table 4 in item 2 the respondents were asked to indicate their level of agreement regarding weather school has given the necessary materials for teachers to improve TCPD or not. Accordingly, 5(27.7%) of teachers were responded undecided and 10(55.5%) of teachers were responded disagree and 3(16.6%) of teachers were responded strongly disagree and 1(20%) of KETBs and PTAs were responded undecided and 4(80%) of KETBs and PTAs were responded disagree. The majority of respondents of this item school have given the necessary materials for teachers to improve teacher continuous professional development. 10(55.5%) of teachers were responded disagree and 3(16.6%) of teachers were responded strongly disagree and 1(20%) of KETBs and PTAs were responded undecided it means not sure and 4(80%) of KETBs and PTAs are responded disagree. The principals support this idea through interview. From this can conclude that majority of respondents said there is lack of necessary material for teachers to improve teachers continuous professional development in Abaferansua secondary school.

In the table 4 in item 3 the respondents were asked to indicate their level of agreement regarding weather short term of training are given on the TCPD issues for CPD coordinated or not. Accordingly, 2(11.2%) of teachers were responded undecided and 10(55.5%) of teachers were responded disagree and 6(33.3%) of teachers were responded strongly disagree and 5(100) of KETBs and PTAs were responded undecided. The majority of respondents of this item short term of training are given on the teacher's continuous professional development issues for continuous professional development. 10(55.5%) of teachers are responded disagree and 6(33.3%) of teachers were responded strongly disagree and 5(100%) of KETBs and PTAs were responded undecided it means not sure. The principals support this idea through interview. From this can conclude that majority of respondents said there is lack of short term of training are given on the teachers continuous professional development issues of continuous professional development.

In table 4 in item 4 the respondents were asked to indicate their level of agreement regarding weather the school supervisor cross checks the implementation of TCPD by preparing check lists or not.

Accordingly, 3(16.6%) of teachers were responded agree and 5(27.7%) of teachers were responded undecided and 6(33.3%) of teachers were responded disagree and 2(22.2%) of teachers were responded strongly disagree and 2(40%) of KETBs and PTAs were responded undecided and 2(40%) of KETBs and PTAs were responded disagree and 1(20%) of KETBs and PTAs were responded strongly disagree. The majority of respondents of this item the school supervisor cross checks the implementation of teachers continuous professional development by preparing check lists. 6(33.3%) of teachers are responded disagree and 5(27.7%) of teachers are responded undecided it means not sure and 4(22.2%) of teachers are responded strongly agree. The principals support this idea through interview. From this 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 4 in item 5 the respondents were asked to indicate their level of agreement regarding weather the feedback is given for teachers at the end of training sessions or not. Accordingly, 2(11.2%) of teachers were responded agree and 5(27.7%) of teachers were responded undecided and 8(44.4%) of teachers were responded disagree and 3(16.6%) of teachers were responded strongly disagree and 5(100%) of KETBs and PTAs were responded disagree. The majority of respondents of this item feedback are given for teachers at the end of each training sessions. 8(44.4%) of teachers are responded disagree and 3(16.6%) of teachers are responded strongly disagree and 5(27.7%) of teachers are responded undecided it means not sure.

The principals support this idea through interview. From this can conclude that majority of respondents said there is lack of the feedback is given for teachers at end of training sessi

Table6: In what extent school partners effectively contributed and practiced implementation of CPD in teacher performance of your school

No	Items	Types of respondents	No	SA	%	A	%	PD	%	DA	%	S	%
			RS								DA		
1	The school has designed monitoring and evaluation strategies for teachers to support TCPD program implementation	Teachers						5	27.7	10	55.5	3	16.6
		KEBTs and PTAs	5					...	....	5	100	..	..
2	School has given the necessary materials for teachers to improve TCPD	Teachers	18	...	...	..	...	5	27.7	10	55.5	3	16.6
		KEBTs and PTAs	5	...	...	..	....		20	4	80	...	...
3	Short term training are given on the TCPD Issues for CPD coordinated	Teachers	18	...	..	..	..	2	11.2	10	55.5	6	33.3
		KEBTs and PTAs	5	...	...	...	....	5	100	...	...	...	...
4	the school supervisor cross checks the implementation of TCPD by preparing check list	Teachers	18	3	16.6	..	..	5	27.7	6	33.3	4	22.2
		KEBTs and PTAs	5	...	...	..	....	2	40	2	40	1	20
5	Feedback is given for teachers at the end of each training sessions	Teachers	18	2	11.2	..	..	5	27.7	8	44.4	3	16.6
		KEBTs and PTAs	5	..	...	..	..	..	..	5	100	..	....

In table 6 item 1 respondents were asked to indicate their level of agreement regarding whether school partners effectively contributed to the implementation of CPD in enhancing teacher performance or not, accordingly, 4(22.2%) of teachers were responded agree, 2(11.2%) teachers were responded un decided, 9(50%) teachers were responded disagree and 3(16.6%) were responded strongly disagree and 1(20%) of KETB and PTAs were responded agree, 2(40%) of KETB and PTAs were responded undecided and 2(40%) were responded strongly disagree. The data obtained from principal and vice principals through interview support this idea. The majority of respondent in this item school partners contributed to CPD implementation in enhancing teacher performance 9(50%) of teacher were responded disagree and 4(80%) KETB and PTAs were responded disagree and strongly disagree. From this the majority of respondents said school partners not effectively contributed implementation of CPD in enhancing teacher performance.

In table 6 item 2 respondents were asked to indicate their level of agreement regarding whether CPD effectively practiced in your school or not, accordingly, 3(16.6%) of teachers were responded agree, 7(38.8%) teachers were responded undecided, 5(27.7%) teachers were responded disagree and 3(16.6%) were responded strongly disagree and 1(20%) of KETB and PTAs were responded agree, 2(40%) of KETB and PTAs were responded undecided and 2(40%) were responded strongly disagree. The data obtained from principal and vice principals through interview support this idea. The majority of respondent in this item CPD effectively practiced in your school 7(38.8%) of teacher were responded disagree and 4(80%) KETB and PTAs were responded disagree and strongly disagree. From this the majority of respondents said that CPD not effectively practiced in our schools

Chapter Five

Summary, Conclusions and Recommendations

5.1. Summary

This chapter deals with the summary of major finding of the study, conclusions reached at 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 Abaferansua secondary school.

To this effective the following basic questions were raised.

1. To what extent teachers CPD contribute to teachers performance?
2. What are the major factors that affect TCPD?
3. What possible strategies for TCPD?
4. To what extent school partners; such as principals; PTAs and KETBs contributed to CPD implementation in enhancing teacher performance?
5. To what extent CPD practiced in Abaferansua secondary school?

The study was conducted in secondary school in Abaferansua district by using descriptive survey method. The respondents of the study were 3 principals, 5 KETBs and PTAs and 18 teachers. The researcher used both primary and secondary sources of data to obtain the required data. The data collected through questionnaire and interview was in table, analyzed and interpreted. Therefore, on the basis of analysis of data the study has come up with the flowing major finding.

The majority 7(38.8%) of teachers and 4(80%) of KETBs and PTAs were responded that understanding of the importance of continuous professional development are very highly for achieve teachers performance. from this one can understand that continuous professional development was play a vital role to enhance teachers performance. (In table 3 items 1).

Majority 11(61.1%) of teachers and 5(100%) Of KETBs 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 is highly capacity to improve teachers performance. (In table 3 items 4).

Majority 10(55.5%) of teachers and 3(60%) of KETBs and PTAs responded that adequate budget was not allocated for support teachers continuous professional development. This shows that inadequate budget for continuous professional development is major problems in the school to enhance teachers performance. (In table 4 items 1).

Majority 11(61.1%) of teachers were responded that teacher over workload or lack of sufficient time to take training were the problem of their performance. (In table 4 items 4).

Majority 10(55.5%) of teachers and 5(100%) KETBs and PTAs responded that school was not designed monitoring and evaluation strategies for teachers to support teachers continuous professional. (In table 5 item1).

Majority respondents said that contribution of continuous professional development to achieve teachers performance, but in Abaferansua secondary school has not effectively provides CPD in enhancing teacher performance.

5.2 Conclusion

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

There are many factors that affect contribution of continuous professional development in enhancing teachers performance. From these has not adequate budget, lack of training, lack of feedback from teacher toward teachers, continuous professional development, and shortage of time to participate continuous professional program.

5.3. Recommendations

1. For highly practice contribution of continuous professional development programs, gubre sub-city education office and school management have a great role and they are responsible for to enhance teachers continuous professional development to facilitate appropriate continuous training. So, concerned bodies should have to organized and conduct continuous training to achieve teachers performance.

2. For better contribution of continuous professional development in enhancing teachers performance and school management and principals should work with teachers towards selection of methods of teacher training.

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

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**APPENDIX A
WOLKITE UNIVERSITY**

COLLAGE OF EDUCATION AND BEHAVIORAL STUDIES

Department of curriculum and Instructional Supervision

Questionnaires for Abaferansua secondary school teachers, PTA and KETBS

General Direction

The main purpose of this questionnaire is to gather relevant data on the contribution of continuous professional development in Abaferansua secondary 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 question and indicate your answer “√” mark or writing the exact answer of you.

Section one: 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
D) Others -----
4. Work experience
A) 1-5 years B) 6-10 C) 11-15 D) 16-20 E) above 20
B) Section two; please use one of the following liker scales to indicate your response.
1=strongly disagree (SD)
2=Disagree (DA)

3=partially disagree (PD)

4=Agree (A)

5=strongly agree (SA)

Use“√” mark to write in the box corresponding to an action given under each specific objective on the study.

Table1. The contribution of CPD to achieve teachers performance

No	Item /Practice	Scales				
		5	4	3	2	1
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					
5	Providing skill man power					

Table 2.The major factor that affect TCPD

No	Item /Practice	Scales				
		5	4	3	2	1
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					
5	Providing skill man power					

Table 3. Possible strategies for TCPD

No	Items/practice	Scale				
		5	4	3	2	1
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					

Table 4: in what extent school partner effectively contributed and practiced to implementation of CPD in your school?

NO	ITEM/PRACTICE	SCALE				
		SA	A	UD	DA	SDA
1	School partners effectively contributed CPD implementation?					
2	CPD practiced in your school?					

Open ended questions

1. Are there any others problems which are affecting TCPD?

List-----

2. What solution do you suggest to overcome these problems?-----

3. What are the contributions of CPD for enhancing teacher Performances?

Appendix B
WOLKITE UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORIAL STUDIES

Department of curriculum and Instructional Supervision

Interview for Abaferansua secondary school principal and deputy principals

1. Discuss the effect of continuous professional development practice in your school?
2. Are there any factors that affect continuous professional development in your school?
3. What are those factors that affect continuous professional development in your school?
4. Are there any strategies that contribute to TCPD in your school?
5. What types of activities are performed by those partners to enhancing teacher performance