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DEPARTMENT OF PEDAGOGICAL SCIENCE AND ENGLISH
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THE IMPLEMENTATION OF TEACHERS' CONTINUOUS
PROFESSIONAL DEVELOPMENT IN YABERUS WOLKITE
GENERAL SECONDARY AND PREPARATORY SCHOOL

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List of Abbreviations and Acronyms

CPD: Continuous Professional Development.

ETP: Education and Training policy.

ESDP: Education Sector Development Program.

MOE: Ministry of Education.

TGE: Transitional Government of Ethiopia.

UNESCO: United Nation Education Scientific and Cultural Organizational.

Abstract

The purpose of this study was to assess the implementation of teachers' continuous professional development and to identify the major factors that affect the effective implementation of Continuous Professional Development in Yaberus Wolkite general secondary school. The sampling technique was used in this study such as: simple random sampling technique and comprehensive sampling technique. The data were collected through questionnaire and interview. The collected data through close ended questionnaire were analyzed quantitatively using percentage. Data collected through open ended questionnaire and interviews were analyzed qualitatively by using word explanation. The findings showed that the majority of teachers did not involve in the CPD implementation. The major factor that affect teachers not to effectively implement CPD are shortage of time, lack of adequate CPD materials, lack of resource, lack of systematic follow up, lack of incentives. Finally the following recommendations forwarded. The school principal and CPD coordinator should conduct training for teachers, the zone education office should support the school to implement the CPD program, the school principal should be give sufficient time for this program, create strong relationship between their CPD stakeholders, Principals and CPD coordinators should create awareness for teachers, zone education office should assign efficient and experienced CPD coordinator for the school, and appropriate support and encouragement (incentives) should be provided by zone education office for teachers that will be engaged effectively in the CPD program implementation.

Key word:- implementation of CPD.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Education is one of the key factors for growth and development of a country. It improves the socio-economic development and reduces poverty in any reduction of a country. The contribution of education to economic, social and political development is quite significant and this made education a priority issue for developing countries like Ethiopia with the aim of strengthen individuals and societies problem solving capacity. It raises people's productivity and creativity and promotes entrepreneurship and technological advances. (ETP, 1994).

According to Haileselasse (2004) cited in Ashebir (2014), the world is at the continuous moment of change in all aspects of life, change in the education system of nation and global requirements demanded staff development.

In Ethiopia, as indicated in the education policy document (MoE,2009) the policy clearly indicated that emphasis should be given to upgrading and updating both pre-service and in-service teachers. It was recognized that teachers were the key to school improvement and therefore a program of in-service CPD was developed in 2005.

.According to MOE, (2009), CPD program is intended to all school, leaders and supervisors in all regions of Ethiopia to participate in high quality and appropriate CPD which positively impacts classroom practices to ensure improved learning. Continuous professional development means to all lifelong learning career development programs designed to help different professional acquire relevant skill and knowledge for the development of their performance. It is an on-going process which leads to improved work satisfaction, accomplishment of professional goals, positive development of individual knowledge and competence.

According to Ministry of Education (2005,2009b),following pre-service and induction professional training, each Ethiopian teacher and instructor has a professional, personal and civic responsibility to undertake continuous professional development throughout his or her career. Each school teacher must take part in planned CPD activities for minimum of sixty hours each year. This may demand teachers' relentless commitment to engage with CPD activities since their

continuous professional development has direct linkage with educational quality improvement holistically and improvement in the students learning achievement particularly.

Amare, et.al,(2006) confirmed that the literature on education quality indicated a strong link between teacher professional development and quality especially in the areas of teachers' beliefs and practices, students learning and on the implementation of educational reforms. So that teachers should fully participate in CPD activities if these advantages need to be attained. Converse to this statement, Lessing and De Witt (2007) reported that teachers do not necessarily see CPD training as a lifelong learning of critical thinking, reflection and self-direction rather they often rely on rote learning of meaningless facts. This might indicate that the teachers faced problem of disengagements with CPD activities of creating, trained and skilled human power at all levels who will be driving forces in the promotion of democracy and economic development in the country (MOE, 2005), Moreover, while all policy documents stress the importance of teachers for promoting learning, the emphasis on improving teacher quality is most prominent in the 2005 Education Sector Development Program (MOE, 2005).

UNESCO (2006) stated that among the major functions of a teacher is to be a change agent of knowledge, skills, attitudes, facilitator and promoter and preparing the young generations for different responsibilities in the society. Teachers in the present Ethiopia are expected to be reflective and change-oriented to meet the government and public demand for quality education. They are expected to consider the dynamic nature of the learners and the society. To this end, the teachers should develop professionally thought their life in a sustainable way. They are expected to change themselves all the time because; our world is changing in every aspect. Teacher's previous experience, knowledge, skill, attitudes, needs and interests can be fade-out after certain time. Hence, it is important for education sector to update and keep up the professional competencies and academic abilities of teachers. (MOE, 2004).

The current education and training policy of Ethiopia (ETP) has also set high standards for teachers and described a new approach to education, formulated by the transitional Government of Ethiopia. (TGE, 1994)

The aim of CPD is to improve the performance of teachers in the classroom and raise students' achievement. CPD benefits to teachers in identifying their own strength, weakness and areas which they need to work so that they improve the attitudes, knowledge and skill, however the

implementation of teacher continuous professional development program face multiple challenges that are lack of reliable support, shortage of time, lack resource, lack of budget, lack of reward for participation and infrequent staff development, lack of sufficient trained CPD person MOE (2009) therefore this study is to assess the Implementation Teachers Continuous Professional Development at Wolkite, in Yaberus general secondary school.

1.2 Statement of the Problem

According to MOE (2009), there are six major challenges that affect the implementation of CPD in Ethiopian Primary and Secondary School identified. Failure to synchronize the career structure and the CPD values and activity, CPD facilitators high turnover, time constraints on teachers as well as their school leaders, CPD programs lagging behind its time and the tendency of rushing to cover the course, total absence, inadequacy of the minimum resource required to run CPD and lack of systematic collaboration and coordination between education bureaus and NGOS.

Furthermore, different researchers in Ethiopia conducted research on CPD program implementation and identified different challenges. For instance, research conducted by Gemechu(2014) stated that challenges that; lack of incentives, insufficient training, unsatisfactorily budget allocation, unsatisfactory support from principal and supervisors, shortage of CPD materials, lack of on time follow-ups, lack of awareness are some of the challenges mentioned.

The government of Ethiopia has embarked the implementation of CPD activities to upgrade and update teachers' knowledge, skills, and values to alleviate the poor education quality problems. To do so, a program of teachers' continuous professional development (CPD) is designed to be practiced at school with the trust that teachers will embrace the concepts of lifelong learning for their own benefit and for the benefit of the students they teach and the communities in which they live a large(MOE,2005 cited Goitom)

Though teachers continuous professional development has been given priority believing that it is the right of all teachers as well as of great value for national development, due to different factors, its effective implementation is still not as intended (MoE2009).

On the base of the above points the study attempt to answer the following basic questions.

1.3 Research question

1. To what extent teachers' continuous professional development program is being implemented in Yaberus Secondary and Preparatory School?
2. What are the major challenges that affect the implementation of teachers' continuous professional development in Yaberus Secondary and Preparatory School?

1.4 Objectives of the study

1.4.1 General objective

The general objective of this study is to assess the implementation of teachers' continuous professional development program in Yaberus Secondary and Preparatory School.

1.4.2 Specific objectives

The specific objectives are:

- To assess the implementation of teachers' continuous professional development in Yaberus secondary and Preparatory School.
- To identify the major challenges that affect the implementation of teachers' continuous professional development in Yaberus secondary and Preparatory School.

1.5. Significance of the study

Findings of this study are significant for different CPD stake holders including teachers, principals, CPD coordinators as well as the School through providing sensible evidence about the implementation of teachers' continuous professional development in Yaberus Secondary and Preparatory School.

It enables the school principals and CPD coordinators to pay attention for factors that affect the effective implementation of teachers' continuous professional development and this might be helpful to suggest and advise possible solutions to reduce the major challenges that affect the effective implementation of CPD. Finally; it may also be used as a reference point for future research in the areas of teachers' continuous professional development.

1.6. Delimitation of the study

Conceptually, the scope of this study is delimited to the implementation of teachers continuous professional development it is also geographically, delimited to Wolkite Yaberus general secondary in Wolkite town.

1.7. Limitation of the study

The researchers face same many difficulties while conducting the research effectively. Some of teachers were not interested to fill the questionnaire, lack of money, shortage of time and lack of rich research experience of the researchers.

1.8. Operation Definition of key terms

Continuous professional development (CPD):- CPD is an on-going process improving knowledge, skill, attitude in the level they are teaching on local context and particularly classroom practice.

CPD Implementation - how CPD put in to implement by teachers and principal.

CPD Challenges - something which obstructs the implement of CPD program and might be resolved.

1.9 Organization of the study

This study was organized into five chapters. The first chapter deals with the introduction part of the study that encompasses background of the study, statement of the problem, basic research questions, objective of the study, delimitation of the study, limitation of the study, significance of the study and operational definition of key terms are discussed. Chapter Two consists of the review of the related literature. Chapter three gives the methodology of the study that encompass design of the study, source of data, population, sample and sampling techniques, data gathering instruments, data gathering procedures, and data analysis techniques are described in this chapter. Chapter four deals with presentation, analysis and interpretation of data. Applying the methods in chapter three data are organized to give appropriate answers for the basic research questions raised in chapter one. Finally, in chapter five the finding are summarized and conclusions are given, Recommendations that helps to solve the problems are also forwarded based on the findings and conclusions.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. The concept of Continuous Professional Development

The concept of Continuous Professional Development is broader than career development which is defined as “the growth that occurs as the teacher movement through the professional career cycle” and broader than staff development which is the provision organized in service training programs designed to foster the growth of groups of teachers. It is only one of the systematic interventions that can be used for teacher development (Glatton, 1995).

Teacher continuous professional development refers to some total formal and informal learning experience of teachers throughout career from pre-service to retirement, it is part of using technology to foster teachers' growth. Thus, teacher continuous professional development is the support for teacher as they challenge while putting technology in practice and support enquiry based learning (Fullan, 1991).

CPD is widely acknowledged to be of great importance in the lives at schools contributing to professional and personal development for staff and to improvement in teaching and learning. CPD is defined as profession consist of all natural learning experiences and those aware and planned activities, which are intended to be of direct or indirect benefit to be individual group or school which constrict through these to the quality of education in the classroom (day1999). In Ethiopia continuous professional development can be placed into two categories; Updating is a continuous process in which every professional teacher participates during their career as a teacher. It focuses on subject knowledge and pedagogy and improves classroom practice. Upgrading is the process by which teachers can choose to participate in additional study outside their regular work as a teacher at appropriate time in their carrier, e.g. convert a certificate to a diploma, a diploma, to a first degree, or a first degree to a master's degree.

2.1.1 Characteristics of effective teacher continuous professional development

According to Sparkly and Harely (1990) in MOE (2009) there are different characteristics of effective teacher CPD. Below are some characteristics;

A broad definition that the goal to developing the teachers performance in the class room effective teacher CPD depends on class room observation and If clearly stated with subject content and teaching strategies effective teacher CPD also has a clear chronologically order in order to identifying training needs, and it also stated and make important of quality class room practitioners.

Effective teacher CPD perceives the important of informal systems within institution and locally available resource, and the activities of CPD clearly show the process which are being learned, in effective teacher CPD there is clear local educational leadership. When in effective teacher CPD the programs are conducted in school setting and also linked to school wide effort. Teachers participant as a helper and planners with administrator of in service activity. The other characteristics of effective teacher CPD is also emphasis on self-instruction with differentiated training opportunities, In effective teacher CPD teachers active role by choosing goal and activity for themselves and It also focus on demonstration, supervised trial and feedback. The training of effective teacher CPD is concert/evidence based and on-going over time and it support available upon request with ongoing assistance.

Effective CPD is aimed mainly at promoting learning and development of their professional knowledge, skills and values; help decide and implement valued changes in their teaching and learning behavior so that they can educate their students more effectively thus achieving an agreed balance between individual, school and national needs (Bolam,2006).

Furthermore, features of effective CPD, is participative in nature, and should encourage teachers to evaluate their pedagogical beliefs and practices, reflect on their professional practice and working environments and to engage in professional collaboration (TCI, 2011).

2.2. Practice of Continuous Professional Development in Ethiopia

The ministry of education (MOE) is totally responsible for education in the country. Many things influences the educational system in many ways, such as: the construction of buildings, the curriculum, teacher training, working condition, pre-service training programs, in-service training programs and school equipment which all provide by government (Motoaly,2004). Therefore; the ministry of education is responsible for determining the training agenda and CPD activities which are available to all teachers.

CPD was designed to improve the performance, knowledge of teachers in the classroom as well as the improvement of students' outcome. It is related to bring the Quality of education because improving the teachers' competencies and students outcome are the key issue for Quality education. In Ethiopia as indicated MOE (2009) the policy clearly indicated that emphasis should be given to upgrading and updating both pre-service and in-service teachers. It was recognized that teachers were the key to school improvement and therefore a program of in-service CPD was developed in 2005.

A CPD guide line was produced outlining the new strategy and course developed for the induction of newly deployed teachers and for CPD priority programs. The newly deployed teacher were expected to works through a two year induction program, produced at national level and supported by mentors. These mentors were selected from experienced members of staff in the school. All other teachers were expected to engaged in the CPD program produced a national level (MOE, 2009).

Teacher in the present Ethiopia are expected to be reflective and change-oriented to meet the government and public demand for quality education. They are expected to consider the dynamic nature of the learners and the society. This situation signifies the importance of continuous teacher professional development aiming at improving the teaching learning process thereby improving quality of education. Teachers are expected to employ interactive methods of teaching to help students learn better. The literature on education quality indicates a strong link between teacher professional development and quality especially in the areas of teachers' beliefs and practices, students' learning and on the implementation of education reforms (UNESCO, 2006).

2.2.1 Major Activities in continuous professional development program

1 Induction-induction program are planned as systematic programs of sustained assistance to beginning teacher (Jarvinen & Kohanen, 1995)

2 Mentoring- Mentoring is appositive support relationship between amore experience staff and less experienced staff (Bland, 2000)

3 Coaching-Coaching is the process by which colleague who is a critical listener, observer, as questions, makes observation and offers suggestion that help a teacher grow and reflect and produce different decisions (Harwll-Kee,1999)

4 Action research is a process of investigation, reflection and action which deliberately aims to improve or make an impact on the quality of real situation which forms the focus of the investigation. It is a form of inquiry which involves self-evaluation, critical awareness and contributes to the existing knowledge of educational community. (O’Hanlon 1996). Three reasons explain why action research can be an effective model for teacher continuous professional development: it is inquiry based and allows teachers to investigate there on words; it is and amid at the improvement of teaching and learning in schools; and it leads to deliberate and planned action to improved condition for teaching and learning.

5 Professional development portfolio (PDP)-is an assemble professionals lesson plan students word, reflective writing and other materials that are used to prepare for teaching or are sued directly in the classroom (Day, 1999)

According to Bush(1999) report the success full use of portfolio to support teacher professional development as they provide an opportunity for teachers to reflect on their own work goals activates in an out of the classroom.

2.2.2 The Continuous Professional Development cycle

‘The CPD cycle is a carefully planned response to identified development need’ ‘at all level individual, group institution, woreda, zone, region, national- the CPD cycle is similar (CPD frame work MOE,2009).The major activities in the CPD cycle analysis of the existing situation , planning, doing and evaluation.

1, Analysis- all CPD program will have similar characteristics, the program will be carried out in order to adders the learning or development need of an individual, groups of individual or identified need of an institution. The need will have been identified by a process of need’s analyze or review stack holder of the CPD cycle analyze an individual teacher, group teacher within institution a school a group of institution, woreda, zone and the nation(MOE 2009).

2, Plan-is done by prioritizing the issues identified by the analysis process once the development need have been identify, a program, specifically designed to meet that need can be prepared

Institution planning

Each institution should develop annual CPD plans; this is done by prioritizing the issues identified by the analysis process. Three main priorities are recommended for each academic year. It is more effective to concentrate on fewer priorities and cover them well.

Individual planning

Individual CPD plans should also be developed annually. Some prepared for individual will come from their institution individual teacher annual CPD action plan should be kept in their teacher's professional portfolio, and used as a guide to the type of information and evidence collected during the year. (MOE, 2009).

3, Do- the CPD do cycle involves activities that are chosen to meet the identified needs through the need analysis. The CPD Do cycle activities that are included: curriculum meeting, Action research, Demonstration lessons, professional reading and peer observation of lessons etc (MOE, 2009).

4, Evaluate- reviewing and evaluating the effectiveness of CPD is an essential part of the cycle. Ultimately CPD is carried out to help student to become better learner so it is important to judge whether each CPD program is effective in doing that.

When a program is written times for reviewing how the program is progressing should also be planned reviewing of a group activities, the CPD module and at the end of the module an evaluation should be conducted. The process of evaluation should celebrate success, measure whether desired outcomes have been achieved, identify additional unplanned outcomes, identify less successful aspects of the school module inform future CPD need at individual and institution level. (CPD framework, MOE, 2009).

According to the new CPD framework and toolkit documents (MOE, 2009b), the CPD is a developmental program that moves in a cyclical path anchored at four stages namely: Analyze → Plan → Do → Evaluate. The aim of the new CPD is to improve the performance of teachers in the classroom in order to raise student achievement and learning. It is a career-long process to improve knowledge, skills and attitudes centered on the local context particularly classroom practice (MOE, 2009).

2.2.3 Responsibilities of Continuous Professional Development

Stakeholders

According of CPD frame work (MOE 2009) stated that each stakeholder in CPD has responsibilities

A, CPD Responsibilities of teacher; Engaging in their own Continuous Professional Development throughout their careers, In consultation with others (e.g. mentor, supervisor) identifying personal CPD need in the light of the institutions Annual CPD plan and individual professional competencies, Working collaboratively with colleagues to improve teaching and learning, Carrying out sixty hours CPD each year and Putting CPD into practice in the classroom.

B, CPD Responsibilities School leaders are :Ensuring that learning and student achievement is inclusive, and at the center of strategic planning and resource management, Creating a CPD management strategy within the institution, Ensuring that the institution/department/faculty produces an annual CPD plan and manages the budget and Regularly monitoring the effectiveness of the changes to teaching and learning.

C, CPD Responsibilities of Woreda and sub-city education offices are :Ensuring that all school have annual CPD plans, Monitoring and evaluating the CPD activities of schools, Collecting data of individuals and schools participation in CPD, Providing support and training to clusters and schools via the supervisors and Raising awareness of and promoting inclusive education in all schools.

D, CPD Responsibilities of Regional education Bureaus/Zones are: Analyzing and identifying regional priorities, production of materials and delivering training to implement them, Sharing information with all stakeholders, Annually producing and circulating regional CPD plans, Allocating the resources needed to implement the regional CPD program including the development of Teachers' professional portfolios, Raising awareness of and promoting inclusive education throughout the region through CPD and Ensuring the quality of engagement of teachers in CPD activities, monitoring and assessing the content of individual Professional Portfolios and giving constructive feedback. F, CPD Responsibilities Clusters are: Establishing and supporting the cluster CPD committee

Managing and coordinating CPD activities within the cluster, Supporting Teachers' Professional Portfolio development, providing opportunities for collaboration and the sharing of good practice within the cluster e.g. samples of good lessons, effective teaching strategies innovative use of readily available materials for practical lessons and Making available resources for cluster schools to use in the classroom.

G, CPD Responsibilities Ministry of Education is: Analyzing and identifying national priorities, production of materials and organizing training to implement, Annually producing and circulating national CPD plans, Raising awareness of the need for Continuous Professional Development, Monitoring and evaluating the CPD program nationally and producing an annual report, Helping to increase capacity by training trainers and Raising awareness of and promoting inclusive education through CPD.

2.3 Challenges of Teacher continuous professional development in program in Ethiopia

Teacher continuous professional development program have many challenges that obstruct its effective implementation.

According to Ashebir (2014) cited MOE (2010) the major challenges identified at the national level to practice CPD program are: Lack of trained facilitator, Time constraints of teachers, Teachers are not provided awareness about the back ground of CPD, Lack of CPD books, Absence of coordination between the stake holders, Teachers are not motivated by the woreda to solve the ongoing problems and Less committed of stakeholder.

According to MOE(2009) the major challenges that affect the effective implementation of TCPD in Ethiopia include: Failure to synchronize the career structure and the CPD values and activities, CPD facilitators high turnover ,Time constraints on teachers as well as their school leaders, CPD programs lagging behind its time and the tendency of rushing to cover the course, Total absence or inadequacy of the minimum resources to run CPD and Lack of systematic coordination between the education bureaus, Teacher Education Institutions and NGOs.

According to Tadele (2013), the limited capacity of the mentors, absence of allocated time for induction and mentoring activities in the school program, lack of subject- specific support in the schools and ineffective monitoring and evaluation of the entire program, both in school and at the

district levels were some of such problems. Similarly, Gemechu (2014) reported the problems that include that lack of motivation by the teachers, incentives and interest of teachers, insufficient training, less budget allocation, unsatisfactory support from principals and supervisors, shortage of CPD materials, lack of on time follow- ups and unwillingness of playing their roles by all the concerned bodies in this teaching and learning process.

2.4. Models of teacher Continuous Professional Development

Kennedy (2005) outlined nine models of continuing professional development described as follows:

1. The training model: This model is universally recognizable, and supports a skills-based, technocratic view of teaching whereby CPD provides teachers with the opportunity to update their skills in order to be able to demonstrate their competence. It is generally delivered to the teacher by an expert with the agenda determined by the deliverer, and the participant placed in a passive role.
2. The award-bearing model: An award-bearing model is one that relies on, or emphasizes, the completion of award- bearing programs of study usually, but not exclusively, validated by universities. This external validation can be viewed as a mark of quality assurance, but equally can be viewed as the exercise of control by the validating and/or funding bodies.
3. The deficit model: professional development under this model can be designed specifically to address a perceived deficit in teachers' performance.
4. The cascade model: The cascade model involves individual teachers attending "training events" and then cascading, or disseminating, the information to colleagues. It is commonly used in situations where resources are limited.
5. The standards-based model: This model belittles the notion of teaching as a complex, context-specific political and moral endeavor; rather it represents a desire to create a system of teaching, and teacher education, that can generate and empirically validate connections between teacher effectiveness and student learning.
6. The coaching/ mentoring model: The defining characteristic of this model is the importance of the one-to-one relationship, generally between two teachers, which is designed to support CPD.

7. The community of practice model: The essential difference between this model and the coaching/mentoring model is that a community of practice generally involves more than two people, and would not necessarily rely on confidentiality. This model depends on a clear relationship between communities of practice.

8. The action research model: Action research as a model of CPD has been acknowledged as being successful in allowing teachers to ask critical questions of their practice.

9. The transformative model: The central characteristic of this model is the combination of practices and conditions which support a transformative agenda. In this sense, it could be argued that the transformative model is not a clearly definable model in itself; rather it recognizes the range of different conditions required for transformative practice.

Kennedy (2005) organized the nine models into these three broad categories: traditional, transitional and transformative. See in the Table 1:

Table 1: Model of Continuous Professional Development

Modes of CPD	Purpose of Model
The training model The award-bearing model The deficit model The cascade model	Transmission
The standards-based model The coaching/mentoring model The community of practice model	Transitional
The action research model The transformative model	Transformative

Kennedy suggested that the first four of these were essentially transmission methods, which give little opportunity for teachers to take control over their own learning. The following 3 are more

transformation, giving an increasing capacity for professional autonomy, with the action research and transformative models being able to provide even more professional autonomy, and giving teacher the power to determine their own learning pathways.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Design of the study

The main purpose of this study is to assess the implementation of teachers' continuous professional development in Yaberus Secondary and Preparatory School. The study use descriptive survey design because used to obtain reliable and relevant information from different groups. The researcher used both qualitative and quantitative approach (mixed approach).

3.2. Description of study area

Wolkite Town is found in South nation and nationalities and peoples region in Gurage zone. It is locate at a distance of 153km from the capital of Ethiopia, Addis Ababa . The Town possesses a complex mix of highland climate zone (kohola climate) with unique biome, its temperature ranges between 7c-10 0C, with total annual rain fall between 600-1000mm. The total population of the town estimated to be about 40,000.The School is the largest and most advanced school in wolkite town.

3.3. Source of Data

3.3.1. Primary Sources

The primary sources of data will to be collect teachers, vice principals, principals and cluster supervisors of the sample school.

3.3.2. Secondary Sources

The secondary sources of the data will school records or documents consisting of lesson plan, annual plan, action researches work of the school, feedback documents and other necessary second-hand documents relate to active learning methods.

3.4. Population, Sample and Sampling Techniques

In this school there are 61 Male and 33 Female total 94 teachers, 3 principals and 2 coordinators among 94 teachers the researchers selected 66 teachers as a sample by using simple random sampling technique to select teachers as a sample. Because it helps the researches to avoid

discrimination. The researcher also selected all 3 principals and both 2 CPD coordinators by using comprehensive sampling techniques because it helps to get full information from the manageable number.

3.5. Data Gathering Instruments

To collect relevant data for this study, the researchers used two major data gathering instrument they are;

3.5.1. Questionnaires

The researchers were used Questionnaires to collect the information from the teachers. The Researches were use both close ended and open ended question. In addition to this open ended questionnaire was employed to give chance for the respondent to express their view relate to the implementation of teachers' continuous professional development. A set of questionnaire 25 items was prepared in the English language.

3.5.2. Interview

Interview semi-structure interview was used to collect information from the school principal, vice principals, and CPD coordinators through oral communication the questions related to the implementation of teachers' continuous professional. This data gathering instrument was used with the belief that gives additional and detail information regarding the issue under investigation. With 3 item interview question was prepared in the English language.

3.6. Procedure of data collection

After data collection completed the data was arranged systematically in table in facilitated analysis and interpretations. The data collected through the questionnaire was put in the form of table, percent and data collected through interview was analyzed and interpreted in qualitative and quantitative or mixed method.

3.7. Methods of Data Analysis

The data analysis technique of this study was both quantitative and qualitative. Responses from teachers, principal, vice principals, CPD coordinates was analyzed by using quantitative such as frequency and percentage. The data from interview and open ended items was analyzed qualitatively by using word explanation.

3.8. Ethical Consideration of the Study

Ethical permission sought from the respective of Wolkite University; a formal letter submitted to all the concerned bodies to obtain their co-operation. Besides the interviewers, who was getting informed and written consent from the study subjects prior to the study. Furthermore, the researcher was assure confidentiality of inform responses of the questionnaires and interviews and thanks respondents at the beginning and at the end of the data gathering process/responses. This study was respect other ethical issues i.e. data interpretation was free from biasness of the researcher and including others previous study or literature were acknowledged, referred and respected to protect plagiarism due to this study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

This Chapter deals with the analysis and discussion of the data collected from teachers regarding the implementation of CPD in Yaberus Secondary and Preparatory School. It describes the findings of the study in view of the research questions.

The first part presents the characteristics of the research participants. Those the profile of the study group was discussed in terms of sex, age, qualification and years of experience in teaching. The data obtained from the questionnaire were first presented in table and analyzed by using percentage

Table 2: Background information of the participants

N O	Category	Group	Respondent	
			No	Percentage
1	Sex			
		Male	40	60.60%
		Female	26	39.4%
		Total	66	100%
2	Age	20-30 years	26	39.4%
		30-40years	23	34.8%
		Above 40 years	17	25.8%
		Total	66	100%
3	Qualificat ion	Degree	50	75.76%
		Master	16	24.24%

		Total	66	100%
4	Years of experience	0-5	12	18.2%
		5-10	20	30.3%
		10-15	9	13.6%
		15-20	15	22.7%
		Above 20	10	15.2%
		Total	66	100%

As it is shown in Table 1, from the total of 66(100%) teacher respondents, 40(60.6%) of the teachers were male and 26(39.4%) were female. This data shows that the majority of the respondents in this study were male. In terms of age, 26 (39.4%) of them had 20-30 years, 23(34.8%) of them had 30-40 years, and 17 (25-8) of them had above 40 years. The qualification of the respondents, 50(75.76% of them had First Degree and 16(24.24%) of them had Masters. Moreover, in terms of experience the respondents showed that 12(18.2%) of them had 0-5 years, 20(30.3%) of them had 5-10 years, 9(13.6%) of them had 10-15 years, 15(22.7%) of them had 15-20 years and 10(15-2%) of them had above 20 years of experience.

Table 3: The Implementation of CPD in Yaberus Secondary and Preparatory School

Items	Very Low		Low		Medium		High		Very High	
	No	%	No	%	No	%	No	%	No	%
Extent involvement in selection of the CPD priorities	12	18.1%	17	25.8%	31	47%	5	7.6%	1	1.5%
The extent to which CPD helps teachers improvement	9	13.6%	17	25.8%	14	21.2%	20	30.3%	6	9%
Extent of teachers support each other professionally	7	10.6%	17	25.8%	26	39.4%	13	19.7%	3	4.5%
Teachers implementation CPD	15	22.7%	19	28.8%	24	36.4%	7	10.6%	1	1.5%
Extent of teachers implementation of active learning methods after CPD training	6	9s%	23	34.8%	18	27.3%	16	24.2%	3	4.5%
To what extent sufficient time is allocated for CPD training	25	37.9%	13	19.7%	15	22.7%	11	16.7%	2	3%
A certification is prepared for teachers after completion of the training	19	28.8%	15	22.2%	22	33.3%	4	6%	6	9%
How do you judge the quality of training providing classroom teachers in regarding CPD program	6	9%	27	40.9%	22	33.3%	7	10.6%	4	6%
How do you judge benefits of CPD in improve teachers subject matter and pedagogical knowledge	6	9%	15	22.7%	26	39.4%	12	18.2%	7	10.6%

How far does CPD training help teachers reflecting on day to day practice	10	15.1%	17	25.8%	21	31.8%	12	18.1%	6	9%
CPD is a means to providing teachers with new knowledge, skill and understanding for their staff development activities	7	10.6%	8	12.1%	14	21.2%	21	31.8%	16	24.2%
CPD is used to update the knowledge and skills obtained in pre-service training?	10	15.1%	11	16.7%	26	39.4%	15	22.7%	4	6%
Aggregate value	11	16.7%	16.6	25%	21.7	32.8%	11.9	10.5%	4.4	7%

The respondents were to rate the implementation on a rating scale ranging from very low to very high. Their responses were calculated in percentage.

Table 2 item 1 shows that 12(18.1%) of the respondents had implemented CPD at a very low level, 17(25.8%) of the respondents at a low level, 31(47) of the respondents at a medium level, 5(7.6), of the respondents said high level and 1(1.5) of the respondents reported that at a very high level implementation. These show that the majority of the respondents had implemented CPD at a medium level.

In the same table, item 2 shows that 9(13.6%) of the respondents said that CPD helps them improve at a very low level, 17(25.8) of the respondents reported that at a low level, 14(21.2%) of the respondents said at a medium level, 20(30.3) of the respondents had implemented at a high level, and 6(9%) of them at a very high level. This shows that the majority of the respondents are at a high level.

In the same table, item 3 shows 7(10.6) of the respondents reported a very low level on teachers supporting each other professionally, 17 (25.8%) of the respondents said at a low level, 26(39.4%) of the respondents reported at a medium level, 13(19.7) of the respondents said high and 3(4.5%) of the respondents reported at a very high level. This shows that the majority of the respondents had teachers supporting each other professionally had implemented at a medium level.

In the same table, item 4 shows that 19(28.8) of the respondents had implemented CPD at very low level on CPD is implemented by classroom teachers of the respondents reported at low level, 24(36.4) of the respondents said medium level, 7 (10.6) of the respondents reported that high level and 1(1.5) of the respondents reported very high level. This shows that the majority of the respondents had implemented at medium level.

In the same table, items 5 shows that 6(9%) of the respondents said very low level on teachers implementation of active learning method after CPD training, 23(34.8) of the respondents at low level, 18(27.3) of the respondents said medium level, 16(24.2) of the respondents reported that high level and 3(4.5) of them respond very high level. This shows that the majority of the respondents had implemented active learning method after CPD training at low Level.

In the same table, item 6 shows that 25 (37.6%) of the respondents had very low level on sufficient time is allocated to CPD training, 13(19.7%) of the respondents respond at low level 18(22-7%) of the respondents respond medium level 11(16-7) of the respondents said high level and 2(3%) the respondents respond very high level. This shows that the majority of the respondents had allocated CPD training on sufficient time with very low level.

In the same table, item 7 show that 19(28.8%) of the respondents had very low level on a certification is prepared for teachers of the competition of the training, 15(22.2) of the respondents reported at low level, 22(33.3%) of the respondents said 6(9%) of the respondents respond very high level. This shows that the majority of the respondents had certification for teachers of competition of training with medium level.

In the same table, item 8 shows that 6(9%) of the respondents had very low level judgment on the quality of training provided to class room teachers in regarding CPD program, 27(40.9%) of the respondents said low level, 22 (33.3%) of the respondents at medium level, 7(10.6%) of the respondents respond that high level and 4(6%) the respondents said very high level. This shows that the majority of the respondents had judged that the quality of training providing at low level.

In the same table, item 9 shows that 6 (9%) of the respondents had very low level on the benefits of CPD in improve teachers subject matter and pedagogical, knowledge, 15(22.7%) of the respondents said low level, 26 (39.4%) of the respondents were at medium level, 12 (18.2%) of the respondents respond that high level and 7(10.6%) of the respondents said very high level. This show that the majority of the respondents medium level.

In the same table, item 10 shows that 10(15.1%) of the respondents respond very low level on CPD training helps them reflecting on day to day practice, 17 (25.8%) of the respondents reported that very low level, 21(31.8%) of the respondents said medium level, 12(18.1%) of the respondents respond high level and 6(9%) of the respondents were at very high level, This shows that the majority of the respondents had CPD straining helps them reflecting on day to day practice at medium level.

In the same table, item 11 shows that 7(10.6%) of the respondents had responded very low level on CPD is a means to provide teachers with new knowledge skill and understanding for their staff development activities, 15 8(12.1%) of the respondents said low level, 14(21.2%) of the respondents respond that medium level, 21(31.8%) respondents said high level and 16(24.2%) the respondent sat very high level, This shows that the majority of the respondents had CPD is a means to provide teachers with new knowledge skill and understanding for their staff development activities at high level.

In the same table item, 12 shows that 10(15.1%) of the respondents had very low level on CPD is used to update the knowledge and skill obtain that in pr-service training, 11(16.7) of the respondents said low level, 26(39.4) of the respondents respond medium level 15(22.7) respondents said high level and 4(6) the respondents at very high level. This shows that the majority of the respondents had implemented CPD at medium level.

The aggregate value of the implemented CPD in Yaberus Secondary and Preparatory School shows that 11(16.7%) of the respondents had implemented at very low, 17(25%) of the respondents were at low level, 22(32.8%) of the respondents were at medium level, 12(10.5%) of the respondents said high level and 5(7%) of the respondents reported that very high level implementation. These show that the majority of the respondents had implemented CPD at medium level.

We ask question about CPD implementation by interview the idea that we got is also support the above close ended question so we can prove that CPD does not implement proper on this school. The idea that we have got by interview question is mention below:

1 Do you think that there is an effective implementation of teachers CPD program in your school?
As the principal and the CPD coordinator told us CPD is not implemented in the school

2 If you answer to question 1 no, what are the challenges that affect the effective implementation of teachers' continuous professional development in your school?

It is not implemented because, teachers connect the CPD program with political agenda and the other reason is that the CPD training does not have any incentive which helps to motivate teachers so teachers are not interested in participating CPD,MOE does not give attention towards the implementation of CPD program in the schools, lack of budget and material in order to facilitate the CPD program, poor linkage between CPD state holder, give information on how to the program helping teacher professional growth, mismatching government policy and teachers went.

3 What solution do you suggest to solve the challenges of CPD implementation in you school?

In order to implement CPD program there must be incentives in order to bring motivation among teacher and teachers should see the CPD program differently from political agenda because it is all about professional development. And most importantly MOE must give special attention to the CPD program and government should budget money and resources material which used to implement, create awareness about the relevance of CPD, creating strong linkage between teachers and school administration and other educational organizations, change the old CPD manuals and update their materials, the MOE create awareness for the teachers about the CPD program. Table 4: Challenges in Teachers' Continuous Professional Development Implementation in Yaberus Secondary and Preparatory School.

No	Items	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
		NO	%	NO	%	NO	%	NO	%	NO	%
1	Lack of incentives for teachers who actively participate in CPD	8	12%	11	16.7%	15	22.7%	21	31.8%	11	16.7%
2	Lack of motivation and interest of teachers	5	7.6%	11	16.7%	18	27.3%	19	28.8%	13	19.7%
3	Lack of conducive atmosphere to practice CPD	7	10.6%	11	16.7%	22	33.3%	17	25.8%	9	13.6%

4	Lack of adequate material resources	6	9%	13	19.7%	14	21.2%	24	36.4%	9	13.6%
5	Lack of awareness on teachers about the relevance of CPD	7	10.6%	18	27.3%	21	31.8%	13	19.7%	7	10.6%
6	Absence of coordination the implementation of CPD	6	9%	12	18.2%	16	24.2%	20	30.3%	12	18.2%
7	Teachers work load	14	21.2%	8	12.1%	16	24.2%	20	30.3%	8	12.1%
8	Shortage of time to implement the program effectively	8	12.1%	14	21.2%	16	24.2%	18	27.3%	10	15.1%
9	Lack of systematic follow up	5	7.6%	10	15.1%	17	25.8%	21	31.8%	13	19.7%
10	Absence of well-trained school CPD coordinate	6	9%	9	13.6%	11	16.7%	23	34.8%	17	25.8%
11	The negative attitudes of teachers and principals towards CPD program	7	10.6%	12	18.1%	18	27.3%	16	24.2%	16	19.7%
12	Aggregate value	7	10.8%	12	17.8%	17	25.3%	19	29.2%	11	17.2%

The respondents were asked rate their factors on a rating scale ranging from disagree to strongly agree their responses were calculated in percentage.

Table 3,item 1 shows that 8(12%) of the respondents reported strongly disagree on the lack of incentive for teachers who actively participate in CPD challenge of that affect the effective implement of CPD,11(16.7%)of the respondents reported disagree,15(22.7%)of the respondents said undecided,21(31.8%)of the respondents reported were agree and 11(16.7%) of them strongly agreed. this shows almost the majority of the respondents indicate lack of incentives for teachers who actively participate in CPD in agreed to challenge of CPD implemented.

In the same table, item2 shows that (7.6%) of the respondents said strongly disagree with lack of motivation and interest of teachers as a hindering challenges that affect the effective implemented

of CPD, 11(16.7%) of the respondents reported that disagree, 18(27.3%) of the respondents said undecided, 21(31.8%) of the respondents respond agree and 11(16.7%) of them responded strongly agree. This shows that the majority of respondents agreed.

In the same table, item3, shows that 7(10.6%) of the respondents said strongly disagree on the lack of conducive atmosphere to practice CPD, 11(16.7%) of the respondents reported disagree, 22(33.3%) of the respondent said undecided, 17(25.8%) of the respondents reported that agree and 9(13.6%) of the respondents said strongly agree. This shows the majority of the respondents were at undecided.

In the same table, item 4 shows that 6(9%) of the respondents had responded strongly disagree on the lack of adequate material resources, 13(19.7%) of the respondents expressed their disagreement, 14(21.2%) of the respondents said undecided, 24(36.4%) of the respondents were expressed their agreement and 9(13.6%) the respondents were strongly agree. This shows that the majority of respondent were agreed.

In the same table item 5, shows that 7(10.6%) of the respondents had responded strongly disagree on the lack of awareness on teachers about the relevance of CPD, 18(27.3%) of the respondents said disagree, 21(31.8%) of the respondents said undecided had responded, 13(19.7%) the respondents had expressed their agreement and 7(10.6%) of the respondents were strongly agree. This shows that the majority of respondents had undecided.

In the same table, item 6, shows 6(9%) of the respondents had responded strongly disagree with on the absence of coordination the implementation of CPD, 12(18.2%) of the respondents were respond disagree, 16(24.2%) of the respondents said undecided, 20(30.3%) the respondents respond agree and 12(18.2%) the respondents said strongly agree. This shows that the majority of the respondents had absence of coordination implemented agreed.

In the same table, item 7, shows that 14(21.2%) of the respondents said strongly disagree with on the teachers work load, 8(12.1%) of the respondents respond disagree, 16(24.2%) of the respondents said undecided, 20(30.3%) of the respondents respond agree and 8(12.1%) of the respondent said strongly agree. This shows that the majority of the respondents agreed.

In the same table, item 8, shows that 8(12.1%) of the respondents said strongly disagree on the shortage of time to implement the program effectively, (21.2%) of the respondents expressed their

disagreement, 16(24.2%) of the respondents said undecided. 18(27.3%) of the respondents were respond agree and 10(15.1%) of them were strongly agree. This shows that the majority of respondents had agreed.

In the same table, item 9 shows that 5(7.6%) of the respondents respond strongly disagree on lack of systematic follow up, 10(15.1%) of the respondents said disagree, 17(25.8%), of the respondents responded undecided of the respondents expressed their agreement and 13(19.7%) of the respondents said strongly agree. This shows the majority of respondents agreed.

In the same table, item 10, shows that 6 (9%) of respondents were strong disagree on the absence of well-trained school CPD coordinate, 9(13.6%) of the respondents were respond disagree, 11(16.7%) of the respondent said undecided, 23(34.8%) of the respondents expressed their agreement, 17(25.8%) of the respondents said strongly agree. This shows that the majority of respondents agreed.

In the same table, item 11 shows that 7 (10.6%) of the respondents reported strongly disagree on the negative attitudes of teachers and principals toward CPD program 12(18.1%)of the respondents respond disagree,16 (24.2%) of the respondents said undecided, 18(27.3%) of the respondent respond agree and 13(19.7%) of the respondent respond strongly agree. This shows that the majority of respondents agreed.

The aggregate value of the challenges in CPD in Yaberus Secondary and Preparatory School show that 7(10.8%) of respondents, were at strongly disagree. Level 12(17.8%) of the respondents were at disagree. 17(25.3%) of the respondents said undecided level. 19.3(29.2%) of the respondents were at agree and 11(17.2%) of the respondents reported that strongly agree. This shows the aggregate value the majority of the respondent had agreed,

The idea that we explore on the above close ended questions is supported by the following open end questions. The idea that we mention for this research is describe as the:

1 What are the major challenges that affect the effective implementation teacher continuous professional development in you school?

In this question most of respondents replied that shortage of time, Lack of budget, teachers over work load, negative attitude, government does not give attention, Lack interest/motivation, negative attitude, lack of incentive, lack of systematic follow up.

2 Please suggest some solution that could overcome the major challenges that affect the effective implementation of teacher CPD for the future.

In this question most of respondents replied that providing adequate material and budget for the training, given continuous follow up, creating good relationship between teachers and school administration, change the attitude of teachers and school administration, to give sufficient time, create awareness for the teachers about the CPD program.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

This chapter deals with summery conclusions and recommendations forwarded based on the findings of the study

5.1. Summary

This study was conducted to assess implementation of teachers' continuous professional development in Wolkite, Yaberus Secondary and Preparatory School. To this end the study was made to focus on answering the following basic questions.

1 To what extent teacher continuous professional development program implement in Yaberus secondary and preparatory school.

2 What are the major challenges that affect the effective implementation of teacher continuous professional development in Yaberus Second and Preparatory School?

To investigate this, the researchers selected 66 teachers were by used random sampling technique and the remaining principal, vice principal and CPD coordinators were selected by comprehensive sampling technique. For this study the researchers employed descriptive server design and mixed approach (Quantitative and Qualitative). The source of data for this study were teachers, principals, vice principals and CPD coordinators, in Wolkite, Yaberus Secondary and Preparatory School. In ordered to collect relevant information the data were collected by questionnaire and interview was used as data gathering instrument. The questionnaire was distributed to teachers and interview was for principal, vice principal and CPD coordinators.

The retuned questionnaire was analyzed in the percentage and open- ended questionnaire and semi- structured interview were analyzed qualitatively through word explanation analysis therefore based on the data analysis of the respondents response from questionnaires and interview the following findings were obtained.

The status of CPD implementation is not as reached at the expected level (high) as the result from the questionnaire and interview showed that CPD implementation is not to the expected level. In this selected school the teachers participation in CPD implementation are at medium (average)

level as indicated from the aggregate value 22(32.8%) of the majority respondents medium. These of the majority of teachers did not involve in the CPD program.

The finding of this study indicated that there are a numbers constructs that hinder teachers in Yaberus Secondary and Preparatory School did not effectively implement the CPD progress of the listed problems shortage of time, budget and resource is not allocating for the CPD program, lack of incentives and reinforcement for teachers the MOE didn't given attention for the CPD program, poor linkage between teachers and school administrations, lack of systematic follow up, lack of motivation to engage in the CPD program and the education office didn't give attention for the CPD program are considered as very serious.

5.2. Conclusions

The purpose of this study was to assess the implementation of teachers continuous professional development in Wolkite, Yaberus Secondary and Preparatory School based on the analysis interpretation of date and the finding the following conclusions are drown

The implementation of teacher continuous professional development in Yaberus Secondary and Preparatory School are at medium (Average) level.

Regarding to the major challenges that affect the effective implementation of CPD, the CPD program also face a number of challenges that affect the effective implementation of the listed challenges, shortage of time, resource is not allocating for the CPD program, lack of incentive for teachers, the MOE didn't give attention school administrations, lack of systematic follow up, lack of motivation to engage in the CPD program and the education office did not give attention for the CPD program are considered as very serious identified by respondents as the major challenges that affect the implementation of this program.

Generally, this implies that the CPD programs are not effectively implemented at Yaberus Secondary and Preparatory School.

5.3. Recommendations

Based on the above findings and conclusions made about the implementation of teacher continuous professional development in Wolkite, Yaberus Secondary and Preparatory School, the following recommendation was forwarded;

- ❖ Garage Zone education office should allocate sufficient budget for the School to enable this School effectively implement CPD program.
- ❖ The CPD training module is not effectively organized and as it is in appropriate MOE has to revise and must be considering teachers interest and need.
- ❖ The school principal should give sufficient time for the CPD program implementation.
- ❖ Garage Zone education office and the school principal should give attention for the CPD program and providing sustainable and consistent support for the CPD program.
- ❖ The school principal should continuously follow up the teachers' engagement in the CPD program implementation.
- ❖ Garage Zone education office should assign efficient and experienced CPD coordinator for the school.
- ❖ The school principals and CPD coordinators should be responsible to check the portfolio of teachers and prepare certification for the teachers after training of the CPD program.
- ❖ The school principals and CPD coordinators should create awareness for teachers.
- ❖ The CPD program stake holders including teachers, principals and other education officials should work collaboratively and create strong linkage between and among them.
- ❖ Appropriate support and encouragement (incentives) should be provided by zone education office for teachers that will be engaged effectively in the CPD program.

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APPENDICES

APPENDICEX A: QUESTIONNAIRE TO BE COMPLETE BY TEACHERS:

WOLKITE UNIVERSITY

Dear respondents: The main purpose of this questionnaire is to collect data on the implementation of teacher continuous professional development in Wolkite, Yaberus Secondary and Preparatory School. All information you provided was strictly kept request your cooperation to give your genuine response to the item as per directions for each part. Therefore, you are kindly requested to read carefully and fill the questionnaire honestly and responsibly.

NOTE:-

- ✓ Do not write your Name on the Questionnaire
- ✓ Please give appropriate answers by putting a tick mark(✓) or write in the space provided according to the instruction
- ✓ Please do not leave any Question un answered

Thank you for your cooperation.

Part one: Teachers background information

Direction please put your choice question 1-4 a tick mark (✓) in the space provided.

1, Sex: A, Male B, Female

2, Age: A below 20 year B, 20-30 years C, 30-40 years D, above- 40 years

3, Qualification (Education level): A, Diplom B, Degre B Master C, PHD

4, Year of experience: A, 0--5 year B,5-10 year C, 10-15 year

D, 15- 20 year E, above 20

Part Two: close- ended Questionnaire

Direction: below are items which have been designed to assess to what extent Teacher Continuous Professional Development Program implemented in your school. Read each statement carefully and show your choice by putting a tick mark in one of the five alternatives.

Key 1= very low 2=low 3= medium 4=high 5=very high

To What extent Teachers CPD Implementation		Rating Scale				
No	Item	1	2	3	4	5
1	To what extent have you involving in the selection of the school CPD priorities?					
2	The extent to which CPD helps teacher improvement					
3	To what extent teachers supporting each other professionally in your school					
4	How farms CPD is implemented by classroom teachers in this school					
5	The extent of teachers implementation of active learning methods after CPD training					
6	To what extent sufficient time is allocated for CPD training in your school					
7	A certification is prepared for teachers after completion of the training					
8	How do you judge the quality of training providing classroom teachers in regarding CPD program					
9	How do you judge benefits of CPD in improve teachers subject matter and pedagogical knowledge					
10	How farm does CPD training helps teachers reflecting on day to day practice					

11	CPD is a means to provide teachers with new knowledge, skill and understanding for their staff development activities					
12	CPD is used to update the knowledge and skill obtains in pre-service Training?					

Direction: The following items are designed to assess the major challenges that affect the effective implementation of Teacher continuous professional development. Read each statement carefully and put a tick (✓) mark in one of the five alternatives

Key 1, strongly disagree 2, Disagree 3, Undecided 4, Agree 5, strongly agree

Item related to the major challenges that affect the implementation of CPD program

No	Items	1	2	3	4	5
1	Lack of incentives for teachers who actively participate in CPD					
2	Lack of motivation and interest of teachers					
3	Lack of conducive atmosphere to practice CPD					
4	Lack of adequate material resources					
5	Lack of awareness on teachers about the relevance of CPD					
6	Absence of coordination the implementation of CPD					
7	Teachers work load					

8	Shortage of time to implement the program effectively					
9	Lack of systematic follow up					
10	Absence of well-trained school CPD coordinate					
11	The negative attitudes of teachers and principals towards CPD program					

2. Open- ended Questionnaire

Direction: Please give your responses clearly in the space provided

1, what are the major challenges that affect the effective implementation of teacher continuous professional development in your school?

.....

2,Please suggest some solution that could overcome the major challenges that affect the effective implementation of teacher continuous professional development for the future?.....

.....

APPNEDEIX B: INTERVIEW GUIDE LINE FOR PRINCIPAL, VICE PRINCIPAL, AND CPD COORDINATOR

Dear respondents: The purpose of this interview is to collect information on the implementation of teacher continuous professional development in Wolkite, Yaberus Secondary and Preparatory School. The information you provided in this interview was kept confidential and was utilized only for the purpose of the study. Your genuine response to the interview is highly valuable for the achievement of the objectives of this study.

Thank you for your cooperation.

Part Two: Interview Questions

1. Do you think that there is an effective implementation of Teacher Continuous Professional Development Program in your School?
2. If your answer to question number 1 no what do think you are the challenges that affect the effective implementation of teacher's professional development in your school?
- 3, what solution do you suggest to solve the challenges of CPD implementation in your school?