

WOLKITE UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
Department of Curriculum and Instructional Supervision



**Factors Affecting the Implementation of CPD in Secondary Schools of
Wolkite Town Gurage Zone**

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**A Senior Essay Research Report 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 Literature**

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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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ABSTRACT

The Purpose of this study was to assess the factors affecting the implementation of CPD in Wolkite town secondary schools. Both quantitative and qualitative data were collected through questionnaires, unstructured interviews and document analysis. The analysis was made on the data obtained from a sample of 76 teachers responded to written questionnaires, and 2 cluster supervisors, 4 school principals and town education officials were responded to unstructured interviews. Besides, documents were analyzed. The data were analyzed using mean and the standard deviation. The result revealed that the implementation of CPD in Wolkite town secondary schools had not been properly implemented for the intended purposes of the program. The CPD activities do not planned, managed and implemented appropriately. Most activities of the CPD are not fully appropriate for the achievement of students and to support the teaching learning process by facilitating classroom practice. Due to the inappropriate management and implementation of the CPD, the activity of all the stakeholders' do not solved the day to day problems of the education system efficiently. Evaluation and monitoring of the program was not run with the appropriate technical skills of the responsible bodies. There is no supportive personnels to support the work load of secondary school managers, in the secondary schools of the town. With regard to needs assessment, the majority of respondents evaluated the involvement of stakeholders in needs assessment of the CPD priorities to be planned as below average. Moreover, the major problems in the secondary schools of the town regarding the implementation of CPD are limitations of linking the CPD activities with the school improvement program, the poor understanding towards the nature and purpose of the CPD and not properly understanding the CPD activities effectively. Finally, to improve the situation, it was suggested that training should be given to stakeholders on the program, the CPD should be planned critically at all levels, the town should fulfill the necessary personnels for all schools and clusters according to the evaluation and assessment of the program for the effectiveness should be essential. In addition to this, it is necessary to develop and use an appropriate policy guideline in the context of the town by participating responsible bodies is recommended.

Acronyms/Abbreviation

1. BSC = Balanced score card
- CPD Continous professional development
 - ELIP =English Language Improvement Program
 - ESDP III The 3rd Education Sector Development Program.
 - ETDBP Ethiopian teachers development blue print.
 - MoE Ministry of Education.
 - NGOs Non-governmental organizations.
 - NTPCS National Teachers Professional Competency Standard.
 - SNNPRG South Nations Nationalities and People Regional Government.
 - TDP 1 CPD The first teachers development program of continuous professional development.
 - TEIs Teacher education institutions.
 - WEO Woreda Education Office.

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Chapter One

Introduction

1. Background of the Study

To bring the quality education, teachers' quality seems to be the most dominant factor. To this end, MOE (1999) in the teachers education handbook noted that, the quality of education is in a great extent depends on the quality of teachers (Additionally, Boalm (2000) and Hargreaves (1994) were also recognized CPD to have a positive impact on the curriculum and pedagogy as well as teacher's effectiveness and their relationship with students. Hence, CPD is very important for teachers to become effective and competent in their profession throughout the world as well as in Ethiopia.

According to the national strategy of the ministry of education (Moe, 2009) CPD program is intended to all school teachers, leaders and supervisors in all regions of Ethiopia so as to participate in high quality and effective CPD which impacts classroom practices to ensure improved learning. It allows all teachers to improve their knowledge, skill and attitudes in order that they became more effective classroom practitioners and contribute positively to community development. Therefore, within the frame work of the education and training policy (SNNPRG, 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.

The effort made to improve the implementation of CPD in secondary schools of the Wolkite Town in relation to; Career ladder, teacher professional competency & appraisal, school improvement program, and the nature and purpose of CPD is not as such promising in general. This is because in the town the implementation of CPD is not acted in such a way that for enhancing students' achievement and attainment as well as strengthening schools' internal efficiency & teachers' effectiveness. This means that the implementation of the program and its resulting outcome in the town is not as such expected since the program is not managed and

implemented accurately. This is because, in the selected study will the implementation of CPD has the following short comes due to lack of carefully planning the program and inappropriate identified of needs, lack of collaboration towards the stakeholders and weak effort due to management of the school and cluster to support the program (Annual Report of the WEO 2009-2010 E.C. Gazer). Therefore, important to fill the gap and it needs a scientific study so as to investigate the condition of effective implementation of CPD in Wolkite town Secondary Schools to make the program doing well.

1.2. Statement of the Problem

This study was aimed to investigate the factors that affecting the implementation of CPD of teachers and to identify the available opportunities towards for the effectiveness of the program in Wolkite Town secondary schools.

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 can be 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). Ministry of Education, (2003) having stressed the importance of CPD, decided to provide as on the job training programs such as workshops, symposiums or seminars will 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. At the spirit of this new approach is to the promotion of more active learning, problem solving and student centered teaching methods by implementing CPD.

Research surveys study, carry out by Desagne (2010) exposes that due to the expansion of education and large class sizes, teachers still relied largely on teacher center 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 indicate that emphasis was 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 outcomes, there must be motivate and competent teachers, improved instructional situation.

1.3. Research Question

The main purpose of the study was to assess the factors affecting the implementation of CPD secondary schools of Wolkite town. This study, therefore, sought answers to the following basic questions.

1. What are the major internal factors affecting the implementation of CPD in Wolkite town secondary schools?
2. What are the major external factors affecting the implementation process of CPD in Wolkite Town schools?
3. What actions are taken to overcome factors affecting the implementation of CPD activities in Wolkite Town schools?

1.4. Objectives of the Study

1.4.1. General Objective

The overall objective of this study was to investigate the factors that affect the implementation of CPD, and to identify the available opportunities towards for the effectiveness of the program in Wolkite Town secondary schools.

1.4.2. Specific Objectives

Specifically, this study was:

- A) To find out the major internal factors affecting the implementation of CPD in Wolkite Town secondary schools.
- B) To identify major external factors affecting the implementation of CPD in Wolkite Town secondary schools.
- C) To explore action ever taken to improve the implementation of CPD in the secondary schools of the Wolkite Town.

1.5. Significance of the Study

This study was significant on the basis of the following points of view; may were serve as input for education professionals(like teacher, schools principals, cluster supervisors and Wolkite education officials) in the local city and school setting so that the study by itself creates an awareness of the existing problem may it help to provide possible suggestion for proper implementation process of CPD in the Wolkite, so that educational leaders and implements start to take practical actions to factors that are identify as problem in the study ,and may serve as stepping stone for those who wants to carry out further study in-depth on the issue

1.6. Delimitation of the Study

Scholars in the field of research advice that in order to carryout any study in effective way it is important to delimited it in a manageable size (Fasil Tsegaye 2008 :10). Accordingly, this study was delimited to SNNPRG, Gurage Zone and Wolkite town particularly in secondary schools due to time and financial constraints and experience of the researcher in the town. Moreover, the town has a total of 2 clusters, 4 government secondary schools those provide general education (1grade 9-10), and 3 preparatory school (Grade 11-12). Out of these, the scope of this study was delimited to 4 secondary schools (i.e. 1grade 9-10 school) and 3 preparatory (grade 11-12) schools

1.7. Limitations of the Study

While conducting the research, there were difficulties occurred against the researcher. Those include: lack of budgets. And time constraints since the target group specially, the learners are not available enough as they have fixed time for learning due to this it was took much time to collect the data.

1.8. Definition of Key Terms

Continuous professional development- is any activity that makes teachers to become professionally better teachers & it is a continuous process in which every professional teacher participates during their career as a teacher. It focuses on subject knowledge, pedagogy and

classroom practice. Secondary schools: Structure of schools that provides general secondary education (Grade 9-12).

1.9. Organization of the Study

The study was organized in 5 chapters. The first chapter deals with the background, statement, objectives, significance, limitation & delimitation. The second chapter presents the review of related literature, and the third chapter presents design & methodology of the study. Then, the fourth chapter presents presentation, analysis and interpretation of data, and the fifth chapter presents summary, conclusion and recommendations. The list of reference materials and important information's were indicated and appendices respectively.

Chapter Two:

Review of Related Literature

2.1. An Overview of CPD

The concept of continuing professional development (CPD) in education is often ill-define, with the separate notions of formal training and on-the job learning serving to confuse the issue further. However, Day's (1999) definition of CPD encompasses all behaviours which are intended to effect change in the classroom. Professional development consists of all natural learning experiences and those conscious and plan activities which are intended to be of direct or indirect benefit to the individual, group or school, which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives (Day, 1999).

In the Ethiopian teachers development blue print, it is noted that continuous professional development program of teachers is a continuous program for teachers to develop effective and efficient teaching practices through their career life and reflecting these practices in their day to day activities of teaching in order to develop their professional skills and knowledge, and qualifications(ETDBP, June 1999). Here one can see that the teachers continuous professional development might take different sub programmes, such as Induction program, Higher diploma program, English language improvement program and proper CPD. But for the purpose of this study only on one part of these programmes, which is directly related to the local school activities of teachers in the grade levels 9-10 will be emphasized.

2.2. CPD Links to the School Improvement Program

All Ethiopian schools are required to produce school improvement plans in order to improve the quality of teaching and learning. CPD is an essential part of school improvement. School

improvement is not an isolated process administrated by higher level administrators. Rather teachers are crucial to school improvement and are pivotal in promoting high levels of achievement in all their students (Simpkins 2009). Continuous professional development for primary and secondary school teachers, leaders and supervisors in Ethiopia the frame work continuous professional development for primary and secondary school teacher, leaders and supervisors in Ethiopia the practical toolkit“, and the school improvement program me (SIP) should not be seen in isolation, but used together to provide a holistic approach to the improvement and teaching in each in situation (MOE, 2009).

2.3. Resources and Materials to Support CPD

There are wide variety of resources which can be used to support CPD activities and school CPD modules. They come under two main headings, human resources and support materials.

2.4. Human Resources

2.4.1. Professional Colleagues at Institution Level

The CPD approach adopted the institution should give formal opportunities for collaborative working mentoring coaching experience sharing team planning peer observation team teaching etc- which will have a significant and lasting impact on teacher improvement and student achievement. Most institutions also have professional colleagues who have wealth of knowledge and experience and who are able to engage in formal and informal activities which enable them to share their expertise. Directors should always make a point of identifying and empowering these colleagues as export teachers (MOE, 2009).

2.4.2. External Support

Local and regional educational authorities such as WEOs, ZEOs or REBs, always have a number of supervisors and education exports on their staff it is the responsibility of these experienced professionals to give help and advice to teachers is schools on matters to do with subject knowledge or teaching methodology. If the institution organizing CPD team of have the necessary knowledge expertise or experience then they should ask for the help of an experienced and knowledgeable export or organization. Here are some examples of situations in which external support may be used: the export (or expert team) may; give help on identification of

needs; give individual help on self-assessment; help an institution carry out self-assessment; give presentations and advice on subject matter methodology and resources of the program; observe lessons and give feedback; demonstrate good practice; help in designing a program me facilitate a program session or activity; rain those who will be facilitating the actual training and assist in monitoring and evaluating the CPD program (Desalegn, Ch. 2010).Whenever engaging the help and support of experts, it is always important to have the objective of the CPD program at the center of all discussions. Other organizations such as the ministry of education and many other international NGOs such as VOS, IFESH, USAID, UNICEF, JICA etc have the capacity and experience to offer export help and support from individuals or teams. Contact details are available from REBs, ZEOS and woreda education offices (MOE, 2010).

2.4.3. Materials Resources

Those materials are indicated to support locally based CPD and not to direct it. For newly deployed teachers forms the supported by mentors, who are experienced colleagues within the school. NDTs are expected to continue to work on this program as part of the new framework. Other teachers in schools have been following a CPD program using three course books: Course 1 professional ethics; Counseling and mentoring using active learning methodology; Course 2 gender and HIV –AIDS issue, continuous assessment and planning approaches to individual subject areas in the context of large class sizes; Course 3 rural development; Civics and methodology (Desalegn Ch, 2010). 2.5. Evaluating Impacts of CPD

The evidence suggests that many schools do more to strengthen their evaluation of CPD. Ofsted (2006) reported that evaluating and reflecting on CPD was the weakest link in the chain of CPD. Furthermore, Store (2009), reports that CPD activities tend to lack a coherent focus and rarely evaluated. Evaluation is deemed to be most effective when outcomes are defined and an appropriate method for measuring impact is integrated in to the planning stage. By contrast evaluation was not good in schools which had failed to build it in at the planning stage (Ofsted, 2006). In strengthening the view that evaluation mechanism should be integrated in to the planning stage. MOE, (2010) reports that reviewing and evaluating the effectiveness of CPD is an essential part of CPD cycle, and its process should: celebrate success; measure whether desired out comes have been achieved and identify additional unplanned outcomes. Identify less

successful aspects of this program and inform future CPD at individual and institution level (MOE, CPD for primary and secondary school leaders and supervisors in Ethiopia, 2010).

2.5. Factors Affecting CPD Implementation

There are many personal and organizational factors that hinder the effective implementation of CPD in schools. According to Brekelmans, Poell, and van Wijk (2013), at the organizational level, CPD is affected by organizational strategy, commitment of key decision makers, and the availability of internal infrastructure. In addition, both the individuals' and the organizations' commitment to CPD and ability to implement CPD, including professional development planning, learning culture, and the dynamics of change (Hemmington, 2000, cited in Brekelmans, Poell & van Wijk, 2013) have a major role in implementing effective CPD. Acquiring clarity of the goals of CPD has critical importance for its successful implementation. In this regard, a professional development program will have a greater

Probability of success when the learning goals are clear at all levels (Chappuis, Chappuis & Stiggins, 2009). Positive attitude and strong belief of teachers towards CPD critically affect the implementation of CPD in schools. In addition, CPD programs provided for teachers need to have direct relevance in filling the gaps teachers have in their effort to help their students and improve their profession. When teachers believe that engagement in CPD would have relevance in meeting their professional needs, it is very likely that its implementation becomes effective. For instance, Lessing and de Witt (2007) contended that teachers become willing to participate in CPD workshops and practice it when they see its significance and gain something that enables them to cope up with challenges of teaching and meeting their learners various needs (Lessing and Witt, 2007)

Chapter Three:

Research Design and Methodology

3.1. Descriptions of the Study Area

The study area is Gurage Zone particularly focused on Wolkite Secondary Schools; Wolkite is a Town and separate woreda in the south western Ethiopia. The administrative centers of the Gurage zone of the Southern Nation, Nationalities and Peoples Region (SNNPR), this town as latitude and longitude of 8°17'N 37°47'E and an elevation between 1910 and 1935 meters above sea level. It is surrounded by Cheha woreda. Wolkite is the capital of the Zone which is 157 km away from the capital Addis Ababa. The reason for focusing on this study was to manage the research activities within the scope of the researcher's study. Some evidences shown that the reduction of students' result and as the reports of observation, supervision and inspection indicates the cluster school have problem with implementing CPD.

3.2. Research Method

The research method is a strategy of enquiry, which moves from the underlying assumptions to research design, and data collection (Myers, 2009). Based on this, the researcher was employed mixed-method or the combination of qualitative and quantitative methods. Hence, to get the subject of factors that affect the implementation of CPD in select research area, quantitative and qualitative information would be provided greater clarity and understanding of the information obtained from the quantitative survey responses (Cresswell, 2003).

3.3. Research Design

The research design used in this study is concurrent triangulation strategies. The researcher was using research design because it allows collecting and analyzing for both quantitative and qualitative data.

3.4. Sources of Data

The sources of data for the study were both primary and secondary. The primary sources of data were obtained from teachers, principals, supervisors and town officials of select areas.

through questionnaires and unstructured interviews. The secondary sources of data would be manual CPD plan and report of school and WOE.

3.5. Population, Sample and Sampling Techniques

3.5.1. Sample

The target populations of this study were all secondary schools of Wolkite town, (i.e. 1 grade 9-10 and 3 preparatory school). To investigate the problem to implement CPD in selected research area, the researcher was obligated to decide the sample of the total population due to various reasons. Therefore, out of the 2 cluster centers of secondary schools which are found in the woreda, the sample of this study was cover 2 cluster (100%). In addition to this, the sample of this study was also cover 4 secondary schools (100%) and one education office 4(15.38%) out of 26. With in the sampled schools, there are about 2 cluster supervisors, 4 secondary school principals and 349 secondary school teachers. Out of them 2 cluster supervisors (100%) 4 secondary school principals (100%) were used, 76 teachers (21.77%) out of 349(100) included in the study. Hence, the total participant of the study was 80 respondents were included in the study.

3.5.2 .Sampling Techniques

In order to select teachers the researcher was employed simple random sampling technique in order to give every respondents equal chance of being selected. Finally, all of the secondary school principals, cluster supervisors and Wolkite town official were included purposively in the study,because their number is manageable. The reason why the researcher was used purposive sampling method is because principals, supervisors and wolkite town official are believed to have knowledge, experiences and expertise regarding the research problem.

Table 1: Population, sample and sampling techniques of the study,

S/No.	Name of Schools and Office	Teachers		Principals		Supervisors		Town officials	
		Pop.	Sam	Pop.	Sampl	Pop.	Sam	Pop.	Sam

			ple		e		ple		ple
1	Yaberus preparatory School	154	15	1	1	-	1	-	-
2	Hidase fire secondary school	75	11	1	1	-	-	-	-
3	Wolkite secondary school	52	30	1	1	1	1	-	-
4	Abafransua Secondary school	68	20	1	1	1	1	-	-
5	town Education office	-	-	-	-	-	-	26	4
Sampling Techniques		Simple random sampling		purposive sampling		purposive sampling		Purposive sampling	
Total		349(21.77%)	76	4	4	2	2	26	4
Total in %		100%	21.7 7%	100%	100 %	100%	100 %	100%	15.3 8%

3.6. Instruments and Procedures of Data Collection

Data that have quantitative and qualitative value would be gather through questionnaires, unstructured interview and document analysis.

3.6.1. Questionnaires

Questionnaires were developed for teachers of secondary schools with close ended and open ended questions. It was contain close ended and open ended questions and has three parts with rating scales. The reasons why use questionnaires, it is easily to handle and simple for respondent to answer within a short period of time. (Koul, 2008).

3.6.2 .Interview

Unstructured Interviews allows the interviewer to pose some open-ended questions and the interviewee to express his/her own opinion freely. This requires both the interviewer and the

interviewee to be at ease because it is like a discussion or brainstorming on the given topic (Preece, Rogers, and Sharp, 2002). Hence, it was used to collect data from principals, supervisors & town officials.

3.6.3. Document Review

Best and Khan, (1989) have note that document analysis are important and relevant sources of data useful in yielding information and exploring educational practice. It was focused on annual and monthly reports, planning documents, student result analysis or roster & portfolio was reviewed. After preparing the data collection instruments, data collection was carry out the process of personal-administration and with the help of assistants. Here personal-administration was use, because to clearly orient the respondents on the tools. Finally, the data that was obtain from the respondents and documentary sources was analyze by using appropriate statistical tools.

3.7. Methods of Data Analysis

Descriptive survey method of quantitative and qualitative data analysis approach was used in this study. To analyze the quantitative data, frequency and percentage, data analysis techniques would be using. The frequency and percentage were mainly used to explain both personal characteristics of respondents' and factors relate to teachers, school principals, cluster supervisors & town official that affecting CPD in the study area. Qualitative data obtain through unstructured interview was analyze by using narration and interprets in light of literature

3.8. Ethical Consideration of the Study

Ethical permission sought from the respective of Wolkite University; a formal letter submitted to all the concern bodies to obtain their co-operation. Besides the interviewers, who was get inform and write 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 respected other ethical issues i.e. data interpretation was free from brassiness of the researcher and including others previous study or literature were acknowledge, refers and respect to protect plagiarism due to this study.

Chapter Four:

Results and Discussion

This chapter deals with the presentation and analysis of the data collected from teachers, school principals, cluster supervisors, town education officials as well as documentary analysis. The first part of this chapter deals with the general background of respondents & some related informations while the second section deals with the analysis of the findings of the study in relation to the basic research questions.

4.1. General Background Analysis of the Respondents

4.1.1. Characteristics of Respondents

Questionnaires were distributed to eighty teacher respondents of 4 secondary schools. Out of these questionnaires distributed to the teachers, 80, which is 100% were filled out and returned. However, four questionnaires' from the teachers were discarded, because they were incomplete. Hence, 76 (95%) of them are used for analysis. In addition to this, data from all of the 4 school principals, 3 cluster supervisors and 4 town education officials was completely collected through unstructured interviews. Moreover, all of the groups of respondents were examined in terms of their level of education, their experiences in their profession and in the implementation of CPD . Therefore, the distribution would be regarded as unbiased, since respondents were drawn from appropriate parts. To give a complete picture about the characteristic of respondents and interpretations, the data obtained are presented on the next page in table 1 below.

Table .2 : Personal Characteristics of Respondents and participants

No.	Item	Category of item	W/E office		Supervisors		Principals		Teachers	
			No	%	No	%	No	%	No	%
1.	Sex	M	4	100	2	100%	4	100%	30	40%
		F	-	-			13		46	60%

		Total	4	100%	2	100%	35	100%	76	100%
2	Age	20-25								
		26-30								
		31-35	2	50%	1	50%	2	50%	60	78.94%
		36-40	2	50%	1	50%	2	50%	4	5.26%
		Above 40							2	2.63%
3	Academic Qualification	BA						16	21.05%	
		MA	4	100%	2	100%	4	100%	60	78.94%
		Total	4	100%	2	100%	4	100%	76	100%
4	Work Experience	0-5	-	-			-	-		-
		6-10		-			-	-	12	15.78%
		11-15	2		1	50%	2	-	55	72.36%
		16-20	1		1	50%	2	-	7	9.21%
		Above 20	1	-			-	-	2	2.63%
		Total	4		2	100%	4	-	76	100%

As seen from the above table 2, among the respondents of the sampled groups 16(21.05%) have bachelor degree. While, 60(78.94%) of the respondents were second degrees . Regarding their

experience in relation to the education system, table 4.1 reveals that, the majority or 55(72.36%) of the respondents were 11-15 years experiences and 12(15.78%) of the respondents have been 6-10 years experiences. While, 7(9.21%) of sampled respondents have been 16-20 years' experience.

Moreover, from the groups of the teacher respondents, most of the teachers have 3 years and above experiences in the education system. In implementing the CPD programs, most of the respondents (90%) have experiences of above 3 years (*MoE, 2009 note that, six solid years are completed in implementing the CPD program in the education system of Ethiopia*).It would be, therefore, possible to assume from these data, such relatively longer years of experiences in implementing the CPD in the education system would help all of the groups to understand better about the various issues raised by the researcher in relation to CPD programs implementation and related problems.

4.1.2. Regarding the internal factors

1. Teacher related factors that affecting the implementation of CPD

Questions were posted to teachers to identify the factors towards the teachers related that affect the implementation of CPD in the schools. The responses obtained are shown below. Table 3. Teacher response on teacher related factors that affect the implementation of CPD.

No	Items	Respondents	Response									
			VH		H		A		L		VL	
			F	%	F	%	F	%	F	%	F	%
1	Negative attitude of teachers towards the CPD program	7 6	20		19		19		9		9	
2	Lack of teachers involvement in their own CPD planning and implementation	7 6	23		26		18		6		3	
3	Lack of teachers participation	7	25		15		27		10		9	

	consultation with mentors	6										
4	Lack of teachers engagement monitoring their progress in CPD	7 6	21		12		34		9		0	
5	Lack of teachers interest to work collaboratively with colleagues to improve teaching & learning	7 6	24		15		28		9		0	
6	Lack of teachers commitment to carryingout and completing 60 hours CPD per- year	7 6	24		17		26		7		2	
7	Lack of teachers effort to putting CPD in practice in classroom	7 6	35		17		23		1		0	
8	Lack of teachers commitment to support the wider CPD needs of the institution	7 6	20		33		24		6		3	
9	Lack of teachers commitment to maintaining a professional portfolio	7 6	34		26		12		4		0	
10	Lack of teachers knowledge about the program goals and objectives	7 6	30		21		16		9		0	
11	Lack of teachers skills towards planning & implementing CPD program	7 6	21		35		15		5		0	
12	Lack of teachers skill to organize Curriculum meetings	7 6	20		35		21		0		0	
13	Unwillingness of teachers to conduct peer observations	7 6	25		30		11		10		0	

VH=Very high H=High A=Average L=Less VL=Very less

Table 3, reveals that the average number of teacher respondents who rated the implementation factors of the CPD related to teachers in the schools as very high and as average with the mean

value of 23.25 and 25 respectively. And, those who responded as low and very low were 6.5 and 2 respectively. From this, the average standard deviation would be 5.79. In this regard, one can conclude that the implementation of CPD was highly affected by teachers.

In addition to the involvement of teacher respondents, most data gathered from the interview shown that, the implementation of the CPD by teachers due to putting the plan in to action, in provision of supporting for the program, in consultations/reflection and involving in their own CPD was minimal.

Moreover, different documents such as portfolio documentations and reports were analyzed in the schools. The document analysis shown that there was no appropriate organization of the portfolio based on the framework, even in some of the schools there was no portfolio documentation of the day to day CPD activities. On the top of this, also there was no reports of the CPD activities in the schools.

According to the national framework (MoE, 2009) teachers have responsibility to engaging with continuous professional development through it their careers in consultation with others (e. g mentor, supervisor); identifying and monitoring progress against personal CPD needs relating to the school's annual CPD plan and their individual professional competencies; working collaboratively with colleagues to improve teaching and learning; carrying out sixty hours CPD each year; putting CPD in to practice in the classroom and being committed to supporting to record all their CPD and other professional activities inclosing identifying achievement of the professional competencies. In relation to this, (Hemmington, 2000) sates that individual's commitment to CPD and ability to implement CPD, including professional development planning, learning culture, and the dynamics of change have a major role in implementing effective CPD. Thus, from the responses and informations gained from interview and document analysis it implied that the implementation of CPD in the schools was highly affected due to teachers skill and willingness to participate in CPD program in the school level.

2. School Principals related factors that affect the implementation of CPD

The presence of effective school principal is necessary for the implementation of CPD as well as quality education. This is helpful in avoiding the problems that may arise due to the

inappropriate implementation process of CPD. With this view, teachers were asked about the implementation process of the CPD activities of school principals as presented in table 3 below.

Table 4: Teachers response on school principal related factors that affect the implementation of CPD.

No.	Items		Response (N=76)				
			VH	H	A	L	VL
1	Short come in putting CPD at the centre of school planning	F	27	21	14	14	0
		%					
2	Shot come in creating a CPD management strategy within the institution	F	24	30	15	7	0
		%					
3	Not sure that an effective CPD needs analysis is carriedout in each year	F	26	14	26	10	0
		%					
4	Lack of collaboration in identifying issues for consideration as CPD priorities	F	36	24	14	2	0
		%					
5	Lack of regularly monitoring the effectiveness of the changes to teaching & learning	F	27	30	19	0	0
		%					
6	Less commitment ensuring the quality of engagement of teachers in CPD activities	F	35	27	13	1	0
		%					
7	Lack of school principals support for teachers on the implementation of CPD program in the school	F	16	34	24	2	0
		%					
8	Collaborating with other local head teachers &	F	22	30	16	12	0

	supervisors to facilitate effective response to shared CPD issues	%					
9	Ensuring that all teachers in school take part in 60 hours of CPD activities each year	F	26	40	9	0	0
		%					

VH=Very high H=High A=Average L=Less VL=Very less

Inspection of table 4, indicates that the average number of teachers who responded the implementation of CPD affected by school principals competence as very high, high, average and less with mean value 26.6, 26.7, 16.8 and 5.3 respectively. This means that efforts made by school principals to implement the CPD activities is below average as the average SD of the respondent teachers is 4.61. From the responses obtained, it appears that the implementation process of CPD by school principals is unsatisfactory.

On the other hand, the documentry analysis shown that most of the school principals do not strictly working on the needs analysis that is to be carriedout. In most of the schools, no documentations are found organized and planned by the school principals together with their colleagues to identify issues considered as CPD priorities. In addition MoE, (2010), further provides the responsibilities of school leaders for the effective implementation of CPD in school, which include: Ensuring that learning and student achievement is inclusive; Creating a CPD management strategy with in the institution; Ensuring that an effective CPD need analysis is carried out each year; Identifying issues for consideration as CPD priorities and Regularly monitoring the effectiveness of the changes to teaching and learning.

4.2. Regarding to the External Factors

4.2.1. Cluster supervisor related factors that affect the implementation of CPD

The presence of effective cluster supervisors is necessary for the implementation process of CPD as well as quality education. This is helpful in avoiding the problems that may arise due to the inappropriate implementation process of CPD. With this veiw, teachers were asked about the

implementation process of the CPD activities of cluster supervisors as presented below in table 4 below.

Table 5: Teachers response on cluster supervisor Related factors that affect the implementation process

Of CPD

No.	Items	Respon nts	Response					Average	Mean
			V H	H	A	L	VL		
1	Lack of supervisors skills to establishing & supporting the cluster CPD committee	76	29	19	12	11	5		
2	Lack of management & coordination CPD activities within the cluster	76	20	39	15	2	0		
3	Poor in collecting information on & sharing individual school CPD plans	76	29	24	20	3	0		
4	Inappropriate provision of supporting, the annual school CPD plans	76	40	10	11	15	0		
5	Lack of support toward teachers' professional development portfolio	76	22	31	21	2	0		
6	Inappropriate provision of opportunities for collaboration & the the sharing of good practice with in the cluster	76	15	20	30	5	6		
7	Less preparation of available resources for cluster schools to use in the classrooms	76	16	32	20	8	0		
8	Lack of providing training opportunities for cluster	76	27	40	4	5	0		
9	Lack of support inclusive education	76	23	4	10	0	0		
10	Lack in reporting annually CPD activities of cluster to the woreda	76	34	14	15	10	3		

11	Lack of effective communication system between the schools	76	24	32	17	0	3	
12	Lack of supervisors support for principals to improve CPD practice in the school	76	40	14	15	5	2	
	Mean		26.6	26.5	15	5.33	1.08	14.9
	Standard Deviation		6.72	9.63	4.68	10.45	1.76	6.64

4. *VH=Very high H=High A=Average L=Less VL=Very less*

Table 5. shows that factors affecting the implementation of CPD due to cluster supervisors as very high, high and average would be 26.6, 26.5 and 15 respectively rated by the teachers. In addition to this, the average number of teachers who reported as the implementation of the program by cluster supervisors as less and very less were 5.33 and 1.08. From the responses obtained, the average number of teachers who responded the implementation of CPD by cluster supervisors as unsatisfactory are 6.64 as the average SD shown above.

In addition to this, woreda education officials and school principals also reported during the unstructured interview as most of the cluster supervisor have low technical skills of how to implement their own CPD i.e their support given whether individually or institutionally was below the level. On the top of this, the respondents also reported as some of the cluster supervisors even not clearly know what is their roles and responsibilities towards the implementation of CPD, and in supporting individuals and schools.

From the documentary analysis, it is observed that there is no any appropriate document is found whether in the schools (forexample in the suggestion table, any written feedback letter) or in the cluster supervisors hand (such as the maintaining of their professional portfolio, their plan, their reports); eventhough this is one of their regular work to improve students achievement and teachers teaching performance in the classroom. In all of the clusters the planning process how to implement the CPD activities is not prepared by including the

necessary steps and the participation of cluster stakeholders since no any discussion documents on the common cluster CPD priorities are found in the clusters.

2. Town education officials related factors that affect the implementation process of CPD

The continuous, constructive and periodic monitoring, evaluation support and feedback for clusters and schools from the main office coordinator on the CPD program is very important. Failure on this regard has negative impact on the implementation process of the CPD activities. With this understanding, question was posted to teachers to investigate whether the implementation process of the CPD activities by the woreda education officials has impact on the program or not. The responses obtained are shown in table 5 below.

Table 6; Teachers response on Woreda education officials related factors that affect the implementation of CPD.

No.	Items	respondents	Response					Average mean
			V H	H	A	L	V L	
1	Poor in producing annually town CPD plans	76	22	40	9	5	0	
2	Faller in identifying & addressing the CPD needs of supervisors at town level	76	33	24	9	8	2	
3	Inappropriate collecting data about CPD activities in the woreda	76	48	24	4	0	0	
4	Lack of monitoring & evaluating the CPD activities of schools	76	14	40	18	4	0	
5	Not sure that all schools have annual CPD plans	76	31	21	17	7	0	
6	Lack of providing support & training to clusters & schools via the	76	55	20	1	0	0	

7	Inappropriate collecting data about CPD individuals' & schools' participation in CPD	76	39	22	15	0	0	
8	Lack of raising awareness of & promoting inclusive education in all schools	76	27	39	10	0	0	
9	Lack of collaborating with school directors to administer the induction CPD process & to moderate the judgements on passing/failing	76	35	21	20	0	0	
10	Inadequate provision of support & advice on the maintaining of professional portfolios	76	20	32	10	10	4	
11	Overseeing & facilitating the work of clusters & kebeles in their support of CPD	76	23	24	19	5	5	
12	Lack of education officers support for supervisors concerning CPD implementation	76	19	35	21	1	0	
	Average/resulted mean		30.5	28.5	12.75	3.33	0.9	15.19
	Standard Deviation		8.93	7.28	6.94	3.49	1.7	5.66

5. *VH=Very high H=High A=Average L=Less VL=Very less*

Table 6, reveals that 30.2 average number of teachers replied that the implementation of CPD affected by the woreda education officials as very high. The rest 28.5, 12.75 and 3.33 average number of respondents replied high, average and less respectively. This means that the effort of the woreda education officials to support the CPD activities of schools and clusters was unsatisfactory since the average SD of 5.66.

On the other hand, as reported by the school principals and cluster supervisors, the support given to them is not enough; it seems that the education officials have no technical knowledge on the concept of the CPD program since they do not give any appropriate constructive and prompt feedbacks on the planning, implementation and monitoring process of the CPD activities. The respondent school principals and cluster supervisors criticized the woreda education officials that the education officials want all clusters, schools and teachers to have annual CPD plans regardless of the technical details and quality of the content of the plan, and also they do not have any formal evaluation strategy whether the objectives of the implementation process of the proper CPD plan or the induction program is achieved or not. In addition, the respondents also reported that eventhough so many training needs are available in the clusters and schools, no financial supports are given by the woreda to realize these needs. The woreda education officials also confirmed the criticisms raised by the school principals and cluster supervisors. But mentioned some of the factors that hinder them to provide the appropriate support for schools and clusters as the wide area of the woreda, shortage of professionals in the office, shortage of finance, the need of training on the concept of CPD, high number of schools and the like.

Moreover, during the analysis stage of documents in the woreda education office, documents such as the woreda CPD plan, checklists and documents of identified & addressed CPD needs of school managers were expected to be viewed. But, any appropriate documents were not found. Even the content of the checklists prepared to support clusters and schools were not address the details in such a way to evaluate and measure appropriately the current implementation of the CPD activities of schools and clusters..

In carrying these responsibilities the woreda education officials were in faller. Therefore, from the responses obtained and evidences gained from different literatures and sources of data the researcher can conclude that, that the management, monitoring and support given by woreda education officials to cluster supervisors, school principals and teachers towards the implementation of CPD is not satisfactory in Debub Ari woreda. As a result woreda education officials are one of the important factors to implement the program effectively.

4.2.3. CPD program related factors that affect the implementation of CPD

Teachers development activities are most effective when clarity among the program it self. With this veiw, teachers were asked about the level of support they provided by different professionals on their implementation process of the CPD activities as presented below in table 7 below.

Table 7; Teachers response concerning on the level of support provided by differnt professionals for teachers during the implementation of CPD.

No.	Items	Sppondents	Response					Average mean
			V H	H	A	L	V L	
1	Poor clarity of the CPD program goals and objectives	76	22	42	10	2	0	
2	Inadequate time allocation for CPD program	76	35	22	14	5	0	
3	The program (CPD) does not considering local situation	76	20	33	19	4	0	
4	Lack in clearly distinguishing the role of CPD stakeholders	76	19	23	15	15	4	
5	Inadequacy and unavailability of resource for program implementation; monitoring and support system of the program; and values of the program	76	21	35	17	2	1	
6	Lack of research findings that indicate effective strategies to improve the program implementation	76	20	34	16	4	5	
7	Lack of adequate policy materials that support implementation of CPD	76	16	31	18	10	1	
8	Lack of regional guidelines to implement CPD	76	15	27	22	4	8	

	Average/resulted mean		21	30. 87	16. 34	5.7 5	2. 3 4	15.2 6
	Standard Deviation		5.7	6.4 6	3.3 4	2.5 9	2. 8 1	4.18

6.

VH=Very high H=High A=Average L=Less VL=Very less

Table 7, reveals that the implementation of CPD was also affected by the program itself. Accordingly, 21 average means of teachers responded as the CPD program affects the implementation of the CPD activities was very high. In addition, 30.87, 16.34 and 2.34 of the average teacher respondents replied, the program itself affects the implementation of CPD was high, average and Less respectively. From this, the clarity of the program goals and strategies for teachers for the effective implementation of the CPD program was as unsatisfactory as the average SD of 4.18.

The intervieweed education officials also reported that the program itself affect its implementation in terms of lack in clarity, inadequate allocation of time, lack guideline to implement the program and short come in research findings are the most dominant. In addition, to this, Chappuis, Chappuis & Stiggins, 2009, states that, acquiring clarity of the goals of CPD has critical importance for its successful implementation. In this regard, a professional development program will have a greater probability of success when the learning goals are clear at all levels.

To this end, it is possible to conclude that the program itself affects implementation process of the CPD. As a result, the un-clarity of the program goals are highly affects the implementation of CPD.

Analysis of the open ended question

1. Regarding to measures/action to be taken to improve the implementation CPD.

Regarding the responses to ‘what measures to be taken to improve the implementation of CPD’ teachers suggested that all the responsible bodies should play their important roles for effective implementation of CPD program. Therefore, some of the action to be taken to improve implementation of CPD at all levels of concerned bodies suggested/reported by teachers respondent includes: improving teachers’ participation in planning, implementation and monitoring the program, increasing teachers’ willingness by creating mechanism of rewarding and career development strategy, providing professional training for principals due to how plan, implement and manage CPD program in the school, developing leadership to bear high responsibility, develop cooperation among each stake holders, increase the provision of CPD support materials in school level, establish clear mechanism of monitoring and evaluation in each levels, provide professional support for teachers and school principals, establish mechanism of effective communication and reporting system between each levels, raising awareness of participants due to the program, considering the local situation during need analysis, identify the role of each stake holders towards the program implementation, improving the program strategies based research findings and finally providing a policy that support of the program implementation.

Accordingly, based on the above responses of teacher respondents one can conclude that, measures to be taken to improve the implementation of CPD is related to facilitation, cooperation, effective management at each level, support material provision and other resources among teachers, principals, supervisors and town education officials.

Chapter Five:

Summary, Conclusion, and Recommendations

This is the final chapter of the study. It deals with summary of the major findings, conclusions and recommendations as presented below.

5.1. Summary

The overall purpose of this study was to assess the implementation factors affecting the implementation of CPD in Wolkite town schools to help improve the achievement of students and to increase classroom practice of teachers. Both quantitative and qualitative data were collected by means of questionnaires, unstructured interviews and inspections of documents. The respondents were 76 teachers, 2 cluster supervisors, 4 school principals and town education officials. The results obtained were analyzed with percentages and the weighted mean. The major findings are the following.

As observed from documents, unstructured interviews and questionnaires, the overall implementation process of CPD in the schools of Wolkite town was not satisfactory. The implementation process of the program both by internal and external bodies, and the availability of material resources is not enough to improve the achievement of students and classroom practice of teachers. Moreover, regarding the implementation of the program by external bodies and the extent of the implementation of the program by all stakeholders was below average as evidenced by the questionnaires, document analysis and unstructured interviews. Therefore, in general the implementation process of CPD in Wolkite town schools was not satisfactorily achieved as concluded on the next page below

5.2. Conclusion.

The implementation of CPD activities in the sample study areas of Wolkite town was inefficient that implementation of the program in the schools of the town was below the average level. The implementation of the program by all stakeholders; teachers, school principals, cluster

supervisors and town education officials was unsatisfactory. Also necessary material resources to support the program was not enough in the schools.

In addition, the operational CPD plans were not well organized and managed to meet the learning needs of different students and classroom practices of teachers. The analysis, the plans, the implementations and the evaluation phases were not carefully managed with systematic, well-organized and committed facilitators, school principals, town education officials and cluster supervisors. In brief, the programs were deficient to empower learners (students) and enhance them to seek answers to their multidimensional problems challenging them in line with the fast changing educational environment, and teachers to facilitate classroom practices. Participatory management of the CPD activities was unsatisfactory. The systematic management of the teaching-learning programs using CPD activities was absent. Internal inefficiency compounded with insufficient commitment, low involvement of stakeholders, low availability of materials support and low professional support, the programs were deficient to empower students' achievement and classroom practice. The implementation of the CPD activities and the management of the program to facilitate the teaching-learning processes, participatory implementation of the CPD cycles and the application of the plan, the systematic management of concerning bodies to run the program were not satisfactory in every level of the study area. Therefore, if all stakeholders of the study area continue to implement the CPD activities in this situation, the achievement of students and classroom practices with the current intensity and deficient management of the CPD implementation process and practices, it is clear that such wrong and ineffectual management practices are likely to dissociate them from the governments' policies and directions.

5.3. Recommendations.

Based on the summary of findings and conclusions drawn, the following recommendations that have bearing on the factors that affect the implementation process of CPD in Wolkite town schools were forwarded. Envisioned (pictured mentally) improvements related to the implementation of CPD at teacher, school, cluster and woreda level are outlined as follows:

- ✓ All the town and cluster level implementers of the CPD should organize their CPD programs concrete and functional, linked to sensitive and timely pressing CPD development issues such as the teaching & learning, student environment, leadership & management, and community involvement.
- ✓ All implementers at all level should learn how to gear towards better participatory management of the CPD according to CPD implementation theories and principles. Moreover, the town & cluster concerning bodies should devise (think-up) a mechanism to introduce participatory management of the CPD through regular joint discussions with schools.
- ✓ The town education office should create opportunities for cluster supervisors, school principals and selected teachers to learn from the experience of other town with better performance in how to collaboratively work on the implementation process of CPD.
- ✓ Since town education office, cluster supervisors and school principals are the prime coordinating organs at their levels to create an enabling management of the CPD implementation processes, should organize functional CPD committees at their own levels by including the necessary stakeholders and concerning bodies. The functional committee should devise a system how it envisions to manage the CPD implementation process within the town, cluster and school bound design their own level CPD priorities, needs, plans and strategies, and also set duties and responsibilities of the committee, encourage and reward best CPD management, implementation process, practices and experiences.

Concerning the extent of the implementation of CPD issues related to town, cluster and school level, the following suggestions are made:

1. Town education office should assume ownership of the CPD programs. Ownership can only be assumed if program implementers (teachers, school principals and cluster supervisors) and the town officials are empowered with the necessary CPD professional knowledge and management skills (supporting, planning, and evaluating) and capacitate the management level bodies with well trained and experienced experts and program

managers. The town should fulfill the appropriate personnels at all level to a reasonable size according to the BPR to facilitate the CPD by minimizing the work load of cluster and school professionals.

2. Without efficient and capable professionals in the field, the management of CPD implementation and the evaluation of the outcome at all levels becomes a challenge. Therefore, the town education office should assist the clusters and schools to organize a training institution for common use that can help them train high level professionals in the field till the schools & clusters seems trying to manage their own CPD activities more independently as evidenced from their responses. Only such actions can support the realization of the vision of the current implementation of the program.

Concerning the availability of material resources to support the CPD activities, the following suggestions are forwarded.

1. The town education office should take responsibility to provide National, Regional and Zonal CPD materials whether by communicating with the necessary officials or duplicating the fewer resources to meet the need of school teachers.
2. Clusters and schools should have to take the responsibility to systematically collect and catalogue the necessary institution based support materials for CPD

Finally, it is recommended that further studies should be carried out particularly focusing on the extent and implementation process of CPD in order to create more opportunities in the town so as to instill correct thinking and outlook to support and generate strong commitment.

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APPENDEX-1
WOLKITE UNIVERSITY
COLLAGE OF EDUCATION AND BEHAVIORAL SCIENCE
DEPARTMENT OF PEDAGOGICAL SCIENCE

Questionnaires to be Filled by Teachers

Dear participant: This questionnaire is designed to collect data from sample respondents for the study entitled “Factors Affecting the Implementation of CPD in Wolkite town Secondary Schools”. The study is aimed at to examine internal and external factors affecting the implementation of CPD in Wolkite town Secondary Schools in order to identify factors of CPD implementation and to show the possible solution in the town secondary schools.

To achieve this goal your honest and timely response is very important. All your responses are confidential and are not used other than the purpose of the study.

Thank you for your all the efforts and time scarification to fill and return the questionnaire!!

General Direction

The attributes of the respondents are given in terms of the following componenets. Hence, you are cordially requested to provide your right answer by putting (√) mark in the boxes provided and the exact figures in the space provided below. No need of writing your name for the sake of ethical issues for this study.

Name of the researcher: Kuma Mekonnen

Thank you for your cooperation!

Personal Information

- Sex : male Female
- Education back ground = Bachelor Master
- Service years: 0-5 years 5-10 years 10-15 years above 15
- Regarding the Internal major factors that affect the implementation of CPD.

Instruction: Please, reply your answer on the following major internal factors affecting implementation of CPD by making tic (√) on the space provided.

Note: 5= Very high 4 = High 3= Average 2 =Less 1 = Very less

No.	Factors	Frequency				
		5	4	3	2	1
1	Teacher Related Factors					
1.1.	Negative attitude of teachers towards the CPD program					
1.1	Lack of teachers involvement in their own CPD planning and implementation					
1.2	Lack of teachers participation consultation with mentors					
1.3	Lack of teachers engagement monitoring their progress in CPD					
1.4	Lack of teachers interest to work collaboratively with colleagues to improve teaching & learning					
1.5	Lack of teachers commitment to carrying out and completing 60 hours CPD per year					
1.6	Lack of teachers effort to putting CPD in practice in classroom					
1.7	Lack of teachers commitment to support the wider CPD needs of the institution					
1.8	Lack of teachers commitment to maintaining a professional portfolio					
1.9	Lack of teachers knowledge about the program goals and objectives					
1.10	Lack of teachers skills towards planning & implementing CPD program					
1.11	Lack of teachers skill to organize Curriculum meetings					
1.12	Lack of teachers interest to involve in demonstration lesson					
1.13	Unwillingness of teachers to conduct peer observations					
2	School Principal Related Factors					
2.1	Short come in putting CPD at the centre of school planning					
2.2	Shot come in creating a CPD management strategy within the institution					
2.3	Not sure that an effective CPD needs analysis is carried out in each year					
2.4	Lack of collaboration in identifying issues for consideration as CPD priorities					
2.5	Lack of regularly monitoring the effectiveness of the changes to teaching & learning					
2.6	Less ensuring the quality of engagement of teachers in CPD activities					

2.7	Lack of school principals support for teachers on the implementation of CPD program in the school					
2.8	Collaborating with other local head teachers & supervisors to facilitate effective response to shared CPD issues					
2.9	Ensuring that all teachers in school take part in 60 hours of CPD activities each year					

1. Regarding to external major factors that affect the implementation of CPD.

No	Factors	Frequency				
1	Cluster Supervisors related Factors	5	4	3	2	1
1.1	Lack of skills of supervisors to establishing & supporting the cluster CPD committee					
1.2	Lack of management & coordination CPD activities within the cluster					
1.3	Short come in ollecting information on & sharing individual school CPD plans					
1.4	Inappropriate supporting, the annual school CPD plans					
1.5	Lack of support toward teachers' professional development portfolio					
1.6	Inappropriate provision of opportunities for collaboration & the the sharing of good practice with in the cluster (eg. Samples of good lessons, effective good teaching strategies, innovative use of readily available materials for practical lessons)					
1.7	Less preparation of available resources for cluster schools to use in the classrooms					
1.8	Lack of providing training opportunities for cluster					
1.9	Lack of support inclusive education					
1.10	Short come in reporting annually CPD activities of cluster to the woreda					

1.1 1	Lack of effective communication system between the schools					
1.1 2	Lack of supervisors support for principals to improve CPD practice in the school					
2	Town Ed. Office related Factors					
2.1	Short come in annually producing woreda CPD plans					
2.2	Faller in dentifying & addressing the CPD needs of supervisors at woreda level					
2.3	Not sure that all schools have annual CPD plans					
2.4	Lack of monitoring & evaluating the CPD activities of schools					
2.5	Inappropriate collecting data about CPD activities in the woreda					
2.6	Inappropriate collecting data about CPD individuals' & schools' participation in CPD					
2.7	Lack of providing support & training to clusters & schools via the superisors					
2.8	Lack of raising awareness of & promoting inclusive education in all schools					
2.9	Lack of collaborating with school directors to administer the induction CPD process & to moderate the judgements on passing/failing					
2.1 0	Inadequate provision of support & advice on the maintaining of professional portfolios					
2.1 1	Overseeing & facilitating the work of clusters & kebeles in their support of CPD					
2.1 2	Lack of education officers support for supervisors concerning CPD implementation					
3	CPD Program Related Factors					
3.1	Poor clarity of the CPD program goals and objectives					
3.2	Inadequate time allocation for CPD program					
3.3	Lack of considering local situation due to CPD program					
3.4	Lack clarity distinguishing the role of CPD stakeholders					

3.5	Inadequacy and unavailability of resource for program implementation; monitoring and support system of the program; and values of the program					
3.6	Lack of research findings that indicate effective strategies to improve the program implementation					
3.7	Lack of adequate policy materials that support implementation of CPD					
3.8	Lack of regional guidelines to implement CPD					

Instruction: Please, reply your answer on the following major external factors affecting implementation of CPD by making tic (√) on the space provided.

Note: 5= Very high 4 = High 3= Average 2 =Less 1 = Very less

2. Regarding to measures/action to be taken to improve the implementation CPD.

Direction: Write your answer on the blank space provided below.

What are the possible solutions to be taken to improve effective implementation of CPD in your school _____
