



COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF PEDAGOGICAL SCIENCE

**THE OPPORTUNITY AND CHALLENGE OF CONTINUOUS
PROFESSIONAL DEVELOPMENT IMPLEMENTATION IN SELECTED
PRIMARY SCHOOLS OF ABAFERANCUA CLUSTER, CHEHA
WOREDA, GURAGHE ZONE, SNNPR, ETHIOPIA**

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**SENIOR ESSAY SUBMITTED TO THE DEPARTMENT OF
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Acronyms and abbreviations

ETP- Education and Training Police of Ethiopia

MOE- Monitoring of Education

ESDP- Education Sector Development Program

CRC- Cluster Resource Center

BESO – Basic Education strategic Objective

EMIS –Educational management information system

REB- Regional Education Bureau

WEO-Woreda Education Office

ZEO - Zone Education Office

TESO – Teachers Education System over haul

TGE –Transitional Government of Ethiopia

CPD-(continuous professional Development) a modular program that is delivered at school level to improve teachers competence and skill in the Level

Abstract

The purpose of this study was examine attainment of quality education depends on various factors, among these the availability of professionally equipped and motivated teachers is one of the basic factors, so teachers as professional have to update and improve their competencies and skills continuously to cope with the change. Hence this study attempts to rigorously examine the challenges and opportunities of continuous professional development program implementation in Cheha Woreda Abaferancia cluster primary schools include; Abaferancia, Ras zeselase, Selam ber. To conduct the study both quantitative and qualitative approach was employed and qualitative data was collected through interview. To this end first three schools were selected from four government primary schools of the cluster by using purposive sampling method based on their level, to this end the three primary (1-8) government schools were selected. Secondly within each sample schools the respondents' were selected by using systematic sampling, (k=N/n) method from attendance lists of respective school by taking 30% teachers proportionally from each school were taken as informants. From all the selected schools 100% of principals and supervisors were included in the study as respondents in the sampled schools by available sampling method. To this effect, method of the research, sources of data, sample of population and sampling techniques, instruments and procedures of data collection, and method of data analysis were employed in the study are stated here under. All teachers should involve and participate actively in continuous professional development program with commitment and full interest, sufficient time should be given for awareness creation and teachers should involve in full confidence in the implementation program, the duty and responsibility of each and every person should be indicated clearly, material and financial support should be provided by the concerned bodies. Generally suggests the majority of sample teachers responded that teachers have negative attitude towards the program they talk the program as additional work and believed that the program creates burden to the teachers. on the other hand regarding teachers awareness and active involvement of responsible body the majority of sample teachers ,the majorities of principals and the majority of supervisors responded that teachers have low level of awareness's and lack of active involvement the responsible body on the program are the major challenges of implementation.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The quality of education to a great extent depends on the quality of teachers. So many scholars believe that the rapid socio economic developments of any nation are achievable with quality education. According to MOE (1994), Education helps man to improve , change ,as well as develop and conserve his environment for the purpose of all rounded development by diffusing science and technology in to the society. Similarly UNESCO’S report (2005) state that. The achievement of universal participation in education will be fundamentally up on the quality of education availability. Therefore, quality of education can change the life of society and lead to better way of living. For effective result of quality education, the availability of professionally equipped and motivated teachers are the basic factors. So, effective teachers are those who understand the knowledge base for teaching and consider learning to teach a lifelong process.

According to MoE (2004), asserts that teachers are agents of change and as such in the front line of education reform. They are expected to engage in developing innovative proposals, analyzing the actual conditions of teaching and conducting problem oriented curriculum research by investigating curricular problem. currently, theorists of education are a knowledge that teachers are not only the recipient of educational change but they are also the most important change agent in education reforms (villages- Reamers, 2003)

In line with this, Arends (1994) states that” effective teachers view learning to teach as a lifelong process and have dispositions and skills for working toward improving their own teaching as well as improving schools .Therefore, they need to update and improve their own knowledge and technologies throughout Their Life time . According to Fullan (1999) the high quality professional development for teachers is absolutely in dispensable to bring about great changes in students achievement. This change of students achievement are determined by quality of teaching that come from effective pre- service and in service training of teachers.

Therefore, to cope up with the challenges related to quality education teachers' should be alert on conscious all the time.

As Haries cited in Gebeyehu, (2002) argues even if fully qualified, ideally competent staff were available time would gradually erode that competence become absolute. This inseparable nature of teaching and learning results in the emergency of new approach called continuous profession development (continuous professional development). In general, teachers professional development has been associated with improving class room performance engaging with opportunities created by changing initiatives, preparing teachers for specialist roles with an organization and preparing teachers for roles in management and enabling the sharing of good practices through organization.

1.2 Statement of the problem

In this Modern World, the most challenging issues for the development of education are competencies, capacities, attitudes, and individuals, emotional, social and academic development. These problems are expanded throughout the world. In Africa the most problems that affect the development of education are socio economic, cultural and political transformation , internal efficiency of the educational system and resource problems .These and other related challenges are the big issue of the development of education in Africa . The education and training policy (ETP, 1994) sets challenging issues for the development of education in Ethiopia in terms of access, equity, quality and relevance. Among these issues educational quality improvement was given special attention by the government of Ethiopia. To this end, focusing on quality teaching is vital due to this Ethiopian education and training programs the ETP (1994) asserts that

Teachers starting from kindergarten to higher education will be required to have the necessary teaching qualification and competency in the media of instruction throw pre-service and ins-service training the criteria for profession development of teachers will be continuous education and training ,professional ethics and teaching performance .

In line with the Ethiopian Education and training policy, MOE (1994) design strategy in which all teachers can pass through this lifelong learning continuous professional development program and proposed the strategy in 2003 by preparing draft guidelines for the program. But the program has got a special attention in schools only after the inclusion of school improvement program in 2006/7.

Thus the program has been implemented in deferent regions in the nation since then. Furthermore, the continuous professional development guidelines aim to create excellent first cycle teachers, excellent second cycle teachers and excellent high school teachers who are constantly developing their expertise (MoE, 2004). The guidelines central point is also strengthening the teacher's professional competencies and improving students' achievement.

However, as Aga ethane (2009) reported only quantitative progress has been made while the quality of education offered is not yet at the desired level. This is supported by strong evidence from the reports of MOE in its ESDPIII document. The report clearly shows that teachers do not continuously up-date their competence and skill (MOE 2005). To change this condition, continuous professional development is designed as one of the most important programs. Though, continuous professional development is implemented to bring changes in the classroom practices as (Aga Etana, 2009) note, the existing in-service programs are not in a position to satisfy the growing demand for qualified and competent teachers. This is in part, due to lack of in –depth training for the expertise and partition nears.

According to SNNPR, the most challenging issue for the development of education is quality, access, equity, coverage and lack of systematic coordination with educational bureau and educational institutions. In Guraghe Zone and cheha woreda the challenging indicators for the development of education are quality, coverage, access and internal efficiency. When we look the study area there is no extensive research investigation made on whether the continuous professional development program in cheha woreda, Abaferancua cluster was successful or not. Therefore, the main purpose of this study is to identify and analyze the opportunities and challenges of teachers in the implementation of continuous professional development program in Cheha woreda, Abaferancua cluster primary schools and to forward some possible solutions

which may help for effective management and implementation of the issue under the study. To this end the study attempts to respond to and guided by the following

1.3 research questions:-

1. What type of assistance have teachers obtained to implement the continuous professional development program in primary schools of Cheha woreda, Abaferancua cluster.
- 2 what does the status of continuous professional development program implementation look like in Cheha woreda, Abaferancua cluster primary schools?
- 3 What are the major challenges that hinder the implementation of continuous professional development programs in Cheha woreda, Abaferancua cluster primary schools?

1.4 *Objective of the study*

1. 4.1 General objective

The general objective of this study is to assess the challenges and opportunities of continuous professional development program implementation in Cheha woreda, Abaferancua cluster primary schools.

1.4.2 Specific objectives

The specific objectives of this study is

- To identify the type of assistance that teachers obtained to implement continuous professional development program, in cheha woreda, Abaferancua cluster primary schools.
- To examine the results of continuous professional development implementation in teachers daily activities as well as to indicate possible solutions.
- To identify the major challenges and opportunities of the implementation of continuous professional development program

1.5. Significance of the study

The result of this study may have the following contributions to various bodies. It could create awareness for principals about how to regularly monitor the effectiveness of the changes to teaching and learning and how to work collaborating with other local institutional leaders to facilitate effective responses to shared continuous professional development issue. On the other hand, it may help teachers how to improve and develop the teaching learning process and promotes teachers to recognize their work as professional by providing new opportunity for growth, exploration, learning and development it could create more awareness for students to improving knowledge, skill and attitudes centered on the local context and actively engaged in their own learning process and rising achievement. Findings of the study might initiate the schools to undertake intervention programs to improve and facilitate the continuous professional development. Similarly, it helps for stakeholders to improve their knowledge of assessment, develop more positive attitudes and cooperative approaches to their work.

1.6. Delimitations of the study

Although there are other Educational issues that affect the quality of education, this study particularly focuses on challenges and opportunities for continuous professional development program implementation in Cheha woreda, Abaferancua cluster primary schools. This helps the researcher to easily obtain relevant information about opportunity and challenges CPD. So that the study will delimit so specific and manageable size of those school.

1.7 Limitation of the study

In conducting this study ,the researcher faced various constraints or difficulties such as , lack of access to related literature in the area ,lack of financial and material resources .The other problem faced the researcher was lack of experience and time and this may limit the findings of the research.

1.8 Operational definition of key Terms

1. In-service training: an educational training program facilitated to promote teachers while they are on their job (Full, 1992).

2. Portfolio - a folder that contains evidence of teacher's growth together with feedback and other reports (MOE, 2004).

3. Opportunity /chance: represents time given by the government for teachers CPD program

4. Induction –Training design to make new employee teachers familiar with the practice and 8.

5. Primary school (1-8):-In the current structure of MoE it is a school level from grade one up to eight.

6. Challenge: - something new and difficult that forces you to make a lot of efforts opportunity:- a chance to do something that like to do primary school – school which contain grade 1-8 Procedure of the school (TESO 2003).

7. Mentor –Inexperienced teacher give support for an experienced teacher (MOE 2003)

8. Proper continuous professional development program:- A program designed for teachers who have two or more year experience in teaching (MOE 2004).

1.9 Organization of the Study

This study totally consists of five chapters. The first chapter presents the problems and its approach, the second chapter deals the review of related literature, the third chapter tells, research design and methodology, the fourth chapter contains presentation, analysis and interpretation of data and the final chapter, chapter five deals with the summary, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITRATURE

2.1 Concepts of Continuous Professional Development

Professionals in all fields need to engage themselves in continuous lifelong learning to up-date their competencies. New knowledge and skill will be required to become up -to-date with new situation as previous knowledge and skill became obsolete. So, Professionals should involve in Continuous life –long learning in order to fit for the current condition. Thus, making one self – competent and appropriate for the current condition in continuously self- learning process is called continuous Professional Development. Developing one’s confession continuously means knowing and managing the future systematically. Now Days, professionals Updating of Oneself became extremely necessary because it helps to manage change and helps to survive as well. Furthermore continuous professional development program is considered as a means to adapt environmental changes and rains to control changing forces (Fullon, 1999, TESO, 2003).

2.1.1 Definitions and Meaning of Continuous Professional Development

Different writers define continuous professional development in different ways. Some writers define Continuous Professional Development is the Process of continuously updating one’s professional skills and knowledge throughout his/her working life. Updating refers to programs that bring new ones about good practice LeuinYihunie (2008). Therefore, continuous professional development is a process in which teachers maintain the quality and relevance of professional services throughout their professional life. Some educator’s argue that continuous professional development is more than a process. It is also a philosophy and strategy for the management of change. As a philosophy, continuous professional development has a constructivist base (knowledge is Dynamic and subjective, and thus the learning of teachers should take place at their working place i.e. schools, Lau cited in Yihunie (2008).As a strategy for the management of change, continuous professional development continuously inform teachers’ about any educational and technological change. Professional Development is” anything that makes me a better teacher!” MoE (2009). It is a Career –long process of improving knowledge, skills and attitudes, centered on the local context and particularly class room practice.

2.2 The Importance and Objectives of Continuous Professional Development

2.2.1 The Importance of continuous professional Development

Continuous professional Development is Important Because of two main reasons, through one reason Out weights the other, Kirk Cited in Yihunie (2008). The first reason is that, continuous professional development is a response to change in the curriculum, the Circumstance of schooling, or any other kind of external Pressure like globalization and political priority change. His assumption was that the school curriculum is not static (new subjects are introduced, etc.) due to various socio-economic and political reasons. Thus he argued that this curriculum renewal and reform are unrealizable without updating teacher's knowledge and skill in a continuous manner. The second reason that necessitated continuous professional development was the continuous nature of learning to teach. He suggested that teaching is a professional activity which requires a commitment to enhanced performance, and a continuing search for more sensitive and intelligent ways of enriching pupil's educational experience. So, complex the demands of teaching, indeed, that no teacher worthy of the designation would ever claim to have achieved such a mastery of skills that was nothing more to do or to learn, or that further improvement was impossible . Thus, Kirk finally reached to the conclusion that continuous professional development is not a response to political diktat, not a form of compliance, not a fulfillment of a contractual requirement. It is expression of an inner professional commitment to improved practice.

Kaplan and Edelfet cited in Aga Etana (2009) discussed the importance of continuous professional development by supporting Kirk's final conclusion. They noted that continuous professional development is important because of the complexity of the Principles of learning to teach. They commented that learning to teach requires a coherent, developmental process focused on integrating knowing and doing with critical reflection as an essential practice.

Thus, according to their suggestion, learning to teach is a gradual process which requires connection between theory and practice. It is lifelong Learning. MOE (2004a) stated that continuous professional development in Ethiopia is indispensable because the Pre- service training is the initial phase that provides teachers only the basic skills and knowledge required to inter the profession. MOE further justified its importance in such a way that since education is

dynamic according to the technological innovations, teachers are expected to update their professional competence in a continuous manner by taking the knowledge and skill acquired in their pre- service training.

2.2.2 The Objectives of Continues professional Development.

MoE (2004b) further states that the overall objectives of continuous professional development programs are that all teachers’:

Understand the need for continuing improvement and develop the attitudes to engage positively with continuous professional development opportunities; Have access to high quality continuous professional development programs; Have the opportunity to develop and improve their professional skills, attitudes and knowledge in a systematic and continuous engagement. Have an understanding of current national issues and priorities. Remain competent and up-to-date in their own levels of specialization and expertise through a compulsory ongoing program of staff development opportunities designed to meet the needs of both school and individual teachers. Consider continuous professional development as an integral part of their evaluation, licensing and career development. The aforementioned objectives of continuous professional development in Ethiopia reveal that continuous professional development has multidimensional purposes. Firstly changing the attitudes of teachers and any concerned body to thing learning to teach is continuous. Secondly, continuous improvement of the continuous professional development activities accessible to all teachers to improve the skills and knowledge they have had. Thirdly, informing teachers the Villegas –Reamers (2003) as cited in yihunie (2008), proposed the following characteristics of effective continuous professional development programs. The program must: Stimulate and support site based initiatives; Be grounded knowledge about teaching; Offer intellectual, social and emotional engagement with ideas, materials and colleagues; Demonstrate respect for teachers as professionals and as adult learners; Provide sufficient time and follow up and be accessible and inclusive. The most effective forms of professional development seem to be those that focus on clearly articulated priorities, providing on- going school based support to class room teachers, deal with subject matter content as well as suitable instructional strategies and class room management techniques and create opportunities for teachers to observe experience and try out new teaching methods.

MoE (2009) stated that the characteristics of effective professional development include Programmers conducted in school settings and linked to school wide efforts. Teachers participating as helpers to each other and as planners, with administrators, of in- service activities. Emphasis on self –instruction and with differentiated training opportunities. Teachers in active roles, choosing goals and activities for themselves .Emphasis on demonstration, supervised trials and feedback. Training that is concrete and on- going over time. The assistance and support available upon request. From the above listed qualities, it is possible to summarize that effective continuous professional development programs are dynamic and integrated. The programs address the needs of individual teachers and the support needed for teachers to Undertake activities. They also regard teachers as do individually or collegially overtime in their working place and give fair balance for content and pedagogy. Furthermore, continuous professional development is not working toward a minimum standard. It is about continuous improvement and making such a commitment transparent.

2.4 Types of Continuous Professional Development

MoE (2004a) stated that continuous professional development programs, which are given to primary and secondary school teachers, are of two types: induction and proper continuous professional development.

2.4.1 Induction Program

Induction Program is given to newly deployed teachers (NDT) in the first two consecutive years of their employment. Particularly in Ethiopian context a two-year induction course for newly teachers is the most vulnerable period for a teacher must certainly be the first few years of their professional careers (MoE, 2004). The aim of induction program is to support new teachers during their first years of teaching.

It is also ensures that NDTs may have the skills and knowledge to become increasingly competent professionals. Thus, the NDTs will be competence in firstly the knowledge of the Values, attributes, ethics and abilities essential to professionalism; secondly the subject matter and methodologies thirdly the management of classrooms and fourthly understanding of the schools, its community and the education system (TESO, 2003). Therefore, to realize these objectives the NDTs should undertake professional developmental activities that focus on

developing the experience in the classroom, action research and performing professional apposite and classroom observations.

2.4.2 Proper Continuous Professional Development

Proper continuous professional development program is practiced by those teachers who experience is two years and above. The program is to be designed differently for teachers who are at different career development. Teachers are expected to arrange small groups either on the bases of subject area they teach or in their service years etc... and they are expected to attend certain activities. Each school teacher must take part in planned continuous professional development activities for a minimum of sixty hours each year (MOE, 2009).

2. 5. Management of continuous professional development programs

Like other education programs, continuous professional development needs competent management for effective implementation having weak management in an organizational is a clue for failure and wastage of resource. In line with this Zenebe (2007), clearly states that continuous professional development management is the provision of clear instruction on sequence of action to be followed ,and making of objectives clear , monitoring and evaluation. This means the management of the school with the cooperation of teachers, training needs should be assessed, planned, implemented and results should be evaluated. In addition to this continuous professional development program requires sixty hours each year for group work , individual activities, portfolio organizing and research works, it asks skill full management to harmonize continuous professional development activities with other teacher task (MoE,2009).

Manager can be very clear on that, training may not provided for the sake of training. First all, needs should be identified and trainings be organized to fill the gaps. Noe (1999) sates that need assessment is the process used to determine if training is necessary. While in need assessment and planning training is very essential to consider the interest of stake holders and at the same time all of them should be involved in the need identification, provision as well as in the management of development opportunities because, need identification is a collaborative work. In addition to this, managers expected to allocate adequate finance for the success of the program.

2.6 Resources and materials to support continuous professional development

As Villegas- Reimers (2003) state that, teachers as they are professional learners in continuous professional development should get the necessary assistance from the concerned bodies ranging from school community up to higher officials of different levels. Research shows that teacher development activities are most effective when carried out collaboratively in an atmosphere of mutual support and encouragement. There are a wide variety of resources which can be used to support continuous professional development activities and school continuous professional development modules. They come under two main headings, human resources and support materials.

2.6.1. Human Resources

Human resource is the most important of all other inputs to an organization. French cited in Begashaw (2005) stated that:

It is people- human resources that create organizations and make them survive and prosper. It is their efforts, talents and skills in using other resources such as knowledge, materials and energy that result in the creation of useful products and services.

Similarly, many authorities on human resource management stress the crucial of human resource to organizations and the inevitable concern to manage it. In fact, they all agree that human resource is the principal determinate for the success of any organization and that its management should deserve serious attention.

2.6.1.1 Professional colleagues at school Level

The continuous professional development roach adopted by 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.

2.6.2 Support materials

One very important part of the continuous professional development rational materials is the document entitled ‘’ continuous professional Development for primary and secondary school teachers , leaders and supervisors in Ethiopia- the practical tool kit. ‘The document contains

many examples of programs or activities appropriate to particular needs in school. There are suggestions of ways in which effective programs can be constructed from series of smaller activities. The purpose the document is to give practical support and guidance to all who use it.

2.6.3 External support

If institution organizing continuous professional development does not have the necessary knowledge, expertise or experience, than they should ask for the help of an experienced and knowledge able expert or organization. Local and regional educational authorities, such as WEOs, ZEOs, or REBs, always have a number of supervisors and education experts on their staff, it is the responsibility of these experienced professionals to give help and advice to teachers in school on matters to do with subject knowledge or teaching methodology (MOE, 2009).

2.7 Responsibility of continuous professional development stakeholders

Developing teacher's professional development needs comprehensive and coordinated approach of stakeholders at all levels. Each stakeholder continuous professional development in has responsibilities. This can be either as an individual or as an institution. In this regard the MOE (2009) indicate clearly the responsibilities and duties of each stakeholder in continuous professional development program implementation.

2.7.1. Teachers

Teachers are responsible for engaging in their own continues professional Development throughout their careers in consultation with others, identifying and monitoring progress against personal continuous professional development needs relating to the school's. Annual plan and their individual professional continuous professional development competencies (MoE, 2009). Additionally working collaboratively with colleagues to improve teaching and learning , carrying out sixty hours each Staff continuous professional developmentyear and putting CPD in to practice in the classroom are the responsibilities of teachers. Teachers are also responsible for maintaining professional portfolio to record all their and other continuous professional development professional activities, including identifying achievement of the professional competencies

2.7.2 Schools

Marezely and Dimmock in Zenebe (2007), state that the school principals must be the primary continuous professional development developer because it is the principals who has the greatest direct control over the factors affecting school environment .So schools are responsible for ensuring that learning and student achievement is inclusive and at the center of strategic planning and resource management, creating a continuous professional development implementation strategy within the institution, ensuring that an effective needs continuous professional development analysis is carried out each year and that the institution /department produces an annual continuous professional development plan and manages the budget. Collaborating with other local head teachers and supervisors, woreda, Zone and REB professional, taking part in regional and national continuous professional development activities which ensure that national and regional continuous professional development priorities are addressed in institutions continuous professional development planning are the responsibilities of schools (MoE, 2009).

2.7.3. Clusters

According to MOE (2009) giving support as appropriate, the annual school continuous professional development plans, supporting the delivery of the induction programmed for NDTs and supporting teachers' professional portfolio development are the responsibilities of clusters. Clusters are also responsible for managing and coordinating continuous professional development activities, maintaining an effective communication system between all the schools within the cluster and providing training opportunities as appropriate.

2.7.4 Woreda education offices

The woreda and sub-city Education offices are expected to ensuring that all schools have annual continuous professional development plans, support and training to clusters and school via the supervisors, providing support and advice on the maintenance of professional portfolios and collaborating which school directors to administer the 'Induction' continuous professional development process and to moderate the judgments on passing / failing . Additionally, collecting data of individuals, and schools' participation in continuous professional development activities in the woreda and overseeing and facilitating the work of clusters and

kebeles in their support of continuous professional development are the major responsibilities of woreda and education offices.

2.7.5 Regional Education Bureaus/zones

Regional Education Bureaus /zones are responsible for analyzing and identifying regional priorities, production of materials and delivering training to implement , sharing information with all stakeholders, annually producing and circulating regional continuous professional development plans, giving support to woreda, and zones within the region, overseeing and facilitating the work of CTEs in their support of continuous professional development in schools, allocating the resources needed to implement the regional continuous professional development program including the development of teachers' professional portfolios and ensuring that resources are written in the language that teachers will understand best, with high quality translation, produced in sufficient quantities (minimum ratio of 1 booklet to twenty teachers) and distributed throughout the region . Furthermore, the regional education bureau is responsible for monitoring and evaluating the continuous professional development program regionally and producing an annual report which should be submitted to the process for Teachers and Leaders Development , and compiling Educational management information system (EMIS) continuous professional development statistics for the region and submitting them annually to the MoE.

2.7.6. The Ministry of Education

The ministry of Education plays a vital role in analyzing and identifying national priorities, production of materials and organizing training to implement them , raising awareness of the need for continuous professional Development, designing ,implement and reviewing the national frame work for continuous professional development. The MOE is also responsible for annually producing and circulating national continuous professional development plans ,producing support materials to be used in schools giving support to regions and monitoring and evaluating the continuous professional development program nationally and producing an annual report and conducting consultation meetings on achievements and challenges (MOE,2009).

2.8. Attitudes of Teachers towards the continuous professional Development program

The term attitude has been defined in different ways. Kundy in Tesfaye (2005) define attitude as ‘‘it is a mental set or readiness to respond’’. When we say attitude how one feels about things or people. Thus, not only what we do, but also how we feel about what we do is equally important. Other scholar Hilgard in Tesfaye (2005) also defined attitudes as a psychological tendency that is expressed by evaluating particular entity some degree if favor or disfavor. In relation to this Eagly and Chaiken cited in Tesfaye state that personal and social lives are highly influenced by attitudes because attitudes includes beliefs, convictions, desires, feelings, hopes, judgments, opinions sentiments and wishes people have on specific issues (Tesfaye , 2005). If attitudes include feeling beliefs convictions and opinions that people have then, we can conclude that attitude affects the way an individual perceives, judges, interprets and reacts to issues. Therefore, the study of attitudes is important because there is a general belief that human behavior and attentions are influenced by our attitudes, where by attitudes are seen as the cause and behavior as the effect.

2.9 Challenges of continuous professional development Program

According to TESO document (2003) indicates a number of constraints are hindering smooth implementation of the program these are lack of motivation and application combined with self interest, lack of training opportunities and resources have created acclimate of apathy and cynicism amongst teachers .In addition to this unfavorable school culture also be briar for smooth and effective continuous professional development because the culture of the school greatly matters the implementation of the program. Hailesllasie (2004) in line with this idea, states that school cultures supportive to continuous professional development programs are motivate teachers and will lead schools to success. Generally collaboration among teachers and other professional are vital for the school program implementation on the other hand, lack of coordination lead to losing collogues and forced to relay in individual efforts, which is a barrier for sustainable change.

2.10 The Current Status of continuous professional development Program in Ethiopia

In this sub-section the education sector development program (ESDP) and teachers education system over haul (TESO) would be seen to show the effort made by MoE so far and deferent research report in he area would briefly review in order to search for the gap that this studies starving to feel.

2.10.1. The education sector development program (ESDP)

Ethiopia has, implementing three sector development programs after 1994 for successful application of the Education and Training policy. The first five years Education sector Development (ESDP-I) was practical in 1997/98 to 2001/2002 focusing at improving quality of education and expanding access with special emphases on primary education. The second five years education sector development program ESDP-II became operational in 2002 /03-2004/05 following ESDP-I with focusing on quality education. And ESDP III was also started to implement in 2005/06/2010/11 with considering the achievements and challenges encountered while ESDP I and II were implementing.

Even though, different sector development programs were practical according to the report of the second National Learning Assessment (NLA, 2003/04) conduct, low achievements were in countered on grade 4 and 8. This is because , on the bases of the assessment ; low teachers perception of students learning and instructional quality, inappropriate use of instructional material by teachers, student back ground and shortage of teachers guides and syllabus (ESDP III) were the major causes. Due to these, ESDP-III (2005) provides greater consideration for quality improvement at all levels of the education system. Therefore Teachers, Development program TDP/ designed in order to enhance teachers' professional development, so as to improve student' achieving.

2.10.2 Teachers education system overhaul (TESO)

Teacher Educational System Overhaul (TESO), the document as a national framework comes in the being with five basic priority programs were two of them are focusing on teachers Professional development. In general the TESO program is encompassing areas from pre service teacher education to continuing professional of teachers.

Furthermore continuous professional Development (CPD) program is also design and became practical so that , teachers are up-dating themselves with new concepts, approaches and policy direction.

According to the TESO document, some of the CPD activities will be individually initiated and approved by the school principals. There is also serious of centrally developed generic courses that deal with new methodologies and priority issues relevant to the whole country. The first course of continuous professional development program is published in 2004 containing contents of professional Ethics, counseling and monitoring using active Learning methodology. The second course is published in 2005 contains Gender and HIV-AIDS issues , continuous Assessment and planning Approaches to individual Subject areas in the context of Large class sizes, and the third course is about Rural Development , civics and Methodology (MoE,2009).

2.10.3 Review of research report on teacher's professional development

Various studies had conducted that focuses on specific aspects of teachers' continuous professional development in Ethiopia, at the end of three years of continuous professional development in schools a TDPI Impact study was carried out by Haramaya University. Their Major findings of the study revealed that in nearly four out of five schools the structure of continuous professional development is either absent or inadequate, nearly all (29 of 31) cluster Resource centers sampled were not adequately prepared to run well organized, inspiring and transforming continuous professional development activities and in schools where continuous professional development has begun teachers are however, able to demonstrate a reasonable mastery of the contents (of the CPD courses)they covered before and up to the time of the study (MoE,2009). The study says:

Unless we find solutions to the above challenges, the vision to produce professionally well informed and motivated teachers capable of transforming the quality of educational delivery will not be fulfilled.

As result of this impact study the minister of Education commissioned a situational analysis which included Teacher Needs Analysis. The recommendation from the situational Analysis and the TDP I Impact were Study were used as basis for developing new Frame work for continuous professional development. For further explanation, we can focus on some aspects of

teacher's continuous professional development implementation and their research funding as follow.

2.10.4. Teachers attitude towards continuous professional development

Concerning teachers' attitudes towards , continuous professional development yihunie (2008) indicate that , most teachers started practicing continuous professional development program without any pre- practice training and also were not convinced first about the importance, objective and implementation of the program there by Leading them to believe on that they learn something that would be helpful for their work . Similarly, Afework (2007) ,states that some participants have negatives attitude towards continuous professional Development due to lack of motivation and incentives. He investigated Further that some participants are not willing to take part in the professional development program since they believe that such program did not help them in their professional development rather than killing their golden time.

2.10.5 Need of assessment

- Need assessment is very essential part that requires more attention while designing the program Afework (2007) in relation to these ,he pinpoints that, as there was no need assessment prior to designing and determine the programs of school – based of continuous professional development teachers.

2.10.6 Assistance from concerned bodies

From its nature need greater support from various concerned bodies. Hailesllasie (2004) pointed that the prime responsible bodies in the educational leadership were not discharging their responsibilities in this respect. And he further noticed in his findings that the planning, organizing and management of continuous professional development programs lacks professional knowledge and skill. In line with these findings Afework (2007) indicates the most common constraints of principals and woreda education officials are lack of coordination and commitment among power actors, teacher, principals, woreda education officials and local government authorities because they are busy or reluctant. Besides, there are various hindrances of continuous professional development program that are listed by different research finding such as insufficiency of time, poor planning and management lack of incentive and shortage of budgets (Hailesllasie, 2004, Afewrk, 2007 ,Yihunie,2008).

In general all those findings aware that implementation of continuous professional development in our woreda faced a number of challenges at its early infant stage that needs a great effort and commitment from all concerned body to deep rooted and flourish it in fertile grounded so as to contribute for quality education.

CHAPTER THREE

3. The Research Methodology

The main purpose of this study is to assess the challenges and opportunities of continuous professional development program implementation in Abaferancua cluster primary schools of Cheha woreda, Guraghe Zone. To this effect, the method of the research, sources of data, sample of population and sampling techniques, instruments and procedures of data collection, and method of data analysis and ethical consideration were employed in the study are stated here under.

3.1. The Research Design

The research design of this study is cross sectional survey. This methodology was helping the researcher to examine the present situation and to identify some of the major challenges and opportunities for implementing continuous professional development program at the proposed level. Furthermore, it helps to reveal the prevailing situation concerning the issue in the study area. Thus in this study, the research methods used were both quantitative and qualitative as the leading methods. Quantitative approach is more emphasized because assessing the opportunity and challenge of CPD implementation can be better understood by collecting large quantitative data. Furthermore, the qualitative data employed and incorporated in the study to triangulate the quantitative data

3.2. Description of Study Area

Wolkite city is found in gurage zone SNNPs regional state in Southern Ethiopia and the city of gurage zone. wolkite city far from Addis abeba by 153 KM. cluster of Abaferansua primary school found in the center of the Gubre sub-city, it found near gubre sub-city Gurage zone SNNPs regional state.

3.3 Sources of Data

In order to collect necessary information two data gathering sources were used namely primary and secondary sources.

3.3.1 Primary source

The primary sources of data were teachers, principals, and supervisors of selected schools.

3.3.2 Secondary source

The secondary data sources used in this research were portfolio, continuous professional development documents.

3.4 Sample Population and Sampling Technique

3.4.1 Sampling technique

In Guraghe zone, Cheha woreda, Abaferancua cluster there are two primary (1-8) government schools and two primary first cycle (1-4) government schools. In order to collect data from the above target population simple random and non-random sampling technique were employed. The random sampling techniques were gives equal chance to schools under studied. To this end first three schools were selected from four government primary schools of the cluster by using purposive sampling method based on their level, to this end the three primary (1-8) government schools were selected. Secondly within each sample schools the respondents' were selected by using systematic sampling, ($k=N/n$) method from attendance lists of respective school by taking 30% teachers proportionally from each school were taken as informants. From all the selected schools 100% of principals and supervisors were included in the study as respondents in the sampled schools by available sampling method. By using all the above methods the researcher were tried to give equal chance to school teachers, school principals and supervisors which are working in the study area.

3.4.2 Sample population

Table 3.1 Sample schools

	Schools	Teachers	Sample	Technique	Principals	Sample	Technique	supervisors	Sampling	Technique
1	Selamber (1-8)	38	12	SRS	2	2	Available	1	1	Available
2	Abaferancu a (1-8)	76	24	SRS	2	2	Available	1	1	Available
3	Raszeselase (1-8)	37	12	SRS	2	1	Available	1	1	Available
	Total	<i>151</i>	<i>54</i>	SRS	6	5	Available	3	2	Available

3.5. Instruments and Techniques of Data Collection

3.5.1. Instruments of data collection

The instruments used for data collection in this study were questionnaires and structured interview.

3.5.1.1 Questionnaires

In order to collected necessary information, 14 classed indeed and 8 open ended question were distributed. The reason why questionnaires were chosen is to make respondents feel free and forward their view independently as well as for its simplicity and minimized cost. The questionnaires were used to collect data from teachers, supervisors and principals. The variety of suggested 5 points likert scale options (Strongly Agree, agree, disagree, strongly disagree and undecided).

3.5.1.2 Interviews

In addition to the questionnaire Interview schedule also administered to obtain relevant information from the selected school supervisor. The guide also includes items that reflected the basic research question. This instrument was developed in such a way that they maximize the possibility of generating answers to the research question.

3.6. Procedures of Data Collection

The researcher were developed two sets of questionnaires to teachers and school principals, with 22 question items and an interview schedule based on the topic, and then the researcher were conducted a pilot test out of the study area in Yedebe cluster of Cheha woreda where the researcher has been working as a supervisor, for any omission and completeness of the instruments. Contacts were made with principals and supervisors of sampled schools to solicit consent for their involvement in the study, and then participants were selected by using appropriate method of sampling listed above. At the beginning from 5 schools, 3 of them were selected by purposive sampling method. From these schools 30% of target participant teachers, 100% of principals and the cluster supervisor were selected by using systematic and available sampling method respectively. After the necessary adjustment making the instruments (questionnaires and interview guide) were administered by the selected respondents, then the returned response were organized.

3.7. Method of Data Analysis

In analyzing data, the following techniques were employed. First the responses obtained from questionnaire items were tabulated, interpreted and analyzed in number and corresponding percentage. On the other side, interview responses and document analysis were discussed qualitatively by elaborating the fact

3.8 Ethical consideration

Obeying research ethics is essential for the credibility of any research. Taking this reality in mind, any communication with research participants was accomplished at their voluntarily consent without harming and threatening the personal and institutional wellbeing. Thus, the purpose of the study was explained to the participants and the researcher was ask their permission to involve in the study. In addition, the researcher was inform participants that the

information to be provided by them was used only for the research purpose. Moreover, the researcher was ensure confidentiality by making the participants unnamed on the questionnaire

CHAPTER FOUR

4. PRESENTATION, ANALAYSIS AND INTERPRETAYION OF DATA

This chapter deals with the presentation, analysis and interpretations of the data collected from the sample respondents to address the basic research question. The chapter consists of two parts; the first part treats the characteristics of respondents in terms of sex, age Education level, service year and marital status. The second part describes the results of the study. The data collected from the respondents by the questioners are first presented in table and then statistical tools were used for analysis. The data obtained from interview and documents analysis are also narrated directly as they were, so as to substantiate the data obtained from questioners.

4.1 Background of the Respondents

This section presents characteristics of respondents. Generally, 37 copies of questioners (30 for teachers, 5 for school principals and 2 for supervisors) were administered. All of these copies were filled from the informants. Two cluster resource center supervisors were also interviewed.

Table 4.1 sex, age, qualification, experience and marital status

No	Item		Teachers		principals		Supervisors		Totals	
			No	%	No	%	No	%	No	%
1	Sex	Male	22	73	4	80	2	100	28	76
		Female	8	27	1	20	-	-	9	24
		Total	30	100	5	100	2	100	37	100
2	Age	15-20	-	-	-	-	-	-	-	-
		21-25	6	20	-	-	-	-	6	16
		26-30	19	63	4	80	-	-	23	62
		>30	5	17	1	20	2	100	8	22
		Totals	30	100	5	100	2	100	37	100
3	Qualification (Education)	Certificate	-	-	-	-	-	-	-	-
		Diploma	26	87	3	60	1	50	30	81
		Degree	4	13	2	40	1	50	7	19
		Total	30	100	5	100	2	100	37	100
4	work experience	1-6	4	14	-	-	-	-	4	11

		7-9	10	33	1	20	-	-	11	30
		10-12	5	17	2	40	1	50	8	22
		13-18	10	33	2	40	1	50	13	35
		>18	1	3	-	-	-	-	1	2
		Total	30	100	5	100	2	100	37	100
5	Marital status	Single	4	14	-	-	-	-	4	11
		Married	25	83	5	100	2	100	32	86
		Widowed	1	3	-	-	-	-	1	3
		Total	30	100	5	100	2	100	37	100

As it is observed from table 1 presents about the characteristics of personal information of sample respondents based on their sex, age Educational qualification, year of work experience and marital status .According to the personal data obtained based on sex 73% teachers, 80% school principals and 100% supervisors were males. Similarly, 27% of teachers and 20% of principals were female respondents. In general, from the total of 100% sample respondents, 76% and 24% were male and female respectively. This shows that the majority of the respondents were male and the participation of female respondents is less than half. As shown in table 2, the participation of female principals is only 20% on the other hand; there are no female supervisors in particular.

According to the data obtained in terms of age shown in item 2 indicated that 20% of teachers are between 20-25%, 63% of teachers between 26-30 and 17% of teachers are >30 years old. Similarly 80% of principals are between 26-30, 20% > 30 years old and 100% of supervisors respondents are > 30 years old. In general, from the total of 100% sample respondents, 16% were between” 20-25, 62% of the respondents between 26-30 and 22% of the respondents are > 30 years old.

According to the data obtained In terms of Educational qualification in item 3 indicated that 0% of teachers are certificate, 87 % of teachers diploma 13% of teachers are degree, 40% of principals and 50% supervisors were diploma in general terms from 100% of respondents none of respondents were certificate, 81% of respondents were diploma and 19% of respondents were degree holders. This shows that the majority of teachers are diploma holders and almost half of all

principals and supervisors have diploma, there for this study is appropriate to understand the ability of population and related problems around the program.

According to the data obtained in terms work experience in item 4 indicated that respondents 14% of teachers and 0% of principals have 1-6 years of work experience in their current position, 33% of teachers and 20% principals 7-9 years, 17% of teachers respondents 40% of principals and 50% of supervisors have 10-12 years of work experience in their current position. Whereas 33% of teachers, 40% of principals, 50% of supervisors had 13-18 years of work experience and only 3% of teachers have above 18 years of work experience. In General, from the total of 100% respondents, 14 % was between 1-6, 30% between 7-9, 22% between 10-12, 35% between 13-18 and 2% above 18 years of work experience in their current passion.

According to the data obtained in terms marital status in item 5 indicated that 14% of teachers were single 83% of teachers and 100% of supervisors and principals married respectively and 3% of teachers are widowed. Generally, from 100% of respondents 11% of respondents single, 86% of respondent were married and 3% of respondents are widowed.

4.2 Response by the Teachers

Table 4.2 1; Respondents’ attitude (beliefs) on the role and implementation of continuous professional development

	Items	Teachers		
		Teachers		
		No	%	
1	Is continuous professional development significant for professional development?	Strongly agree	9	30
		Agree	14	47
		Disagree	4	13
		Strongly disagree	3	10
		Undecided	-	-
2	Continuous professional	Strongly agree	8	26

	development contributes to students' achievement	Agree	10	34
		Disagree	7	23
		Strongly disagree	5	17
		Undecided	-	-
3	continuous professional development provide modern professional teaching methods	Strongly agree	10	34
		Agree	13	42
		Disagree	5	17
		Strongly disagree	2	7
		Undecided	-	-
4	Continuous professional development enhances teachers' professional competence and students' engagement.	Strongly agree	9	30
		Agree	13	42
		Disagree	5	17
		Strongly disagree	3	10
		Undecided	-	-
5	continuous professional development promotes high quality learning	Strongly agree	6	20
		Agree	12	40
		Disagree	6	20
		Strongly disagree	6	20
		Undecided	-	-

As it is observed from table 2, teachers showed the responses of their questioners which focused about attitude in implementing continuous professional development program in schools as it is shows in item one of the table 3 the researcher asked the respondents respond, as continuous professional development is significant for professional development .Accordingly, 47% of teachers agreed that is continuous professional development significant for professional development, where as 13% of the respondents endorsed disagree, 30% of the respondents and 10% of the respondents endorsed strongly agree and strongly disagree respectively and 0% Undecided.

As it is observed from table 2, teachers showed the responses of the questioners which focused about attitude in implementing continuous professional development program in schools as it is shows in item 2 of the table2 the researcher asked the respondents respond, as continuous

professional development contributes to students' achievement. Accordingly, 34% of teachers agreed that continuous professional development contributes to students' achievement, where as 23% of the respondents endorsed disagree, 26% of the respondents and 17% of the respondents endorsed strongly agree and strongly disagree respectively and 0% Undecided .

As it is observed from table 2, teachers showed the responses of the questioners which focused about attitude in implementing continuous professional development program in schools as it is shows in item 3 of the table 3 the researcher asked the respondents respond, as continuous professional development provide modern professional teaching methods . Accordingly, 42% of teachers agreed that continuous professional development provide modern professional teaching methods, where as 17% of the respondents endorsed disagree, 34% of the respondents and 7% of the respondents endorsed strongly agree and strongly disagree respectively and 0% Undecided .

As it is observed from table 2, teachers showed the responses of the questioners which focused about attitude in implementing continuous professional development program in schools as it is shows in item 4 of the table 3 the researcher asked the respondents respond, as enhance continuous professional development teachers' professional competence and students' engagement. Accordingly, 42% of teachers agreed that enhance continuous professional development teachers' professional competence and students' engagement, where as 17% of the respondents endorsed disagree , 30% of the respondents and 10% of the respondents endorsed strongly agree and strongly disagree respectively and 0% Undecided.

As it is observed from table 2, teachers showed the responses of the questioners which focused about attitude in implementing continuous professional development program in schools as it is shows in item 5 of the table 3 the researcher asked the respondents respond, as continuous professional development promotes high quality learning . Accordingly, 40% of teachers agreed that continuous professional development promotes high quality learning, where as 20% of the respondents endorsed disagree, 20% of the respondents and 20% of the respondents endorsed strongly agree and strongly disagree respectively 0% Undecided . The supervisor supports this idea through interview. From Conclude that "implementation program is on the planning process".

Table 4.3; teacher’s belief about the challenges and opportunities in implementing continuous professional development program in school

No	Items	Teachers		
		No	%	
1	Lack of teachers awareness on the program create the major continuous professional development implementation problem	Strongly agree	10	34
		Agree	13	43
		Disagree	4	13
		Strongly disagree	3	10
		Undecided	-	-
		Total	30	100
2	Negative attitude of teachers to words the program create challenges on the program	Strongly agree	8	27
		Agree	10	34
		Disagree	7	23
		Strongly disagree	5	17
		Undecided	-	-
		Total	30	100
3	Teachers performing implementation activities given on time	Strongly agree	8	27
		Agree	11	37
		Disagree	8	27
		Strongly disagree	3	10
		Undecided	-	-
		Total	30	100
4	Teacher are ready to learn from their errors	Strongly agree	9	30
		Agree	12	40
		Disagree	7	23
		Strongly disagree	2	7
		Undecided	-	-
		Total	30	100

5	Teachers practice the program in continuous professional development the class	Strongly agree	10	34
		Agree	13	42
		Disagree	5	17
		Strongly disagree	2	7
		Total	30	100

As it is observed from table 3, teachers showed the responses of their questioners which focused about the challenges and opportunities in implementing continuous professional development program in schools as it is shows in item one of the table the researcher asked the respondents that lack of teachers awareness on the program create the major continuous professional development implementation problem in school .Accordingly, 43% of teachers agreed that lack of teachers awareness on the program had the major problem on the implementation processes ,where as 13% of the respondents endorsed disagree ,34% of the respondents and 10% of the respondents endorsed strongly agree and strongly disagree respectively and 0% Undecided. In item two of same table based on negative attitudes of teachers towards the program create challenges on the implementation program. 34% of teachers agree, 23% disagree, and 27% and 17% strongly disagree and strongly agree respectively and 0% Undecided. This shows that the negative attitude of teachers towards the program is the major implementation program As it was shown in item 3 based on the implementation activities of the continuous professional development program 27% of respondents disagree, 27% of respondents endorsed strongly agree and 10% of the respondents are endorsed strongly disagree and 0% Undecided. According to the responses of the majority in item three indicated problems with implementation activities which shows around the teachers whether main reason for its failures. As indicated in item 4 of the same table respondents depend on the collegial relationship. A according to respondents of respond 30% of the respondents endorsed strongly agree, 40 % agree 23% disagree and 7% of respondents are strongly disagree and 0% Undecided , this shows that there was good collegial relationship between school principals and teachers to implementation program. But the principals were not creating good implementation opportunities for. continuous professional development that school cultures was not supportive to continuous professional development program are motivated teachers and will lead schools to success .This is because one of the specific objectives of is continuous professional development providing an opportunity to teachers to share their personal experience (MOE, 2003). As its shown item 5 of

table two the researcher asked to the respondents about teachers practice the continuous professional development program in the class .According to the responses of the majority in item 5 the practice ability of continuous professional development program in the program . From 100% of teachers 17% of the teachers endorsed disagree, 42% of respondents endorsed agree, 34% of teachers and 7 % of teachers endorsed strongly agree and strongly disagree respectively and 0% Undecided. And supervisor support this idea through interview. From conclude that "lack of active involvement of all responsible bodies, support and evaluation system together with lack of awareness, negative attitude of teachers towards the program and lack of material and professional support".

4.3 Response by the principals

Table 4.4: principal' attitude (beliefs) on the role and implementation of continuous professional development

No	Items	principals			
		No	%	Total No	
1	is continuous professional development significant for professional development.	Strongly agree	2	40	2
		Agree	2	40	
		Disagree	1	20	
		Strongly disagree	-	-	
		Undecided	-	-	
2	continuous professional development contributes to students' achievement	Strongly agree	2	40	2
		Agree	3	60	3
		Disagree	-	-	-
		Strongly disagree	-	-	-
		Undecided	-	-	-
3	continuous professional development provide modern professional teaching methods	Strongly agree	1	20	1
		Agree	2	40	2
		Disagree	1	20	1
		Strongly disagree	1	20	1

		Undecided	-	-	-
4	continuous professional development enhance teachers' professional competence and students' engagement	Strongly agree	1	20	1
		Agree	2	40	1
		Disagree	1	20	1
		Strongly disagree	1	20	1
		Undecided	-	-	-
5	continuous professional development promotes high quality learning	Strongly agree	2	40	2
		Agree	2	40	2
		Disagree	1	20	1
		Strongly disagree	-	-	-

As it is observed from table 4, principals showed the responses of their questioners which focused about attitude in implementing continuous professional development program in schools as it is shows in item one of the table 5 the researcher asked the respondents respond, as is continuous professional development significant for professional development. Accordingly, 40% of principals agreed that is continuous professional development significant for professional development, where as 20% of the respondents endorsed disagree, 40% of the respondents and 0% of the respondents endorsed strongly agree, strongly disagree and Undecided respectively.

As it is observed from table 4, principals showed the responses of the questioners which focused about attitude in implementing continuous professional development program in schools as it is shows in item 2 of the table5 the researcher asked the respondents respond, as continuous professional development contributes to students' achievement. Accordingly, 60% of principals agreed that continuous professional development contributes to students' achievement, *where* as 0% of the respondents endorsed disagree, 40% of the respondents and 0%of the respondents endorsed strongly agree, strongly disagree and Undecided respectively.

As it is observed from table 4, principals showed the responses of the questioners which focused about attitude in implementing continuous professional development program in schools as it is shows in item 3 of the table 5 the researcher asked the respondents respond, as continuous professional development provide modern professional teaching methods.

Accordingly, 40% of principals agreed that continuous professional development provide modern professional teaching methods, where as 20% of the respondents endorsed disagree, 20% of the respondents and 20%of the respondents endorsed strongly agree and strongly disagree respectively and 0% Undecided.

As it is observed from table 4, principals showed the responses of the questioners which focused about attitude in implementing continuous professional development program in schools as it is shows in item 4 of the table 5 the researcher asked the respondents respond, as enhance continuous professional development teachers' professional competence and students' engagement. Accordingly, 40% of principals agreed that enhance continuous professional development teachers' professional competence and students' engagement, where as 20% of the respondents endorsed disagree , 20% of the respondents and 20% of the respondents endorsed strongly agree and strongly disagree respectively and 0% Undecided.

As it is observed from table 4, principals showed the responses of the questioners which focused about attitude in implementing continuous professional development program in schools as it is shows in item 5 of the table5 the researcher asked the respondents respond, as prom continuous professional development promotes high quality learning . Accordingly, 40% of principals agreed that continuous professional development promotes high quality learning, where as 20% of the respondents endorsed disagree, 40% of the respondents and 0% of the respondents endorsed strongly agree, strongly disagree and Undecided respectively. And supervisor support this idea through interview. And supervisors support this idea through interview. From this conclude that majority respondent "implementation program is on the planning process".

Table 4.5 The Principals belief about the challenges and opportunities in implementing CPD program in school

No	Items	Respondents			
			Principals		Total
			No	%	No
1	Lack of active involvement of responsible body are the major challenges of the	Yes	3	60	3
		No	2	40	2

	continuous professional development implementation program				
2	continuous professional development program has implemented in your school	Yes	2	40	2
		No	3	60	3
3	Are principals encouraged to implement the program?	Yes	3	60	3
		No	2	40	2
4	The school has positive relationship with responsible bodies	Yes	3	60	3
		No	2	40	2
5	Are the school administration support teachers to implement the program?	Yes	4	80	4
		No	1	20	1

Response by the principals table 5 about school principals response as it is shown in item one of the table the researcher asked the principals about lack of active involvement of responsible bodies are the major challenges of the program. Accordingly, 60% of respondents endorsed yes and 40 of the respondents were indicated no. This shows lack of active involvement of responsible bodies on the program created a serious challenge on the process of implementation continuous professional development program. As item two of the same table based on continuous professional development implementation in the school 60 of respondents endorsed no, and 40 of respondents endorsed yes. According to the responses of the majority in item two indicated CDP has not implemented appropriately in selected sample schools.

They also forward the reason that why they respond because lack of appropriated awareness, lack of support, problem with controlling and evaluation system, lack of material resources provision, lack of well-planned activity and lack of active involvement of responsible bodies on the program create major challenges on the process of continuous professional development implementation. As it shown in item three about continuous professional development program was encouraged by principals. 60% of the respondents said yes and 40% of the respondents no. The response given for item three school principals was encouraged the implementation process but not through continuously. The responses shown in item four based on question the school has positive relationship with responsible body 60% of respondents said yes and 40% of respondents answer no. Depending on the responses given for question number four, there was good

relationship between school and responsible bodies. As it was shown in the last item, the respondents asked by the researcher that whether the school administration support teachers to the implementation program or not. Accordingly 80% of the respondents answered yes and 20% of respondents said no. According to the response given for item five there was high school administration support to the implementation process. They also explain what type of support given by school administration for the teachers to implement the program. According to the respondents response was depend on the how to plan the continuous professional development program effectively. And supervisors support this idea through interview. From this conclude that majority respondent said "assistance which given for the teachers are how to plan the program, the need to implement the program, active involvement of all responsible bodies, designing training program , conduct evaluation after each lesson and support system should be designed".

4.4 Response by the Supervisors

Table 4.6: supervisors' attitude (beliefs) on the role and implementation of continuous professional development

No	Items	Supervisors			
		Supervisors		Total No	
		No	%		
1	Continuous professional development is significant for professional development.	Strongly agree	1	50	1
		Agree	1	50	1
		Disagree	-	-	-
		Strongly disagree	-	-	-
		Undecided	-	-	-
2	continuous professional development contributes to students' achievement	Strongly agree	1	50	1
		Agree	1	50	1
		Disagree	-	-	-
		Strongly disagree	-	-	-
		Undecided	-	-	-
3	continuous professional development provide modern	Strongly agree	-	-	-
		Agree	2	100	2

	professional teaching methods	Disagree	-	-	-
		Strongly disagree	-	-	-
		Undecided	-	-	-
4	Continuous professional development enhances teachers' professional competence and students' engagement.	Strongly agree	1	50	1
		Agree	1	50	1
		Disagree	-	-	-
		Strongly disagree	-	-	-
		Undecided	-	-	-
5	continuous professional development promotes high quality learning	Strongly agree	-	-	-
		Agree	1	50	1
		Disagree	1	50	1
		Strongly disagree	-	-	-
		Undecided	-	-	-

As it is observed from table 6, supervisors showed the responses of their questioners which focused about attitude in implementing continuous professional development program in schools as it is shows in item one of the table 6 the researcher asked the respondents respond, as continuous professional development is significant for professional development. Accordingly, 50% of supervisors agreed that is continuous professional development significant for professional development, where as 0% of the respondents endorsed disagree, 50% of the respondents and 0% of the respondents endorsed strongly agree, strongly disagree and Undecided respectively.

As it is observed from table 6, supervisors showed the responses of the questioners which focused about attitude in implementing continuous professional development program in schools as it is shows in item 2 of the table 6 the researcher asked the respondents respond, as contributes continuous professional development to students' achievement. Accordingly, 50% of supervisors agreed that continuous professional development contributes to students' achievement, *where* as 0% of the respondents endorsed disagree, 50% of the respondents and

0% of the respondents endorsed strongly agree, strongly disagree and Undecided respectively.

As it is observed from table 6, supervisors showed the responses of the questioners which focused about attitude in implementing continuous professional development program in schools as it is shows in item 3 of the table 6 the researcher asked the respondents respond, 100% of supervisors agreed that continuous professional development provide modern professional teaching methods.

As it is observed from table 6, supervisors showed the responses of the questioners which focused about attitude in implementing continuous professional development program in schools as it is shows in item 4 of the table 6 the researcher asked the respondents respond, as enhance continuous professional development teachers' professional competence and students' engagement. Accordingly, 50% of supervisors agreed that enhance continuous professional development teachers' professional competence and students' engagement, where as 0% of the respondents endorsed disagree, 50% of the respondents and 0% of the respondents endorsed strongly agree, strongly disagree and Undecided respectively.

As it is observed from table 6, supervisors showed the responses of the questioners which focused about attitude in implementing continuous professional development program in schools as it is shows in item5 of the table 6 the researcher asked the respondents respond, as promotes continuous professional development high quality learning. Accordingly, 50% of supervisors agreed that continuous professional development promotes high quality learning, where as 50% of the respondents endorsed disagree, and 0% of the respondents endorsed strongly agree, strongly disagree and Undecided respectively.

Table 4.7 about the challenges and opportunities in implementing continuous professional development program in school

No	Items	Respondents Supervisors			
			No	%	No
1	The challenges of continuous professional development program are clearly identify for each	Yes	1	50	1
		No	1	50	1

	responsible body				
2	Are professional and technical support offered for cluster resource center school teachers?	Yes	2	100	2
		No	-	-	-
3	The way of continuous professional development implementation program is the major challenges of implementation process	Yes	1	50	1
		No	1	50	1
4	Lack of active monitoring structure is create the big challenges	Yes	1	50	1
		No	1	50	1

As it is shown in item one of the tables 7, the researcher asked the respondents that whether the challenges of continuous professional development program are clear for or responsible body or not in your school. Accordingly 50% of respondents endorsed yes and 50 % of respondents were indicated no. This shows continuous professional development challenges problem are not all in all clear for responsible body, the challenges of continuous professional development implementation program are lack of awareness, support and evaluation system, lack of active involvement of responsible bodies and the way of implementation are the major challenges.

As it is shown in item two based on professional and technical support for teachers 100% of respondents said yes. This shows that the CRC supervisors believed that satisfactory support was offered for teachers, as far as the support which given for teachers to plan the continuous professional development program. As indicated in item three the researcher asked about the way of continuous professional development implementation program is the major challenges of the program. 50% of respondents endorsed yes and 50 % of respondents endorsed no.

As in is shown in item four the researcher asked about lack of active monitoring structured is create the problem. According to the responses of the respondents lack of adequate monitoring structure is create the implementation problem. The solution for monitoring are create constant monitoring plan to the program.

4.5 Response for open questions

There are several factors which enhance challenges of continuous professional development program the respondents think about; Lack of awareness, lack of material and evaluation

systems, lack of motivation and commitment, lack of readiness for change and negative attitude to words the program are create several challenges for the implementation process. Finally, the respondents were asked to recommended solutions in order to alleviate challenges of continuous professional development implementation they suggest that ample time should be given for awareness creation and conducting monitoring and evaluation system after each lesson.

All responsible bodies, designing training program , conduct evaluation after each lesson and support system should be designed.

CHAPTER FIVE

5. Summary, Conclusion and Recommendation

5.1 Summary

The main purpose of this study is to assess the challenges and opportunity of the continuous professional development program implementation in government primary schools of Cheha Woreda Abaferancua cluster. To realize the objectives the following research question were formulated:-

1. What type of assistance have teachers obtained to implement the continuous professional development program in government primary schools of Cheha Woreda Abaferancua cluster?
2. What do the status of continuous professional development program implementation look like in Cheha Woreda Abaferancua cluster selected primary schools?
3. What are the major challenges and opportunities for program continuous professional development implementation in government primary schools in Cheha Woreda Abaferancua cluster

To addresses this question the descriptive survey method was employed. The study was conducted in three primary schools which selected by purposive sample techniques. Hence, 30 teachers were selected using simple random techniques, five principals and two supervisors were taken by using availability techniques. The necessary information was gathered mainly through questioner and interview. The data abstained were analyzed by using percentage rating and average. After the data were analyzed and interpreted the following findings were identified.

The participation of male and female respondents is 76% and 24% respectively. This might be happened because females' teachers, principals, and supervisor are not empowered to involve in school principals position due to fairness causes. On the other hand there was no Mach variation between principals, teachers and supervisors. Based on the basic question the researcher has found the following points about challenges of continuous professional development implementation program.

The major challenges of continuous professional development implementation program are lack of awareness's, lack of material and resources, lack of systematic monitoring and evaluation system, lack of readiness for change and lack of commitment and motivation. There for in order to improve challenges of implementation of program continuous professional development, all teachers should involve and participate actively in continuous professional development program with commitment and full interest, sufficient time should be given for awareness creation and teachers should involve in full confidence in the implementation program, the duty and responsibility of each and every person should be indicated clearly, material and financial support should be provided by the concerned bodies, continuous follow up and evaluation system should be designed clearly and designing training on the context and preparation of portfolio are some of the solution suggested by the respondents in order to solve the challenges of program continuous professional development implementation.

5.2 Conclusions

Based on the above findings, the following conclusions, were forwarded, generally, depending on the findings it is possible to conclude that there were venerable school context for the implementation of continuous professional development program ChehaWoredaAbaferancia cluster government primary schools. According to respondents view improves continuous professional development implementation of continuous assessment, the practicing active learning methodology, and development of teacher's self-initiation, management of class room and problem solving approaches. Therefore, these results may be used as good opportunities for further improvement of program. However due to the inadequacy of the preprogram training received teachers were less clear on different issue of continuous professional development program. Moreover, there were many problems that affected the implementation of continuous professional development program in the school. These problems are lack of awareness, commitments, material and financial resources. The following recommendations are provided to tackle the problems which were identified by the study:-

- 1 Clear structural arrangement should be organized by concerned bodies from top to bottom at all levels to effectively monitoring follow up the overall activity of continuous professional development program implementation.

- 2 It was found out that the implementation of the program was much affected by lack of follow up and awareness creation training for responsible bodies and lack of continuous assistance. Therefore, there should be continuous support, follow up and awareness creation training for responsible bodies, education officials until strong value system and convection would be created about the program.
- 3 Since women's low participation in the position of school leaders and supervisors are the most serious problem, the woreda education office should implement affirmative action to deliberately increase the participation of females.

continuous professional development implementation is joint venture, it asks the coordinate efforts of all concerned body's without the joint effort of all concerned stakeholders, it is difficult to gate better results from the efforts of teachers only in this manner, school should be work closely with stakeholder.

5.3 Recommendation

Based on the major findings of the study and the conclusions drawn, the following recommendations are forwarded:-

- 1 Absence of mentoring and technical assistances for less experienced teachers like beginner teachers by senior staff members affects the scaling up of best practices. This creates confusion in the performances of newly employed teachers. Therefore, the primary school principals need to assign mentors from among senior teachers for each of the beginning teachers particularly in team work because, team work would become good instrument to enhance free flow of experiences among teachers.
- 2 Teachers should consider school based continuous professional development prospects as better means of professional learning. They ought to recognize that expert-led training is not the only way to professional learning. They need to consider different alternatives and work hard in school based. Thus, continuous professional development in order to be benefited from the overall professional contributions of school based , teachers continuous professional development themselves need to be enthusiastic and devote to every activities of school based ; continuous professional development teachers are advised to be highly self- 94 initiated to involve in all aspects of school based ;

continuous professional development principals and the Woreda and zone education offices need to inspire and motivate teachers.

Every activity in school based s continuous professional development should have a direct tie with teachers' day-to-day life. Teachers' performance of any practices of school based need continuous professional development to be allied with their career development so that teachers would not be hesitant to implement. To this end, the MOE, Regional Education Bureau, Zone Education Department and Woreda Education Offices are advised to consider attempts to implement school based as part continuous professional development of performance appraisal criteria

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Appendix

Appendix A

Questioners for teachers

The purpose of this questioner is to assess the challenges of continuous professional development implementation program. Your genuine, corrected and unambiguous responses is highly appreciated

Topic: - the challenges and opportunities in implementing continuous professional development program.

I General information

1/ sex male female

2/ Age 20- 25 26-30 > 30

3/ Educational level Degree Diploma Certificate

4/ Service year in teaching 1-6 7-9 10-12 13- 18 > 18

5/Marital states single married widowed

Part 1 : Teachers' attitude (beliefs) on the role and implementation of continuous professional development

No	Activities	St. agree	agree	disagree	St. disagree
1	Continuous professional development is significant for professional development				
2	Continuous professional development contributes to students' achievement				
3	Continuous professional development provide modern professional teaching methods				
4	Continuous professional development enhances teachers' professional competence and students' engagement.				
5	Continuous professional development promotes high quality learning				

Part 2 about the challenges and opportunities in implementing continuous professional development program in school

No	Activities	St. agree	agree	disag	St. disagree
1	Lack of awareness on the program create the major implementation problem				
2	Negative attitudes of teachers towards the program create the challenges on the program				
3	Teachers perform implementation activities given on time				
4	Teachers are ready to learn from there errors				
5	Teachers practice the continuous professional development program in the classes				

Part 2 open ended question

6/ If your response for question number two is strongly agree or agree how it create the problem ? _____

7/ what are the major challenges of continuous professional development implementation program **in your schools?**

Appendix B Questioners for supervisors

The purpose of this questioner is to assess the challenges of continuous professional development implementation program .Your genuine, corrected and unambiguous responses is highly appreciated

Topic: - the challenges and opportunities in implementing continuous professional development program.

I General information

1/ sex male female

2/ Age 20- 25 26-30 > 30

3/ Educational level Degree Diploma Certificate

4/ Service year in teaching 1-6 7-9 10-12 13- 18 > 18

5/Marital states single married widowed

Part 1: principals' attitude (beliefs) on the role and implementation of continuous professional development

No	Activities	St. agree	agree	disagree	St. disagree
1	Continuous professional development is significant for professional development				
2	Continuous professional development contributes to students' achievement				
3	Continuous professional development provide modern professional teaching methods				
4	Continuous professional development enhances teachers' professional competence and students' engagement.				
5	Continuous professional development promotes high quality learning				

Part 2 about the challenges and opportunities in implementing continuous professional development program in school

No	Activities	Yes	No
1	According to your cluster resource center school the challenges of cluster resource center program are shown clearly for each responsible body		
2	Are professional and technical support offered for cluster resource center school teachers		
3	The way of Continuous professional development implementation program is the major challenges of implementation program		
4	Lack of active monitoring structure is create the big		

	implementation problem		
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Part 3 open ended question

5/ If your response for question number one is yes. What are the major challenges of the program? _____

6/If your response for question number 2 is yes writes the topic

7/If your response for question number 4 is yes .What is the solution

Appendix C Questioners for principals

The purpose of this questioner is to assess the challenges of continuous professional development implementation program. Your genuine, corrected and unambiguous responses is highly appreciated

Topic :- the challenges and opportunities in implementing continuous professional development program .

I General information

1/ sex male female

2/ Age 20- 25 26-30 > 30

3/ Educational level Degree Diploma Certificate

4/ Service year in teaching 1-6 6-9 10-12 13- 18 > 18

5/Marital states single married widowed

Part 1 : supervisors' attitude (beliefs) on the role and implementation of continuous professional development

No	Activities	Str. agree	agree	disagree	Str. disagree
1	Continuous professional development is significant for professional development.				
2	Continuous professional development contributes to students' achievement				
3	Continuous professional development provide modern professional teaching methods				
4	Continuous professional development enhances teachers' professional competence and students' engagement.				
5	Continuous professional development promotes high quality learning				

Part 2 about the challenges and opportunities in implementing continuous professional development program in school

No	Activities	Yes	No
1	Lack of active involvement of responsible bodies are major challenges of the program?		
2	Continuous professional development program has implemented In your school		
3	Are principals encouraged to implement the program ?		
4	The school has positive relationship with responsible body		
	Are the school administration support teachers to implement the program?		

Part 3 open ended question

6/What does the states of continuous professional development implementation program look like in your school?? _____

7/ If your response question number two is yes. How ?

If No why? _____

8/If your response for question number five is yes .What type of assistance?

7/ what are the major challenges of continuous professional development implementation program in your schools?

Appendix D

Interview Guide for cluster resource center supervisors

General direction the purpose of this interview is to collect data on the challenges and implementation of continuous professional development program from your cluster resource center School. The information you provide would be used only for research purpose then you are kindly requested to give your responses honestly and responsibly.

1. What is most frequent factor or causes continuous professional development implementation program according to your School?
2. What does the status of continuous professional development program implementation look like in your cluster resource center School?
3. What types of assistance have teachers obtained and need to implement the continuous professional development program in your cluster resource center School?