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PRACTICES AND CHALLENGES OF THE IMPLEMENTATION OF CONTINUOUS
PROFESSIONAL DEVELOPMENT PROGRAM IN THE CASE OF SOME SELECTED
PRIMARY SCHOOL OF JEJU DISTRIC EDUCATION ARSI ZONE OROMIA.

BY

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PROFESSIONAL DEVELOPMENT PROGRAM IN THE CASE OF SOME SELECTED
PRIMARY SCHOOLS OF JEJU DISTRICT ARSI ZONE, OROMIA

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DECLARATION

I, undersigned, hereby declare that, this thesis is my original work and that it has not been submitted partially, or in full, by any means of other person for an award of a degree in any other university/institution.

Name of Candidate Jemal Hasen Tarie

Signature _____

Date _____

This thesis has been submitted for examination under my supervision and has been submitted for examination by my approval as a university Advisor.

Name of Advisor Bezabih Wondimu (Assistance Professor)

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Date _____

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MADDA WALABU UNIVERSITY
SCHOOL OF GRADUATE STUDIES
MASTERS THESIS APPROVAL SHEET

This is to certify that, this thesis prepared by Jemal Hasen, entitled: practices and challenges of the implementation of continuous professional development program in some selected primary schools of jeju district arsi zone, Oromia and presented in fulfillment of requirements for the degree of masters of arts in curriculum and teachers' professional development studies complies with the regulation of university and meets the accepted standards with respect to originality and quality.

By: Jemal Hasen

Approved by Board of Examiners

Internal Examiner _____ Signature ----- Date

External Examiner _____ Signature ____ Date

Chair Person of Department _____ Signature_____ Date

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ACRONYMS

- CPD-** Continuous Professional Development
- E.C-** Ethiopian Calendar
- ETP-** Education and Training Policy
- ESDP-** Education Sector for Development Programs
- TESO-** Teacher Education System Overhaul
- FDRE-** Federal Democratic Republic of Ethiopia
- GEQIP-** General Education and Quality Improvement Program
- MOE-** Ministry of Education
- OECD-** Organization for Economic Co-Operation and Development
- OEB-** Oromia Education Bureau
- SPSS-** Statistical Package for Social Sciences
- USAID-** United States Agency for International Development
- JEO-** Jeju Education Offices

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives (Day, 1999). Professional development is an ongoing process of assessment and planned actions that provide the opportunity for maintaining and expanding knowledge and skills based on evidence, self-reflection about and facilitation of professional core values and autonomous practice within the context of one's practice setting.

In the framework document of the Ministry of Education, MoE (2009), school based CPD is defined as: "anything that makes a teacher better" (p. 16) targeting at the improvement of teachers' performance in schools situational to learners' context. As the framework document further explained, CPD is a continuous process of enhancing personal growth in order to improve the capability and realize the full potential of teachers at school. This can be achieved by obtaining and developing a wide range of knowledge, skills and experience which are not normally acquired during initial training or routine work, and which together develop and maintain competence to practice. School based teachers' continuous professional development can also be defined as all informal learning experiences in a school and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which contribute to the quality of education in the classroom. It is the process by which continuous professional development, in line with Ethiopia's policies, is vital for career-long teacher learning and improvement (MOE, 2004a). The overall purpose of CPD program, as similarly indicated in the new concept of framework of the Ministry of Education (MOE, 2009), is to improve the performance of teachers in the classroom that ultimately contributes to raise students' learning achievement. It targets a career

long

process

of

improving

knowl

edge, skills and attitudes of teachers based on the local context, particularly the classroom practices. Furthermore, the contribution of CPD for improved and relevant pre- service and in-service training and professional support is pointed out in the Educational Sector Development Review (ESDP IV) of the Federal Ministry of Education (MOE, 2010a). In general the purpose of school CPD is to empower teachers of their competence in order to enhance students learning environment.

It is suggested that the conventional forms of professional development and support grounded in training are poorly conceived to help teachers expand the possibilities for learning, teaching and schooling (Little, 1994). Alternatively, continuous professional development (CPD) at school level has been conceived a better model for helping teachers expand their knowledge and expertise in many countries. As Robinson (2002), an African educator pointed out, a practices and challenges of implementation CPD of Jeju Woreda some selected school approach to professional development can certainly be expected to better promote ownership of innovation, teacher expertise and relevance to the classroom.

As education is the key instrument to resolve economic, political, social and cultural problems of a society, there is always a direct interdependence between sustainable development and education (AREB, 2009). In this respect, Ethiopia has placed education at the center of strategies for development and democratization, with strong policies promoting quality and equity of education (TGE, 1994). Quality education by itself largely depends on the magnitude of school based teacher's continuous professional development (CPD) in improving learners achievement. Furthermore, teacher's professional development is a key driver of excellence in any school to contribute to not only teacher and school improvement but also the overall improvement of education system (USAID, 2006). As Jeju District Education offices report (2010 E.C) indicated, teachers have faced lack of interest and have no positive attitude to take CPD as a means for their professionals and rising students' achievement, every teacher must take it as mandatory task in their career. The CPD framework stated that CPD is a compulsory requirement for those who teach in Ethiopian schools. It is the civic and professional duty of all teachers to engage in CPD (MoE, 2009). Even though such arrangements made to improve teachers' quality, CPD of teachers at school level has not yet been fully implemented as it was designed particularly at most primary school of Jeju Education Offices.

Continuous professional development is a cycle of continuous improvement, identifying new
experienc

es to pursue. Having gained that new experience comes through the analysis of what has been learnt and how it can be put into practice at work, before considering the next new development. It is self-directed and requires motivation and commitment to improving one's own personal standards, which for some individual can be a challenge in itself. Keeping up the momentum is also important and setting personal goals of what needs to be achieved within a particular timescale. For those who manage to maintain the cycle, there is a huge sense of achievement. (Day.etal, 2005)

The most effective forms of professional development seem to be those that focus on clearly articulated priorities, providing on-going school based support to classroom teachers, deal with subject matter content as well as suitable instructional strategies and classroom management techniques and create opportunities for teachers to observe experience and try out new teaching methods (MoE, 2005).

In addition, Characteristics of effective professional development include programs 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 and ongoing assistance and support available upon request (MoE, 2009).

The experiences of Japanese CPD have the potential benefit for effective teacher professional development established in schools. A priority in school based professional development in Japan has been the improvement of the quality of lessons. To this end, at various educational administrative levels, study meetings or conferences are held on a regular basis (Ferreira & Ono,2010).

From European Commission (EACEA) Eurydice, 2013 report, continuing professional development is a professional duty for teachers in the majority of European countries. It has gained considerable importance over the years. It is now considered a professional duty in 28 education systems. Usually this duty is mentioned in legislation or regulations, but in some countries, it is stipulated in teacher employment contracts or collective agreements. It is also important to note that specific CPD linked to the introduction of new education reforms and organized by the relevant authorities is, in general, mandatory even in those countries where CPD is not a professional duty for teachers.

Six countries stipulate the exact minimum number hours that each teacher is expected to attend CPD courses (Luxembourg, Hungary, Malta, Portugal, Romania and Finland). In some countries, participation in a minimum amount of CPD is necessary to stay in the profession. In others (the Netherlands, Slovenia and the United Kingdom (Scotland)), a minimum number of hours of CPD are considered a teacher's right. Several of the countries where CPD is considered a professional duty further encourage teacher participation by making CPD necessary for promotion i.e. evidence of participation is required when applying for a post at a higher professional grade. In Bulgaria, Spain, Lithuania, Portugal, Romania Slovenia and Slovakia, CPD is a duty and a prerequisite for career advancement and salary increases. In Denmark, Ireland, Greece, France, the Netherlands, Poland, Sweden, Iceland and Norway, teachers' engagement in CPD is not stated in terms of professional duty. However, in France and Poland, CPD is clearly linked to career progression. In all other education systems, even if CPD is not explicitly required for promotion, it remains an important advantage. In many countries, participation in CPD activities is viewed positively in teacher evaluation. In the majority of European education systems, it is compulsory for schools to have a CPD plan.

The writer further explained that, the purpose of school CPD practices and challenges of teachers professional development in South Africa is to have teachers who are reflective practitioners and who can make informed professional choices. In this case, teachers are prepare to be empowered professionals. This notion targets at active and participatory learning school-based model in which all teachers participate and being facilitated with support materials in the context of teacher knowledge and realities of classrooms (Levin, 2004).

According to MoE (2009) the CPD challenges encountered in Ethiopia include: in nearly four out of five schools the structure of CPD is either absent or inadequate; 93.5% of the CRCs (Cluster Resource Centers) were not adequately trained to run well organized, inspiring, and transforming CPD activities; failure to synchronize the career structure and the CPD values and activities; CPD facilitators high turnover; time constraints on teachers as well as their school leaders; CPD programs lagging behind its time and the tendency of rushing to cover the course.

As reported by OEB (2011), like other Ethiopian Regional areas and schools, teachers, supervisor and principals in Oromia Regional States were trying to go through their CPD

activities, but it was challenging to teachers, supervisor, and school leaders. Jeju District education offices may be sharing these problems because it is one of the part of the problem.

The OEB (2009) confirms this idea by stating that it is “impossible” to say that teachers CPD is fully implemented in majority of regional schools as it is desired. The major reasons mentioned were poor implementation of CPD because of teachers’ attitudinal and technical problems, lack of appropriate monitoring and evaluation and lack of adequate materials. Moreover, teachers neither perceived CPD as important nor believe as instrument to improve professional skills; it is tiresome and boring program to teachers. Further, they relate CPD practice with personal benefits, promotion and qualification rather updating knowledge.

In order to develop the quality of education and improve the professional skill of teachers, the school management bodies have the responsibility of practicing CPD within their schools by arranging workshops, meetings, regular observation of teachers and giving feedback (Ashebir, 2014). Continuous Professional Development (CPD) has become a major policy priority within education systems worldwide (Banks and Smyth, 2010). It is known that, being cognizant of its salience and relevance for ensuring quality of the general education among Ethiopian schools, the MoE (2008) with a support secured from donors begun to implement CPD program.

The effectiveness of the CPD program is not promising as it has been envisaged, however. One possible cause, logically, for this implementation could be lack of or flawed understanding about the program itself. The fact that different stakeholders seem to hold different or narrow views of CPD could be also another cause (Bolitho and Padwad, 2013). Other attributable factors could be organizational or teacher-related. Therefore, this properties to investigate these issues by targeting 23 selected primary schools in Jeju District, Arsi Zone, of Oromia Regional State, Ethiopia.

1.2. Statement of the Problem

In the context of Ethiopia, the school-based training that teachers are expected to participate in is the main component of the CPD course (MoE, 2004). This is designed to give teachers the opportunity to grow professionally. One of the main issues of interest, therefore, is on how well the school training is organized and how closely it considers the needs of teachers. It is of interest to see to what extent it contributes to the professional growth of the teacher. Given that the CPD programme is relatively long (spread over years), it would be interesting

to understand how the tension between the substantive and long period of involvement versus teacher interest and motivation is resolved within the induction programmes in Ethiopia.

A huge expansion of primary education during the past fifteen years the number of primary schools increased from 24 in 1997/98 to 46 in 20010, while gross enrolments for primary schools increased from 47% in 1997 to 94% in 2010 (JEO,2010). resulting in similar increases in the number of teachers in the same years from 297 to 408. respectively JEO ,2010).

In these years, the number of teachers joining the teaching profession in Woreda has increased significantly. On Nearly all of these teachers are beginning teachers. These teachers, therefore, needed to go through a two-year induction and CPD programme to acquaint themselves with the work and social environments of their new career and to learn how to teach in practice. Induction and CPD is a relatively new phenomenon in the Ethiopian education system. Until recently beginning teachers were left on their own to learn how to teach through trial and error. There was no accumulated know-how in the area. At present, Ethiopia aspires to establish a successful induction system whereby beginning teachers are integrated into the system and are given the opportunity to learn how to teach in a better way rather than to engage in trial and error. In this connection, Feiman-Nemser (2001) asserts that although much has been said about the importance of beginning teacher induction, it is often conceived in a narrow context of offering support to first year beginning teachers in the form of materials, ideas and acquaintance with the environment. Feiman-Nemser argues that unless teachers are perceived as novices, who should learn teaching and the intention of CPD is not taken as a means of promoting good teaching, then the result of the CPD practices will continue to revolve around solving immediate problems, without contributing to teacher development and the enhancement of the quality of teaching and learning (Feiman- Nemser, 2001).

To be more effective and beneficial to the CPD programmes should be comprehensive enough to contribute to the broader professional development of the teachers. To this end, designing appropriate CPD models, methods and practices is an indispensable condition for providing adequate opportunities to teachers so that they may develop their capacities and advance teaching and learning in general. Against this background, it is necessary to investigate how well the CPD programme in Ethiopia is actually structured and practiced, and how well teachers benefit from it.

Most of the teacher CPD programmes have various components, including orientation, mentoring, on-the-job training (school-based and out of school), demonstration classrooms, networking, portfolio development, provision of resources and others (Ingersoll and Strong, 2011; Moir & Gless, 2001; Sweeney, 2008). Accordingly, therefore, it is reasonable to expect that any effective CPD programme will include some combination of these components in its design and/or practice.

MoE also shows that the ongoing teachers' professional development program is still suffering from heritage of preceding structures such as absence of the need assessment of teachers' trainings, lack of standardized training programs and the prevalence of uncoordinated CPD practices (MOE, 2009). Moreover, the Ministry of Education underlines that qualified teachers is essential for quality education since it is in the classroom that learning takes place. Without competent teacher, no curriculum can be implemented effectively and quality education will not be attained. Farther more, from my experiences I am 12 years teaching experiences and 4 years as school supervisor, I observed poor implementation of the CPD program, and I also realized that there is no any scientific study was conducted in the study area.

In addition to this, different researchers in Ethiopia conducted researches on CPD program implementation and identified different problems. To mention some of their findings, research conducted by (Alemayehu, 2011), in government secondary schools of Bale Zone, revealed that lack of well organized concerned body, lack of commitment/motivation, lack of coordination among schools, WEO, ZED and REB, lack of reliable support, lack of follow up, and lack of knowledge are the major factors which affected the implementation of CPD program. Research conducted by Melkie (2010), in general secondary schools of South Gonder Zone indicated that, though the majority of the teachers know the purpose of teachers' CPD and perceive the program positively, there are also some teachers having negative perception. The study showed that, the initial trainings to aware the program's objective; how to implement CPD, prepare portfolio, plan CPD, and the role of facilitators will be not given sufficiently to all teachers.

A good opportunity to visit different schools to share experiences and participated in preparing different trainings on CPD issues. He also got a chance to discuss with teachers about CPD implementation and led different group discussion of teachers on the CPD trainings. During these times, he observes the following important points: some teachers

viewed CPD activities negatively while others had positive view and some others had been indifferent about it; some teachers do not give due attention for it; do not allocate sufficient time for it; and are not interested in the program at all. Some teachers and principals may not be well informed about the steps and procedures how to implement CPD practices; lack of sufficient training and discontinuity of training efforts, mismatch of training contents with trainer experiences and capability, lack of supervision and support. So, in light of the stated problems, Moreover, my study focuses on to investigate deeply the presence or absence of the above listed problems and to propose solutions and to make further investigation of the practices and challenges of implementation of the CPD in Jeju District public primary school.

1.3 Basic Research Question

To what extent the CPD activities have been practiced in the primary schools, especially in the Jeju District?

What are the views (opinions) of schools principals, CPD coordinator, teachers, supervisor, and Education expert toward CPD?

What are the main challenges of implementing the CPD programme in the primary schools Jeju District?

1.4 Objectives of the study

1.4.1 General objective

The objective of this study is to investigate practices and challenges in the implementation of Continuous Professional Development (CPD) program in some selected primary school of Jeju District education offices.

1.4.2 Specific objectives

1. To identify the practices of the implementation CPD activities (program) in the schools.
2. To identify the practices of CPD activities in improving teaching and learning In the primary schools of Jeju District?
3. To identify the major challenges of CPD in the Primary schools

of Jeju District, Arsi Zone, Oromia.

1.5 Significance of the study

The researcher believes that the study would have a vital importance in the following ways: The findings of the study may provide information on the practices and challenges of CPD program. The findings of the study were help to provide feedback for educators and policy Makers.It may help the schools and education offices (Woreda, Zone, and, etc) to give appropriate attention to the practices of CPD at school levels. The study will help to identify challenges for future program implementation. The findings of the study were help to develop key inputs for revising the existing Implementation guidelines/manuals. The study may serve as a starting/reference material for further study on the issues of CPD.

1.6 Delimitation of the Study

The study were delimited to selected government primary schools of Jeju District Arsi zone oromia regional state. It is the researcher's belief that this level is the preparation stage for University education which requires a great effort of teachers and administrative bodies Work on the improvement of students' achievement. It is also focuses on the last three years and current practices and challenges of CPD program. On the top of this, the study focuses on the assistance which teachers receive to put CPD into practice, their attitudes/perceptions, extent the CPD program implemented, benefits of the program and factors affecting CPD practices.

1.7 Limitations of the Study

The following limitations was occur to this study. The researcher faces scarcity of well documented project materials and conducted research report on the issue.. In addition, the limitation of this study could be the fact that the findings cannot be generalized for all schools, because the study focuses only on primary schools. Finally, lack of transportation and the scattered location of most primary schools in the District will be other inescapable limitations. However, the researcher will be trying to alleviate the shortage of the references by browsing on the internet. The researcher will be also supported by assistant data collectors to overcome the problem pertained to the scattered location of sampled schools and to collect the data within the allowed time.

1.8 Operational definitions of key terms

Continuous Professional development: - It is a career-long process of improving knowledge, skills and attitudes, centred on the local context and particularly classroom practice. CPD programs practiced at school level by school leaders and teachers.

CPD activities: planned of school based CPD actions to be performed. Challenges of CPD- problems that school CPD stake holders, especially teachers Face in the implementation of CPD activities.

Primary School: Structure of educational system that includes first cycles (1-4) and second cycles (5-8).

Stakeholders: the school partners parents, teachers, school principals, ZEB, WEB.REB

Implementation: to make the CPD activities (CPD cycle) has been put into practice

1.9 Organization of the Study

This study was organizes in to five chapters. The first chapter deals with the introduction part which is mainly built with background, statement of the problem, objectives, significance, delimitation, limitations, operational definitions and organization of the study. The second chapter covers the review of related literature. The third chapter consists of the research design and methodology. The forth chapter presents the analysis and interpretation of the data. The last chapter contains summary, conclusions, and recommendations and different reference materials. samples ofquestionnaires, document analysis guide, structured interview and document analysis guiding questions were attached.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Nature and Concept of Teachers' Continuous Professional Development (CPD)

Introduction

The word profession comes from the Latin word *profession-onis*, which means the act and effect of recognizing one self. The term profession contains an idea of selflessness, for that to profess means to exercise knowledge or skill, and to publically admit a belief (Gomez & Tanti, 1989).

To perform this, teacher CPD program is the essential one which is integrated with different courses for all teaches at any career level which enable them to own sustainable professional development in teaching. Although CPD is not a new idea to Ethiopia, it has not been structured and supported. All serving teachers and head teachers should have the right of access to high quality and relevant CPD opportunities. It is also essential that in order to make effective educational improvements, teachers must take advantage of these opportunities to ensure that participation in staff development activities results in change and in measurable improvement in schools. Teachers will also be expected to renew their teaching licenses periodically and clear links will be made between CPD, re-licensing and career progression (MoE, 2004). This indicates that CPD as a lifelong education, teachers teach themselves and teach each other to update and add value to their profession. According to MoE, the ultimate goal of CPD is to enable the students to acquire quality education (MoE, 2004). Thus, the motto necessitated the involvement and active participation of teachers in the CPD.

Before the introduction of General Education Quality Improvement Package (GEQIP), Teacher Development Program (TDP) of in-service and CPD were developed in 2005 in a modular approach and introduced on rigorous implementation in all primary schools (Ewnetu and Firdisa, 2010). This program has two main points; the first program is the two-year induction program for Newly Deployed Teachers (NDTs) and the transitional professional development. According to the National TDP guideline the NDTs teachers were expected to go through a two year induction program supported by experienced teachers (mentors). The

second program is all other teachers who are already on the system were given the opportunity for continuous learning and update with expanding knowledge, new technologies, and share experiences, ideas, and good practices for teaching and learning approaches with colleagues from own or other schools by participating in CPD activities each semester (MoE, 2005). But, during early implementation time, there were great challenges from the teachers due to lack of awareness and they were complaining that the contents in the course books were not relevant to their school situations.

Besides this, after three years of CPD implementation in schools the TDP-1 CPD impact study showed that CPD in schools was not active and did not yet play its part in bringing change in teachers' knowledge and skill development and consequently in the improvement of students' performance. To improve the students knowledge and behaviour in the teaching learning process, it is essential to design and organize teachers' training system that can improve their professional ethics and develop their capacity in order to make them aware of the fact that education has the potential to improve one's ability, helps to avoid harmful practices and enforces science and technology (MoE, 2007).

As it was indicated in the framework of Continuous Professional Development (CPD) for primary and secondary school teachers, leaders and supervisors in Ethiopia (MoE, 2009), the Education and Training Policy (ETP) set high standards for teachers and described new approach to education. At the heart of this new approach was the promotion of more active learning, problem solving, and student centered teaching methods. In addition to this, high emphasis was given to upgrading and updating teachers in pre-service and in-service training basically is an occupation, which necessitates widespread training along with the study and mastery of specific information, and generally has a professional association, ethical code and the procedure of certification or licensing (Gomez & Tanti, 1989).

In general terms, profession is defined as an occupation which requires an advanced education, specialization and continuous renewal on planned basis. A profession contributes to the workplaces in providing, seeking, and sharing knowledge; self-management of behaviour, emotions, and productivity; internal sources of motivation; a service orientation; and participation in a knowledge community beyond the workplace (Geek, 2003).

Teachers' CPD focuses at the professional competence of teachers at all levels of the school system. (AREB, 2009 cited in Mintesinot.), described CPD as: "Continuous refers to throughout the practitioners' life; Professional refers to maintaining the quality and relevance

of professional service; and development implies the progression in personal quality to the required knowledge and skill” (P. 1).

In the framework document of the Ministry of Education, MoE (2009), school based CPD is defined as: “anything that makes a teacher better” (p. 16) targeting at the improvement of teachers’ performance in schools situational to learners’ context. As the framework document further explained, CPD is a continuous process of enhancing personal growth in order to improve the capability and realize the full potential of teachers at school. This can be achieved by obtaining and developing a wide range of knowledge, skills and experience which are not normally acquired during initial training or routine work, and which together develop and maintain competence to practice. School based teachers’ continuous professional development can also be defined as all informal learning experiences in a school and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which contribute to the quality of education in the classroom. It is the process by which teachers alone and with others, review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives (Day, 1999).

School based CPD is a continuous process of acquiring new knowledge and skills throughout teachers’ professional life. Since higher institutions’ education is insufficient to ensure lifelong professional competencies, it is essential to sustain the quality of teachers, to remedy gaps in skills, and to enable professionals to respond to the challenges of rapidly growing knowledge and technologies, changing education needs and the social, political and economic demand of the on-going situation (Robert, 1987). According to the views of Villegas-Remers (2003), teachers’ development is the professional growth a teacher achieved as a result of increased experience through systematic examination of his or her teaching practice.

Moreover, teachers’ continuous professional development is further described as the systematic maintenance and improvement of teachers’ knowledge, skill and competence, and the enhancement of learning undertaken throughout an individual’s’ working life. The program in the process include activities such as on-the job training, open learning, short term courses, conferences, seminars, workshops, self-study, preparing and making presentations, and being a coach or mentor. In this case, CPD aims at keeping up to date and continuously

seeking to improve competence in order to optimize teachers' career opportunities (Gust, 2004).

Therefore, in today's rapidly changing work environment, keeping pace with changes and developments in practice and to satisfy professional development requirements; it is mandatory to up-date professional qualities for school success. The response to this challenge is embracing the concept of professional training, in order to adapt with learning new skills through CPD. Accordingly, school based continuous professional growth is the process by which a teacher maintains the quality and relevance of the professional services that he or she delivers. Thus, CPD is the purposeful improvement of knowledge necessary for the professional and technical duties throughout the practitioner's working life (Robert, 1987).

To sum up, teaching as a profession requires standards of trainings and continuous renewal. School based continuous professional development is a sustainable improvement of the overall teachers' knowledge and skills in the process of teaching and learning.

2.2. The Historical Development of CPD

The first primary responsibility of schools is to create literate citizens. However, the roles of teachers and the quality of professional development have changed a great deal of these responsibilities in to various aspects of the education systems. In the early 19th century for instance, teachers usually were poorly equipped with professional attributes and were usually not given attention of advancing their own profession. In that period, teacher training was aimed at correcting deficiencies in teachers' academic background. But, teaching was professionalized at the turn of the century and schools appeared for the specific purpose of training teachers and in-service education reforms (Grant, Peggy & Young, 2008). By the end of the 20th century, most countries of the world had initiated professional standards such as professional knowledge, skills and competences required of teacher to impact on competent learner achievement in all subject areas. A great deal of effort was placed into the development of these standards, and teachers were expected to use them as the foundation for all instruction. In nowadays, global educational reform is supported by a series of well-researched programs, reports and technologies to facilitate the enhancement of teacher capacity and expertise in the area of professional development (Grant et al., 2008).

In the Ethiopian context, Teacher Training was begun in 1944 in one classroom in Minilik II School (MOE, 1973). As the Teacher Education System Overhaul (TESO) described, now days teacher education programs are run at colleges and university levels: Teacher Education

Colleges (TECs) and Universities (TESO Task Force, 2003). The TESO program and the recent development and practices in the teacher education institutions are based on the objectives and strategies of the Education and Training Policy of Ethiopia (MOE, 1994), in order to give a brief explanation of the policy. This also serves as a base to understand the new trends or changes in the teacher education curriculum.

These days, as stated by MOE (2007a), in the strategy of Teachers' Development Program of the Ethiopian education system, the need to enhance school-based CPD is the focus of the ongoing education system. Accordingly, professional development emphasizes the improvement of profiles of teachers, principals and school supervisors to go hand in hand with the vision, mission, goals, curriculum development and renewal of career development. The Teachers' Development Program guideline further targets at sustainable standards of teachers' professional growth through the improvements of teachers quality, assuring teachers' motivation, encouraging action researches and collaborative studies, quality teacher education, continuous in-service short term trainings and experience sharing to add to the overall goal of achieving quality education.

2.3 General Purposes of CPD

In almost all education programs across various geographical contexts, the need for teachers' professional growth has general purposes of enhancing teachers' knowledge of the subjects they teach and their professional skills to scale up learning achievement.

Supporting this, Fraser (2005) suggested that, teachers are the root to enhance the quality of education. This demands the creation of progressively a high quality teacher throughout a work life. Opportunities should be continuously provided for teachers' growth. Ensuring the professional development support for teachers enables them to become competent expert which in one way or another is significant to positively impact on teachers' performance. This ultimately changes students overall skill and knowledge. Therefore, the continuous improvement of teacher's profession is crucial to ensure the appropriate utilization of teacher's potential.

According to Levine (2005), CPD improves teachers' knowledge of the subject matter that they are teaching and enhances their understanding of student thinking in that subject matter. Effective school based CPD is also an important element of school improvement in the process of raising pupils' achievement. It enables teachers to be committed to their own

professional development and to build job satisfaction. CPD is significant to make school environment safe and secure.

Continuing professional development is essential to develop strategies and to enhance teacher expertise for continuous improvement whether new initiatives are being implemented or school staffs are seeking to enhance the effectiveness of programs already in place. In the continuous improvement process, professional development is driven by the analysis of student needs; is targeted on specific skills needed by individuals and groups of teachers; and is on-going and integral to the implementation process (Adams, 1993).

Anderson (2000) also further clarified that, conditions influencing teacher learning are established within the school to support continuous improvement, including attention to such matters as schedules, teacher assignments, use of meetings, resource development, cultivation of shared leadership, formation of teams, and related matters. These strategies include creating conditions that support on-going collaborative professional learning, determining what the content of the professional development experiences should be, designing targeted professional development programs and practices, identifying what resources are needed and where they can be secured, integrating professional development with the comprehensive plan for school improvement and implementing and evaluating the effectiveness of the professional development strategies.

The literatures on education quality indicate a strong link between teachers school based continuous professional development and quality education, particularly in the areas of teacher's beliefs and practices, students' learning, and on the implementation of educational reforms teachers (UNESCO, 2006).

Teachers' ability to develop, adopt, and improve throughout their careers is essential for active learning and depends on teachers' participation in collaborative organizations, or communities of practice, based on continuous inquiry into practice (Burchell, Dyson & Rees, 2002). Furthermore, continuous professional development, in line with Ethiopia's policies, is vital for career-long teacher learning and improvement (MOE, 2004a). The overall purpose of CPD program, as similarly indicated in the new concept of framework of the Ministry of Education (MOE, 2009), is to improve the performance of teachers in the classroom that ultimately contributes to raise students' learning achievement. It targets a career long process of improving knowledge, skills and attitudes of teachers based on the local context, particularly the classroom practices.

Furthermore, the contribution of CPD for improved and relevant pre- service and in-service training and professional support is pointed out in the Educational Sector Development Review (ESDP IV) of the Federal Ministry of Education (MOE, 2010a).

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Teachers' ability to develop, adopt, and improve throughout their careers is essential for active learning and depends on teachers' participation in collaborative organizations, or communities of practice, based on continuous inquiry into practice (Burchell, Dyson & Rees, 2002). Moreover, school based professional development of teachers' whether pre-service or in-service assists teachers as abreast of new knowledge and practices in the field. This ongoing training for teachers can have a direct impact on student achievement. Case studies have provided evidence that ongoing professional development, especially in the early years after initial preparation and then continuing throughout a career; contribute significantly to student learning and retention (Davies, & Preston, 2002).

In addition, school based teachers' continuing professional development has become a major focus because of the belief that students' learning and success are largely due to the effectiveness of teachers. Professional development is seen as an essential mechanism for enhancing teachers' subject knowledge and improving their classroom practices (Hawk & Hill, 2003).

Furthermore, continuous professional development, in line with Ethiopia's policies, is vital for career-long teacher learning and improvement (MOE, 2004a). The overall purpose of CPD program, as similarly indicated in the new concept of framework of the Ministry of Education (MOE, 2009), is to improve the performance of teachers in the classroom that ultimately contributes to raise students' learning achievement. It targets a career long process of improving knowledge, skills and attitudes of teachers based on the local context,

particularly the classroom practices. Furthermore, the contribution of CPD for improved and relevant pre- service and in-service training and professional support is pointed out in the Educational Sector Development Review (ESDP IV) of the Federal Ministry of Education (MOE, 2010a). In general the purpose of school based CPD is to empower teachers of their competence in order to enhance to enhance students learning environment.

2.3.2 Features of Effective CPD

In successful schools, CPD has its own distinct features in which building fruitful teachers“ professional development can place. In this respect, effective professional development provides opportunities to gain an understanding of problems and reflect on the research and theory underlying the knowledge and skills being learned, the way teacher learning is facilitated should mirror the instructional approaches they are expected to master and allow teachers to experience the consequences of newly learned capabilities. Professional development should also be continuous and on-going, involving follow-up and support for further learning including support from sources external to the school that can provide necessary resources and new perspectives (Hamilton, Marsh & Pane, 2006). -

Relevant time is needed to reflect on, consolidate and plan implementation of any new ideas, and to experiment with new ideas. Several successful interventions have used negotiated non-contact time for teachers as part of the CPD process and in recent years funding for continued support, rather than one-off activities, has been emphasized as a requirement of effective CPD (Gust, 2004).

As MOE (2009), effective teachers professional development incorporates the programs conducted in the school settings and linked to school wide efforts; teachers collaborative works as planners with administrators of in-service activities; emphasis on self-instruction accompanied by differentiated training opportunities; active teachers“ role in choosing goals and activities for themselves; providing training that is relevant and on-going over time; and lasting assistance up on request.

According to the findings of MOE (2009), the most effective CPD in the school system has its distinguished characteristics that can be summarized as follows. Effective CPD aims at improving teachers“ performance in the classroom. It includes supporting formal and informal activities of teachers contextual to the real situation. Significant CPD focuses on classroom practice and collaborative work in regular activities. It deals with subject content and teaching strategies that enable students to learn better. It has clear procedures for

identifying CPD priorities and aligns to training needs of teachers. In addition, effective CPD is the one which makes use of expert teachers and excellent classroom practitioners with the active involvement of school leaders in planning, improving and other collaborative CPD activities. Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.

Furthermore, professional development ensures that teachers have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment to work in diverse students, and to share responsibility for work toward a common goal. It focuses on developing teachers' knowledge of the learning styles, needs, and abilities of the diverse needs of students. In such a way, teachers are able to create safe, secure, supportive, inclusive, respect, high achievement and equitable learning environments for all students (Jones & Moor, 2005).

2.4 The major Activities in Continuous Professional Development

The activities in the continuous professional development of teachers are specific actions to be practiced or performed by teachers, principals, CPD focal person, head teachers and other practitioners to achieve the predetermined objectives of teachers' professional growth. The following are some of the common practices addressed in the available literature. Lieberman and Wood (2002) identified three fundamental settings in which CPD practices occur. These are direct teaching (e.g. conferences, courses, workshops, consultations); learning in school (e.g. peer coaching, critical friendships, mentoring action research, task related planning teams), and learning out of school (e.g. networked learning communities, visits to other schools, school partnerships).

The regularly practiced CPD activities are induction, mentoring, building professional learning teams, peer coaching, conducting action research and developing teachers' professional portfolios. These activities integrate the major practices for successful implementation of CPD program (David, 2006).

Mentoring is conducted as proper CPD which is the process of professional assistance to less experienced teachers guided by senior and experienced staff. Proper CPD is a continuous learning throughout the professional life of teachers (Gray, 2005). Mentoring supports beginning or less experienced teachers in order to fit to the dynamics of teaching. Experienced than the mentee for the development of a secure and trusting relationship that allows for open discussion.

According to Ethiopian context, the portfolio should include the following records: individuals professional data and qualifications; individual CPD action plans; evidence of all the CPD activities which have been undertaken by the individual teacher; feedback from mentors/facilitators; teacher's self-reflections on progress; annual appraisal reports; record of professional competencies achieved; other evidence of personal development activities undertaken (upgrading, summer school programs); and, samples of examination results with an analysis and samples of lesson plans with evaluation (Desalegn, 2010). In short, the most commonly applied CPD activities are providing induction program for newly employed teachers, mentoring services for less experienced teachers by the senior one, the establishment of the learning teams, peer

2.4.1 Induction

Induction is a systematic organizational effort to assist personnel to adjust to new assignment (Casterter, 1992). It could be argued that induction is an intended activity to help beginners and or new staff so as to properly perform their duties. This is because the first year of teaching has always been difficult as almost any serving teaching will testify. Newly hired teachers need to understand how the system is functioning and how they fit into it. More specifically, newly hired teachers face difficulties in understanding their responsibilities due to lack of information about the school's mission and its goals. It can be crucial for new staff to have job description and knowledge of the formal structure of the school. The new CPD strategy provides a two year induction course which all NDTs must follow and complete satisfactory in order to gain their license to be a junior teacher.

The main duties and responsibilities of NDTs are to:

Prepare a personal plan action to complete the induction program in consultation with their designated mentor. Demonstrate increased competence as they work through the program to fulfill the requirements. Keep and produce a portfolio of evidence to demonstrate the completion of the program.

According to David (2006), unless teachers get sufficient information about their roles, responsibilities and other related issues, they will frustrate and may leave their profession. Schools should avoid placing newly qualified teachers to perform complex tasks. They should establish guidance and provide assistance to ensure that they can demonstrate their proficiency in their teaching. To this effect, Induction programs should be customized based on analysis of individual needs to support new teachers from widely diverse backgrounds and

experiences. The importance of teachers' induction both for the beginner teachers and the schools is that it contributes to avoid unnecessary tension and future malfunction.

Before the introduction of General Education Quality Improvement Package (GEQIP), Teacher Development Program (TDP) of in-service and CPD were developed in 2005 in a modular approach and introduced on rigorous implementation in all primary schools (Ewnetu and Firdisa, 2010). This program has two main points; the first program is the two-year induction program for Newly Deployed Teachers (NDTs) and the transitional professional development. According to the National TDP guideline the NDTs teachers were expected to go through a two year induction program supported by experienced teachers (mentors). The second program is all other teachers who are already on the system were given the opportunity for continuous learning and update with expanding knowledge, new technologies, and share experiences, ideas, and good practices for teaching and learning approaches with colleagues from own or other schools by participating in CPD activities each semester (MoE, 2005). But, during early implementation time, there were great challenges from the teachers due to lack of awareness and they were complaining that the contents in the course books were not relevant to their school situations.

2.4.2 Mentoring

Mentoring is conducted as proper CPD which is the process of professional assistance to less experienced teachers guided by senior and experienced staff. Proper CPD is a continuous learning throughout the professional life of teachers (Gray, 2005). Mentoring supports beginning or less experienced teachers in order to fit to the dynamics of teaching. Experienced than the mentee for the development of a secure and trusting relationship that allows for open discussion.

2.4.3 portfolio

A professional development portfolio is a collection of materials made by a professional that records and reflects on key events and processes in that professional's career (Day, H. 1992, cited in Gemechu, 2014). Portfolio is a set of recorded materials that shows what an individual teacher has done in the classroom, knows and can do. The main objectives of portfolio here are to document pupils' achievements over time. The portfolio document consists of group discussions; feedbacks of peer observation, individual student's records, and the reforms students have achieved in the class and compiled records of students learning outcomes. The portfolio document also deals with teacher application of learner's continuous

assessment, applying active learning methods, problems solved through action research with student's behaviour, utilization of effective teaching aids, ways of organizing tutorial classes and improvement of school climate. According to Ethiopian context should include the following records: individuals professional data and qualifications; individual CPD action plans; evidence of all the CPD activities which have been undertaken by the individual teacher; feedback from mentors/facilitators; teacher's self-reflections on progress; annual appraisal reports; record of professional competencies achieved; other evidence of personal development activities undertaken (upgrading, summer school programs); and, samples of examination results with an analysis and samples of lesson plans with evaluation (Desalegn, 2010). In short, the most commonly applied CPD activities are providing induction program for newly employed teachers, mentoring services for less experienced teachers by the senior one, the establishment of the learning teams, peer coaching, resolving learning challenges through action researches, and documentation of all school based CPD records to develop portfolios.

2.4.4. Action Research

It involves working in small groups meeting on a regular basis, working through real problems with the support of the group. It enables teachers experiment with different practices and brings solutions for their problems. According to Gay and Airasian (2000) action research is a form of collective self reflection enquiry undertaken by participants in social situations in order to improve the rationality and justice of their understanding of the practices and the situations in which the practices are carried out.

In addition to the above CPD methods there are some methods which enhance professional development. According to MoE (2009) Some CPD methods which have successfully been used to facilitate professional development are: Curriculum meetings, Demonstration lessons, planning lessons together, Peer observation, Observation of lessons and feedback, Observation of students in lessons, talking to students, Assessment of students' work before and after the CPD activity, Marking of students' work, giving feedback and advice for development, Shadowing a teacher, Action research, Professional reading and research, Visiting schools and teachers to see examples of good practice, Sharing/showing good practice within your school, Maintaining your professional portfolio, Team teaching, Workshops, Visiting experts, Mentoring and Discussion.

2.5. CPD and the Classroom Practice

Every element of school based CPD activities has its role in improving the actual teaching and learning processes in the classroom. In substantiating this concept, Gallimore, James, and James (2002) stated that, CPD has the power of influencing the implementation of teaching learning practices in the classroom. The common activities among the classroom practices are learning together, using portfolio, promoting active learning methods, and using effective teaching skills. In the need for learning together, CPD is an important way to improve teaching and learning skills in the classroom by providing opportunity to learn from one another and share good practices and experiences with colleagues. The experience sharing takes place through peer observation followed by feedback and in-school visits which is encouraged by the principals and supervisors.

According to the guideline of the MOE (2004b), CPD empowers teachers in the preparation of portfolio records for every of classroom practices. Portfolio is a set of recorded materials that shows what an individual teacher has done in the classroom, knows and can do. The main objectives of portfolio here are to document pupils' achievements over time. The portfolio document consists of group discussions; feedbacks of peer observation, individual student's records, and the reforms students have achieved in the class and compiled records of students learning outcomes. The portfolio document also deals with teacher application of learner's continuous assessment, applying active learning methods, problems solved through action research with student's behaviour, utilization of effective teaching aids, ways of organizing tutorial classes and improvement of school climate.

Moreover, CPD promotes the application of active learning methods in the classroom to make learning more student-centered. CPD also reinforces and improves teaching skills such as self-evaluation, conducting action research, lesson planning, effective classroom management using variety of teaching techniques, creating teachers' collaboration in team work, applying continuous assessment practices, and considering gender issues (Desalegn, 2010).

Models of CPD

Lieberman (1996) classified CPD into three types: direct teaching (such as courses, workshops and so on); learning in school (such as peer coaching, critical friendships, mentoring, action research, and task-related planning teams); and out of school learning (such as learning networks, visits to other schools, school-university partnerships and so on). Kennedy (2005) described nine models of CPD, which are outlined below.

- a) **Training** - focuses on skills, with expert delivery, and little practical focus
- b) **Award Bearing** - usually in conjunction with a higher education institution, this brings the worrying discourse on the irrelevance of academia to the fore
- b) c) **Deficit** - this looks at addressing shortcomings in an individual teacher, it tends to be individually tailored, but may not be good for confidence and is unsupportive of the development of a collective knowledge base within the school
- c) d) **Cascade** - this is relatively cheap in terms of resources, but there are issues surrounding the loss of a collaborative element in the original learning
- e) **Standards Based** - this assumes that there is a system of effective teaching, and is not flexible in terms of teacher learning. It can be useful for developing a common language but may be narrow and limiting.
- d) **Coaching / Mentoring** - the development of a non-threatening relationship can encourage discussion, but a coach or mentor needs good communication skills
- f) **Community of Practice** - these may inhibit active and creative innovation of practice, although they have the potential to work well through combining the knowledge bases of members
- f) **Action Research** - This is relevant to the classroom, and enables teachers to experiment with different practices, especially if the action research is collaborative.
- g) **Transformative** - the integration of several different types of the previous models, with a strong awareness and control of whose agenda is being addressed.

Kennedy suggested that the first four of these were essentially transmission methods, which give little opportunity for teachers to take control over their own learning. The following 3 are more transformational, giving an increasing capacity for professional autonomy, with the action research and transformative models being able to provide even more professional autonomy, and giving teachers the power to determine their own learning pathways.

2.6. Responsible Partners in Teachers' Professional Development

Though the effectiveness of teachers' growth needs the role of variety of school practitioners, the major responsible parties are teachers, school principals, CPD facilitators, supervisors, and Woreda education supervisors, regional education bureau and the ministry of education.

2.6.1. Teachers

The most powerful and accessible human resource for schools CPD is committed and supportive teachers found in the school. Individuals or group of teachers in a school are responsible body for the implementation of CPD program. As revealed in the national Framework of the Ministry of Education, teachers are responsible to engage in CPD as forefront partners throughout their career. Teachers have to mentor, supervise, plan and monitor activities in the school in collaboration with their colleagues in order to improve teaching and learning. They have to be boldly committed and willing to realize CPD in the classroom. Thus, it is teachers, who in the end will change the world of the school by understanding the situation (MOE, 2009).

-As indicated by Connolly and James (1998), teacher ownership of CPD is a feature of highly effective schools. Teachers' selection of their own CPD focus or activities can have a highly positive effect on motivation, enthusiasm and sharing of any new ideas.

High quality teachers, those who are most capable of helping their students learn, have responsibilities of mastering both their subject matter and pedagogy. The preparation that teachers receive before beginning their work in the classroom and teachers' quality affects educational quality since student achievement, especially beyond basic skills, depends largely on teachers' command of subject matter and their responsibility to use that knowledge to help students learn (Darling-Hammond, 1997).

Similarly, Hammond (2002) argues that, teacher's professionalism is built up from a combination of self-image, self-esteem, job motivation, task perception and future perspectives of individual teachers. In sum, teachers are the most important responsible

practitioners in the process of real implementation of CPD. Teachers hold the duty of practicing each planned activities of CPD.

2.6.2. The Principals

An extensive research supports the view that school leadership is the most important element of an effective teacher professional development. Effective leadership articulates the types of professional improvements required to achieve intended goals and expectations and develop a common language for describing good teaching and learning practices. Educational leaders create clear understanding of the change process and a deep, current and critical understanding of how teachers“ grow and how students learn. Effective leaders engage their staff in professional discourse, drawing on external ideas and research to inform their thinking and actions, and encourage them to reflect on what they are trying to achieve with students and how they are doing it (Stoll, 2004).

As Joyce and Showers (1980) suggested, effective school leaders are supposed to have an explicit vision of effective teaching and learning, they also understand effective professional learning and how it can be put into practice as part of an overall strategy for school improvement. They create organizational conditions that are conducive for teachers to continuously improve their teaching practice by providing encouragement and fostering an environment that values sharing, trust, risk-taking, experimentation, collaborative inquiry and self-assessment. School leaders provide learning opportunities for teachers to develop the knowledge, practices and attitudes that are needed to achieve agreed goals and expectations. They facilitate opportunities for staff to learn from each other, provide access to specialized knowledge and model continuous learning in their own practice. Effective school leaders also continuously evaluate the impact of professional learning on the basis of the effect it has on student achievement.

In the effective schools, leadership is expected to be a quality of all staff. Teams and individuals demonstrate commitment and willingly accept leadership responsibilities in order to contribute to school improvement. This expectation is supported by the creation of structures to develop the leadership capabilities of teachers and by virtue of teachers being a part of a learning community (Hustler, 2003).

According to the MOE (2009), the most important aspect in the implementation of school based CPD is the professional support given to teachers to actively take part in the process.

School principals have to maintain professional portfolio by recording all the CPD activities. Supervisors and principals have a professional, personal and civic responsibilities to assist teachers who are under taking CPD throughout his/her career for a minimum of 60 hours a year. Thus, teachers have to get technical, financial, and material support from the school principal.

2.6.3. Schools' CPD Facilitators and Supervisors

The school CPD facilitator, in conjunction with the head teachers or senior members, shall ensure that all teaching staff understands the increased emphasis on CPD, within the revised performance management regulations. In addition to reporting annually to the principal on the operation and effectiveness of the schools performance policy and procedures, the facilitator and head teachers also report on teachers' training and development needs. There should be consistent and transparent arrangements for accessing professional development that the CPD facilitator ensures are known to all staff (Hustler, 2003).

The main responsibilities of the CPD facilitator is to promote CPD as a central element of school improvement and performance management, to create and sustain CPD arrangements for all staff, to monitor and report upon the quality and impact of CPD undertaken, to keep up to date with CPD developments and initiatives, both nationally and locally, maintain and develop links with sources of CPD provision (Hustler, 2003). Schools have to specify their CPD leaders, who have responsibility for the leadership and management of CPD within school and who have access to appropriate support and training. The CPD facilitator is responsible for ensuring school systems and processes; such as, performance management, professional review, school improvement plan, school self- evaluation, and operate to help identify the schools CPD needs and those of the staff working within it. The facilitator is also responsible for collating the CPD needs of the school and the staff. The school should maintain an up to date job description for the role of CPD facilitator. The school based CPD leader is responsible annually for discussing with the head teacher and governing body on the CPD priorities and the likely budgetary implications of addressing these needs. Such needs are drawn largely, but not exclusively, from the training and development needs identified through the school performance management process (Hustler, 2003).

The use of supervisors (department heads, senior teachers and mentors) results in the provision of knowledge and ideas, and is useful in terms of the external expert acting as a catalyst for an agent of change. Schools in particular can benefit from bringing in supervisors,

to widen their pool of knowledge that they can draw on. Teachers may need help in determining their own CPD focus, and how to access different types of support that may be available. It is through discussions of this type with less experienced teachers that schools can reduce anxieties about performance of CPD issues. External support, particularly when it comes to delivery of CPD, should be pedagogically expert, and flexible enough to fit in with the varying demands of school life. Peer support and discussion with senior can contribute towards the development and take-up of new practices, and can facilitate motivation, feedback, further discussion and progression, (Bell et al., 2003).

Hence, supervision has contributed to the growth of teachers' profession as can be seen from the experiences of some countries. For instance, we shall look at the trends of Japan and South Africa.

In Japanese curriculum, as Ferreira and Ono (2010) suggested, CPD has been practiced by teachers and administrators. Accordingly, teachers have a major input in designing lessons through lesson study, which bridges any possible gap between the course of study as intended by the curriculum and the actual lessons as interpreted and implemented in the classroom. Almost all Japanese schools earmark a school-based professional development period within regular working hours during which various issues and challenges are discussed by teachers supported by supervisors and administrators. Therefore, CPD focal person and supervisors (head teachers, department heads, unit leaders, vice principals and mentors) are responsible to provide technical assistance for teachers; prepare trainings and discussion forums; and establishing learning teams and collaborative activities that will contribute for the enhancement of teachers' competence.

2.6.4. The Role of Education Offices at Different Levels

The purpose of education policy is to develop learners who can grow in a modern, globalized world that can only be realized through the daily work of superintendents, teachers and school leaders. The role of the local and regional education bureaus is to help develop a culture of continuous improvement in schools that provides teachers and leaders with opportunities to participate in high quality professional learning. The offices continuously collect and analyze student, school and data in order to assist schools to monitor their individual performance and develop the capacity to manage their own self-improvement. The provision of a flexible, transparent accountability framework provides the means for spreading effective practice across the system and for becoming more responsive to

immediate and future school needs in terms of planning and achievement (Sergiovanni, 1984).

According to the CPD guideline of the Ministry of Education, MOE (2009), the Woreda and zone education offices play an important role in the implementation of CPD programs. District are responsible to plan, organize, coordinate, supervise, and support school based CPD programs to ensure effective implementation in the local context. District education officers are also responsible to allocate sufficient budget, prepare training opportunities and discussion forums. Furthermore, Zone Education Department and Regional Education Bureau (REB) involve in the practical consultation of all stakeholders, and preparation and distribution of relevant CPD materials. The Ministry of Education is also responsible to analyse and identify national priorities, production of materials, and organizing trainings to implement them. Hence, the Ministry produces and circulates the national CPD plans and raises awareness of the guidelines followed by monitoring and evaluation of the overall program.

Professional development is part of the ongoing process of continuous school improvement and it should happen, formally and informally, at every stage in the process. Importantly, effective school leaders know how effective professional learning can be put into operation as part of an overall strategy for school improvement. Investing in professional learning is the key to ensuring that schools become learning communities where teachers work together, learn from each other and share best practices on effective teaching and learning. It is only through the collective work of teachers and by creating a shared professional knowledge that sustained school improvement will be secured (Adams, 1993).

Professional development should necessarily be integrated with the comprehensive plan for school improvement. Too often, professional development is episodic response to an immediate problem which deals with only part of the problem teachers confront when trying to improve student achievement. If professional development is to be effective, it must deal with real problems. Moreover, unless professional development is carried out in the context of a plan for school improvement, it is unlikely that teachers will have the resources and support they need to fully utilize what they have learned (Simpkins, 2009).

2.7. Challenges of the Implementation of Continuous Professional Development

The challenges of teachers professional development refers to difficulties, complexities, barriers or hard situations against the expected outcomes of teachers' growth. These challenges need a lot of skill, energy resources, and determination to deal with in order to arrive at the predetermined goal. Accordingly, the major challenges to be dealt with for the purpose of this study are teacher related barriers, leaders, supervisory challenges and the District education expert.

2.7.1 Teachers related Challenges

Little (1992) stated that, in most cases teachers are poorly experienced to implement reforms in subject matter teaching that end with the absence of the integration of the content with students' opportunities to learn and systematic use of pedagogical skills. Moreover, the complexity and ambiguity of the CPD program itself undermines ambitious educational reforms. As further indicated, the magnitude of school CPD task frustrate teachers and discourage them to dilemmas. Moreover, less committed and unwilling teachers damage the funding and coordination of CPD programs. The training and coaching strategy of schools is sometimes incompatible with the on-going knowledge, skills and competence of teachers and the complex context of teaching.

Some evidences also indicate that particular attention is less paid to CPD for academically able recruits to the teaching profession (Davidson et al., 2006). To sum up, the main challenges that can hinder teachers from active involvement in the process of school based CPD are lack of skill, less commitment and teachers' resistance, low level of understanding about the significance of CPD, scarcity of need based trainings, lack uniformity on how to use the portfolio modules, and absence of consolidated collaborative school system.

2.7.2 Principal and Supervisory related challenges

The principal and supervisory factors to be treated here are the challenges related to the CPD activities executed by principals; schools' CPD facilitators; head teachers; and District, zone, regional and national education superintendents. Leadership and supervision for professional development is distributed among teachers, principals and other administrator's continuous professional development is most effective when there are strong leadership and supervisory assistance. But, defects in the leaders recognition of the value of high quality professional

development discourages and undermines teacher participation and communication about the benefits of professional development to stake holders (Gray, 2005).

In most school systems relentless efforts are being made to improve teachers' professional development although challenges are unavoidable events. According to the findings of the Ministry of Education, MOE (2010b), the major challenges identified at the national level are lack of trained facilitators, high turnovers of more experienced and trained leaders or facilitators and stakeholders extra work load, particularly of teachers. Teachers are not motivated by the worded to alleviate the on-going problems. CPD books are not sufficiently prepared by the languages of work. Teachers are not provided awareness about the background of CPD. Teachers and other responsible partners are not well oriented how to implement CPD in collaboration with other pillars of quality education. Thus, the school based CPD program is not being realized in collaboration with other education quality improvement programs.

Based on the description of Teachers Development Program (TDP), CPD Impact Study of 2008 cited in MOE (2009), the major identified challenges are failure to synchronize the CPD values and activities with teacher's career structure, inadequacy of resources and lack of systematic collaboration between concerned stakeholders. As Day (1999), frustration, resulting from the school-level direction of CPD, and compulsion have negative consequences in the impact of CPD. Evaluation does not tend to differentiate between the different purposes of CPD, and take account of the intended outcome. The impact of CPD is rarely assessed over the long term, and is often based on self-reports by teachers of the CPD experience itself, rather than the outcome. In most school situations, the CPD courses are inappropriate or irrelevant in their content or poorly planned or badly focused.

As studies also identified, time and cost are the main barriers to the provision of effective school based CPD. Time is mentioned in terms of not only the actual time spent in the CPD event, but also in terms of taking time to implement changes in the professional development (Day et al., 2005). The evaluation of school based CPD will be usually the responsibility of CPD leaders who often feel that they have limited experience of evaluation approaches. Most CPD leaders in the previous studies feel that they are generally not equipped with the skills and tools to adequately perform the evaluation role

2.7.3 The School related Factors

As researches concluded, organizational (school) factors or workplace conditions strongly affect the implementation of teachers' professional development in shaping teachers' practices and attitudes towards school based CPD (Hammond, 2002).

There is a high degree of confusion in schools on the practice of CPD by focusing on training, sharing new knowledge and skills. These activities often focused upon sharing the content of the CPD rather than implementation and gauging the impact of the school based CPD (Day et al., 2005).

The quality of professional development and the pursuit of improved teaching and learning acknowledge the importance of teachers to engage in continuing career long development that meet their own personal and professional needs. Thus, matching the appropriate professional development provision to particular professional needs is essential if effective learning is to take place.

2.8 Theoretical and Conceptual frameworks

. 2.8.1 Theoretical framework informing the study

Behaviorism is primarily concerned with observable and measurable aspects of human behavior. In defining behavior, behaviorist learning theories emphasize changes in behavior that result from stimulus-response associations made by the learner. Behavior is directed by stimuli. An individual selects one response instead of another because of prior conditioning and psychological drives existing at the moment of the action (Parkay & Hass, 2000).

Behaviorists assert that the only behaviors worthy of study are those that can be directly observed; thus, it is actions, rather than thoughts or emotions, which are the legitimate object of study. Behaviorist theory does not explain abnormal behavior in terms of the brain or its inner workings. Rather, it posits that all behavior is learned habits, and attempts to account for how these habits are formed. Using behaviorist theory in the classroom can be rewarding for both students and teachers. Behavioral change occurs for a reason; students work for things that bring them positive feelings, and for approval from people they admire. They change behaviors to satisfy the desires they have learned to value. They generally avoid behaviors they associate with unpleasantness and develop habitual behaviors from those that are repeated often (Parkay & Hass, 2000).

The entire rationale of behavior modification is that most behavior is learned. If behaviors can be learned, then they can also be unlearned or relearned. A behavior that goes unrewarded will be extinguished. Special education teachers have classroom behavior modification plans to implement for their students. These plans assure success for these students in and out of school.

pragmatism assumes that there is one knowable reality, driven by natural laws. From a pragmatism perspective, the researcher is the one who knows how to determine the need to design a strategy to effectively implement the CPD programmes and practices.). Social reality is governed by hidden underlying structures. design a strategy to effectively implement the CPD programmes and policies, I am put in a position to understand that participants“ points of view need to be considered. They have the ability to express and interpret their opinions and in determining the components of a strategy to implement the CPD programmes and policies, they need to be considered.

pragmatism upholds the objectivity of the researcher, with investigator and the object of study assumed to be independent of each other.I needed to consider that there is a relationship between the participants and myself and to understand that in order to determine the threats in the implementation of the strategy I will be not independent of the participants. Pragmatism uses quantitative methods and qualitative surveys in the collection of data (Higgs, 1995:49-50;)

2.8.2 Conceptual framework informing the study

The conceptual framework is used by researchers to guide their inquiry and presents the research in relation to the relevant literature. I used the conceptual framework operationalise the theoretical framework.

By and large, the current arrangements of implementing and evaluation of professional development in schools consider the current innovative and effective practices in CPD. The effective CPD follows three levels as means of evaluating the impact of CPD which are related with challenges affect CPD: less commitment, lack of training ,scarcity of resource ,high turnovers, lack of skill, practices of CPD: learning together, using portfolio, active learning methods,and effective teaching skills and learning outcome; student achievement, attitude, behavior and skill are independent variable use of organizational support and change new knowledge and skills, pupil learning outcomes. It also considers teacher

outcomes, the quality of learning experiences, and the contribution of CPD to build effective professional learning communities within schools (Guskey, 2000).



Figure 1 Conceptual framework of the study

In figure 1 above suggest that dependent variables the effective implementation of CPD follows three levels as means of that affects the impact of CPD which are challenges affect CPD, practices of CPD and learning outcome. with challenges affect CPD: less commitment, lack of training ,scarcity of resource ,high turnovers, lack of skill, practices of CPD: learning together, using portfolio, active learning methods,and effective teaching skills and learning outcome; student achievement, attitude, behavior and skill are dependent variable. While independent variables teacher performance, student achievement and teaching skills are conceptualized as CPD implementation. .

CHAPTER THREE

THE RESEARCH DESIGN AND METHODOLOGY

This chapter presents the research methodology, the sources of data, the study population, the sample size and sampling technique, the procedures of data collection, the data gathering tools and the methods of data analysis.

3.1 Description of the Study Area

This research was conduct in Arsi Zone. Arsi Zone is found in Oromia Regional State. It is located in the south eastern part of the country. It shares boundary line with East Shewa, Bale, and West Hararge Administration zones. The capital city of Arsi Zone is Asela. It is 175 Km from Finfine; capital city of the country. It is located at 75 km in South West of Adama town. The total area of Arsi Zone is 20,982.11km². Currently Arsi zone is sub divided in to 26 districts including one special Administrative Town (Central Statics Agency (2016).

There are lowlands, such as Awash River valley, the Wabe Gorge of Robe and Shirka, Amigna, Seru and Gololcha districts. The lowest place of the zone is 500 meters above sea level and Mountain peak of Kaka with a height of 4245 meters above sea level is the highest place in the Zone. Generally, Arsi Zone receives abundant and well-distributed rainfall in the year.

Jeju is one of the woredas in the Oromia Region of Ethiopia. Part of the Arsi Zone, Jeju is bordered by Dodotana Sire to the west, the Misraq Shewa Zone to the north, Merti to the east, and Sude to the south. Its administrative centre is Arboye, located 191 kilometres southeast of Addis Ababa. Other towns in this woreda include Bolo.

The altitude of this woreda ranges from 1100 to 2700 metres above sea level. Rivers within the woreda include the Awash (50km), Washaba (20km) and the Wereso (30km). Forest, shrubland and savanna are the types of vegetation found in the district. The native wildlife includes the monkey, the ape, the wild pig, the fox, the antelope and the rabbit.(CSA,2007)

3.2 Research Paradigm

The research in this study is conducted within the framework of a scientific and systematic process to investigate the challenges of and the practices for CPD implementation through data collection and data analysis to gain complete understanding of a situation in primary schools. Its main purpose will be to identify and to locate the knowledge gap in CPD implementation. In this study, the mixed methods research paradigm specifically pragmatic will be selected to assist in closing the gap/in bridging the knowledge gap in the CPD implementation in the primary schools of Jeju education offices. The reason for doing this study will be for improvement of, the teaching and learning process, and the learning environment. Its philosophical assumptions begin with As Biesta and Burbules (2003:107) also explained that pragmatism provides an understanding of knowledge of human actions, interactions and communication in practical ways consequently they those educational problems can be studied by using different methods that describe or solve problems appropriately. Thus, with regards to pragmatist paradigm the above concepts make clear that pragmatist paradigm enable to the researcher to obtain a clear picture of relationships between knowledge and actions that provide the possibility of refining the problem. Therefore, the researcher made use of pragmatic paradigm because it allows the researcher to think differently about the theory of school CPD challenges and its practices. This research is intended to assess challenge faced and practices about school CPD implementations of primary schools in Jeju District education offices. In order to assess the prevailing practices CPD in primary schools the pragmatist paradigm will be considered to be the best choice for the study

3.3 Research Methods

A research design is an integrated system and justification for technical decisions in planning a research project to be created with the purpose of carrying out systematic and rigorous enquiry to address a particular problem arising from a gap in knowledge (Cresswell & Blaikie, 2003:15). In this study, a mixed research method will be chosen to conduct the study because the nature of the study dictated the use of both the quantitative and qualitative approaches. The mixed methods research paradigm is an intellectual and practical synthesis based on qualitative and quantitative research. In the quantitative research approach, researchers generalise from a sample to a population and in the qualitative research approach the researchers gain a richer, contextual understanding of the phenomenon being researched.

Priority is usually given to quantitative data. Integration of quantitative and qualitative data usually occurs in the interpretation phase of the study. The study used the concurrent triangulation method.

3.4 Research Design

The research design used was concurrent triangulation method descriptive case study. According to Baxter and Jack (2008), case study methodology provides tools for researchers to study complex phenomena within their contexts. When the approach is applied correctly, it becomes a valuable method for research to develop theory, evaluate programs, and develop interventions. As Continuous Professional Development implementation is somewhat contextual and many factors affect it, applying case study research method is of paramount importance.

3.5 Population samples and sampling techniques

3.5.1 Population sample

Population refers to the large group of people to which a researcher wants to generalise the sample results; and the complete set of cases (Johanson, & Christensen, 2012:257). Before data collection takes place, it is imperative to be clear on what the study population is. The population for this study comprises CPD Coordinators (46) supervisors (10), districts education experts (6), teachers (488), school principals (46), vice school principals (10).

3.5.2 The Sampling Technique and Sample Size

To determine sample size by using Yemane formula for teacher sample

$$n = \frac{N}{1 + N(e)^2} \quad \text{where, } n = \text{sample size,}$$

N = population sample

e = margin of error

so, $N = 488,$ $e = 0.05$ $n =$

$$\frac{488}{1 + 488(0.05)^2}$$

$$n = 219$$

To fill the questionnaire 219(44.8%) teachers population will be considered to get a sampled population of which was selected by random sampling/lottery method and the sampling size in percent will be 44.8%. Interviews were also used to collect data. 23(50%) principals and 10(100%) vice principals, 3(50%) districts education experts, and 10(100%) primary supervisors was conducted with selected by the purposive sampling technique and availability sampling. Therefore, in the study the total participants were 288(47.5%) and these participate in filling in questionnaires, interviews, and document analysis.

The total number of primary school teachers in Jeju during 2011 academic year in the District 46(1-8) primary schools and 488 teachers. In the study, during the first stage, 46 primary schools were clustered into ten clusters based on their geographical location in the administrative District. Then 23(50%) public primary schools will be randomly selected by the random sampling method according to their geographical location. The supervisors, district education office experts, principals, vice principals, CPD facilitator will be selected purposively and available sampling were also selected for questionnaire, interview, and data analysis purposes. In this case, the number of school principals from the schools was 23(50%) principals, 10(50%) vice principals, 10(100%) supervisors, 23(50%) CPD facilitator, 3(50%) education officers expert and 219(44.8%) teachers will be selected to participate in the study making a total of 288(47.5%) out of 606 participants. These were selected by the simple random sampling technique, purposively, and Availability sampling techniques, to fill survey questionnaires and,

Total	S/ Bok	U/ Waud	O/ sik	Oda	Mange	K/ Ale	Di do	Den eb	B oll	Arb oye	Clusters			
											No.o	f	Scho	
											P	S	%	
46	6	4	4	4	4	6	4	6	4	4	4	2	2	50
23	3	2	2	2	2	3	2	3	2	2	2	2	2	50
50	50	50	50	50	50	50	50	50	50	50	50	50	50	50
488	38	51	48	62	39	56	44	48	31	71	31	16	36	50
219	10	15	24	22	19	28	22	24	16	36	16	16	36	50
44.7	26	29.	50	35	51	50	50	50	50	50	50	50	50	50
46	6	4	4	4	4	6	4	6	4	4	4	4	4	50
23	3	2	2	2	2	3	2	3	2	2	2	2	2	50
50	50	50	50	50	50	50	50	50	50	50	50	50	50	50
10	3	2	-	-	-	1	-	2	1	1	1	1	1	50
10	3	2	-	-	-	1	-	2	1	1	1	1	1	50
100	10	100	-	-	-	100	-	100	10	100	10	100	100	50
46	6	4	4	4	4	6	4	6	4	4	4	4	4	50
23	3	2	2	2	2	3	2	3	2	2	2	2	2	50

Source:p -population, S-sample %-percent

2.6 Sources of Data

Data for this research were collected from both primary and secondary sources. The primary sources for first-hand information will be school principals, teachers, CPD facilitator, vice

principals, District CPD expert and school supervisors. The secondary sources were school records such as, portfolio documents consisting of CPD plans, action researches, feedback documents and reports will be used to make the study valid.

3.7 Data Collection Techniques

This part explains the diverse instruments that can be used to collect data in this study. The selection of data collection techniques were based on the scope of the study and to attain complete picture of the problem under study. Questionnaires, interviews, and document analysis discussions will be used as data collection tools. Then raw data is used as an input for processing that will be collected from questionnaire, interviews and document analysis as a primary data and secondary data was collected.

3.7.1 Questionnaires

The researcher use questionnaires to collect data from teacher respondents. Questionnaires are believed to better to get large amount of data from large number of respondents in a relatively shorter time with minimum cost. The questionnaire were prepared in order to collect data from school 219(44.7%) teachers' was selected simple randomly sampling . The questionnaires consisted of two parts. The first part dealt with the general background of the participant. The second and the largest part contained both closed ended and open ended question item that helped the researcher to address the basic research questions of the study. Close ended questions were developed using Likert scale to identify to what extent the respondents agree or disagree. Likert scale is easy to construct; it takes less time to construct; simplest way to describe opinion and provide more freedom to respond. The scale consist of five scales 5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, and 1 = strongly disagree.

3.7.2 Interview

Interviews are an interchange of ideas among two or more individuals on a topic of common interest that are based on certainty of human interaction for knowledge production and emphasise the social situation of research data (Creswell, 2007:118). Creswell adds that interviews are an important step in the process of data collection to find the people and places, and to gain access to establish a rapport with subjects so that they can provide valuable information (Koul, 2009:260).

The interview questions were discussed with the interviewee in Afan Oromo Language to reduce communication barriers and to get more information.

The purpose of the interview were to get evidences and to gather more information that may not be easily held by the questionnaires.

Unstructured interview were for the 23(50%) schools principals, 10(100%) supervisor,23(50%)CPD facilitator ,10(100%) vice principal and 3(50%) District education experts to flexibly gather more information. The interviews for the respondents will be conducted separately in 10 clustered primary schools, 23(50%) primary schools will be randomly selected from 10 clustered areas 10namely:Bolo,Oda,Deneb,Arboye,UtamoWaguda,Olisiqi,SokeBokicha,Mangegsa,Kete Alaga, and Dido schools clusters of the participants in the interviews will be willing to be recorded.

3.7.3 Document Analysis

In addition to questionnaire and interview, the researcher used the document as secondary sources of data collection and the document analysis were used to enrich the information about the issue under study.CPD manuals, CPD activity reports, guide lines and teachers“ portfolios and all CPD plan documents will be analyze.

3.8 Procedure of Data Collection

To answer the research question raised, the researcher was through series of data gathering procedure. The expected relevant data were gathered by using questionnaires, interview and document analysis. In doing so, having letter of authorization from Madda Walabu University for gathering data were the first step. Then the researcher directly will go to sample District education offices and principals of respective schools for consent. After making agreement with the concerned participants, the researcher was introduced his objective and purposes. Then the questionnaires were administered to sample teachers with in selected schools.

Finally, the questionnaires were collected back at the right time. The interview were conducted with school principals; District education CPD focal and supervisor person after their consent has been got to lessen communication barriers during in depth discussion.

3.9 Method of Data Analysis

The data were analyzed both quantitatively and qualitatively. Quantitative data were analyzed by using frequency, percentage, standard deviation, and mean scores. On the other hand qualitative data was analyzed by narration and description.

3.9.1 Quantitative Data

As regards to the quantitative data, responses were categorized and frequencies will be tallied. Percentage, standard deviation, frequency and mean scores counts were used to analyze the characteristics of the population as they help to determine the relative standing of the respondents. The items of the questionnaires were presented in tables according to their conceptual similarities. The scores of each item were organized statistically compiled and imported in to SPSS version 25 to calculate frequency, percentage, standard deviation, and the mean value of each item.

Moreover, the will study employ standard deviation and mean scores for the analysis of questionnaires. Mean scores and standard deviation takes all scores into account and support percent. Likert scale will be employed to identify to what extent the respondents agree or disagree. The scale consists of five scales; 5=strongly agree, 4=agree, 3=undecided, 2=disagree and 1= strongly disagree. For ease analysis and interpretation the researcher used 3.0 as expected mean. The mean values of each item will be interpreted as follows. The practices and challenges of CPD with a mean value of The cut-off point used for the five point Likert scale was Scale: ≤ 1.49 - very low level of performance, 1.50-2.49 -low level of performance, 2.50-3.49- moderate level of Performance, 3.50-4.49 – high level of performance, ≥ 4.50 – very high level of performance in the interpretation of the data analysis process.

3.9.2 Qualitative Data

The data collected using unstructured interview, open ended question items were analyzed and interpreted qualitatively. The hand written notes of interview and document analysis were transcribed, categorized and compiled together into themes; summary sheets was prepared and translated into English. The result of open ended questions were summarized and organized into related category. Accordingly, analysis and interpretations will be made on the basis of the questionnaires, interviews and document analysis . Finally, the overall course of the study were summarized with findings, conclusions and some possible solution.

3.10 Checking for Validity and Reliability of Instruments

To check content validity and internal constancy (reliability) of the instruments pilot test will be conducted prior to the final administration of the questionnaires. This helped the researcher to make necessary modifications so as to correct and avoid confusing and ambiguous questions.

For pilot testing, 36(16%) randomly selected teachers, were made to fill the questionnaire and the researcher asks the respondents about the clarity and whether or not the questionnaire fully covered all the area and measures issues related to practices and challenges of school CPD. Based on the comments obtained from respondents, items which will be not clear have been made clear, unnecessary items will be made to be omitted and other items which are assumed to be important for the objective of the research and not included have been made part of the questionnaire.

Checking the validity and reliability of data collecting instruments before providing for the actual study subject is the core to assure the quality of the data (Yalew, 1998). To ensure validity of instruments, the instruments will be developed under close guidance of the advisors and, also a pilot study will be carried out on 36(16%) teachers primary school to pre-test the instrument. The pilot test were providing an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design of instruments, such as problem of wording or sequence (Adams et al., 2007).

Additionally the reliability of the instrument will be measured by using a Cronbach alpha test. A reliability test is performed to check the consistency and accuracy of the measurement scales. As explained by Drost (2004), if the result of Cronbach's coefficient alpha is 0.7 and above it is considered to be satisfactory, indicating questions in each construct are measuring a similar concept.

The pilot test

Detail Description of title of the questionnaires	Number of	Reliability coefficient	
The effectiveness of the implementation of CPD program	22	0.851	
Effectiveness of CPD in improving teaching and learning activities on the CPD program.	9	0.725	
the main challenges of implementing the CPD programme in the primary schools	10	0.769	
Averages reliability	41	0.789	

Table 3.2 pilot test

3.11 Ethical Issues

This section discusses ethical issues that were observed in the study and these include informed consent, privacy, self-determination and confidentiality, among others. Privacy refers to controlling other people's access to information about a person. As Johnson & Christensen (2012:116) state, privacy involves a person's freedom to identify the time and circumstances under which information is shared with or withheld from others and a person's right to decline receiving information that he or she does not want.

3.11.1 Informed Consent

Participants in any research study have to be informed of the possible risk and procedures before they become involved in the study (Scott, 1997:41; Lodico et al., 2006:147; Bailey, 2007:17). Therefore, after getting clear understanding about the procedures the respondents have given voluntarily the raw data needed for the study.

3.11.2 Self Determination

Self determination is the right of the respondents to refuse to take part in research work or to withdraw at any time when giving information (Cohen et al. (2005:51). In the study, the researcher ensure the right of self determination through asking participants to sign a consent

form where it will be stated implicitly that participants had the right to withdraw at any given point of the research. It were stated clearly that partaking in the research will be a voluntary exercise.

3.11.3 Confidentiality

Bailey (2007:24), states that confidentiality refers to informing the participant in the research whether the research is anonymous and confidential. Supporting this idea, Scott, (1997:44) contends that confidentiality is dealt with in relation to data collection and storage systems in which it is not possible to identify the research respondents. That is, no information is revealed that can identify the participant. Instead, codes can be used so that confidentiality is guaranteed (Scott, 1997:45). In this study, the personal data of the interviewee participants have been present in anonymous ways. Respondents right to privacy will be maintained through the promise of confidentiality.

An ethical clearance certificate will be obtained by fulfilling the require procedure from school of education and Behavioural studies before collecting data. Then, upon the acquisition of the ethical clearance certificate the researcher also obtained a permission letter from the District education offices to enter the research study area. For respondents in the study, orientation will be carried out in primary schools. The researcher avoided asking leading questions which could direct principals, supervisors, teachers and others respondent in a particular way when responding to the question.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This chapter treats the description of the sample population analysis and interpretation of the data based on the information obtained from the questionnaires, interviews and document analysis. It consists of two parts. The first part is concerned with the description of characteristics of the respondents whereas; the second part deals with the analysis and interpretation of the data. The purpose of this data was to explore the extent of the practices and challenges implementation of continuous professional development (CPD) in primary schools of Jeju District, Arsi, Oromia Regional State. To this end, the investigator developed data gathering tools that integrate various aspects of practices and challenges of CPD.

This section attempts to present the analysis and interpretation of data collected through questionnaires, interviews and document analysis. The quantitative as well as qualitative data were integrated in this chapter. The qualitative data were used as complementary to the quantitative data. Therefore, the qualitative data includes the data collected through interviews, open-ended questions and document analysis; whereas, the quantitative data includes the data which were collected through questionnaires.

4.1. Characteristics of the Respondents

The general information about the respondents' sex, educational qualification and years of experiences are presented for better understanding of their background. The data collected on the characteristics of the respondents are presented in the table below.

Based on the procedure expressed in chapter three, primary schools were included in the study. The sample consisted of a total of 288 respondents, which 185 teachers, 16 principals, 4 vice principals, 4 Supervisory, 15 CPD facilitators, and 2 woreda experts totally 228. 185(84%) Teachers were involved in filling the questionnaires. Supervisory, vice principals and each school's CPD facilitators participated in the interview. Teachers filled, Questionnaires were administered to 185 teachers of them were returned with a return rate 185(84%) and analyzed statistically. Principals, vice principal, supervisor, CPD facilitator and Woreda CPD experts were involved in the interview.

They provided information about the overall status of CPD. The interviews and were used as supplementary information. Thus, data from interview and data analysis were incorporated to supplement the data obtained through the questionnaires. Moreover, documents related to CPD were analyzed in all the sample schools with the guidance of structured check list.

Sex respondent	frequency	percent
Male	113	60.4
Female	72	38.5
Total	185	98.9

Table 4.1 Sex respondents

The result of the respondents' characteristics in table 4.1 above revealed that 113(61.1%) and 72(38.9%)of the teachers were males and females respectively. From this one can recognize that the great majority of the teachers were males.

Table 4.2 age respondents

Respondent by age		Frequency	Percent
Valid	18-25	35	18.6
	26-30	62	33.0
	31-35	55	29.3
	36-40	33	17.6
	Total	185	98.4

Qualification

Respondent by qualification		Frequency	Percent	Valid Percent
Valid	<TTI	56	30.2	8.6
	TTI	16	8.5	30.3
	Diploma	74	39.4	40.0
	Degree	39	20.7	21.1
	Total	185	98.4	100.0

As Table 4.2 above showed, 35(18.9%), 62 (33.5%), 55 (29.7%) and 33(17.8%) of teachers' age fall in the range of 18-25 years, 20-30 years, 31-35 years and 36 and above years respectively. This showed that the majority of teachers in the primary schools of the sample schools were in middle age and younger. Therefore, being in these age categories might help the teachers to work actively and facilitate the teaching learning process. Hence, this might indicate that at this age level, they might have sufficient experience to play the CPD activities role.

Table 4.3 Academic Qualification Respondents

In terms of level of education, as indicated in table 4.3, 56 (30.2%) teachers were below TTI(facilitator), 16(8.5%) teachers were TTI, holders, 74 (39.4%) of teachers were Diploma holders and 39(21.1%) teacher were first degree holders. From this, it is possible to conclude that the majority of the respondents were facilitator and diploma holders and this indicates that the below required standard of MoE fulfilled. These qualifications, knowledge and skills are not significant in enhancing CPD activities. Similarly as interview reveal that teachers academically qualified but they become reluctant professionally. This implies as they stand on opposite side of need ministry of education which posits as all teachers should have consider CPD as an integral part of their evaluation, licensing/ relicensing and career development, and all schools will offer high quality education to the benefit of students at every level (MOE, 2003; MOE, 2007). Therefore teachers are at risk to continue on their job

Tables:4.4 years of experiences Respondents

Year of experiences		Frequency	Percent
	0-5	41	21.9
	6-10	71	38.0
	11-15	32	17.1
	16-20	25	13.4
	Above 21years	16	8.6
	Total	185	98.9

Table 4.4 above shows that 41 (22.2%) respondents had 0-5 years of experiences, 71(38.4%) had 6-10 years of experience, 32 (17.3%) had between 11-15 years of experience, 25 (13.5%) had between 16-20 years of experience and lastly 16 (8.5%) had 21 years and more experience. As shown in Table 8 most teachers have little experience, which is likely to be an obstacle in facilitating CPD implementation activities. Frequent trainings, therefore, are needed so that teachers can contribute to CPD implementation and maintain improved teaching and learning activities. The next sections present the analysis and interpretations of data from questionnaires.

4 The Analysis and Interpretation of Data from Questionnaires

4.1. The practices of the implementation of CPD program

Please use one of the following scales to indicate your level of agreement on the items below. 5=Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (DA) and 1=Strongly Disagree (SDA)

Table 4.5 Responses of respondents on the practices of the implementation of CPD program.

									Item	Response							
										SA	A	UD	DA	SDA	M	SD	

No		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%		
1	The school CPD priorities are clearly identified	52	28.4	75	40.4	11	5.9	25	13.5	22	11.9	3.59	1.34
2	discussion is made after the identification of CPD priorities	25	13.5	21	11.4	41	22.2	61	33	37	20	2.65	1.29

Scales: ≤ 1.49 - very low level of performance, 1.50-2.49 -low level of performance, 2.50-3.49– moderate level of Performance, 3.50-4.49 – high level of performance, ≥ 4.50 – very high level of performance

Table 4.5 item 1 the school has annual CPD plan accordingly, small number 31(16.8%), 54(29.2%), and 41(22.2%) of teachers reacted that there is strongly disagree, disagree, and undecided respectively. On the other hand, the majority of teachers 26(14.1%), and 33 (17.8%) replied that the strongly agree and agree respectively. The mean score of the item is 3.01 which are in the scope Moderate level Performances. From the data results, it can be learned that given each school have annual plans.

As indicated in item 2 table 4.5, the total of 37(20%), they responded as CPD is strongly disagree and 61(33%) disagree analysis respectively. On the other hand, 25(13.5%) and 41(22.2%) respondents reacted strongly agree and agree respectively. The mean value of this item is 2.65 which are in the range of moderates level of performances. From the data it can be stated that the attempt of teachers to discussion made after identification of CPD plan got little attention and their standard deviation also very low level of performances.

Table 4.6 Responses of respondents on the practices of the implementation of CPD program.

	SA	A	UD	DA	SDA	M	S

	<i>Action research</i>	<i>Fr</i>	<i>%</i>	<i>fr</i>	<i>fr</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>Fr</i>	<i>%</i>		<i>D</i>	
				<i>%</i>			<i>r</i>						
1	CPD improves classroom activities	33	17.8	26	14.2	33	18.4	53	28.6	39	21.1	2.65	1.41
2	Sharing/showing good practice within your school to organize experience sharing among the nearby schools	30	15.6	31	16.2	36	19.5	50	27	38	20.5	2.81	1.30

Scale: ≤ 1.49 - very low level of performance, 1.50-2.49 -low level of performance, 2.50-3.49– moderate level of Performance, 3.50-4.49 – high level of performance, ≥ 4.50 – very high level of performance.

Action research empowers teachers by increasing the individual practices, improved students learning outcomes, commitment to work, cooperative work place and effective school leadership (Grandy, 1994).

Item 1 of table 4.6, the respondents were asked to rate the extent to which CPD improves classroom activities. Accordingly, 53(28.6%), and 39(21.1%) respondents rated that CPD improves classroom activities is disagree and strongly disagree respectively. On the other hand 33(17.8%), 26(14.2%), and 33(18.8%) respondents rated that CPD improves classroom activities is strongly agree, agree and undecided respectively. As we can see from the table the mean score is 1.41, which is in the range of very low level performances of support. From the results, it can be said that the contribution of CPD in improving classroom activities was found to be inadequate. The response of the interview held with school principals, CPD facilitators, and cluster supervisors confirmed that the support of CPD to improve classroom activities as well as the students’ academic achievement is low level of performance.

The below idea were reflected during interview regarding implementation of CPD that can creates in schools. CPD is the opportunity to think and work together in most of class room matters. I mean, for example when we choose topic for action research we are trying to identify school problems together. Such activities are usually done in group within colloquies.

Principals are responsible to arrange inter- school visit programs, prepare intra –group discussion forums at school level, encourage teachers to exercise and try out peer evaluation, observe and visit CPD activities, arrange training programs and provide constructive feedback(AREB,2009).

In item 2 of table 4.6, the respondents were asked to answer the importance of CPD that gives experience sharing through school and colleagues" teachers. Accordingly, 50(27%), and the majority 38(20.5%) respondents replied that the importance of CPD that gives experience sharing through colleagues teachers is disagree and strongly disagree respectively. On the contrary, 30(15.6%), 31(9.7%), and 36(19.5%) respondents responded that the use of CPD to give experience sharing through colleagues teachers is strongly agree, agree and undecided respectively. As stated in the above table the mean score of the item is 2.81 which is in the range of moderate level of performances of support.

Principals are responsible to arrange inter- school visit programs, prepare intra –group discussion forums at school level, encourage teachers to exercise and try out peer evaluation, observe and visit CPD activities, arrange training programs and provide constructive feedback(AREB,2009).This indicates that CPD is important to give experience and knowledge sharing through school, colleagues" and teachers are moderates level. So, one may say that teachers were regularly involving in discussions to share experiences with colleagues within the school so as to promote professional skills.

Table 4.7 Responses of respondents on the practices of the implementation of CPD program.

N o	item	SA		A		UD		DA		SDA		M	SD
		fr	%	fr	%	fr	%	fr	%	fr	%		
1	CPD helps enhancing the quality of learning and teaching	23	12.4	23	12.4	29	15.7	68	36.8	42	22.7	2.55	
2	practicing mentoring other teachers on CPD actions	31	16.8	27	14.6	37	20	53	28.6	37	20	2.79	1.39
3	CPD helps to apply continuous assessment methods	21	11.4	26	14.1	22	11.9	79	42.7	37	20	2.54	1.27

4	CPD helps Class room activities	30	16.2	36	19.5	27	14.6	53	28.6	39	21.1	2.81	1.39
5	to give feedback on the actions of CPD	15	8.1	29	15.7	26	14.1	63	34.1	52	28.1	2.42	1.27

Scale: ≤ 1.49 - very low level of performance, 1.50-2.49 -low level of performance, 2.50-3.49– moderate level of Performance, 3.50-4.49 – high level of performance, ≥ 4.50 – very high level of performance

In item 1 of the same table 4.7 shows that CPD helps enhancing the quality of learning and teaching. Continuous professional development (CPD) plays an important role in helping teachers to manage current demands of the on-going and dynamic changes for enhancing the quality of learning and teaching (Fullan, 1995; 2006; Hopkins and Harris, 2000). Accordingly, 23(12.4%), and 23(12.4%) of respondents replied that CPD helps to enhance the quality of learning and teaching is strongly agree and agree respectively. On the other hand, 29(15.7%), 68(36.8%), and 42 (22.7%) respondents responded that CPD helps to enhance the quality of learning and teaching is undecided, disagree, and strongly disagree respectively. As the mean score 2.55 indicates that the importance of CPD enhancing the quality of learning and teaching is low level performances of support.. And also, the information gained from the interview from woreda education office experts confirmed that the practices of CPD implementation is ineffective in each Woreda to improve the quality of education, as well as the academic achievement of students because of turnover of experienced teachers. On literatures revealed that, Continuing professional development is essential to develop strategies and to enhance quality of teaching and learning expertise for continuous improvement whether new initiatives are being implemented or school staffs are seeking to enhance the effectiveness of programs already in place.

In the continuous improvement process, professional development is driven by the analysis of student needs; is targeted on specific skills needed by individuals and groups of teachers; and is on-going and integral to the implementation process (Adams, 1993).

In item 2 of the above table respondents were asked practicing mentoring other teacher on CPD Accordingly, 37(20%), and 53(28.6%) of respondents replied that the use of CPD to apply practicing mentoring other teacher on CPD actions is strongly disagree, and disagree respectively. Additionally, 23(12.4%), 23(12.4%), and 37(20%) respondents responded that

the use of CPD to apply practicing mentoring other teacher on CPD actions is strongly agree, agree and undecided respectively at school level. The mean of the responses“ is 2.79 which are in the scope of low performances. **This implies that the use of CPD to practice practicing mentoring other teacher on CPD actions is low performances but not in the expected level.**

In item 3 of the above table respondents were asked to rate the use of CPD to apply continuous assessment methods. Accordingly, 79(42.7%), and 37(20%) of respondents replied that the use of CPD to apply continuous assessment methods is disagree , and strongly disagree respectively. Additionally, 21(11.4%), 26(14.1%), and 22(11.9%) respondents responded that the use of CPD to apply continuous assessment methods is strongly agree, agree and undecided respectively at school level. The mean of the responses“ is 2.54 which are in the scope of low performances. **This implies that the use of CPD to practice continuous assessment methods is low performances but not in the expected level.**

According to MoE (1994:18) continuous assessment in academic and practical subject include aptitude tests will be conducted to ascertain the formation of all round profile of students at all levels.

In item 4 of table 4.7, the respondents were asked to rate the extent to which CPD improves classroom activities. Accordingly, 53(28.6%), and 39(21.1%) respondents rated that CPD improves classroom activities is disagree and strongly disagree respectively. On the other hand, 30(16.25%), 36(19.5%), and 27(14.65%) respondents rated that CPD improves classroom activities is strongly agree, agree and undecided respectively. As we can see from the table the mean score is 2.81, which is in the range of **low level performances of support**. From the results, it can be said that the contribution of CPD in improving classroom activities was found to be inadequate. The response of the interview held with school principals, CPD facilitators, and cluster supervisors confirmed that the support of CPD to improve classroom activities as well as the students“ academic achievement is low level of performance.

With item 5 of table 4.6, teachers were asked to rate the degree to which, principals effort to give feedback on the actions of CPD. accordingly, 15(8.1%) 29(15.7%), 26(14.1%) respondents replied that principals effort to give feedback is strongly disagree, disagree and undecided respectively. On the other hand, the majority 63(34.1%) and 52(28.1%) of respondents responded that principals effort to give feedback is strongly disagree and

disagree respectively. The mean score of the item is 2.41 which show low level of giving feedback on CPD activities for teachers

Table 4.8 Responses of respondents on the effectiveness of the implementation of CPD program.

	Portfolio	SA		A		UD		DA		SDA		M	S
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
1	organize portfolio by recording all CPD documents	29	15.8	25	13.7	17	9.3	61	33.3	51	27.9	2.56	1.42
2	Individual CPD action plan.	32	7.8.8.	27	14.6	18	9.8	59	31.9	49	25.5	2.64	1.44
3	the renewal of a professional teaching license	28	14.9	23	12.4	27	14.3	55	29.7	45	24.3	2.91	1.31

Portfolio is a compiled complete record of teachers’ professional collection of documents as evidence to professional learning. It contributes to the enhancement of professional attitude, commitment and motivation of teachers (Falk, 2001)

With item 1 of table 4.8, teachers were asked to rate the degree to which, principals effort to organize portfolio by recording all CPD documents give feedback on the actions of CPD. accordingly, 29(15.8%), 25(13.7%), 17(9.3%) respondents replied that principals effort to organize portfolio by recording all CPD documents give feedback is strongly agree, agree and undecided respectively. On the other hand, the majority 61(33.3%), and 51(27.9%) of respondents responded that principals effort to organize portfolio by recording all CPD documents give feedback is strongly disagree and disagree Furthermore, the average mean of the school principals’ support in enhancing the practices of CPD is 2.42 which are in the

range of low level of support in primary Schools Jeju District but not as expected rank respectively. The mean values of the item are 2.56 which show moderate level of performances giving feedback on CPD activities for teachers. Generally, scholars have indicated that the implementation of CPD activities requires good school managing and favorable school environment (Dimmock, 1993).

‘In the same way, the data obtained through the document analysis with CPD facilitators and cluster supervisors replied that principals were not organize portfolio by recording all activities of CPD and the general actions of teaching and learning and discuss with students to solve the problems. This implies that the monitoring and evaluation of CPD activities are not effective enough at school level and also, from the results it can be said that continuous evaluation of the success of CPD activities was very low.’

Therefore, principals, teachers, education experts and other concerned bodies should attempt to improve the program through a joint effort in order to achieve the objectives of CPD. Otherwise, the vision to produce professionally well informed and motivated teachers, capable of delivering quality education will not be fulfilled.

Item 2 table 4.8 action plan empowers teachers by increasing the individual CPD action plan 32(15.8%),27(14.6) and 18(9.8%) strongly agree, agree and un decided respectively. while 59(31.9%)and 49(25.5%) are disagree and strongly disagree standard deviation 1.44 which is very low level of performances.

Regarding item 3 of table 4.8, teachers were asked to rate the importance of CPD that gives the renewal of a professional teaching license. Significant number 28(14.9%), 23(12.4%), and 27(14.6%) of the respondents replied that the importance of CPD that gives the renewal of a professional teaching license is strongly agree, agree and strongly disagree respectively. On the other hand, the majority 45(24.25%), and 55(29.%) respondents responded that the advantage of CPD that gives the renewal of a professional teaching license is undecided and disagree respectively. The mean of the item is 2.91.which are in the range of moderate level of support. This indicates that CPD does not give the renewal of a professional teaching license. Thus, it can be concluded that teachers were not benefited from CPD to promote their profession and to get their license in their teaching learning process at primary Schools of Jeju District. Generally, the data results showed that the benefits of CPD activities to improve the quality of education are at low level of support.

Table 4.9 Responses of respondents on the practices of the implementation of CPD program.

Scale: ≤1.49- very low level of performance, 1.50-2.49 -low level of

performance, 2.50-3.49– moderate level of Performance, 3.50-4.49 – high level of

	Induction	SA		A		UD		DA		SDA		M	SD
		Fr	%	Fr	%	fr	%	Fr	%	Fr	%		
1	Aware of what to teach in the first month	21	11.4	2	1.1	36	19.4	94	50.8	32	17.3	2.38	1.13
2	Prepared weekly lesson plan	2	1.1	29	15.7	10	5.4	74	40	70	37.8	2.02	1.07
3	to organize induction programs for newly deployed teachers	17	9.2	24	13	20	10.8	95	51.4	29	15.7	2.4	1.17

performance, ≥4.50– very high level of performance

Regarding item 1 of table 4.9, teachers aware of what to teach in the first month. Significant number 21(11.4%), 2(1.1%), and 36(19.4%) of the respondents replied that the aware of what to teach in the first month importance of CPD is strongly agree, agree and undecided respectively. On the other hand, the majority 94(50.8%), and 32(17.3/%) respondents responded that the aware of what to teach in the first month is disagree and strongly disagree respectively. The mean of the item is 2.38.which are in the range of low level of performances. This indicates that aware of what to teach in the first months difficult. The induction, therefore, would serve the purpose of building a firm foundation for the future professional and career development of individual teachers (Bubb and Earely, 2007:128)

Regarding item 2 of table 4.9, teachers were asked to rate the importance of CPD that gives the Prepared weekly lesson plan 21(11.4%), 29(15.75%), and 10(5.4%) of the respondents replied that the importance of CPD that give the Prepared weekly lesson plan is strongly agree, agree and strongly respectively. On the other hand, the majority 74(40%), and 70(37.8%) respondents responded that the advantage of CPD that gives is disagree and

strongly disagree respectively. The mean scores of the item is 2.02 which were the range of moderate level of support. This indicates that NDTs did not carry out Induction Program properly which affects professional development of teacher.

Ministry of Education (2004) stated that all NDTs must be engaged in middle range of induction course especially in each semester teachers are expected to complete two action research projects, 3 to 5 activities contributing professional development, 2 or 3 lessons formally observed by mentors etc.

Regarding item 3 of table 4.9, teachers were to organize induction programs for newly deployed teachers. Significant number 17(9.2%), 24(13%), and 20(10.8%) of the respondents replied that to organize induction programs for newly deployed teachers were strongly agree, agree and strongly disagree respectively. On the other hand, the majority 95(51.4%), and 29(15.7%) respondents responded that the to organize induction programs for newly deployed teachers is undecided and disagree respectively. The mean of the item is 2.41. which are in the range of low level of support.

As it has been indicated in the literature, principals has the duties to help teachers to organize and provide professional training programs and gives induction orientation to new teachers as a means to achieve professional development of teachers. knowledge of teaching Beginning teachers get theoretical knowledge of teaching from the pre-service training. But they lack the practical know-how on teaching. To this end, the induction course is necessary to create a favourable ground to practice what they have learnt from pre-service courses in the real classroom context and enable them gain practical teaching experience.

4.2. practices of CPD in improving teaching and learning activities on the CPD program.

Table 4.10 Responses of respondents on the practices of CPD in improving teaching and learning activities on the CPD program.

	Item	SA		A		UD		DA		SDA		M	SD
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
1	The principal frequently follow up my schools on CPD performance	36	19.5	56	30.3	18	9.7	33	17.8	42	22.7	2.46	1.24
2	The school principal prepares training opportunity based on my training needs	65	35.3	57	30.8	10	5.4	40	21.6	13	7	3.65	1.33
3	The principal frequently coordinate teachers' conferences to discuss on CPD practices	49	26.5	46	24.9	17	9.2	27	14.6	46	24.9	3.14	1.56

Scale: ≤ 1.49 - very low level of performance, 1.50-2.49 -low level of performance, 2.50-3.49– moderate level of Performance, 3.50-4.49 – high level of performance, ≥ 4.50 – very high level of performance

With regard to item 1 of the same table 4.10, 65(35.3%) and 57(30.8%) of respondents showed their strong opposition by saying strongly agree and agree respectively on the issue of the the school principal prepares training opportunity based on my training needs. On the other hand, 10(5.4%) and 40(21.6%) of respondents responded undecided and disagree were respectively. While 7(3.5%) say strongly disagree. The mean values of teachers responses was 3.64 which is in the range of moderate level of performances and the standard deviation score showed as there coordination are insufficient in the district.

In response to item 2 of the same table 4.10, 42(22.7%) and 33 (17.8%) respondents responded disagree and strongly disagree on the issue of frequently follow up school by principal in support of CPD activities in primary school. On the contrary, 36(19.5%) and 56(30.3%) respondents replied strongly agree and agree respectively. The mean values of the teachers responses is 2.46 which are in the range of low level of effectiveness. So, it can be concluded that education principal, followed up and insufficiently assisted for the effective implementation of CPD in schools. Concerning of stakeholders support and follow up activities on the CPD program, the interview and document analysis was conducted in each sampled schools with school CPD coordinators. The researcher asked them to tell whether or not they gave any support and followed up CPD activities.

The literature revealed that Teacher continuous professional development is further described as the systematic maintenance and improvement of teachers' knowledge, skill and competence, and the enhancement of learning undertaken throughout an individual's working life. The program in the process include activities such as on-the job training, open learning, short term courses, conferences, seminars, workshops, self-study, preparing and making presentations, and being a coach or mentor. In this case, CPD aims at keeping up to date and continuously seeking to improve competence in order to optimize teachers' career opportunities (Gust, 2004).

The interviewer confirmed that the data collected by above discussed instruments. The interviewer said that: "We tried to prepare short trainings on the issues of CPD trainings but we did not get budget because the budget was not allocated for CPD trainings at all; to tell the truth including us nobody give attention about CPD; the concerned bodies like CDP coordinators and supervisors were coming to the school but they did not focus on the issues of CPD training; the school principal also did not want to give support and follow up rather than asking us to give report when they were asked to write it for District education office."

A CPD Practical Toolkit prepared by MoE stipulates that each teacher is expected to spend, as part of his regular duty, a minimum of 60 hours annually on CPD-related activities. However, when asked to evaluate the state of CPD implementation among their respective schools, one of the interviewer of the rated that their overall performance is not satisfactory, consistent, and uniform across schools and teachers. As shown latter, one of the reasons for this poor achievement could be the fact that teachers are not adequately informed about CPD. The other explanatory factor could be absence of adequate, timely, and continuous

supervision, monitoring, and evaluation at various levels. Lack of willingness, motivation, and recognition could be also the other attributable reasons."

With regard to item 3 of the same table 4.10, 46(24.9%) and 27(14.6%) of respondents showed their strong opposition by saying strongly disagree and disagree respectively on the issue of the level of principal frequently effort to coordinate teachers conference in order to discuss on CPD activities. On the other hand, 46(24.6%) and 17(9.2%) of respondents responded undecided and agree were respectively. While 49(26.5%) say strongly agree. The mean values of teachers responses was 3.14 which is in the range of moderate level of performances and the standard deviation score showed as there coordination are insufficient in the district..

"We know that we are expected to undertake CPD activities in our school. I have no objection on that. But, how could we effectively implement it in a situation where there is no regular, frequent and sustainable support, follow-up and timely feedback from the relevant authorities that are in charge of coordinating and managing CPD."

This misunderstanding and misconception about the meaning and aims of CPD among teachers and other implementers has resulted in lack of motivation to be actively engaged in those activities that are considered to be parts of CPD. Education office expert stating that: *"At the beginning, those who are mainly responsible to coordinate and lead the CPD activities in our school told us that our career and salary would be uplifted, if we were engaged in CPD works. Accordingly, every teacher was busy in preparing and properly maintaining his portfolio (which is part of his/her CPD). As time goes on, the teacher did not see those things that were promised to him. Because of this, he began to be dis-interested to be involved again in CPD"*.

Poor knowledge and experience Review of teachers' views indicated that officers involved in the coordination of the program do not have clear understanding about CPD and its possible implementation strategies. It appears that this situation has resulted in low level of understanding on the part of the teachers who are the major targets in the CPD program (Daniel et al, 2013). Their poor knowledge made these officers and school administrators to be less willing and incapable to extend their support to CPD activities undertaken in their respective offices, clusters, and schools. Bolitho and Padwad (2013), who commented that educational administrators and school managements seem to be unwilling and unable to support any CPD undertaking, report the same tendency of such officials from India. The

following quote from the response of a teacher highlights this: *let alone of leading and evaluating the CPD-related activities and performance of other teachers, they (school administrators and experts at the Woreda themselves have no adequate understanding of the CPD program practiced currently. As a result, they were not able to answer and clarify teachers' questions about CPD matters. Given these and other deficiencies they have, they lack of capacity to be role models and their only work is passing directives to teachers to be engaged in CPD, and informing them that involving in CPD is a must.*''

Logically, those who are assigned to lead the educational system are sought to be exemplary for their subordinates. This view is in harmony with the argument of Koye. etal (2013) who emphasized that Supervisors and principals shall be models to their teachers so that it will be easy for them to monitor their teachers. Otherwise, teachers may assume that CPD is a burden lied on them rather than a professional improvement opportunity (pp. 60).

Flawed understanding, lack of training, and documents related to CPD among teachers and educational administrators, according to a study conducted by Daniel etal (2013), was uncovered to be one of the challenges among the studied schools.

4. 3 major challenges hindering the practices of CPD in the Primary schools.

5=Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD) 2=Disagree (DA), and 1=Strongly Disagree (SDA) PO=Population M=mean SD= standard deviation

Table 4.11 Responses of respondents on the major challenges hindering the practices of CPD in the Primary schools

r/n	the challenges of CPD in the process of implementation																
			SA		A		UD		DA		SDA		M	SD			
			Fr	%	Fr	%	F	%	Fr	%	Fr	%					

1	There is lack of trained CPD facilitator in my school	10	5.4	16	8.6	23	12.4	74	40	62	33.5	2.12	1.39
2	I am less committed to implement the CPD practices	13	7	5	2.7	23	12.4	84	45.7	60	32.2	2.06	1.09
3	The process of CPD is complex and ambiguous to apply practically	19	10.3	11	5.9	37	20	54	29.2	64	34.6	2.28	1.28
4	Sufficient money is not allocated to practice all CPD practices	20	10.8	10	5.4	33	17.8	75	40.5	47	25.4	2.38	1.22
5	Shortage of time for teachers to implement the CPD actions	10	5.4	2	1.1	31	16.8	91	49.5	51	27.6	2.08	0.98
6	I dont belief as CPD activity improve students achievement	49	26.5	46	24.9	17	9.2	27	14.646	46	24.9	3.14	1.56
7	Conflict with work schedule	61	33	67	36.2	12	6.5	16	8.6	29	15.7	3.6	1.42

Scale: ≤ 1.49 - very low level of performance, 1.50-2.49 -low level of performance, 2.50-3.49– moderate level of Performance,

3.50-4.49 – high level of performance, ≥ 4.50 – very high level of performance

From document analysis although teachers and school principals were maintaining portfolio there were very limited CPD activities attached to it.

With regard to item 1 of the same table 4.11, 74 (40%) and 62(33.5%) respondents responded disagree and strongly disagree respectively. on the lack of trained CPD facilitators in the school. However, 10(5.4%) and 16(8.6%) respondents replied strongly agree and agree with the item respectively. On other hand 23(12.4%) answers undecided. The mean value of

responses is 2.12 which is in the range of low level of performances. This shows that lack of trained CPD facilitators in the schools was one of the challenges.

The interview agreed that all the CPD facilitators in all schools under study were not trained. The result of document analysis revealed there were no trained principal and CPD facilitators almost in all schools as a result of which untrained teachers were forced to read beyond their level of competence.

Additionally the interview that was made with principal and continuous professional development facilitators, revealed that teachers understand as CPD improve their profession but they show training is gap is found. In contrary of this on CPD focal person of Woreda and supervisors denied but teacher, vice principal, principals agreed as inadequate training is given to implement CPD.

The data obtained through the document analysis revealed that “teachers were not willing to do CPD due to they didn’t get encouragement and incentive from concerned body. The lack of incentive and motivation in turn tone down their commitment” they said, In view of this to alleviate the problem of CPD encouraging and incentive are important. In support of commitment, studies widely declared that low teacher motivation results in poor professional performance. Teachers with low motivation are characterized by limited effort devoting less time to CPD activities (World Bank, 2004).

As revealed in the national Framework of the Ministry of Education, teachers are responsible to engage in CPD as forefront partners throughout their career. Teachers have to mentor, supervise, plan and monitor activities in the school in collaboration with their colleagues in order to improve teaching and learning. They have to be boldly committed and willing to realize CPD in the classroom. Thus, it is teachers, who in the end will change the world of the school by understanding the situation (MOE, 2009).

The target of item 2 of the same table 4.11 was to check whether or not the CPD manuals are clear, complex and ambiguous was treated. Consequently, 19(10.5%) and 11(5.8%) respondents responded strongly agree and agree respectively whereas 37(20%) and 54(29.4%) respondents were replied undecided and disagree on the item respectively. The rest of 64(34.6%) respondents said strongly disagree. The mean value is 2.28 which are in the scope of low level of performances. From the data obtained in this item it can be said that the contents of the CPD manuals are ambiguous and complexity for teachers.

With regard to item 3 of the same table 4.11 aimed to check whether sufficient money is allocated to practice all CPD practices. Regarding to this 75(40.5%) and 47(25.7%) respondents responded disagree and strongly disagree respectively in relation to the shortage of the allocation of money to practice all CPD activities. 10 (5.4%) and 20(10.8%) respondents strongly agree and agree respectively. The mean value of the responses is 2.38 which are with on the range low level of shortage of finance. This tells us that failure to allocate money to practice CPD activities was one of the serious challenges. Information obtained through interviews with challenges and practices of CPD implementation in Jeju District from vice principal, principals, supervisor and District CPD focal person were incorporated to see how the school CPD is implemented this question, all of them were agreed to show their actual position. According to stakeholders CPD is very important for professional updating and upgrading with its problem. The majority of respondents“ agreed with the challenges of like teachers are not give attention for implementation of CPD, inadequacy of training and inappropriate training ,high shortage of CPD manual and supportive guideline, vagueness of CPD material and time constrain ,shortage of allocation of budget are posited as main challenges of continuous professional development. In this regard, interview with school principal and District education offices did not deny that there was inadequacy of resources particularly financial and material. According to them, the reason behind was the growing cost of primary school education material.”

Regarding item 4 of the same table 4.11, the intention was to find out shortage of time for teachers is the challenge of the implementations of CPD action. While responding to this item 10(5.4%), and 2(1.1%) respondents showed that their strongly agree and agree respectively with shortage of time is the challenge of CPD implementation. Additionally, 31(16.8%), 91(49.2%) of teachers said undecided and disagree respectively. And also, 51(27.6%) of teachers, respondes strongly disagree. The mean score of this item is 2.08and standard deviation 0.98. Thus one can say that shortage of time for teachers to implement the CPD action is very low performances level of complexity. This result show that time constraints as a result of teachers work load was found to be at very low performances level of challenge to implement CPD in primary school of Jeju District.

The challenges of teachers” professional development comes from different direction ,the major challenges are teacher related barriers Little (1992), in most cases teachers are poorly experienced pedagogically and ethically as well as the complexity and ambiguity of the school CPD program, similarly Falk (2001)stated; lack of uniformity of the CPD formats

for the portfolio and absence of guide line about what should be included in the format confuses teachers. Is another hand , leadership, supervisory challenges leadership and supervisory factors to be treated here are the challenges related to the CPD activities executed by principals; schools" CPD facilitators; head teachers; and Woreda, zone, regional and national education superintendents. In most school systems relentless efforts are being made to improve teachers" professional development although challenges are unavoidable events.

In item 5 of table 4.11, the respondents were asked to answer the importance of CPD that gives experience sharing through colleagues" teachers. Accordingly, 13(16.25%), and the majority 46(57.5%) respondents replied that the importance of CPD that gives experience sharing through colleagues teachers is very high and high respectively. On the contrary, 4(5%), 10(12.5%), and 7(8.75%) respondents responded that the use of CPD to give experience sharing through colleagues teachers is medium, low, and very low respectively. As stated in the above table the mean score of the item is 3.50 which is in the range of high level of support. This indicates that CPD is important to give experience and knowledge sharing through colleagues" teachers at school level. So, one may say that teachers were regularly involving in discussions to share experiences with colleagues within the school so as to promote professional skills.

With item 6 of table 4.11, which was raised to check whether lack of arranging training on CPD programs is the challenge of CPD implementation or not. Accordingly, 36(19.3%), and 25(13.5%) of teachers replied that they strongly agree and agree respectively. Moreover, 28(15.1%), and 67(36.2%) respondents showed that their undecided and disagree respectively. On the other hand, 29(15.7%) of respondents, strongly disagree. The mean score of this item response is 2.85. which are in the range of moderate level of difficulty. Thus, we can conclude that the lack of arranging training on CPD program was at moderate level of challenge in primary Schools.

'We know that we are expected to undertake CPD activities in our school. I have no objection on that. But, how could we effectively implement it in a situation where there is no regular, frequent and sustainable support, follow-up and timely feedback from the relevant authorities that are in charge of coordinating and managing CPD.'

There might be insufficient time because most teachers are working in two shifts. There is no conducive environment for the training, no systematic follow up and evaluation system and no payment difference whether they participated in the training or not.’’

Item 7 table 4.11 65 (35.1%) and 57(30.8%) respondents responded strongly and agree respectively. on the heavy work load in the school. However, 10(5.4%) and 13(7%) respondents replied undecided and disagree with the item respectively. On other hand 13(7%) answers strongly disagree. The mean value of responses is 3.65 which in the range of high level of performances. This shows that heavy work load in the schools was one of the challenges

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

Moreover, the data obtained from open ended questions and interview (principals, CPD facilitators, cluster supervisors, and department heads) confirmed that most of the teachers believe that school based CPD helps to increase their professional development and to improve the quality of teaching learning events as well as the students’ academic achievement. But some of the respondents perceived CPD as an extra work and heavy work load also most of the principals replied that the newly deployed teachers lacked the understanding of the actions of CPD. Generally, one can say that teachers understanding of the importance, objectives and actions of CPD were found to be at moderate level in the primary Schools.

CHAPTER FIVE

Summary, Conclusion and Recommendations

5.1. Summary of Findings

The main objective of this study was to examine the practices and challenges of continuous professional development (CPD) in the *Primary School of Jeju District Education*. In order to meet this purpose, basic research questions related to the extent that CPD insures teacher's professional competence, the support of school and supervisors to implement CPD, and the support of District and CPD facilitator for the practical implementation of CPD were raised. Therefore, attempt was made to investigate factors that become the challenges of CPD implementation in *Primary School of Jeju District Education*.

Most respondents replied that 53(28.6%) of CPD priorities of CPD in improving classroom activities, in changing teachers' knowledge, and 68(36.8%) enhancing the quality of teaching and learning mean scores 2.6 and standard deviation 1.41 was found to be at moderate level of performances. Most respondents replied that the importance of CPD that gives experience sharing good practices 50(27% with school through colleagues' teachers within the school mean score 2.85 was found to be at moderate level but it is insufficient with the nearby schools.

Most respondents replied that the school principal to organize teachers training on CPD action 78(42.2%) and mean score 2.42 was found to be at low level performances but it is insufficient with teachers training on CPD action. The study showed that the practice of action research to alleviate the day today problems, preparation of portfolio, and involving in peer coaching with colleagues' teachers was found to be inadequate.

The finding of the study showed that majority of the respondent 79(42.7%) was to apply continuous assessment method and mean score 1.27 was found to be at moderate level. Most respondents replied that 61(33.3%) of teacher organize portfolio by recording all CPD documents was insufficient the mean score 2.56 and standard deviation 1.42 was found to be at moderate level of performances. Moreover, the findings of this study showed that respondent regarding induction programs aware of what to teach in the first month

94(50.8%), prepared weekly lesson plan 74(40%) and to organize induction program for newly deployed teacher 95(51.4%) that were revealed by the finding. In this regard, the mean score and standard deviation ($\bar{X}= 2.4, S= 1.19$) indicated low performance level. Findings of this study showed that respondent the school has given the necessary professional development trainings on the new CPD approach for me 89(48.1) were insufficient and below the average. The school has encouraged me to participate in CPD training continuously 70(37.8%) and mean score 2.56 were at moderate level of performances.

This study indicated that the principal frequently follow up my school on CPD performance 56(30.6%) and mean score 2.46 which low level of performance. The findings of this study showed that respondent regarding school principal prepares training opportunity based on training needs 57(30.8%) with mean score 3.65 also show high level performances. On the other hand, the findings revealed that some principal frequently coordinates teachers' conferences to discuss on CPD practices. The finding also showed that teachers were assigned to principal frequently coordinates teachers 26.6% teachers' to Participate conferences to discuss on CPD practices with mean score 3.14 moderate level of performances. The result of this study showed that the main obstacles that operate against the practice and implementation of CPD implementation were less commitment of teacher to implement CPD activities, lack of trained CPD facilitators, and lack of teachers' motivation on the actions of CPD were identified the serious challenges.

Moreover, failure to allocate budget and lack of CPD materials, absence of career structure in the actions of CPD, was to be found the problems that hinder the effective implementation of school based CPD. On the other hand, absence of giving feedback

5.2 Conclusions

Based on the major findings, the following conclusions were drawn.

Among the responsibilities expected from school principals“ are: arrange induction program for newly deployed teachers, evaluating and giving feedback on CPD activities of teachers preparing training or workshops“, organize experience sharing with the nearby schools,. But, the analysis of this study revealed that the school principals failed to meet these responsibilities.

cluster supervisors and other school based CPD implementers“ were less supportive on the activities of CPD. That is, there was failure to organize induction program for newly deployed teachers, failure to allocate sufficient budget, absence of preparing local CPD plans, organizing training programs, intra- and inter group discussions, encouraging peer evaluation and timely feedback regarding the practical implementation of school based CPD. Therefore, there was absence of commitment and lack of responsibilities among CPD stake holders for its real implementation.

Findings of the study showed that there was no effectiveness of the implementation of CPD program in the sampled schools. Principals, Woredas and other continuous professional development facilitators, through key role players were less helpful. There was failure in arranging training programs, intra and inter-group discussion forums, arranging for scaling up best practices facilitating and enhancing induction programs; allocating sufficient budget, and encouraging peer evaluation opportunities followed by timely feedback regarding the real implementation of school based continuous professional development. Hence, there was none of sense of ownership and responsibility among continuous professional development stakeholders.

There are various challenges that hinder the effective implementation of CPD. some of these are: less commitment of school leaders, absences of motivation of teachers, lack of budget, were the serious problems of the real practice of CPD. Furthermore, lack of commitment of teachers to implement CPD activities, absence of relicense teachers“ profession with the activities of CPD and absence of career structure development with the activities of CPD, were found to be another challenges of CPD implementation.

5.3 Recommendations

Based on the findings of the study, the following recommendations were forwarded.

1. In the findings of the study negative attitudes of teachers towards CPD training was indicated as one of the factors for failure of successful implementation of CPD program at sampled schools. Reducing teachers' negative perceptions/attitudes towards CPD requires integrated efforts of stakeholders. Therefore, the following strategies were recommended to reduce teachers' negative attitudes.

District Education Office should reduce the work load of teachers by recruiting sufficient number of teachers. Teachers work load should not be considered only as the number of periods he/she has per week, but preparation of lesson plan and teaching aid, reading the text and reference books to present the lesson, assignment and test/examination correction and recording the scores of students are all required activities of teachers' out-of-classroom teaching periods.

The school should prepare interesting/conducive classroom for CPD training.

District Education Office ought to apply licensing, re-licensing, certification and career level for teachers after finishing the CPD training. District education offices should include the completion of CPD training as one criteria when selecting teachers for upgrading (like from diploma to first degree, from first degree to second degree) The findings of the study revealed that there were no school principal support and follow up activities on the CPD program in the sampled schools and these resulted in ineffective implementation of CPD program. Therefore, to run the CPD training effectively the Concerned bodies (District education office and school) ought to perform the following things. Preparing awareness creation training in the preparation of modules, portfolios for school academic staff, Designing systematic support, follow up and evaluation strategies continuously and Organizing the training materials. Allocating the necessary budget and controlling to check whether or not it is used efficiently. Cross checking the implementation of CPD and giving feedback continuously.

As it was indicated in the findings, the majority of respondents (teachers) conceived that CPD program has no benefit in teaching and learning process. Therefore, the school leaders

should make continuous discussion with teachers by verifying the benefits of CPD in teaching and learning process. The findings of the study indicated that the CPD program was less effective in the sampled schools. Hence, the following measures should be taken to implement the CPD program effectively. The school should allot sufficient training time and check whether or not the teachers use it effectively.

The school ought to prepare the report on the CPD issues that are its progress and challenges at the end of every sessions and the District education offices ought to ask the report and give feed backs by cross checking what has been done in the schools and what has been written in the report. The school principal should identify CPD priorities clearly and make discussion with teachers. The school principal and individual teacher should prepare annual and individual CPD plan respectively.

Teachers ought to conduct action research and the school principal should encourage teachers to conduct it and allocate the necessary budget for the research. Teachers should apply continuous assessment and active learning methods and the school principal should cross check/supervise its accomplishment. All teachers who are in junior career level ought to prepare CPD modules and portfolio and the school leaders ought to organize and check CPD modules and portfolio continuously. The findings of

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MADDA WALABU UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES
DEPARTEMENT OF EDUCATIONAL PLANNING AND MANAGMENT

Questionnaire to be filled by Teachers

This questionnaire is designed to assess the *Practices and Challenges of the Implementation of Continuous Professional Development program in some selected Primary School of Jeju District Education, Arsi Zone Oromia*. This research will be conducted for academic purposes and area no way affecting you personally and your identity remaining confidential. Evidently, the success of this study depends on your honest response to all parts of the questionnaire. Therefore, I kindly request you to fill this questionnaire openly.

Personal data

A. Sex: Male _____ Female_____

B. Age

18-20	21-25	26-30	31-35	36 fi ol

C. position:

Teacher	Vice principal	Principal	CPD facilitator	Supervisor

D. Years of Experience in Teaching

Below 5	5-10	11-15	16-20	21 and above

E. Qualification:

Facilitator	TTI	Diploma	Degree	MA/Msc	Others

Direction 1. The effectiveness of the implementation of CPD activities program

mark in the space provided and write a brief response/s to open ended questions and closed ended question that require your reflection. Please use one of the following scales to indicate your level of agreement on the items below.

5=Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (DA) and 1=Strongly Disagree (SDA),

Use tick mark to specify your rating for each of the statements in the table below.

Table 1: The effectiveness of the implementation of CPD program

	Item	Rating scale							
		SA	A	UD	DA	SDA	M	SD	

I	Effectiveness of CPD								
1	The school CPD priorities are clearly identified								
2	The discussion is made after the identification of CPD priorities								
3	The school has annual CPD plan								
4	I have my own CPD plan								
5	Sufficient time is allotted for CPD training in the school								
6	Action research is prepared after CPD training								
7	Continuous assessment is applied after CPD training								
8	Active learning methods are implemented after CPD training								
9	The school report is prepared at the end of every sessions								
10	In general, CPD program is successfully implemented in this school by all teachers								

II	Action research				
1.11	Demonstration lessons				
1.12	Planning lessons together				
1.13	Action research				
1.14	Observation of students in lessons				
1.15	Visiting schools and teachers to see good practice				
1.16	Sharing/showing good practice within your school				
1.17	Maintaining your professional portfolio				
1.18	Team teaching				
1.19	Discussion meetings				
III	Mentoring support				
1	Collecting of school information				
2	Self assessment				
3	Class room management and observation				
4	Discuss and keep record of all completed activities				
5	Continuous assessment				
6	Class room observation				
7	Preparation of personal action plan				
8	Submit assessment report to school leader.				
9	Meeting held with teacher,				
IV	Portfolio document				
10	Individual professional data and qualification				

11	Individual CPD action plan.				
12	Teacher self reflection on progress.				
13	Annual appraisal report				
15	Record of professional competences				
16	Sample of examination results with analysis				
17	Feedback from mentor/facilitator				
V	Induction				
18	Aware of what to teach in the first month				
19	Prepared weekly lesson plan Identify some students by name				
20	Know where to find things I need				
21	Know whom to contact when I need support				
22	Capable of controlling students classroom behavior				
23	Like teaching and help students to learn				

1. Please explain other CPD activities that are related to CPD effectiveness in your school.

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Direction 2. Effectiveness of CPD in improving teaching and learning activities on the CPD program.

Please use one of the following scales to indicate your level of agreement on the items below.

5=Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD) 2=Disagree (DA), and 1=Strongly

Disagree (SDA) M=mean SD= standard deviation

✓ mark to specify your rating for each of the statements in the table below.

Table 2

	Respondent	Rating scale						
		SA	A	UD	DA	SDA	M	SD
I	Item related to Teacher							
2.1	The school has given the necessary professional development trainings on the new CPD approach for me.							
2.2	The school has encouraged me to participate in CPD training continuously							
II	Item related to CPD Coordinator							
2.3	CPD coordinators have prepared short term trainings for me on the preparation of CPD module and portfolio							
2.4	CPD coordinators are supporting and guiding CPD activities effectively							
2.5	Short term trainings are given on the CPD issues for CPD coordinators							
2.6	The CPD facilitator usually arranges discussion programs within the school to consult with other groups on CPD practices							
2.7	CPD facilitator prepares training							

	opportunity based on my training needs								
III	Item related to Principal								
2.8	CPD activities of teachers' is followed up by principal/vice- principals continuously								
2.9	The necessary budget was allocated for CPD trainings in the school								
2.10	The school principal arranges visit programs within the school to consult with other groups on CPD practices								
2.11	The school principal prepares training opportunity based on my training needs								
IV	school supervisor								

2.12	supervisor supports teachers in the preparation of portfolio and CPD Module								
2.13	Feedback is given for me at the end of each training sessions								
2.14	supervisor cross checks the implementation of CPD by preparing checklists								

2. explain further Effectiveness of CPD in improving teaching and learning activities that occurred in your school.

.....

Direction 3. major challenges hindering the practices of CPD in the Primary schools

5=Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD) 2=Disagree (DA), and 1=Strongly Disagree (SDA) ,M=mean SD= standard deviation

Table 3 major challenges hindering the practices of CPD in the Primary schools

n	the challenges of CPD in the process of implementation	Rating scales								
		SA	A	UD	DA	SDA	M	SD	SD	
		5	4	3	2	1				

1	There is lack of trained CPD facilitator in my school									
2	I am less committed to implement the CPD practices									
3	The process of CPD is complex and ambiguous to apply practically									
4	Sufficient money is not allocated to practice all CPD practices									
5	There is time constraints because of my heavy workload									
6	I dont belief as CPD activity improve students achievement									
	challengess in CPD activities									
7	Conflict with work schedule									
8	Did not have the prerequisites (experience, other requirements,)									
9	Lack of management support									
10	Heavy workload									
11	CPD is not part of your institution's development plan									
12	Topics do not correspond with real demands of teachers									
13	CPD lacks clear link between succeeding PD course topics and content									
14	Resource teachers lack sufficient content knowledge or pedagogic skills									

3. List out other challenges that you face during the process of CPD implementation in your school.

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DABALEEWWAN
YUUNVARSIIITII MADDA WALAABUU
KOOLLEEJII BARNOOTAA FI QO'ANNOO NAMOOMAA
MUUMMEE KAROORA BARNOOTA FI BULCHIINSAA BARNOOTAA

DABALEE A:

Bargaaffii I/A Dura Bu'aa/Dura Taa'aaf dhiyaatu

Kabajamtoota keenya

Kaayyoon bargaaffii kanaa mata duree ‘*practices and challenges of the implementation of CPD in some selected primary school of Jeju District education offices*’ irratti qaacceessuuf digrii 2ffaa guuttachuudhaaf qorannoo geggeessamuudha. Bargaaffii kana keessatti deebiin isin gaaffilee dhiyaataniif kennitan galma ga'iinsa qorannoo kanaatiif murteessaadha. Odeeffannoon isin gaaffilee kanneeniif kennitan hundi isaanii kan qorannoo kanaaf qofa oolaniidha. Akkasumas, qorannoo kanaaf deebiin isin kennitan iccitiin isaa gama qorataatiin eeggamaadha.

Hubachiisa: Maqaa keessan barreessuun hinbarbaachisu.

Deeggarsa qorannoo kanaaf taasiftan hundaaf dursee isin galateeffadha.

Odeeffannoo Seenduuba

Qajeelfama I: Bakka barbaachisaa ta'eetti mallattoo (✓) saanduuqa keessatti barreessi.

A. Saala: Dhi Dub

B. umrii

18-20	21-25	26-30	31-35	36 fi ol

C. Gahee hojii :

	I/A Dura Bu'aa	Duraa Bu'aa	Qindeessaa DOW	Supparvaayzara

D. Muuxannoo barsiisuu

Waggaa 5gad	Waggaa 5-10	Waggaa 11-15	Waggaa 16-20	Waggaa 21fi ol

E. Sadarkaa barumsaa:

H/Mijjeessa	Dippiloomaa	Digrii	MA	Kan biraa

F. Baayina wayitii torbaanitti barsiisuu

10gad	10-15	16-20	21-25	26-30

DABALEE B:

YUUNVARSIIITII MADDA WALAABUU

KOOLLEEJII BARNOOTAA FI QO'ANNOO NAMOOMAA

MUUMMEE KAROORA BARNOOTA FI BULCHIINSAA BARNOOTAA

PART 2: Bargaaffii: I/A Dura Taa'aa fi Dura Taa'aa M/B dhiyaatu

Kabajamtoota keenya

Kaayyoon bargaaffii kanaa mata duree '*practices and challenges of the implementation of CPD in some selected primary school of Jeju District education offices*' irratti qaaccessuuf digrii 2ffaa guuttachuudhaaf qorannoo geggeessamuudha. Bargaaffii kana keessatti deebiin isin gaaffilee dhiyaataniif kennitan galma ga'iinsa qorannoo kanaatiif murteessaadha. Odeeffannoon isin gaaffilee kanneeniif kennitan hundi isaanii kan qorannoo kanaaf qofa oolaniidha. Akkasumas, qorannoo kanaaf deebiin isin kennitan iccitiin isaa gama qorataatiin eeggamaadha.

Hubachiisa: Maqaa keessan barreessuun hinbarbaachisu.

Deeggarsa qorannoo kanaaf taasifan hundaaf dursee isin galateeffadha.

Odeeffannoo Seenduuba

Qajeelfama I: Bakka barbaachisaa ta'eetti mallattoo (√) saanduuqa keessatti barreessi.

A. Saala: Dhi Dub

B. umrii

18-20	21-25	26-30	31-35	36 fi ol

C. Gahee hojii :

Barsiisaa	I/A Dura Bu'aa	Duraa Bu'aa	Qindeessaa DOW	Supparvaayzara

D. Muuxannoo barsiisuu

Waggaa 5gad	Waggaa 5-10	Waggaa 11-15	Waggaa 16-20	Waggaa 21fi ol

D. Sadarkaa barumsaa:

H/Mijjeessa	Dippiloomaa	Digrii	MA	Kan biraa

E. Baayina wayitii torbaanitti barsiisuu

10gad	10-15	16-20	21-25	26-30

1. Qabatamaa mana barumsa keessanitti raawwiin gochaalee Dagaagina

ogummaa walitti fufaa hangam hojiirra oolaa jiraa?hangam madaaltee?

- deeggarsi mentorii barsiisotaaf akkamitti kennama jira?hordooffiin jiraa?
- Madaqsina barsiisota haaraaf haala kamiin hordofaa jirtu?deeggarsi taasifamaaf jiru maal fakkaata?
- madaallii walitti fufaa akkamitti hojiirra oolaa jira?
- Poortifooliyoo dhuunfaa barsiisonni kuufachuu fi ragaalee qabachuu qaban addaan baasanii beekuu?

- e. Ofiin of madaalliin gaggeeffama jira?
2. mana barnoota keessan keessatti bu'aa qabeessummaan Dagaagina ogummaa walitti fufaa fooyya'insa adeemsa baruu barsiisuu keessatti qabu maal fakkata ?
- a. karoora torbee barsiisonni gahumsaan qopheessuu?
 - b. Qorannoo fi qu'annoo gochaa (action research) hojjachuun rakkoo adeemsa baruu barsiisuu mana barumsa furuu jiraa?
 - c. Duubdeebiin DOW kennamaa?
 - d. calaqqeenDOW yeroo yeroon dhiyaataa?
3. Sababoonni guddaan hojiirra oolmaa Dagaagina Ogummaa Walitti fufaa irratti miidhaa fidan maal fa'i?
- 4.Hudhaawwan hojii irra oolmaa Dagaagina ogummaa walitti Fufaa(DOW) fooyyessuuf maaltuu taasifamuu qabaa?

DABALEE C:

YUUNVARSIIITII MADDA WALAABUU

KOOLLEEJII BARNOOTAA FI QO'ANNOO NAMOOMAA

MUUMMEE KAROORA BARNOOTA FI BULCHIINSAA BARNOOTAA

Bargaaffii : Qindeessaa DOW'f dhiyaatu

Kabajamtoota keenya

Kaayyoon bargaaffii kanaa mata duree ‘ *practices and challenges of the implementation of CPD in some selected primary school of Jeju District education offices* ’ irratti qaacceessuuf digrii 2ffaa guuttachuudhaaf qorannoo geggeessamuudha. Bargaaffii kana keessatti deebiin isin gaaffilee dhiyaataniif kennitan galma ga'iinsa qorannoo kanaatiif murteessaadha. Odeeffannoon isin gaaffilee kanneeniif kennitan hundi isaanii kan qorannoo kanaaf qofa oolaniidha. Akkasumas, qorannoo kanaaf deebiin isin kennitan iccitiin isaa gama qorataatiin eeggamaadha.

Hubachiisa: Maqaa keessan barreessuun hinbarbaachisu.

Deeggarsa qorannoo kanaaf taasifan hundaaf dursee isin galateeffadha.

Kutaa I: Odeeffannoo Seenduuba

Qajeelfama I: Bakka barbaachisaa ta'eetti mallattoo (√) saanduuqa keessatti barreessi.

A. Saala: Dhi Dub

B. umrii

16-20	21-25	26-30	31-35	36 fi ol

C. Gahee hojii :

Barsiisaa	I/A Dura Bu'aa	Duraa Bu'aa	Qindeessaa DOW	Supparvaayzara

D. Muuxannoo barsiisuu

Waggaa 5gad	Waggaa 5-10	Waggaa 11-15	Waggaa 16-20	Waggaa 21fi ol

E. Sadarkaa barumsaa:

H/Mijjeessa	Dippiloomaa	Digrii	MA	Kan biraa
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F. Baayina wayitii torbaanitti barsiisuu

10gad	10-15	16-20	21-25	26-30

1. Qabatamaa mana barumsa keessanitti raawwiin barsiisota gochaalee Dagaagina ogummaa walitti fufaa hangam hojiirra oolaa jiraa?

1.1 deeggarsi mentorii barsiisotaaf akkamitti kennama jira?

1.2 Madaqsina barsiisota haaraaf haala kamiin hordofaa jirtu?deeggarsi taasifamaaf jiru maal fakkaata?

1.3 madaallii walitti fufaa akkamitti hojiirra oolaa jira?

1.4 Poortifooliyoo dhuunfaa barsiisonni kuufachuu fi ragaalee qabachuu qaban addaan baasanii beekuu?

1.5. Ofiin of madaalliin gaggeeffama jira?

2. mana barnoota keessatti bu'aa qabeessummaan Dagaagina ogummaa walitti fufaa fooyya'insa adeemsa baruu barsiisuu keessatti qabu maal fakkata ?

2.1 karoora torbee barsiisonni gahumsaan qopheessuu?

2.2 Qorannoo fi qu'annoo gochaa (action research) hojjachuun rakkoo adeemsa baruu barsiisuu mana barumsa furuu jiraa?

2.3 Duubdeebiin DOW kennamaa?

2.4 Calaaqqeen DOW yeroo yeroon dhiyaataa?

3. sababoonni guddaan hojiirra oolmaa Dagaagina Ogummaa Walitti fufaa irratti miidhaa fidan maal fa'i?

4. Hudhaawwan hojii irra oolmaa Dagaagina ogummaa walitti Fufaa (DOW) fooyyessuuf maaltuu taasifamuu qabaa?

DABALEE D:

YUUNVARSIIITII MADDA WALAABUU

KOOLLEEJII BARNOOTAA FI QO'ANNOO NAMOOMAA

MUUMMEE KAROORA BARNOOTA FI BULCHIINSAA BARNOOTAA

Bargaaffii: Supparvaayzaraaf dhiyaatu

Kabajamtoota keenya

Kaayyoon bargaaffii kanaa mata duree ‘*practices and challenges of the implementation of CPD in some selected primary school of Jeju District education offices*’ irratti qaacceessuuf digrii 2ffaa guuttachuudhaaf qorannoo geggeessamuudha. Bargaaffii kana keessatti deebiin isin gaaffilee dhiyaataniif kennitan galma ga’iinsa qorannoo kanaatiif murteessaadha. Odeeffannoon isin gaaffilee kanneeniif kennitan hundi isaanii kan qorannoo kanaaf qofa oolaniidha. Akkasumas, qorannoo kanaaf deebiin isin kennitan iccitiin isaa gama qorataatiin eeggamaadha.

Hubachiisa: Maqaa keessan barreessuun hinbarbaachisu.

Deeggarsa qorannoo kanaaf taasifan hundaaf dursee isin galateeffadha.

Kutaa I: Odeeffannoo Seenduuba

Qajeelfama : Bakka barbaachisaa ta'eetti mallattoo ($\sqrt{\quad}$) saanduuqa keessatti barreessi.

A. Saala: Dhi Dub

B. umrii

18-20	21-25	26-30	31-35	36 fi ol

C. Gahee hojii :

Barsiisaa	I/A Dura Bu'aa	Duraa Bu'aa	Qindeessaa DOW	Supparvaayzara

D. Muuxannoo barsiisuu

Waggaa 5gad	Waggaa 5-10	Waggaa 11-15	Waggaa 16-20	Waggaa 21fi ol

E. Sadarkaa barumsaa:

H/Mijjeessa	TTI	Dippiloomaa	Digrii	MA	Kan biraa

F. Baayina wayitii torbaanitti barsiisuu

10gad	10-15	16-20	21-25	26-30

1. Qabatamaa wiirtuu gurmuu manneen barnootaa keessanitti raawwiin gochaalee Dagaagina ogummaa walitti fufaa hangam hojiirra oolaa jiraa?

1.1 deeggarsi mentorii barsiisotaaf akkamitti kennama jira?

1.2 Madaqsina barsiisota haaraaf haala kamiin hordofaa jirtu? deeggarsi taasifamaaf jiru maal fakkaata?

1.3. madaallii walitti fufaa akkamitti hojiirra oolaa jira?

1.4. Poortifooliyoo dhuunfaa barsiisonni kuufachuu fi ragaalee qabachuu qaban addaan baasanii beekuu?

1.5. Ofiin of madaalliin gaggeeffama jira?

2. manneen barnoota Wiirtuu gurmuu keessatti bu'aa qabeessummaan Dagaagina ogummaa walitti fufaa fooyya'insa adeemsa baruu barsiisuu keessatti qabu maal fakkata ?

2.1 karoora torbee barsiisonni gahumsaan qopheessuu?

2.2 Qorannoo fi qu'annoo gochaa (action research) hojjachuun rakkoo adeemsa baruu barsiisuu mana barumsa furuu jiraa?

2.3 Duubdeebiin DOW kennamaa?

2.4 Calaaqqeen DOW yeroo yeroon dhiyaataa?

3.sababoonni guddaan hojiirra oolmaa Dagaagina Ogummaa Walitti fufaa irratti miidhaa fidan maal fa'i?

4.Hudhaawwan hojii irra oolmaa Dagaagina ogummaa walitti Fufaa(DOW) fooyyessuuf maaltuu taasifamuu qabaa?

DABALEE E:

YUUNVARSIIITII MADDA WALAABUUTTI

KOOLLEEJII BARNOOTAA FI QO'ANNOO NAMOOMAA

MUUMMEE KAROORA BARNOOTA FI BULCHIINSAA BARNOOTAA

Bargaaffii : Ogeeyyii Waajjiraaf dhiyaatu

Kabajamtoota keenya

Kaayyoon bargaaffii kanaa mata duree ‘ *practices and challenges of the implementation of CPD in some selected primary school of Jeju District education offices* ’ irratti qaaccessuuf digrii 2ffaa guuttachuudhaaf qorannoo geggeessamuudha. Bargaaffii kana keessatti deebiin isin gaaffilee dhiyaataniif kennitan galma ga’iinsa qorannoo kanaatiif murteessaadha. Odeeffannoon isin gaaffilee kanneeniif kennitan hundi isaanii kan qorannoo kanaaf qofa oolaniidha. Akkasumas, qorannoo kanaaf deebiin isin kennitan iccitiin isaa gama qorataatiin eeggamaadha.

Hubachiisa: Maqaa keessan barreessuun hinbarbaachisu.

Deeggarsa qorannoo kanaaf taasifan hundaaf dursee isin galateeffadha.

Odeeffannoo Seenduuba

Qajeelfama I: Bakka barbaachisaa ta'eetti mallattoo (√) saanduuqa keessatti barreessi.

A. Saala: Dhi Dub

Dhi	dub

B. umrii

18-20	21-25	26-30	31-35	36 fi ol

C. Gahee hojii :

Barsiisaa	I/A Dura Bu’aa	Duraa Bu’aa	Qindeessaa DOW	Supparvaayzara

D. Muuxannoo barsiisuu

Waggaa 5gad	Waggaa 5-10	Waggaa 11-15	Waggaa 16-20	Waggaa 21fi ol

E. Sadarkaa barumsaa:

H/Mijjeessa	Dippiloomaa	Digrii	MA	Kan biraa

E. Baayina wayitii torbaanitti barsiisuu

10gad	10-15	16-20	21-25	26-30

1.Qabatamaa manneen barumsa Aanaa keessanitti keessatti raawwiin gochaalee Dagaagina ogummaa walitti fufaa hangam hojiirra oolaa jiraa?

1.1 deeggarsi mentorii barsiisotaaf akkamitti kennama jira?

1.2 Madaqsina barsiisota haaraaf haala kamiin hordofaa jirtu?deeggarsi taasifamaaf jiru maal fakkaata?

1.3. madaallii walitti fufaa akkamitti hojiirra oolaa jira?

1.4. Poortifooliyoo dhuunfaa barsiisonni kuufachuu fi ragaalee qabachuu qaban addaan baasanii beekuu?

1.5. Ofiin of madaalliin gaggeeffama jira?

2. manneen barnoota Aanaa keessan keessatti bu'aa qabeessummaan Dagaagina ogummaa walitti fufaa fooyya'insa adeemsa baruu barsiisuu keessatti qabu maal fakkata ? karoora torbee barsiisonni gahumsaan qopheessuu?

2.1 Qorannoo fi qu'annoo gochaa (action research) hojjachuun rakkoo adeemsa baruu barsiisuu mana barumsa furuu jiraa?

2.2 Duubdeebiin DOW kennamaa?

2.3 Calaaqqeen DOW yeroo yeroon dhiyaataa?

3.sababoonni guddaan hojiirra oolmaa Dagaagina Ogummaa Walitti fufaa irratti miidhaa fidan maal fa'i?

4.Hudhaawwan hojii irra oolmaa Dagaagina ogummaa walitti Fufaa(DOW) fooyyessuuf maaltuu taasifamuu qabaa

APPENDIX F

1.Document Analysis

CPD program implementation reports will be analyzed with reference to the following:

- 1.1 The methods used in trainings
- 1.2 Materials used in the training and handed to the participants for use in their schools
- 1.3 Duration of the training
- 1.4 Portfolios and modules prepared by teachers
- 1.5 School and teachers annual plans for CPD training
- 1.6 Reports and feedback given by the concerned bodies
- 1.7 Meeting and minutes on the issues of CPD program
- 1.8 Evaluation of the training
- 1.9 Classroom observation checklist
- 1.10 Challenges encountered during the training

