

**Factors Affecting Teachers' Motivation in Continuous Professional
Development in Secondary Schools of East Hararghe Zone**

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Mesfin Teshome

May, 2018

Haramaya University, Haramaya

**Factors Affecting Teachers' Motivation in Continues Professional
Development in Secondary Schools of East Hararghe Zone**

**A Thesis Submitted to the Department of Educational Planning and
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Master of Art in School Leadership**

Mesfin Teshome

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Haramaya University, Haramaya

APPROVAL SHEET
HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE

We hereby certify that we have read and evaluated this Thesis entitles Factors Affecting Teachers' motivation in Continuous Professional Development prepared under our guidance by Mesfin Teshome. We recommend that it will be submitted as fulfilling the thesis requirement.

_____	_____	_____
Major Advisor	Signature	Date
_____	_____	_____

_____	_____	_____
Co-Advisor	Signature	Date

As a member of the Board of Examiners of the MA Thesis Open Defense Examination, We certify that we have read and evaluated the Thesis prepared by Mesfin Teshome and examined the candidate. We recommend that the Thesis be accepted as fulfilling the Thesis requirement for the degree of Master of Art in School Leadership.

_____	_____	_____
Chairperson	Signature	Date
_____	_____	_____

_____	_____	_____
Internal Examiner	Signature	Date
_____	_____	_____

_____	_____	_____
External Examiner	Signature	Date

DEDICATION

This work is dedicated to my beloved wife and my children Aelaf Mesfin and Mahlet Mesfin.

STATEMENT OF THE AUTHER

By my signature below, I declare and affirm that this thesis is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and compilation of this Thesis. Any scholarly matter that is included in the thesis has been given recognition through citation.

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Name: Mesfin Teshome

Date: _____

Department: EdPM

Signature: _____

BIOGRAPHICAL SKETCH OF THE AUTHOR

The author was born in october, 1976 in East Hararghe,Harar Town. He attended his primary education in Babile Elementary School and his secondary school in Harar Senior Secondary School. He received his BA Degree in Educational Planning and Managment, minor English in 2002 from Addis Ababa University. Currently he is working in East Hararghe Zone, Babile Adminstrative town Babile Secondary School and he joined the school of Graduate Studies at Haramaya University in July, 2015.

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ACRONYMS AND ABBREVIATIONS

AREB	Amhara Region Education Buearou
CPD	Continues Professional Development
ESDP	Education Sector Development Program
ETP	Education and Training Policy
MoE	Ministry of Education
NDT	Newly Deployed Teachers
SPSS	Statistical Package for Social Science
TESO	Teachers Education System Overhaul
TVET	Technical and Vocational Education Training
WEO	Woreda Education Office
ZED	Zone Education Department

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Factors Affecting Teachers' Motivation in Continues Professional Development In Secondary Schools of East Hararghe Zone

MESFIN TESHOME

ABSTRACT

The purpose of this study was to identify factors affecting teachers' motivation in CPD in the secondary schools of East Hararghe Zone. Descriptive survey design was employed. Both quantitative and qualitative data were gathered, organized and analyzed. The sample size was 212 teachers, 10 principals, 10 vice principals, 10 supervisors, 2 CPD facilitators and 2 woreda education office experts with the total of 246 participants out of 1280 study populations. Multi stage sampling techniques were used to select sample respondents in the study. The data gathering tools employed were questionnaire, interview as well as document review. Interview were administered for 2 CPD facilitators and 2 Woreda education experts. Whereas, questionnaire was administered to 212 teachers and 30 school leaders. However, 201 teachers and 30 school leaders total 231 respondents were properly filled and returned the questionnaire. Then, the information gathered through closed-ended questionnaire was analyzed using frequency, percentage, mean score and t-test. Whereas, the data gathered through interview and open-ended questions were narrated qualitatively. The study revealed that, teachers' motivation towards CPD is low, the absence of reward, recognition and the dalliance of government licensing scheme affected teachers' motivation in CPD. Moreover, low stakeholders' attention and lack of trained CPD facilitators were also affected teachers' motivation in the participation of CPD in secondary schools of East Hararghe Zone. It was concluded that teachers did not successfully accomplish the CPD program. Thus, government should launch the proposed plan of licensing in the teaching profession. ZED and WEO also ought to apply licensing, re-licensing, certification and career promotion for teachers after finishing the 60 hours CPD training. Moreover, ZED and WEO should provide necessary training for School CPD facilitators and mentors regularly. It was also recommended that school leaders should practically assist teachers and should be able to create strategic direction and plan for the school in collaboration with stakeholders.

1. INTRODUCTION

In this chapter background of the study, statement of the problem, basic research question, objective of the study, significance of the study, delimitation of the study and definitions of key terms are presented

1.1 Background of the Study

Our world is in a motion of rapid changes. New technologies are highly emerging. Socio political and economic system of the world is continuously changing. The foundation of all these advancement is through quality education offered in the schools. However, today schools are facing an array of complex challenge. From working with an increasingly diverse population of students, to integrating new technology in the classroom, to meeting rigorous academic standard and goal (Villages- Reamer,2003).

In considering these issues the Ethiopian government education and training policy (ETP, 1994) set high standard for teacher and described a new approach to education . At the heart of this new approach, it was the promotion of more active learning; problem solving and student centered teaching approach. Although quantitative progress has been made, the quality of education being offered is not to the level desired. There is a gap between policy demand and the skill of teachers. As frequent observation and research surveys have shown, teachers are poorly educated and in order to cope with large class size and limited resource, they still rely on traditional teacher centered approach (MoE, 2014).

In order to solve these problems, the most effective strategy has found to be continuous professional development. It is a professional growth achieved by a teacher as a result of gaining increased experience and examining his/ her teaching systematically (Villages-reamer, 2003). The educational environment is constantly changing new priorities emerge; new methods are developed and new ideas are introduced; schools strive constantly to improve the quality of education they provide and performance of students through seeking to enhance the competence of teacher. The way to improved is through continuous professional development (MOE,2014) .

Centrally policies and strategies have been developed and were implemented throughout all schools in the country. However this centrally prepared CPD program had lots of limitations. Consequently, it can not satisfy the need and the gaps of individual school and teachers. Thus, it needs to be replaced by school based CPD so that schools can prepare professional growth opportunities based on their context and priority needs. Unfortunately, reforms has been made through out the country, the effectiveness of CPD has still limitations. Even though CPD has been found to be the most effective system of learning, its implementation still had lots of challenges. One of the major problems that assumed to hinder the effectiveness of CPD is teachers' lack of motivation (TESO,2003). As the report of MoE in its ESDP IV document clearly shows, teachers did not really engage in continuous professional development activities to the extent that could induce improvement in their competence and skill (MoE, 2011).

Teachers perceive CPD as an additional task rather than looking as a development opportunity. When we observe the experience at a practical setting, highly experienced teachers are unwilling to mentor newly deployed teachers. Their initiation to conduct action research to solve instructional problems is low. Teachers' inspiration to be involved in CPD activities in the school is very poor. Thus, this study was tried to identify factors that are affecting teachers' motivation in relation to CPD and suggest solution to improve the problem.

1.2 Statement of the Problem

The aim of Continuous Professional Development is to improve the performance of teachers in the classroom and raise student achievement. It is a career-long process of improving knowledge, skills and attitudes - centered on the local context and, particularly, classroom practice. According to MoE (2009b) all teachers must be actively engaged in their own learning process, working with their colleagues, identifying their own needs and the wide range of activities, formal and informal, that will bring about improvement of their own practice and the practice of others. However, CPD remain one of the most challenging areas in teachers' management over the years.

The quality education offered is not at the required level. There is gap between policy demand and skill of teachers. In ESDP III, MoE(2003) reported that, teachers do not continuously up- date their competence and skill. There is a doubt whether the CPD programs are actually practiced at school levels like other responsibilities of school and teachers. Aga (2009) also reports only quantitative progress has been made while the quality of CPD offered at primary and secondary level is not yet at the desired level. This is supported by strong evidence from the reports of MoE in its ESDP IV document. The report clearly shows that teachers were not really engaged in continuous professional development activities to the extent that could induce improvement in their competence and skill (MoE, 2011).

Similarly, different local researches were conducted in Ethiopia on CPD program implementation and identified different problems. For instance, 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, lack of reliable support, lack of follow up, and lack of knowledge are the major factors which affected the implementation of CPD program.

Similarly, Afework (2014), the research conducted on the assessment of the implementation of continues professional development in Dawro Zone indicated that, some participants had negative attitude towards CPD due to lack of motivation and incentives. He investigated further that some participants were not willing to take part in the professional development program since they believe that such programs did not help them in their professional development rather than wasting their golden time. The survey study conducted by Harari regional education bureau (2015) also shows that the finding indicated that the major challenges identified include resistance from secondary schools, commitment of mentors to support teachers, lack of commitment of supervisors and principals to do their CPD and become model for their teachers, lack of ownership of CPD to follow up regularly and assess the status.

From the above research findings, we can observe that, negative perception, resistance and unwillingness to participate in CPD from teachers' side and low commitment to support and coordinate the program from the principals and stakeholders side were factors which affected the implementation of the program. Low commitment, inadequate support and negative perception and unwillingness shows that participants became dissatisfied by some factors and this is an indication of poor motivation. According to Jackson (1997), lack of motivation among teachers has been manifested in teacher unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of additional training, uncreative and non-stimulating teaching, lack of interest in meetings, unhelpful attitudes when assistance is needed, occurrence of holdups because deadlines aren't kept, resistance to contributing more than what is required of them and development of arguments between colleagues.

As MoE (2003) document also clearly consolidate, a number of constraints are hindering smooth implementation of the program. Lack of motivation and application combined with self-interest and lack of training opportunities have created a climate of a pithy and cynicism amongst teachers (MoE, 2003). When we observe the experiences of teachers at the school level, it proves the existence of problem. Teachers perceive CPD as extra tasks rather than looking as a development opportunity. They have poor inspiration to be involved in CPD activities in the school.

Hence, lack of motivation is believed to have effect on teachers' participation in professional development among teachers of East Hararghe Zone Secondary Schools. Thus, this study aimed at finding out which factors are affecting teachers' motivation towards CPD in East Hararghe Secondary Schools and suggest possible solution to improve the problem.

1.3 Basic Questions

The following will be the research question for which the study intended to give answer.

1 What is the level of teachers' motivation regarding CPD in East Hararghe Zone Secondary schools?

2 What are the major factors affecting teachers' motivation to CPD in Secondary schools of East Hararghe Zone?

3 Is there any relationship among reward, recognition, motivation and CPD in Secondary schools of East Hararghe Zone?

4 What should be done in order to enhance teachers' motivation to CPD in Secondary schools of East Hararghe Zone?

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of this study is to assess factors affecting teachers' motivation towards professional developments in secondary schools of East Hararghe Zone.

1.4.2 Specific objectives

Specifically, the specific objectives would be intended to:

- 1 find out the level of teachers' motivation in relation to CPD in Secondary schools of East Hararghe Zone.
- 2 identify major factors affecting teachers' motivation in implementing CPD.
- 3 find out the relationship among reward, recognition, motivation and CPD.
- 4 suggest possible strategies of enhancing teachers' motivation in to CPD.

1.5 Significance of the Study

This study was tried to identify factors affecting teachers' motivation and that leads to reducing teachers' performance regarding CPD. In this regard, the research was conducted to fill the information gap existed in this side by adding knowledge on how teacher can be motivated on their professional development opportunities and consequently their professional development program can be effective.

Thus, the findings of this study will have much importance to the ministry of education, zone education office, woredas education office, schools, teachers and school leaders. Because it

would help them to know which factors are hindering teachers' motivation and what corrective measures should be taken to change the problem. Moreover, this study would also have great importance to policy makers and planners. It will help them to prepare policies and strategies in solving the problem. Furthermore, this study will pave ways for other scholars who may need to deal with this problem more deeply and want to make further investigation in this area.

1.6 Delimitation of the Study

The purpose of study is to identify factors affecting teachers' motivation in relation to CPD. Hence, this study due to limited financial and other resources limited to only secondary schools of East Hararge Zone. Thus, the study was also restricted to involve only teachers, principals and supervisors of secondary schools of East Hararge Zone and some School CPD facilitators And Woreda Education Experts. In this study, Descriptive survey research with both qualitative and quantitative methodology was employed.

Moreover, to get the right respondents and to make the research analysis manageable, multi-stage sampling technique was used purposefully. Data was also collected through questionnaire, interview and document review.

1.7 Operational Definitions of key Terms

Motivation: is an urge of individual that energizes him towards organizational goal achievement. Motivation has intrinsic, extrinsic or both reasons push teachers in to work performance.

Portfolio: is a collection of documents produced by teacher for academic and professional purpose.

Principals: the administration heads and professional leader in charge of secondary schools.

School Leaders: are persons those influence on school community towards educational objectives focusing on diagnosing and solving problems in the teaching-learning process.

Secondary Schools: relating to a place where formal education is provided for children between the age of 14_16 (grade 9- 10).

Supervisor: the professional leader responsible over one or more secondary schools.

Teacher continuous professional development: is an on-going process improving knowledge, skill, attitude in the level they are teaching on local context and particularly classroom practice (MOE2009).

Vice principals: the administrative head and professional leaders next to principals in charge of secondary schools.

Zone: the level of government Administration that is bellow region and above woreda.

2 REVIEW OF RELATED LITERATURE

This chapter deals with the review of some related literature and the review done under the following subheadings.

2.1. Professional Development

Professional development generally refers to ongoing learning opportunities available to teachers and other education personnel through their school and district. Effective professional development is often seen as a vital to school success and teachers' satisfaction but it has also been criticized for its cost often resulting teacher and school improvement that characterize many effort. With school today facing an array of complex challenges from working with an increasingly diverse population of students to integrating new technology in the classroom to meeting rigorous academic standards and goals -observers continue to steers the need for teachers to be able to enhance and build on their instructional knowledge.

Parsing the strength and weakness of the vast array of program that purport to invest in teacher knowledge development and skill continues to be a challenge. Today professional development activities include formal teacher induction, the credit or degrees teacher earn as part of certification or to receive salary boosts, the national board certification process and participation in subject matter association or informal network. Professional development consisting of all unconscious natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which contribute, through these, to the quality of education in general and the practice in classroom in particular MoE (2013).

In Ethiopian context however, CPD is classified broadly in two (MOE, 2009b). The first one is keeping abreast with a frequent change where every teacher participates in CPD during his/her career as a teacher with primary focus on subject knowledge and pedagogy to improve classroom practice while the second one is upgrading which pertains to the process by which teachers choose to participate in additional study outside their regular work. For instance, up grading a diploma level to a first degree or first degree to master's degree. This is relatively a long term program. Therefore, it is important to consider the context and the

needs and priorities of the school as well as individual teacher before involving teachers in certain forms of CPD.

2.2. Continuous Professional Development

Professional development program for teachers should not be something imposed by outsiders. This means it is helping teachers to grow and to develop in their understanding of teaching and learning process and improving their teaching skill. Different scholars and writers have defined CPD in different ways. Some writers, defined CPD as the process of continuously updating one's professional skills and knowledge throughout his/her work life. Updating refers to programs that bring new ones about good practice (Leu in Yihunie, 2008).

Chartered Institute of Professional Development (2000) also defined CPD as the holistic commitment to structured skills, enhancement and personal or professional competence. It is a commitment to being professional; keep up date and continuously seeking to improve. It is the key to optimizing a person's career opportunities both today and for the future. Dejozka, cited in Afework (2007) defined Teachers' continuous professional development as a personal process designed to improve the personal and professional growth of teachers, supervisors and administrators.

On the other hand, Tilahun in Hailesllasie (2004): defined teachers' continuous professional development as followed, "Whole range of planned activates by which education personnel in active service have opportunities to further develop their education, develop their understanding of educational principles and techniques (2004)." Teachers' continuous professional development is also defined in TESO (2003) as a means of improving teachers' skills and competency in the level they currently teaching.

Some educators argue that CPD is more than a process. It is also a philosophy and strategy for the management of change. As a philosophy, CPD has a constructivist base. Knowledge is dynamic and subjective, and thus the learning of teachers should take place at their working place i.e. schools (Leu cited in Yihunie, 2008). As a strategy for the management of change, CPD continuously inform teachers' about any educational and technological change.

Professional Development is “Anything that makes me a better teacher!” (MoE, 2009b). It is a career-long process of improving knowledge, skills and attitudes, centered on the local context and particularly classroom practice. To sum up, all the definitions by different scholars stated above confirm that CPD is a process in which teachers maintain the quality and relevance of professional services throughout their professional life.

2.3. CPD as Models of Professional Development

Scholars agree up on the classification of professional development models in to two major categories organization partnership models and individual or small group models. Besides to their separate function a combination of these models may provide a wider opportunity for learning and development (Vilegas – Reimers ,2003).

There are also methods under both organization model and individual small group models. Schools network, teacher network, distance education, professional development school and university-school partnership categorized under organization model. Whereas, case based study, co-operative/ collegial development, reflective models portfolios, action research generational or cascade model, clinical supervision, coaching, workshops, seminars courses, observation of excellent practices, performance assessment of students (Villegas Reimes, 2003).

2.4. CPD, Licensing and Career Progression

All Ethiopian school pupils deserve to be taught by teachers who are qualified and skilled in the practice of their profession. The provision of education for children is a critical function of the federal and regional government minimum standard must be applied it at all possible to the screening of applicants for training teacher .the initial education of teacher professional development (CPD) and the licensing and relicensing of teachers processes that strengthen teacher standard enhance the school system accountability to the general public that qualified and able teacher are employed in it.

In order to build the competence and confidence teacher, it is necessary to provide them with continuous professional development (CPD) opportunities. A new scheme has been devised

to combine (CPD) and licensing teacher will have to prove that they have under taken set amount of CPD and that the CPD has resulted in improved classroom performance these activities will ensure that they obtain and retain their licenses to teach. The scheme thus integrate CPD, licensing and career development (MoE, 2004).

According to (MoE, 2004), CPD guideline there are different practices and phases for licensing of teachers. These are discussed as follows: on successful completion of their preservice teacher education program, all teachers are certified and placed accordingly in schools to begin their teaching careers. To date there has been no systematic support for these NDTs to enable them to fit well into the teaching profession. However, a new system is being put in place by which these new teachers will go through an induction program for two years. After the successful completion of this induction program they will be awarded the initial license.

The licensing of teachers will have two forms: one will be the initial licensing of beginner teachers after the completion of the two-year induction period; the second will be re-licensing of teachers. Re-licensing points will much the intervals in the career structure. That means that they will occur at the end of each successive transition point; i.e., from junior teacher to proper (fully-fledged) teacher, to senior teacher and then on to associate lead teacher and lead teacher levels. Once teachers have reached lead teacher level, they will be required to renew their licenses every three years.

2.4.1. Levels in the Career Structure

Linking re-licensing to the career structure in this way will provide the licensing system with teacher levels that are already delineated and are familiar to teachers. There are six levels in the career structure: beginner, junior, proper (fully-fledged), senior, associate lead and lead teacher levels. At every level teachers will be expected to complete a minimum number of CPD hours each year (60 hours) (MoE, 2004).

2.5. The Importance of CPD

Well-crafted and delivered continuing professional development is important because it delivers benefits to the individual, their profession and the public: CPD ensures your capabilities keep pace with the current standard of others in the same field. CPD ensures that you maintain and enhance the knowledge and skill you need to deliver a professional service your customers clients and the community and CPD ensures that you and your knowledge relevant and up to date (MoE,2009b).

Cognizant of the advantages of CPD, scholars anonymously agree that any professional, and specially teachers, can no longer rely on their initial training or qualifications to carry them through employment, or on their employer to provide everything they need to develop their skills and experience—the old security, if it ever existed, has long gone. Increasingly, teachers are taking responsibility for their own lifelong, continuing development – the bottom-line is that it is down to the individual. The new security consists of loyalty to oneself, to one’s own skills and career progression. This of course is maximized when individual development needs and goals are made compatible with those of the schools via continuous professional development (MoE,2013).

In Ethiopian context, as indicated on Ethiopian CPD Framework document (MOE, 2009b); CPD enables teachers to meet the following professional competencies. Facilitating students learning: Outlines how teachers plan, develop, manage, and apply a variety of teaching strategies to support quality student learning., assessing and reporting students learning outcomes: describes how teachers monitor, assess, record and report student learning outcomes. , Engaging in continuous professional improvement: describes how teachers manage their own professional development and contribute to the professional development of their colleagues.

Mastery of Education and Training Policy, curriculum and other program development initiatives: describes how teachers develop and apply an understanding of ETP to contribute to curriculum and/or other program development initiatives, and forming partnership with the

school community: describes how teachers build, facilitate and maintain working relationships with students, colleagues, parents and others to enhance student learning (MoE, 2009b).

Generally, professional development yields three levels of results: (a) educators learn new knowledge and skills because of their participation; (b) educators use what they learn to improve teaching and leadership; and (c) student learning and achievement increase because educators use what they learned in professional development. The results of professional development can be assessed through techniques such as surveys, tests, observations, video recordings, and interviews. If principals become better instructional leaders and teachers become more effective and apply what they learn, and ultimately students learn better, professional development is said to be successful.

In terms of beneficiaries, CPD benefits schools, teachers and students. Accordingly Teachers and principals who routinely develop their own knowledge and skills model for students that learning is important and useful. Their ongoing development creates a culture of learning throughout the school and supports educators' efforts to engage students in learning. A school that organizes team-based professional development and expects all teachers and instructional leaders to consistently participate in CPD for different purposes, at different times, and in different ways, demonstrates that, it is serious about all educators performing at higher levels. As a result, the entire school is more focused and effective.

In addition to this, a teacher can never know everything about how a student learns, what impedes the student's learning, and how the teacher's instruction can increase the student's learning. Thus, professional development is the only means for teachers to gain such knowledge. Whether students are high, low, or average achievers, they will learn more if their teachers regularly engage in high-quality professional development. School leaders to improve with study, reflection, practice, and hard work. Their learning supports not only teachers' learning but students' as well. When leaders know how to engage teachers, support staff, and students in effective learning, the school becomes the center of learning for all staff members and students.

2.4. Factors Limit the Effectiveness of CPD.

The effectiveness of certain CPD program depends heavily on three major factors. The **Context**, in this case the success of CPD is affected by the attitude the school administrators regarding the worth of CPD. Similarly, the perception of teachers about the ways of learning and knowledge production can also affect its success. Generally, CPD is successful in a context where the administrators properly understand its contribution and the teachers consider learning as communal and continuous activity. The content, the content of effective CPD is well focused and serves well planned long term strategy which is based on curricular and instructional strategy as well as students' ability to learn. It should address gaps in students' learning and should center on subject matter and pedagogical issues. The process, the method of delivering certain content is another factor for the effectiveness of CPD. Thus it is recommended that CPD should be contextualized where by the participants are provided with information in familiar context in which they can easily make sense out of it in their own frame of reference. MoE (2013).

Although the above mentioned factors are basic for the success of the program, teachers' initiation is very important among other factors. How teacher can be motivated to engage in their own professional development and what factor affect teacher motivation for CPD are the key factor and an essential part of trying to ensure the implementation of CPD (Seid, 2011). However studies suggested that knowledge gained from formal CPD often has little effect on enhancing teacher practice unless it is developed alongside experiential, know-how learning and can be integrated with the teachers' knowledge; successful CPD needs to be integrated to practice for it to make any difference.

Recent comprehensive studies shows that ,the kind of professional study that more likely to improve teachers knowledge and student achievement .This includes the need for professional development to be intensive, imbedded in teachers daily work in school and directly related to their work with students . It is also essential that PD provides teachers with active engagement in learning how to teach the content, and offers structured methods to

regularly participation collaborative solutions in local professional learning communities to improve teaching process (Wei, etal, 2009).

According to Lowe (2002) as cited in Seid (2011) the actual impact of current CPD activities on teacher practice appears to be very limited and has led to little increase in the aggregate expertise with in the system as a whole. One of the foremost reasons for this in effeteness is that teachers who do attend CPD activities fail to implement their learning in their own teaching practice. The other thing is that, there is a shift in emphasis from lower level of participation in non-specific CPD relating to whole –school intuitiveness.

The teacher who were participation in higher level of subject based training often spoke of how they were actively encouraged to improve their subject knowledge and professional skill by their leader or head teachers (seid 2011) but some research finding also illustrate that the current CPD did not equip with the necessary pedagogical skill and sense of professionalism (Tilahun, 2012) he also said, still there is no difference in the teaching methodology teachers applying the impact on classroom remain challenging .these and other unmentioned factors can hinder the effectiveness CPD program .

Generally as numerous literatures suggests, teachers self-efficacy, collaboration, reward (especially the intrinsic ones), autonomy, supportive administrative context, existing belief, practice and change, and policy proved to promote teachers motivation and in turn change the participation and the CPD program.

2.5. Concepts of Motivation

Many contemporary and classical authors have defined the concept of motivation as the psychological process that gives purpose direction and intensify to behavior (kreitner, 1995). Getaneh (2012) defined motivation in the work context as an individual’s willingness to exert and maintain an effort towards organizational goals.Motivation is a complex phenomenon, several theories attempt to explain how motivation works, in management circle, probably the most popular explanations of motivation are based on the needs that they want satisfied.

Some are primary, such as food, sleep and others that deals with physical aspects of behavior and are considered unlearned (Getaneh, 2012).

Secondary needs on the other hand are psychological, which means that they are learned primarily through experience. Those needs vary significantly from one culture and an individual to another. These needs consist of internal states, such as the desire for power, achievement and love. Secondary needs are responsible for most of the behavior, that a manager is considered with and for the reward a person seek in an organization. However reward should be based on strategy. As Mica'el (2002) states reward strategy, it should be based on founded on the preposition that the ultimate source of value is people. This means that reward process organization, the bases of the strategy will be the organizations requirement for performance. Reward strategy can support change, reinforcement and validity the trust of the business people are not only motivated by reward. Real motivator is motivation by real vision and shared goals.

2.6. Motivation Theories

Understanding what motivate employee and how they were motivated was the focus of many researchers following the publication of the Hawthorn study result (Terpstra, 1970 as cited in Tesfaye 2012). Motivation theories are divided in to two broad categories content motivation and process motivation theories.

2.6.1 Content motivation theory

Include Herzberg's (1968) two factor theory, Maslow (1970) needs hierarchy Alderfers ERG (existence, relatedness, and growth needs (1972) theory Mc Clelland's (1975) manifest needs theory.

2.6.1.1 Herzberg's Two factors theories

Fredrick Herzberg (1968) offers another framework for understanding the motivation implication of work motivations In this two factor theories Hezberg identifies two sets of factor that impact motivation in the work place Motivation or intrinsic factors such as

achievement, feeling of recognition, growth opportunities are the key to job satisfaction and motivation. Hygiene or extrinsic factor such as pay work incentives job security, organizational policies, technical quality of supervision relation with supervision and peers and work condition cause job dissatisfaction. Herzberg's finding revealed that certain characters of job are consistently related to job satisfaction while different factors are associated with job dissatisfaction.

In analyzing the satisfied and dissatisfied the satisfiers all described man's relationship to what he does and the dissatisfaction described man's relationship to the context or environment in which he does the job Herzberg explained the naming of the hygiene theory like this since the dissatisfied factor essentially describe the environment and primary serve to prevent job satisfaction. The satisfier factors were named the motivator because the factor motivated the parts to superior performance and effort regardless of elimination dissatisfied factors, condition for job satisfaction or motivation factor need to be addressed (Robbins 1998).

According to Herzberg's explanation manager need he called this job "enrichment". His premise was that every job should be examined to determine how it could be made better and more satisfying to the person doing the work. Things to consider including: Providing opportunities for achievement, Recognizing workers' contribution, Creating work that is rewarding and that matches the skills and abilities of the worker, Give as much as responsibility to each team members as possible., Providing opportunities to advance the company through internal promotion and Offering training and development opportunities so that people can pursue the; position they want within the company.

2.6.1.2 Maslow's hierarchy of needs theory

According to Maslow (1970) people are motivated by five categories of need starting from lower level to higher level to higher level needs emerge after lower level need are satisfied. Although a person can have several needs at once only one need could dominate at any one time. Maslow argued that a satisfied need loses its motivational appeal but if treated it regains its potency and remains dominant until it is satisfied. The level of need are physiological,

safety, social, ego, and self-actualizing physiological the need for food, drink, shelter, and relief from pain (2) safety and security the need for freedom from threat that is the securities from threatening event or surrounding (3) social belongingness and love the need for friendship affiliation interaction and love (4) esteem ; the need for self-esteem and for respect from other (5) self- actualization; the need for fulfill oneself by maximizing the use of abilities, skill and potential but only proportion of the population achieves this level.

2.6.1.3 Alderfer's ERG theory

Alderfer (1972) suggests that individual needs can be divided in to three groups. (1) Existence needs, which include nutrition (food air water) and material requirement (at work) this would include pay and condition. (2) Relatedness needs which are meet through relationship with family and friends and at work with desire for personal psychological development through creative and productive contribution by individuals in their work.

Aldefer's three needs- existence (E) relatedness (R) and growth (G) or **ERG** respond to Maslow's in that, the existence needs are similar to Maslow's physiological and safety categories the relatedness needs are similar to the belongingness social and love category and growth needs are similar to the esteem and self-actualization categories .

2.6.1.4 Mc. Clelland's learned needs theory (1975)

David Mc Calland (1975) is most noted for describing three type of motivation need achievement motivation (n-ach) authority power motivation (n-pow) affiliation motivation (n-affil). The need for achievement (n-ach): the n-ach person is achievements motivated, and therefore, seek achievement, attainment of realistic but challenging goals, and advancement in the job. There is a strong need for feedback as to achievement and progress, and a need for a sense of accomplishment. Mc Clelland's particular fascination was for achievement motivation and his laboratory experiment illustrates one aspect of his theory about the effect of achievement on people's motivation.

Mc Clelland, asserted via this experiment that while most people do not possess a strong achievement based motivation those who do display a consistent behavior in setting goals: achievement motivated individual set goal which they can influence with their effort and

ability and such as the goal is considered to be achievable This determined result- driven approach is almost invariably present in the charter make up of all successful business people and entrepreneurs.

Based on Mc Clelland's achievement motivation theory, suggests other characteristics and attitudes of achievement motivation people are: Achievement is more important than material or financial reward ,Achieving the aim, or task give great personal satisfaction than receiving praise, or recognition., Financial reward is regarded as a measurement of success not on end in itself .,Security not prime motivator nor is status., Feedback is essential because it enables measurement of success not for reasons of praise or recognition (the implication her is that and feedback must be reliable quantifiable and factual)

2.6.1.5 Vroom's theory

His theory is based on the belief that employees effort will lead to performance and performance will lead to reward (vroom ,1964) reward may be either positive or negative. The more positive the reward the more likely the employee will be highly motivated. Accordingly vroom it is when employees believe that their action leads to valuable attainable rewards they will work harder.

2.6.2 Process Theory of Motivation

2.6.2.1 Equity theory of motivation

A fair or equitable reward system is one in which people with similar accomplishments and experiences receives similar rewards. Equity theory reveals the importance of the fairness of rewards,as the rewards are compared by recipients. If a perceived inequality exists, organizational members are likely to withhold their contributions,either consciously or unconsciously, to bring the situation in to better balance. In retrospect,equity theory involves the inputs a person brings to the work environment and the outcome the person receives as a result of those inputs. It is the retio of these inputs to outcomes comparisons with the perceptionof this retio for other personsthat is of importance to the leaders.

2.6.2.2 Expectancy theory of motivation

The anticipation of a reward or punishment also motivates people; this is called expectancy theory. When a person expects an important reward, there is an increase in the intensity and persistence of behavior directed towards that reward (Baard, Deci and Ryan, 2004).

2.6.2.3 Goal-setting theory of motivation

Simply stated, goal setting is the process in which educational leaders and faculty members jointly identify common objectives. During this goal setting, each faculty member's major areas of responsibility in terms of expectations are described (Locke and Latham, 1990). The agreed objectives then become guides for assessing the faculty member's performance.

The goal setting theory has provided an effective approach to motivation for educational leaders through the establishment of clear goals and objectives. With a thorough understanding of expectations, each educational leader and faculty member will know what they need to accomplish. The faculty member feels a sense of ownership in the organization's goal.

In general successfully completed goals provide teachers with a sense of accomplishments and satisfaction, and a greater sense of motivation (Hunt, Osborn, and Schermerhorn, 2000; Koestner and Losier, 2002).

2.7. The Role of the Leader in Motivating Teachers

Teacher motivation depends critically on effective management, particularly at the school level. If systems and structures set up to manage and support teachers are dysfunctional, teachers are likely to lose their sense of professional responsibility and commitment. Teachers' management is most crucial at the school level, where the importance of teachers' work and their competence in performing it are crucially influenced by the quality of both internal and external supervision.

There are different factors that affect teachers motivation at work place .Some of the factors that affect teacher's motivation are as follows: Motivation is one of the most important aspect of human resource management. People in the organization have to be motivated to perform their job effectively and efficiently. Effective management will also recognize this fact and will be aware of the techniques available to keep the teacher interested to achieve their goals. It is not possible to say a particular kind of motivation can motivate all the teachers equally in all high schools. Because individuals needs and wants vary depending on many factors such as age,sex, education, status, background, etc. However, there are some of the common motivators. Management generally uses financial and non financial motivation techniques to motivate their teachers in teaching profsion(Sarkar, 2000).

In order to increase teachers' performance and their moral the incentive system should be implemented at the school level. As cited in Birhanu(2014) many countries developed and developing are interested in devising teacher incentive systems that will shape teacher behavior to improve quality of instruction ,and in turn student achievement .Chapman and Snyder(1993)state that a major constraint in formulating an effective teacher incentive system is that there has been little empirical investigation of the extent that incentive shape teachers behavior in the desired ways or the type of incentives that have the greatest impact on teachers practices.

Chapman and Snyder (1993) explain how the linkage of incentives to performance operates in two ways: Direct linkage is most consistent with behavioral theory, as reward and reinforcement is connected to specific patterns of classroom performance .An example of direct linkage is illustrated by supervision, in which school principals observe teaching give immediate feedback, and offer positive reinforcement (praise, recommendations for promotions, etc.)to teachers who are implementing the desired behaviors and negative reinforcement to teachers who are not .Indirect linkage assumes that teachers know what pedagogical practice are expected of them and that failed to comply is due to situational constraints .

When teachers perform more effectively, they receive reinforcement from extrinsic (praise from instructional supervisors and community leaders) or intrinsic (personal sense of accomplishment) sources. Examples of indirect incentives include the provision of instructional materials and training (Burchfield, 1993).

In general, management should recognize these facts and be able to apply different techniques of motivation so as to keep the teacher interested in their organization.

3. RESEARCH DESIGN AND METHODOLOGY

This chapter ,research design and methodology, encompasses: description of the study area, research design, sources of data, population, and sample size, sampling techniques, data collection instruments, procedure of data collection and methods of data analysis were discussed.

3.1 Description of the Study Area

This study was conducted in East Haraghe zone. East Hararghe Zone found in Oromia regional state and shares boundaries with west Hararghe, Dire Dawa City Administrative Zone, Somali regional state and the capital of the zone is found in Harar town. It is located 525 km from Addis Ababa, the capital city of the country to the East. East Hararghe Zone is divided in to 23 woredas and 3 administrative towns. In the zone there are also different educational organizations like, TVET, Preparatory schools, General secondary and Primary schools. In the zone there are 43 secondary schools and each woreda and Administrative towns have at least have one secondary school.

3.2 Research Design

The main purpose of this study was to identify factors affecting teachers' motivation in the participation of CPD in General Secondary Schools of East Hararghe Zone and to suggest solution to enhance teachers' motivation in CPD. Therefore, a descriptive survey research design was employed to enable the research to achieve this purpose. Because, descriptive survey research design enables the researcher to describe the current practice and situations exist. Elliott (2000, as cited in Markos, 2011) described that descriptive survey design is important to answer questions related to the current statues of the problem.

Hence, in this research descriptive survey was suitable to identify the current hindering factors for teachers' motivation. The researcher also was employed correlation design. It can provide valuable information regarding the relationship between variables in the study. In correlation research, researchers investigate possible relationship among variables without

trying to influence those variables (Cresswell,2012).Therefore, in this research study, both qualitative and quantitative or mixed design was used.

3.3 Sources of Data

Both primary and secondary sources of data were collected for the study, to get enough evidence and information about the investigation.

3.3.1 Primary sources of data

The researcher was used primary sources of data. The primary data was collected from teachers, principals, supervisors CPD facilitators in the school and CPD coordinators in Woreda Education office, through questionnaire and interview directly by the researcher.

3.3.2 Secondary Sources of Data

The researcher was also used document like teacher's portfolios to cross check the data obtained through questionnaires and interviews.

3.4 Population, Sample and Sampling Techniques

3.4.1 Population

East Hararghe is one of the zones in Oromia Regional State which consists of 23 woredas and 3 Administrative towns. There are 43 secondary schools in the zone. There were also 43 principals, 20 vice principals, 23 supervisors and, 1280 secondary schools teachers.

3.4.2 Sample and Sampling Technique

East Hararghe zone is not geographically uniform. By considering this, the researcher used multi- stage sampling technique to get the right respondents. In the first stage, the researcher classified these woredas and administrative towns in to Eastern,Western,Southern and Northern based on geographical location. Next, he categorized all the secondary schools in each woreda in to 4 clusters by cluster sampling technique on the basis of their geographical location. Then the researcher selected 7 woredas from the clusters by simple random

sampling and 10 secondary schools from the selected woredas using simple random sampling technique.

In order to keep the proportion of teachers in terms of their experience and sex, the 10 selected schools were stratified. From each strata, approximately 47% of the teacher respondents were included in the study. In this manner, from the 10 selected secondary schools, 212 teachers were selected by using stratified random sampling method. Finally the researcher took 10 principals, 10 vice principals and 10 supervisors from the selected secondary schools by availability sample technique and 2 CPD facilitators and 2 Woreda education experts or CPD by simple random sampling technique.

Table 1: Sample and Sampling technique

Woreda	Selected secondary Schools	Teachers			School leaders			Supervisors		
		T	S	%	T	S	%	T	S	%
Babile	Babile 2 nd School	40	19	47.5	2	2	100	1	1	100
	Bisidimo 2 nd School	35	17	48.5	2	2	100	1	1	100
Haramaya	Haramaya 2 nd School	48	23	47.9	2	2	100	1	1	100
	Aweday 2 nd School	45	21	46.8	2	2	100	1	1	100
Meta	Chelenko 2 nd School	50	23	46	2	2	100	1	1	100
	Kulibi 2 nd School	45	21	46.8	2	2	100	1	1	100
Kurfa	Kurfa 2 nd School	42	20	47.6	2	2	100	1	1	100
Gurawa	Gurawa 2 nd School	51	24	47	2	2	100	1	1	100
Gursim	Gursim 2 nd School	45	21	46.8	2	2	100	1	1	100
Dadar	Dadar 2 nd school	50	23	46	2	2	100	1	1	100
	Total	451	212	47	20	20	100	10	10	100
Simple random	Simple random			Stratified random sampling			Availability sample			Availability sample

Key=T=total sample, S= Sample respondents

To get the appropriate sample and to increase the accuracy level of our estimation, the study applied a simplified formula provided by Yemane (1967); statistically estimated at 95% confidence level, degree of variability = 0.05 and level of precision = 90%

$$n = \frac{N}{1 + N(e)^2} \text{ Yemane (1967)}$$

Where N-is the total number of sample frame, e- is the acceptable margin of error; i.e. 0.05 and n-is the total sample size. The formula equated and reached at 212 respondents. Thus, 212 teachers, 30 school leaders and 2 School CPD coordinators and 2woreda education experts totally 246 respondents were included in the study.

3.5. Data Collecting Instrument

In this section, questionnaire, interview and document review were used as a means of data collection.

3.5.1. Questionnaire

The researcher was used questionnaire to get information from teachers and school leaders. Questionnaire is used as data gathering tools because it enables to secure factual information about opinion, views and also an appropriate instrument to obtain Variety of idea within relative period of time (Best and Khan, 2003). Hence, to obtain reliable information from the sample respondents, both cloth-ended and open-ended questions were prepared and submitted to teachers and school leaders.

The items in the questionnaire divided into three sections: The first part of the questionnaire contained items designed to obtain information on demographic characteristics of the respondents. The second part was designed to obtain information on the factors of motivation and their effect on teachers' motivation in the CPD practice. The items in each factors were prepared in terms of five point likert scale ranging from strongly agree (5) to strongly disagree(1) in their school. Items in the third section were designed to obtain information on which respondents were openly discuss their opinions and suggest solutions to improve teachers' motivation to CPD.

3.5.2 Pilot Testing

The questionnaire items were pilot tested before it is distributed to the actual respondents. It was first distributed to 20 teachers at Wayu secondary school. In pre testing questionnaire, the main concern was to detect problem which may cause confusion to the respondents, which is to identify ambiguous or biased item in the questionnaire for elimination and suitability for collecting the required data. It was also needed to improve the format of the questionnaire to facilitate understanding. From the questionnaire, some questions were corrected to make clear to the respondents based on the feedback obtained. After correction had been made to the questionnaire, it was distributed to the actual respondents in all selected schools. After the questionnaires were returned the reliability of the test was calculated using Cornbrash's alpha as shown in table below.

Table 2: Reliability test measure

No	Description of the title of the questionnaire item	Number of items	Coefficient of alpha
1	Teachers motivation level	8	0.913
2	Motivational factors and their effect	17	0.874
3	The relation between CPD and factors of motivation	5	0.532
	Reliability	30	0.774

As indicated in table 2 above, internal consistency reliability estimate was calculated using Cronbach Coefficient of Alpha for the questionnaires. The researcher found the coefficient of Alpha (α) to be 0.930. Thus, according to George and Mallery (cited in Ejere, 2016) provide the following rules: “>0.9 = Excellent, >0.8 = Good, >0.7 = Acceptable, >0.6 = Questionable, >0.5 = Poor, and <0.5 = Unacceptable” (p. 87). Accordingly, the reliability test reveals that the questionnaire which was tried out by pilot test was acceptable. In general, the pilot test has helped the researcher avoid errors related to ideas and contents. After the necessary correction was made, the final copies were distributed to be filled by the respondents.

3.5.3. Interview

Semi-structured interview guide was used as the second important data gathering instrument in this study. It was used to collect information from Woreda education experts and school CPD coordinators. This data gathering instrument were selected with the belief that it permits greater depth of response with face to face communication which is not possible through any other means. Thus, the opinions obtained through interview from these respondents were incorporated in the body of the analysis and interpretation of the study.

3.5.4. Document review

Document review was also used to cross check the information obtained by both questionnaire and interview and used as reference to support the data obtained from questionnaire. Documents as teachers' portfolios and official records were checked.

3.6. Procedure of data collection

After testing the reliability of the questionnaire by pilot testing on 20 randomly selected teachers in one secondary school, which is not selected for the study in the Zone, and necessary modification, was made to increase the quality of the tool, Then the final questionnaire were distributed to the respondents. The distribution and collection of the questionnaires were done with the cooperation of school principals. To guarantee a high percentage response, the researcher was given enough amount of time for respondents to complete the questionnaire. For the purpose of quality data, respondents were informed enough in the cover page of the questionnaires on how to fill and return the filled questionnaires.

With regard to the interview, it was held with 2 School CPD facilitators and 2 woreda education experts on one to one basis. Before conducting the interview enough preparation was made with the respondents. This includes setting convenient time and clarifying the purpose. The semi-structured interview was designed and the respondents interviewed. While an interview held, the researcher was recorded the responses of the respondents and jot down the main points of the interview.

3.7. Methods of Data Analysis

The collected data was analyzed quantitatively and qualitatively according to the nature of the data. For quantitative data descriptive statistics such as, frequencies, percentages, mean, and inferential statistics such as t-test were employed to see the significance of mean difference between teachers and school leaders.

This method of data analysis was covered a comprehensive task of the tabulation, organization, analysis and interpretation of the raw data. To make the task of analysis and report convenient the statistical package for social science (SPSS) version 22 was used. For interview part and open ended questions, the researcher narrated and interpreted logically. Finally, the result of the interpretation was discussed and summarized to give recommendation.

3.8. Ethical Considerations

In conducting this study, emphasis was given to every important ethical issue. First, before entering in to actual data collection, a formal letter was received from the department of educational planning and management of Haramaya University. Then, the letter was given to woreda education office heads by the researcher. Similar procedure was followed when the researcher go to school. In addition teachers, principals, supervisors, woreda education expert and other supportive staff were participated with their full permission. Considerable effort was made to keep participant secret and maintain the maximum confidentiality. Moreover, every source that was used in this study acknowledged.

4. RESULTS AND DISCUSSION

This section presents the description of the sample population, analysis and interpretation of the data based on the information obtained through the questionnaires and interviews. It consists of two parts. The first part is concerned with the description of characteristics of the respondents whereas the second part deals with the analysis and interpretation of the data. The purpose of this data was to identify factors affecting teachers' motivation towards continuous professional development in Secondary Schools of East Hararghe Zone. For this purpose, 212 teachers, 30 school leaders (10 principals, 10 vice principals and 10 supervisors), 2 schools CPD facilitators and 2 Woreda education experts with a total of 246 respondents were selected from ten secondary schools of East Hararghe Zone.

The data was collected from a total of 235 respondents because 7(2.9%) of the respondents did not fill and returned the questionnaires. To this end, a total of 242 copies of questionnaires were distributed. However, 4(1.7%) of the questionnaire were not collected due to the fact that there were problems of clarity, and were not filled properly. 2 school CPD facilitators and 2 education experts were interviewed. Finally, the research analyses were done based on the data obtained from the remaining 231 (95.4%) of the questionnaires and interview results.

Teachers and school leaders responded to both open and closed-ended items. Whereas, school CPD facilitators and woreda education experts were interviewed. For quantitative data descriptive statistics such as, frequencies, percentages, mean, and inferential statistics such as t-test were compared to see the significance of mean difference between teachers and school leaders. In addition, correlation was employed to see the relationship between variables in the study.

In the study, items across each category was arranged under the rating scale with five points. These five points scale range from strongly agree = 5, agree = 4, undecided = 3, disagree = 2 and strongly disagree = 1. Mean scores were calculated from the responses. For the purpose of easy analysis and interpretation, the calculated average mean values were interpreted by

using the level of agreement as very low [1.00-1.49], low [1.50-2.49], medium [2.50-3.49], high [3.50-4.49] and very high [4.50-5.00] (zeyneba, 2014).

4.1. Characteristics of the Respondents

Table 3: Characteristics of the respondents by sex, age, marital status qualification and experience.

No	Items	Category	Teachers	%	School leaders	%
1.	Sex	M	162	80.6	27	90
		F	39	19.4	3	10
2.	Age	T	201	87	30	100
		below 18	-	-	-	-
		19-25	25	12.4	2	6.7
		26-35	117	58.2	18	60.7
		36-45	16	8	7	23.7
		46-55	43	21.4	3	10
		Above 55	-	-	-	-
3	Marital Status	Total	201	100	30	100
		Married	131	65.1	27	90
		Single	59	29.4	3	10
		Other	11	5.5	-	-
4	Qualification	Total	201	100	30	10
		Diploma	-	-	-	-
		Degree	201	100	30	100
		Masters	-	-	-	-
5.	Work experience	Other	-	-	-	-
		< 2 vears	-	-	-	-
		2-5 years	-	-	-	-
		6-10 Years	34	16.9	6	20
		11-15 Years	95	47.3	18	60
		15 and above	72	35.8	6	20
	Total	201	100	30	100	

As it can be seen from the table 3, 162 (80.6%) of the respondents from the teachers were males and 39(19.4%) were females. In the same way, from the school leaders 27(90%) were male and the remaining 3(10%) were female. This reveals that the involvement of females in the teaching profession is much lower compared to male in secondary schools of East Hararghe Zone. Regarding this, the Ethiopian Joint review report's findings revealed that

women are severely under- represented in leadership position in education sector due to the gender gap and narrower enrolment (ESDP III-JRM, 2006).

The second item of the table 3 is age distribution of the whole respondents. Age is another general characteristics considered in the study. Accordingly, all of the respondents were above the 19 years of age. Among the respondents, the majority are between the ages 26 to 35 which accounts 58.2%. The rest were below and above the sited age boundaries. A greater percent of school leaders were also from 26 to 35 years old. On the base of this data, we can say that the respondents were taken from different age groups and all respondents were above 19 years old, the majority of the groups were also the matured and the most productive age groups. Beside this, it can be stated that under normal condition, they can express ideas related to the study consistently and with good consideration.

Generally, the respondents force was relatively young and expected to be energetic having a positive contribution for the schools if they are properly managed and motivated and they are able to actively participate in CPD activities to keep themselves a breast of current innovations and development so that they can improve themselves in the teaching profession.

The characteristics of the respondents concerning marital status 131(85.2%) of teacher respondents were married, 59(29.4%) were single. The rest 11(5.5%) of the respondents indicated other alternative which may be engaged, divorced or widow. Whereas, 27(90%) of the school leaders were married and 3(10%) of them were single. This indicates that most of the teachers and school leaders were married and they are responsible of their families.

The academic qualification of respondents listed in the above table shows that all teacher respondents were first degree holders. Furthermore, all the secondary school leaders were first degree holders. This implies that the qualification requirement standards set by MoE for secondary schools were almost achieved. The standard states that minimum request qualification to teach at Secondary schools is first degree (MoE, 2006). Therefore, according to their qualification, they could be the sources of reliable and important information for the study.

As it was indicated in table 3, the work experiences of the respondents, 34(16.9%) of teachers respondents had 6-10 years of service as teachers. The majority number of teacher respondents 95(47.3%) had 11-15 years of services and 72(35.8%) of teachers had more than 15 years of work experience. Whereas, 6(20%) of school leaders had 6-10 years work experiences. The majority of school leaders 18(60%) had 11-15 years of services and the rest 6(20%) of school leaders had more than 15 and above years of services. This shows that the schools have teachers and school leaders with high experience.

In addition, it is important to point out here that the experienced teaching staff creates effective school environment to practice and implement induction program to professionalize the new employed teachers and able to actively involved in the CPD program. Similarly, the majority of school leaders was experienced in leadership position and had lots of experience help teachers to be motivated and implement CPD activities effectively in the schools. Similarly, some literatures supports that principals are considered as a leader having the responsibility to assist teachers, particularly new and an experienced teachers in developing and achieving educational objectives in line with the needs of the school (Steyn and Vanniekerk, 2002)

4.2. Teachers' Motivation Level in Relation to CPD

Under this heading analysis of sample respondents on to what level was teachers' motivation in their involvement in CPD were presented as follows in table 4

Table 4. Respondents' opinion on Teachers' motivation level in CPD

N	Items		231	Respondents response					mean
				5	4	3	2	1	
1	I have good motivation to participate in any CPD activities that take place in our school	f	231	17	52	56	87	19	2.59
		%	100	7.3	22.5	24.2	37.7	8.23	
2	The quality of experience I obtained through CPD motivated me to participate in CPD	f	231	15	63	50	88	15	2.64
		%	100	6.4	27.3	21.6	38.1	6.4	
3	I am motivated to up-date my professional skills and knowledge regularly through the CPD that take place in the school.	f	231	-	48	68	64	51	2.49
		%	100	-	20.8	29.4	27.7	22.1	
4	I am motivated to share experience from Colleagues to fill my skill gaps.	f	231	31	32	69	85	14	2.81
		%	100	13.	13.8	29.9	36.8	6	
5	The current CPD program encouraged me to have positive attitude towards my teaching profession.	f	231	30	8	67	124	2	2.59
		%	100	13	3.5	29	53.7	0.9	
6	The feedback and support provided from my school leaders motivated me to actively involved in CPD.	f	231	-	21	23	123	64	2.16
		%	100	-	9.1	10	53.2	27.7	
7	The recognition I have got through CPD motivated me in my teaching profession.	f	231	2	48	37	31	113	1.94
		%	100	0.9	20.8	16	13.4	48.9	
8	The current CPD program motivated me in fulfilling my personal growth need by creating regular promotion opportunity through career structure.	f	231	16	36	94	84	1	2.81
		%	100	7	15.6	41	36	0.4	
Avrege								2.45	

Key: strongly agree = 5, agree = 4, undecided = 3, disagree = 2 and strongly disagree = 1

The most important element of successful school is a motivated staff so effective management will recognize this fact and will aware of the techniques available to keep the teacher interested to achieve their goals (BELL and Howell, 2001).

In item number 1 in table 4 which the respondents were asked whether they have good motivation to participate in any CPD activity .In this regard, 87(37.7%) of the respondents rated disagree and 19(8.23%) rated strongly disagree. Whereas, 56(24.2%), 52(22.5%) and 17 (7.5%) rated undecided, agree and strongly agree respectively. However, according to the calculated mean score for item 1 shows, the motivation teachers have to participate in CPD with the mean score (2.59) medium. Thus, from this result it can be concluded that, teachers have moderate motivation to participate in any CPD activities in their school.

In terms of item 2 of table 4 respondent asked, if the experience teachers obtained through CPD were motivated them, 88(38.1%) and 15(6.4%) of the respondents rated disagree and strongly disagree respectively. Whereas, the remaining 50(21.6%), 63(27.3%) and 15(6.4%) were rated undecided, agree and strongly disagree respectively. According to the above data, the majority of the respondents were rated at disagree. However, the mean score of the respondents for item 2 with the mean score 2.6 confirmed that, the experience teachers obtained through CPD were motivated them at the medium level.

With regard to item 3 in table 4, respondents were also asked that, whether they are motivated to update their professional skill and knowledge regularly through CPD. In this regard, 51(21.1%), 64(27.7%) of the respondents rated strongly disagree and disagree respectively. Whereas, 68(29.4%) and 48(20.8%) were undecided and agree respectively. According to the above data, almost half (49.8 %) of the respondents rated strongly disagree and disagree respectively. In addition to this, as the mean score of this item (2.49) indicated low. Therefore, teachers were not motivated to update their professional skills and knowledge regularly through CPD.

Regarding item 4 in table 4, respondents were asked about whether they have motivation to share experience from colleagues to fill their skill gaps. In this manner 85(36.8%) of the

respondents were rated disagree and 14(6%) of the respondents rated strongly disagree respectively. Whereas, 69(29.9%), 32(13.8%) and 31(13.4) of the respondents rated undecided, agree and strongly agree respectively. From this result it can be concluded that the majority 42.8% of the respondents were replied strongly disagree and disagree respectively. However, the mean score(2.81) of the respondents were indicated as medium. Thus,from the above result we can conclude that, teachers' motivation to share experience from colleagues to fill their skill gaps through CPD were medium.

Concerning item number 5, in table 4, respondents were asked to replied that the CPD program were encouraged them to have positive attitude towards their profession. In this manner 124(53.4%) and 2(0.9%) of the respondents were rated as disagree and strongly disagree respectively. whereas, 67(29%), 8(3.5%) and 30(13%) were replied undecided, agree and strongly agree respectively. From this result also it can be concluded that the majority of the respondents 54.3 % rated disagree and strongly disagree respectibely. However, the mean score of this item 2.59 indicated as medium. Thus, from this result it can be concluded that,the CPD program were encouraged teachers to have positive attitude towards their profession at the medium level.

As far as item 6 in table 4 is concerned, the respondents were asked that the feedback and support provided from their school leaders were motivated them to actively involve in CPD. In this manner 64(27.7%) and 123(53.2%) of the respondents rated strongly disagree and disagree respectively. Whereas, 23(10%) and 21(9.4%) of the respondents rated undecided and agree respectively. From this result it can be concluded that the majority of the respondents 187(80.9%) rated strongly disagree and disagree. Similarly, the mean score for this item 2.16 were also confirmed as very low. Thus, from the above result we can conclude that,the feedback and support provided from the school leaders were low to motivate teachers to actively involve in CPD.

Inters of item 7 in table 4, the question asked if the recognition teachers have got in their teaching profession motivated them. In this regard, 113(48.9%) and 31(13.4%) of the respondents rated strongly disagree and disagree respectively. Whereas, 37(16%), 48(20.8%) and 2(0.9%) of the respondents rated undecided, agree and strongly agree respectively. In this

manner, the majority of the respondents 144(70.3 %) of the respondents were rated strongly disagree and disagree respectively. In addition to this the mean score of the respondents (1.94) were also confirmed as very low. Thus, from the above result it can be concluded as the recognition teachers had got through CPD were very low to motivated them in their teaching profession. In other way round, teachers were not recognized in the teaching profession to be motivated in the CPD.

According to the interview result obtained from woreda experts and school CPD facilitators indicated, the major factors that could affect teachers' motivation were rewards, recognition and lack of support from stackholders. The above factors could probably affect the motivation of teachers in CPD and it could cause dissatisfaction among teachers. Among these factors , the issue of recognition through licensing predominantly affected teachers motivation in CPD. Although these are strategies proposed by ministry of education, the dalliance of the government scheme relating to licensing and re-licensing program for professionals is one of the major cause for teachers' motivation decline in the CPD program it was delayed too mach. Teachers are not still recognized as a professionals through licencing.

According to the ministry of Education program, Teachers would be expected to renew their teaching licenses periodically and career link will be made between CPD, re-licensing and career development (MOE 2004).

According to item 8 in table 4, the respondents were asked that whether the current CPD program motivated them in fulfilling their personal growth need by creating regular promotion opportunity through career structure. In this case, 1(0.4%) and 84(36%) of the respondents were rated strongly disagree and disagree respectively. Whereas, 94(41%), 36(15.6%) and 16(7%) of the respondents rated undecided , agree and strongly agree respectively. In this manner, the majority of the respondents rated as undecided in relation to this item. In addition to this, the mean score of the item 2.81 also implied as medium. Thus, from the above result, the current CPD program in fulfilling their personal growth need by creating regular promotion opportunity through career structure was medium.

Generally, the total average results (2.45) obtained from the mean score of each item indicated low. Thus, from this result it can be concluded that teachers' motivation level in relation to CPD was low.

According to the finding of the Ministry of Education one of the major challenges identified at the national level was teachers' motivation to practice in CPD program. This implies that absence of motivation for school leaders was one of the challenges that hinder the actual implementation of CPD activities. As TESO document clearly shows, a number of constraints are hindering smooth implementation of the program. Lack of motivation and application combined with self-interest and lack of training opportunities have created a climate of apathy and cynicism amongst teachers (MoE, 2003).

In support of this issue, studies widely declared that low principal/teachers' motivation results in poor professional performance. Principals/Teachers with low motivation are characterized by limited effort devoting less time to CPD activities (World Bank, 2004).

4.3. Factors Affecting Teachers' Motivation in CPD

The following sections were also tried to present factors affecting teachers motivation and the extent to which these motivational factors affected teachers' motivation in CPD program.

4.3.1 Support provided for participants to motivate teachers in the CPD.

This section is devoted to the presentation of the major factors affecting teachers' motivation in the implementation of CPD.

Table 5: Respondents' view on participants' support in motivating teachers in CPD

No	Items	Responses			t	Df	Sig
		Teach	Leade				
		Mean	Mean	A.v			
1	I get timely feedback and support from my school leaders in my CPD activities.	2.5	2.2	2.3	1.41	229	.164
2	The school always participate me in school CPD planning.	2.4	2.6	2.5	1.32	229	.189
3	The school provides me with necessary materials for my CPD activities.	3.1	2.8	2.9	1.13	229	.259
4	I get enough training from the school so that I can easily participate in the CPD activities	2.7	2.74	2.7	.086	229	.931
5	The school provide me with necessary reward and recognition for my better participation in CPD.	2.3	2.5	2.4	1.06	229	.001
6	I already licensed to be a professional teacher in my teaching profession.	1.7	2.2	2.0	-7.01	229	000
7	I have experienced and committed CPD facilitator in the school CPD program.	2.9	3.2	3.0	-1.18	229	.238
8	The school and the stakeholders give considerable attention to the CPD.	2.3	2.6	2.45	-257	229	.011
9	The CPD program and teachers' career structure are integrated so that I can grow in the profession	2.6	2.4	2.5	1.11	229	.270
10	The school CPD activities are relevant and directly linked with my teaching.	2.9	3.0	3.0	0.09	229	.930

In terms of item 1 in table 5 above, the teacher respondents were asked if they were got timely feedback and support from their school leaders in the CPD activities. The timely feedback and support they got from their school leaders in their CPD activities with the mean score 2.5 of the responses of the respondents were medium. However, the school leader were asked the same question and the mean score (2.2) of the responses of the respondents were low. Similarly, the average mean score (2.35) of the responses of the respondents' also indicated that the extent to which school leaders provide timely feedback for teachers were low. Thus, from this result it can be concluded that, the timely feedback and support provided for teachers from the school leaders were low.

According to AREB, (2009) School leaders 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.

Moreover, the portfolio documents were assessed and analyzed in the Schools. However, there was no a single paper written as a feedback from school leaders that showed the work of the teachers. In fact some teachers have well organized portfolio and they prepared some documents for approval of their work. MoE (2009) affirmed that, teachers required feedback and monitoring from principals after professional development programs to assist them in the implementation of the acquired knowledge and skill. If principals were knowledgeable about the content of such program, they were a position to support and assist teachers.

In this regard, MoE (2008) also stated, limited monitoring and evaluation systems making the reform process difficult to functionalize weak institutional capacity for the delivery of education, hampering implementation of a constant and effective education policy; the finding is that, the monitoring and evaluation system of school leaders in CPD was low and feedback given by school leaders' on the action of teachers' continuous professional development was low at school level.

Moreover, the mean rating compared between the responses of the teachers and school leaders with respect to the item given showed that at degree of freedom 229, and at level of

significance 0.05, the calculated t-value (1.41) is less than the critical t-value of (1.97). This shows that, there is no significance mean difference between responses of the two groups. Therefore, the results were confirmed that the extent to which school leaders provided timely feedback for teachers' were low at school level.

Concerning item 2 in table 5, teacher respondents were asked that whether the school always participate them in school CPD planning. The mean score 2.4 of the responses of the respondents revealed that the participation of teachers in planning school CPD were low. The school leaders were also asked the same question and the mean score (2.6) of the responses of the respondents indicated as medium. Similarly, the average mean score of the responses of the respondents 2.5 also indicated that the extent to which school leaders participate teachers in school CPD planning were medium.

Moreover, the mean rating compared between the responses of the teachers and school leaders with respect to the item given showed that at degree of freedom 229, and at level of significance 0.05, the calculated t-value (-1.32) is less than the critical t-value (1.97). This shows that, there is no significance mean difference between responses of the two groups. Therefore, the result of the respondents confirmed that the extent to which school leaders participate teachers in school CPD planning were medium.

Regarding item 3 in table 4 respondents were asked whether the school provides them with necessary materials for CPD activities. Both teachers 'and school leaders' response rated with the mean score of 3.1 and 2.8 were medium respectively. This showed that provision of material resource were medium. The average mean (2.95) of the respondents also showed that provision of material resource for teachers in the CPD activities were medium.

In addition to this, in order to check the mean difference between teachers and school leaders' independent samples t- test analysis was conducted. In this case the mean rating compared between the responses of the teachers and school leaders with respect to the item given showed that at degree of freedom 229 and at level of significance 0.05, the calculated t-value of (1.13) less than the critical t-value of (1.97). This showed that, there is no statistical significance mean difference between responses of the two groups. Therefore, the majority of

the respondents response confirmed that, provision of material resources to the implementation of CPD.were medium.

In item 4 of table 5, the respondents were asked to give their opinion whether they got enough training from the school so that they can easily participate in the CPD activities. The response of the respondents regarding the extent to which school provide training for teachers were calculated with the mean value of teachers 2.73 and school leaders 2.74.This indicated that the extent to which schools prepare training for teachers to make more easy the CPD activities was medium. Thus, one can concluded that the extent to which schools prepare training for teachers on the CPD was medium.

Mean while, the data obtained through the open ended questions and interview showed that the CPD training provided earlier were not sufficient and had lack of continuity. As one CPD facilitator said:

the training provided before couldn't give us the necessary skills that help us to execute CPD in a better way. In addition to this , the school leaders and other stakeholders did not give due attention to the program.

In addition to this, in order to check if there is a stastical significance difference in responses between the teachers and school leaders, an independent sample t-test were applied. In this manner the mean rating compared between the responses of the teachers and school leaders with respect to the item given showed that at degree of freedom 229, and at level of significance 0.05, the calculated t-value -.086 is less than the critical t-value (1.97). This result showed that, there is no stastical significance mean deference between responses of the two groups. Therefore, from this result it can be concluded that the training provided for teachers to make the CPD activity easier was medium.

In item 5 of the table 5, the respondents were asked to give their response on whether the school provides them with necessary reward and recognition for accomplishment and better participation in CPD. Accordingly, the calculated mean value of teachers 2.3 and school leaders 2.5 both indicated as low. Additionally, the average mean score (2.4) of the responses

of the respondents also indicated that the extent to which schools provide them with necessary reward and recognition for better participation in CPD were at low level.

In order to check if there is a statistical significance mean difference between teachers and school leaders, an independent t-test were employed. The mean rating compared between the responses of the teachers and school leaders with respect to the item given showed that at degree of freedom 229, and at level of significance 0.05, the calculated t-value (1.06) less than the critical t-value of (1.97). However, the P-value 0.001 is less than 0.05 (see in table,5). This shows that, there is significance mean difference between responses of the two groups. From this data analysis, someone can understand that the two groups of respondents have different perception on the extent in which school provides them with the necessary reward and recognition for better participation in CPD.

In open ended question, the respondents (teachers) listed factors affecting teachers' motivation CPD program as follows:

The lack of training; lack of incentives, rewards and encouragement, lack of commitment of school leaders and less attention of stakeholders to the CPD program.

In item 6 of table 5 above, the respondents were asked to give their response on whether they are already licensed to be a professional teacher in the teaching profession. In this regard the mean score of the respondents were calculated. The mean score of teachers and school leaders were 1.7 and 2.2 respectively. This means scores of the responses of the respondents showed the response rate is at low. Additionally, the average mean score 1.95 of the responses of the respondents 'were also rated as low.

In addition to this to check the statistically significance difference between teachers and school leaders independent t-test were applied. The mean rating compared between the responses of the teachers and school leaders with respect to the item given indicated that at degree of freedom 229, and at level of significance 0.05, the calculated t-value of (-7.01) is less than the critical t-value of (1.97). However, the p-value 0.00 is less than 0.05(as in table,5). This shows that, there is statistically significance mean difference between responses of the two

groups. This might be because of the two groups of respondents have different views on the issue of being licenced in the teaching profession.

However, the evidence obtained from the interview showed that, the dalliance of the government scheme relating to licensing and re-licensing program for professionals is one of the major causes for teachers' dissatisfaction. Although these are strategies proposed by ministry of education, it was delayed too much to come to implementation.

According to the program Teachers will be expected to renew their teaching licenses periodically and career link will be made between CPD, re-licensing and career development (MOE 2004). Linking re-licensing to the career structure in this way will provide the licensing system with teacher levels that are already delineated and are familiar to teachers. There are six levels in the career structure: beginner, junior, proper (fully-fledged), senior, associate lead and lead teacher levels. At every level teachers will be expected to complete a minimum number of CPD hours each year (60 hours) (MoE, 2004).

In addition to teachers' recognition in the profession, licencing and relicencing program provides an opportunity for teachers to grow in the profession. The linkge will be created between CPD,licencing and career structure,teachers so that teachers will benefited from the program. In addition to this,licensing also will creats a difference among teachers with varied experience and servises in the teaching profession. Concequently, it may enhance teachers' motivation to participate in CPD.

Regarding item 7 of the above table, teachers' respondents were asked to respond to whether they had experienced and committed CPD facilitators in the school CPD program. In this regard the mean scores of the respondents were calculated. Accordingly, the mean score of teachers 2.9 and mean score of school leaders 3.2 respectively. However these mean score were rated at medium level. Additionally, the average mean score 3.0 of the responses of respondents were also rated as a medium. Thus from this result it can be concluded that the experience and the commitments of facilitators were medium.

In addition in order to check the stastically significance difference between teachers and school leaders independent samples t- test analysis was conducted. In this manner, the mean rating compared between the responses of the teachers and school leaders with respect to the item given showed that at degree of freedom 229, and at level of significance 0.05, the calculated t-value of (-1.18) is less than the critical t-value of (1.97). This shows that, there is no statistically significance mean deference between responses of the two groups. Therefore, this indicates that the availability of experienced and committed CPD facilitators for CPD activities in the school were not to the required level.

Regarding item 8 of the above table, both teachers' respondents and school leaders' respondents were asked to answer the extent to which school and other stakeholders give considerable attention to the CPD program. In this respect the mean scores of the respondents were calculated. Accordingly, the mean score of teachers 2.3 indicated as low. Whereas, the mean score of school leaders 2.6 labeled as medium. Hawever, the average mean score 2.45 of the of respondents were indicated that, the attention the school and stakeholders gave to the CPD program was low.

In addition to this, in order to check if there was a stastically significant difference between teachers and school leaders in their reply independent samples t- test analysis was conducted. In this manner, the mean rating compared between the responses of the teachers and school leaders with respect to the item given indicated that at degree of freedom 229, and at level of significance 0.05, the calculated t-value of (-2.57) less than the critical t-value of (1.97). How ever, the p- value 0.011 is less then 0.05 (as in table 5above).This indicates that there was stastically significant difference between the mean scores of two groups of respondents. This might be because of the two groups of respondents have different views on the attention given to the CPD program by the school and stockholders.

Regarding item 9 of the above table, the respondents were asked to what extent the current CPD program and teachers' career structure are integrated so that they can grow in the profession. In this regard the mean scores of the respondents were calculated. Accordingly, the mean score of teachers 2.6 indicated as medium. Whereas, the mean score of school

leaders 2.4 labeled as low. Additionally, the average mean score 2.5 of the responses of respondents were also rated as medium. Thus, from the above result, it can be confirmed that the extent the current CPD program integrated with teachers career structure so that teachers can grow in the profession was medium..

Moreover, to check the statistical significance difference in responses, the mean scores were used in calculating a t-test for independent samples. The mean rating compared between the responses of the teachers and school CPD team and department head with respect to the item given showed that at degree of freedom 229, and at level of significance 0.05, the calculated t-value (1.11) less than the critical t-value (1.97). This shows that, there is no significant mean difference between responses of the two groups.

In item 10 of table 4, the intention was to find out the school CPD activities were relevant and directly linked with their teaching. In this regard, the mean scores of the respondents were calculated. Accordingly, the mean score of teachers 2.94 and the mean score of school leaders 3.0 labeled as medium. Additionally, the average mean score 2.97 of the responses of respondents were also rated as a medium. Thus the majority of the respondents' response result confirmed that the current CPD activities were at moderately relevant and directly linked to the teaching learning.

Moreover, to check the presence of statistically significant difference in responses between teachers and school leaders the mean scores were used in calculating a t-test for independent samples. The mean rating compared between the responses of the teachers and school leaders with respect to the item given showed that at degree of freedom 229, and at level of significance 0.05, the calculated t-value (-0.09) less than the critical t-value (1.97). This shows that, there is no significant mean difference between responses of the two groups. Therefore, the majority of the respondents confirmed that the current CPD activities were relevant and directly linked with teaching learning at a moderate level.

4.3.2 The effect of motivational factors on teachers' motivation in CPD

The following data analysis intended to show to what extent the following motivational factors affected teachers' motivation in relation to CPD.

Table 6: The effects of motivational factors on teachers' motivation in CPD

N	Items		231	Respondents response					Mean
				5	4	3	2	1	
1	Absence of timely feedback and support from the school had much impact on my motivation in relation to CPD.	F	231	45	78	42	46	20	3.5
		%	100	19.5	33.8	18.2	19.9	8.7	
2	Absence of my participation in school CPD planning process had much effect on my motivation in the CPD.	F	231	12	63	92	46	18	3.02
		%	100	5.2	27.3	39.8	19.9	7.8	
3	Lack of necessary training and resources had much impact on my motivation in the CPD program.	F	231	16	90	72	36	17	3.23
		%	100	6.9	39	31.2	15.6	7.4	
4	The absence of reward and recognition for better achievement in the CPD had much effect on my motivation.	F	231	62	80	60	27	2	3.75
		%	100	26.8	34.6	26	11.7	9	
5	The dalliance of government licensing scheme in the teaching profession highly affected my motivation in CPD.	F	231	83	79	43	22	4	3.93
		%	100	35.9	34.2	18.6	9.5	1.7	
6	The absence of well trained and experienced CPD facilitators had much effect on my motivation.	F	231	48	72	66	41	4	3.52
		%	100	20.8	31.2	28.6	17.7	1.7	
7	The attentions stockholders have to the CPD program had much impact on my motivation in the CPD.	F	231	65	66	48	43	9	3.58
		%	100	28.1	28.6	20.8	18.6	3.9	

In terms of item number 1 in table 6 above, the respondents were asked to respond to the item, Absence of timely feedback and support from the school had much effect on my motivation in relation to CPD. However, 78(33.8%) of the respondents rated their responses on agree and 45(19.5%) rated strongly agree respectively. The rest of the respondents 42 (18.2%), 46(19.9%) and 20 (8.7%) rated undecided, disagree and strongly disagree respectively. In this case the majority of the respondent 126(53.3%) were rated their responses on agree and strongly agree about the item respectively. In addition to this the calculated mean score for item 1 was also (3.35). From this result it can be concluded that, absence of timely feedback and support from the school had medium effect on teachers' motivation in relation to CPD.

In relation to item 2 in table 6, respondents were asked; my absence of participation in school CPD planning process had much effect on my motivation in the CPD. In this manner, the respondents were rated their responses 63(27.3%) and 12(5.2%) on agree and strongly agree respectively. Whereas, 92(39.8%), 46(19.9%) and 18(7.8%) rated their responses on undecided, disagree and strongly disagree respectively. From this result, 155(67.1%) of the respondents were rated undecided and agree respectively. In addition to this, the mean score (=3.02) of the respondents labeled as medium. There for, from these results it can be concluded that the absence of teachers' participation in schools' CPD planning had moderet effect on teachers' motivation in the CPD.

Regarding item 3 of the above table, the respondents were asked to reply on the question, Lack of necessary training and resources had much effect on my motivation in the CPD program. In this regard, 90(39%) and 16(6.9%) of the respondents were rated their responses on agree and strongly agree respectively. Whereas, 72(31.2%), 36(15.6%) and 17(7.4%) of the respondents were rated their response on undecided, disagree and strongly disagree respectively. In this regard, the majority of the respondents were rated their response on agree and undecided. Moreover, the mean score 3.23 of the respondents were labeled as medium. Thus, from this data it can be concluded that, lack of training and material resources had medium affecte on teachers' motivation in CPD.

Concerning item 4 in table 6 above, respondents were asked wether the absence of reward and recognition for better achievement in the CPD had much effect on their motivation. In this regard respondents were rated their responses as,80(34.6%)and 62(26.8%) agree and strongly agree respectively. Whereas, 60(26%), 27(11.7%) and 2(9%) rated undecided, disagree and strongly disagree respectively. In this manner, more than half of the respondents 142(61.4%) were rated their response on agree and strongly agree. In addition to this, the mean score 3.75 of the respondents were labeled as high. Thus from this data it can be concluded that, the absence of reward and recognition for better achievement in the CPD had much effect on teachers' motivation.

In terms of item number 5, in table 6 above, the respondents were asked to respond about the dalliance of government licensing scheme in the teaching profession had too much effecte on

their motivation. In this regard, 83(35.9%) and 79(34.2%) respondents were rated their response as, strongly agree and agree respectively. Whereas, the rest of the respondents 43 (18.6%), 22(9.5%) and 4 (1.7%) rated undecided, disagree and strongly disagree respectively. In this regard, the majority of the respondents 162(70.1%) were rated their response on agree and strongly agree on the item respectively. In addition to this, the calculated mean score for the item was also (3.93) labeled as high. Therefore, from this result it can be concluded that, the dalliance of government plan for licencing of professionals in the teaching profession were highly affected teachers' motivation in the CPD program.

Regarding item 6 of the above table, the respondents were asked to reply on the question that, absence of well trained and experienced CPD facilitators had much effect on their motivation. In this regard, 72(31.2%) and 48(20.8%) of the respondents were rated their response on agree and strongly agree respectively. Whereas, 60(26.0%), 43(18.6%) and 8(3.5%) of the respondents were rated their response at undecided, disagree and strongly disagree respectively. In this manner, the majority of the respondents 120 (52%) were responded on agree and strongly agree. Moreover, the mean score 3.47 of the respondents were labeled as medium. Thus from this data it can be concluded that, the absence of well trained and experienced CPD facilitators had effect on teachers' motivation in the CPD at medium level.

Concerning item 7 in table 6 above, respondents were asked on the question, the attentions stockholders have to the CPD program had much effect on my motivation in the CPD. In this regard, 66(28.6%) and 65(26.1%) respondents were rated their responses at agree and strongly agree respectively. Whereas, 48(20.8%), 43(18.6%) and 9(3.9%) of the respondents were rated on undecided, disagree and strongly disagree respectively. In this case, more than half of the respondents 131(56.7%) were responded agree and strongly agree. In addition to this, the mean score 3.58 of the respondents were labeled as high. Thus from this data it can be concluded that, the attentions stockholders had to the CPD program had much effecte on teachers' motivation in the CPD.

Furthermore, table 7 was used as summery of table 6 to show the extent to which the above factors affected teachers' motivation in the CPD program. In this manner, the mean scores in

table 6 above were used to rank from the highest factors to the lowest to see the magnitude of effect on teachers' motivation. It is also used to indicate the highest factors that needs prime attention to enhance teachers' motivation in CPD.

Table 7: the effect level of motivational factors in CPD

No	Item summery	Mean	Rank
1	Licensing	3.93	1 st
2	reward & recognition	3.75	2 nd
3	Stockholders attention to CPD	3.58	3 rd
4	trained and experienced facilitators	3.47	4 th
5	feedback & support	3.35	5 th
6	lack of training & resources	3.23	6 th
7	Participation in school CPD planning	3.02	7 th

Thus from the above table, the issue of licencing, reward & recognition and stockholders with the mean score of (3.93, 3.75 and 3.58) has got the 1st- 3rd in rank and they are the most impacting factors in reducing teachers motivation Whereas, the rest of the items, the trained and experienced facilitators, feedback & support, lack of training and resources and participating in school CPD planning with the mean score (3.47,3.35,3.23 and 3.02) has got 4th -7th in rank and they were factors moderately affected teachers motivation.

4.3.3 Respondents' view on motivational factors in CPD.

The following analysis was presented to see participants view regarding motivational factors in CPD. It intended to check if these factors are linked to teachers' motivation in the participation of CPD.

Table 8: Participants opinion about motivational factors in CPD

N	Items	f	N	Respondents response				
				5	4	3	2	1
1	I would be motivated in my CPD participation if there are incentives or rewards in the CPD.	F	231	149	72	5	5	-
		%	100	64.5	31.2	2.2	2.2	-
2	I would be motivated to participate in CPD, If the licensing and re-licensing scheme launched in the teaching	F	231	153	68	4	6	-
		%	100	66.2	29.4	1.7	2.6	-
3	. I would be motivated to participate in CPD, if there is direct link between CPD	F	231	101	84	40	6	-
		%	100	43.7	36.4	17.3	2.6	-
4	If I got recognition in my profession, I would be motivated to actively involved	F	231	129	90	9	3	
		%	100	55.8	39	3.9	1.3	
5	If the CPD activities had direct link with teaching learning, I would be motivated to participate in the CPD.	F	231	111	61	49	10	-
		%	100	48.1	26.4	21.2	4.3	-

In terms of item number 1 in table 8 above, the respondents were asked to respond to the question, I would be motivated in my CPD participation if there are incentives or rewards for my better accomplishment in the CPD. However, 149(64.5%) of the respondents rated their responses as strongly agree and 72(31.2%) rated agree respectively. The rest of the respondents 5 (2.2%), and 5 (2.2%) rated undecided and disagree respectively. In this case the majority of the respondents 221(95.7%) were rated agree and strongly agree on the item respectively. From this result it can be concluded that, if there is reward/incentive system in the CPD teachers can be motivated to participate in CPD.

In relation to item 2 in table 8, respondents were asked to respond on the question, I would be motivated to participate in CPD with interest, if the licensing and re-licensing scheme launched in the teaching profession. In this manner, the respondents were rated their responses as 153(66.2%) and 68(29.4%) as strongly agree and agree. Whereas, 4(1.7%) and

6(2.6%) rated their responses as undecided and disagree respectively. From this result, 221(95.6%) of the respondents were rated strongly agree and agree respectively. There for, from these results it can be concluded that, if there is licencing and re-licencing system in the teaching profession, teachers would be motivated to participate in the CPD.

Regarding item 3 of the above table, the respondents were asked to replied on the question, I would be motivated to participate in CPD, if there is direct link between CPD and Career structure or promotion In this regard respondents were rated their responses as,101(43.7%)and 84(36.4%) strongly agree and agree respectively. Whereas, 40(17.3%), and 6(2.6%) rated undecided and disagree respectively. In this case, the majority of the respondents responded185 (80.1%) agree and undecided. Thus from this data it can be concluded that, if there is direct link between CPD and career structure or promotion, teachers would be motivated in the participation of CPD.

Concerning item 4 in table 8 above, respondents were asked on the question, If I got recognition in my profession, I would be motivated to actively involved in the CPD program In this regard respondents were rated their responses as,129(55.8%) and 90(39%) strongly agree and agree respectively. Whereas, 9(3.9%) and 3(1.3%) rated undecided and disagree respectively. In this case, the majority of the respondents 219(94.8%) responded agree and strongly agree. Thus from this data it can be concluded that, if teachers had got recognition in relation to CPD in the teaching profession, they would be motivated to participate in CPD.

In terms of item number 5 in table 8 above, the respondents were asked to respond to the item, if the CPD activities that take place in my school had direct link with teaching learning, I would be motivated to actively participate in the CPD program. In this manner respondents were rated their response as, 111(48.1%) strongly agree and 61(26.4%) rated agree respectively. Whereas, the rest of the respondents 49 (21.2%) and 10 (4.3%) rated undecided and disagree respectively. In this manner, the majority of the respondents 186(80.5%) were rated agree and strongly agree on the item respectively. There for, from this result it can be concluded that, if the CPD activities that taking place in the school are directly linked to teaching learning, teachers would be motivated in the CPD.

4.4 The relationship among reward, recognition, motivation and CPD

The following analysis was presented to see if there is a relationship among reward, recognition, motivation and CPD. In this analysis to find out the relationship among these variables, career structure and licensing were used as motivational factors in CPD. For the purpose of licensing in the teaching profession is to recognize teachers as professionals. Whereas, career structure as a promotion /reward system to motivate teachers in the teaching profession.

Table 9. The correlation among reward, recognition and motivation in CPD

		Career structure	Licensing
1 I would be motivated in CPD, if there were link between CPD and Career structure	Peason correlation	1	.660**
	Sig (2-taild)		.000
	N	231	231
2 I would be motivated in CPD, if there were licencing/re-licensing in the teaching profession	Peason correlation	.660**	1
	Sig (2-taild)	.000	
	N	231	231

** Corrilation is significant at the 0.01 level(2-taild)

* Corrilation is significant at the 0.05 level (2- taild)

Accordingly, while we see the association between these variables, with the Pearson' correlation, the $p = 0.000$ is significant at 0.05 or 0.01 level. In this manner, the correlation coefficient of career structure with career structure itself is 1. This means it is perfectly positively correlated with itself in item1, table 9 above. Whereas, career structure with licensing in item 1, table 9 above, the $p = 0.00$ is significant at 0.05 or 0.01 level The correlation coefficient in this level is 0.664. This means licensing and career structure is strongly positively correlated.

Similarly, when we see the relationship between the variables in item 2 table 9 above, with the Pearson' correlation, the $p = 0.000$ is significant at 0.05 or 0.01 level. In this manner, the

correlation coefficient of licensing with licensing itself is 1. This means it is perfectly positively correlated with itself in item 2, table 9 above. Whereas, licensing with career structure in item 2, table 9 above, the $p = 0.00$ is significant at 0.05 or 0.01 level the correlation coefficient in this level is 0.664.

From the above data analysis, we can conclude that, licensing and career structure is strongly positively correlated. In other term, there is a positive learner association between reward and recognition. According to the above items, if reward and recognition linked with CPD, participants become motivated to participate in CPD. In this case, we can conclude that, there is a relationship among reward, recognition, motivation and CPD.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter summarization of the main findings, conclusions drawn and recommendations made based on the findings of the study were presented.

5.1. Summary

The purpose of the study was to identify factors affecting teachers' motivation towards continuous professional development in Secondary Schools of East Hararghe Zone. The study was guided by the following objectives: to identify major factors that affect teachers' motivation in implementing CPD, find out the level of teachers' motivation in relation to CPD, find out the relationship among reward, recognition, motivation and CPD and suggest possible strategies of enhancing teachers' motivation in the CPD in secondary schools of East Hararghe Zone.

Descriptive survey design with both qualitative and quantitative research method was employed. Ten secondary schools were selected for this study by multi stage sampling technique. , from the 10 selected secondary schools, 212 teachers were selected to be sample respondents by using stratified random sampling technique. Whereas, 10 principals 10 vice principals and 10 supervisors were selected by availability sample technique and 2 CPD facilitators and 2 Woreda education experts or CPD coordinators by simple random sampling technique. Questionnaire, interview and document review were used as data collection tools and quantitative data were analyzed using descriptive statistics such as frequencies and percentages and inferential statics such as mean and independent t-test were used In addition, correlation was used to see the relationship between variables in the study. Finally, qualitative data were analyzed using thematic approach.

Accordingly based on the analysis, and interpretation made so far, the following major findings of the study were found out:

1.Regarding sex of teachers 162 (80.6%) of them were males and 39(19.4%) were females. Whereas, 27(90%) of school leaders were male and the remaining 3(10%) were female. As far as age is concerned, 58.2% were within the age range of 26 – 35. Similarly, a greater percent of school leaders were also within the age range of 26 to 35 years.

Concerning marital status of the respondents, 131(85.2%) of teachers and 27 (900%) of school leaders were married. .Concerning, the educational qualification, all the respondents were first degree holders.

Regarding the work experiences, 95(47.3%) of respondents had 11-15 years of services and 72(35.8%) of teachers had more than 15 years of work experience. Similarly, the majority of school leaders 18(60%) had also 11-15 years of services and the rest 6(20%) of school leaders had more than 15 and above years of services.

2 Concerning, teachers' motivation towards any CPD activities, the study found that, teachers' motivation to participate in any CPD activities with the Avrege mean score of (2.45) is low. Thus; the result implies that, teachers have low motivation to participate in any CPD activities in their school.

Similarly, significant number of respondents confirmed that their motivation to up-date professional skill and knowledge through CPD were low with the mean score of 2.49. This implies that teachers have low motivation to up-date their professional skills and knowledge regularly through CPD.

Concerning whether the feedback and support provided from their school leaders motivated them, the majority of the respondents confirmed that with the mean score of 2.16 were very low to motivate teachers to actively involve in CPD.

Regarding the recognition teachers had got through CPD were motivated them in their teaching profession, the majority of the respondents with the mean score of 1.94 were implied very low.

In most schools the reward and recognition teachers received for better accomplishment in CPD (with average mean value 2.4), the provision of license for teachers in the teaching

profession. (With average mean value 1.95) was very low. From interview result also confirmed that licensing was not implemented yet.

Regarding stockholders' attention to the CPD program with the average mean value 2.45 were indicated low. This implies that the above listed factors are the seriously affecting factors of teacher's motivation towards CPD in the study area.

Regarding the effects of motivational factors, the majority of the respondents were confirmed that the absence of reward and recognition with the mean score of 3.75, the dalliance of government licencing scheme for teachers with the mean score 3.93, the absence of well trained and experienced CPD facilitators with the mean score of 3.68 and stockholders' attention to the CPD program with the mean score of 3.58 were indicated high. Thus, the above listed factors are the most serious problems in affecting teachers' motivation than the rest factors.

4 Regarding the linkage between motivational factors and teachers' motivation in CPD, the majority of the respondents confirmed that, they would be motivated if there is incentive / reward, with the mean value of 4.58, if there is licencing in the teaching profession with the mean value 4.59, if there is direct link between CPD and Career structure with the mean value 4.49 very high.

Whereas, respondents confirmed that they would be motivated, if they were recognized for their better participation in the CPD with the mean score of 4.11 and if the CPD activities were directly linked with teaching learning with mean score 4.18 high.

5 Regarding the relationship among reward, recognition, motivation and CPD, the correlation between career structure and licencing were checked to find out the relationship exists among these variables. Accordingly, the relationship observed among the variables were positive strong leaner correlation with the coefficient of 0.664.

5.2. Conclusions

Based on the summary of the major findings, the following conclusions were drawn: Teachers' motivation is determinant factor in the involvement of CPD. Hence, teachers have

to be motivated so that they could be involved interestingly in the CPD program. However, this study revealed that, teachers' motivation towards CPD was in the low level in Government secondary schools of East Hararghe zone. Therefore, we concluded that, teachers are not successfully accomplishing the CPD activities in their school.

As the study indicated, absence of feedback and support, lack of reward, recognition, lack of stakeholders' attention to CPD and absence of well trained and experienced CPD facilitators are the major factors affecting teachers' motivation in CPD.

The study also revealed that, among other factors, licensing, reward, recognition and stakeholders' attention to CPD are the most serious problems that are affecting teachers' motivation in the participation of CPD.

Finally, the study found out that, there is a strong linear positive relationship among reward, recognition, motivation and CPD.

5.3. Recommendations

Based on the conclusions of this study, the recommendations for improving teachers' motivation towards continuous professional development in secondary schools of East Harare Zone, Oromia Regional Government State, and therefore possibly in Ethiopia, are as follows:

1. Ministry of education, stakeholders like Ethiopian Teachers Association, and regional educational office shall be at the front line to improve and design immediate strategies and mechanisms to mitigate factors that are affecting teachers' motivation towards CPD, especially teachers' career promotion, licensing and teachers' training programs should be designed and implemented nationally integrated with CPD
2. The government licensing and re-licensing plan should be launched immediately in the teaching profession. The licensing system helps teachers to be recognized as professional teachers and able them to grow in the teaching profession. Consequently, it enhances teachers' motivation in the participation of CPD.

3. Zone education department offices and Woreda Education Office also ought to apply licensing, re-licensing, certification and career promotion for teachers after finishing the 60 hours CPD training.
4. ZED and WEO should provide adequate training regularly for School CPD facilitators and mentors so that they are able to facilitate the CPD activities in the school.
5. School leaders should practically assist teachers and should be able to create strategic direction and plan for the school in collaboration with stakeholders.

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Basic question-2 what are the major factors that affect teachers' motivation to CPD in East Hararghe Zone Secondary Schools?

The following questions are related with factors of motivation that linked with professional development.

2.1 How do you rate the following supports are available to motivate teachers in the CPD program in your school.

No	Items	Rating				
		5	4	3	2	1
1	I get timely feedback and support from my school leaders in my CPD activities.					
2	The school always participate me in school CPD planning.					
3	The school provides me with necessary materials for my CPD activities.					
4	I get enough training from the school so that I can easily participate in the CPD activities.					
5	The school provide me necessary reward and recognition for my better participation in CPD.					
6	I already licensed to be a professional teacher in my teaching profession.					
7	I have experienced and committed CPD facilitator in the school CPD program.					
8	The school and the stakeholders give considerable attention to the CPD program.					
9	The CPD program and teachers' career structure are integrated so that I can grow in the teaching profession					
10	The school CPD activities are relevant and directly linked with teaching learning.					

2.2 To what extent do the following motivational factors affect your motivation in CPD?

No	Items	Rating				
		5	4	3	2	1
1	Absence of timely feedback and support from the school did had much effect on my motivation in relation to CPD					
2	Absence of my participation in school CPD planning process had much effect on my motivation in the CPD					
3	Lack of necessary training and resources did have much impact on my motivation in the CPD program.					

4	The absence of reward and recognition for better achievement in the CPD did have much effect on my motivation.					
5	The dalliance of government licensing scheme in the teaching profession highly affected my motivation.					
6	The absence of well trained and experienced CPD facilitators did have much effect on my motivation.					
7	The attentions stockholders have to the CPD program did have much impact on my motivation in the CPD.					

The following question is intended to show how the following motivational factors have relationship with professional development (CPD).

2.3 To what extent do you agree/ dis agree with the following motivational factors are related to teachers' motivation in CPD?

No	Items	Rating				
		5	4	3	2	1
1	I would be motivated in my CPD participation if there are incentives or rewards for my better accomplishment in CPD.					
2	I would be motivated to participate in CPD , If the licensing and re-licensing scheme launched in the teaching profession.					
3	I would be motivated to participate in CPD, if there is direct link between CPD and Career structure or promotion.					
4	If I got recognition in my profession, I would be motivated to actively involved in the CPD program,					
5	If the CPD activities had direct link with teaching learning, I would be motivated to participate in the CPD.					

Basic Question-3 what is the relationship among reward, recognition, motivation and CPD?

Basic Question- 4 what should be done in order to enhance teachers' motivation to CPD?

Part three: Open ended items that invite you to explain briefly your opinion concerning teachers' motivation towards CPD.

1. Do you think that CPD is effective in your school (meet its goal)?

Yes No

2. If you respond 'yes' how? Please, explain your idea in detail.

3. In your opinion, how do you describe teachers' motivation to attend CPD?

4. In your opinion what should be done to enhance teachers' motivation towards CPD?

5. Briefly describe the factors in your work environment that can give you motivation to be actively involved in the CPD program?

6. Briefly describe the factors in your working environment that make you de-motivated in the participation of CPD?

Thank You.

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
College of Education and Behavioral Sciences
Department of Educational Planning and Management
M.A. in School Leadership Program

7.2 Appendix 2:- Interview Guide

Interview Guide for Secondary School CPD Coordinator and woreda education Expert

Dear participants, I am M.A student in school leadership at Haramaya University. I am required to conduct a research, as part of my master's degree partial fulfillment on **Factors affecting Teachers' Motivation towards continues professional Development in Secondary Schools of East Hararghe Zone**. To achieve this, you have been selected to participate in the study. Therefore, you are kindly requested to tell me everything I ask you concerning the title under study. The purpose of this interview is to gate general information about factors that affect teachers' motivation in relation to CPD. Your response would be used only for academic purpose and will be treated in confidence and will not be used for publicity. So talk freely on what I ask you and forward any of your opinion concerning this title. Your assistance and cooperation will have great value for the study to achieve its objectives. Finally, I would like to appreciate the assistance and cooperation you are requested to deliver in advance.

Thank you very much

Part – I: General Information and Personal Data

1. Sex _____ 2.Age _____ 3. Academic Qualification _____
 4. Experience in year _____

Part – II: The main questions of the interview

The interview schedule concerned with the hindering factors of teachers' motivation towards CPD according to your opinion.

5. Do school teachers have motivation while they are participating in CPD?

1= Yes

2= No

6. How do you state the motivation level of your school teachers' towards continues professional development?

7. What do you think are the major factors that could affect teachers' motivation in relation to CPD?

8. What are the major challenges that you encounter while you facilitate CPD?

9. What do you think how these challenges can be minimized?

10. Do you think that reward, recognition and motivation could have link with CPD?

11. How these things can change the participation of teachers in CPD?

12. Finally, what would you suggest to improve teachers' motivation regarding CPD?

Thank you for your participation.