

**LEADERS' CONTRIBUTIONS IN IMPLEMENTING OF TEACHERS'
CONTINUOUS PROFESSIONAL DEVELOPMENT
IN SECONDARY SCHOOLS OF HADIYA ZONE**

MA THESIS

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Continuous Professional Development in Secondary Schools
of Hadiya Zone**

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ACRONYMS AND ABBREVIATIONS

CPD	Continuous Professional Development of Teachers
ESDP	Education Sector Development Program
GEQIP	General Education Quality Improvement Package
INSET	In-Service Education and Training
MoE	Ministry of Education
OECD	Organization for Economic Cooperation and Development
REB	Regional Education Bureau
SNNPRG	South Nations Nationalities and People Regional Government
SNNPRS	South Nations Nationalities and People Regional State
WEO	Woreda Education Office
ZED	Zonal Education Department
ZEO	Zone Education Office

BIOGRAPHICAL SKETCH

The author, Asmamaw Letebo, was born in July 1977 at Metehara Merti town. He attended his Primary education at Merti Primary School from 1984-1989 and his Secondary School at Merti High School from 1990-1996. After completion of secondary school, the author attended his college education at Hawassa Teachers Training College from 2000-2003 and first degree education at Arba Minch University from 2008-2011.

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Leaders' Contributions in Implementing of Teachers' Continuous Professional Development in Secondary Schools of Hadiya Zone

ABSTRACT

The purpose of the study was to investigate leaders' contributions in implementing of teachers' CPD in Secondary Schools of Hadiya Zone. The study was attempted to identify the contributions of leaders' to the implementation of teachers' CPD. The study employed a descriptive survey research design and a mixed approach to collect and analyze data. Questionnaire was employed as the main data collection instrument and supplemented by interview and document analysis methods. Quantitative data were analyzed using descriptive statistics including frequency, percentage, standard deviation, and mean. Also inferentially, independent t-test was employed. Quantitative data were analyzed by using narration and it was carried out in stratified randomly selected six woredas and simple randomly selected nine government secondary schools. Total sample size of respondents was 314. Namely, 223 teachers were selected by using simple random sampling technique. Furthermore, 55 school CPD coordinators, 9 principals, 9 vice principals, and 18 woreda CPD coordinators were also selected by using availability sampling technique. The results of the study revealed that the contributions of leaders were not adequate. So that, lack of financial and materials supports, feedbacks, and training places were insufficient. Furthermore, teachers' perceptions, awareness, and motivation levels were still low. It was recommended that Regional Bureau of Education take appropriate measures including supply of adequate material, training, and administrative support for Woredas' education offices, supervisors, and principals. It was also recommended that principals should create mutual work condition among teachers and kebele education and training boards to allocate sufficient finance and training places. Also, Woreda Education Offices should give appropriate feedbacks and create agreement between teachers and schools on time used in CPD studies during working hours, and including sixtyhours CPD study completion in teachers' performance appraisal practice, as a tool for teacher licensing and re-licensing.

1. INTRODUCTION

This chapter describes the background of the study, statement of the problem, basic questions of the study, objectives of the study, significance of the study, delimitation of the study, limitations of the study, and definitions of key terms.

1.1. Background of the Study

Currently in most countries of the world, teachers' CPD is not mandatory. However, this voluntary nature is increasingly changing. Governments in both developed and developing countries are introducing legislation concerning CPD and linking it to career structure and appraisal (MoE, 2009b). International studies on teachers and their professional development have shown that so far, in-service training is considered as a professional duty in about a half of all European states, but it is in practice optional in many of them (European Commission, 2011).

In the majority of European education systems, it is compulsory for schools to have a CPD plan. The development of such a plan is usually a responsibility of the school head, the school management team or a teacher assigned to coordinate the CPD activities in the school. In some education systems, the adoption of the CPD plan is a collective responsibility of the entire teaching staff (European Commission, 2013).

Scholars such as Workneh and Tassew (2013), show that effective school organization and leadership, and teachers' qualifications are valuable sources of success in children's learning. Studies in Asia, Latin America and Africa indicate that improvements in teaching and student outcomes are the function of multiple factors, including various kinds of teacher, school-based management reforms that devolve decision-making authority to the schools have had important effects on teacher performance and student learning by making teachers more accountable to their communities.

In addition, scholars such as Workneh and Tassew (2013), said researchers assert that the availability of well-trained teacher through pre-service teacher training, in-service

professional development and the informal training obtained through on-the-job experience is central to improving the quality of education at both primary and secondary levels in many countries. So, proper schooling cannot conceive without the presence of qualified teachers.

According to MoE (2009b), CPD particularly in developing countries, is often concerned with introducing new behavior and attitudes often radically different from previous experience, then CPD activities must clearly reflect this. In sub-Saharan Africa, yet as demand and access to secondary education widens, so is the increased pressure on the education systems. The quality of teachers in such a situation assumes even greater importance, as changing needs place greater pressures on teachers. Teachers would need to get support more than ever before raising the need for stepping up CPD of teachers a for-too-long neglected aspect of secondary education (Mary *et al.*, 2007).

On a national level, modern teachers' education started in 1940's (MoE, 2006). The program was had problems to practice on-job training. However, the 1994 Education and Training Policy (ETP) aimed to resolve problems in Teachers Development Program (TDP), and launched the quality education initiative since 2008. Here, teachers' CPD is the key for educational quality improvement. CPD is prepared and practice to enable teachers update themselves with a new methodology, approaches and policy directions in education.

Before 2005, CPD was prepared in a modular approach. It composed of two levels such as a two-year induction program for the newly developed teachers and continuous updating program for those experienced teachers in the education system. Teachers' CPD program carried on by the experienced teachers to provide opportunity for continuous learning and with expanding knowledge, new techniques and share experiences, ideas and good practice for teaching-learning approaches with colleagues from own and other schools by participating in CPD activities each semester. The structured of CPD program demonstrated how all teachers would engage actively in their professional development supported at each level of the educational system. Teachers will expect to get license and renew their teaching licenses by fulfilling their CPD practices (MoE, 2005).

As of the revised CPD framework MoE (2009b), the objective of CPD is to raise the achievement of students in Ethiopian schools. Centered on the local context and particularly classroom practice, teachers need to participate actively with full interest and positive attitude in their professional development. Therefore, in order to effectively practice CPD and to produce professionally well informed and motivated teachers who should work to be capable of transforming the quality of educational delivery, principals and other stakeholders should work together to improve the implementation of CPD. Especially within schools, the principal has unique position to influence the implementation of CPD (Paul ,2000).

According to the above points, the researchers agreed that internationally and nationally teachers' CPD is not new idea and it is widely acceptable program as guideline. The student researcher understood that the implementation of CPD has positive outcomes in the teaching learning process. It has good role to update the teachers' knowledge, skills and develop the competences among the staff members to improve the students' academic achievement. In that case, the whole stakeholders especially the role of school principals is more than the other. Hence, the school principals ought to be more knowledgeable and experienced about CPD than teachers. Therefore, this study conducted to fill the gap through evaluating the leaders' contributions to the implementating of teachers CPD and its outcomes to the students' learning achievement in the secondary schools of Hadiya zone.

The student researcher has four years as a teacher and ten years as a school principal experiences, recently he observed many weakness of CPD implementation. Most of the time, the school principals and vice principals give more attention to day-to-day routine administration and instructional affairs rather than teachers' CPD program. Moreover, the stakeholders such as teachers, school CPD coordinators, principals, vice principals, and Woreda Education Office CPD coordinators have lack of awareness, lack of commitment, and low level of skills to practice CPD. This is the main reason why the researcher was conducting this study.

1.2. Statement of the Problem

According to MoE (2009a), international research shows that CPD is most effective when it is school based and linked to School Improvement, colleagues work closely together to improve their own practice, the effectiveness of their own school and, in the end, the achievement of their own students. In Ethiopia, responsible stakeholders at various levels poorly practice CPD. The absence of clearly defined objectives, shared vision and common understanding among partners on CPD created room for ambiguity or uncertainty for practices. Collaboration in monitoring CPD and evaluation system is also among the identified problem. Lack of adequate awareness among teachers and absence of link between the CPD and teachers' career' structure are identified (MoE, 2009b).

According to MoE (2009a), there were six major challenges identified through the country: Failure to synchronize the career structure and the CPD values and activities, high turnover of CPD facilitators, have time limitations on teachers as well as their school leaders, CPD program is lagging behind its time and the tendency of rushing to cover the course, total absence or inadequacy of the minimum resources required to run CPD, and lack of systematic collaboration and coordination between education bureaus and None Government Organizations (NGO's).

According to OECD (2002), a skilled and well-supported leadership team in schools can help foster a sense of ownership and purpose. In the way that teachers approach their job...conferring professional autonomy to teachers will enhance the attractiveness of the profession as a career choice and will improve the quality of classroom teaching practice. Day et al. (2000), conclude that, "Research findings from diverse countries and different school contexts have revealed the powerful impact of leadership processes related to school effectiveness and improvement". Bill (2003) and Wei *et al.* (2009), conceptualize high quality or effective professional development as that which results in improvements in teachers' knowledge and instructional practice, as well as in improved student learning outcomes. Therefore, the skill and competence of school leaders affect the implementation of teachers' professional development.

The Educational Bureau of SNNPRS and Hadiya Zone Education Department frequently conducts workshops for education supervisors, schools principals and teachers in order to improve their Continuous Professional Development programs. According to MoE (2009b), yet, the performance of schools leaders and teachers does not seem to have changed much.

Although, different researchers were identify deferent findings to the issues of CPD in schools. Such as, Gemechu (2014), studied: Current Status of CPD Program in Secondary School of Bole Sub-City. This study mainly designed to assess the current status of CPD program in secondary school and the main findings were lack of motivation and interest by the teachers, insufficient training, less budget allocation, unsatisfactory support from principals and supervisor, lack of material, and lack of commitment through concerned bodies are findings. Also Afework (2014), studied that, an Assessment of the Implementation of teachers' CPD Program in selected Secondary and Preparatory Schools. The major findings were teachers' perceived CPD program negatively; there were no stakeholders support and follow up activities on the CPD program and the program was delayed by many discouraging factors. Mehretab (2015), studied that Principals' Roles in Fostering Teachers' CPD in Government Secondary Schools of Addis Ababa. Purpose of the study was to investigate the role of school principals in fostering teacher CPD. The study revealed that the performance of secondary school principals in Addis Ababa was neither lower nor higher as rated by teachers. It was moderate in enhancing CPD activities in the four areas. Yitayew (2013), studied that: Practice and Challenges of CPD in Primary Schools of Metekel Zone. The major challenges were, lack of training manuals, irrelevance and un clarity of the available training manuals, lack of trained facilitators, insufficiency of supports provided for teachers growth, insufficient allocation of budget, and school systems were not in the way that can satisfy the training needs of teachers.

However, Leaders' contributions in implementing of CPD were not touched in the above stated researchers in different areas of Ethiopian schools. Since poor implementation of CPD has great impact on teaching learning activities. This study was able to fill the gap of the stated researches in SNNPRS in Hadiya Zone Secondary Schools.

1.3. Basic Questions of the Research

The study, thus, sought to find answers to the following basic question.

1. What is the status of teachers' Continuous Professional Development in the secondary schools of Hadiya Zone?
2. How do teachers and CPD coordinators perceive the implementation of teachers CPD?
3. How do leaders' professionalism, work experiences and competence affect the implementation of CPD?
4. What are the innovative ways through which leaders contribute for implementation of CPD in schools?

1.4. Objectives of the Study

Under this section, both general and specific objectives of the study were clearly indicated.

1.4.1. General objective

The general objective of the study was to investigate the contributions of leaders in implementing of teachers' CPD in secondary schools of Hadiya Zone. The study was respond to the following specific objectives.

1.4.2. Specific objectives

Specifically, the specific objectives of this study were indicated to

1. Examine the status of teachers' CPD in Hadiya Zone's secondary schools.
2. Identify how teachers and CPD coordinators perceive the implementation of teachers' CPD in the study area.
3. Pin point how leaders' professionalism, work experiences and competence affect CPD implementation in the study area.
4. Assess the innovating ways through which leaders contribute for implementation of CPD in the study area.

1.5. Significance of the Study

The researcher believes that the findings of this study may have the following significances: It may provide timely information to Woreda, Zonal, and Regional Education Offices on the current implementation of CPD in secondary schools of Hadiya Zone. It may help for the school principals, supervisors, and teachers for the implementation of CPD practice in secondary schools of the Zone. In addition, decision makers, planners, and program developers may influence them to intervene and bring solutions to the observed problems and constraints, and it may also serve as a reference for other researchers wishing to do further study in similar area.

1.6. Delimitations of the Study

To make the study more manageable and feasible, the study was delimited to the following. This study was delimited to school type of CPD such as peer coaching, critical friendships, mentoring, action research, and task-related planning teams.

The study was delimited in Hadiya Zone's secondary schools. In the Zone, there are government and private secondary schools, but this study was delimited only government secondary schools. Of the 58 government secondary schools, it was delimited to 9 secondary schools. This means the study was not included private secondary schools, because of time and other constraints. In addition, teachers, principals, vice principals, CPD team coordinators of the selected schools, and Woreda CPD co-coordinators' were included in the study because they are direct stakeholders to implement schools based teachers' CPD. The study was focused since 2014 up to 2016 with the beginning of the present school base preparation of school and individual teachers' CPD modules for study.

1.7. Limitations of the Study

It is obvious that research work cannot be totally free from limitations. To this end, the student researcher also faced the limitation of meeting with the respondents, especially some teachers, some school principals, and WEO CPD coordinators were not interested

and busy to participate in the study. To solve the problems, the student researcher tried to replace that uninterested teachers by using simple random sampling technique and the researcher also tried to contact frequently with school principals and WEO CPD coordinators to obtain their time to gather information for the study. Another limitation was shortage of time for which this study was restricted to assess the implementation of CPD in government secondary schools of Hadiya Zone and the another limitation was lack of resent and relevant literature on the new CPD approach implementation in the case of Hadiya Zone. There was also shortage of updated related literature in the area. However, it was attempted to make the study as complete as possible.

1.8. Operational Definition of Key Terms

The following are some of the key terms widely used in this study.

Continuous Professional Development of teachers is updating of teacher's professional knowledge, skills and attitudes to improve their students' academic achievement throughout their teaching life.

CPD implementation is realization of an application, carrying out or execution of teachers CPD in school level.

Implementation is successful realization of CPD to improve teachers' professional knowledge, skill, and attitude to improve their students' academic achievement throughout their teaching life.

Leader is the chief instructional leader and influential person to implement teachers' CPD in school. In this study, leaders are the school principals, vice principals, school CPD coordinators, and Woreda education office CPD facilitators.

Leaders' contribution is the roles of school principals, vice principals, CPD coordinators, and Woreda education office CPD facilitators to participate teachers' CPD in schools.

Mentors are those teachers who guide new and less experienced teachers in career and teaching skill development.

Portfolio is a collection of items, organized in a file produced by teacher to demonstrate his/her professional accomplishment.

Leaders' competence is knowledge, skills, and attitudes those enable schools CPD coordinators, vice principals, principals, and WEO CPD facilitators to perform the implementation of CPD.

Leaders' professionalism is the educational background of school principals, vice principals, and WEO CPD facilitators which related to lead the implementation of teachers' CPD.

School learning CPD is a CPD programs practiced at school level by school leaders and teachers.

Secondary School is an educational level of grade nine up to twelve, but in this study it is level of grade nine and ten.

2. REVIEW OF RELATED LITERATURE

In this section of the research presents relevant literatures related to the general concepts of the leaders' contributions in implementing of school based CPD program. The literatures are Published books, journals, and policy documents. The section has definitions and concepts of CPD, principles of CPD, promoting school based CPD, approaches, evaluation of CPD, factors affecting teachers CPD, and current status of CPD practice. Moreover, the role of leaders in implementation of CPD briefly presented.

2.1. Concepts of Teachers' Continuous Professional Development

The importance of quality education and the urgent need to improve schools and raise student achievement are evident in the words of Arne Duncan, Secretary of Education (2009); cited in Reimer (2010)“ More than any other issue, education is the civil rights issue of our generation and it can't wait-because tomorrow won't wait-and our children won't wait.” To support that, teacher professional development is critically important to school improvement focused on enhanced student learning outcomes (Paul, 2000).

Professional development in a broad system refers to the development of a person in his/her professional role. More specifically, teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examine his/ her teaching systematically (Glutton, 1995), as in (Villegas, 2003).

As Gander (2000), in Villegas (2003), professional development is broader than career development, which defined as “the growth that occurs as the teacher moves through the professional career cycle, and broader than staff development, which is, the provision of organized in-service program designed to foster the growth of teacher”. As Gander (2000); in Villegas (2003), when looking at professional development, one must examine the experiences, the process by which the professional development occur, and the context in which it takes place.

Continuous professional development of teacher contributes much for the enhancement of quality of education. It also provides opportunities for teachers to develop professionally. In general, different authorities define CPD in various ways but they express the same theme. For example, Day's (1999), definition of CPD encompasses all behaviors, which intended to effect change in the classroom:

Professional development consists of all 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 the classroom. (Day, 1999).

According to Paul (2000), the term professional development, ubiquitous in current literature, is often used interchangeably with such term as staff development, in service, skills training and continuing education. To avoid confusion and to clarify what we mean by teacher professional development, we opt for a more inclusive definition in this article. Professional development refers to learning opportunities that engage teachers' creative and reflective capacities to strengthen their practice. According to MoE (2009b), CPD is a process or an activity that increases the skills, knowledge, or understanding of teachers and their effectiveness in schools. In Ethiopia CPD can be divided into two. They are Updating and Upgrading. "Updating" is a continuous process in which every professional teacher participates during their career as a teacher. It focuses on subject, knowledge, and pedagogy and improves classroom practice. Also "Upgrading" is additional study outside their regular work as a teacher at appropriate times in their career, example convert a certificate to diploma, a diploma to a first degree.

The student researcher understood the definitions shown above indicate that CPD is a process or an activity that increases teachers' competence for improved practice. The definitions also carry the message that the process includes innovation of knowledge, skill and attitudes to elevate one's professional status to the desired level. Nevertheless, Day's definition is a little far ahead as broadens the effect of CPD to include the emotional development of teachers. In support of the views reflected by the above definitions MoE (2009b), supposed that CPD to be a means of improving teachers' skills and competence.

In addition, scholars such as Blansford (2000) and Craft (2000), supposed CPD to be a lifelong career of teachers, which will enable them to improve their competence.

Some authors used CPD, Staff Development, and in-service education and training (INSET), loosely and interchangeably. Nevertheless, according to Craft (2000), it is possible to break down these three terms. Staff Development, which focuses on individual institutional development, has less relation to CPD, but unlike Staff Development (SD), Staff Professional Development (SPD) is ongoing and lifelong process, CPD is concerned with staff collaboration, broadening of pedagogical and subject matter knowledge, strengthening of relationship among efforts, follow-up mechanisms and reliance on external expertise. INSET related to short courses provided for teachers outside their school. As to Blansford (2000), INSET encompasses all staff development and CPD also seen as focusing on future professional development.

The student researcher understands CPD as a program which useful and serving society. We can meet the changing development needs of a society through lifelong learning process. In addition, a collaborative school culture was important in influencing the strategies of professional development (Hargreves and Fullan, 1992); cited in Fok *et al.* (2008). In Hierbert *et al.*(2002); cited in Fok *et al.*, (2008), revealed that the most effective way for professional development was school-based, collaborative, focused on students' learning and linked to the curriculum.

The idea of CPD is therefore, can be termed as an investment in people who serve in the development of education. The CPD program also needs to be school-based to attain its functions. School based CPD should be design in accordance with school and individual teacher development needs. They should plan to improve quality of education, promote the teaching profession and growth of individual teachers. Here, teachers and school leaders are responsible for student learning. Knowledge does not pour from outside, but it is to develop through collaborative discussions, application and reflection in accordance with local realities.

The environment in which teachers' work and the demands placed upon them by the government and the societies are the increasingly complex. Teachers are expected to equip learners with a wide range of skills that they will require to take their place in the world that is in constant evolution, "this hasten the need for the development of more competent centered approach to teaching, together with greater emphasis on learning out comes" (EU, 2010). The learner in a class may come from wide range of backgrounds and may have broad range of abilities and different background knowledge. In such context, even initial teacher of the highest quality from a university cannot provide students with the knowledge and skills necessary for a lifetime of teaching. Therefore, teachers are not only to acquire new knowledge and skills but also to develop them continuously. The education and professional development of every teacher needs to be as a lifelong tasks and competence needed for its new roles, it is necessary to have both quality initial teacher education and a coherent process of continuous professional development to keep teachers up to date with the skills required in a knowledge-based society.

As Lessing and De (2007), have indicated the successful implementation of new polices, such as the outcome-based curriculum and inclusive education, will only be effective if teachers are adequately prepared and equipped by means of initial training and re-training, and they realize the importance of improving their practice by means of CPD. Furthermore, as with any other modern profession, teachers have responsibility to extend the boundaries of professional knowledge through a commitment to reflective practice, through research and through systematic engagement in continuous professional development from the beginning to the end of their career. Systems of education and training for teachers need to provide them with the necessary opportunities.

Effective professional development is ongoing, includes training practice and feedback, and provides adequate time, finance and follow-up support. Successful program involve teachers in learning activities that are similar to ones they will use with their students, and encourage the development of teacher learning communities. There is growing interest in developing schools as learning organizations, and in ways for teachers to share their

experience more systematically by improving their knowledge, skills and attitude through an effective CPD practices.

2.2. Principles of Teachers Continuous Professional Development

To more emphasis on the relationship between school improvement and teachers' CPD, scholars of Department for Education and Skills (2004), said that:

The principles of school improvement and the implications of teachers' CPD are directly related. The two main areas of activity that have had the greatest impact on our improvement have been the focus on teaching and learning and the professional development of teachers. We set out a strict priority to become a professional learning community. In other words, we are all here to learn and we are all here to do our jobs better.

This shows that teachers' CPD or the development of teachers' knowledge and skills is directly related to school improvement program. So, the benefits of teachers' CPD is not only teachers, it is also for the whole school stake holders and available to create good school environment.

MoE (2004b), has developed CPD principles. CPD program will be an initial phase for all teachers to follow. It will focus on areas of identified need that are generic (common) across the system and, alongside other staff development activities will take up the first 2 or 3 years of the new scheme. Thereafter, the scheme proper (phase two) will be introduced. In addition, Staff development program will be more effective if an on-going activity are registered or documented. This will be necessary for all who may be involved in the licensing of teachers. To do the school principals should establish a mechanism by which all staff development plans, actually implementing training activities and outcomes have to be register by the CPD coordinating body (WEOs).

One key elements of CPD will be the provision of courses related to the levels at which teachers are (level- related courses either in terms of content or activities). All teachers will keep a portfolio of their participation in CPD program. The members will also keep records

(portfolios) of all completed activities, classroom observation and meetings held with teachers and have them signed by themselves and teachers. All these portfolios will be as evidence for licensing and re-licensing teachers by the body responsible, mainly WEOs. The portfolio might contain details of CPD participation, benefits that accrued and effects on performance (MoE, 2004b).

Professional license renewal documents indicate that teachers have met the required renewal criteria must be verify by school principals and/ or by other education professionals, mainly WEOs, who are responsible locally. Documentation proving participation in these activities will retain at the local (school) level. Summary collection of this documentation will submit by the WEO and ZED with renewal applications. As can be seen from these principles, though a new CPD approach was launch since 2009, needs to be implement for both teachers' development and improvement of quality of education, with an ultimate goal in mind that is improvement in student achievement (MoE, 2004b).

In the Ethiopian context, teachers' professional development stages are categorized into nine since 2016, stages based on teachers development (MoE, File No-1/1-1386/23296/35, date 26/7/2016). They are: Beginner teacher (Induction:- up to two years of service), junior teacher with teaching license, (3- of service), (All teachers are expected to engage in CPD and keep a portfolio recording their development. Periodically they will have to apply to re-license as they progress through their career. The portfolio will provide one element of evidence to meet the re-licensing criteria). Proper teacher (3 years of service), senior teacher (3 years of service), Associate Lead teacher (3 years of service), Lead teacher (3 years of service), higher lead teacher 1, 2 and, the ninth one is higher lead teacher 3.

2.3. Promoting School Based Teachers' CPD

In order to see the major purpose of an educational system, the education system must implement practical and effective CPD program (MoE, 2003). From this statement, it is possible to show that implementation is the base of any type of CPD activity. Before describing the implementation program, it is better to see what mean implementation is. In

addition, we have to know clearly the extent of CPD implementing in Hadiya Zone Education Department.

Implementation of CPD program like any other program may have two phases; the pre-operation and the operation phases. The pre-operation phase is one that is before actual implementation, where as the operation phase is the practical action of the plan. Pre-operation phase include restricting of the school, scheduling and arranging mechanism for monitoring evaluating and reporting the effectiveness of the program. The operational phase occurs, when planning becomes action, design becomes structure and CPD activities impact directly as intended.

CPD program, to be effectively implemented needs, evaluation of the ongoing education at desired level, current management status of CPD program offered to teachers, the allocation of human and material resources necessary for the program. In general, CPD implementation needs support efforts from the whole stakeholders and there should be support mechanism from a state to ensure efficient implementation of CPD program (MoE, 2003).

The school principals, CPD co-coordinators at all level, school committees all have responsibility in managing CPD implementation (MoE, 2003; 2009). In managing CPD implementation, time, finance, space, teacher as workforce, short and long term school needs etc., have to be consider. The practice of CPD implementation in Hadiya Zone is similar with what is actually going on in Ethiopia, where schools review their CPD issues, plan for, implement, and finally evaluates their achievements.

School based professional teacher development usually focused on teaching staff development based on the consideration of student learning, local needs of the individual teacher and the objectives of the school. As Hewto (1998) and Monyatsi (2006); cited in Gashaw (2009), described school based staff development as a planned process of development which enhances the quality of people learning by identifying, clarifying and meeting the individual needs of staff within a context of institution as a whole.

CPD as in teacher development then should meaningfully have a positive impact in developing teaching community. As Sergiovani and Staratt (2002), this is to mean that, the in-service program should create a professional community which: encourage teacher to reflect on their own practice, acknowledge that teachers have different rates and at any given time are more to learn something than others; acknowledge that teachers have different talents and interest; provide for collaborative learning among teachers.

Here, it is true that the identification of school and individual CPD practices in schools and being able to implement them in practice is to mean that schools are involved; teachers got relevant knowledge, skills, and attitude to change students learning achievements.

2.4. Approaches to Teachers' Professional Development

Different scholars identified various approaches to CPD and recommended different models for different contexts. Lieberman (1996), for instance, classified approaches to CPD into three types: direct teaching (such as courses, workshops and so on); in school learning; and out of the school learning (includes learning networks, visits to other schools, school-university partnerships and so on) (MoE ,2013).

2.4.1. Direct teaching

Direct teaching or training, as a traditional perception of CPD, is often considered as a top-down delivery model of CPD where information on methods of teaching is passed on to teachers for implementation (MoE, 2013).

2.4.2. In school learning

School learning approach is types of CPD model. This type of CPD model includes peer coaching, critical friendships, mentoring, action research, and task related planning teams. They are expressed as the following.

2.4.2.1. Peer support

Peer support is one of the approaches to CPD whereby a teacher has the opportunity to observe colleagues' lesson and observed by peers. Currently extending peer observation and discussion to peer coaching and mentoring is also increasing in popularity (MoE, 2013).

The new CPD of teachers need to be conducted in school settings and linked to school wide efforts. Teachers work with each other, observing each other, planning lessons together, team teaching and undertaking action research to improve their school together. The processes need to be frequent and regular within the school. CPD of teachers deals with subject content and teaching strategies. Teachers can improve their classroom practice if they work on their understanding of the subject matter they teach allied with a variety of teaching methodology that enable students to learn and achieve better (Craft, 2000).

2.4.2.2. Collaborative CPD

CPD, which designed to be collaborative, is reported as effective in a majority of studies. In collaborative CPD (which is a bottom-up approach), teachers take responsibility for their learning by discussing their priorities for development with peers, taking part in shared planning of activities in their school and reviewing teaching. Different parties may be involved in collaborative approaches (Hamilton et al., 2006).

Some may be experts such as school based CPD co-coordinators or external advisers. It may equally be the case, however, that collaborative planning and implementation takes place with peers who are at varying levels of confidence and competence in the school. It is more important that the focus be on improving learning, as long as there is access to new methodologies, expertise when it becomes necessary (Hamilton *et al.*, 2006).

In a broad sense, professional development may include formal types of education, typically post-secondary training leading to qualification or credential required to obtain or retain employment. Professional development may come in the form of pre-service or in-service professional development programs. These programs may be formal, or informal,

group or individualized. Individuals may pursue professional development independently, or school and / or departments may offer programs. Professional development on-the-job may develop or enhance process skills, sometimes referred to as leadership skills, as well as task skills. Some examples for process skills are ‘effectiveness skills’, ‘team functioning skills’, and ‘systems thinking skills’. In addition, Professional development opportunities can range from a single workshop to a semester-long academic course, to services offered by a medley of different professional development providers and varying widely with respect to the philosophy, content, and format of the learning experiences. Some examples of approaches to professional development include Case Study Method, Consultation, Lesson Study, Mentoring, Reflective Supervision, Technical Assistance, and coaching communities of practice (Craig, 1998).

In this approach, professional development is to describe in terms of purpose, location method and level of impact. Professional development from the vocational perspective leads to school based professional development and school focused learning process. School focused professional development focused on in school education development, which takes in to account all processes of teacher, student, and school developments activities. School focused professional development focused on in school learning, in schoolwork, including outside activities, which aim and take into account the need of staff in the school. Off-site professional development focuses on outside activities by outsiders aim (Craft, 2000).

2.4.2.3. Mentoring

Another CPD activity related to induction is mentoring. Different writers, such as Blandford (2000) and Craft (2000), gave slightly different definitions for the term mentoring as a long-term positive support relationship between a more experienced staff and a new/ less experienced staff. In addition, Mentoring conducted as proper school based CPD, which is the process of professional assistance to less experienced teachers guided by senior and experienced staff proper CPD is a continuous learning throughout the professional life of teachers (Gray, 2005). It has benefits for individual teachers, schools and the teaching profession. In relation to individual teacher, it helps to maintain and

enhance. In general, mentoring fosters quality education and cost effectiveness (Hampton, 2006).

For mentoring to be successful, it should be free from compulsion/ pressure. The activities are fruitful if they help the Newly Developed Teachers (NDTs) to develop, if the relationships are cohesive and efforts are collaborative. In spite of its advantages, mentoring may have some potential disadvantage from the mentor's side. These drawbacks may be: passing bad habits, being unqualified, lack of patience and be reluctant to pass on their skill (Blandford, 2000), by taking into consideration the benefits and drawbacks of mentoring CPD program planners and school principals should create an opportunity for this activity in schools.

2.4.2.4. Induction

Induction is one of the important activities to perform by participants in CPD program. Different scholars, such as Blandford (2000), perceived induction as a bridge from initial teacher training to the professional leading in to the continuous professional development program. In addition, it is a form of well-organized professional assistance provided for beginner teachers and new staff to contribute for the proper accomplishment of their job. Newly deployed teachers need to understand how the school system is functioning and how to suit to it. Induction is providing for new teachers as transitional CPD in order to adapt or transform to the lifelong learning processes (Gray, 2005).

According to Lee (2000), induction is the provision of a frame work for the professional development of new teachers along with the resources and the commitment of that enables new teachers being confident professionals to embrace the challenges of the future. In addition, it is the way of giving information about schools' mission and goals to the new teachers. Thus, induction is determinant to have clear awareness of their job and know the formal structure of school system. Eventually, teachers who have completed their induction year have the same opportunities to access CPD as their more experienced colleagues.

In general, Induction is a system wide, coherent, compressive training and support process that continuous for two years and then seamless becomes part of the lifelong professional

development program of the school to keep new teachers teaching and improving toward increasing their effectiveness.

2.4.2.5. Coaching

The regularly practiced school based CPD activities are induction, mentoring, building professional learning teams, peer coaching, conducting action research, and developing teachers' professional portfolios. These activities integrate the major practices for successful implementation of CPD program. David (2006), pointed out that, the major ways of peer coaching activities are participation in study groups, problem-solving teams, experience sharing and involving in school improvement programs. In the peer coaching process, skilful, knowledgeable, and committed teachers are required to create conducive school environment of stable interpersonal relationships, collegial atmosphere and collaboration.

2.4.2.6. Action research

One of the major CPD opportunities for teacher is action research. What is Action Research? How is it useful for teachers' professionals, and for the education system? Different writers give the following descriptions: Gay and Airasian (2009), explained action research as a type of practitioner research, which is useful to improve practitioner's practice. Practitioners about their own practice do practitioner research.

According to Seyoum (1998), as cited in Haile Silasse (2008), action research can be conducted in school in three forms. These approaches to action research are collaborative approach where supportive staff, school principals, students and parents can take part, individual approach where the individual teacher manage the research project and whole school involvement where school community may be involved. Action research may help teacher to participate in policy formation and curriculum development. It may also promote teaching to the status of a profession (Craft, 2004).

According to Creswell (2012), thus, Action research designs are systematic procedures used by teachers to gather quantitative and qualitative data to address improvements in their

educational setting, their teaching, and the learning of their students. In some action research designs, you seek to address and solve local, practical problems, such as a classroom-discipline issue for a teacher. In order to use properly the teachers' knowledge skills should be developed by CPD program.

2.4.2.7. Professional development portfolio

A Professional Development Portfolio is a collection of records materials that shows what an individual teacher has done in the classroom, knows and can do. The main objectives of portfolio here are to document pupils' achievements over time. The portfolio document consists of group discussions; feedbacks of peer observation, individual students' records, and the reforms students have achieved in the class and compiled records of students' learning outcomes. The portfolio document also deals with teacher's application of learner's continuous assessment, applying active learning methods, problems solved through action research with student's behavior, utilization of effective teaching aids, ways of organizing tutorial classes and improvement of school climate (MoE, 2004b, and Craft, 2000).

2.5. The Cycle of CPD Planning

As far as the modern approach is concerned, analysis of in-school problem; Planning, Doing/ implementing and Evaluation are the necessary steps to be followed in an effective and practical CPD activities. This principle in general, imply that CPD is effective if the principles indicated above are implemented by involving teachers and other school based stakeholders to play their respective roles in school development processes. The new approach involves the identification of three in-school problems. According to MoE (2009a), for both the school and an individual teacher by assessing needs of the school and individual teacher then planning, doing and finally evaluating a one year CPD (that which covers 60 hours annually), followed by the next year same procedure.

In general, the new CPD for teachers in Ethiopia today followed the following (Analysis, Plan, Do, and Evaluate) cycle MoE (2009a). Planning is the first one of CPD plan, which meets the need analysis developed by an individual and the school by identifying three

priority issues for both groups. The second one is CPD cycle. It involves activities that chosen to meet the indentified needs through the needs analysis. All what planned to cover within a year (60 hours in year) to practically exercised. The third and the last activity is the Reviewing and evaluating the effectiveness of the annual CPD implementation is an essential part of the cycle, which should be included in the plan. The effectiveness will be judge according to the effectiveness of students' learning achievement and continue to the next new step of CPD planning.

2.6. Evaluating the Effective Implementation of Teachers' CPD

According to Paul (2000), there is a large body of evidence that identifies design principles for effective, high quality professional development. Developing guidelines for the design, delivery and evaluation of outcomes is an important first step in the development of professional learning cultures in schools. The most effective forms of professional development seem to be those that focus on clearly articulated priorities, providing on-going school based. It should support classroom teachers, deal with subject matter content as well as suitable instructional strategies and classroom management techniques and create opportunities for teachers to observe experience and try out new teaching methods (OECD, 2005; cited in (MoE,2009b).

Student learning is the primary goal of professional development, there are several levels of evaluating professional development programs that must be consider together in order to ultimately influence greater student learning (Guskey, 2000).

Table 1. Five Levels of Professional Development Evaluation

Evaluation Level	Questions Addressed
Participants' reactions	<p>Did like it? Was their time, well spent?</p> <p>Did the material make sense? Will it be useful?</p> <p>Was the leader Knowledgeable and helpful?</p> <p>Were the refreshments fresh and tasty?</p> <p>Was the room the right temperature? Were the chairs comfortable?</p>
Participants' learning	<p>Did participants acquire the intended knowledge and skills?</p>
Organization support and change	<p>What was the impact on the organization?</p> <p>Did it affect organizational climate and procedures?</p> <p>Was implementation advocated, facilitated, and supported?</p> <p>Was the support public and overt?</p> <p>Where problems addressed quickly and efficiently?</p> <p>Where the sufficient resources made available?</p> <p>Where successes recognized and shared?</p>
Participants' use of new knowledge and skills	<p>Did participants effectively apply the new knowledge and skills?</p>
Student learning outcomes	<p>What was the impact on students?</p> <p>Did it affect student performance and achievement?</p> <p>Did it influence students' physical or emotional well-being?</p> <p>Are students more confident as learners?</p> <p>Is student attendance improving? Are dropouts decreasing?</p>

Source: - Evaluating professional development, 2000.

Finally, according to the previous scholars, the student researcher concluded that the effectiveness of CPD program ought to evaluate to understand what extent which teachers CPD program practiced in the school. The contents of evaluations ought to focus the positive impacts CPDs for the teachers' organization and students' learning outcomes.

2.8. Factors Affecting Teachers CPD

Different scholars suggest different prevailing conditions as affecting CPD implementation program. According to Day (1991); cited in Craft (2000), factors contributing to the quality of professional learning may be personal/individual teacher and school factors. Individual teacher's factor will influence the individual learner attitude and value preference and the school factor relates to the school culture influencing on provision of professional learning. Furthermore, MoE (2009b), in both developed and developing countries, questions are raised as a challenge of teachers' CPD. The challenges are, often a lack of infrastructure, and/or a sufficient system of support, teachers usually return to their school and classroom with little opportunity for feedback, little or no resource material, and a lack of structure for introducing change.

2.8.1. Organizational factors

Resources, organizational structure and policy: According to Blandford (2000), CPD can be affect by allocation of human and financial resources, change of structure and system, presence or absence of staff development policy. Furthermore, According to MoE (2009b); cited in Desalegn (2010), the challenges encountered in CPD in Ethiopia include total absence or inadequacy of the minimum resources to run CPD, lack of systematic coordination between the education bureaus, Teacher Education Institutions and None Government Organizations (NGOs).

Lack of organizational effort is one of the problems to CPD. In schools where staff development opportunities are poorly conceptualized; insensitive to the concerns of individual teachers; and make little effort to relate learning experiences to workplace conditions. They make little impact upon teachers or their pupils Day (1999); cited in

Yitayew (2013). Also Lack of feedback is another problem of teachers' CPD. To show this, MoE (2003), supposed the Woredas' Education Offices were not gave available feedback for the teachers to motivate the implementation of teachers CPD.

2.8.2. Personal factors

Shortage of time and cost of the practice also the factors of teachers' CPD. Another writer in the area of professional development raises a different idea. According to University of Warwlck (2005), schools in the study identified a number of barriers to the provision of effective CPD. Time and cost were the main barriers identified. The costs included transport and course fees. In addition teachers' workloads can the problem to the implementation of CPD. According to MoE (2003), particularly, teachers extra work loads could the case of challenge for the implementation of CPD.

Lack of teachers' commitment can be the case of problem to CPD. According to MoE (2003), low teachers' commitment is a case of CPD problem. Van and Slegers (2006), a commitment to professional development refers to the psychological state in which teachers desire to experiment and learn. If teachers are willing to improve their knowledge and skills and help their students, their participation is evident. Teachers' commitment towards professional development is required for their successful professional growth (Blackmore, 2000).

Lack of effective leadership also a problem of CPD to imply effectively in schools. Effective principal leadership is important in identifying teachers' need and facilitating suitable training to meet teachers' needs (Heaney, 2004; Lee, 2005; Penuel *et al.* 2007). Facilitating learning programs for members of an organization viewed as primary goal of leadership (Amey, 2005; Notman and Henry, 2009). To avoid the practical implementation of CPD, the experienced teachers and school leaders' activities are very essential, but high turnover and lack of experience of school stake holders are the major challenges to teachers' CPD. According to MoE (2003), the major challenges identified at the national level are lack of trained facilitators, high turnovers of more experienced and trained leaders and stakeholders.

2.9. Current Status of CPD in Ethiopia

In Ethiopia, the transitional government introduced Education and Training Policy in 1994. Also, the country's Education Sector Development Programs I, II, and III which were developed in 1997, 2002, and 2005 respectively. The program was focus on to create “trained and skilled human power at all levels who will be driving forces in the promotion of democracy and economic development in the country” (Desalegn, 2010). The aim of CPD in Ethiopia is “...to improve the performance of teachers in the classroom in order to raise student achievement and learning” (MoE, 2009). This implies improved student learning is the ultimate goal of CPD in Ethiopia and is “...a career long process of improving knowledge, skills and attitudes, cantered on the local context and particularly classroom practice” (MoE, 2005). In fact, the 1994 Education and Training Policy (ETP) provides policy environment for teacher development initiatives in the country (MoE, 1994).

According to (MoE, 2009b), school-based CPD is “anything that makes a teacher better” targeting at the improvement of teachers performance. The framework document further explained that CPD is a continuous process of enhancing personal growth in order to improve the capability and realize the full potential of teachers at school. Also, the objectives of CPD are to help teachers understand the need for continuing improvement and develop their attitudes to arrange positively with CPD opportunities; have the opportunity to develop and improve their professional skills and knowledge about current national issues and priorities and to update their specialty and expertise in a systematic way (MoE, 2004).

Mehereteab (2015), the Continuous professional development program for primary and secondary school teachers introduced with two components: The first component is a two-year induction program for novice teachers and the second component is the training program for above two year experienced teachers. Each teacher ought to complete a minimum of 60 hours CPD per year. The key aims of Continuous professional development program in Ethiopia are; to support staff in upgrading their qualifications and to update

staff to keep themselves abreast of current developments and innovations. Different researches had conducted different studies on CPD at different time .Yaekob (2009), as quoting Hile Selassie (2008), in his study of status of CPD program in government secondary schools of Addis Ababa, indicates the following to be strong sides of the program.

“There were forms of induction, shadowing and task groups’ membership opportunities for teachers. Teachers had awareness on CPD and they had a positive attitude toward the program”. As Yaekob (ibid), also indicated, the same author indicated that there was lack of enough time and resources for CPD implementation program. In addition, the planning process for the program did not take teachers’ need into consideration (Yaekob, 2009). In general, from the above researches it is possible to conclude that though not adequate, CPD is on the process of implementation in most of the secondary schools. The program was in problems such as shortage of time, finance, Lack of commitment and awareness to take part in the program, and lack of qualified school leaders.

2.10. Leaders Contributions for the Implementation of Teachers’ CPD

Leaders may undertake multiple roles, depending on their positions and expertise, but three roles appear to be crucial for gaining and maintaining the interest of teachers and ensuring that their learning is ongoing. To identify that, scholars supposed schools are under tremendous pressure to change and school leader must enable teachers and students to deal effectively with the processes of change. School leaders are also increasingly collaborating with leaders of other schools and with the district to share resources and skills needed to deliver a diverse range of learning opportunities and support services (OECD, 2009). Furthermore, schools and school districts need effective leaders like before to take on the challenges and opportunities facing education today and in future. And also the fifth from the others ten standards for the effective educational leaders, the author supposed that the effective leaders’ ought to develop teachers’ and staff members’ professional knowledge, skills and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development. Furthermore the author

expressed those leaders ought to empower and motivate teachers and staff to the highest levels of professional practice and to deliver actionable feedback about instruction and other professional practice through valid, research-anchored system of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice (Reston, 2015). According to European Commission (2013), the plan and implementation of teachers' CPD needs collective responsibilities of different stakeholders;

In the majority of European education systems, it is compulsory for schools to have a CPD plan. The development of such a plan is usually a responsibility of the school head, the school management team or a teacher assigned to coordinate the CPD activities in the school. In some education systems, the adoption of the CPD is a collective responsibility of the entire teaching staff....CPD plans should take in to account the development needs of teachers in the context of guidelines or regulations from top-level authorities.

In addition, experts shows that the roles of school leaders to increase their influence. School leaders need to play a more active role in instructional leadership by monitoring and evaluating teacher performance, conducting and arranging for mentoring and coaching, planning teacher professional development, and orchestrating teamwork and collaborative learning (OECD, 2009). Furthermore, scholars identified that, school leaders are responsible for teachers CPD. They are;

ensuring that learning and student achievement is inclusive, and at the center of strategic planning and resource management, creating a CPD management strategy within the institution, ensuring that an effective CPD needs analysis is carried out each year, together with colleagues, identifying issues for consideration as CPD priorities, ensuring that the institution/ department/ faculty produces an Annual CPD Plan and manages the budget, regularly monitoring the effectiveness of the changes to teaching and learning, ensuring the quality of engagement of teachers in CPD activities, monitoring and assessing the content of individual Professional Portfolios and giving constructive feedback, collaborating with other local institutional leaders to facilitate effective responses to shared CPD issues,

collaborating with Woreda, zone and REB professional to ensure that national and regional CPD priorities are addressed in institutional CPD planning, taking part in regional and national CPD activities which ensure that their own knowledge and experience is up-to-date, and ensuring that all teachers in schools take part in sixty hours of CPD activities each year (MoE, 2009b).

According to MoE (2013), Leading CPD is not all about a simple influence based on common sense. Its success rather heavily depends on clear guidelines and propositions, which direct the practice of the leader. Most institutions also have professional colleagues who have a wealth of knowledge and experience and who are able to engage in formal and informal activities, which enable them to share their expertise. Directors, Principals and Deans should always make a point of identifying and empowering these colleagues as expert teachers. Also such as WEO, ZEOs/ REBs, Non Government Organizations (NGOs), and individuals commit significant resources towards building and developing teacher profession.

According to the previous scholars, the student researcher concluded that for the effectiveness of teachers' CPD, team work and collaborative activities are essential. The all stakeholders namely, school principals, teachers, and others stakeholders should be actively participate with in the plan, implementation, and evaluation of the practical implementation of CPD.

2.10.1. The contributions of school principals

The role of the institution's leadership is crucial. Institution leaders have to recognize themselves as educational leaders and must be involved in the identification of the institutional CPD needs and the planning of activities. Leaders must also be involved in the CPD activities, and conduct formal professional discussions with staff. Also principals have professional colleagues who have a wealth of knowledge and experience and who are able to engage in formal and informal activities which enable them to share their expertise (MoE, 2009b). The concept instructional leader' is a relatively new concept that emerged in the early 1980's that called for a shift of emphasis from principals being managers or

administrators to institutional or academic leaders. Instructional leadership also made inroads to the discourse of educational leadership with the increasing importance placed on academic standards and the need for schools to be account (MoE, 2013).

In school, leader is the chief instructional leader and administrative head of a school. School principals' leadership in the area of teacher professional development is critical to the creation and success of a school learning community (Paul, 2000). According to Paul (2000), the school principals have more responsibility and have the opportunity to have a substantial impact on teacher learning. These include principal as an instructional leader and learner, the creation of a learning environment, direct involvement in the design, delivery, and content of professional development, and the assessment of professional development outcomes. According to Paul and Olof (2000) and Bill (2003), in his study of the school principal's role in teacher professional development found out that, the school principals should be expertise to maintain the implementation of teachers CPD. He also concluded that, the support of leaders both those in positions of authority such as principals and those with more expertise than teachers taking part in the professional development legitimises changes, provides resources, and creates expectations that changes will occur.

In general, School principals are not only principal they are instructional leaders to lead the instructional activities for increase the students school achievement. They are responsible persons for ensuring student learning achievement by preparing school strategic plan and practicing it, creating CPD management strategy, ensuring CPD need analysis annually, identifying and planning CPD in collaborate with teachers, allocating budget for CPD training and practice, motivating teachers' in studying CPD and develop their portfolio, collaborating with Woreda and Zone on CPD planning. In addition, ensuring the implementation that all teachers in schools take part in sixty hours CPD activities each year.

2.10.2. The contributions of other stakeholders to teachers' CPD

The resources to support the CPD come under human resources and material resources (MoE, 2009b). Human resources include professional resources at the institution level and external support. External supports for CPD include the local and regional education authorities such as the WEOs, ZEOs, and the REBs, which have a number of supervisors and educational experts. The institution organizing the CPD can ask for the support of an experienced and knowledgeable expert or organization.

2.10.2.1. The contributions of woredas' and town education offices

According to MoE (2009b), WEOs are the wider educational authorities. They should also publish their own annual CPD development plans in consultation with all stakeholders. Woreda and town administration offices are responsible for annually provide local CPD plans, ensure that all schools have CPD plans, monitoring and evaluating the CPD activities of schools, collecting data about CPD activities in the Woreda/ town, collecting data of individuals' and schools' participation in CPD. In addition they have responsibility for providing support and training to clusters and schools via the supervisors, raising awareness of and promoting inclusive education in all schools, collaborating with school directors to administer the 'Induction' CPD process and to moderate the judgments on passing/failing. Finally, they have responsibility for providing support and advice on the maintenance of professional portfolio, and overseeing and facilitating the work of clusters and kebeles in their support of the CPD effort.

2.10.2.2. The contributions of regional education bureaus and zones offices

According to MoE (2009b), ZEOs and REBs are wider educational authorities. They should publish their own annual CPD development plans in consultation with all stakeholders. They should also identify regional priority issues and produce CPD training materials and distribute for study, sharing information with all stakeholders, produce annual CPD plans, allocate resources for CPD training and implementation, monitor and evaluate the CPD program, compiling and distributing CPD information to the concerned such as

zones and Woreda education offices and giving support to them, raising awareness of and promoting inclusive education throughout the region through CPD, compiling Educational Management Information System (EMIS) CPD statistics for the region and submitting them annually to the MoE, and overseeing and facilitating the work of Colleges of Teachers Educations (CTEs). The support materials are the national CPD materials, which can be select by the institutions according to their needs and priorities. Furthermore, the REBs produce additional materials that address regional CPD issues as the planning and priorities of each region will vary. The books are: Course one; Professional ethics, counseling, mentoring, and using active learning methodology, Course two; Gender and HIV/ AIDS issues, continuous assessment and planning approaches, and Course three; Rural development, civics and methodology.

2.10.2.3. The contributions of ministry of education

According to MoE (2009b), MoE is wider educational authority. It should publish their own annual CPD development plans in consultation with all stakeholders. Analyze and identify national CPD priorities, produce materials and organize training annually, produce and circulate national CPD plan, design and review national framework for CPD, monitor and evaluate annual CPD performance and produce annual report, produce CPD support materials to be used nationwide, and conducting consultation meetings on achievements and challenges observed during teachers CPD implementation. MoE (2009), as indicated here above is that all the concerned bodies have to play their part as well should work together for the success of CPD program as expected. It is through the collaborative works of all stakeholders that quality of education maintained, student achievement improved, teachers' knowledge, skills and attitude and career development materialized effectively.

In general, from the above documents it is possible to conclude that to the effective implementation of CPD the whole stakeholders such as WEOs, ZEOs, REBs, and MoE ought to play sufficient roles. Especially the schools should have available and sufficient CPD materials and also, the higher education offices should give essential CPD trainings for teachers, schools CPD coordinating committees, vice principals, and principals to fill

the gaps among teachers' understandings and to provide available resources, plan and training programs.

2.10.2.4. Teachers' responsibility for the implementation of CPD

According to scholars, different countries have different experiences of teachers' responsibilities for the implementation of CPD. According to European Commission (2013), a dozen education systems require teachers to have their own individual CPD plan. Usually these individual plans are developed during the teacher evaluation procedure, but in some countries, it is a separate process.

As stated in MoE (2009b), In Service CPD was developed in 2005 and teachers are the key to school improvement or the implementation of CPD. CPD links to career ladder, teacher professional competencies and appraisal. So, CPD is a compulsory requirement for those who teach in Educational establishments and it is the civic and professional duty of all educators to engage in CPD. The newly deployed teachers were expected to work through a two year induction program, produced at national level and supported by mentors. Furthermore, this framework expressed that, mentors were selected from experienced members of staff in the school. Teachers worked through in small groups within a school or cluster of schools. The groups were designed to be led by facilitators (schools CPD coordinating committee), usually selected from experienced members of the school staff. The expectation was that these groups would meet at least once every two weeks.

The effective professional development provides opportunities to gain an understanding of problems and reflect on the research and theory underlying the knowledge and skills learning, the way teacher learning should be mirror the instructional approaches they are expected to master and allow teachers to experience the consequences of newly learned capabilities (Hamilton *et al.*, 2006).

Teachers are responsible for engaging in their own CPD throughout their careers, identity individual professional competence in line with schools annual CPD plan, carrying out sixty hours CPD each year, working in collaboration with colleagues in improving quality of education, developing professional portfolio, and putting CPD in practice in classrooms

(MoE, 2009b). In general, from the above literatures the student researcher supposed that, it is possible to conclude that teachers are the key to school improvement or to the implementation of CPD. So, the roles of teachers are very essential. Because the main objective of teachers' CPD is to improve teachers' professional competencies and it is essential to improve the students' learning activities. Hence, teachers should be active participant within individual and group CPD plan, working with colleagues in quality of education, prepare own portfolio, and successfully use the new and necessary activities in the classrooms. Furthermore, school CPD coordinators should be voluntary and committed as stakeholders to play their roles to the implementation of teachers' CPD. Coordinators are the nearest bodies for the teachers. They have good opportunities to help inexperienced teachers and also they have responsibilities to guide the schools CPD teams and facilitate the whole CPD activities in the schools.

3. RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the research design adopted for this study. It described the participants who were taken in the study and how were selected. It also discusses how the instruments of data collection was developed and employed. Finally, it outlines the method of analysis that was followed to carry out the study.

3.1. Descriptions of Study Area

The study Zone, Hadiya is one of the fourteen Zones and four Special Woredas of the SNNPR of the Ethiopia. It is located in the western margin of the Great Ethiopian Rift Valley and at the fringe of the Gurage mountains in the northern part of the region. Its absolute location is roughly between 7⁰45 N and 38⁰28 E. Its capital, Hossana is 232 km away from Addis Ababa, the capital of the Ethiopia and it is 168kms and 200kms away from the capital of the SNNPR, Hawassa through Alaba-Danboya-Anegacha and Durame-Shenshicho, respectively. Kembata-Tembaro Zone and Alaba Special Woreda border Hadiya Zone in the south, on the west by the Omo River, which separates it from Oromia Region and the Yem Special Woreda, in the North by Gurage and Silite Zones, and in the east by the Oromiya Region.

According to the data collected from National Metrological Service Agency Hosana branch nearly two-third (64.7%) of the Zone lies in the *Woina Dega* agro-climate zone whereas 23.7% and 11.6% of the total land area of the zone lies in the *Dega* and *Kolla* agro-climatic nature respectively. The zone's seasonal rainfall amount ranging between 469.98 and 156.66 mm annually in summer, season from June to August locally named as "Hagayye". The generalized mean maximum annual temperature is 22.54 °C and mean- minimum temperature is 10.35°C. In general, the climate in the zone is mild tropical highland type. Also according to the Hadiya Zone Agricultural Department Report, agriculture is one of the dominant and primary economic activities in Hadiya zone. From the total land cover, 69% is cultivated and used for growing different crops, 7% is grazing land, 6% bush and

woodland, 8.78% used for nonagricultural activities, 2% cultivable and 7.22% not cultivable land. It consisted planting crops and keeping of animals.

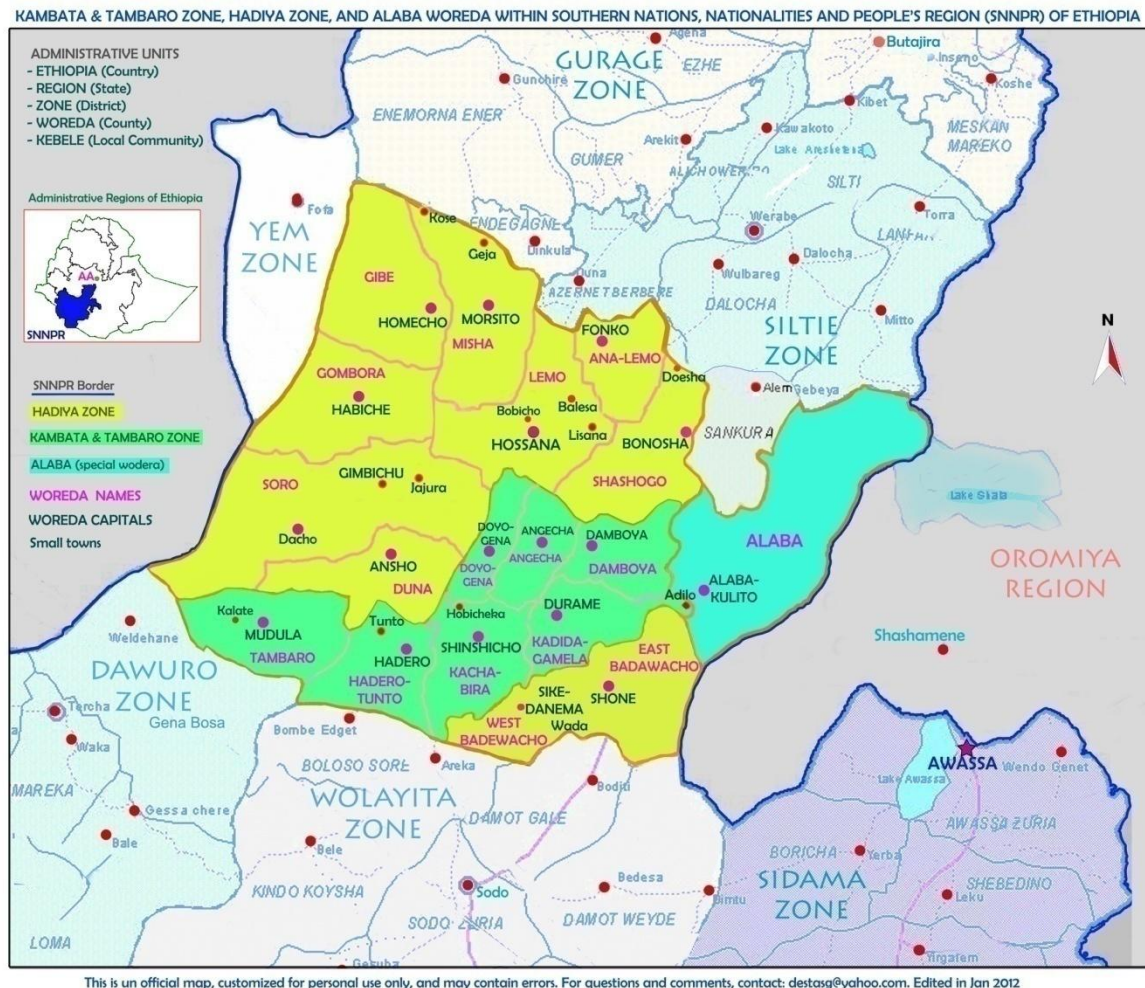


Figure 1: Administrative Map of Hadiya Zone (detstasg@yahoo.com, 2012)

3.2. Research Design

The study was used a descriptive survey research design. This type of research was selected since it is deemed to examine the current problem and can provide precise information concerning the current situations of teachers' Continuous Professional Development implementation in the study area. It helped draw valid general conclusion. Therefore, in order to identify and analyze the existing conditions of teachers' CPD in secondary schools

the existing conditions with the review research findings of the past and to draw a general conclusion of the study, the student researcher was interested to use this research method of the study.

According to Creswell (2003), a mixed methods research is an approach that combines quantitative and qualitative research methods in the same research methods in the same research inquiry. The researcher collects, analyzes, and integrates both qualitative and quantitative data in a single study. According to Creswell (2012), a mixed methods design is that the combination of both forms of data provides a better understanding of a research problem than either quantitative or qualitative data by itself.

Therefore, the study was employed mixed method research approach. The qualitative data was employed as a supplementary to the quantitative data. The qualitative data was prepared from semi- structured interview and open-ended questions. It gathered information from the school principals and Woreda education office teacher's CPD coordinators by using interview.

3.3. Sources of Data

The data for the study was obtained from both primary and secondary sources of data.

3.3.1. Primary sources of data

Primary source of data for this study were obtained from secondary schools of Hadiya zone teachers, school CPD coordinating members, vice principals, principals, and Woreda education office CPD coordinators.

3.3.2. Secondary sources of data

Secondary source of data were obtained from CPD manuals, guides, Teacher Development manual (Blue Print), and school CPD activity minutes.

3.4. Population, Samples Size, and Sampling Techniques

According to Hadiya Zone education Department of 2016 report, there are 10 Woredas and 2 Town Administrations. In the Woredas and Towns administrative 50 secondary schools (9-10) and 19 secondary and preparatory schools (9-12), totally 58 government and 11 private secondary schools are there in Zone. In these schools, 1430 male and 218 female a total of 1648 teachers, 11 male and 2 female a total of 13 supervisors, 68 male principals, and 72 male and 5 female a total of 77 vice-principals are engaged in the teaching- learning process.

The target population of the study was Hadiya zone. It was consisted of six Woredas nine government the secondary schools. They were Homecho Secondary and Preparatory School, Wadda Secondary School, Danema Secondary and Preparatory School, Lenda Secondary School, Jarso Secondary School, Keranso Secondary School, Bonosha Secondary School, Lisana Secondary and Preparatory School, and Yekatit Secondary and Preparatory School in Hadiya Zone. The target populations were 503 teachers, 9 school principals, 9 vice principals, 55 schools' CPD coordinators, and 18 WEO teachers' CPD coordinators.

The study was conducted in government secondary schools of Hadiya zone. Accordingly 29 secondary schools from selected six Woredas were selected 9 (31%) schools. The Woredas and Town administrations were Gibe, Mirab Badawacho, Misrak Badawacho, Shashogo, Lemo, and Hossana town. They were selected by stratified random sampling technique to get proportional representatives for the two categories of Woredas and Town administrations. In addition, to select one town from two town administration and to select five Woredas from the total number of ten Woredas, simple random sampling technique was used to get appropriate numbers of respondents for the whole Woredas and town administrations. After that the schools were selected by using simple random sampling technique to get enough representatives for the whole 29 government secondary schools, after that the total number of sample population were identified. Consequently, from 503

teachers of these sample schools 223 (44.33%), were taken as the sample on simple through using simple random sampling technique.

School principals, vice principals, school CPD co-coordinators, and Woreda education offices CPD coordinators of Hadiya zone were included in the study through using availability sampling technique because they were few in number and their position is important for the implementation of the CPD program. Accordingly, 9 school principals, 9 vice principals, 55 heads of school CPD co-coordinating committee members, 18 CPD coordinating person from each Woreda CPD coordinators were included in the study because they were important for the study. Totally, 314 respondents were included in the sample for the study.

The approach used to determine the number of teacher samples in this study was simplified formula provided by Yamane (1967), cited in Mehreteab (2015) as presented here under:

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

Where, n is the required sample size, N= the population size and e= the level of precision set (0.05). Then n= 223 (223 teachers were needed)

3.5. Data Collection Instruments

According to different researchers work, there is no one and final instruments recommended. Therefore, questionnaire, interviews, focus group discussion, and analysis of documents reviews are the major tools to collect data for this study. Getting data for this study was done by using questionnaire, interview, and document analyses. Accordingly, a set of questionnaires were included both close-ended and open ended for teachers and school CPD coordinators and interviews held with principals, vice principals, and WEO CPD coordinators were used to gather and used in the process of analysis and interpretation.

3.5.1. Questionnaire

Questionnaire was commonly important to collect data for descriptive survey research design. In order to collect the appropriate information about the current practice of school-based CPD in secondary schools in Hadiya Zone, questionnaire was set to teachers and to the schools CPD coordinators in light of the literature review. The questionnaire was written in English as the student researcher believed that teachers and school CPD coordinators could understand and respond accordingly to the questions.

The questions were constructed with close-ended and open-ended types. Accordingly, 36 Likert scale items and 4 suggestion questions were prepared for teachers and school CPD coordinating members for each separately. Questionnaire helps the researcher obtain available information from the respondents, and it helps the respondents choose one option from the alternatives that best aligns with their views. In addition to this, open-ended questionnaire were used to give opportunities for the respondents to express their perceptions, and intentions related to school level CPD implementation practice. The questionnaire was prepared to obtain necessary information from the respondents. They were perceptions of the teachers and school CPD coordinators to teachers CPD, background information about the implementation of CPD, potential factors affecting the implementation of teachers CPD, and the innovating ways through leaders' contribution to effective implementation of CPD. In an attempt to get valid information for the study, draft

instruments were checked by pilot test. In accordance with suggestion from teachers involved in the pilot test and modifications was made on errors that were identified. This was followed by testing the instruments in the field gathering. For testing the instruments, Koto secondary school was selected for a pilot testing. In the testing area, the student researcher explained about the objective of the study and how to respond the questionnaire for the study. Fifteen teachers and five members of school based CPD coordinating committee was part in responding the respective questionnaire in the testing area. Finally, taking into account, the suggestions from the respondents to the questionnaire, cloth-ended and open-ended questions were modified. Thus, the instruments were valuable to collect the data for the main study and it was administered as the schedule.

Reliability is the fact that a scale should consistently reflect the construct it is measuring. If scale is very reliable, a person's score on one-half of the scale should be the same (or similar) to their score on the other half. The correlation between the two halves is the statistic computed in the split half method, with large correlations being a sign of reliability. The average of these values is equivalent to Cronbach's alpha, α , which is the most common measure of scale reliability (Field, 2005).

In this study, Cronbach's alpha tests of reliability were conducted to assess the consistency of the responses of the whole respondents. In addition, to check the reliability of the instrument, the student researcher gave pilot test. For pilot testing, from Koto Secondary School fifteen teachers and five schools CPD coordinators were selected randomly, and the school principal was selected by using availability sampling technique.

Table3. Reliability Test of the Measures

N	Questions	Number of items	Cronbach's Alpha
1	Perceptions of School CPD Coordinators for the Implementation of teachers' CPD	9	0.754
2	The status of CPD implementation in secondary schools	8	0.767
3	Potential factors affecting the implementation of school based CPD	9	0.787
4	Innovating ways and supporting strategies to CPD implementation practices	10	0.713
Total Mean			0.755

As indicated in table 3, all the instruments used in this study were reliable. According to George and Malley (2003), also suggest that, the Cronbach's alpha result greater than 0.9 excellent, greater than 0.8 good, greater than 0.7 acceptable, less than 0.6 questionable, less than 0.5 poor. Cronbach alpha ranked 0.7 or above is reliable. Thus, the actual score were 0.75, the researcher self developed items used in the study were reliable.

3.5.2. Interview

Interview permits to obtain greater depth of response, which is not possible to gate through any other means. Thus, the purpose of the interview is to collect more, supplementary opinion to stabilize the questionnaire response (Creswell, 2012). Hence, in this study semi-structured interview was conducted with nine principals, nine vice principals, and eighteen Woreda CPD coordinators. The main reason behind the semi-structured interview items were the advantage of flexibility in which new questions would be forwarded during the interview based on the responses of the interviewee.

The process of the interview with the principals, vice principals, and Woreda CPD coordinators was conducted in Amharic language and supported by written note in order to

minimize loss of information. The collected data was categorized based on similarities of responses and then translated in to English language. The principals, vice principals, and woreda CPD coordinators were selected for interview because they are small in number and their position is important for describing the implementation of CPD in their schools and Woreda respectively. Principals and WEO CPD coordinators knew the strength or challenges/ weaknesses and opportunities of each school communities. They helped the student researcher to get more and relevant information.

3.5.3. Document review

Document review are important and relevant sources of data, useful in yielding information, and exploring educational practice Best and Khan (1989); cited in Netsanet (2004). Document is another research instrument used in data collection. In this study student researcher was observed in schools teachers and schools CPD annual plans, CPD study documents and minutes, and teachers' individual portfolios.

3.6. Procedures of Data Collection

The student researcher used a series of data gathering procedures. These procedures helped get genuine and applicable data from the sample units. Thus, after having letters of permission from EdPM department, Haramaya University, and Hadiya Zone Education office (for additional letters towards Woreda and schools) for fair clearance. After having permission letter from WEO and selected school, the student researcher directly went to Koto Secondary Schools to pre-test the data gathering instruments. After all aspects related to pilot test, the student researcher was contacted to the selected Woredas' Education Offices and the principals of respective schools for consent. After making agreement with the concerned participants, the student researcher introduced his objectives and purposes. Then, the final questionnaires were administered to same teachers in the selected schools. The participants were allowed to give their own answers to each item independently and the data collectors were closely assisted and supervised them to solve any confusion regarding to the instrument. Finally, the questionnaires were collected and made it ready for data analysis.

The interview was conducted, after the participants' individual consent. During the process of interview, the student researcher was attempted to select free and calm environment to lessen communication barriers that disturb the interviewing process.

3.7. Methods of Data Analysis

After the collection of data from the respondents both, qualitatively and quantitatively the data were analyzed. This mixed approach had good opportunity to critically examine the target secondary schools leaders' contributions to effective implementation of teachers CPD.

The quantitative items (questionnaires) were prepared in tables according to their conceptual similarities. The data responses were categorized and frequencies were tallied. There were analyzed using descriptive statistics such as frequency, percentages, standard deviation and mean. In other hand, inferential statistics namely independent sample t-test was employed to make sure whether there was a significant statistical mean difference between two groups of respondents (teachers and schools CPD coordinators) in terms of a given items. Then, they were interpreted in the light of literature and the experience of the student researcher. The SPSS computer program was used to describe the central tendency. Besides, for suitability of analysis the five point Likert Scale responses of the questionnaires were employed to identify to what extent the respondents agree or disagree. Likert Scale was easy to construct; takes less time to construct; simplest way to describe the data. The scale consists of five scales: 1: Strongly disagree 2: Disagree, 3: Undecided, 4: Agree, and 5: Strongly Agree.

Also, to determine the level of mean scores between two groups namely, teachers and school CPD coordinators interpreted by the following ranges. From 1.00-1.80=Strongly Disagree, from 1.81-2.60=Disagree, from 2.61-3.40=Undecided, from 3.41-4.20=Agree, and from 4.21-5.00=Strongly Agree (Mehreteab, 2005), (Field, 2005).

The data were collected from the semi-structured interview, open-ended question of the questionnaire and document were analyzed and interpreted qualitatively and were reported

through narrative description to complement the quantitative data. They were interpreted in the light of the experience of the student researcher. The hand written notes of interview were transcribed, categorized and compiled into themes. The result of open-ended questions were summarized and organized with related category. To this end, analysis and interpretations were based on the questionnaires, interviews and documents. Finally, the overall course of the study was summarized with findings and conclusions.

3.8. Ethical Considerations

Several ethical issues must be considered. The student researcher was tried to establish good relationship with all respondents by making himself clear where he comes from, why he decide to conduct the research, why he choose the interviews for the study. He was also arranging the interview time and place without affecting the respondents consent and comfortable place to hearing communication. In similar way, before the beginning of the document review, he was also asked permission from the school principals to see how teacher document their CPD work in portfolio.

4. PRESENTATION, ANALYSIS, AND INTERPRETATION OF THE DATA

This chapter deals with the presentation, analysis and interpretation of the data gathered from the teachers, school CPD coordinators, principals, vice principals, and woreda CPD coordinators through questionnaire, interviews, and documents. Thus, the quantitative as well as the qualitative analysis of the data were incorporated into this chapter of the study. The qualitative data includes the data gathered through interviews from the principals, vice principals, and woreda education office CPD coordinators.

Therefore, the chapter is consisting parts of the characteristics of the respondents and the section of the analysis and interpretation of the main data that were made on the analysis and interpretation of data gathered from the respondents through questionnaires, interview, and information obtained from documents of the secondary schools on the topic. In this effect, a total of 278 copies of questionnaires were distributed among 223 teachers and 55 school CPD coordinators. The return rate of the questionnaires were 215 (96.4%) from the teachers and 51(92%) from the school CPD coordinators. Moreover, 9 school principals, 9 vice principals, and 18 WEO CPD facilitators were also interviewed.

4.1. Characteristics of the Respondents

Description of the characteristics of the sample population in table 4, gives some basic information about the samples involved in the study. In table 4, the characteristics of the teachers, the school CPD coordinating committee, principals, vice principals, and woreda CPD coordinators were included.

Table 4.Characteristics of the Respondents

N o -	Item	Classification	Response									
			Teachers		School CPD coordinators		Principals		Vice Principals		WEO CPD coordinators	
			N	%	N	%	N	%	N	%	N	%
1	Sex	Male	182	84.7	46	90.2	9	100	8	88.9	16	88.9
		Female	33	15.3	5	9.8	0	0	1	11.1	2	11.1
		Total	215	100	51	100	9	100	9	100	18	100
2	Age in years	20-24	4	1.9	0	0	0	0	0	0	0	0
		25-29	55	25.6	5	9.8	0	0	0	0	0	0
		30-34	94	43.7	16	31.3	2	22.2	4	44.5	0	0
		35-39	40	18.6	18	35.3	4	44.5	3	33.3	6	33.3
		40-44	15	7.0	10	19.6	1	11.1	1	11.1	8	44.4
		Above 45	7	3.2	2	4	2	22.2	1	11.1	4	22.2
		Total	215	100	51	100	9	100	9	100	18	100
		3	Position in career ladder and service year	Beginner(1-2year)	3	1.4	0	0	0	0	3	33.3
Junior(3-5year)	16	7.4		0	0	2	22.2	2	22.2	5	27.8	
Teacher(6-8year)	88	41.0		13	25.5	3	33.3	4	44.5	4	22.2	
Senior teacher(9-11year)	62	28.8		18	35.3	2	22.2	0	0	1	5.6	
Associate lead(12-14year)	32	14.8		11	21.6	0	0	0	0	2	11.1	
Lead teacher(15-17 year)	7	3.3		7	13.7	2	22.2	0	0	0	0	
Senior lead (18-20 year)	7	3.3		2	3.9	0	0	0	0	0	0	
Total	215	100		51	100	9	100	9	100	18	100	
4	Educational back ground	Certificate	0	0	0	0	0	0	0	0	0	0
		Diploma	1	0.47	0	0	0	0	0	0	0	0
		1 st degree	201	93.4	47	92.2	5	55.6	7	77.8	18	100
		2 nd degree and above	13	6	4	7.8	4	44.4	2	22.2	0	0
		Other specify	0	0	0	0	0	0	0	0	0	0
		Total	215	100	51	100	9	100	9	100	18	100
5	Current work position	Department head	28	13	8	15.7						
		Unit leader	19	8.9	0	0						
		Other specify	168	78.1	43	84.3						
		Total	215	100	51	100						
6	Area of specialization	In Educational Planning and Management					4	44.4	2	22.2	6	33.3
		In Others					5	55.6	7	77.8	12	66.7
		Total					9	100	9	100	18	100

As indicated in table 4 item1, the majority of the respondents through may not has a direct impact on CPD implementation in secondary schools are male dominated, that was 182 (84.7%) of teachers and 46 (90.2%), of CPD coordinators were male. All the principals are male, 8(88.9%) vice principals and 16(88.9%) Woreda CPD facilitators were male. Such characteristics indicated that the number of female teachers and leaders are low in secondary schools in the zone.

The age distribution of the respondents in table 4 item 2 indicates that the majority of the teacher respondents 94 (43.7%), were found in age range of 30-34 years of age, where 18(35.3%), of CPD coordinating members fall between the age of 35-39 years. The figures in the table 4 indicated that majority of the teachers and in the school CPD coordinators were found to be young. Thus, these young teachers and CPD coordinators need to share experience from senior or experienced teachers and those young teachers who have included in the sample were to learn from experienced teachers to update and up-grade themselves.

As far as the interviewed respondents were concerned, all the principals and vice principals are above the age of 30 years and the majority age of principals are 35-39(44.5%) years, and vice principals are 30-34(44.5%). Furthermore, the WEO CPD facilitators are above the age of 35 years and the majority age of WEO CPD facilitators are 40-44(44.4%) years. These ages' distributions indicate that CPD in the sample secondary schools seems to be headed by experienced experts that can capable to share their experiences for teachers in secondary schools.

Table 4, item 3 shows position in career ladder and service year of respondents. In this respect, the majority 88(41%) of the teacher respondents were teacher (6-8 service years) of teaching experience, followed by 62(28.8%) who were senior teachers (9-11 service years) of teaching experience. Furthermore, 32(14.8%) of the respondents were associate leader teachers (12-14 service years) of teaching experience, 7(3.3%) of the respondents were leader teachers (15-17 service years) years, 7(3.3%) of the respondents were senior leader

teachers (18-20 service years) of teaching experience, and 3(1.4%) of the respondents were beginner teachers (1-2 service years) of teaching experience.

The data on the experience of teachers provided the evidence that there are experienced and less experienced teachers. The less experienced teachers have good opportunity to share experience from their senior teachers, department head as well as school CPD coordinators. In this regard, it could be reasoned that the study participants had the requisite information on the link between principals role and teacher participation in CPD activities.

Regarding educational levels of teacher respondents, presently secondary schools in the zone look benefited from degree holder teachers 201 (93.4%) and 13(6%) 2nd degree holders teachers, and 47(92.2%) CPD coordinating committee members were first degree holders and 4 (7.8%) of the CPD coordinators were a second degree holder. From the available data it is possible to conclude that there is almost no educational status variation among the teachers and CPD coordinators in sample secondary schools in Hadiya Zone. But, some of the schools under the study secondary schools which need principals to upgrade to the standards (Masters Degree), where the option of the MoE (2004), is first degree for teachers and second degree for principals to fit for secondary schools.

With regard to the interview responses, 55.6% of the principals, 77.8% vice principals and 100% of WEO CPD coordinators are first degree holders. This may tell as that though, the formal education were not guaranteed for what was going on the classroom, schools seem enriched by qualified teachers, but highly needed the principals and Woreda CPD coordinators to be up graded. From the analysis made so far, it is safe to conclude that majority of the teachers, all CPD coordinating committee members, principals and vice principals led by people of the same status, diverse age groups, varied experiences which may or may not guarantee CPD implementation practice to run as expected in secondary schools in the zone.

As indicated in Table 4, Educational back ground of principals, vice principals, and WEO CPD facilitators. As indicated above, two-third (66%) principals, vice principals, and WEO CPD facilitators are not qualified persons as a manager. They were trained only to teach

different subjects. Only one third (33.3%) respondents are trained in Educational leadership. According to the data, most of the secondary school principals, vice principals, and WEO CPD coordinators are subject teachers. This necessitates them to get training in how to manage their schools. In service training, which is one of the most important forms of CPD, appears to one of the appropriate ways of training and retraining the principals in school management. In connection to this, Day *et al.* (2000), conclude that, “Research findings from diverse countries and different school contexts have revealed the powerful impact of leadership processes related to school effectiveness and improvement” (Bill, 2003). In addition of these findings Wei *et al.* (2009), conceptualize high quality or effective professional development as that which results in improvements in teachers’ knowledge and instructional practice, so as to improve student learning outcomes. So, the skills and competence of school leaders affect the implementation of teachers’ professional development.

4.2. Perception of Teachers’ and CPD Coordinators’ for Teachers’ CPD

Continuous professional development of teacher contributes much for the enhancement of quality of education. It also provides opportunities for teachers to develop professionally. In general, different authorities define CPD in various ways but they express the same theme. For example, Day’s (1999), definition of CPD encompasses all behaviors, which intended to effect change in the classroom. But, lack of teachers’ awareness can be the case of problem to CPD. If teachers are willing to improve their knowledge and skills and help their students, their participation is evident. Teachers’ commitment towards professional development is required for their successful professional growth (Blackmore, 2000).

The responses obtained from the teachers and school CPD coordinators at various levels and principals, vice principals, and WEO CPD coordinators were summarized in the next tables.

Table 5. Perception of teachers' and CPD coordinators' for CPD

No	Item	Level of agreement	Responses of teachers'			Responses of CPD Coordinators			Total	%	t-test	P
			Number	mean	S.D	Number	mean	S.D				
1	CPD is interesting and enjoyable program	D	147	2.31	1.15	24	2.80	1.41	231	64.3	-2.3	.02
		UD	37			9			46	17.3		
		A	31			18			49	18.5		
		Total	215			51			266	100		
2	CPD is part of professional life	D	43	3.42	1.17	13	3.41	1.29	56	21.1	.06	.95
		UD	59			9			68	25.6		
		A	113			29			142	53.4		
		Total	215			51			266	100		
3	CPD improves students' academic achievements	D	72	2.89	1.02	12	3.27	1.31	84	31.6	-1.9	.05
		UD	90			12			102	38.3		
		A	53			27			80	30		
		Total	215			51			266	100		
4	CPD is helpful to improve teachers' competence	D	69	2.94	1.15	13	3.35	1.23	82	30.9	-2.1	.03
		UD	77			14			91	34.2		
		A	69			24			93	35		
		Total	215			51			266	100		
5	CPD enables teachers to improve self-confidence	D	64	3.05	1.22	15	3.41	1.44	79	29.7	-1.6	.10
		UD	64			7			71	26.7		
		A	87			29			116	43.6		
		Total	215			51			266	100		
6	CPD enables to increase strong cooperative work spirit within the school community	D	70	3.06	1.04	13	3.31	1.30	83	31.2	-1.3	.19
		UD	66			15			81	30.5		
		A	79			23			102	38.3		
		Total	215			51			266	100		
7	CPD plays an important role to fulfill the gap of subject mater	D	57	2.94	.955	17	3.06	1.33	74	27.9	-.58	7
		UD	106			13			119	44.7		
		A	52			21			73	27.4		
		Total	215			51			266	100		

Table 5 Continue...

No	Item	Level of agreement	Responses of teachers'			Responses of CPD Coordinators			Total	%	t-test	P
			Numbers	mean	S.D	Numbers	mean	S.D				
8	CPD is essential program to evaluating the existing teachers guide, and student text book for further improvement	D	85	2.83	1.28	13	3.37	1.28	98	36.8	-2.7	.00
		UD	62			10			72	27.1		
		A	68			28			96	36.1		
		Total	215			51			266	100		
9	CPD enables teachers to select and use appropriate learning-teaching materials to a large level than before	D	30	3.52	1.08	11	3.51	1.34	41	15.5	.06	.95
		UD	56			7			63	23.7		
		A	129			33			162	60.9		
		Total	215			51			266	100		

Note: Number of respondents (No-), Standard Deviation (SD), Degree of freedom (df) =264, critical (table value) $t=1.984$, level of significance 2 tailed (p) =0.05, Mean scores 1.00-1.80=Strongly Disagree (S.D), 1.81-2.60=Disagree (D), 2.61-3.40=Undecided (UD), 3.41-4.20=Agree (A) and 4.21-5.00=Strongly Agree (SA). - Critical t-values <1.98 shows that the same answer and > 1.98 shows that the answer is different.

As indicated in Table 5, the agreement that teachers and school CPD coordinators to the study of leaders contributions in effective implementation of teachers CPD in secondary schools of Hadiya zone were exposed to the study groups to rate them. Based on the responses obtained, each items of the table were analyzed as follows.

As expressed in table 5, item 1, the majority respondents 231(64.3%) disagreed on CPD is interesting and enjoyable program. Moreover, the mean rating of teachers' was ($x=2.31$, $SD=1.15$) (disagreed) and the mean rating of school CPD coordinators was ($x=2.80$, $SD=1.41$) (undecided). This shows that both groups of respondents stated between disagreed and undecided. The calculated t-value 2.30 at $df=264$, and at the level of significance 0.05 is greater than the critical (table) value 1.98. It has statistical difference between two groups. This shows that the respondents gave different answers. Both mean of the respondents were between "disagreed" and "undecided" scales and frequencies were

“disagreed”. This indicates that the respondents perceived the implementation of CPD is not attractive. It has negative impact to imply CPD. To increase the teachers’ need the implementation of CPD should be attractive and should be increase the participation of teachers. According to Hierbert *et al.*(2002); cited in Fok *et al.* (2008), revealed that the most effective way for professional development was school-based, collaborative, focused on students’ learning and linked to the curriculum. In the way that teachers approach their job conferring professional autonomy to teachers will enhance the attractiveness of the profession as a career choice and will improve the quality of classroom teaching practice.

As expressed in table 5, item 2, the majority respondents 142 (53.4%) agreed on CPD is part of professional life. Moreover, the mean rating of teachers’ was ($x=3.42$, $SD=1.17$) (agreed) and the mean score of school CPD coordinators was ($x=3.41$, $SD=1.29$) (agreed). This shows that both groups of respondents agreed on the item .The calculated t-value 0.62 at $df=264$, and at the level of significance 0.05 is less than the critical (table) value 1.98. There is no statistical difference between two groups. This shows that the respondents gave approximately the same answers.

Both mean and frequency scores of the respondents was “agreed” scale. This indicates that the respondents perceived CPD is part of professional life. The student researcher understood that CPD is accepted program by teachers as a part of professional life.

As expressed in table 5, item 3; relatively a lot of respondents 102 (38.3%) undecided on CPD improves students’ academic achievements. Moreover, the mean rating of teachers’ was ($x=2.89$, $SD=1.02$) (undecided) and the mean rating of school CPD coordinators was ($x=3.27$, $SD=1.31$) (undecided).This shows that both groups of respondents undecided on the item. The calculated t-value 1.313 at $df=264$, and at the level of significance 0.05 is less than the critical (table) value 1.98. There is no statistical difference between two groups. This shows that the respondents stated approximately the same answers.

Both mean and frequency scores of the respondents was “undecided” scale. This indicates the respondents also perceived it as CPD has not clear advantage to improve students’ academic achievements. The student researcher understood that it had negative impact to

imply teachers CPD in the school. Teachers do not clearly accept the main objective of school CPD. The teachers and school CPD coordinators view on CPD should be increase. Different scholars said also the objective of CPD is to raise the achievement of students in Ethiopian Schools (MoE, 2009b).

As expressed in table 5, item 4; relatively a lot of respondents 93(35%) agreed than the other levels on CPD is helpful to improve teachers' competence. Moreover, the mean rating of teachers' was ($x=2.94$, $SD= 1.15$) (undecided) and the mean rating of school CPD coordinators was ($x=3.35$, $SD=1.23$) (undecided). This shows that both groups of respondents undecided on the item. The calculated t-value 2.15 at $df=264$, and at the level of significance 0.05 is greater than the critical (table) value 1.98. It has statistical difference between two groups. This shows that the respondents were gave different answers. As a general comment all the principals, vice principals, and WEO CPD coordinators were not accepted that CPD is not helpful to improve teachers' competence.

Both mean and frequency scores of the respondents were in "undecided and agree" scales. This indicates that the respondents perceived CPD neutrally as a means to improve their subject and instructional knowledge, professional growth, teaching/ leadership competence, and teaching/leadership knowledge and skill. The student researcher understood that it had negative impact to imply teachers CPD in the school, because the perceptions of the respondents not clear for the last consequences of teachers CPD. But MoE (2009b), supposed that CPD is a means of improving teachers' skills and competence. In addition, scholars such as Blansford (2000), and Craft (2000), argue CPD to be a lifelong career of teachers, which will enable them to improve their competence.

As expressed in table 5, item 5, relatively a lot of respondents 116 (43.6%) agreed on CPD enables teachers to improve self-confidence. Moreover, the mean rating of teachers' was ($x=3.05$, $SD=1.22$) (undecided) and the mean rating of school CPD coordinators was ($x=3.41$, $SD=1.44$) (agreed). This shows that both groups of respondents gave approximately the same answers. The calculated t-value 1.64 at $df=264$, and at the level of significance 0.05 is less than the critical (table) value 1.98. There is no statistical difference between two groups. This shows that the respondents were gave approximately the same

answers. Both mean of the respondents were “undecided” and “agreed” scales. It shows that teachers undecided on the item and CPD coordinators also agreed on the item. The total frequency of the respondents was “agreed”. This indicates that approximately the respondents perceived CPD positively as a means to improve teachers’ self-confidence. The student researcher understood that it had positive impact to imply teachers CPD in the school. But teachers perception is ambiguous than CPD coordinators. To full fill the gap CPD coordinators and other stake holders should be do more, because teachers’ educational quality does not develop only through formal education. According to EU (2010),...even initial teacher of the highest quality from a university cannot provide students with the knowledge and skills necessary for a lifetime of teaching. Therefore, teachers are not only to acquire new knowledge and skills but also to develop them continuously.

As expressed in table 5, item 6; relatively a lot of respondents 102 (38.3%) agreed on CPD enables to increase strong cooperative work sprit within the school community and to improve teachers’ career ladder. Moreover, the mean rating of teachers’ was ($x=3.06$, $SD=1.04$) (undecided) and the mean rating of school CPD coordinators was ($x=3.31$, $SD=1.30$) (undecided). This shows that both groups of respondents undecided on the item. The calculated t-value 1.315 at $df=264$, and at the level of significance 0.05 is less than the critical (table) value 1.98. There is no statistical difference between two groups. This shows that the respondents were gave approximately the same answers.

Both mean and frequency scores of the respondents were “undecided and agreed” scales. This indicates that the respondents perceived CPD may enable to increase strong cooperative work sprit within the school community and to improve teachers’ career ladder. The student researcher understood that it had not clear understanding among the respondents about the role of teachers CPD for positive impact to create good interaction among teachers with teachers, teachers with administrative bodies, and other stakeholders and the advantage of teachers’ CPD for teachers’ career ladder.

As expressed in table 5, item 7, relatively a lot of respondents 119(44.7%) undecided on CPD plays an important role to fulfill the gap of subject matter. Moreover, the mean rating of teachers’ was ($x=2.94$, $SD=0.95$) (undecided) and the mean rating of school CPD

coordinators was ($x=3.06$, $SD=1.33$) (undecided). This shows that both groups of respondent similarly undecided on the item. The calculated t-value .580 at $df=264$, and at the level of significance 0.05 is less than the critical (table) value 1.98. There is no statistical difference between two groups. This shows that the respondents were gave approximately the same answers. Both mean and frequency scores of the respondents was “undecided” scale. This indicates that the respondents perceived CPD may or may not play an important role to fulfill the gap of subject matter.

As expressed in table 5, item 8, relatively a lot of respondents 98(36.8%) disagreed on CPD is essential program to evaluating the existing teachers guide, and student text book for further improvement. Moreover, the mean rating of teachers’ was ($x=2.83$, $SD=1.28$) (undecided) and the mean rating of school CPD coordinators was ($x=3.37$, $SD=1.28$) (undecided). This shows that both groups of respondents similarly stated that undecided on the item. The calculated t-value 2.73 at $df=264$, and at the level of significance 0.05 is greater than the critical (table) value 1.98. It has statistical difference between two groups. This shows that the respondents were gave different answers. Both mean and frequency scores of the respondents were “undecided and disagreed” scales. This indicates that the respondents biased to perceived CPD may not essential program to evaluating the existing teachers guide, and student text book for further improvement. The student researcher understood that the program was not properly improves teachers’ ability to evaluate the teachers’ guide and student text book. It also decreases or diverts to negative perceptions of teachers and school CPD coordinators.

As expressed in table 5, item 9; the majority respondents 162(60.9%) agreed on CPD enables teachers to select and use appropriate learning-teaching materials to a large level than before. Moreover, the mean rating of teachers’ was ($x=3.52$, $SD= 1.08$) (agreed) and the mean rating of school CPD coordinators was ($x=3.51$, $SD=1.34$) (agreed). This shows that both groups of respondents similarly agreed on the item. The same and the calculated t-value 0.63 at $df=264$, and at the level of significance 0.05 is less than the critical (table) value 1.98. There is no statistical difference between two groups. This shows that the respondents were gave approximately the same answers.

Both mean and frequency scores of the respondents approximately was “agreed” scale. This indicates that the respondents perceived CPD enables teachers to select and use appropriate learning- teaching materials to a large level than before. The student researcher understood that it has positive understanding among the respondents to accept the positive advantages of teachers CPD.

From the previous table and interviews, student researcher understood that the perception of teachers and school CPD coordinators was not adequate to effective implementation teachers’ CPD. Hence, the student researcher supposed that all internal and external concerned body especially for implementation of CPD the school principals, school CPD coordinators, and WEO CPD coordinators should have awareness, experience, and commitment to work together with teachers to improve the teachers’ perception about school CPD. In collaborative CPD (which is bottom-up approach), teachers take responsibility for their learning by discussing. According to Craft (2000), Staff Professional Development is ongoing and lifelong process, CPD is concerned with staff collaboration, broadening of pedagogical and subject matter knowledge, strengthening of relationship among efforts, follow-up mechanisms and reliance on external expertise. In Hierbert *et al.*(2002); cited in Fok *et al.* (2008), revealed that the most effective way for professional development was school-based, collaborative, focused on students’ learning and linked to the curriculum.

The idea of CPD is therefore, can be termed as an investment in people who serve in the development of education. The CPD program also needs to be school-based to attain its functions. School based CPD should be design in accordance with school and individual teacher development needs. They should plan to improve quality of education, promote the teaching profession and growth of individual teachers. Here, teachers and school leaders are responsible for student learning. Knowledge does not pour from outside, but it is to develop through collaborative discussions, application and reflection in accordance with local realities.

4.3. Status of the Implementation of Teachers' CPD

Table 6: Status of Teachers' CPD in the Selected Schools

No	Item	Level of agreement	Responses of teachers'			Responses of CPD Coordinators			Total	%	t-test	P
			Numbers	mean	S.D	Numbers	mean	S.D				
1	Principals create awareness for teachers that CPD activity is a process and part of the final performance appraisal	D	167	2.07	1.09	36	2.27	1.34	203	76.3	-1.03	.30
		UD	28			3			31	11.7		
		A	20			12			32	12.0		
		Total	215			51			266	100		
2	Principals provided useful and sufficient CPD materials for teachers CPD training	D	170	1.93	1.09	33	2.45	1.23	203	76.3	-2.75	.00
		UD	23			7			30	11.3		
		A	22			11			33	12.4		
		Total	215			51			266	100		
3	All teachers actively engage themselves in CPD	D	172	2.02	1.04	33	2.47	1.31	205	77.1	-2.26	.02
		UD	25			7			32	12.0		
		A	18			11			29	10.9		
		Total	215			51			266	100		
4	The school CPD coordinators provided opportunities for all teachers to participate and approve individual activities	D	143	2.30	1.09	25	2.69	1.25	168	63.2	-2.03	.04
		UD	46			12			58	21.8		
		A	26			14			40	15.0		
		Total	215			51			266	100		
5	The school provide comfortable and appropriate settings to CPD training for the teachers	D	165	2.15	1.19	36	2.22	1.36	201	75.5	-.30	.76
		UD	24			5			29	10.9		
		A	26			10			36	13.5		
		Total	215			51			266	100		

Table 6 Continue...

No	Item	Level of agreement	Responses of teachers'			Responses of CPD Coordinators			Total	%	t-test	P
			Numbers	mean	S.D	Numbers	mean	S.D				
6	Teachers and other stakeholders examine the topic prepared by the school before actual CPD study session	D	131	2.47	1.06	28	2.57	1.25	159	59.7	-.49	.62
		UD	56			11			67	25.2		
		A	28			12			40	15.0		
		Total	215			51			266	100		
7	Principals, school CPD coordinators, and teachers make agreement on the objective and methods of the study before the study is practiced	D	21	3.44	.96	26	2.65	1.29	47	17.7	4.95	.00
		UD	114			12			126	47.4		
		A	80			13			93	35.0		
		Total	215			51			266	100		
8	Principals support CPD goals been met in your school context as planned for	D	158	2.19	1.0	33	2.49	1.28	191	71.8	-1.5	.11
		UD	36			6			42	15.8		
		A	21			12			33	12.4		
		Total	215			51			266	100		

Note: Number of respondents (No-), Standard Deviation (SD), Degree of freedom (df) =264, critical (table value) $t=1.984$, level of significance 2 tailed (p) =0.05, Mean scores 1.00-1.80=Strongly Disagree (S.D), 1.81-2.60=Disagree(D), 2.61-3.40=Undecided(UD), 3.41-4.20=Agree(A) and 4.21-5.00=Strongly Agree(SA). - Critical t-values <1.98 shows that the same answer and > 1.98 shows that the answer is different

As indicated in Table 6, the agreement that teachers and school CPD coordinators to the study of leaders contributions in effective implementation of teachers CPD in secondary schools of Hadiya Zone were exposed to the study groups to rate them. Based on the responses obtained, each items of the table were analyzed as follows.

As expressed in table 6, item 1, the majority respondents 203 (76.3%) disagreed on principals create awareness for teachers that CPD activity is a process and part of the final performance appraisal. Moreover, the mean rating of teachers' was ($x=2.07$, $SD= 1.09$)

(disagreed) and the mean rating of school CPD coordinators was ($x=2.27$, $SD= 1.34$) (disagreed). This shows that both groups of respondents disagreed. The calculated t-value 1.035 at $df=264$, and at the level of significance 0.05 is less than the critical (table) value 1.98. There is no statistical difference between two groups. This shows that the respondents gave approximately the same answers. In open ended question, all the principals, vice principals, and WEO CPD coordinators accepted that principals were not properly participate to increase the teachers' awareness and they were not use CPD as a mechanism of separation through teachers' activities. Also, school CPD coordinators minutes show that lack of awareness, shortage of skills, and commitments were basic problem to lead CPD.

Both mean and frequencies of the respondents was "disagreed" scale. This indicates that to increase the awareness of teachers' the principals' participation were very less. The student researcher here wants to suggest that awareness creation has to be enhanced among teachers to see the improvement of mutual understanding in the school which can be created through CPD activities and CPD activities have to link with the teachers' career structure. Lack of adequate awareness among teachers and absence of link between the CPD and teachers' career' structure are identified (MoE, 2009b). Teachers will expect to get license and renew their teaching licenses by fulfilling their CPD practices (MoE, 2005).

As expressed in table 6, item 2, the majority respondents 203(76.3%) disagreed on principals provided useful and sufficient CPD materials for teachers CPD training and conducive environment for. Moreover, the mean rating of teachers' was ($x=1.93$, $SD= 1.09$) (disagreed) and the mean score of school CPD coordinators was ($x=2.45$, $SD=1.23$) (disagreed). This shows that both groups of respondents disagreed on the item .The calculated t-value 2.75 at $df=264$, and at the level of significance 0.05 is greater than the critical (table) value 1.98. It has statistical difference between two groups. This shows that the respondents stated approximately different answers. All principals, vice principals, and WEO CPD coordinator respondents stated that, materials such as CPD guidelines were not provided sufficiently, but other stationary resources were sufficiently distributed to undertake their CPD studies and practice. In open ended question teachers and school CPD coordinators expressed that teachers' had not CPD materials to develop their understanding

and to lead themselves. Both mean and frequency of the respondents was “disagreed” scale. This indicates that the respondents expressed CPD program have not sufficient resources. According to MoE (2013), leading CPD is not all about a simple influence base on common sense. Its success rather heavily depends on clear guidelines and propositions, which direct the practice of the leader. Pauland Olof (2000) and Bill (2003), concluded that, the support of leaders both those in positions of authority such as principals and those with more expertise than teachers taking part in the professional development legitimises changes, provides resources, and creates expectations that changes will occur.

As expressed in table 6, item 3, the majority respondents 205(77.1%) disagreed on all teachers actively engage themselves in CPD. Moreover, the mean rating of teachers’ was ($\bar{x}=2.02$, $SD=1.04$) (disagreed) and the mean rating of school CPD coordinators was ($\bar{x}=2.47$, $SD=1.31$) (disagreed). This shows that both groups of respondents undecided on the item. The calculated t-value 2.26 at $df=264$, and at the level of significance 0.05 is greater than the critical (table) value 1.98. It has statistical difference between two groups. All the principals, vice principals, and WEO CPD coordinator respondents stated that, most of the time teachers were not interested to the implementation school CPD. The schools CPD minutes supported that teachers were not interested to engage themselves to practice CPD. In addition, individually teachers portfolios were not show their activities of CPD. Both mean and frequency scores of the respondents was “undecided” scale. This indicates that teachers’ commitment for the implementation of CPD very less. The student researcher suggests that to improve teachers’ interest for the implementation of CPD, the school leaders should be committed. Also teachers should be actively participating in CPD. According to MoE (2009b), identify teachers’ responsibilities in teachers CPD, engage in their own CPD throughout their career, identify individual professional competence in line with schools annual CPD plan, carrying out sixty hours CPD each year, working in collaboration with colleagues in improving quality of education, developing professional portfolio, and putting CPD in practice in classrooms.

The primary activity of the new CPD approach is the identification of schools and individual teachers’ priority issues at a school level. In doing so it is the responsibility of

the school to involve teachers' and other stakeholders to identify the schools' and individual teachers' priority problems for practice. Here, in table 6, item 4; the majority respondents 168 (63.2%) disagreed on the school CPD coordinators provided opportunities for all teachers to participate and approve individual activities. Moreover, the mean rating of teachers' was ($x=2.30$, $SD=1.09$) (disagreed) and the mean rating of school CPD coordinators was ($x=2.69$, $SD= 1.25$) (undecided). This shows that both groups of respondents stated between disagreed and undecided on the item. The calculated t-value 2.034 at $df=264$, and at the level of significance 0.05 is greater than the critical (table) value 1.98. It has statistical difference between two groups. This shows that the respondents were gave different answers. All the principals, vice principals, and WEO CPD coordinators were stated that the school CPD coordinators activities were not sufficient. Also school CPD coordinators stated that the teachers and others stakeholders were not active and interested to help the program. Both mean and frequency scores of the respondents were "disagreed" and "undecided" scales. This indicates that the respondents stated the participation of school CPD coordinators was very weak and they did not lead and approve teachers' activities.

As expressed in table 6, item 5; the majority respondents 201 (75.5%) disagreed on the school provide comfortable and appropriate settings to CPD training for the teachers. Moreover, the mean rating of teachers' was ($x=2.15$, $SD=1.19$) (disagreed) and the mean rating of school CPD coordinators was ($x=2.22$, $SD=1.36$) (disagreed). This shows that both groups of respondents gave approximately the same answer. The calculated t-value 1.64 at $df=264$, and at the level of significance 0.05 is less than the critical (table) value 1.98. There is no statistical difference between two groups. This shows that the respondents were gave approximately the same answers. One of third the principals, vice principals, and WEO CPD coordinators said that schools have not comfortable appropriate settings to CPD training, because the schools have not good and comfortable infrastructures such as training houses, chars, and tables. In addition, some principals, WEO CPD coordinators as well as school CPD minuetts also respond that the distance between school and teachers home above ten kilo meter, hence teachers could not come timely for the CPD training program.

Both mean and total frequency of the respondents was “disagreed” scale. This indicates that CPD program wants comfortable training places and infrastructures to increase teacher’s motivation. Especially the WEO should be responsible body to minimize the uncomfortable situations from the schools to implementation of CPD. According to MoE (2009b), WEO have responsibility for providing support and advice on the maintenance of professional portfolio, and overseeing and facilitating the work of clusters and kebeles in their support of the CPD effort. And principals are responsible persons to solve any school CPD problems. According to MoE (2009b), principals are responsible persons for collaborating with Woreda and Zone on CPD planning.

As expressed in table 6, item 6; the majority respondents 159 (59.7%) disagreed on teachers and other stakeholders examine the topic prepared by the school before actual CPD study session. Moreover, the mean rating of teachers’ was ($x=2.47$, $SD=1.06$) (disagreed) and the mean rating of school CPD coordinators was ($x=2.57$, $SD=1.25$) (disagreed). This shows that both groups of respondents disagreed on the item. The calculated t-value 1.315 at $df=264$, and the level of significance 0.05 is less than the critical (table) value 1.98. There is no statistical difference between two groups. This shows that the respondents gave approximately the same answers. The response of principals is also agreed that principals examine together CPD objectives and methods used in the study. The CPD minutes of the schools were also show that the all schools have annual CPD plan, but not approved or signed by individual teachers. Both mean and frequency scores of the respondents was “disagreed” scale. Here, teachers and other stakeholders not clearly examine the topic prepared by the school before actual CPD study session. The student researcher understands that teachers and principals do not have appropriate relation to plan and apply teachers CPD in school. Principals are responsible bodies to clearly examine the CPD topics. MoE (2009b), expressed that principals are responsible persons for ensuring student learning achievement by preparing school strategic plan and practicing it, creating CPD management strategy, ensuring CPD need analysis annually, identifying and planning CPD in collaborate with teachers.

As expressed in table 6, item 7; relatively a lot of respondents 126 (47.4%) undecided on principals, school CPD coordinators, and teachers make agreement on the objective and methods of the study before the study is practiced. Moreover, the mean rating of teachers' was ($x=3.44$, $SD=0.96$) (agreed) and the mean rating of school CPD coordinators was ($x=2.65$, $SD=1.29$) (undecided). This shows that both groups of respondent stated between undecided and agreed on the item. The calculated t-value .580 at $df=264$, and at the level of significance 0.05 is greater than the critical (table) value 1.98. It has statistical difference between two groups. This shows that the respondents gave different answers. The response of principals is also agreed that principals, CPD coordinators, and teachers prepared common objective and method of the implementation of CPD. Also the schools CPD coordinators minutes show that the objectives of CPD is putted clearly, but they are not signed by all teachers. Both mean and frequency scores of the respondents were "undecided and agreed" scales. This indicates that the objectives and methods of the implementation of school CPD not prepared with mutual agreement among teachers, school CPD coordinators, and principals.

As expressed in table 6, item 8, the majority respondents 191 (71.8%) disagreed on the school principals support the CPD goals been met in your school context as planned for. Moreover, the mean rating of teachers' was ($x=2.19$, $SD= 1.0$) (disagreed) and the mean rating of school CPD coordinators was ($x=2.49$, $SD=1.28$) (disagreed). This shows that both groups of respondents similarly disagreed on the item. The calculated t-value 1.578 at $df=264$, and at the level of significance 0.05 is less than the critical (table) value 1.98. There is no statistical difference between two groups. This shows that the respondents were gave approximately the same answers. WEO CPD coordinators stated that the school principals and Woreda coordinators were not sufficiently work with the schools to improve the implementation of teachers CPD. The document of the schools was also show that the all schools have annual CPD plan based on the school plan, but not practically done according to the plan. Both mean and the frequency scores of the respondents was "disagreed" scale. This indicates that the school and other stakeholders do not work

together to create good relationship between teachers CPD and other school improvement goals.

In general, the responses show that teachers CPD is not practically done according to the plan. The all teachers, school CPD coordinators, and WEO CPD facilitators agreed that the status of teachers CPD (especially in secondary schools) is very low and the result of the activities was negligible. Student researcher supposed that the all stakeholders' discussions, plans, and activities were focus on direct teaching learning process. They are not assumes that teachers' professional development is the basic issue for student' academic achievement. According to MoE (2006), teachers' CPD is the key for educational quality improvement. CPD is prepared and practice to enable teachers update themselves with a new methodology, approaches and policy directions in education. Also, MoE (2009), stated that the new CPD approach encouraged all concerned to identify their issues and act effectively achieving designed goal. Teachers CPD can be achieved under collective activities of all stakeholders in secondary schools.

4.4. Factors Affecting Teachers' CPD

Different scholars suggest different prevailing conditions as affecting CPD implementation. According to Day (1991); cited in Craft (2000), factors contributing to the quality of professional learning may be individual teacher and school factors. Individual teacher's factor will influence the individual learner attitude and value preference and the school factor relates to the school culture influencing on provision of professional learning.

Table 7. Potential Factors Affecting the Implementation of Teachers' CPD

No	Item	Level of agreement	Responses of teachers'			Responses of CPD Coordinators			Total	%	t-test	P
			Numbers	mean	S.D	Numbers	mean	S.D				
1	Shortage of teachers' knowledge about the concept of CPD	D	20	3.85	1.03	3	4.14	.872	23	8.7	-1.85	.06
		UD	35			7			42	15.8		
		A	160			41			201	75.6		
		Total	215			51			266	100		
2	lack of commitment of school CPD coordinators to lead CPD	D	24	3.73	1.06	3	3.98	.990	27	10.0	-1.52	.12
		UD	45			10			55	20.7		
		A	146			38			184	69.2		
		Total	215			51			266	100		
3	School CPD coordinators' lack of experience to lead CPD	D	23	3.71	1.07	7	3.80	1.14	30	11.3	-.52	.60
		UD	46			6			52	19.5		
		A	146			38			184	69.2		
		Total	215			51			266	100		
4	Principals' lack of skill to lead CPD	D	24	3.84	1.12	6	3.90	1.18	30	11.3	-.33	.74
		UD	32			8			40	15		
		A	159			37			196	73.7		
		Total	215			51			266	100		

Table 7 Continue...

No	Item	Level of agreement	Responses of teachers'			Responses of CPD Coordinators			Total	%	t-test	P
			Numbers	mean	S.D	Numbers	mean	S.D				
5	Lack of collaborative efforts between school and Woreda education office	D	24	3.97	1.16	4	4.20	1.07	28	10.5	-1.28	.20
		UD	22			4			26	9.8		
		A	169			43			212	79.6		
		Total	215			51			266	100		
6	Shortage of school finance to support teachers CPD	D	27	4.02	1.21	6	3.86	1.26	33	12.4	.89	.37
		UD	14			8			22	8.3		
		A	174			37			211	79.4		
		Total	215			51			266	100		
7	Lack of appropriate guideline to conduct CPD in schools in accordance to the expectations	D	21	4.04	1.19	5	4.08	1.09	26	9.7	-.22	.82
		UD	27			4			31	11.7		
		A	169			42			209	78.6		
		Total	215			51			266	100		
8	Multiple work load had a big impact on diminishing principals to follow-up and support the CPD practicing activities in the school	D	31	3.80	1.24	6	3.65	1.09	37	13.9	.89	.38
		UD	35			12			47	17.7		
		A	149			33			182	68.8		
		Total	215			51			266	100		
9	Lack of available feedback from supervisors or Woreda CPD coordinators	D	25	3.89	1.21	8	3.57	1.20	33	12.5	1.72	.08
		UD	29			13			42	15.8		
		A	161			30			191	71.8		
		Total	215			51			266	100		

Note: Number of respondents (No-), Standard Deviation (SD), Degree of freedom (df) =264, critical (table value) $t=1.984$, level of significance 2 tailed (p) =0.05, Mean scores 1.00-1.80=Strongly Disagree(S.D), 1.81-2.60=Disagree(D), 2.61-3.40=Undecided(UD), 3.41-4.20=Agree(A) and 4.21-5.00=Strongly Agree(SA). - Critical t-values <1.98 shows that the same answer and > 1.98 shows that the answer is different

As indicated in Table 7, the agreement that teachers and school CPD coordinators to the study of leaders contribution in effective implementation of teachers CPD in secondary schools of Hadiya zone were exposed to the study groups to rate them. Based on the responses obtained, each items of the table were analyzed as follows.

As can be seen from the same table, item 1 up to 9 all are replied by teachers and schools CPD coordinators. The responds were agreed by majority of teachers and school CPD coordinators under the sample secondary schools. The calculated t-values of the responses were between 1.85 up to 1.72 and the level of significance was less than 0.05 is less than the critical (table) value 1.98. This implies that, there is no statistical difference between two groups. This shows that, CPD of teachers in most secondary schools in Hadiya Zone is not yet contributing as was expected. For example, (item 2 and 3) though school CPD coordinators have lack of commitment and experience to lead teachers' CPD, (item 4) still lack of skill and competence of principals is the problem of teachers CPD, (item 5) lack of collaborative efforts between school and WEO, (item 6) shortage of school finance to support teachers CPD, (item 7) lack of guide line and check list to evaluate the implementation of CPD, and (item 9) lack of feedback from supervisors and Woreda CPD coordinators.

The response of principals, vice principals, and education office CPD coordinators under the study supported the idea too. Their responses indicated that, they are running in short of finance to run CPD training as planned in schools strategic and operational plans. The WEO CPD coordinators supposed that the all school principals' knowledge, skills, and commitments were very low. Especially, in educational leadership trained principals understanding level of CPD is good, but they were not committed to lead effectively school CPD. According to the provisions of MoE (2009), school leaders, who are critical for CPD implementation practice, have to plan to assist teachers CPD implementation with appropriate finance for CPD training and implementation.

According to Hargreves and Fullan (1992); cited in Fok *et al.* (2008), we can meet the changing development needs of a society through lifelong learning process. In addition, a collaborative school culture was important in influencing the strategies of professional development

Also to create effective implementation of teachers CPD, the all activities should be cooperative work. In Hierbert *et al.*(2002); cited in Fok *et al.* (2008), revealed that the most

effective way for professional development was school-based, collaborative, focused on students' learning and linked to the curriculum.

The student researcher supposed that the school CPD activities should be evaluate to assess the problem or to check the success. According to (Guskey, 2000), the effectiveness of CPD program ought to evaluate to understand what extent which teachers CPD program practiced in the school. The contents of evaluations ought to focus the positive impacts CPDs for the teachers' organization and students' learning outcomes. In order to effectively practice CPD and to produce professionally well informed and motivated teachers who should work to be capable of transforming the quality of educational delivery. Principals and other stakeholders should work together to improve the implementation of CPD. Especially within schools, the principal has unique position to influence the implementation of CPD (Paul, 2000).

As expressed in table 7 item 1, the majority respondents 201 (75.6%) agreed on shortage of teachers' knowledge about the concept of teachers' CPD. Moreover, the mean rating of teachers' was ($x=3.85$, $SD= 1.03$) (agreed) and the mean rating of school CPD coordinators was ($x=4.14$, $SD=0.87$) (agreed). This shows that both groups of respondents agreed. The calculated t-value -1.853 at $df=264$, and at the level of significance 0.05 is less than the critical (table) value 1.98 . There is no statistical difference between two groups. This shows that the respondents were gave approximately the same answers. All the principals, vice principals, and WEO CPD coordinators accepted that the concepts of teachers' knowledge about the concepts of school CPD is not satisfactory to the implementation of CPD. The all schools CPD minutes show the same responses, that the all stakeholders such that teachers, school CPD coordinators, and principals are not committed to lead teachers CPD. Both mean and frequency scores of the respondents was "agreed" scale. This indicates that the respondents gave the shortage of teachers' knowledge about school CPD is one of the problem to implementation of CPD.

As expressed in table 7, item 8, the majority respondents 182(68.5%) agreed on multiple work load had a big impact on diminishing principals to follow-up and support the CPD practicing activities in the school. Moreover, the mean rating of teachers' was($x= 3.80$,

SD= 1.24) (agreed) and the mean rating of school CPD coordinators was (\bar{x} =3.65, SD= 1.09) (agreed). This shows that both groups of respondents similarly agreed on the item. The calculated t-value 0.875 at $df=264$, and at the level of significance 0.05 is less than the critical (table) value 1.98. There is no statistical difference between two groups. This shows that the respondents were gave approximately the same answers. The response of vice principals, principals, and WEO CPD coordinators in most secondary schools CPD committee is headed by vice principals than principals. Most of the time vice principals are busy by another school activity. Here, if the problem of financial support, adequate training is not effectively provided in these schools and CPD cannot be effectively utilized.

Both mean and frequency scores of the respondents was “agreed” scale. This indicates that the school principals especially vice principals are busy by another activities. Hence, teachers’ CPD is the second or the third activities of them. It shows that the program was not properly led in case of multiple workloads of the principals. But different scholars expressed that principals have more responsibilities and they have more opportunity to have a substantial impact on teacher learning. These include; principal as an instructional leader and learner, the creation of a learning environment, direct involvement in the design, delivery, content of professional development, and the assessment of professional development outcome Paul (2000).

Finally, the student researchers understand that, the implementation of teachers CPD in secondary schools of Hadiya Zone is very low, because the contributions of leaders are insufficient to help the programs. This shows that leaders’ professionalism, work experiences, and competence directly affect the implementation of teachers CPD. Leaders such as school CPD coordinators, vice principals, principals, and WEO CPD coordinators should be professional persons to lead teachers’ CPD. Also their work experiences and competence should be better than teachers to help the all activities of CPD.

4.5. Innovating Ways through Leaders' Contributions to CPD

Table 8: Innovating Ways of Leaders' to CPD

No	Item	Level of agreement	Responses of teachers'			Responses of CPD Coordinators			Total	%	t-test	P
			Num-bers	mean	S.D	Number	mean	S.D				
1	Principals create a wareness that CPD activity is a process and part of the final performance appraisal of teachers	D	141	2.32	1.39	30	2.51	1.40	171	64.3	-.88	.37
		UD	17			6			23	8.6		
		A	57			15			72	27.0		
		Total	215			51			266	100		
2	Teachers, principals, and CPD coordinators examine the topic prepared by the school before actual CPD study session	D	155	2.19	1.30	32	2.41	1.32	187	70.3	-1.09	.27
		UD	15			8			23	8.6		
		A	45			11			56	21.1		
		Total	215			51			266	100		
3	The principals and CPD coordinators make agreement with the teacher on the objective and methods of the study before the CPD study practice	D	124	2.34	1.23	26	2.82	1.35	150	56.4	-2.31	.02
		UD	56			9			65	24.4		
		A	35			16			51	19.2		
		Total	215			51			266	100		
4	The CPD program provided opportunity to all teachers to develop knowledge and teaching skills for those who participate in CPD discussions	D	106	2.58	1.25	3	4.10	.922	109	41.0	-8.17	.00
		UD	61			7			68	25.6		
		A	48			41			89	33.5		
		Total	215			51			266	100		
5	The school provided comfortable and appropriate time schedules to the CPD trainings	D	143	2.24	1.27	34	2.29	1.40	177	66.5	-.24	.80
		UD	33			5			38	14.3		
		A	39			12			51	19.2		
		Total	215			51			266	100		

Table 8 Continue...

No	Item	Level of agreement	Responses of teachers'			Responses of CPD Coordinators			Total	%	t-test	P
			Numbers	mean	S.D	Numbers	mean	S.D				
6	The school provided useful and sufficient resources for the CPD training and implementation practice	D	114	2.65	1.22	33	2.31	1.40	147	55.3	1.69	.09
		UD	54			6			60	22.6		
		A	47			12			59	22.2		
		Total	215			51			266	100		
7	The school have developed clear checklist and guiding principles to follow-up CPD practice of teachers in the school	D	163	2.07	1.20	35	2.27	1.42	198	74.4	-.968	.33
		UD	21			3			24	9		
		A	31			13			44	16.6		
		Total	215			51			266	100		
8	All teachers are enabled in CPD study to developed and included relevant materials in their professional portfolio in the school used for promotion in career development	D	150	2.45	1.34	22	2.71	1.41	172	64.6	-1.18	.23
		UD	16			15			31	11.7		
		A	49			14			63	23.7		
		Total	215			51			266	100		
9	Supervisor and Woreda CPD coordinators in your school supervised teachers' CPD implementation practices frequently	D	128	2.75	1.35	31	2.41	1.41	159	59.7	1.58	.11
		UD	26			8			34	12.8		
		A	61			12			73	27.4		
		Total	215			51			266	100		
10	Feedback is given for the teachers at the end of each training sessions	D	119	2.66	1.62	22	2.88	1.47	141	53.0	-.89	.37
		UD	14			10			24	9.0		
		A	82			19			101	38.0		
		Total	215			51			266	100		

Note: Number of respondents (No-), Standard Deviation (SD), Degree of freedom (df) =264, critical (table value) $t=1.984$, level of significance 2 tailed (p) =0.05, Mean scores 1.00-180=Strongly Disagree (S.D), 181-260=Disagree(D), 2.61-3.40=Undecided(UD), 3.41-4.20=Agree(A) and 4.21-5.00=Strongly Agree(SA). - Critical t-values <1.98 shows that the same answer and > 1.98 shows that the answer is different

As indicated in Table 8, the agreement that teachers and school CPD coordinators to the study of leaders contribution in effective implementation of teachers CPD in secondary schools of Hadiya Zone were exposed to the study groups to rate them. Based on the responses obtained, each items of the table were analyzed as follows.

As can be seen from table 8, item 1, 2, 5, and 7 all are replied by teachers and schools CPD coordinators. The majority of teachers and school CPD coordinators disagreed on the items.

Moreover, the mean rating of teachers were between 2.07 up to 2.32 (disagreed) and the mean rating of CPD coordinators were between 2.27 up to 2.51(disagreed). The calculated t- values of the responses were between 0.243 up to 1.09 and the level of significance 0.05 is less than the critical (table) value 1.98.

This implied that, there is no statistical difference between two groups. This frequency and mean of scores implied that, teachers' CPD in most secondary schools of Hadiya Zone had a lot of problems. Along with the responses, even if principals were not create awareness that CPD activity is a process and part of the final performance appraisal of teachers in secondary schools (item 1), teachers, principals, and CPD coordinators were not working in partnership to examine the topic prepared by the school before actual CPD study session (item 2), the schools not provided comfortable and appropriate time schedules to the CPD trainings (item 5), and the school had not developed clear checklist and guiding principles to follow-up CPD practice of teachers in the school (item 7), The responses were supported by principals, vice principals, and WEO CPD coordinators.

They indicated that, they were doing to improve the implementation of teachers' CPD, but shortage of knowledge, shortage of experience, and lack of commitment among WEO CPD coordinators, supervisors, principals, and teachers were the case of problems. Shortages of finance and guide materials are additional problems to the CPD program. Especially high school teachers have very low weekly credit hours, but they did not use their free time for CPD program. Furthermore, In the open ended question teachers explained that most of the time teachers' appraisal was not related with teachers' CPD, it was the basic issues to be uninterested the activity. Moreover, schools had not the training centers or comfortable places and in order to attend in to CPD activities lack of transport was one of the problems, because the activities should be after or before actual teaching learning time. Also the program was not supported by finance and trainings, and it is not supported as a professional line by experts and most of the time it was not perform by teachers, but its activities used only for office reporting system. Also, the school documents show that schools had CPD annual plan, but the plans were not detail and signed by teachers. The teachers' individual portfolios are not properly filed and from nine schools only two

schools have teachers' CPD files. The supervisors and staff minutes were not include the teachers CPD program as crucial issue. But the school CPD coordinators minutes shows that the all schools had CPD annual plan, teachers groups of CPD and inductions program, and the total time of the training.

The student researcher agrees that unless annual sixty hours CPD study completed, the program cannot achieve its expected goal, so that further training and awareness creation program is highly become necessary. According to MoE (2009b), CPD is a process or an activity that increases the skills, knowledge, or understanding of teachers and their effectiveness in schools. The definitions also carry the message that the process includes innovation of knowledge, skill and attitudes to elevate one's professional status to the desired level. To organizational success cooperative work experience is essential. The school stake holders should work together to examine the topics of CPD. Christen (2014), supposed that as successful school improvement is sought by each student, teacher, and principal this must become the ultimate goal. That increase each teachers' capacity through a professional culture where they are learning and working closely with one another is valuable.

Also the student researcher agreed that school leaders should be responsible and solution makers for teachers CPD. According to the provisions of MoE (2009), school leaders, who are critical for CPD implementation practice, have to plan to assist teachers CPD implementation with appropriate finance for CPD training and implementation. School principals' leadership in the area of teacher professional development is critical to the creation and success of a school learning community (Paul, 2000). Also the schools should be suitable for the implementation of CPD. Christen (2014), without further study of what makes teachers gain knowledge and improve their instructional practices; educators will not be able to create an optimal environment for teachers to learn. This is essential in order to meet the standards set forth by the government policies, especially in priority schools.

As expressed in table 8, item 3; the majority respondents 150 (56.4%) disagreed on the principals and CPD coordinators make agreement with the teacher on the objective and methods of the study before the CPD study practice. Moreover, the mean rating of teachers'

was ($x=2.34$, $SD= 1.23$) (disagreed) and the mean rating of school CPD coordinators was ($x=2.82$, $SD= 1.35$) (undecided). This shows that both groups of respondents stated between disagreed and undecided on the item. The calculated t-value 2.31 at $df=264$, and at the level of significance 0.05 is greater than the critical (table) value 1.98. They have statistical difference between two groups. This shows that the respondents gave different answers. The schools CPD minutes were not show the participation of teachers to prepare the programs and objectives of CPD. The minutes were not signed by the teachers. It shows that teachers were not participating to prepare the objectives and methods of practice CPD.

As expressed in table 8, item 4; relatively a lot of respondents 109 (41.0%) disagreed on the CPD program provided opportunity to all teachers to develop knowledge and teaching skills for those who participate in CPD discussions. Moreover, the mean rating of teachers' was ($x=2.58$, $SD= 1.25$) (disagreed) and the mean rating of school CPD coordinators was ($x=4.10$, $SD= 0.92$) (agreed). This shows that both groups of respondents stated between disagreed and agreed on the item. The calculated t-value 8.174 at $df=264$, and at the level of significance 0.05 is greater than the critical (table) value 1.98. They have statistical difference between two groups. This shows that the respondents gave different answers. According to schools CPD minutes, the participation of teachers is very low and they were not committed to practice CPD. Then the program cannot provide good opportunities to all teachers.

Approximately both mean and frequency scores of the respondents were “disagreed and agreed” scales. This indicates teachers' respondents stated that CPD program can not clearly provide opportunities to all teachers to develop teachers' knowledge and skills. The student researcher thought that CPD is not a day a year process. CPD is a long period of process or an activity that increases teachers' competence for improved practice. School based CPD should be design in accordance with school and individual teacher development needs. They should plan to improve quality of education, promote the teaching profession and growth of individual teachers. Here, teachers and school leaders are responsible for student learning. Knowledge does not pour from outside, but it is to develop through collaborative discussions, application and reflection in accordance with local realities. As

Lessing and De (2007), have indicated, as with any other modern profession, teachers have responsibility to extend the boundaries of professional knowledge through a commitment to reflective practice, through research and through systematic engagement in continuous professional development from the beginning to the end of their career. Systems of education and training for teachers need to provide them with the necessary opportunities. Furthermore, European Commission (2011), supposed that the opportunity to learn features, according to the Australian study by Ingvarson et al., appear to have the largest effect on CPD outcomes in particular, active learning seems to have a pervasive and generative influence on teachers' practice. This shows that practical teaching within discussion can create effective outcomes on teachers' skills.

As expressed in table 8, item 6 the majority respondents 147 (55.3%) disagreed on the school provided useful and sufficient resources for the CPD training and implementation practice. Moreover, the mean rating of teachers' was ($x=2.65$, $SD= 1.22$) (undecided) and the mean rating of school CPD coordinators was ($x=2.31$, $SD=1.40$) (disagreed). The calculated t-value 1.69 at $df=264$, and at the level of significance 0.05 is greater than the critical (table) value 1.98. It has statistical difference between two groups. This shows that the respondents were gave different answers. All the principals, vice principals, and WEO CPD coordinators accepted that sometimes schools cannot provide timely sufficient resources such as stationeries and CPD guide line books. In open ended question, teachers and CPD coordinators expressed that, principals are not committed to timely provide stationeries and books of CPD.

As expressed in table 8, item 8, the majority respondents 172 (64.6%) disagreed on all teachers are enabled in CPD study to developed and included relevant materials in their professional portfolio in the school used for promotion in career development. Moreover, the mean rating of teachers' was ($x=2.45$, $SD= 1.34$) (disagreed) and the mean rating of school CPD coordinators was ($x=2.71$, $SD=1.41$) (undecided). The calculated t-value 1.18 at $df=264$, and at the level of significance 0.05 is less than the critical (table) value 1.98. There is no statistical difference between two groups. This shows that the respondents were gave approximately the same answers. In open ended question teachers and school CPD

coordinators expressed that the schools and WEOs were not properly counsel teachers to participate in CPD. The portfolios were not prepared effectively to hold information of each teacher's activities of CPD and the activities were not useful as a career development. As can be seen from the same table, item 9 the majority number of teachers and schools CPD coordinators 159 (59.7%) disagreed on supervisor and woreda CPD coordinators in your school supervised teachers' CPD implementation practices frequently. Moreover, the mean rating of teachers' was ($x=2.75$, $SD= 1.35$) (undecided) and the mean rating of school CPD coordinators was ($x=2.41$, $SD=1.41$) (disagreed). The calculated t-value 1.58 at $df=264$, and at the level of significance 0.05, is less than the critical (table) value 1.98. There is no statistical difference between two groups. This shows that the respondents were gave approximately the same answers. In open ended question teachers and school CPD coordinators expressed that the schools supervisors and WEOs were not supervise teachers CPD. Also, the schools CPD minutes accepted that supervisors and WEO CPD coordinators were not continuously supervised the implementation of CPD.

As expressed in table 8, item 10, the majority respondents 141 (53.0%) disagreed on feedback is given for the teachers at the end of each training sessions. Moreover, the mean rating of teachers' was ($x=2.66$, $SD= 1.62$) (undecided) and the mean rating of school CPD coordinators was ($x=2.88$, $SD= 1.47$) (undecided). This shows that both groups of respondents similarly stated on undecided on the item. The calculated t-value .891 at $df=264$, and at the level of significance 0.05 is greater than the critical (table) value 1.98. It has statistical difference between two groups. This shows that the respondents gave different answers. As a comment, teachers expressed that supervisors and WEO CPD coordinators had been not giving any feedback about CPD. The schools supervisors' minutes had not any written information to guide teachers' CPD. Also, school CPD minutes shows that supervisors and Woreda education offices had not programs to support and they had not any feedback to improve teachers CPD.

Both mean and frequency scores of the respondents were "undecided and disagreed" scales. This indicates that the respondents stated that permanently, feedback was not given for teachers after the end of CPD trainings. It shows that the program was not properly lead or

evaluated by school CPD coordinators, principal, vice principals, supervisors, and WEO CPD coordinators.

According to the responses, the student researcher thought that, in secondary schools of Hadiya Zone, the innovating ways of teachers' CPD were not sufficiently implemented. Student researcher believed that feedback is the basic instrument to help teachers' CPD. As Lessing and De (2007), effective professional development is ongoing, includes training practice and feedback, and provides adequate time, finance and follow-up support. Successful program involve teachers in learning activities that are similar to ones they will use with their students, and encourage the development of teacher learning communities. There is growing interest in developing schools as learning organizations, and in ways for teachers to share their experience more systematically by improving their knowledge, skills and attitude through an effective CPD practices.

In addition, teachers' portfolios should be full and filled by approved CPD activities. It is essential instrument to licensing and re-licensing teachers by the responsible bodies. MoE (2004b), concluded that a professional development portfolio is a collection of records materials that shows what an individual teacher has done in the classroom, knows and can do. The main objectives of portfolio here are to document pupils' achievements over time. The portfolio document consists of group discussions; feedbacks of peer observation, individual students' records, and the reforms students have achieved in the class and compiled records of students' learning outcomes (MoE, 2004b).

All these portfolios will be as evidence for licensing and re-licensing teachers by the body responsible, mainly WEOs. The portfolio might contain details of CPD participation, benefits that accrued and effects on performance (MoE, 2004b). Professional license renewal documents indicate that teachers have met the required renewal criteria must be verify by school principals and/ or by other education professionals, mainly WEOs, who are responsible locally.

Finally, respondents were requested to mention additional mechanisms to be used to evaluate CPD implementation in secondary schools. Some important were forwarded both

by teachers and CPD coordinators such as:- “principals, vice principals, school CPD coordinators, supervisors, and WEO CPD coordinators should be knowledgeable, experienced, and committed than teachers about CPD, the WEO experts should be continuously evaluate principals and supervisors contributions to teachers CPD, apply proper training for teachers and school CPD coordinator by those who have better know-how in schools, career development should be closely linked with annual sixty hours CPD completion, organizing functional CPD study follow-up mechanisms, strengthen collaborative works among stakeholders, strengthen timely CPD implementation supervision practices, motivate senior teachers to assist their juniors, the training places should be comfortable, and the CPD activities should be not evaluate only by official report but its outcomes, ”.

5. SUMMARY, CONCLUSION, AND RECOMMENDATION

5.1. Summary

CPD has been organized and implemented as a tool to address the problems and on improving teachers' performance through informal trainings. In order to enable schools and teachers run these programs effectively, structured CPD is underway since 2005, and a new program planned to bring improvement in quality of education since 2008. These programs help teachers to be competent in their profession and contribute to the assurance of quality of education and a better learning of students. Thus, the main purpose of this study was to investigate leaders' contributions in implementing of teachers' CPD in government secondary schools of Hadiya zone. in order to meet this purpose, relevant research questions related to the implementation of CPD in secondary schools such as how do teachers and CPD coordinators perceive the implementation of teachers CPD? What is the status of teachers CPD in the secondary schools of Hadiya Zone? How do leaders' professionalism, work experiences and competence affect the implementation of CPD? And, what are the innovating ways through leaders contribute in implementing of CPD?

To this effect, the study was conducted in nine secondary schools randomly selected in Hadiya Zone. Accordingly, 223 teachers were selected using random sampling techniques. From nine sample school; 9 principals, 9 vice principals, 55 in school CPD coordinators, and six Woredas CPD coordinators were taken as a sample. This reduced the sample population of teachers to 215 and the school CPD coordinators to 51totally, 266 respondents were participated.

Interview was conducted with nine principals, nine vice principals, and eighteen WEO CPD coordination members totally, 36 respondents were participated. The data collected from the close-ended questionnaire were analyzed and interpreted using different statistical tools such as frequency, percentage, standard deviation and t-test. The t-test and p-value analysis was supported by the computer SPSS program. The data gathered through

interview were analyzed qualitatively interpretation. Hence, based on the review of literature and analysis of the data, the study summarized with the following findings.

The majority of respondents showed that CPD of teachers' was not capable to bring school improvement yet. The findings showed those teachers' perceptions, awareness, and motivation level is still low to effectively practice teachers CPD.

As can be observed from the response of teachers and CPD coordinators, there are still problems in CPD in secondary schools such as; some teachers were not see CPD plays an important role to fulfill the gap of subject matter, there are 2.94 mean of teachers and 3.06 mean of CPD coordinators were not assumed that CPD plays an important role to fulfill the gap of subject matter.

Lack of motivation is one of problem between teachers and school CPD coordinators. The mean score of teachers 2.31 and the mean score of school CPD coordinators 2.80 show that CPD is not interested and enjoyable program. Also, the finding of the study revealed that mean score 2.02 teachers and mean score 2.47 CPD coordinators in secondary schools show that teachers were not actively engaged themselves in CPD. As can be seen in the study, there are teachers in secondary schools who do not interested to participate in teachers CPD program.

The study also revealed that the mean score of teachers 3.85 and the man score of school CPD coordinators 4.14 shows that shortage of teachers' knowledge about the concept of CPD was the problem to effectively practice teachers CPD.

The mean score of teachers 2.47 and the mean score of CPD coordinators 2.57 show that teachers and other stakeholders did not examine the CPD topics before actual CPD study. However, the school principals (including vice principals) expressed that the school has common CPD topics, but also the document show that the teachers were not participate to prepare the topics as a responsible body. The majority of respondents showed that CPD of teachers' was not capable enough to bring school improvement yet. The findings showed those school CPD coordinators, principals, and WEO CPD facilitators did not work cooperatively to lead and improve the implementation of teachers' CPD.

The study provide, responded mean of teachers 2.30 and mean of CPD coordinators 2.69 shows that the school CPD coordinators not provided opportunities for all teachers to participate and they are not approve individual activities. Mean score of teachers 3.73 and mean score of CPD coordinators 3.98 shows that lack of commitment and lack of experience of school CPD coordinators was a problem.

The mean score of teachers 3.71 and mean score of school CPD coordinators 3.80 show that lack of skills and competence of school principal is the case of problem to lead teachers CPD. Also, Mean score of teachers 2.07 and the mean of CPD coordinators 2.27 respectively confirmed principals were not create awareness for teachers that CPD activity was a process and part of the final performance appraisal of teachers.

Mean score of teachers 4.03 and mean score of school CPD coordinators 3.86 shows that shortage of school finance was support to ineffective implementation of teachers CPD. And compare mean of teachers 1.93 and 2.45 CPD coordinators asserted that principals were not provide useful and sufficient CPD materials and conductive environment to practice teachers' CPD.

Teachers and CPD coordinators in sample schools responded shortage of adequate guideline and busy principals to support the practice of CPD as expected in the new CPD manuals. Most teachers, CPD coordinators, and principals revealed in open-ended questionnaire and interview, CPD training were not given at the beginning of academic years and not supported by relevant finance and materials. Moreover, teachers CPD coordinators, and WEO CPD facilitators in open-ended questionnaire and interview explained that, the school principals' were not committed as a responsible body and they are not skillfully to help the implementation of teachers' CPD.

Most teachers and CPD coordinators stated that principals, school CPD coordinators, and teachers were not make common agreement on the objective and methods of the study before the study is practiced. With regard to plan the CPD, mean of 2.19 teachers and the mean of 2.49 CPD coordinators show that the school and other stakeholders do not support the CPD goals been met in the school general plan. Also, mean score of teachers 3.89 and

mean score of school CPD coordinators 3.57 show that WEO CPD facilitators and school supervisors were not give feedback to teachers' CPD.

Mean score of teachers 2.07 and mean score of school CPD coordinators 2.27 show that the schools had not clear checklist and guiding principles to follow up the implementation of CPD. In addition, compare mean of teachers 2.15 and mean of CPD coordinators 2.22 who fell that schools yet not provide comfortable setting for teachers' CPD training. Some teachers and school CPD coordinators reported in the open ended question and the some schools CPD minutes also shows that the an annual time of trainings of CPD does not practically used 60 hours for training; it is most of the time only for office reporting system.

5.2. Conclusions

Based on the major problems identified in the study, the following conclusions are made. The new CPD approach need collaborative work sprit of teachers and all concerned for its effectiveness. Hence, schools, Woredas, and Zone education office experts are expected to create sufficient awareness for teachers and other stakeholders to work together in identifying CPD problems and plan together as the provision of the new CPD guideline and CPD framework 2009. The study showed that there is uncertainty among some teachers and some of them assumed that CPD is not essential program to improve their experience and competence and they do not assume that CPD is a part of professional life.

As shown in the finding, the new CPD approach in sample secondary schools were still the contributions of leaders were not adequate. CPD was not as a mechanism of improving teachers' teaching methodology, in using CPD as a tool for career development of teachers and as a means to strengthen school-parent relationships.

As also shown in the study, the new CPD approach is not yet practically implemented. Some teachers have lack of awareness on its importance, there is lack of material and financial support, lack of experience sharing from some senior teachers to their juniors, failures to organize training at the start of academic year, lack of feedback from supervisors and woreda CPD facilitators to schools and teachers, big work load, lack of awareness, and

lack of commitment on principals, vice principals, school CPD coordinators, and WEO CPD facilitators to participate and effectively lead CPD trainings with teachers and inadequate communication in some schools and failure to promote teachers career development so far on CPD success in the zone. As the result, continuous professional development of teachers in secondary schools of the zone is still found on its early stage of development.

5.3. Recommendations

Based on the findings stated above, the study forwards the following possible recommendations. The findings showed those school CPD coordinators, principals, and WEO CPD facilitators were not work cooperatively to lead and improve the implementation of teachers' CPD. Therefore,

- As a higher stage stakeholder the REB have to take appropriate measures including supply of adequate material, training, and administrative support for Zones and Woredas education Offices.
- As a higher stage stakeholder the ZEO and WEO should recruit well trained and experienced schools principals, vice principals, and WEO CPD facilitators to lead and improve the implementation of CPD.
- Teachers, school CPD coordinators, principals, vice principals, and supervisors should work together in planning, implementing and evaluating of teachers' continuous professional development practice in school.

The findings showed those teachers, principals, vice principals, and WEO CPD facilitators perceptions, awareness, experience, and motivation level were still low to effectively practice teachers CPD. Therefore,

- The schools along with the WEOs have to assign well trained and motivated CPD trainers and arranging timely training at the beginning of a new academic year in order to make CPD activities effective and efficient in serving its intended purposes.
- Also, the Zone and Woreda Education Offices have to prepare continuously,

through a year period of quarter short trainings, workshops, or discussions forum should be organize and implement for CPD effectiveness. It also should be included the all teachers, school CPD coordinators, vice principals, principals, and supervisors.

- The schools and WEO have to make strong efforts to improve the practice of teachers CPD training including the implementation of other CPD activities like coaching, mentoring, action research, developing professional portfolio of teachers, to facilitate teachers' professional development.
- School CPD coordinating committee and principals have to work hard in awareness creation among teachers to develop mutual understanding on the concept of CPD benefits and the role of CPD as a professional development tool and method of improving student performances.
- To create the teachers motivation, the principals and WEOs have to use CPD as a tool for career structure and licensing and relicensing of teachers profession.
- To fulfill the experience sharing gap among WEO CPD facilitators, supervisors, principals (both main and vice principals), and school CPD coordinators, the Woredas and Zone Education Office should design and apply by joint efforts of schools, Woredas, and Zone Education Offices. This can be done by assigning a yearly education week through which schools could share best practices and show their success in annual CPD practices.

As has been reported in the open-ended questions, the annual sixty hours CPD studies in some schools were not complete. Therefore,

- The teachers should prepare their groups and individuals CPD modules and portfolio. Also the principals and vice principals should continuously check and guide the activities.
- Starting from the school principals, supervisors, WEOs, and Zone CPD coordinators all concerned body have to develop closer follow-up and feedback mechanism to check the annual sixty hours CPD studies completion and use clear checklist to evaluate continuously the implementation and the results of teachers' CPD.

As revealed in the study, shortage of adequate budget, lack of guideline, the principals work load, and shortage of CPD materials support the problems of teachers CPD to implement effectively.

- Principals and education and training boards of each school have to prepare adequate budget to practice, trainings, and experience sharing programs of teachers' CPD to make in school CPD practice more practical and meaningful.
- Also the WEO and ZED experts should give trainings for principals and supervisors to prepare school CPD checklist and guiding the implementation of teachers' CPD.
- The WEOs and supervisors should help principals' by advising and by selecting and assigning experienced teachers to help their activities of CPD.
- To full fill the gap the ZED and WEOs should distribute CPD materials for all schools and check it the uses of all materials appropriately.

Lack of comfortable settings and lack of conducive environments were factors to the implementation of teachers CPD. Therefore, to minimize those problems,

- The school principals, supervisors, education and training boards of each schools, and WEOs should work together to prepare the comfortable training places and waiting places in schools.
- The school principals and vice principals were not act as a responsible persons for teachers' CPD. Therefore, WEO should make teachers CPD as a most significant task for principals and vice principals. Furthermore, the principals and the vice principals' CPD tasks should be evaluate and the WEOs should give recognition for their performance of leading CPD.

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7. APPENDICES

HARAMAYA UNIVERSITY
SCHOOL OF POST GRADUATE STUDIES
Department of Educational Planning and Management
A Questionnaire to be Filled by Secondary School Teachers and School CPD
Coordinators

Dear respondents:-

The purpose of this questionnaire is to collect relevant data for the study entitled “Leaders’ Contributions in Implementing of Teachers’ Continuous Professional Development in Secondary Schools of Hadiya Zone.” Your responses are highly important for the success of the study. Therefore, you are kindly request to read all questions carefully and fill the questionnaire with genuine response. Be sure that your responses will be not useful for any other purpose other than academic purpose.

General Directions:-

1. You do not need to write your name.
2. Read all the instructions before attempting to answer the questions.
3. There is no need to consult others to fill the questionnaires.
4. Provide appropriate response by using a tick “√” in the boxes that fit your opinion for answering the objective questions. (More than one answer is possible when necessary).
5. Write your opinion briefly for answering the open-ended questions.

Thank you much in advance.

I. Section one: Personal Data

1.1. Name of the School _____

1.2. Sex: (A) Male (B) Female

1.3. Age: (A) 20-24 years (B) 25-29 years

(C) 30-34 years (D) 35-39 years

(E) 40-44 years (F) above 45 years

1.4. Position in career ladder

(A) Beginner teacher (B) Junior teacher

(C) Teacher (D) Senior teacher

(E) Associate Lead teacher (F) Lead teacher

(G) Senior Lead teacher

1.5. Educational background:-

(A) Certificate (B) Diploma

(C) First degree (D) Second degree & above

Other specify _____

1.6. Current work position besides teaching and CPD coordinating

(A) Department head (B) Unit Leader

(C) Other specify _____

Section Two: Questions of the Study

Part 1. Perceptions of Teachers and CPD coordinators for the Implementation of CPD

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

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

No.	Perception to teachers' CPD	1	2	3	4	5
1.1	CPD is interesting and enjoyable program					
1.2	CPD is part of professional life					
1.3	CPD improves students' academic achievements					
1.4	CPD is helpful to improve teachers' competence					
1.5	CPD enables teachers to improve self-confidence					
1.6	CPD enables to increase strong cooperative work spirit within the school community.					
1.7	CPD plays an important role to fulfill the gap of subject mater					
1.8	CPD is essential program to evaluating the existing teachers guide, and student text book for further improvement					
1.9	CPD enables teachers to select and use appropriate learning-teaching materials to a large level than before					

1.10. If any other, please specify your perceptions about CPD in the space given below.

Part 2. Status of Teachers' CPD Implementation in Schools

Key: 1=Strongly Disagree(SD),2=Disagree(D),3=Undecided(UD),4=Agree(A),and
5=Strongly Agree(SA)

No-	Status of CPD implementation in secondary schools	1	2	3	4	5
2.1	Principals create awareness for teachers that CPD activity is a process and part of the final performance appraisal					
2.2	Principals provided useful and sufficient CPD materials for teachers CPD training.					
2.3	All teachers actively engage themselves in CPD					
2.4	The school CPD coordinators provided opportunities for all teachers to participate and approve individual activities					
2.5	The school provides comfortable and appropriate time schedules to CPD trainings.					
2.6	Teachers and other stakeholders examine the topic prepared by the school before actual CPD study session					
2.7	Principals, school CPD coordinators, and teachers make agreement on the objective and methods of the study before the study is practiced					
2.8	Principals support CPD goals been met in your school context as planned for					

2.9 Please comment on the changes observed in your school after you had completed your annual CPD studies _____

Part 3. Potential Factors Affecting the Implementation of CPD

No	Potential factors affecting the implementation of teachers' CPD	1	2	3	4	5
3.1	Shortage of teachers' knowledge about the concept of teachers' CPD					
3.2	lack of commitment of school CPD coordinators to lead teachers' CPD					
3.3	School CPD coordinators' lack of experience to lead teachers' CPD					
3.4	Principals' lack of skill to lead CPD					
3.5	Lack of collaborative efforts between school and Woreda education office					
3.6	Shortage of school finance to support teachers CPD					
3.7	Lack of appropriate guideline to conduct CPD in schools in accordance to the expectations					
3.8	Multiple work load had a big impact on diminishing principals to follow-up and support the CPD practicing activities in the school					
3.9	Lack of available feedback from supervisors or Woreda CPD coordinators					

3.10 If there are any other factors, that hinder the proper implementation of CPD practices in your school. Please mention them briefly_____

Part 4. Innovating Ways through Leaders' Contribution to CPD

No	Innovating ways and supporting strategies to CPD implementation practices	1	2	3	4	5
4.1	Principals create awareness that CPD activity is a process and part of the final performance appraisal of teachers					
4.2	Teachers, principals, and CPD coordinators examine the topic prepared by the school before actual CPD study session					
4.3	The principals and CPD coordinators make agreement with the teacher on the objective and methods of the study before the CPD study practice					
4.4	The CPD program provided opportunity to all teachers to develop knowledge and teaching skills for those who participate in CPD discussions					
4.5	The school provided comfortable and appropriate settings and time schedules to the CPD trainings					
4.6	The school provided useful and sufficient resources for the CPD training and implementation practice					
4.7	The school have developed clear checklist and guiding principles to follow-up CPD practice of teachers in the school					
4.8	All teachers are enabled in CPD study to developed and included relevant materials in their professional portfolio in the school used for promotion in career development					
4.9	Supervisor and Woreda CPD coordinators in your school supervised teachers' CPD implementation practices frequently					
4.10	Feedback is given for the teachers at the end of each training sessions					

4.11 What do you think are the mechanisms to be used to evaluate the CPD implementation practices in school _____

HARAMAYA UNIVERSITY
POST GRADUATE DIRECTORATE

Department of Educational Planning and Management

Guideline to Conduct Interview with School Principals and Vice Principals

The aim of this interview is to investigate issues related to Leaders' Contributions in Implementing of Teachers' Continuous Professional Development in Secondary Schools of Hadiya Zone.

Part I: General Information

1. Sex_____2. Age_____3. Qualification _____In_____

4. Could you please briefly explain your contribution within this school

4. How long you have been this role in school

Part II: Give your response to the questions in short, and precise.

1. Does your school have CPD materials to imply teachers' CPD program?

2. What is the role of school principals/ vice principals and school CPD coordinators to the implementation of school teachers' CPD program?

3. What supports you provide to the school to carry out their CPD program?

4. Does your school have plan for CPD program? If not, why?

5. How do you fell about the extent/ level of CPD implementation in your school?

6. Do you get different trainings to improve and update your competence to lead the implementation of teachers CPD?

7. What are the problems encountered during the implementation of school CPD program?

8. Do you have any comments on any other aspects of potential importance or issues on CPD of teachers in your school?

Thank you very much for taking time to talk with me.

HARAMAYA UNIVERSITY
POST GRADUATE DIRECTORATE

Department of Educational Planning and Management

Guideline to Conduct Interview with Woreda Education Office CPD Coordinators

The aim of this interview is to investigate issues related to Leaders' Contributions in Implementing of Teachers' Continuous Professional Development in Secondary Schools of Hadiya Zone.

Part I: General Information

1. Sex_____ 2. Age_____ 3. Qualification _____ In_____
4. Could you please briefly explain your contribution within this Woreda?
5. How long you have been in this role

Part II: Give your response to the questions in short, and precise.

1. Does your Woreda have clear rules, regulation and procedures to guide the implementation of teachers' CPD program?
2. What is the role of WEO CPD coordinators to the implementation of school teachers' CPD program?
3. What supports you provide to secondary schools to carry out their CPD program?
4. How do you fell about the extent/ level of CPD implementation in secondary schools of your Woreda?
5. What is your understanding about principals' and school CPD coordinators contributions to the effective implementation of teachers' CPD in your Woreda secondary schools?
6. What are the problems encountered during the implementation of school CPD program in your Woreda, based on
 - a. Principals' professionalism?
 - b. Principals' work experience?
 - c. Principals' competence?
7. What do you suggest as solution to overcome the problems?

Thank you very much for taking time to talk with me.

HARAMAYA UNIVERSITY**POST GRADUATE DIRECTORATE****Department of Educational Planning and Management****Document Analysis Guide**

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

- School and teachers annual plans for CPD training
- Portfolios and modules prepared by teachers
- The methods used in CPD trainings
- Duration of the training
- Materials used in the training and handed to the participants for use in their schools
- Meeting and minutes on the issues of CPD program
- Evaluation of the training
- Reports and feedback given by the concerned bodies
- Challenges encountered during the training