



**MEKELLE UNIVERSITY**

**INSTITUTE OF PEDAGOGICAL SCIENCE**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**INVESTIGATION OF THE PERCEPTION AND PRACTICE OF TEACHERS**

**IN CONTINUOUS PROFESSIONAL DEVELOPMENT IN SELECTED**

**SECONDARY SCHOOLS OF THE CENTRAL ZONE,**

**TIGRAY**

**BY:**

**GIDEY KIDANE GEBREKIDAN**

**May 2020 G.C**

**Mekelle, Ethiopia**

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SECONDARY SCHOOLS OF CENTRAL ZONE TIGRAY

BY:

GIDEY KIDANE GEBREKIDAN

A thesis Submitted to Department of Educational Planning and Management  
In Partial Fulfillment on The requirements For the Degree of Master of Arts  
In school Leadership

Principal Advisor: Genet Gelana (PHD)

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May 2020 G.C

Mekelle, Ethiopia

**MEKELLE UNIVERSITY**  
**INSTITUTE OF PEDAGOGICAL SCIENCE**  
**DEPARTMENT EDUCATIONAL PLANNING AND MANAGEMENT**

**Approval sheet for submitting thesis**

This is to certify that the thesis prepared by Gidey Kidane Gebrekidan, enabled: “investigation of perception and practice of teachers in Continuous Professional Development in the Central Zone of Tigray” and submitted in partial fulfillment of the requirements for the Degree of Master of Arts (MA) in School Leadership, Submits with the regulations of the University and meets the accepted standards with respect to originality and quality.

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The researcher hereby declares that the thesis on the title; “investigation of Perception and Practice of Teachers in Continuous Professional Development in the Central Zone of Tigray” is result of my own effort. I have conducted the thesis freely with the guidance and support of my advisors and co-advisors. The study has not been submitted to the award of any degree in any university. It is submitted for the partial fulfillment of the wants of Master of Arts degree in school leadership from Mekelle University,

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## **Certification**

This is to certify that this thesis acceptable on “investigation of perception and practice of teachers in Continuous Professional Development in the Central Zone of Tigray” and Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts (M.A.) in school Leadership to Institute of Pedagogical Science Mekelle University, through the Department of Educational Planning and Management, done by Gidey Kidane Gebrekidan is an authentic Work carried out by him under my Management. The matter embodied in this thesis has not been suggested earlier for Award of any Degree or Diploma to the best of my knowledge and belief.

Name Advisor: Genet Gelana (PH.D)

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Date of Submission: \_\_\_\_\_

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## **Abstract**

The purpose of this study was to assess the investigation of the teachers' perceptions and practices regarding the CPD program in Secondary Schools of Central Zone of the Tigray by engaging a progressive descriptive mixed research design in collecting qualitative and quantitative data in order to overcome the weakness in using one process and to achieve a complete understanding of teacher CPD programs positive the provision of knowledge teaching skills. Quantitative data was collected through closed-ended questions given to the Secondary Schools teachers and learners. These groups of samples were selected using purposive sampling and simple random sampling techniques. 114 teachers from 4 woredas and 5 secondary schools select Simple random sampling technique was employed .While purposive sampling was employed to select 5 principals, 6 vice principals, 12 CPD coordinators, 5 Woredas Education Office TDP coordinators and 6 supervisors. The data collected through questionnaire were self-administered and analyzed using frequency and percentage, through tabulation and arrangement.

The major findings of the study were: majority of the respondents teachers perceived CPD program negatively; there were no stakeholders support and follow up activities on the CPD program; and the CPD program was delayed by many discouraging factors. The findings of the study concluded as CPD program was not implemented successfully due to the negative perceptions of teachers, the lack of stakeholders support and follow up activities and many more affecting factors.

On the basis of these major findings and conclusion the following recommendations were made: to implement the CPD program effectively the stakeholders should reduce the work load of teachers; conducive (encouraging) environment for training; apply licensing, re-licensing, certification and career level for teachers, and so on. In addition to this, identify CPD priorities clearly design systematic support, follow up and evaluation strategies continuously; allocate the necessary budget.

## **Acronyms and Abbreviations**

APDE	- Analyze, Plan, Do, Evaluate
CPD	- Continuous Professional Development
ESDP	- Education Sector Development Program
ETP	- Educational and Training Policy
FGD	- Focus Group Discussion
GEQIP	- General Education Quality Improvement Package
INSET	-In-Service Education and Training
MA	- Master of Arts
MoE	- Ministry of Education
NDTs	- Newly Deployed Teachers
PD	- Professional Development
REB	- Regional Education Bureau
TDP	- Teachers' Development Program
TDP	- Teachers' Development Program
TEIs	- Teacher Education Institutions
TVET	- Technical and Vocational Education and Training
WEO	- Woreda Education Office
ZEO	- Zone Education Office

# CHAPTER ONE

## INTRODUCTION

The introduction part includes background, statement of the problem, objectives, research questions, and significance of the study, scope, limitations, and operational definition of key terms and the organization of the thesis are also defined in this chapter.

### **1.1. Background of the Study**

This chapter introduces the case study on the investigation of teachers' perceptions and practices regarding the continuous professional development (CPD) program in the central zone. Teacher development is a never-ending cycle of teacher learning that activates with basic teacher training and continues throughout a teacher's career in central zone of Tigray region and throughout the world. Because teaching is a public profession, it positions instructors in the attention of society expectations to always enhance learning. This can be accomplished by allowing teachers to continue to progress in their usage, adaption, and application of their art and skill. As a result, the term CPD refers to all of the activities that teachers participate in throughout their careers in order to enhance their profession. Such activities were intended to result in continual teacher interchangeably to refer learning, a process by which teachers climbed to the level of expert. Professional Development (PD) and CPD) are words that are now and again used to all forms of formal and informal learning conducted by experienced teachers over the course of their careers. Professional development (PD) in a broad sense refers to the development of a person in his or her professional role. More specifically,

Glatthorn (1997) argued that, teacher development is a professional growth a teacher achieves as a result of gaining increased experience and examining his/her teaching systematically (methodically, logically). It is clear that teacher development can make a difference in students' achievement, but it depends on the type of development program and support that is put in place.

According to Friedman and Phillips (2000), CPD is the systematic maintenance, improvement and broadening of knowledge and skills, and the development of personal qualities necessary for performance of professional and technical duties throughout the individual's working life. Within this definition, multiple purposes of CPD can be observed: CPD is concerned with maintaining knowledge and skills. More recently, this would be summarized as maintaining one's competence or

competencies. Villegas-Reimers (2003) also defined CPD as a means of improving knowledge and skills of personnel throughout their working lives. It may be used to update knowledge and skills, prepare for changing roles and responsibilities and increase the general competencies.

As explained by Schultz (2001), our environment is complex, turbulent, contradictory, relentless, uncertain and unpredictable. Thus, to cope with this dynamic and irregular 'environment, teachers need to update their knowledge regularly in addition to their preserves training. Improving the knowledge and skills of teachers through training is the major function of a government because it leads to the improvement of students' academic achievement. They are expected to change themselves all the time because our world is rapidly changing in every aspect. To perform this, teacher CPD program is the essential one which is integrated with different courses for all teaches at any career level which enable them to own sustainable professional development in teaching. Although CPD is not a new idea to Ethiopia, it has not been structured and supported. All serving teachers and head teachers should have the right of access to high quality and relevant CPD opportunities. It is also essential that in order to make effective educational improvements, teachers must take advantage of these opportunities to ensure that participation in staff development activities results in change and in measurable improvement in schools. Teachers will also be expected to renew their teaching licenses periodically and clear links will be made between CPD, re-licensing and career progression (MoE, 2004). This indicates that CPD as a lifelong education, teachers teach themselves and teach each other to update and add value to their profession. According to MoE, the ultimate goal of CPD is to enable the students to acquire quality education (MoE, 2004). Thus, the slogan needed the involvement and active participation of teachers in the CPD. Before the introduction of General Education Quality Improvement Package (GEQIP), Teacher Development Program (TDP) of in-service and CPD were developed in 2005 in a linked approach and introduced on rigorous implementation in all primary schools (Ewnetu and Firdisa, 2010). This program has two main points; the first program is the two-year induction program for Newly Deployed Teachers (NDT) and the transitional professional development.

According to the National TDP guideline the NDTs teachers were expected to go through a two year induction program supported by experienced teachers (mentors). second program is all other teachers who are already on the system were given the opportunity for continuous learning and update with increasing knowledge, and share experiences, ideas, and good practices for teaching and learning approaches with colleagues from own or other schools by participating in CPD activities each

semester (MoE, 2005). But, during early implementation time, there were great experiments from the teachers due to lack of awareness and they were complaining that the contents in the course books were not relevant to their school conditions. Besides this, after three years of CPD employment in schools the TDP-1 CPD impact study showed that CPD in schools was not active and did not yet play its part in bringing change in teachers' knowledge and skill development and consequently in the improvement of students' performance. Teachers learn throughout their careers not because they lack knowledge but because there is a clear (pure) need for teaching professionals to respond to the needs of a constantly evolving education system and the world at large. Moreover, because learning is publicly located, teacher growth cannot be separated from professional social experiences. That is part of their work context. CPD is often employed at the institutional/school level to improve teaching skills. To improve the students' knowledge and behavior in the teaching learning process, it is essential to design and organize teachers' training system that can improve their professional morals and develop their capacity in order to make them aware of the fact that education has the potential to improve one's ability, helps to avoid harmful practices and enforces science and technology (MoE, 2007). As it was indicated in the framework of CPD for primary and secondary school teachers, leaders and supervisors in Ethiopia (MoE, 2009), the Education and Training Policy (ETP) set high standards for teachers and described new approach to education. At the heart of this new approach was the promotion of more active learning, problem solving, and student centered teaching methods. In addition to this, high emphasis was given to upgrading and updating teachers in pre-service and in-service training programs. Regarding the above important points about CPD, the researcher agrees that CPD program has positive outcomes in the teaching learning process. Because it teaches every activity performed in school through updating the knowledge and skills of teachers and develops the competences among the staff members. As a result, the syllabus for knowledge teaching abilities must be kept up to date to ensure that trainee teachers receive adequate literacy teaching skills. Thus study is designed to the investigation of teachers' perceptions and practices regarding the CPD program in the Central zone. The researches seek to address how well the CPD program achieves its goals and assess its investigation in secondary schools in the Central Zone.

## **1.2. Statement of the Problem**

MoE (2005) in its Education Sector Development Program (ESDP III) document reported that, teachers do not continuously update their competencies and skills. This indicates that in rapidly

changing world being certified in pre-service training is not the only guarantee to become a well knowledgeable and effective teacher. Thus, teachers must continuously teach themselves like they are teaching their students. Consequently, CPD has been designed to be the most effective process, system of learning and experience sharing throughout teacher's career (MoE 2005). To this effect, the MoE has launched CPD program as a new reform of reaction that intended to solve the problems of educational quality by updating teachers. Accordingly, it has been reported that ultimate objective of CPD is to improve the teaching learning process in Ethiopian schools. However, it is not known whether the intended objective of CPD is attained or not. And the government of Ethiopia has strong belief that CPD can contribute to the professional advancement of teachers, for instance, it helps them to develop knowledge, skills and to move up to the career structure. The program is also expected to introduce competent teachers with the new development in the field. Moreover, the education and training policy (ETP) of Ethiopia (1994) has given attention to teachers' issues. Accordingly, teachers CPD have been commenced in Ethiopia at all levels and career stages of teachers to bridge the gap of the pre-service training. Teachers' education institutions might have little impact on teachers' knowledge and skills development during pre-service training; for this reason, many countries have developed in-service profession of development strategies to cope with these challenges (Khan and Begum, 2012).

The 2008 TDP-1 CPD Impact Study which was carried out by Haromaya University named in MoE (2009) has confirmed the following three major findings.

- In nearly four out of five schools the structure of CPD is either absent or inadequate
- Approximately all 29 of 31 (93.5%) of the Cluster Resource Centers were not adequately trained to run well organized, inspiring, and transforming CPD program (activity).
- In schools where CPD has begun teachers are however, able to determine a reasonable mastery of the contents (of the CPD courses) they covered before and up to the time of the study.

According to MoE (2009b.) the challenges encountered in CPD in Ethiopia include:

- CPD facilitators high turn over
- CPD programs lagging behind its time and the tendency of rushing to cover the course
- Failure to synchronize the career structure and the CPD values and activities
- Lack of systematic coordination between the education bureaus, Teacher Education Institutes
- Time constraints on teachers as well as their school leaders
- Total absence or inadequacy of the minimum resources to run CPD

As per reported by Tigray Regional Education Bureaus (2020 G.C.), like other Ethiopian Regional areas and schools, teachers in Tigray Regional State were trying to go through their CPD activities, but it was challenging to teachers. Central Zone may be sharing these difficulties because it is one of the Tigray, Regional State Central Zone.

For example Central Zone Education Department (CZED) report (2020 G.C.), gap indicated, teachers have challenged lack of interest and have no positive attitude to take CPD as a means for their Professional Development and rising students' achievement, every teacher must take it as needed task in their career. The CPD framework detailed that, CPD is a necessary requirement for those who teach in Ethiopian schools. It is the civic and professional responsibility of all teachers to engage in CPD (MoE, 2009). Even though such arrangements made to improve teachers' quality, CPD of teachers at school level has not yet been fully implemented as it was designed particularly at most secondary schools of Tigray Regional States. The Tigray Regional Education Bureau (TREB) (2020G.C.), confirms this idea by stating that it is "uncontrollable" to say that teachers CPD is fully implemented in majority of regional schools as it is desired. The major gap or reasons mentioned were poor implementation of CPD because of teachers' attitudinal and technical problems, lack of suitable monitoring and evaluation and lack of adequate materials. Moreover, teachers neither perceived CPD as important nor believe as instrument to improve professional skills; it is tiresome and uninteresting program to teachers. More, they relate CPD practice with personal benefits, promotion and qualification rather updating knowledge. There are reports on the positive effects of CPD on different school matters like student teacher relationship, sharing idea and experience among teachers, working in collaboration, and the like. The different researchers in Ethiopia conducted researches on CPD program implementation and identified different problems. To mention some of their findings, research conducted by Alemayehu (2011), in government secondary schools of Bale Zone, discovered that lack of good organized concerned body, lack of commitment lack of coordination among schools, WEO and, ZED lack of reliable support, lack of follow up, and lack of knowledge are the major factors which affected the implementation of CPD program. All the above researches that conducted in different parts of Ethiopia show that there were problems in implementing CPD in the school. On top of that, the researcher (as the previous teacher and school principal) participated in various CPD activities and trainings, got a good opportunity to visit different secondary schools to share experiences and participated in preparing different trainings on CPD issues. He also got a chance to discuss with teachers about CPD implementation and led

different group discussion of teachers on the CPD trainings. During these times, he observed the following important points: some teachers viewed CPD activities negatively while others had positive view and some others had been indifferent about it; some teachers do not give due attention for it; do not allocate sufficient time for it; and are not interested in the program at all. Some teachers and principals may not be well informed about the steps and procedures how to implement CPD practices; lack of sufficient training and discontinuity of training efforts, mismatch of training contents with trainer experiences and capability, lack of supervision and support. But, this study is different from the other researchers conducted researches in this area by data collecting tools; it was conducted at secondary schools and methodology used. In spite of the above findings on the CPD, the researcher motivated to accept a study that deals with investigation of the teachers' perceptions and practices regarding the CPD program in secondary schools of Central Zone for some important reasons. First, even though CPD is one of the most important programs to update teachers' professional competence, knowledge and skills to attain a desired quality of education; teachers, principals, supervisors, and Woreda administrators were complaining about its difficulty. Second majority of secondary school teachers had no interest in CPD training and group discussions and CPD coordinators also had no interest to lead the groups. Third, a researcher was a teacher for five years and principal for four years; he had real doubt whether the necessary supports such as continuous training and supervision, seminars, and different motivations were in place for CPD program. Fourth, the concerned bodies like Woreda and Zone TDP coordinators do not give attention for CPD practices. To this effect, this study tried to answer the following research/basic questions. (1.) How do teachers perceive the CPD program in the secondary schools? (2.) What does the support and follow-up of the CPD program by stakeholders look like in the secondary schools? (3.) What are the benefits of the CPD program in the teaching and learning process in the secondary schools? (4.) How much the implementation of the CPD program effective in the schools? (5.) What major factors hinder the effective implementation of the CPD program in secondary schools? (6) What are the major challenges faced by secondary schools in implementing school-based CPD programs?

### **1.3. Objective of The Study**

#### **1.3.1. General Objective**

The general objective of the study was to investigate secondary school teachers' perceptions and practices of the Continuous Professional Development (CPD) program in the Central Zone of the Tigray National Regional State.

#### **1.3.2. Specific Objectives**

The specific research objectives are as follows:

- ❖ To explore teachers' perceptions of the CPD program in secondary schools Central Zone.
- ❖ To determine the extent to which support and follow-up activities for the CPD program are in Place in secondary schools Central Zone.
- ❖ To identify the benefits of the CPD program for the teaching and learning process in secondary schools.
- ❖ To evaluate the effectiveness of the implementation of the CPD program in secondary schools.
- ❖ To recognize the major factors hindering the effective implementation of the CPD program in Secondary schools
- ❖ To identify the major challenges faced by secondary schools in implementing school-based CPD Programs program in secondary schools Central Zone.

### **1.4. Research Questions**

To achieve the above objectives, the study will address the following research questions:

1. How do teachers perceive the CPD program in the secondary schools?
2. What does the support and follow-up of the CPD program by stakeholders look like in the schools?
3. What are the benefits of the CPD program in the teaching and learning process in the schools?
4. How much the implementation of the CPD program effective in the secondary schools?
5. What major factors hinder the effective implementation of the CPD program in secondary schools?
6. What are the major challenges faced by secondary schools in implementing school-based CPD programs?

### **1.5. Significance of the Study**

This study will meaningfully contribute to understanding the investigation of perceptions and practices of CPD among secondary school teachers in the Central Zone of Tigray State. It will also be beneficial in exploring teachers' understanding of CPD in terms of its relevance and position. This

research will measure how effectively CPD is achieving its goals in selected secondary schools. Upon achievement, the results of this research will benefit teachers, principals, vice principals, and the Woreda Educational Bureau by increasing awareness of how CPD can improve student outcomes and citizenship performance. In Generally possible in this study of mine, It may lead to changes in CPD strategies based on teachers' experiences, attitudes, and expectations, which may be facilitate the monitoring of how the CPD strategy impacts teachers' understanding, attitudes, and hopes, It may help schools and education bureaus (Woreda, Zone, etc.) focus on improving CPD practices at the school level, It may offer guidance on improving secondary schools' implementation of CPD programs, The study's findings will provide feedback for educators and policymakers. Overall, the significance of this study is expected to enhance understanding of teachers' perceptions and practices of CPD in secondary schools in the Central Zone. Finally, it can hand round as a supporting document for further research in this area.

### **1.6. The Scope of the Study**

The scope of the study covers investigation of secondary school teachers' perceptions and practices of CPD in the Central Zone. There were 12 woredas and 22 government secondary schools (grade 9-12) in Central Zone of Tigray Region. The study was surrounded to a manageable size to involve 4 woredas and 5 secondary schools of the Central Zone. These sample secondary schools were selected from the 12 woredas by using purposive sampling technique. A part from this, the study included secondary school in rural and urban area. The secondary schools at woredas included: Merebleke (Chila Secondary School), Neader- adeit (Edaga Berh Secondary School), Laelay machew/Axum (kedamawi Minilik Secondary School), TahatayMachew (Wukro Maray Secondary School) and May-atsemi Secondary School. Furthermore it is delimited to government secondary schools for the sake of in depth analysis and currently CPD program is being practiced in government schools only. The research was conducted in the Central Zone owing to practical challenges such as a lack of interest and a negative attitude in the direction of CPD among teachers, as well as poor CPD employment related to teachers' attitudinal and technical problems. This area was selected because the researcher has experience working here. It highlight or stress the involvement of stakeholders including teachers, principals, vice principals, school CPD facilitators, Woreda Education Office TDP coordinators, and supervisors in the planning and presentation of the program, and their

awareness of its components. The study aimed to investigate the perceptions and practices of CPD among secondary school teachers in the Central Zone of Tigray State.

### **1.7. Limitations**

At the time of the Study the several limitations faced the researcher. Due to corona virus COVID -19 pandemic diseases, there was a problem of data collection. The researcher was very challenged on how to get necessary information from the concerned body in the scheduled time frame work because, all school in all of the countries lock down and Teachers and students are recommended to stay at home. On the other hand the researcher distributed the questioner for some respondents do not answer and reply the questioner due to the above mentioned reasons. Second, some respondents were careless to fill out the questionnaires; others responded quickly, but then again without correctly understanding the questionnaires and might responded inconsistently. Due to this, the researcher wasted a lot of time to influence the respondents to fill out the questionnaires carefully. However, the researcher tried to do his best to find research journal in internet access. So it was difficult to reach them and collect the data. In spite of the limitation of time and financial resources the researcher did his best to conduct the study as much comprehensively as possible. The researcher made every effort to access relevant research papers online and committed significant time to encouraging respondents to complete the questionnaires carefully.

In general, I understood this problem and what I should do during my research are presented as follows, Firstly, CPD plans should be prepared, this research going on by my own budget, and Respondents were careful to fill showing the questionnaires. Secondly, some of the respondents responded on timetable and also within correctly understanding the questionnaires and might responded reasonably. Finally, I have had create communication linking with the respondents' to return questionnaires as per as the schedule of the researcher.

### **1.8. Operational Definition of Key Terms**

- **Continuous Professional Development (CPD):** any process or activity, planned or otherwise, that contributes to an increase in or the maintenance of knowledge, skills and personal qualities related to learning and teaching and broader academic practice.(HEA, 2005).
- **Portfolio Documents:** Portfolios serve to document teachers' growth and development, providing a final assessment of their talents, skills, and abilities. (MoE, 2004)

- **Professional Development:** is the body of systematic activities to prepare teachers for their job, including initial training, induction courses, in-service training, and continuous professional development within school setting (EU, 2010).
- **Secondary school:** a school comprised of either first cycle of secondary education (grade 9 and 10) or second cycle of secondary education (grade 11 and 12) or both, article 3,2,3 (TGE, 1994:14).For this study it refers to first cycle of secondary education (grade 9 &10).
- **Stakeholders:** the school partners parents, teachers, school principals, ZEB, WEB.REB, involved in the challenges of CPD implementation in the Central Zone (Shareholders agenda, 2020G.C).
- **Updating:** it is a continuous process in which every professional teacher participates during their career as a teacher, and focuses on classroom practices (MoE, 2009).
- **Upgrading:** the process by which teachers can choose to participate in additional study at appropriate times in their career; (MoE, 2009).
- **Woreda:** A local administrative authority with significant responsibility for managing all sectors within the woreda.

## 1.9. Organization of The Study

The paper is organized in five chapters and each chapter contains its own sub topics. The first chapter deals with the introduction, including the background of the study, statement of the problem, objectives, significance, delimitation, limitations, operational definitions, and organization of the study, Chapter Two reviews the relevant literature related to the study. Chapter Three details the research methodology, including the study design, setting, target population, sample size, sampling procedures, research tools, data collection methods, and data analysis techniques. Chapter Four presents the analysis and interpretation of the collected data, Chapter Five includes the summary of findings, conclusions, recommendations, and references,

The Appendix contains samples of questionnaires, the document analysis guide, and the guiding, and this organization ensures a clear structure for presenting the study's findings and methodology.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **INTRODUCTION**

The second part of this research presents related literature on the overall concepts of applying and understanding teachers' perceptions and practices of CPD programs and the main challenges. Policy documents, Published books, journals, and research reports were reviewed and briefly presented.

#### **2.1. The Nature of Teachers' Continuous Professional Development**

Teaching is complex and challenging work that requires highly specialized skills and knowledge to impact significantly the student learning. Improving the learning outcomes of all students regardless of their socio- economic background or geographic location is the key objective for education. CPD aims to enhance teacher performance and raise student achievement by improving knowledge, skills, and attitudes throughout a teacher's career. Effective teaching requires focused skills and knowledge to significantly impact student learning. Guskey (2002) emphasized the importance of ongoing, high-quality professional learning opportunities for teachers. Smith (2002) noted that teachers need in-depth knowledge of their subject areas, understanding of how students learn, and access to ongoing professional development to enhance their skills and classroom practice

#### **2.2. Concepts and Meaning of Teachers' Continuous Professional Development**

The concept of CPD in education is often ill-defined, with the separate notions of formal training and on-the job learning serving to confuse the issue further. The concept of CPD is defined by different scholars differently.

Day (1999:4) defined CPD as:

Professional development consists of all natural learning experiences and those conscious and planned activities intended to benefit individuals, groups, or schools, contributing to the quality of education in the classroom. It is the process through which teachers, both individually and collaboratively, reviews, renew, and extend their commitment to teaching. This process involves acquiring and critically developing the knowledge, skills, and emotional intelligence essential for effective professional thinking, planning, and practice with children, young people, and colleagues throughout their teaching careers.

CPD enhances participants' effectiveness while developing new knowledge and skills. It is not limited to formal courses or qualifications but can include a variety of activities such as open learning, private study, and work experience.

The literature on CPD underlines the need for a shared understanding of these concepts to create an organized framework. Fraser et al. (2007) identify several purposes for professional development in the literature of professional associations, including: lifelong learning for professionals, personal development, and assurance of up-to-date practices in response to rapid technological advancements, verification of professional standards, and the creation of a competent and adaptable workforce. Bolam (2000) defines CPD programs as training activities undertaken by teachers and principals after their initial certification, aimed at improving their professional knowledge, skills, and attitudes.

Dadds (1997:35) argues that CPD is a lifelong career process for a teacher that enables them to improve their skills and competencies. David (2006:14) views CPD as an aspect of In-Service Education and Training (INSET), emphasizing its role in staff collaboration, strengthening relationships between schools and research institutions, and bridging the gap between pre-service and in-service professional requirements. David suggests that INSET is crucial not only for CPD but also for overall student learning, educational quality, and school improvement.

According to MoE (2005:19 and 2009:16), CPD encompasses any activity that makes a teacher a better educator by continuously developing their skills and capabilities. It aims to improve teachers' performance and, consequently, the overall quality of education. The definitions provided by these scholars share a common critical element: they all emphasize that CPD activities are primarily concerned with improving schools and the professional development of individual teachers and the school community as a whole, thereby ensuring the quality of education. From these concepts, it is evident that CPD activities are professional life actions intended to enhance competencies and standards.

CPD prepares teachers for future responsibilities as it is a forward-looking process. It is considered effective in promoting school improvement and is a tool for the educational sector to ensure quality education by equipping teachers, principals, supervisors, educational experts, and officials with new knowledge and skills. The definition of CPD is complex and varies across educational traditions.

Day (1999) offered a holistic definition, covering all learning experiences, both planned and unplanned, aimed at improving educational quality.

Taylor (1975) identified two aspects: staff development, which addresses institutional needs, and additional professional study, which caters to individual teachers' needs. Woodall et al. (2005:26) argued that CPD is often conflated with in-service training and on-the-job learning but encompasses a broader range of approaches and settings.

Waters (1998) suggested that CPD should consider teachers as individuals and emphasize ongoing personal and professional growth.

### **2.3. The Purpose of School Based CPD**

Teacher's continuous professional development has its own specific and general purposes to achieve educational goals at global, national and local levels. In this regard, we shall look at the purposes in relation to the experiences of some countries of the world in general and of Ethiopia specifically.

### **2.4. General Purposes of CPD**

In almost all education programs across various geographical contexts, the need for teacher's professional growth has general purposes of enhancing teachers' " knowledge of the subjects they teach and their professional skills to scale up learning achievement. Supporting this, Fraser (2005) suggested that, teachers are the root to enhance the quality of education. Everyone demands the creation of progressively a high quality teacher throughout a work life. Opportunities should be continuously provided for teachers" growth.

Ensuring the professional development support for teachers enables them to become competent expert which in one way or another is significant to positively impact on teachers" performance. This ultimately changes students" overall skill and knowledge.

Therefore, the continuous improvement of teachers" profession is crucial to ensure the appropriate utilization of teachers" potential. According to Levine (2005), CPD improves teachers" knowledge of the subject matter that they are teaching and enhances their understanding of student thinking in that subject matter. Effective school based CPD is also an important element of school improvement in the process of raising pupils" achievement. It enables teachers to be committed to their own professional development and to build job satisfaction. CPD is significant to make school environment safe and secure. Continuing professional development is essential to develop strategies and to enhance teacher expertise for continuous improvement whether new initiatives are being implemented or school staffs are seeking to enhance the effectiveness of programs already in place. Anderson (2000) also further clarified that, conditions influencing teacher learning are established

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

The literatures on education quality indicate a strong link between Teachers' School based continuous professional development and quality education, particularly in the areas of teachers' beliefs and practices, students' learning, and on the implementation of educational reforms (UNESCO, 2006). The overall purpose of CPD program, as similarly indicated in the new concept of framework of the Ministry of Education (MOE, 2009), is to improve the performance of teachers in the classroom that ultimately contributes to raise students' learning achievement. It targets a career long process of improving knowledge, skills and attitudes of teachers based on the local context, particularly the classroom practices. Furthermore In general the purpose of school based CPD is to empower teachers of their competence in order to improve to enhance students learning environment.

## **2.5. Development of Learning and Teaching**

CPD is viewed as essential for improving learning and teaching. Gordon (2004) identified core functions of CPD, including improving teaching and learning, student assessment, and school-parent collaboration. Bolam (1993) defined CPD as activities that enhance teachers' knowledge, skills, and attitudes to improve education quality.

## **2.6. Teachers' Perceptions and Experiences of CPD An International Perspective**

Teachers' commitment to CPD is crucial for student learning. Their perceptions and practices regarding CPD are complex and dynamic. Research on teachers' perceptions of CPD is limited, but several studies provide insight into characteristics of effective CPD, views on CPD activities, and factors influencing CPD participation.

### **2.6.1. Teacher Perceptions of Effective CPD**

Lieberman and Wood (2002) examined features of effective CPD practice, identifying the following key characteristics: Opportunities for sharing ideas and strategies with other teachers, relevant content, Hands-on, practical experience, they found that the least recognized feature was "well-planned sessions." The most significant factor for effective professional development was "relevant/realistic content," while "presenter with recent experience" and "based on practice" were considered less important. Insufficient resources to implement learning was the most commonly cited factor inhibiting effective CPD, while "school not supportive of CPD" was cited less frequently. Teachers perceive CPD as effective when it is tailored to their needs, although factors such as funding, involvement in conferences, and ongoing support also contribute to effectiveness. These findings suggest that CPD planning should focus on addressing teachers' needs and providing collaborative learning opportunities, with resources remaining a critical factor.

### **2.6.2. Perceptions of CPD Activities and Practice**

Hargreaves (1994) emphasizes that teacher' thought processes, including their beliefs and practices, shape their classroom actions and influence student learning. Scholars argue that perceptions, shaped by previous experiences and knowledge, significantly impact teaching practices and learning outcomes. Beard and Wilson (2006) describe perception as a process influenced by previous experiences, knowledge, personal needs, and choices. This process filters stimuli, interpreting and integrating them into one's existing cognitive framework. Understanding CPD from teachers' perspectives requires an appreciation of their beliefs and how these beliefs influence their work. Pajares (1992) analyzed how teachers' beliefs affect their perceptions, judgments, and classroom behavior, highlighting the strong link between professional development and educational quality.

Garet et al. (2001) studied teachers' perceptions of traditional and new CPD models, including induction support, mentoring, peer observation, coaching, local study groups, and school-university partnerships. Traditional CPD activities have been criticized for being ineffective in providing the necessary time, activities, and content to enhance teachers' knowledge and classroom practice. Although there is growing interest in new CPD models, their suitability may vary across different school contexts, each with its own culture and administrative practices (Law, 1997; Reeves et al, 2003). Thus, exploring the relationship between teachers' perceptions and experiences of CPD in real school settings is valuable.

## **2.7. School Leaders' Support and Follow-up Activities on the CPD Program**

Systematic support and follow-up strategies are essential for the effective implementation of CPD programs.

Research has shown that there is often a lack of support from stakeholders and inadequate follow-up activities in CPD programs. Similarly, Mohammed (2012) indicated that CPD implementation was ineffective due to a lack of stakeholder support and follow-up activities. This finding is consistent with the 2008 TDP-1 CPD Impact Study, which reported that nearly four out of five schools had either an absent or inadequate CPD structure (MoE, 2009). These findings make parallel with other research. Yaekob (2009) noted that support from education offices for CPD implementation was insufficient.

Melkie (2010) highlighted that school CPD committee members and mentors lacked training on how to support teachers and that the support provided by various organizations for CPD implementation at the school level was inadequate. Hussein (2011) similarly found a lack of proper and continuous support from leadership, as well as a shortage of adequate training opportunities for both teachers and principals.

## **2.8. Teachers' and Principals' Perceptions on the CPD Program**

Teachers and principals are the key CPD implementers in schools. If the teachers' and principals' views on the importance of CPD for teaching methods, teaching competence, excellence and development of whole school growth are positive and show high interest to take action in identifying CPD needs, planning and implementation, then that will play great part in enhancing effective learning and teaching process in the classroom whereas if it is negative the vice versa is true. In the classroom teacher has an immediate, overwhelming influence on the day-to-day details of curriculum implementation. When the teacher is left relatively free to modify, adapt, experiment, motivate and improve his/her profession, and participate in the curriculum development; there is effective teaching and learning in the classroom.

Therefore, CPD based on the teachers' individual beliefs and perceptions related to their teaching, learning, and the instructional environment is more effective. The literatures describe that principals and teachers have different perceptions and beliefs on CPD and their participation. Both principals and teachers perceptions run valid information on the variables of CPD implementation and participation.

Villegas-Reimers (2003) suggests that, a new perspective of PD should be based on constructivism; perceived as a long-term process; perceived as a process that takes place within a particular context; intimately linked to school reform; conceived as a collaborative process; and very different in diverse settings. UNESCO (2006) stated that, different literatures in education quality indicates a strong link between teachers PD and quality; especially in the areas of teachers' belief and practices, students' learning and implementation of educational reforms. It is what teachers think, what teachers believe and what they do at the level of the classroom that ultimately shapes the kind of learning. Consequently, teachers' beliefs and attitudes are those affective stances and cognitive models that teachers possess with respect of teaching, learning, knowledge, their teaching environment, and so on. This highlights that much has to be done on awareness creation to improve classroom practice and on how to transform good practice from CPD activities to classroom. According to different research reports in Ewunetu (2009), a better understanding of teachers' belief system or conceptual base with significantly contribute to enhancing CPD program effectiveness.

## **2.9. Principles and Benefits of Effective CPD Program**

According to Villegas-Reimers (2003), CPD is based on the following principles:

- ❖ CPD is grounded in constructivism rather than in a 'transmission-oriented' approach.
- ❖ It is perceived as a long-term process, acknowledging that teacher learning occurs over time. Regular follow-up support is considered an essential catalyst for the change process.
- ❖ CPD is understood as a process occurring within a specific context. The most successful teacher development opportunities are 'on-the-job learning' activities such as study groups, action research, and the preparation of portfolios.
- ❖ Teachers are viewed as reflective practitioners. The role of professional development is to help teachers build new pedagogical theories and practices and to develop their expertise in the field.

According to the MoE (2003), the principles outlined for the Ethiopian context are as follows:

- ❖ An effective CPD program offers several benefits. According to Hailesilassie (2004) and Hussein (2011), various writers have cited the following commonly recognized benefits of CPD programs:
  - ❖ It promotes collaboration among teachers and motivates them to meet educational standards (Kirk, 2000).
  - ❖ Teachers and students learn how to teach and teach more effectively (Pitts, 1998).

- ❖ It leads to higher levels of student achievement (MoE, 2009).
- ❖ The renewal of a professional teaching license will require the completion of a stated minimum number of semester hours or equivalent records of participation in CPD programs.

## **2.10. Characteristics of Effective CPD Programs**

MOE (2009b) listed the following characteristics of effective CPD:

- Broad definition that aims at improving teachers performance in the classroom class practice based,
- Clear procedures for identifying and aligning training needs,
- Emphasis on demonstration, supervised trials and feedback,
- Emphasis on self-instruction and with differentiated training opportunities,
- Linking programs to school settings and school wide efforts is conducted,
- On-going support and assistance available upon request,
- Participation of teachers as helpers, facilitators and planners,
- Subject content and teaching strategies centered
- Teachers in active roles, choosing goals and activities for themselves,
- The processes which are being learned are modeled,

## **2.11. Continuous Professional Development Licensing**

### **2.11.1. Sequence for Teaching Licenses**

According to the MoE (2004) CPD guidelines, there are various practices and phases for the licensing of teachers. These are discussed as follows: Upon successful completion of their pre-service teacher education program, all teachers are certified and placed in schools to begin their teaching careers. Historically, there has been no systematic support for these Newly Deployed Teachers (NDT) to help them integrate into the profession effectively. However, a new system is being implemented whereby these new teachers will undergo a two-year induction program. After successfully completing this induction, they will be awarded an initial license. Teacher licensing will have two forms: the initial licensing of beginner teachers after the two-year induction period, and the re-licensing of teachers. Re-licensing will align with career structure intervals, occurring at each successive transition pointy.

from junior teacher to fully-fledged teacher, to senior teacher, and then to associate lead teacher and lead teacher levels, Once teachers reach the lead teacher level, they will be required to renew their licenses every three years.

### **2.11.2. Levels in the Career Structure**

Linking re-licensing to the career structure provides a clear and familiar framework for the licensing system. There are six levels in the career structure: beginner, junior, fully-fledged, senior, associate lead and lead teacher (MoE, 2004). According to MoE, (2009b) following pre-service and induction professional training, each Ethiopian teacher and instructor has a professional, personal and civic responsibility to undertake continuous Professional development through his or her career. Each school teacher must take part in planned CPD activities for a minimum of sixty hours each year. These hours should be used flexibly to address the various CPD priorities which impact upon the work of the individual teacher or institution.

## **2.12. Factors that Influence Perception**

### **2.12.1. The Perceiver**

The perceiver is the person interpreting an observation or the input from their senses. The perceiver's personal characteristics influence their interpretation of reality.

Factors such as needs or motives, past experiences, values, attitudes, and personality affect the perceptual process. For example, a person with a strong need for achievement may interpret a situation in terms of that need.

### **2.12.2. The Situation**

The context in which we observe objects or events is crucial. Elements in the surrounding environment can influence our perception. The physical, social, and organizational context of the perceptual setting plays a role in shaping our perception. For example, a conversation with a boss may be perceived differently if it takes place in a casual reception area compared to a formal Setting in the boss's office Contexts like a committee meeting, a hallway, or in front of the office coffee machine can also impact how interactions and events are perceived.

### **2.12.3. The Target/ Perceived/**

The target of perception is at all the perceiver is trying to understand. This target can be another person, a group of people, an event, a situation, an idea, a noise, or anything else that captures the perceiver's focus. Factors like contrast, intensity, size, motion, repetition, and novelty of the target are important in the perception process. For instance, objects that are physically close may be perceived as being related rather than separate. Similarly, if three people in the same department unexpectedly resign, someone might assume that these resignations are related, even if they are not. In organizational behavior, we often deal with person perception, where another person is the target of perception.

### **2.13. Policy Grounds on Quality of Education and CPD Program in Ethiopia**

The challenges associated with improving instruction and enhancing student achievement require professional knowledge and skills. One strategy to address these challenges is to enhance both pre-service and in-service training for teachers. According to Amare et al. (2006), the government recognizes the crucial role teacher's play in education quality and places them at the center of its quality improvement strategies. This necessitates evaluating various alternatives to design and implement effective teacher professional development programs. Accordingly, the Ministry of Education (MoE) has developed a CPD program strategy aimed at improving teachers' quality through in-service training programs (MoE, 2003).

The Education Sector Development Program (ESDP), studied every five years, was introduced in 1997 to implement the 1994 Education and Training Policy (ETP), which aimed for universal primary education by 2015. The ESDP acknowledged the need to increase the capacity of the teacher training system to provide the qualified teachers necessary for the expanded enrollment. It also recognized the need to improve the quality of the teaching force. Starting in 2002, the MoE developed TESO and CPD as primary strategies for enhancing teacher quality through a continuum of improved pre-service and in-service programs. Both programs aim to enhance teachers' understanding and ability to implement active-learning approaches, which form the philosophical and policy base for curriculum and instruction in Ethiopia (MoE, 2005b, pp. 18-19). ESDP II, launched from 2002/03 to 2004/05, continued ESDP I with a focus on ensuring the quality of education. ESDP III, which ran from 2005/06 to 2010/11, aimed to reflect on the achievements and challenges of ESDP I and II while setting new targets. In ESDP III, significant emphasis was placed on pre-service

and in-service teacher training (MoE, 2005). One of the key strategies of ESDP III was to improve the academic qualifications and ethical values of teaching staff. Recognizing that parents expect teachers to be professional role models, the government aimed to develop a motivated, disciplined, and ethically grounded teaching staff. Ethiopia has made significant progress in expanding educational access over the past two decades.

Recently, attention has shifted towards improving education quality. This shift is reflected in the launch of the General Education Quality Improvement Package (GEQIP) in 2008.

The GEQIP consists of six programs: Teachers' Development Program (TDP), School Improvement Program (SIP), Civic and Ethical Education Improvement Program (CEEIP), Curriculum, Textbooks and Assessment (CTA) Program,

Management and Administration Program (MAP), and Information and Communication Technology Development Program (ICTDP). The Teachers' Development Program is designed as a systematic strategy for the professional development of teachers at all school levels to improve education quality. As part of this, the CPD program was developed and implemented to update teachers with new approaches and policy directions. The CPD program focuses on improving the teaching-learning process, prioritizing active learning, continuous assessment, and managing large classes. It was developed in a modular approach and implemented across all primary, secondary, and preparatory schools. The TDP guidelines indicate that CPD aims to make teachers efficient and effective in their teaching through ongoing experience and learning, enhancing their professional skills and qualifications. CPD includes two main types:

- **Upgrading:** This involves additional studies outside regular teaching duties or further education at appropriate times in a teacher's career. This could include advancing from a certificate to a diploma, a diploma to a first degree, or a first degree to a master's degree through various programs such as regular, summer, evening, or distance education (MoE, 2007).
- **Updating:** This is a continuous process where every teacher participates throughout their career, focusing on classroom practices. It includes a two-year induction program for new teachers and requires existing teachers to complete a minimum of 60 hours of CPD (MoE, 2005).

CPD for in-service teachers includes four types: induction program, higher diploma program (HDP), English language improvement program (ELIP), and regular CPD (MoE, 2007).

These CPD programs are designed with clear priorities, providing ongoing school-based support, focusing on subject matter content, instructional strategies, classroom management techniques, and creating opportunities for teachers to observe and try new teaching methods.

According to MoE (2009), teachers are expected to develop through their CPD program in the following areas:

- Keeping up-to-date with subject matter and curriculum knowledge and understanding classroom pedagogy.
- Creating learning plans, using active learning methods, and reflecting on classroom practices.
- Demonstrating a love for the profession, forming excellent relationships with colleagues, striving for self-improvement, and maintaining high expectations for students.
- Maintaining a supportive learning environment, creating a safe and orderly atmosphere, and using appropriate teaching aids.

The CPD program is also beneficial for teachers' career development, licensing, relicensing, promotion, and other professional advancements (MoE, 2007).

#### 2.14. The Continuous Professional Development (CPD) Cycle

The school based CPD cycle is the continuous aspirations of institutions or individuals to improve learning achievement. The CPD cycle is a carefully planned response to identified development needs which is similar at all levels of government institutions and stakeholders (MoE, 2009). The major activities in CPD cycle are analysis of the existing situation, planning doing and evaluation of the impacts. The CPD cycle is shown in the following figure below.



**Figure 1 - CPD Cycle (MOE, 2009)**

The components of the CPD cycle are: analyze, plan, do, evaluate and review were explained in details here under.

### **2.14.1. The CPD Cycle – “Analyze”**

The CPD program is carried out in order to address the learning or development need of an individual, groups of individuals or an identified need of institution. Therefore, the CPD “Analyze” cycle is the stage where need is recognized by a process of needs analysis or review.

### **2.14.2. The CPD Cycle – “Plan”**

After identifying the development needs, the next step is to design a program to address these needs.

Planning in CPD involves both institutional and individual planning: Institutional Planning:

Each institution is required to develop an Annual CPD Plan. This involves prioritizing issues identified in the analysis stage, focusing on a few key priorities each academic year. The plan should outline the priorities, desired outcomes, responsible persons, and timelines. Detailed programs should be developed for each priority, specifying events and schedules: Individual Planning: Teachers should also create annual CPD Action Plans, which may align with institutional priorities or address personal development needs. These plans are documented in the teacher’s Professional Portfolio and guide the collection of relevant information and evidence throughout the year.

### **2.14.3. The CPD Cycle – “Do”**

On the other hand, The “Do” stage involves the implementation of the CPD program. Activities During this stage include curriculum meetings, demonstration lessons, collaborative planning, peer observations, feedback sessions, student assessments, action research, professional reading, and mentoring. This stage focuses on practical methodologies to address identified needs, such as curriculum reforms, peer observation, and professional development activities (Desalegn, 2010).

### **2.14.4. The CPD Cycle – “Evaluate”**

Evaluation is an essential component of the CPD cycle. It involves reviewing and assessing the effectiveness of the CPD program in improving teaching practices and student learning outcomes. Evaluation helps determine the success of the CPD activities and informs necessary adjustments.

According to Guskey (2000), evaluation should use multiple sources of data, including both quantitative and qualitative information, to assess the impact on student learning and instructional practices. Smith (2002) emphasizes that evaluation should be an integral part of the CPD process, providing feedback and identifying further needs. Continuous improvement involves both refining teacher expertise and revising programs based on evaluation results. Review is a continuous process

that should occur at various stages, including individual lessons, group activities, and program evaluations. It involves reflecting on the effectiveness of the CPD activities, making necessary changes to achieve objectives, and incorporating feedback into future CPD initiatives (MoE, 2009).

**Review could take place:** Review' means reflecting on what you are doing and deciding whether it is working well or not. If it is working well you can continue with your plan. If it is not, you need to decide what changes to make to achieve your objectives. This is why 'review' appears at the heart of the diagram. It is something you do all the time. During an individual's work, e.g. in a lesson or in planning time; during, or at the end of a group activity, the process of evaluation should: celebrate success; measure whether desired. Outcomes have been achieved. As it is indicated above, CPD program has a continuous cycle.

According to the new CPD framework and toolkit documents (MoE, 2009), The CPD is a developmental program that moves in a cyclical path anchored at four stages namely: Analyze → Plan → Do → Evaluate. Therefore, it necessary to put all CPD cycles into practice.

## **2.15. Professional Development Portfolio**

According to MoE (2004), a portfolio is a collection of recorded materials that demonstrates what an individual teacher has done, knows, and can do. Portfolios serve to document teachers' growth and development, providing a final assessment of their talents, skills, and abilities. They allow teachers to personalize their learning experiences in a format that facilitates reflection on their Continuous Professional Development (CPD) program and demonstrates the knowledge and skills necessary for licensing recommendations. These portfolios become a central component of the 'Continuous' aspect of CPD. A Professional Development Portfolio (PDP) typically includes professional materials, lesson plans, student work, reflective writing, and other resources used for teaching or directly in the classroom (Day, 1999).

This definition highlights that a portfolio involves critical self-reflection on one's career, distinguishing it from a mere record of achievements.

According to MoE (2009), each teacher is required to keep a portfolio of CPD activities. The portfolio should include the following:

➤ Individual Curriculum Vitae (CV), detailing personal and professional data and qualifications and Individual CPD Action Plans and Evidence Of all CPD activities undertaken in the past three years.

- Evidence of other personal development activities, such as upgrading programs or summer schools that are not part of the mandatory sixty hours
- Feedback from mentors or facilitators and Teacher's self-reflections on progress

MoE (2007) supports this view by stating that portfolios can provide teachers with a purpose and framework for presenting and reflecting on their work. They offer opportunities for mentoring and collegial interactions and encourage teachers to reflect on their teaching practices and frameworks.

Thus, the PDP is a crucial tool for documenting the implementation of CPD programs in schools and serves as a starting point for assessing CPD effectiveness. It is mandatory for principals, vice principals, school CPD team coordinators, and teachers to develop their own portfolios, with supervisors and Wereda TDP coordinators responsible for monitoring progress.

## **2.16. Factors Affecting the Implementation Of CPD**

Several factors influence the effectiveness of CPD programs, including both supporting and hindering factors. School programs and systems influence teachers' professional learning and change. Ewunetu (2009) found that school-based CPD management was perceived as top-down, doubtful, and difficult, with participants facing challenges due to lack of supervision and support. Complaints included irrelevance of course book content to their school contexts.

According to Smith and Gillespie (2007), system factors include school leadership, coherence between adopted school reforms and individual professional development, collegiality within the school, and teachers' working conditions. During the early implementation of CPD, teachers faced significant challenges, as it was a new initiative in schools. MoE (2005) identified issues such as lack of teacher commitment, school initiative problems, trainer capacity issues, and inadequate supervisory support as implementation problems. In the Ethiopian context, as stated in TESO, the implementation of CPD programs is affected by factors such as lack of motivation, limited training opportunities, geographical challenges, and insufficient Woreda personnel for planning and monitoring, lack of expertise in school administration, and severely restricted resources (MoE, 2003). Various scholars identify factors hindering CPD implementation, including personal attitudes and values, school culture, and the alignment of CPD programs with individual and institutional needs. Effective CPD implementation requires critical evaluation of educational planning quality, radical rethinking of CPD program organization and management, allocation of adequate resources, and support mechanisms from stakeholders and authorities (MoE, 2003).

## **17. Challenges of CPD**

### **2.17.1. The Challenges of CPD in Ethiopia**

CPD is not new to Ethiopia, but a structured CPD program for teachers in schools was not established until 2003 (MoE, 2005). The CPD-TESO program was proposed in 2003, with a draft guideline created to structure the program in primary and secondary schools. In Ethiopia, CPD remains a relatively new concept that has not yet received the attention it deserves. As noted in MoE (2005), while there have been some efforts to enhance teachers' professional competence through workshops, seminars, and short-term training, CPD was formally introduced in 2005. This initiative includes a two-year induction program for Newly Deployed Teachers (NDTs) and ongoing training for existing teachers, requiring each to complete a minimum of 60 hours of CPD annually.

The ideas about educational quality and teaching and learning are reflected in Ethiopia's current policies and programs, particularly in the guidelines for quality teacher development outlined in the Teacher Education System Overhaul (TESO) and the in-service CPD program, both of which are adopted by all regional states (MoE, 2005). The government firmly believes that CPD is crucial for improving teacher effectiveness and addressing issues related to teacher competence and ethics. According to MoE (2005 and 2009), the aim of CPD is to enhance educational quality through a program that develops teachers' skills and professionalism, improving their classroom performance to boost student achievement and learning. CPD is intended to be a career-long process focusing on improving knowledge, skills, and attitudes, centered on the local context and classroom practice. Teachers are expected to actively engage in understanding effective teaching, their own learning process, identifying their needs, and sharing good practices with colleagues. CPD in Ethiopia is designed to improve classroom performance and, consequently, student achievement, which is a key indicator of educational quality.

### **2.17.2. Teachers' Linked Challenges**

Little (1992) noted that teachers often lack the experience needed to implement reforms in subject matter teaching, leading to an absence of integration between content and students' learning opportunities and ineffective use of pedagogical skills. The complexity and ambiguity of the school-based CPD program can undermine ambitious educational reforms. Teachers and other stakeholders are not always well-oriented on how to implement CPD in conjunction with other quality education programs. Consequently, the school-based CPD program is often not integrated with other

educational quality improvement initiatives (Day, 1999, as cited in Yitayew, 2013). Challenges hindering teachers' active involvement in CPD include lack of skills, commitment, and resistance; insufficient understanding of CPD's significance; scarcity of need-based training; lack of uniformity in using portfolio modules; and absence of a collaborative school system.

### **2.17.3. Leadership Associated Challenges**

A challenge related to leadership in CPD activities involves principals, school CPD facilitators, head teachers, and education managers at various levels. Despite ongoing efforts to improve teachers' professional development, challenges persist. According to findings from the Ministry of Education (MOE, 2010), major challenges include a lack of trained facilitators, high turnover of experienced leaders and facilitators, and additional workload on teachers. Teachers are often not motivated by Woreda authorities to address ongoing problems. Evaluation of school-based CPD is typically handled by CPD leaders who may lack experience with evaluation methods. Most CPD leaders report feeling inadequately equipped with the skills and tools necessary for effective evaluation.

When the role is not filled by the head teacher, it is often assumed by a deputy or a senior staff member. Both head teachers and CPD leaders express a need for preparation and training from experienced CPD leaders (Day et al., 2005). Overall, inadequate and discouraging leadership at all levels hampers the advancement of school-based continuous professional development.

### **2.17.4. School System Associated Challenges**

In schools where staff development opportunities are poorly designed, insensitive to teachers' concerns, and fail to relate learning experiences to workplace conditions, they have minimal impact on teachers or their students (Day, 1999, as cited in Yitayew, 2013)

## **CHAPTER -THREE**

### **RESEARCH METHODOLOGY**

This chapter describes the research methods and processes used and discovered in this study. Under this section, the chapter plans the research methodology engaged in the study, covering aspects such as the study setting, the Study Site, research methods, data sources, and total population, sampling size and techniques, data collection instruments, procedures for data collection, methods of data analysis, and ethical considerations during data collection.

#### **3.1. The Study Site**

The study will be conducted in Central Zone Tigray regional state, which is geographically located in the northern part of Ethiopia. It is located at latitude 13° 47 '06 north and longitude 38° 49'14 east, Coordinates: 13°50'N 38°50'E, Elevation 1,197 meters (3,927feet). Based on the (2012est.) Census conducted by the Central Statistical Agency of Ethiopia (CSA), it is the zone with an estimated total population of 1,412,339, Density, 64/km<sup>2</sup> (170/sq. mi) and it covers an estimated area of 22,133.87 km<sup>2</sup> (8,545.93 square kilometers). Central Zone is a zone in the Tigray Region of Ethiopia. Towns and cities in the Central Zone include Axum and Adwa, as well as the historically significant village of Yeha. The Central Zone is bordered on the east by the Eastern Zone, on the south by South Eastern Zone, on the west by North Western Zone and on the north by Eritrea. For instance it was showed in the annual report of Central Zone Education Bureau,2020G.C, Central Zone is divided into 12 woreda and 22 government secondary schools. The research was conducted only in government secondary schools within these Central Zone Woredas, namely Chila Secondary School, Wukro-Maray Secondary School, Edaga Berh Secondary School, kedamaw Miniliki Secondary School, and May-atsemi Secondary School. These schools were selected to represent the secondary schools in the Central Zone. the study area was selected Purposive sampling technique because of the researcher, experience and proximity or nearest to the study area.

#### **3.2. Research Design**

Research designs are the specific procedures involved in the research procedure. Research design is the plan of action that links the philosophical assumptions to specific methods (Creswell & Plano clark, 2007). In order to assess the teachers' perceptions and practices CPD implementation descriptive survey design was employed.

This is because it enables researchers to collect and describe large variety of data related to roles and practices of secondary teachers'. As argued by Kumar (1999), descriptive research design is used to describe the natural surroundings of the existing conditions. Hailu and Yitayew (2013) agreed that descriptive survey method of research is more appropriate to gather several kinds of data on a broad size to achieve the objective of the study. A mixed method approach was employed in the study because of the advantages it offers to collect both qualitative and quantitative data and analyze them using both qualitative and quantitative techniques.

### **3.3. Research Methods**

The purpose of this study was to measure the investigation of the teachers' perceptions about the CPD program in Secondary Schools of Central Zone by employing a progressive descriptive mixed research design in collecting qualitative and quantitative data in order to overcome the weakness in using method and to achieve a complete understanding of teacher CPD programs positive the establishment of learning teaching skills. According to different researchers (scholars) mixed (quantitative and qualitative) methods were employed. Because mixed research method is suitable for social and human science as a separate research, which is used to cover a basic deficiencies and description of the study (Creswell, 2009). Gaey,et al.(2009) also indicated that using mixed research method stops the biases of any single method, and it is used as a means for seeking convergence and integrating qualitative and quantitative data.(QUAN-Qual) (Quantitative qualitative) Model was used; i.e. quantitative data were collected first and more heavily weighted. Quantitative data approach was used to analyze close-ended questions given to the Secondary Schools teachers and learners. Whereas, Qualitative data was collected using in-depth interviews response with face to face communication, focus group discussions, The first to be read or the capitalized abbreviation is the dominant perception and is weighted more heavily.

### **3.4. Sources of Data**

To find legal and dependable information, it is central to use suitable data sources. Therefore, this study used both primary and secondary sources of data.

#### **3.4.1. Primary Sources of Data**

The primary sources of data for first-hand information included teachers, school principals, supervisors, vice principals, school CPD facilitators, and Woreda education officials. These individuals were considered the main sources of the study because they are directly involved in the

implementation of the CPD program and enjoy general information about investigation of teachers' perceptions and practices related to CPD in schools.

### **3.4.2. Secondary Sources of Data**

Secondary sources of data included a range of written documents such as published and unpublished CPD materials, reports from the Central Zone, and also Documents analyzed included portfolio documents, annual CPD training plans, meeting minutes, training modules, reports on CPD issues and feedback evaluations' and these sources provided additional context and background information.

### **3.5. Total Population**

The target population for the study included secondary schools and their staff in the Central Zone of Tigray Regional State. The population that the researcher would perfectly to generalize results to is discussed to as the target population. A population a group of individuals who have the same characteristic, the study population is the entire group of people to which a researcher expects the results of the study to apply. (Aron & Coups, 2008), A target population is a group of individuals or organization with some common defining characteristic that the researcher can identify and study. These different school communities were used as the population of the study. The target populations are teachers, school leaders (principals and vice-principals), supervisors, school CPD coordinators, and Woreda education office experts in selected secondary schools of Central Zone.

According to the Central Zone Government Bureau (2020G.C), there were 12 woredas and 22 government secondary schools (grade 9-12) in the Central Zone, In these schools, there were 167 male and 61 female teachers, totaling 228 teachers, as well as, 6 supervisors, 22 principals, 14 school CPD coordinator, 11 vice-principals and 5 Woreda Education Office TDP coordinators. A total target population 202 male and 67 female respondents, adding 286 employed in this study.

### **3.6. Sample Size and Sampling Techniques**

It is unmanageable to include every member of the population in the study due to a number of limitations (time, money and others) and work. In order to make the research more manageable, The study would be showed in secondary schools of Central Zone of Tigray, so that, sample schools was determined on the basis of 2020 G.C. statistical report of Central Zone of Tigray education Bureau. According to CZEO, there are 12 Woredas in Zone. The Central Zone had 25 secondary schools from

which 22 Government Secondary Schools and three (3) private secondary schools. Therefore, out of 12 Woredas and 22 Government Secondary School, 4(33.33%) Woredas and 5(22.72 %) secondary schools (Grades 9-12) selected of the sample by using purposive sampling technique. It was used because the researcher has previous knowledge and information, and gets sufficient information for his study from sampled Woredas, and Secondary Schools. As it was indicated in the annual report of Central Zone Education Sector, the sampled Woreda, Town and schools have both discouraging and encouraging factors regarding the discover teachers' perceptions and practices of the CPD program. The sampled (Selected) Secondary schools at Woredas were: Chila Secondary School (Merebleke), Edaga Berh Secondary School (Neader-Adeit), Wukro-Maray Secondary School (Tahatay Machew), kedamaw Miniliki Secondary School (Laelay Machew/Axum), May Atsimi Secondary School (Tahatay Machew).The research respondents were selected using different sampling techniques. For the respondents, the study integrated school leaders (principals and vice-principals), supervisors, school CPD coordinators, and Woreda education office experts were selected by Purposive sampling technique. On the other hand, the research respondent's teachers were selected using simple random sampling. Within the 22 secondary schools there were 228 teachers whereas 114 teachers were Found in the sample of 5 secondary schools, of these 50% teachers from each school were selected using simple random sampling method, particularly through lottery method with the statement that all teachers would have equal chance of being selected and to obtain representative sample. Simple random sampling technique is one in which each and every member of the population has an equal and independent chance of being selected (Cohen, et al., 2005). By using this method the researcher selected the sample teachers by taking their names from the school and writing the name of each teacher on the equally sized papers; then, drawing up the name of teachers without seeing it up to the required number of sample teachers of each school reached. The number of sample teachers from each selected schools were determined proportionally to the size of teachers in each secondary schools. In this case, there were 114 teachers in 5 secondary schools in Central Zone. I.e. number of 50% selected teachers in one secondary schools, Accordingly 21 were selected from 42 teachers of Chila Secondary School, from 36 in Edaga berh Secondary selected 18 (50%), from 68 in wukro maray secondary school selected 34(50%), from 62 in kedamaw Miniliki Secondary School selected 31(50%) and from 20 in May atsimi Secondary School selected 10 (50%) were randomly taken from each sample secondary schools. Therefore, 114 (50%) of teachers from each selected secondary schools. on the other hand 5 (22.72%) principals (1 or 2 principal from each school, and 6(54.54%)

vice-principals (1 vice-principals from each school), 5(100%) Woreda TDP Coordinators (one from each Woreda), and 6 (100%) supervisors (1 or 2 from each schools), and 12(85.7%) school CPD coordinator (one from each selected secondary schools) these groups are close manage to the every-day in school activities of teachers and expected to provide relevant information regarding school based CPD and also these groups are very near to the overall instructional activities of continuous professional growth all this selected using purposive sampling technique. purposive sampling technique (judgment or judgmental), is population sampling process in which research selects research participants based on their presence in a population of interest characteristics, experiences, or other criteria) and the researcher selects particular individuals or cases because they will be particularly informative about the topic. Generally total sample size was 148 participants, representing 55.02% of the target population. The summery of the total target population and sample sizes are presented in the table are shown.

**Table 1: summary of target population, sample size and sampling technique**

Target Group	SEX	Sample Secondary Schools and Woredas												Percentage	Sampling Technique	Justification (Reason)	Data Gathering Tools and Instruments
		Chila Se.Schools		Wukromaray-Se.Schools		Edagaberh Se.Schools		KedamawMini liki Se.Schools		Mayatsimi Se.Schools		Population					
		Woreda Mereblake		Woreda T/machw		W Neader Adeit		Woreda L/machw		Woreda T/machw		Total no.	Sample no				
		P	S	P	S	P	S	P	S	P	S	P	S				
Teachers	M	30	14	46	23	26	13	52	26	13	6	167	82	49.1%	Simple Random	Equal chance representative	By Questionnaire
	F	12	7	22	11	10	5	10	5	7	4	61	32	52.45%			
	T	42	21	68	34	36	18	62	31	20	10	228	114	50.%			
Principals	M	5	1	5	1	4	1	7	1	1	1	22	5	22.72%	purposive	Coordinating supervisi	By interview
	F	-	-	-	-	-	-	-	-	-	-	-	-	-			
	T	1	1	1	1	1	1	1	1	1	1	5	5	100%			
Vice Principals	M	2	1	2	1	2	1	2	1	2	1	10	5	50%	purposive	Coordinating supervisi	FGD
	F	-	-	1	1	-	-	-	-	-	-	1	1	100%			
	T	2	1	3	2	2	1	2	1	2	1	11	6	54.54%			
SchoolCPD coordinator	M	2	1	2	2	2	2	2	2	2	1	10	8	57.14	purposive	Coordinating supervisi	FGD
	F	1	1	1	1	1	1	1	1	-	-	4	4	28.57%			
	T	3	2	3	3	3	3	3	3	2	1	14	12	85.7%			
Woreda Education Office TDP coordinators	M	1	1	-	-	1	1	1	1	1	1	4	4	100%	purposive	Coordinating supervision	By interview
	F	-	-	1	1	-	-	-	-	-	-	1	1	100%			
	T	1	1	1	1	1	1	1	1	1	1	5	5	100%			
Supervisors	M	1	1	2	2	1	1	1	1	1	1	6	6	100%	purposive	Coordinating supervisi	By interview
	F	-	-	-	-	-	-	-	-	-	-	-	-	-			
	T	1	1	2	2	1	1	1	1	1	1	6	6	100%			
TOTAL	M	41	9	57	29	36	9	65	32	20	11	219	110	50.22			
	F	13	8	25	14	11	6	11	6	7	4	67	38	56.71%			
	T	54	7	82	43	47	5	76	38	27	15	286	148	51.75%			

**Key:** P\_ number of population, S \_ Sample size Source:

**Source:** Central Zone Education Department, "The 2020 G.C Secondary Schools Statistical Report" (unpublished).

### **3.7. Instrument of Data Collection**

In this study, questionnaires, interviews, Focus Group Discussion and document analysis were employed to gather data from respondents.

#### **3.7.1. Questionnaires**

The first data collecting instrument employed in this study was the self-developed questionnaire. It was used to collect data from teachers and was structured with both open-ended and closed-ended questions. It contains the following issues: the perceptions of school leaders and teachers on the program, the extent of support and follow up activities of stakeholders on the program, the benefits of the program in the teaching and learning process, the extent of the implementation of the program, the Challenge of Teachers, Which Could Influence the Implementation of CPD and the major factors hindering the implementation of the program. The questionnaire comprised 72 items on a 5-point Likert scale, where 5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, and 1 = strongly disagree. It was divided into two sets: 68 closed-ended items and 4 open-ended items.

#### **3.7.2. Interview**

The second data collection instrument was the interview. Semi-structured interview guide was used as the second important data gathering instrument in this study. It was used to collect information from principals, Woreda TDP coordinators, and supervisors. This data gathering instrument was selected with the belief that deeper information is obtained on issues critical to the study. It permits greater depth of response with face to face communication which is not possible through any other means. Sixteen interviewees participated in the interviews, which lasted a total of eight hours.

#### **3.7.3. Focus Group Discussion (FGD)**

The other data gathering instrument employed in this study was FGD. It was used to collect information from CPD coordinators and vice principals in order to reveal the beliefs, attitudes, experiences and feelings of participants through interaction. Each school had two CPD coordinators and one vice principal, resulting in a total of three FGDs per school. Each group consisted of three discussants, making a total of twelve participants. The time allotted for discussion was totally five hours that means an hour was used for each FGD. Finally, the data obtained were triangulated with data obtained through other tools.

### **3.7.4. Document Analysis**

Document analysis is the other essential data collecting instrument. It was used to cross check the correspondence between what respondents responded or said and what they practically did. In document analysis, document related to the implementation of CPD such as portfolios, teacher meeting minutes, annual plan of CPD training both schools and trainees, modules prepared by trainees, reports written on the CPD training issues, different government documents like guidelines, toolkit, framework, and CPD training materials were analyzed and taken as sources of information.

### **3.8. Procedures of Data Collection**

The data collection process involved some steps. First, the researcher obtained permission (agreement) letters from Mekelle University and the Zone Education Office, and additional permissions from Woredas and schools. Next, respondents were provided with information and instructions about the questionnaire. School principals and research participants assisted in gathering the data. Data collection was conducted at Central Zone secondary schools using questionnaires, interviews, FGDs, and document analysis. Questionnaires were distributed and collected after five days. Then the questionnaires were distributed to the respondents with brief orientation about the purpose of the study. Interview was also conducted by adjusting the useful time for the respondent to guarantee the meaningfulness of the information obtained from the respondents, Interviews were scheduled based on respondents' availability to ensure high-quality data collection. Interview guides were distributed in advance to help respondents prepare. The instruments were planned to assess various aspects of the CPD program, including Investigation of teachers' perceptions, principals' contributions, and stakeholder support, benefits of the CPD program, implementation effectiveness, challenges faced, and factors affecting implementation.

### **3.9. Method of Data Analysis**

After the collection of data from the respondents, the next step was analyzing the collected data by using tables according to similarities of issues raised in the questionnaire. The data gathered through questionnaire, interview, and document analysis was structured, organized and formed to make easy for analysis. In order to acquire detailed information, the data obtained through questionnaire was organized in tables and the data obtained from interview, open ended question, and document analysis was analyzed in narration under each category in table with relevance to the issue. Both

quantitative and qualitative methods of data analysis were employed. To analyze the data obtained from different sources, various statistical techniques were employed. Percentage and frequency distribution were employed to analyze various characteristics of sample population like sex, age, work experience, education level and the like. To find out the average value against each item for groups of respondents descriptive data was calculated by using statistical percentage. To measure the views of respondents' on the perception of teachers, stakeholders' support and follow up activities, benefits of CPD program in the teaching and learning process, and effectiveness of CPD program implementation, strongly agree, agree, undecided, disagree and strongly disagree rating scales were used. Likewise, most serious, more serious, serious, less serious, and least serious ranking scales were used to measure the respondents' views on the factors affecting the implementation of CPD program. Corresponding quantitative values were given as 5 for highest degree of agreement and 1 for the lowest degree of agreement. The cutoff point at intervals of length is  $4/5=0.8$  because there are 5 categories and the range of the data is 4 (i.e.,  $5-1=4$ ). Therefore, the mean scores 1.00-1.80 considered as strongly disagree, 1.81-2.60 as disagree, 2.61-3.40 as undecided, 3.41-4.20 as agree and 4.21-5.00 as strongly agree for items scaled from strongly disagree to strongly agree. The findings of the research are going to be reported based on this analysis and interpretation of the data and finally on the basis of the data analysis conclusion was made and recommendations were forward.

### **3.9.1. Quantitative Data:-**

Quantitative data were analyzed by categorizing responses and tallying frequencies. Percentages and frequency counts were used to assess the characteristics of the population and determine the relative standing of the respondents. (I chose this method because it reduced the most of additional technique, and to analyses for my study I used frequency counts because the study to use on social study which means gives explanation by word rather than number. therefore, frequency count and Percentages adequate to explain the perception of teachers regarding CPD). Questionnaire items were organized into tables according to their conceptual similarities, and item scores were analyzed statistically using frequency counts and percentages. The closed-ended items across sub-categories were computed and analyzed using percentage. Percentage and frequency were used because these are easier to interpret and useful to compare the trend over item or among categories.

### **3.9.2. Qualitative Data:-**

Qualitative data collected from semi-structured interviews, open-ended questionnaire responses, and documents were analyzed and interpreted qualitatively. Handwritten notes from interviews were transcribed, categorized, and collected into themes. The results from open-ended questions were summarized and organized into relevant categories. Analysis and interpretations were made based on the questionnaires, interviews, focus group discussions (FGDs), and document analysis. Finally, the study was summarized with findings, conclusions, and suggested solutions.

### **3.10. Checking for Validity and Reliability of Instruments**

Ensuring the validity and reliability of the data collection instruments is crucial for maintaining the quality of the research (Ayalew, 2011).

To achieve this, the instruments were developed under the close guidance of advisors and felt a pilot study. For the pilot test, 5 randomly selected teachers and 1 purposively selected vice principal from May-Atsimi Secondary School completed the questionnaires.

Feedback was gathered regarding the clarity and coverage of the questions related to teachers' perceptions and practices in Continuous Professional Development (CPD) within the Central Zone of Tigray.

Based on the feedback, unclear items were revised, unnecessary items were removed, and new items considered important for the research objectives were included. The respondents from the pilot test were not part of the actual study.

### **3.11. Ethical Issues**

After receiving an official letter of cooperation from Mekelle University, the researcher communicated with all relevant institutions and individual participants in a legal and respectful manner. The purpose of the study was clearly explained to all respondents. All interactions with concerned gatherings were conducted with their voluntary consent, without causing harm or threatening their personal or institutional well-being. Furthermore, all information obtained from individual respondents and school records was kept confidential. To ensure agreement to ethical standards, several steps were taken:

The purpose and benefits of the research were thoroughly explained to teachers, the Woreda Education Office (WEO), and other relevant stakeholders. Understanding the value of the research, the WEO issued an agreement letter permitting the study to be conducted in the selected target schools. However, this letter was not included in the appendices to maintain the anonymity of the schools involved.

Discussions were held with the principals of the target schools, who provided their support and facilitated the research process within their institutions.

Meetings were conducted with possible participants in the target schools to provide detailed information about the study and to measure their willingness to participate. Throughout the research process, all ethical issues were carefully considered to ensure the integrity and respect of the study.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA**

#### **4.1. Presentation, Analysis and Discussion of the Findings of the Study**

This chapter has two parts; the first part deals with present the analysis and interpretation of the main data and the second part were characteristics of the respondents. The purpose of this study was to measure the investigation of the teachers' perceptions about the CPD program in Secondary Schools of Central Zone.

To this end, both quantitative and qualitative data were gathered by using questionnaire, and interview. The data gathered through interview was supposed to complement the quantitative data. Moreover, document analysis was conducted with implementation and challenges of Observations by observing the agenda written in the minute and assesses the working conditions of educational offices. For the purpose of this study, the questionnaire was administered to 114 teachers, therefore about 113 (99.12%) questionnaires were distributed to the respondents and all were properly filled and returned. One (0.88%) Female questionnaire was not returned. However one (0.88%) teacher Female was unavailable for questionnaire due to absence from these workplaces.

Therefore, the total numbers of questionnaires distributed to teachers were 113. Whereas, All 5 (100%) principals, 5 (100%) Woreda TDP coordinators and 6 (100%) school supervisors completed and returned were completed and returned contributed, in addition to Five FGDs were planned with 12 (100%) school CPD coordinators, and 6 vice principals were completed and returned and give back participated. Thus, the total number of questionnaires distributed to teachers, were 99.12%. Finally, the research analyses were done based on the data obtained from the questionnaires, interview results and document analysis. Teachers responded to both open and closed-ended questionnaire items.

The closed-ended items across sub-categories were calculated and analyzed using frequency; In addition, items across each category were arranged under the rating scale with five points. These five points Likert scale are (5= strongly agree 4= agree 3= undecided 2= strongly disagree 1 = disagree). Besides, data from interviews, and document analysis were triangulated to validate the findings.

## 4.2. Characteristics of the Respondents

The characteristics of these respondents are presented in terms of sex, educational qualifications, and years of experience to provide a better understanding of their backgrounds. Detailed data on these characteristics are summarized in Table 2.

**Table, 2: Sex, Educational Qualification and years of experience of respondent**

Personal variation	SEX	Teachers		Principal		School CPD coordinator		Vice Principal		Supervisors		Woreda CPD focal person		Total	
	Respondent returned	N=114/113		N=5/5		N=12/12		N=6/6		N=6/6		N=5/5		N=148/147	
Sex	Male	81	71.68%	5	100%	10	83.33%	5	83.4%	5	83.4%	4	80%	110	74.51%
	Female	32	28.31%			2	16.66%	1	16.7%	1	16.7%	1	20%	37	25.17%
	Total	113	100%	5	100%	12	100%	6	100%	6	100%	5	100%	147	100%
Academic Qualification	2st degree	43	38.05%	2	40%					6	100%	1	20%	52	35.37%
	1st degree	62	54.86%	3	60%	9	75%	6	100%			4	80%	84	57.14%
	Diploma	8	7.07%	-	-	3	25%	-	-	-	-	-	-	11	7.47%
	Certificate	-		-		-		-		-		-			
	Total	113	100%	5	100%	12	100%	6	100%	6	100%	5	100%	147	100%
Year Experience	0.5	4	3.53%	-	-	3	25%	1	16.66%	.	-			8	5.44%
	0.6	10	8.84%	-	-	2	16.66%	1	16.66%	-	-	-	-	13	8.84%
	6-10	33	29.2%	4	80%	3	25%	1	16.66%	4	66.66%	1	20%	46	31.29%
	11-15	38	33.62%	1	20%	3	25%	3	50%	2	33.33%	1	20%	48	32.65%
	16-20	20	17.7%	-	-	1	8.33%	-	-	-	-	2	40%	23	15.64%
	Above20	8	7.07%	-	-	-		-		-		1	20%	9	6.12%
	Total	113	100%	5	100%	12	100%	6	100%	6	100%	5	100	147	100%

**N.B:** N=number of respondents

Overall, before discussing the data related to the basic questions, a summary of the characteristics of the subjects are presented. Three biographical variables were selected based on their potential to influence the results of this research. The biographical variables included: gender, educational qualifications, and years of work experience, reveal several key findings:

Relating to Sex, as shown in Table 2, Item 1, There is gender inequality among the respondents because data open gender imbalance among the teacher educators, i.e., 81 (71.68%) and 32 (28.31%) of males and

females. The majority of teachers were male 71.68%, with a significant male dominance in other respondent categories as well. Among the principals, all 100% were male, indicating a male-dominated work environment. The data show a gender imbalance (inequity), with no female principals.

Among the supervisors, 83.4% were male and 16.7% was female. For school CPD coordinators, 83.33% were male and 16.66% were female. In the case of vice principals, 83.4% were male and 16.66% was female.

The Woreda CPD focal persons comprised 4 (80%) males and 1 (20%) female. This indicates that the majority of teachers, vice principals, and Woreda CPD focal persons were male-dominated. In summary, 110 (74.51%) of the total 147 respondents were male, while 37 (25.52%) were female. All principals and most CPD coordinators and vice principals were male, representative a male-dominated work environment.

Concerning education levels, as shown in Table 2, Item 2, 43 (38.05%) of the teachers had a second degree, 62 (54.86%) had a first degree, and 8 (7.07%) had a diploma. Among the principals, 2 (40%) had a second degree and 3 (60%) had a first degree. Woreda experts included 1 (20%) with a second degree and 4 (80%) with a first degree. All vice principals (6) had a first degree, and all supervisors (6) had a second degree. Additionally, 9 (75%) of the school CPD facilitators had a first degree and 3 (25%) had a diploma. This suggests that most respondents held a first degree or higher, meeting the Ministry of Education's standards. But From this point view of the guide line the qualification of school teachers is not meet the qualification developed by MoE. Similarly as discussion and interview disclose that teachers academically qualified, but they become unwilling professionally. Therefore teachers are at risk to continue on their job.

Table 2, Item 3, as to the work experience of the respondents among teachers, 4 (3.53%) , 10 (8.84%), 33(29.2%) ,38 (33.62%) ,20 (17.7%) ,8 (7.07%) and 8 (7.07%) of teachers were within space of 0.5 , 0.6, 6-10, 11-15, 16-20 and above 20 years of experience respectively. Most principals (4, or 80%) had 6-10 years of experience, whereas 1 (20%) had 11-15 years.

For vice principals, 1 (16.66%), 1 (16.66%), 1 (16.66%), and 3 (50%) of vice principals, were within interval of 0.5, 0.6, 6-10, and 11-15 years of experience respectively. however ,School CPD coordinators included 3(25%), 2 (16.66%) 3 (325%) ,3(25%) and 1 (8.33%) were within distance of 0.5, 0.6 6-10, 11-15 and 16-20 years of experience respectively. But Among supervisors, 4

(66.66%), and 2 (33.33%) of supervisors were within gap of 6-10 and 11-15 years of experience respectively. But also Woreda Education Office experts had 1 (20%), 1 (20%) and 2 (40%) and 1(20%) of Woreda Education Office experts were within interval of Woreda Education Office experts had 6-10, 11-15, 16-20 and above 20 years of experience respectively. In Generally: The majorities of the respondents are male and hold a first degree. The distribution of years of experience among teachers and other stakeholders suggests a relatively experienced group, although there are challenges related to the engagement and implementation of CPD programs. This indicates a lack of encouragement and support from relevant establishments, which affects the quality of education. Additionally as discussion and interview supported although teachers are highly experienced they do not want to share experience, made peer review and participate in annual appraisal. This implies the lack of attention of concerned body become hindrance for expected quality education.

### **4.3. Perceptions of Teachers on the CPD Program**

CPD is effective only when teacher learning occurs reliably through active engagement, participation, and collaboration (Landt, 2002). The literature indicates that teachers have varying perceptions of CPD programs and their participation. If teachers view the CPD program positively, it creates a conducive, environment for effective CPD training. Table 3 below provides a summary of respondents' views on teachers' perceptions of the CPD program.

**Table 3: Responses the Perceptions of Teachers on the CPD Program**

**Note:** SD = Strongly Disagree; DA = Disagree; UN = Undecided; Ag = Agree; SA = Strongly Agree.

No.	Items	SA=5		AG=4		UN=3		DA=2		SD=1		TOTAL
		FR	%	FR	%	FR	%	FR	%	FR	%	
1	CPD is a means to improve subject and Instructional knowledge.	35	30.97	55	48.72	6	5.31	9	7.96	8	7.1	113
2	CPD updates my pre-service training knowledge and skills.	8	7.1	10	8.85	11	9.74	49	43.36	35	30.77	113
3	CPD improves students' academic achievements.	50	44.25	30	26.6	12	10.62	15	13.27	6	5.31	113
4	CPD plays an important role in my professional growth.	41	36.28	48	42.5	5	4.42	10	8.85	9	7.96	113
5	CPD helps me use a variety of student-centered teaching methods	11	9.74	13	11.51	12	10.62	42	37.17	35	30.97	113
6	CPD is interesting and participatory	7	6.2	13	11.51	2	1.76	62	54.87	29	25.66	113
7	CPD encourages me to remain in my profession.	11	9.74	18	15.93	46	40.71	27	23.89	11	9.73	113
8	CPD enhances my teaching and leadership competence	28	24.78	45	39.82	10	8.85	20	17.7	10	8.85	113
9	CPD helps me develop my teaching knowledge and skills	20	17.7	48	42.5	6	5.31	27	23.89	12	10.62	113
10	CPD enables me to build self-confidence	27	23.89	13	11.51	8	7.1	15	13.27	50	44.25	113
	<b>Total</b>	238		293		116		276		205		1130

As indicated in Table 3, the data from item 1 show A significant proportion of respondents 35 (30.97% strongly agree, 55 (48.72%) agree) view CPD as effective for improving their subject and instructional knowledge. However, 6 (5.31%) were undecided, and a small section 8 (7.1% strongly disagree, 9 (7.96%) disagree) had a negative view. This suggests that respondents viewed CPD positively as a means to improve their subject and instructional knowledge.

For item 2 in Table 3, the majority 35(30.97% strongly disagree, 49(43.36%) disagree) believe CPD does not update their pre-service training knowledge and skills, indicating dissatisfaction with this

aspect of CPD, however, 8 (7.1%) and 10 (8.85%) of respondents strongly agreed and agreed, respectively. Furthermore, 11(9.74%) respondents were undecided. This indicates that respondents did not perceive CPD as useful for updating their pre-service training knowledge and skills.

According to item 3 in Table 3, Many respondents 50 (44.25% strongly agree, 30(26.6%) agree) see CPD as beneficial for improving students' academic achievements, with few undecided 12 (10.62%) or disagreeing 21(18.58%).This indicates that respondents saw CPD as a means to improve students' academic achievements.

Item 4 in Table 3 shows that CPD is viewed positively for professional growth by 36.28% strongly agreeing and 48 (42.5%) agreeing, although 19(16.81%) disagree or strongly disagree. This suggests that CPD plays an important role in improving professional growth and achieving goals related to teachers' performance by enhancing problem-solving skills, career development, and action research practice.

In Table 3, item 5 indicates that 35 (30.97%) and 42 (37.17%) respondents strongly disagreed and disagreed, respectively. Conversely, 11 (9.74%) and 13 (11.51%) respondents strongly agreed and agreed, respectively. 12 (10.62%) respondents were undecided. This suggests that CPD does not help respondents use a variety of student-centered teaching methods effectively.

Item 6 in the same table reveals that 29 (25.56%) and 62 (54.87%) respondents strongly disagreed and disagreed, respectively. Meanwhile, 7 (6.2%) and 13 (11.51%) respondents strongly agreed and agreed, respectively. Two (1.76%) respondents were undecided. This result shows that CPD was not perceived as interesting and participatory.

According to item 7 in Table 3, 11 (9.73%) and 27 (23.89%) respondents strongly disagreed and disagreed, respectively. However, 11(9.74%) and 18 (15.93%) respondents strongly agreed and agreed, respectively, 46 (40.71%) respondents were undecided. This suggests that CPD does not clearly encourage respondents to remain in their profession.

Item 8 in Table 3 indicates that 10 (8.85%) and 20 (17.7%) respondents strongly disagreed and disagreed, respectively. Conversely, 28 (24.78%) and 45 (36.82%) respondents strongly agreed and agreed, respectively. Only 10 (8.85%) respondents were undecided. This suggests that CPD effectively encourages respondents to remain in their profession.

Item 9 in Table 3 shows that 12 (10.62%) and 27 (23.89%) respondents strongly disagreed and disagreed, respectively. On the other hand, 20 (17.7%) and 48 (42.5%) respondents strongly agreed and agreed, respectively. Six (5.31%) respondents were undecided. This suggests that CPD is a means to develop respondents' teaching and leadership knowledge and skills.

According to item 10 in Table 3, 50 (44.25%) and 15 (13.27%) respondents strongly disagreed and disagreed, respectively. Conversely, 27 (23.89%) and 13(11.51%) respondents strongly agreed and agreed, respectively. This suggests that there are differing perceptions of CPD training among the respondent groups.

In open ended question, some teachers perceived CPD as positively and the others negatively. They perceive CPD positively as:

“ It fulfills skills gap in teaching methods and increases experience sharing and intimate friendship among colleagues. It is also a strategy to solve teaching and learning problems.”

Whereas, they perceive CPD negatively as:

. “ It cannot develop teaching skills and knowledge rather than consuming time and there aren't any incentives whether they participated in the training or not”.

Interviews with Woreda Education Office TDP coordinators, principals, and cluster supervisors revealed that teachers hold both positive and negative perceptions of CPD.

When asked about the negative perceptions, interviewees said:

. “Lack of motivation and refreshments during CPD training, and the absence of well-trained and experienced CPD coordinators, Lack of sufficient time, overloaded work conditions, inadequate support from concerned bodies, no budget allocation, and lack of evaluation and systematic follow-up”

Focus group discussions with vice principals and school CPD coordinators indicated that:

Teachers express both positive and negative perceptions about CPD and often fail to implement it. Many teachers do not understand that CPD is intended to update their teaching skills and knowledge, and they may view CPD as benefiting only the government or school leaders. Teachers often neglect CPD

training in favor of other teaching and learning issues, and they are sometimes uncooperative or dismissive about participating in CPD.

In summary, the qualitative analysis confirms that many teachers have negative perceptions of the CPD program, which aligns with the quantitative data. Positive perceptions were associated with items 1, 3, 4, 8, and 9, while negative perceptions were related to items 2, 5, 6, 7, and 10. The negative perceptions of some items have influenced the implementation of CPD in schools.

#### **4.4. School Leaders' Support and follow-up Activities on the CPD Program**

Effective implementation of the CPD program requires systematic support and follow-up strategies. However, various studies have indicated a lack of stakeholder support and follow-up activities for the CPD program.

Mohammed (2012) noted that the lack of stakeholder support and follow-up activities contributed to the ineffective implementation of the CPD program. Similarly, Zenebe (2007) found that teachers did not receive support from educational institutions and senior officials.

Table is unsuccessful .4. Below provides a summary of respondents' feedback regarding the support and follow-up activities provided by school leaders for the CPD program

**Table 4, Responses of Respondents on the School Leaders' Support and follow up Activities On the CPD Program**

No	Items	SA=5		AG=4		UN=3		DA=2		SD=1		TOT AL
		FR	%	FR	%	FR	%	FR.	%	FR.	%	
1	The school leaders has given the necessary professional development trainings on the new CPD approach for me	23	9.74	10	8.85	12	10.62	56	49.56	24	21.23	113
2	The school leaders has designed monitoring and evaluation strategies for the school teachers to support CPD program implementation	12	10.62	14	21.39	25	22.12	37	32.74	25	22.12	113
3	The school leaders has encouraged me to participate in CPD training continuously	7	6.2	6	5.31	5	4.42	60	53.1	35	30.97	113
4	The school leaders has given the necessary materials and support to me	8	7.1	7	6.2	6	5.31	57	50.44	35	30.97	113
5	School CPD coordinators have prepared short term trainings for me on the preparation of CPD module and portfolio	6	5.31	8	7.1	4	3.54	60	53.1	35	30.97	113
6	CPD activities of teachers' is followed up by school leaders continuously	13	11.51	12	10.62	36	31.86	29	25.66	23	20.35	113
7	The necessary budget was allocated for CPD trainings in the school	9	7.96	11	9.74			58	51.33	35	30.97	113
8	Short term trainings are given on the CPD issues for CPD coordinators by school leaders	7	6.2	15	13.27	8	7.1	50	44.25	33	29.2	113
9	The school CPD coordinators are supporting and guiding CPD activities effectively	7	6.2	17	15.04	10	8.85	47	41.6	32	28.32	113
10	Feedback is given for me at the end of each training sessions	14	12.39	10	8.85	0		56	49.56	33	29.3	113
11	The school supervisor supports teachers in the preparation of portfolio and CPD Module	11	9.74	18	15.93	12	10.62	47	41.7	25	22.12	113
12	The school supervisor cross checks the implementation of CPD by preparing checklist	15	13.4	20	17.7	0		50	44.25	28	24.78	
	Total	132		148		118		607		363		1356

Note: SD (strongly disagree)=1,DA (disagree)=2,Un (undecided)=3,Ag (agree)=4,SA (strongly agree)=5

According to item 1 in Table 4, 24 (21.23%) and 56 (49.56%) respondents strongly disagreed and disagreed, respectively. On the other hand, 23 (20.25%) and 10 (8.85%) respondents strongly agreed and agreed, respectively. Additionally, 12 (10.62%) respondents were undecided. This indicates that

school leaders did not provide the necessary professional development training on the new CPD approach, including its impact on schools, responsiveness to societal changes, and social values, which proves that there was a lack of professional development training.

Item 2 in Table 4 shows that 25 (22.12%) and 37 (32.74%) respondents strongly disagreed and disagreed, respectively. Conversely, 12 (10.62%) and 14 (12.39%) respondents strongly agreed and agreed, respectively. Additionally, 25 (22.12%) respondents were undecided. This indicates that respondents felt that school leaders did not design monitoring and evaluation strategies to support the implementation of the CPD program. This suggests a lack of monitoring and evaluation strategies and encouragement for CPD participation.

In response to item 3 in Table 4, 35 (30.97%) and 60 (53.1%) respondents strongly disagreed and disagreed, respectively, while 7 (6.2%) and 6 (5.51%) respondents strongly agreed and agreed, respectively. 5 (4.42%) respondents were undecided. Therefore, it seems that school leaders did not encourage continuous participation in CPD training.

In answer to Item 4 in Table 4 shows that 35 (30.97%) and 57 (50.44%) respondents strongly disagreed and disagreed, respectively, indicating a low level of agreement. In contrast, 8 (7.1%) and 7 (6.2%) respondents strongly agreed and agreed, respectively. 6(5.31%) respondents were undecided. This suggests that school leaders provided inadequate materials and support and did not supply necessary training materials to teachers.

As indicated in Table 4 item 5, 35 (30.97%) and 60 (53.1%) respondents strongly disagreed and disagreed, respectively. However, 6 (5.31%) and 8 (7.1%) respondents strongly agreed and agreed, respectively. 4(3.54%) respondents were undecided. This implies that school CPD coordinators did not prepare short-term training on the preparation of CPD modules and portfolios.

According to item 6 in Table 4, 23 (20.25%) and 29 (25.66%) respondents strongly disagreed and disagreed, respectively. On the other hand, 13 (11.51%) and 12 (10.62%) respondents Strongly agreed and agreed, respectively. Additionally, 36 (31.86%) respondents were undecided. This indicates that follow-up activities by principals and vice principals during CPD training were not effectively practiced in the sampled schools, and there was a lack of support and follow-up activities by school leaders.

Item 7 in Table 4 shows that 35 (30.97%) and 58 (51.33%) respondents strongly disagreed and disagreed, respectively. In contrast, 9 (7.96%) and 11 (7.74%) respondents strongly agreed and

agreed, respectively. The data suggest that there was no budget allocated for training, and insufficient attention was given to the allocation of materials and budget for CPD activities in secondary schools. For item 8 in Table 4, 33 (29.2%) and 50 (44.25%) respondents strongly disagreed and disagreed, respectively. Meanwhile, 7 (6.2%) and 15 (13.27%) respondents strongly agreed and agreed, respectively. Only 8 (7.1%) respondents were undecided. This indicates that short-term training on CPD issues for CPD coordinators provided by school leaders was insufficient. Item 9 in Table 4 reveals that 32 (28.32%) and 47 (41.6%) respondents strongly disagreed and disagreed, respectively. Conversely, 7 (6.2%) and 17 (15.04%) respondents strongly agreed and agreed, respectively. 10 (8.85%) respondents were undecided. This suggests that there was insufficient support and no guidance for the effective preparation of CPD portfolios.

According to item 10 in Table 4, 33 (29.2%) and 56 (49.56%) respondents strongly disagreed and disagreed, respectively. On the other hand, 14 (12.39%) and 10 (8.85%) respondents strongly agreed and agreed, respectively. This indicates that feedback was not provided at the end of each training session in secondary schools.

Regarding table 4 item 11, 25 (22.12%) and 47 (41.7%) respondents strongly disagreed and disagreed, respectively. Meanwhile, 11 (9.74%) and 18 (15.93%) respondents strongly agreed and agreed, respectively. Twelve (10.62%) respondents were undecided. This suggests that there was a lack of support and guidance in the preparation of portfolios and CPD modules, and feedback was not given at the end of each training session.

Concerning table 4 item 12, 28 (24.78%) and 50 (44.25%) respondents strongly disagreed and disagreed, respectively. Conversely, 15 (13.27%) and 20 (17.7%) respondents strongly agreed and agreed, respectively. This indicates that school supervisors did not cross-check the implementation of CPD by preparing checklists. However, Woreda education supervisors rarely followed up or provided sufficient assistance for the effective implementation of CPD activities in secondary schools of the central zone.

In open ended question, the majority of respondents (teachers) responded by supporting the closed ended questions as follows: The CPD training was not given in the regular way and nobody pay attention on the issues of CPD training; teachers do not have awareness about CPD and there was no coordination in the school for CPD training. The school leaders have also no awareness to give support and guidance for teachers and no supervisor was assigned in two Woredas. In addition to this, the interview was conducted with the Woreda/Town TDP coordinators and supervisors to check

whether or not they gave any support in implementation of CPD and they replied that: This year (2020 G.C.), we did not give any training and did not make discussion with school leaders and teachers rather than tried to supervise the implementation of it.

This is because of we gave mandates for school leaders to lead CPD training effectively. We start to run when ZED/REB asks us to give reports about CPD training. We have not led the training in the regular way. We did not design systematic way of supporting and following up activities. These happened due to we have no sufficient time and overloaded in another teaching and learning process. Focus group discussions (FGDs) with school CPD coordinators revealed: Short-term trainings on CPD issues were attempted but were hampered by a lack of budget. CPD was not given proper attention, and school leaders were not focused on CPD issues. CPD coordinators were assigned formally but lacked awareness of the CPD framework and practical tools due to a lack of training. In conclusion, as shown in Table 4, data from various sources indicate that teachers perceived items 1 through 12 negatively, reflecting a lack of support and follow-up activities from school leaders. The majority of respondents reported that there was insufficient stakeholder support and follow-up, leading to ineffective implementation of the CPD program. Document analysis also confirms the lack of support and follow-up activities on the CPD program, with school leaders and teachers generally neglecting CPD activities. The data suggest a need for enhanced support and follow-up from school leaders to improve the effectiveness of CPD programs. Effective CPD implementation requires proper training, resources, and encouragement, which appear to be lacking in the current system.

#### **4.5. Benefits of CPD Program in the Teaching and Learning Process**

The need for CPD and the reasons why many teachers engage in professional development include the desire to perform better, become more effective educators, ensure high-quality education, and improve the teaching and learning process. In this regard, Ashdown and Rossi (2005) stated that high-quality professional development programs positively affect teachers' knowledge, commitment, motivation, and efficacy. Research evidence shows that professional development programs are more effective when viewed from teachers' perspectives, enhancing their professional knowledge and aligning with school objectives. Professional development should not only improve instructional practices but also address whether it meets the teachers' own perceived learning needs. Table, 5, below presents a summary of respondents' views on the benefits of CPD in the teaching and learning process

**Table 5: Responses of Respondents on the Benefits of CPD Program in the Teaching and Learning Process**

No	Items	SA=5		AG=4		UN=3		DA=2		SD=1		TOTAL
		FR	%	FR	%	FR	%	FR	%	FR	%	
1	Improved subject matter knowledge and skills	10	8.85	10	8.8	10	8.85	39	34.51	44	38.94	113
2	Encouraged me to solve students' problems	8	7.1	20	17.7			50	44.25	35	30.97	113
3	Enabled me to manage my classroom effectively	19	16.81	22	19.47			42	37.17	30	26.55	113
4	Gave me direction how to implement continuous assessment	21	18.58	25	22.12			43	38.1	24	21.27	113
5	Addressed immediate school and classroom needs	16	14.16	11	9.73%	2	1.77	48	42.5	36	31.86	113
6	Changed the way I think about teaching and learning	14	12.39	15	13.27	8	7.1	43	38.1	33	29.3	113
7	Made me use active learning methods effectively	10	8.85	12	10.62	7	6.2	48	42.5	36	31.86	113
8	Created cooperation between me and principals /vice principals	12	10.62	13	11.51	0		50	44.25	38	33.62	113
9	Resulted in improved achievement for students	35	30.97	8	7.1	4	3.54	18	15.93	48	42.5	113
10	Allowed me to give counseling and guidance service to students	16	14.16	13	11.51	3	2.65	49	43.36	32	28.32	113
11	Enabled me to get licensing and re-licensing opportunity	15	13.27	14	12.39	0		45	39.82	39	34.51	113
12	Improved professional ethics Of teachers	10	8.85	13	11.51	0		38	33.62	52	46.02	113
	Total	186		176		34		513		447		1356

**Note:**

SD (strongly disagree)=1,DA (disagree)=2,Un (undecided)=3,Ag (agree)=4,SA (strongly agree)=5

This indicated in item 1 of Table, 5, 44 (38.94%) and 39 (34.51%) respondents strongly disagreed and disagreed. On the other hand, 10 (8.85%) respondents strongly agreed and 10 (8.85%) respondents agreed, respectively. Additionally, 10 (8.85%) respondents were undecided. The data suggest that the coordination of knowledge and skills was insufficient.

This study indicates that teachers in the Central Zone mainly view TPD as inadequate for achieving the desired knowledge and skills. It is therefore not surprising that many teachers seek further certification from universities or colleges. In some cases, teachers may gain teaching skills along with subject matter expertise.

As shown in item 2 of the same table, 35 (30.97%) and 50 (44.25%) respondents strongly disagreed and disagreed, respectively. Meanwhile, 8 (7.1%) and 20 (17.7%) respondents strongly agreed and agreed, respectively. This indicates that respondents generally strongly disagreed and disagreed that CPD extended or not improved subject matter, leadership, and management knowledge and skills. It cannot encourage them to solve students' and teachers' problems, manage their classrooms effectively, and implement and supervise continuous assessment. Similarly in item 3, aimed to assess whether CPD helped in managing classrooms effectively and improving student achievement. Here, 30 (26.55%) and 42 (37.17%) respondents strongly disagreed and disagreed, respectively. Conversely, 19 (16.81%) and 22 (19.47%) respondents strongly agreed and agreed, respectively. This implies that CPD's effectiveness in helping manage classrooms and improving student achievement was perceived as insufficient.

As indicated in item 4 of Table 5, 24 (21.27%) and 43 (38.1%) respondents strongly disagreed and disagreed, respectively. In contrast, 21 (18.58%) and 25 (22.12%) respondents strongly agreed and agreed, respectively. This suggests that CPD did not provide adequate direction on how to implement or supervise continuous assessment.

Regarding item 5 of the same table, 36 (31%) and 48 (42.5%) respondents strongly disagreed and disagreed, respectively. Meanwhile, 16 (14.16%) and 11 (9.73%) respondents strongly agreed and agreed, respectively. Additionally, 2 (1.77%) respondents were undecided. This indicates that teachers did not perceive CPD as addressing immediate school needs.

In response to item 6 of Table 5, 33 (29.3%) and 43 (38.1%) respondents strongly disagreed and disagreed, respectively. Conversely, 14 (12.39%) and 15 (13.27%) respondents strongly agreed and agreed, respectively. 8 (7.1%) respondents were undecided. This implies that teachers did not perceive that CPD changed their approach to teaching and learning in secondary and preparatory schools.

As indicated in item 7 of Table 5, 36 (31.86%) and 48 (42.5%) respondents strongly disagreed and disagreed, respectively.

On the other hand, 10 (8.85%) and 12 (10.62%) respondents strongly agreed and agreed, respectively. This suggests that teachers did not believe that CPD helped them use active learning methods effectively or foster cooperation between themselves and principals or vice-principals.

Regarding item 8 of the same table, 38 (33.62%) and 50 (44.25%) respondents strongly disagreed and disagreed, respectively. Conversely, 12 (10.62%) and 13 (11.51%) respondents strongly agreed and agreed, respectively. The results imply that teachers did not perceive an improvement in cooperation between them and principals or vice-principals in secondary and preparatory schools.

In response to item 9 of the same table, 48 (42.5%) and 18 (15.93%) respondents strongly disagreed and disagreed, respectively. Conversely, 35 (30.97%) and 8 (7.1%) respondents strongly agreed and agreed, respectively. 4 (3.54%) respondents were undecided. This suggests that CPD is not plays an important role in improving teachers' teaching, which in turn improves students' achievements.

For item 10 of Table 5, 32 (28.32%) and 49 (43.36%) respondents strongly disagreed and disagreed, respectively. On the other hand, 16 (14.16%) and 13 (11.51%) respondents strongly agreed and agreed, respectively. 3 (2.56%) respondents were undecided. This implies that teachers did not accept that CPD enabled them to provide counseling and guidance services to students and teachers.

Regarding item 11 of the same table, 39 (34.51%) and 45 (39.82%) respondents strongly disagreed and disagreed, respectively. Meanwhile, 15 (13.27%) and 14 (12.39%) respondents strongly agreed and agreed, respectively. This indicates that teachers did not believe CPD provided opportunities for licensing and re-licensing.

In response to item 12 of Table 5, 52 (46.02%) and 38 (33.62%) respondents strongly disagreed and disagreed, respectively. On the other hand, 10 (8.85%) and 13 (11.51%) respondents strongly agreed and agreed, respectively. This suggests that CPD did not improve teachers' professional ethics or provide counseling and guidance services to students and teachers.

In the FGDs and interviews, participants were asked to identify the benefits of CPD in the teaching and learning process.

They acknowledged that CPD plays a significant role in developing and improving teachers' teaching and instructional skills, which leads to improved student achievements. However, teachers reported that they did not perceive substantial benefits from CPD. They felt that CPD did not address immediate school and classroom needs or change their perspectives on teaching and learning.

Additionally, teachers did not believe that CPD provided adequate support for counseling and guidance services.

In conclusion, while the data from items 1, up to 12 in Table 5 show that generally negative perception of CPD. This suggests that while some school leaders may acknowledge the benefits of CPD, but teachers largely do not perceive these benefits as effectively addressing their needs. Overall, while some benefits of CPD were recognized, many teachers handled that it did not meet their needs or significantly improve their practices in various areas.

#### **4.6. The Effectiveness of the Implementation of CPD Program**

The implementation of CPD programs is rooted in classroom innovation, involves changes in practice, and relies on teachers' beliefs about the appropriateness of activities for their students (Full an, 1991).For a CPD program to be effective, several key factors need to be considered: careful planning, open communication among stakeholders, necessary support, follow-up and evaluation, and cooperation among implementers and stakeholders. Table.6. below presents a summary of respondents' views on the effectiveness of the CPD program implementation.

**Table 6: Responses of Respondents on the Effectiveness of the Implementation of CPD Program**

No.	Items	SA=5		AG=4		UN=3		DA=2		SD=1		Total
		FR	%	FR	%	FR	%	FR.	%	FR	%	
1	The school CPD priorities are clearly identified	8	7.1	12	10.85	39	34.51	34	30.1	20	17.7	113
2	The discussion is made after the identification of CPD priorities	13	11.51	14	12.39	35	30.97	27	23.89	24	21.23	113
3	The school has annual CPD plan	12	10.62	13	11.51	23	20.35	36	31.86	29	25.66	113
4	I have my own CPD plan /Teachers prepared their individual CPD plan I have my own CPD plan	11	9.74	13	11.51	0	0	54	47.79	35	30.97	113
5	All teachers prepared their CPD modules and portfolio in the school	10	8.81	13	11.51	0	0	56	49.56	34	30.1	113
6	Portfolios of teachers are organized and checked continuously	12	10.62	14	12.39	29	25.66	34	30.1	24	21.23	113
7	certificate is prepared for me after completion of the trainings	11	9.74	13	11.51	0	0	49	43.36	40	35.4	113
8	Sufficient time is allotted for CPD training in the school	12	10.62	14	12.39	23	20.35	34	30.1	30	26.55	113
9	My instructional knowledge and skills improved after CPD training	13	11.51	12	10.62	24	21.23	34	30.1	30	26.55	113
10	Action research is prepared after CPD training	12	10.62	14	12.39	12	10.62	40	35.4	35	30.97	113
11	Continuous assessment is applied after CPD training	11	9.74	15	13.27	20	17.7	38	33.62	29	25.66	113
12	Active learning methods are implemented after CPD training	12	10.62	18	15.93	19	16.81	38	33.62	26	23	113
13	The school report is prepared at the end of every sessions	7	6.2	11	9.74	13	11.51	48	42.5	34	30.1	113
14	In general, CPD program is successfully implemented in this school by all teachers	11	9.74	18	15.93	0	0	52	46.02	32	28.32	113
	Total	155		194		237		574		422		1582

**Note:** SD(strongly disagree)=1,DA(disagree)=2,Un(undecided)=3,Ag(agree)=4,SA(strongly agree)=5

As shown in item 1 of Table 6, 20 (17.7%) and 34 (30.1%) respondents strongly disagreed and disagreed, respectively. In contrast, 8 (7.1%) and 12 (10.85%) respondents strongly agreed and agreed, respectively. Additionally, 39 (34.51%) respondents were undecided.

This suggests that teachers do not analyze their CPD priorities effectively. Many respondents felt that CPD priorities were not clearly identified, with 47.5% disagreeing.

In response to item 2 of the same table, 24 (21.23%) and 27 (23.89%) respondents strongly disagreed and disagreed, respectively. On the other hand, 13 (11.51%) and 14 (12.39%) respondents strongly agreed and agreed, respectively. Only 35 (30.97%) respondents were undecided. This indicates that discussion is made after the identification of CPD priorities, confirming the importance of this identification process.

Item 3, 29 (25.66%) and 36 (31.86%) respondents strongly disagreed and disagreed, respectively, regarding whether schools have an annual CPD plan for their activities. Conversely, 12 (10.62%) and 13 (11.51%) respondents strongly agreed and agreed, respectively. Additionally, 23 (20.35%) respondents were undecided. This shows that many teachers lack an annual CPD plan and reveals that peer review practices are not in place.

As indicated in item 4 of Table 6, 35 (30.97%) and 54 (47.79%) respondents strongly disagreed and disagreed, respectively. In contrast, 11 (9.74%) and 13 (11.51%) respondents strongly agreed and agreed, respectively. This shows that many teachers do not have an individual CPD plan.

Regarding item 5 of Table 6, 34 (30.1%) and 56 (49.56%) respondents strongly disagreed and disagreed, respectively. On the other hand, 10 (8.85%) and 13 (11.51%) respondents strongly agreed and agreed, respectively. This implies that few teachers prepare their CPD modules and portfolios, indicating that not all teachers engage in this practice.

In response to item 6 of Table 6, 24 (21.23%) and 34 (30.1%) respondents strongly disagreed and disagreed, respectively, whereas, 12 (10.62%) and 14 (12.39%) respondents strongly agreed and agreed, respectively. Furthermore, 29 (25.66%) respondents were undecided. This suggests that teachers are not adequately organizing, preparing, or checking their portfolios continuously. Portfolios should document activities done in the CPD process, providing evidence of professional development.

Regarding item 7 of the same table, 40 (35.4%) and 49 (43.36%) respondents strongly disagreed and disagreed, respectively.

In contrast, 11 (9.74%) and 13 (11.51%) respondents strongly agreed and agreed, respectively. This indicates that certificates were not prepared for teachers after completing their training.

For item 8 of Table 6, 30 (26.55%) and 34 (30.1%) respondents strongly disagreed and disagreed, respectively.

Conversely, 12 (10.62%) and 14 (12.39%) respondents strongly agreed and agreed, respectively. Additionally, 23 (20.35%) respondents were undecided. This shows that there was insufficient allocation of training time for CPD activities in secondary schools.

In response to item 9, 30 (26.55%) and 34 (30.1%) respondents strongly disagreed and disagreed, respectively, while 13 (11.51%) and 12 (10.62%) respondents strongly agreed and agreed, respectively. Furthermore, 24 (21.23%) respondents were undecided. This suggests that teachers' instructional knowledge and skills were not improved, and there was a lack of motivation to enhance professional knowledge and skills.

Regarding item 10, 35 (30.97%) and 40 (35.4%) respondents strongly disagreed and disagreed, respectively, indicating that teachers did not prepare action research after CPD training. However, 12 (10.62%) and 14 (12.39%) respondents strongly agreed and agreed, respectively. 11 (10.62%) respondents were undecided. This implies that action research was not widely conducted after CPD training.

For item 11, 29 (25.66%) and 38 (33.62%) respondents strongly disagreed and disagreed, respectively. Conversely, 11 (9.74%) and 15 (13.27%) respondents strongly agreed and agreed, respectively.

Furthermore, 20 (17.7%) respondents were undecided. This indicates that teachers did not apply continuous assessment effectively after CPD training.

In response to item 12, 26 (23%) and 38 (33.62%) respondents strongly disagreed and disagreed, respectively. On the other hand, 12 (10.62%) and 18 (15.95%) respondents strongly agreed and agreed, respectively. Additionally, 19 (16.81%) respondents were undecided. This suggests that teachers did not implement active learning methods after CPD training.

Regarding item 13, 34 (30.1%) and 48 (42.5%) respondents strongly disagreed and disagreed, respectively. Similarly, 7 (6.2%) and 11 (9.74%) respondents strongly agreed and agreed, respectively. 13 (11.51%) respondents were undecided. This indicates that teachers' reports were not prepared at the end of every meeting and were not always completed.

Intended for item 14, 32 (28.32%) and 52 (46.02%) respondents strongly disagreed and disagreed, respectively.

In contrast, 11 (9.74%) and 18 (15.93%) respondents strongly agreed and agreed, respectively. This suggests that the CPD program was not successfully implemented in schools in the Central Zone. In the interview session, the researcher asked the Woreda TDP coordinators and supervisors to explain

how they evaluated the implementation status and the effectiveness of CPD program in the sampled schools.

They replied as: The CPD program was designed to update teachers' skills and knowledge which result in the improvement of students' achievement. But, the teachers' skills and knowledge were not updated and the students' achievement was not improved. The students' scores in National examination sometimes increase and the other times decrease below the average. The students always complain due to lack of teachers' teaching skills and subject matter knowledge. These all indicates the CPD training did not attain its objectives.

Therefore, there was no the Effectiveness of the implementation of CPD program in the sampled schools. The other participants reacted that:

In the sampled schools the implementation status of CPD program is almost in bad condition. That means the school leaders and teachers ignored the CPD issues. They are focusing on other teaching and learning issues. They forget the principle that without updating teachers it is impossible to bring the desired changes in the school

In FGDs, all group discussants reflected that:

. "It is difficult to say that there is the effectiveness of the implementation of CPD program in the sampled schools. There are different indicators which show ineffectiveness of CPD program. ”.

For example, the lack professional ethics of teachers; some teachers always come late to the school; they did not teach students if the school leaders absent from the school for different cases. Each and every year the students come to the office of school leaders to change teachers due to lack of teaching skills and subject matter knowledge. The school leaders always irritates due to the wastage of the periods without any reasons. Therefore, the CPD program was not implemented in the sampled schools.

Lastly, the researcher checked the written documents regarding the effectiveness of the implementation of CPD program. The checked written materials were: sampled schools' annual and teachers' individual CPD plan, the identified CPD priorities of each school, CPD training certificate

and action research conducted. From five sampled schools only one school prepared certificate for teachers in the last year. Four schools did not identify CPD priorities and they have no annual and individual CPD plan in this year (2020G.C). Only 10 action researches were prepared last year but in this year nobody tried to write action research. In conclusion, the data collected from the instruments obviously point out that school leaders witnessed that the CPD program was effective. But; teachers responded that there was no effectiveness of the implementation of CPD program in the sampled schools.

#### **4.7. Factors Affecting the Implementation of CPD Program**

There are encouraging and discouraging factors which affect the implementation of CPD program positively and negatively respectively. This study focuses on the discouraging factors which hinder the effective implementation of CPD program. Steyn (2011) identified a number of aspects that may influence the effective implementation of CPD, such as; an emphasis on teachers' learning, the commitment of teachers, ineffective leadership, the particular school context, and feedback given on CPD practices; i.e. teachers need to know whether they are making any progress when implementing new CPD initiatives. Table 7 below shows a summary of respondents' responses on the factors that affect effective implementation of CPD.

**Table 7, Responses of Respondents on the Factors Affecting the Implementation of CPD Program**

No	Items	M=5		MS=4		S=3		LS =2		LS=1		Total
		FR	%	FR	%	FR	%	FR	%	FR	%	
1	Teachers are not well informed about the implementation steps of CPD	30	26.55	51	45.13	14	12.39	10	8.85	8	7.1	113
2	Shortage of appropriate training resources	33	29.2	48	42.5	16	14.16	9	7.96	7	6.2	113
3	Poor management of CPD training time	34	30.1	47	41.6	14	12.39	10	8.85	8	8.1	113
4	Lack of appropriate support from school CPD coordinators	50	44.25	28	24.78	14	12.39	12	10.62	9	7.96	113
5	Unwillingness of teachers' to implement the CPD program	34	30.1	46	40.71	14	12.39	12	10.62	7	6.2	113
6	Teachers' overload work /lack of sufficient time	32	28.32	48	42.5	15	13.27	10	8.85	8	7.1	113
7	Absence of teachers' ability or skill to implement the CPD program	36	31.86	46	40.71	12	10.62	11	9.74	8	7.1	113
8	Lack of support from Woreda /Town education TDP coordinators	48	42.5	35	30.97	13	11.51	10	8.85	7	6.2	113
9	The training is difficult to implement in classroom situations School factor	26	23	44	38.94	18	15.93	15	13.27	10	8.85	113
10	Lack of a systematic follow up	32	28.32	44	38.94	21	18.58	10	8.85	6	5.3	113
11	Absence of skilled and experienced supportive supervisory personnel	47	41.6	27	23.89	18	15.93	12	10.62	9	7.96	113
12	Absence of coordination between teachers and school principals	28	24.78	48	42.5	15	13.27	13	11.51	9	7.96	113
13	Absence of well-trained school CPD coordinators	25	22.12	48	42.5	18	15.93	11	9.74	11	9.74	113
14	Adequate budget was not allocated to support CPD activities	49	43.36	30	26.55	15	13.27	12	10.62	7	6.2	113
15	The negative attitude of principals /vice principals towards responsible CPD	47	41.6	24	21.23	18	15.93	13	11.51	11	9.74	113
16	The framework and toolkit materials of CPD are not clear and not helpful to implement CPD	28	24.78	48	42.5	15	13.27	13	11.51	9	7.96	113

Note: 5=Most Serious (MS), 4= More Serious (MS), 3= Serious (S), 2= Less Serious (LS), and 1=Least Serious (Ls)

As shown in item 1 of Table 7, 30 (26.55%) and 51 (45.--13%) found the lack of awareness about implementation steps to be a significant issue as "Most Serious" and "More Serious," respectively.

In contrast, 10 (8.85%) and 8 (7.1%) respondents rated it as "Less Serious" and "Least Serious," respectively. This indicates that there is a significant lack of awareness among teachers about the implementation steps of CPD in Secondary school.

Regarding item 2 of Table 7, 33 (29.2%) and 48 (42.5%) respondents rated the issue of understanding CPD training manuals and guidelines as "Most Serious" and "More Serious," respectively. On the other hand, 9 (7.96%) and 7 (6.2%) respondents rated it as "Less Serious" and "Least Serious," respectively. Sixteen (14.16%) respondents were undecided. This shows that difficulties in understanding CPD training manuals and guidelines are a very serious problem.

In item 3 of Table 7, 34 (30.1%) and 47 (41.59%) respondents rated poor management of CPD training time as "Most Serious" and "More Serious," respectively. Conversely, 10 (8.85%) and 8 (7.1%) respondents rated it as "Less Serious" and "Least Serious," respectively. Fourteen (12.39%) respondents were undecided. This indicates that poor management of CPD training time is a significant issue.

For item 4 of Table 7, 50 (44.25%) and 28 (24.18%) respondents rated the shortage of appropriate support from school CPD coordinators as "Most Serious" and "More Serious," respectively. Meanwhile, 12 (10.62%) and 9 (7.96%) respondents rated it as "Less Serious" and "Least Serious," respectively. 14 (12.39%) respondents were undecided. These things to see that inadequate support from CPD coordinators is a major challenge

With respect to item 5 of the same table, 34 (30.1%) and 46 (40.71%) respondents rated the unwillingness of teachers to implement CPD as "Most Serious" and "More Serious," respectively. Conversely, 12 (10.62%) and 7 (6.2%) respondents rated it as "Less Serious" and "Least Serious," respectively. Fourteen (12.39%) respondents were undecided. This suggests that teachers' unwillingness to implement CPD is a significant issue.

For item 6 of Table 7, 32 (28.32%) and 48 (42.5%) respondents rated time constraints due to teachers' heavy workloads as "Most Serious" and "More Serious," respectively. On the other hand, 10 (8.85%) and 8 (7.1%) respondents rated it as "Less Serious" and "Least Serious," respectively. 15 (13.27%) respondents were undecided.

This result shows that time constraints due to teachers' workloads are a major challenge to implementing CPD.

In item 7 of Table 7, 36 (31.86%) and 46 (40.71%) respondents rated the lack of teachers' skills to implement CPD as "Most Serious" and "More Serious," respectively. Conversely, 11 (9.74%) and 8 (7.1%) respondents rated it as "Less Serious" and "Least Serious," respectively. Twelve (10.62%) respondents were undecided. This indicates that the lack of teachers' skills is a serious issue for CPD implementation.

For item 8 of Table 7, 48 (42.5%) and 35 (30.97%) respondents rated the lack of support from school CPD and Woreda/Town education coordinators as "Most Serious" and "More Serious," respectively. Conversely, 10 (8.85%) and 7 (6.2%) respondents rated it as "Less Serious" and "Least Serious," respectively. Thirteen (11.51%) respondents were undecided. This shows that insufficient support from CPD coordinators is a major issue.

In item 9 of Table 7, which assesses the difficulty of implementing training in classroom situations, 26 (23%) and 44 (38.94%) respondents rated it as "Most Serious" and "More Serious," respectively. On the contrary, 15 (13.27%) and 10 (8.85%) respondents rated it as "Less Serious" and "Least Serious," respectively. 18 (15.93%) respondents were undecided. This indicates that difficulties in implementing training in classroom situations are a significant concern.

For item 10 of Table 7, which addresses the lack of systematic follow-up, 32 (28.32%) and 44 (38.94%) respondents rated it as "Most Serious" and "More Serious," respectively. Conversely, 10 (8.85%) and 6 (5.31%) respondents rated it as "Less Serious" and "Least Serious," respectively. Twenty-one (18.58%) respondents were undecided. This implies that a lack of systematic follow-up is a major challenge.

In item 11 of Table 7, which examines the extent of skilled and experienced supportive supervisory personnel in secondary schools, 47 (41.6%) and 27 (23.89%) respondents rated it as "Most Serious" and "More Serious," respectively. Conversely, 12 (10.62%) and 9 (7.96%) respondents rated it as "Less Serious" and "Least Serious," respectively. Eighteen (15.93%) respondents were undecided. This indicates that a lack of skilled and experienced supervisory personnel is a pressing challenge for CPD implementation.

In item 12 of Table 7, which assesses the coordination between teachers and school principals, 28 (24.78%) and 48 (42.5%) respondents rated it as "Most Serious" and "More Serious," respectively. Conversely, 13 (11.51%) and 9 (7.96%) respondents rated it as "Less Serious" and "Least Serious,"

respectively. Fifteen (13.27%) respondents were undecided. This indicates that the absence of coordination between teachers and school principals is a serious factor hindering implementation.

For item 13 of Table 7, which addresses the absence of well-trained school CPD coordinators, 25 (22.12%) and 48 (42.5%) respondents rated it as "Most Serious" and "More Serious," respectively. On the other hand, 11 (9.74%) and 11 (9.74%) respondents rated it as "Less Serious" and "Least Serious," respectively. Ten (15.93%) respondents were undecided. This indicates that the absence of well-trained CPD coordinators is a significant challenge.

In item 14 of Table 7, which examines whether adequate budget is allocated to support CPD, 49 (43.36%) and 30 (26.55%) respondents rated it as "Most Serious" and "More Serious," respectively. On the other hand, 12 (10.62%) and 7 (6.2%) respondents rated it as "Less Serious" and "Least Serious," respectively, Fifteen (13.27%) respondents were undecided. This indicates that the lack of adequate budget allocated to support CPD activities is a major challenge.

In item 15 of Table 7, which explores the attitude of principals and vice principals towards CPD, 47(41.6%) and 24(21.23%) respondents rated it as "Most Serious" and "More Serious," respectively. Inversely, 13 (11.51%) and 11(9.74%) respondents rated it as "Less Serious" and "Least Serious," respectively. then again 18 (15.93%) respondents rated it as "Serious." This indicates that negative attitudes of principals/vice principals towards CPD responsibilities are a serious factor affecting implementation.

In the final item 16 of Table 7, which assesses the clarity of the CPD framework and toolkit materials 28 (24.78%) and 48 (42.5%) respondents rated it as "Most Serious" and "More Serious," correspondingly.

On the other hand, 13 (11.51%) and 9 (7.96%) respondents rated it as "Less Serious" and "Least Serious," respectively. Fifteen (13.27%) respondents were undecided. This indicates that the lack of clarity in the CPD framework and toolkit materials is a serious issue affecting implementation.

**In open-ended questions**, respondents identified the following factors affecting the CPD program: not conducive training environment, lack of motivation, rewards, and encouragement, lack of commitment, and absence of cooperation.

In interviews, Woreda /Town Education Office TDP coordinators, principals, and cluster supervisors were asked to identify factors affecting the effective implementation of the CPD program and

measures to overcome these challenges. They listed factors similar to those identified in the closed and open-ended questionnaire responses. The Woreda/Town Education Office TDP coordinators should engage in discussions with teachers to address their negative attitudes towards CPD. Teachers should allocate sufficient time for CPD training and School leaders should ensure that teachers use the training time effectively (approximately 60 hours per year).The study confirmed that the major block factors for CPD program implementation were: Lack of teachers' positive attitudes towards the program, Insufficient support from Woreda education experts and supervisors, Lack of willingness among teachers to participate in training,

Lack of support from school leaders and poor collaboration between teachers and school leaders In conclusion, as indicated in Table 7, the causes affecting the effective implementation of the CPD program, according to teachers' perceptions and practices, were ranked as follows: Items 1, 2, 3, 5, 6, 7, 10, 12, 13, and 16 were ranked as more serious,

Items 9 and 15 were ranked as serious factors and Items 4, 8, 11, and 14 were rated as most serious

#### **4.8. The Challenge of Teachers, Could Influence the Implementation of CPD**

This section presents the major challenges that hinder the effective implementation of CPD activities. According to the literature, challenges in teachers' professional development arise from various sources. Little (1992) identifies key challenges as teacher-related barriers, including insufficient pedagogical and ethical experience, as well as the complexity and ambiguity of school-based CPD programs. Similarly, Falk (2001) notes that the lack of uniformity in CPD formats for portfolios and the absence of guidelines about what should be included in these formats can confuse teachers. Another significant source of challenges is leadership and supervisory factors. These include difficulties related to the execution of CPD activities by principals, school CPD facilitators, head teachers, and education officials at the Woreda, zone, regional, and national levels. Despite relentless efforts to improve teachers' professional development, challenges are inevitable.

According to the Ministry of Education (MOE, 2010), the quality of professional development and the pursuit of improved teaching and learning underscore the importance of engaging teachers in continuous, career-long development that meets their personal and professional needs. Matching the appropriate professional development provisions to the specific needs of teachers is essential for effective learning. This alignment between developmental needs and selected activities is crucial for

ensuring a positive impact at. Both the school and classroom levels (Harris, 2002).The challenges identified are based on the responses provided to the items shown in Table

**Table 8: Responses Related to Challenges of CPD Implementation**

No	Items	SA=5		AG=4		UN=3		DA=2		SD=1		Total
		FR	%	FR	%	FR	%	FR	%	FR	%	
1	Understanding the significance of CPD and its activity	14	12.39	8	7.1	18	15.93	29	25.66	44	38.94	113
2	Having CPD training manuals Or guidelines	7	6.2	11	9.74	24	21.23	29	25.66	40	35.94	113
3	Ret of Getting CPD facilitator in your school	11	9.74	14	12.39	18	15.93	30	26.55	40	35.4	113
4	Time constraints become obstacle for your CPD practice	12	10.62	13	11.51	15	13.27	33	29.2	40	35.4	113
5	The degree of commitment to implement the CPD practices	10	8.85	13	11.51	20	17.1	28	24.66	42	37.17	113
6	The rate Motivation with CPD practices	12	10.62	8	7.1	15	13.27	34	30.1	44	38.94	113
7	Sufficient money is allocated to practice CPD practices	7	6.2	14	12.39	19	16.81	31	27.43	42	37.17	113
8	Due (Outstanding ) believe as CPD improve students' academic achievement	8	7.1	12	10.62	15	13.27	30	26.55	48	42.5	113
	Total	81		93		144		244		340		791

Note: SD(strongly disagree)=1,DA(disagree)=2,Un(undecided)=3,Ag(agree)=4,SA(strongly agree)  
 As shown in item 1 of Table 8, 44 (38.94%) and 29 (25.66%) respondents strongly disagreed and disagreed, respectively, regarding the awareness of the significance of CPD activities. In contrast, 8 (7.1%) and 14 (12.39%) respondents strongly agreed and agreed, respectively. However, 18 (15.93%) respondents were undecided. This suggests that the majority of respondents perceived a low level of awareness about the significance of each CPD activity.

Regarding item 2 of the same table, which addresses whether teachers have problems understanding CPD training manuals and guidelines, 40 (35.94%) and 29 (25.66%) respondents strongly disagreed and disagreed, respectively? Conversely, 7 (6.2%) and 11 (9.74%) respondents strongly agreed and agreed, respectively.

Furthermore, 18 (15.93%) respondents were undecided. This indicates that teachers face difficulties understanding CPD training manuals and guidelines, and highlights a lack of awareness among concerned parties about the necessity of clear guidelines

For item 3 of Table 8, 40 (35.4%) and 30 (26.55%) respondents strongly disagreed and disagreed, respectively, regarding the lack of trained CPD facilitators in schools. On the other hand, 11 (9.74%) and 14 (12.39%) respondents strongly agreed and agreed, respectively. Additionally, 18 (15.93%) respondents were undecided. This indicates that the lack of trained CPD facilitators in secondary schools is a significant challenge, as all participants agreed that CPD facilitators were not adequately trained.

Item 4 of Table 8, examines whether time constraints due to teachers' heavy workloads affect CPD implementation. 40 (35.4%) and 33 (29.2%) respondents strongly disagreed and disagreed, respectively. Conversely, 12 (10.62%) and 13 (11.51%) respondents strongly agreed and agreed, respectively. Fifteen (13.27%) respondents were undecided. This result shows that time constraints due to teachers' workloads are a challenge to implementing CPD.

In item 5 of Table 8, 42 (37.17%) and 28 (24.66%) respondents strongly disagreed and disagreed, respectively, regarding the lack of commitment and willingness among secondary school teachers as a major barrier to CPD implementation. On the other hand, 10 (8.85%) and 13 (11.51%) respondents strongly agreed and agreed, respectively. Twenty (17.1%) respondents were Undecided. This indicates that secondary school teachers are generally unwilling to implement CPD activities and lack commitment, leading to low effectiveness.

Item 6 of Table 8, deals with teacher motivation for better application of CPD activities, 44 (38.94%) and 34 (30.1%) respondents strongly disagreed and disagreed, respectively.

In contrast, 12 (10.66%) and 8 (7.1%) respondents strongly agreed and agreed, respectively. Fifteen (13.27%) respondents were undecided. This reveals that a lack of motivation among teachers is a significant challenge to the effective implementation of CPD.

Regarding item 8, which addresses whether sufficient funds are allocated for CPD activities, 42 (37.17%) and 31 (27.43%) respondents strongly disagreed and disagreed, respectively, about the allocation of money. Conversely, 7 (6.2%) and 14 (12.39%) respondents strongly agreed and agreed, respectively. 19 (16.81%) respondents were undecided.

This indicates that inadequate funding for CPD activities is a serious challenge. For item 8, which asks teachers whether they believe CPD improves their profession, 48 (42.5%) and 30 (26.55%) respondents strongly disagreed and disagreed, respectively.

In contrast, 8 (7.1%) and 12 (10.62%) respondents strongly agreed and agreed, respectively. 15 (13.27%) respondents were undecided. This suggests that teachers are uncertain about whether CPD improves their profession, a emotion supported by FGDs and interviews.

In the FGDs, participants noted that workload was a major challenge, hindering teachers' attention to CPD practices.

Principals reported that their time was consumed by routine administrative tasks, leaving little time for supporting teachers or monitoring their performance. Consequently, there was limited attention to the actual practice of school-based CPD. Respondents noted that while the Ministry of Education's quality education assurance package, including CPD, was intended to improve education; there was a lack of ownership and insufficient support and follow-up.

In response to open-ended questions, respondents suggested that teachers, CPD facilitators, department heads, senior teachers, and supervisory staff were not fully committed to implementing school-based CPD activities. They also noted that CPD activities were not linked to career development or performance evaluation criteria. Moreover, some principals were unwilling to support staff during CPD practices. There was a lack of standardized procedures across secondary schools in the Central Zone. Overall, the findings highlight several challenges to effective school-based CPD, including a lack of skills, low commitment, resistance to CPD, insufficient understanding of CPD's significance, scarcity of need-based training, lack of uniformity in using portfolio modules, and the absence of a collaborative school system. Schools where staff development opportunities are poorly conceptualized and unresponsive to teachers' concerns make little impact on teachers or students. Therefore, urgent solutions are needed to address these issues and enhance the effectiveness of CPD programs.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter provides a wide-ranging overview of the study's findings, conclusions, and recommendations regarding teachers' perceptions and practices of CPD program in Secondary Schools of the Central Zone. The study contributes to the understanding of teachers' CPD needs and awareness, involvement valuable insights for educational experts and policymakers. This chapter is organized into four sections: a summary of major findings, conclusions drawn from these findings, recommendations for addressing identified issues, and suggestions for future research.

#### **5.1. Summary of the Major Findings**

The purpose of this study was to investigate the teacher's perceptions and practices regarding the CPD program in secondary schools of the Central Zone. Both qualitative and quantitative data analysis techniques stood used. It is also attempted to achieve the following specific objectives: to explore teachers' perceptions towards CPD program; to identify the extent of stakeholders supporting and following up activities on the CPD program; to find out the benefits of CPD program in teaching and learning process; to examine how CPD is implemented in the schools and the link of teachers' day to day activities to their CPD program; to identify the major factors hindering the effective implementation of CPD; and to identify the major challenges faced by secondary schools in implementing school-based CPD programs. The study communicated the following basic research questions were raised in this study. (1.) How do teachers perceive the CPD program in the secondary schools? (2.) What does the support and follow-up of the CPD program by stakeholders look like in the secondary schools? (3.) What are the benefits of the CPD program in the teaching and learning process in the schools? (4.) How much the implementation of the CPD program effective in the schools? (5.) What major factors hinder the effective implementation of the CPD program in schools? (6.) What are the major challenges faced by secondary schools in implementing school-based CPD programs?

According to the result of data analysis, the following major findings were identified. the majority of teachers responded by supporting the closed ended questions; i.e. common of the respondents teachers perceived CPD program negatively; there were no stakeholders support and follow up activities on the CPD program; the teachers' practices CPD training was not given in the regular way

and nobody pay attention on the issues of CPD program. They also indicated that teachers do not have awareness about CPD and there was no coordination in the school for CPD program negatively training perceptions. To address these questions (answer the above questions). A descriptive survey design was employed, and descriptive statistics was employed to analyze the data collected. The data collected from the closed ended questionnaires was analyzed and interpreted using different numerical tools such as, frequency and percentage complete arrangement. Data collection was conducted at Central Zone in secondary schools using questionnaire, interview, focus group discussions, and document analysis were employed to obtain data from the selected samples. The data achieved from questionnaire were analyzed using frequency. To this effect, the study was conducted in 4 woredas and 5 secondary schools in Central zone of Tigray.

The subjects of the study were total of 145 respondents; including 113 teachers participated in responding to the questionnaires. However with strong support of 5 principals, 6 supervisors, and 5 Woreda Education Office TDP coordinators were interviewed, whereas 5 vice principals and 12 school CPD coordinators were involved in focus group discussion in secondary schools Central zone. Based on the above analysis made, the major findings of the study are the following.

### **5.1.1. Perceptions of Teachers on the CPD Program**

The majority of the respondents' teachers communicated negative views, analyzing CPD for failing to update their pre-service training, lacking engagement and interactivity, and being perceived as a governmental imposition. Teachers also reported that CPD did not contribute significantly to their self-confidence or motivation. Open-ended responses and interviews highlighted these differing views. Some teachers appreciated CPD for addressing skill gaps and fostering professional relationships, while others found it time-consuming and not motivating.

The FGDs revealed that while school leaders spoke positively about CPD, their actions did not align with these statements.

Many teachers handled CPD was an obligation rather than a benefit, make worse by insufficient time, inadequate support, and lack of systematic follow-up.

### **5.1.2. School Leaders Support and Follow up Activities on the CPD Program**

The common of the respondents' teachers showed that there were no professional development trainings and allocation of budget for training. They indicated that there were no supporting and guiding in the preparation of portfolio and CPD Module and the feedback was not given at the end of each training meeting. Close -ended and Open-ended responses established these findings, indicating that CPD training was unbalanced, and there was a lack of awareness and coordination about CPD among teachers. School leaders also showed limited support and guidance, with no supervisors assigned in two Woredas. Interviews with Woreda TDP coordinators and supervisors revealed that no CPD training had been provided this year, and there was a lack of discussion with school leaders and teachers. The coordinators said insufficient time and overload from other duties as reasons for this neglect. Plans to prepare checklists for CPD practices were mentioned but had not been effectively executed.

FGD indicated that school leaders often prearranged CPD coordinators for formality rather than practical implementation. Lack of awareness and budget constraints hindered the preparation and execution of CPD activities. Negative teacher attitudes further complicated support and follow-up efforts. Document analysis showed that while training materials were available, CPD modules and portfolios prepared by a few teachers were not reviewed or approved by the relevant authorities.

### **5.1.3. Benefits of CPD Program in the Teaching and Learning Process**

Little Respondents agreed that CPD improved subject matter, leadership, and management skills, encouraged problem solving, and enabled effective classroom management, resulting in improved student achievements. However, they did not believe CPD contributed to licensing, re-licensing, or professional ethics. CPD was also not perceived as addressing immediate school needs, changing teaching and learning approaches, or fostering cooperation between teachers and principals.

Most respondents did not understand CPD as enhancing counseling and guidance services for students. FGD and interview responses affirmed that, CPD played an insufficient significant role in improving teaching skills and student achievements.

### **5.1.4. The Effectiveness of the Implementation of CPD Program**

The majority of respondents noted that there was no annual or individual CPD plan, CPD modules and portfolios were not prepared, and certificates were not issued post-training. Action research was also lacking.

Overall, CPD was not effectively implemented, with issues such as identifying priorities, organizing and checking portfolios, and preparing CPD reports being inadequately addressed. Teachers' instructional knowledge and skills were not improved, and active learning methods were not applied as required. Interviews indicated that teachers' teaching methods and skills were not updated, and student achievement had not improved. FGD discussants highlighted indicators of CPD ineffectiveness, including a lack of professional ethics among teachers, tardiness, and frequent student complaints about teaching quality.

Document analysis revealed that only one out of five sampled secondary schools prepared certificates for teachers, and none had an annual or individual CPD plan. Action research was minimal. In FGDs part, the discussants indicated that it is difficult to say that there is the effectiveness of the implementation of CPD program in the sampled secondary schools. There are different indicators, which show ineffectiveness of CPD program. The school leaders always irritate due to the wastage of the periods without any reasons. Finally, the researcher checked the written documents about CPD issues. From five sampled schools only one school prepared certificate for teachers in the last year. Four schools did not identify CPD priorities and they have no annual and individual CPD plan in this year (2020G.C). Only 10 action researches were prepared last year but in this year nobody tried to write action research.

### **5.1.5. Factors Affecting the Implementation of CPD Program**

The study identified several factors affecting CPD implementation, including poor management, inadequate support from CPD coordinators, teacher reluctance, high workload, and absence of systematic follow-up. Lack of budget and skilled personnel were also significant barriers. Therefore, it can be concluded that the CPD program was not successfully implemented in the sampled secondary schools. FGDs and interviews confirmed that CPD activities were smallest and that most uneasy bodies neglected CPD issues. Thus, it can be concluded that these challenges blocked the successful the Investigation teachers' perceptions and practices related to CPD. From this in school my Conclusions that the CPD program was not effectively implemented in the sampled schools due to negative perceptions among teachers, lack of support and follow-up from teachers itself, school leaders, and other not give confidence or discouraging factors' bout CPD Activity. As a result, teachers' perceptions and practices of CPD were inadequately addressed in the Central Zone, leading

to insufficient improvements in students' learning achievements and the overall quality of education in secondary schools in the Central Zone of the Tigray Regional State.

### **5.1.6. The Challenge of Teachers, Which Could Influence the Employment of CPD**

Main challenges included unclear guidelines, insufficient budget and resources, and a lack of motivation and incentives. These issues significantly impacted the successful carrying out of CPD.

## **5.2. Conclusions**

Based on the summary of the major findings, the following conclusions were drawn. CPD program needs regular administration that requires the provision of clear instruction in the succession of action to be followed. These make the aims of teachers' perceptions and practices related to CPD program training clear to achieve, support and follow up on its activities. Nevertheless, the findings indicated that there were no schools leaders support and follow up activities on the CPD program. There was failure in arranging teachers' practices CPD program teaching in establishing effective CPD groups" with full awareness of their role. This implies the CPD program was less structured in the sampled secondary schools which oppose MoE implement set expectation. From this, one can conclude that the CPD program was not practical successfully in the sampled secondary schools. In order to make teachers' perceptions and practices related to CPD program more effective, it needs more commitment from stake holders especially teachers, because teachers are the key achievers to accomplish intended quality of education thorough CPD. Teachers CPD are one of the most essential means to develop the professional competence of teachers and educational leaders. If teachers CPD is implemented to its expected extent, it could have significant contribution for the quality of education by improving students "academic achievement, changing teachers" classroom pedagogical practice and enhancing teachers" professional competence (both subject matter and academic skills) On the other hand, the findings indicate that teacher's engagement in CPD program in organizing portfolios", working with their colleagues to improve teaching and learning, problem solving action research was poor. Therefore, it is concluded that there is no fertile ground for teachers' perceptions and practices related to CPD program in the sampled secondary schools.

This implies that CPD program stakeholders, especially teachers and school leaders" did not play their role and responsibility as Guideline stated. As it was indicated in the findings of the study, there were different hindering factors of CPD program. The discussion and findings presented above indicate that teachers in the Central Zone have a limited understanding of the CPD program. it was

perceived that there were teachers who had negative attitudes in their views on the real contributions of the program to improvement in teachers 'knowledge and skills, in addition to Great number of the respondents have not learned adequate level of Knowledge on the program, because teachers perceive CPD negatively, it is challenging to conduct the CPD training effectively, as the program focuses on their professional development.

As a result, the lack of a supportive environment for CPD training in the sampled Secondary Schools has contributed to the program's failure, through; the challenges faced are lack of awareness in the stakeholders, financial limits, lack of materials, lack of collaboration among teachers, lack of support and follow-up from school leaders.

The Ministry of Education planned several strategies and activities for effective CPD implementation. However, the study findings shown that CPD implementation was unsuccessful in the sampled Secondary Schools, FGDs and interviews established that CPD activities were smallest and those most uneasy (uncomfortable) bodies neglected CPD issues.

The study identified some hindering factors affecting the CPD program. Both groups of respondents considered these factors to be significant difficulties. Therefore, it can be decided that these challenges blocked the successful the investigation teachers' perceptions and practices related to CPD. Thus, from this, one can arrange that the CPD program was not implemented successfully in the sampled schools.

In general, the CPD program was not successfully implemented in the sampled secondary schools due to lack of motivation of teachers and absence of school leaders support and follow up activities. As a result, teachers' perceptions and practices of CPD were inadequately addressed in the Zone, leading to insufficient improvements in students' learning achievements and the overall quality of education in secondary schools in the Central Zone of the Tigray Regional State.

### **5.3. Recommendations**

Based on the study's findings, the following recommendations are proposed:

**1. Improving teachers' perceptions of CPD:** To implement teachers' CPD at Secondary Schools level as for each MoE guideline, there need to be ownership at the different level of the Education system especially (in our context, school leaders, supervisors, Central Zone Education Bureau Teachers' Development Program experts) so that it will have its own plan, budget and monitoring and evaluation CPD systems. Thus a Central Zone Education Bureau TDP expert needs to reconsider the structural issue of CPD. This is done by reorganizing CPD committees in the secondary schools and their role and the responsibility have to set clearly based on MoE guideline, cross check the investigation teachers' perceptions and practices related to CPD program and give timely constructive feedback.

- ❖ The schools need to focus in improving teachers classroom activities, increasing teachers knowledge and improving the quality of teaching and learning, various methods of CPD such as in-service training, action research, inter and intra school group discussion to apply teachers professional development effectively in the secondary schools of the Central Zone.

- ❖ Leaders should create conducive environment to have smooth relationship with teachers and Schools should provide an engaging and supportive environment for CPD training. Principals should avoid obligation on teachers and should work in collaboration with them.

- ❖ Newly Deployed Teachers (NDT) should be encouraged to engage in ongoing CPD throughout their careers.

- ❖ The concerned body should work on convincing and motivating teachers on the program.

- ❖ Woreda Education Offices ought to apply licensing, re-licensing, and schools should have to provide certificate for completion the program and link with career professional level of teachers after finishing the CPD training.

- ❖ Zonal and Woreda Education Offices should recruit additional teachers to reduce the workload.

### **2. Enhancing support and follow-up:**

- All schools should have annual CPD plans in place and Provide guidance on maintaining professional portfolios.

- Allocate necessary budgets for CPD and monitor their effective utilization.

- Collaborate with school directors to manage the induction process and evaluate CPD outcomes.

- Develop systematic support, follow-up, and evaluation strategies for CPD.
- Ensure training materials are well-organized and accessible.
- Provide training for school staff on preparing CPD modules and portfolios.
- Raise awareness and promote inclusive education across schools.
- Regularly cross-check CPD implementation and provide constructive feedback.

### **3. Addressing perceived benefits of CPD:**

- All teachers who are in junior career level ought to prepare CPD modules and portfolio and the school leaders ought to organize and check CPD modules and portfolio continuously.
- Ought to ask the report and give feed backs by cross checking what has been done in the schools and what has been written in the report
- School leaders should engage in continuous discussions with teachers to clarify and emphasize the benefits of CPD in enhancing teaching and learning processes.
- Teachers should apply continuous assessment and active learning methods and the school leaders should cross check/supervise its accomplishment.
- Teachers should be committed to improve the learning environment by progress of CPD,
- The school leaders should identify CPD priorities clearly and make discussion with teachers.
- The school ought to prepare the report on the CPD issues that are its progress and challenges at the end of every sessions and the Woreda/Town education offices
- The school should allot sufficient training time and check whether or not and the school should allot sufficient training time.
- Both teachers and school leaders should prepare and implement annual CPD plans.
- Clearly identify and discuss CPD priorities and Ensure adequate training time and monitor its effective use.
- Ensure that all teachers participate in at least sixty hours of CPD activities annually.
- Junior teachers should develop CPD modules and portfolios, with regular checks and organization by school leaders. And Promote and support action research conducted by teachers.
- School leaders should organization, budget, manage, and supervise CPD programs effectively.

### **5. Overcoming challenges in CPD performance:**

- ❖ Analyze national priorities and organize training accordingly.

- ❖ Appoint well-trained, skilled, and experienced CPD coordinators and supervisory personnel.
- ❖ Ensure that sufficient training materials and resources are available for teachers.
- ❖ Foster better coordination between teachers and school leaders.
- ❖ Increase capacity by training trainers and promote the importance of CPD at all levels.
- ❖ Make CPD frameworks and toolkit materials clearer and more practical

## **7. Addressing ignored CPD issues:**

The concerned bodies (Woreda education offices and schools) should take immediate actions to address the neglect of CPD issues to prevent negative impacts on the teaching and learning process.

### **Areas for Future Research:**

CPD (Continuous Professional Development) is a broad and multifaceted topic. This research specifically reviewed the implementation of teachers' perceptions and practices related to the CPD program in five secondary and preparatory schools in the Central Zone. Future research could expand in several ways: Investigating the effectiveness of specific components of CPD programs, such as training methods, materials, and follow-up processes, could provide valuable information for improving CPD design and delivery. By increase the scope of research in these ways, a more comprehensive understanding of CPD programs can be achieved, leading to more effective strategies for improving teacher development and educational outcomes.

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## Appendix- 1 Questionnaire

Mekelle University

Institute of Pedagogical Science

Department of Educational Planning and Management

### 1: Questionnaire for Teachers

#### Dear Respondents,

The purpose of this questionnaire is to investigate the perception and practice of Continuous Professional Development (CPD) for teachers in Secondary Schools of the Central Zone of Tigray National Regional State. All information you provide will be strictly confidential and used only for academic purposes. The findings will help to make recommendations for possible improvements and adjustments to the program, Thus, you are kindly requested to fill out the questionnaire responsibly.

General Directions:

- ❖ No need to write your name, and indicate your response by circling or marking the boxes.
- ❖ Mark your response in the space provided by putting a "√" mark.
- ❖ Write short and brief answers or additional opinions in the space provided.
- ❖ Please respond to all items and Read each question carefully before answering.

#### I. Background Information (General Information)

The following items are intended to gather general information about the respondents. Please choose one from the given alternatives and put a "√" mark in the box provided.

1. Name of your School: \_\_\_\_\_
2. Name of the Woreda: \_\_\_\_\_
3. Gender: - Male  Female  Service Year.....
- 4 Academic qualification Academic: - A. Certificate of Education  B. Diploma   
C. First degree  D. Master Degree /Second degree/  E, Others (please specify–
5. Work experience in teaching: - A. <1 year  B. 0 -5 years  C. 6 – 10 years   
D.11 - 15 years  E.16 – 20 years

# 1. Perceptions of teachers on the CPD program

Please use the following scale to indicate your level of agreement with each of the statements below: 5 = Strongly Agree (SA), 4 = Agree (A), 3 = Undecided (UD), 2 = Disagree (DA), 1 = Strongly Disagree (SDA). Mark your rating for each statement by placing a "√" in the appropriate column.

No	Perceptions and views on CPD	SA=5	A=4	UD=3	DA=2	SDA=1
1	CPD is a means to improve the subject and instructional knowledge					
2	CPD is used to update my pre-service training knowledge and skills					
3	CPD improves students' academic achievements					
4	CPD plays an important role in improving my professional growth					
5	CPD can help me to use a variety of student centered teaching methods					
6	CPD is interesting and participatory					
7	CPD encourages me to remain in my profession					
8	CPD improves my teaching/leadership competence					
9	CPD is a means to develop my teaching/ leadership knowledge and skills					
10	CPD enables me to develop self-confidence					
11	CPD is a means to improve the subject and instructional knowledge					
	Total					

If any other, Please specify your perceptions in words about CPD in the space given below. -----

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 -----

## 2. School leaders support and follow up activities on the CPD program

Please use the following scale to indicate your level of agreement with each of the statements below: 5=Strongly Agree (SA), 4 = Agree (A), 3 = Undecided (UD), 2 = Disagree (DA), 1 = Strongly Disagree (SDA). Use “√” mark to specify your rating for each of the statements in the table below.

No.	support and follow up activities	SA= 5	A =4	UD= 3	DA =2	SDA =1
1	The school leaders has given the necessary professional development trainings on the new CPD approach for me					
2	The school leaders has designed monitoring and evaluation strategies for the school teachers to support CPD program implementation					
3	The school leaders has encouraged me to participate in CPD training continuously					
4	The school leaders has given the necessary materials and support to me					
5	School CPD coordinators have prepared short term trainings for me on the preparation of CPD module and portfolio					
6	CPD activities of teachers’ is followed up by school leaders continuously					
7	The necessary budget was allocated for CPD trainings in the school					
8	Short term trainings are given on the CPD issues for CPD coordinators by school leaders					
9	The school CPD coordinators are supporting and guiding CPD activities effectively					
10	Feedback is given for me at the end of each training sessions					
11	The school supervisor supports teachers in the preparation of portfolio and CPD Module					
12	The school supervisor cross checks the implementation of CPD by preparing checklist					
	Total					

Please specify other support and follow up activities given by stakeholders on the implementation of CPD in your school- .....

.....

### 3. Benefits of CPD Program in the teaching and learning process

Please use the following scale to indicate your level of agreement with each statement below: 5= Strongly Agree (SA), 4 = Agree (A) 3 = Undecided (UD), 2= Disagree (DA), 1= Strongly Disagree

(SDA) Use a “√” mark to specify your rating for each statement in the table below.

No.	Benefits of CPD program	SA=5	A=4	UD=3	DA=2	SDA=1
1	Improved subject matter knowledge and skills					
2	Encouraged me to solve students'/teachers' problems					
3	Enabled me to manage my classroom effectively					
4	Gave me direction how to implement continuous assessment					
5	Addressed immediate school and classroom needs					
6	Changed the way I think about teaching and learning					
7	Made me use active learning methods effectively					
8	Created cooperation between me and principals/ vice principals					
9	Resulted in improved achievement for students					
10	Allowed me to give counseling and guidance service to students/students and teachers					
11	Enabled me to get licensing and re-licensing opportunity					
12	Improved professional ethics of teachers /principals /vice principals					
	Total					

If any other benefits of CPD program, please specify.....  
 .....  
 .....  
 .....

#### 4. The effectiveness of the implementation of CPD program

Please use one of the following scales to indicate your level of agreement on the items below. 5=Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (DA) and 1=Strongly Disagree (SDA). Use “√” mark to specify your rating for each of the statements in the table below.

No	CPD implementation	SA=5	A=4	UD=3	DA=2	SDA=1
1	The school CPD priorities are clearly identified					
2	The discussion is made after the identification of CPD priorities					
3	The school has annual CPD plan					
4	I have my own CPD plan/Teachers prepared their individual CPD plan I have my own CPD plan					
5	All teachers prepared their CPD modules and portfolio in the school					
6	Portfolios of teachers are organized and checked continuously					
7	certificate is prepared for me after completion of the trainings					
8	Sufficient time is allotted for CPD training in the school					
9	My instructional knowledge and skills improved after CPD training					
10	Action research is prepared after CPD training					
11	Continuous assessment is applied after CPD training					
12	Active learning methods are implemented after CPD training					
13	The school report is prepared at the end of every sessions					
14	In general, CPD program is successfully implemented in this school by all teachers					
	Total					

If any other, please specify.-----  
 -----  
 -----

## 5, Factors affecting the implementation of CPD program

Please give rank to the following barriers from the most serious to the least serious

5=Most Serious (MS), 4= More Serious (Ms.), 3= Serious (S), 2= Less Serious (LS), and 1=Least Serious (Ls)

Use ‘√’ mark to specify your rating for each of the statements in the table below.

No.	Barriers in Implementing CPD	M=5	Ms.=4	S=3	LS=2	Ls=1
1	Teachers are not well informed about the implementation steps of CPD					
2	Shortage of appropriate training resources					
3	Poor management of CPD training time					
4	Lack of appropriate support from school CPD coordinators					
5	Unwillingness of teachers' to implement the CPD program					
6	Teachers' overload work/lack of sufficient time					
7	Absence of teachers' ability or skill to implement the CPD program					
8	Lack of support from Woreda/Town education TDP coordinators					
9	The training is difficult to implement in classroom situations School factor					
10	Lack of a systematic follow up					
11	Absence of skilled and experienced supportive supervisory personnel.					
12	Absence of coordination between teachers and school principals					
13	Absence of well-trained school CPD coordinators					
14	Adequate budget was not allocated to support CPD activities					
15	The negative attitude of principals/vice principals towards responsible CPD					
16	The framework and toolkit materials of CPD are not clear and not helpful to implement CPD					
	Total					

Please list if there are some more barriers which teachers are facing in CPD implementation

.....

## 6. The Challenges of CPD Implementation

The following are potential challenges that could influence the implementation of the Continuous Professional Development (CPD) program in schools. Please rate the impact of each challenge on the implementation of the CPD program in your school by marking (√) the box of your choice. The scale used is: 5 = Strongly Agree (SA), 4 = Agree (A), 3 = Undecided (UD), 2 = Disagree (DA), 1 = Strongly Disagree (SDA). Use “√” mark to specify your rating for each of the statements in the table below.

No	challenges of CPD of implementation	SA=5	A=4	UD=3	DA=2	SDA=1
1	Understanding the significance of CPD and its activity?					
2	Having CPD training manuals Or guidelines?					
3	Ret of Getting CPD facilitator in your school					
4	Time constraints become obstacle for your CPD practice					
5	The degree of commitment to implement the CPD practices?					
6	The rate Motivation with CPD practices					
7	Sufficient money is allocated to practice CPD practices					
8	Due believe as CPD improve students' "academic achievement					

If any other, please specify. -----  
 -----  
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# Appendix-2 Interview Guides

Mekelle University

Institute of Pedagogical Science

Department of Educational Planning and Management

Interview Guides for principals, Woreda Education Office TDP Coordinators and Cluster Supervisors

## General Information about the Participants: 2.

The following items are presented to describe general information of the respondents. So choose one from the given alternative and put “√” mark in the box given.

1. Name of the School: -----

2. Sex: - Male  (2) Female

3. Educational level: - A. Diploma  B. Degree  C. Master Degree

4. Position in career ladder: -.....

## Guiding Questions for Interview

5. Does your school (WEO) have a plan for the CPD program? If not, why?

6. Do you think teachers are engaging in CPD activities?

7. How do you assess the perceptions of principals, and teachers towards the CPD program?

8. How do you evaluate the implementation status of CPD training at the school level?

9. What mechanisms do you use to support and follow up on the CPD program?

10. How do you justify the coordination and management of CPD program in secondary schools?

11. How do you see the benefit/ contribution of CPD programmers for teachers?

12. Do you think CPD is properly implemented?

13. Do the schools allocate budget and material resources for the implementation of CPD programs?

14. What factors do you think hinder the implementation of the CPD program at the school level?

15. What measures do you believe should be taken to minimize the obstacles to the CPD program?

## Appendix-3 Focus Group Discussion

Mekelle University

Institute of Pedagogical Science

Department of Educational Planning and Management

Focus Group Discussion Guide For Vice Principals and School CPD Coordinators

General Directions.3.

The following items are presented to describe general information of the respondents. So choose one from the given alternative and put “√” mark in the box given.

1. Name of the School: -----

2. Sex: (1) Male  (2) Female

3. Educational level: A. Diploma  B. First Degree  C. Master Degree

**The focus group discussion will concern the following issues:**

4. How do you judge the perceptions of principals, vice-principals and teachers towards CPD program? Why these perceptions happened to them?

5. What are the benefits of CPD program in teaching and learning process?

6. Have you given any support in implementation of CPD program? If yes, what type of support? If not, why?

7. How do you evaluate the implementation status and the effectiveness of CPD program in your school?

8. What measures do you think should be taken to overcome challenges of CPD program at school level?

9. What Challenges are encountered during the implementation of CPD at school level?

Thank you for taking the time to participate

## Appendix- 4 Document Analysis

Mekelle University

Institute of Pedagogical Science

Department of Educational Planning and Management

### Document Analysis Guide

#### General Directions 4.

The following aspects will be analyzed in the implementation information of the CPD program to assess the perception and practice of teachers:

- Methods used in the training
- Materials used in the training and provided to participants for use in their schools
- Portfolios and modules prepared by teachers
- School and teachers' annual plans for CPD training
- Reports and feedback provided by the concerned bodies
- Meetings and minutes regarding the CPD program
- Evaluation of the training and Challenges encountered during the training

Thank you in advance for your cooperation.