ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

# THE ROLE OF PRINCIPALS IN INVOLVING SECONDARY SCHOOLS TEACHER IN CONTINUOUS PROFESSIONAL DEVELOPMENT IN SEBETA CITY ADMINISTRATION

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## DECLARATION

**Alemu Geleta Senbeta, declare that the thesis is my original work and has not been presented for a degree in any other university and that all sources of materials used in the thesis have been duly acknowledged.**

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**LIST OF ACRONYMS**

CPD: - Continuous Professional Development

ELIP: - English Language Improvement Program

ETP: -Education and Training Policy

FGD: - Focus Group Discussion

ICT: -Information Communication Technology

MOE: - Ministry Of Education

PTA: -Parent Teacher Association

REB: -Regional Education Bureau

TESO: - Teacher Education Strategic Objective

TICKIT: - Teacher Institute for Curriculum Knowledge about Interpretation of Technology

TTA: - Teacher Training Agency

**ABSTRACT**

*The purpose of this study was to examine the role of principals in involving secondary school teachers in CPD in Sebeta city administration. The study was used four basic research questions the research was employed in the study was descriptive survey method, which was used Quantitative and qualitative data. The sampling technique used including purposive. The sample size was 60 teachers, 8 department heads, 4 principals, 2 education office experts and 1 cluster supervisor with the total of 75 participants out of 100 study populations. The data gathering tools were employed questionnaire, interview, focus group discussion, and document analysis. The participants of interview were principals, cluster supervisor and city education office experts while department heads participated in focus group discussion. Questionnaire was administered to 60 teachers of which 60 of them where properly filled and returned. Then, the data gathered through closed-ended questionnaire was analyzed using percentage, frequency, standard division and mean score while the data gathered through interview, focus group discussion and open-ended questions were narrated qualitatively. Results of the document analysis where also described. The findings indicated that the extent to which school principals in involving teachers in professional development activities such as CPD development, control over the factors which negatively influencing school environment, identify development need of each teacher. The cluster supervisor, senior teachers, city education office experts were providing insufficient support for the school principals and teachers. The major challenges identified were lack of training, Lack of commitment, lack of knowledge (awareness), lack of budget and incentive, lack of interest, lack of peer coaching and peer evaluation were identified by this research as the serious challenges of involving secondary school teachers in CPD in Sebeta City Administration. To overcome the challenges encountered, recommendations have been forwarded. This include: Orienting (creating) awareness for school principals and teachers in advance with the overall contents of the professional growth, motivating school principals and teachers to willingly take more responsibilities in the involving in CPD process, lack of coordination commitment, lack of awareness, lack of leader ship , motivation skills and incentive to effectively achieve the intended goals. Moreover, Sebeta city education office has to play the significant roles by assigning the experienced and knowledgeable supervisors and CPD trainers for the involvement of teachers in CPD program.*

## CHAPTER ONE: - INTRODUCTION

### 1.1. BACKGROUND OF THE STUDY

The success of any school system depends up on the dynamism and interest of the head of the school. In light of this, the three essential skills (technical, human and conceptual) and competency of the principal (the school manager) play a decisive role for the successful achievement of organizational goals. Dim mock, (1993:33-34) the school principal, as the manager of the school, is responsible for designing an organization structure. This includes the determination of what tasks are to be done, who is to do them, how the task are to be grouped who reports to whom, and where decisions are to be made. He has to identify the needs the scarce resources, like interests, abilities and capabilities of the teachers and make them work enthusiastically for the welfare of the school. His/her has to create conducive environment for jointly working of teachers, students and the community towards the progress of the school (Talesra, Dashora and Sarupia, 2002:185: Robbins, 2001:2-4).

According to Reynolds (1997:83-84), the principals role can no longer be limited to managing the status go through control and compliance. The principal must meet both the management and leadership demands of the school by creating a school setting that improve the effectiveness of the school. This school setting can be built by principal focusing on: meeting the management needs of the school, creating a positive organizational climate, influencing attitudes and beliefs about change, developing the school wide perspective of the educational program and adopting the strategic planning model for school improvement. Maintaining these, Dimmock (1993:66) identified the characteristics of effective principal as:

Having clear visions and goals for their schools, being able to articulate and translate the vision for all school constituents, providing a supportive environment that enhances teaching and learning, monitoring class room and school practices, actively intervening to reinforce positive features of the work of teachers and students but also taking corrective action to target problems. In general, the extent to which the principal positively affect the schools effectiveness depends on the principals' ability to demonstrate vision, trust credibility, and inspiration. It is very difficult to efficiently and effective implement school education plan and have effective school without capable and effective principal (Reynolds, 1997:84).

Providing training to principal, teachers, parents, student, parent teacher association (PTA) and school administrators to understand what the plan and the change involves and to learn how to participate effectively in an environment characterized by shared decision making and collaborative work relationship would be essential. Different authors have written on school principal leadership practices in different administrative setting and tasks of school organization Benjamin, J. and Blasé, J (1999) noted that a leader who intends to bring about a change must develop and articulate a vision of what a school looks like. In order to manage and administrator school efficiently, he must provide organizational leadership in the school. In this respect, he is responsible for planning, organizing, coordinating, operating, monitoring the staff and the students and managing school building and facilities (Mussaz, 1982).

He/she also noted that the principal is an organizational man who must plan and sustain an organization of the school. He plays an important role in communicating his ideas to those with whom the works and he must be responsive to the communication of other. He provides a leadership recognizing the impact of the changing word out side. He also seeks to transform the behavior of teachers, students, and member of the community. So that they will better serve themselves their follow men, and the educational enterprise from which they reap untold cultural and personal benefits.

According to the GLISI (2006) study, there are eight major roles of school principals: curriculum, assessment and instruction; data analysis, process improvement, learning and professional development, leadership; performance operations and change. On the other hand, www.wikipedia.org listed about seven major roles of school principals:

They make sure the faculty is doing their jobs correctly and are happy doing their jobs, they make sure the curriculum up to standards of teaching, they make sure that staff learning need wand professional development is maintained, they keep lines of communication open with the teachers and parents, they keep up on what is going on at other schools around them so they can stay on top of educational needs and preferences, they get together with staff on a regular basis to see if any new ideas or suggestions can be used at their school to improve it for the students learning process.

They deal with administration, soundings etc. Similarly, MOE (2002) listed about 22 roles of a school principal, of which the following are crucial: The school principal together with parent teacher unity and school community prepared annual plans with executing budget there by,

implement it accordingly when approved. He makes sure that each department and teacher prepares a plan that emanates from the school plan and assures that it is based up on national and regional goals set.

He also makes sure that teachers are informed and introduced with new events and new teaching and learning as well as working methods by preparing short term training and experience sharing programs at the school level with the view of helping them develop professionally. And coordinates co-curricular activities together with parent-teacher unity for the success of students educational activities performed in the class as well as outside the class.

As a result, the well-being of a nation is dependent up on the quality of its citizens. The quality of citizens is significantly determined by the quality of education they receive. The quality of education depends up on the quality of teachers the system produces. Miyan in Raj put (1996:140)

Various Models were developed to explain professional development of teachers. Guskey(2002) has viewed CPD as a tri- dimensional aspect of the change process that includes teachers' class room practices change in teachers attitudes and beliefs systems and change in the learning out comes of students. The pedagogical versus subject area model emphasized the need for qualified teachers who have appropriate subject knowledge and pedagogical skills (Amare,A, Daniel, D. Derebssa, D., &Wanna, L. 2006). Ehman, bonk and Yamagata (2005) developed the Teacher Institute for Curriculum Knowledge about Integration of Technology (TICKIT) Model. The Model integrates technology with individual and group activities in the school settings.

An evaluation study by Haramaya University (MOE, 2009a), for example, indicated that the CPD structure was absent or in adequately organized in most of the schools. The study further reported in consistencies in implementation, resource limitations, and communication gaps among stake holders.Although interviewed teachers ascertained that the program has brought significant changed in their attitude towards the profession, lack of readiness to participate actively in the program was found to be an overarching problem.

An assessment made by Mekelle University (MOE, 2006) also suggested that ELIP and CPD trainings resulted in outstanding changes compared to other forms of trainings received by teachers, to demonstrate the "student centered" approach in their class rooms.
Taking into account the major findings and implications of the impact studies conducted by the two universities and the recommendations entailed from need analysis (MOE,2009b, the new CPD program underlines the importance of awareness-based understanding of all stake holders on essence of CPD, active involvement of teachers in planning and implementing the CPD program, relentless effort to bring change in students' learning through continuous improvement of one's teaching methodology.

According to the new CPD frame work and toolkit documents (MOE,2009b), the CPD is a developmental program that moves in a cyclical path anchored at four stages namely:
Analyze → Plan → Do → Evaluate.The aim of the new CPD is "to improve the performance of teachers in the class room in order to raise student achievement and learning. It is a career – long process to improve knowledge, skills and attitudes centered on the local context particularly class room practice'' (MOE, 2009a, P.16).

To make this tangible principal is supposed to believe in the power of education to make difference to the lives of individuals and to society.As long as she/he is the leading educational professional in school, she/he is required to inspire students, staff and members of the community to continuously enhance the learning of all. The Major role of the principal is prevailing professional leader ship and Management for a school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. Principal must establish a culture that promotes excellence, equality and high expectations of all pupils. Principal provides vision, leader ship and direction for the school and ensures that it is Managed and organized to meet its aims and targets.

The role of principals are the most important responsibilities is to ensure that improvement of plans reflect the characteristics of their own school and its community. In matter of school change, traditional top down leadership is a recipe for failure "leader ship to be effective must

spread throughout the organization"(Fullan ,2005 ,p57). One way to begin the distribution of leader ship for change is to appoint a core leadership team that includes a majority of teachers. This team can coordinate the change effort, and members can serve as liaison to other teachers over time, other teachers throughout the school can assume various leadership roles in the change effort.

Principal as the school leader should give attention on school improvement through strong instructional leader ship pre supposes the importance of building teachers capacity through continuous professional development. Therefore, it is essential for school system to improve and keep up to date the professional competences and academic abilities of principals and teacher as well.As scholars stated that the biggest and recent shift in the role of the principal towards being the instructional leader of a school has made a paradigm shift. The new role is significant, requiring that a principal must be steeped in curriculum, instruction, and assessment in order to supervise a continuous improvement process that measures progress in raising student performance (Elmore, 2000).

Remember to support the learning of all teachers in the school including the principal you can't change other people, you can only change yourself with the motto of 'never give up'.

Teacher perceptions of the principal as instructional leader can have a major impact on the school culture. If the teachers think their principal to be only a manager, it is reflected by the culture at the school. Smith and Andrews (1989) described the instructional leader principal as being visible in them frequently, and providing them with instructional support in the school as supporting teachers with materials and resources, communicating their work.

The most influential portion of a principal role as an instructional leader is supporting and developing the professional growth of teacher. Sergiovanni (1987) labels the instructional leader as the "leader of leaders" because he/she develops instructional leadership in teachers and Quality of instructional leaders to create systems. Which enable relevant professional activities to occur for principals, just like teachers, principals professional development must be planned for the long term embedded in their jobs focused on students achievement and supportive of reflective practice. It needs to include opportunities to work discuss and solve problems with colleagues.

Successful professional development takes time principals, just like their teachers, benefit from professional development that designed to improve student learning cultivates team relationships examined best practices , provides coaching support , encourage risk-taking and provides quality time for reflection and renewal.At the end, principals and teachers should leave these experiences with a renewed sense of faith in the transformative power of school in students' lives. The major purpose of this research is improving the continuity of teachers involving in CPD and developing teacher's attitude towards the importance of CPD in and outside of the school during teaching and learning process. Thus, the objectives of this study is to examine the roles of school principals in facilitating CPD, opportunities, challenges and prospects of continuous professional development with interaction of principals as per the new CPD program in a selected secondary school at Sebeta city Administration.

**1.2. Statement of the problem**

The Education and Training policy of Ethiopia (ETP) recognized the need for the continued professional growth and development of all teachers at schools. The continued professional growth and development of teachers is necessary for secondary schools to continue to provide educational program school principal plays every role which brings new instructional methods by being good facilitator to exchange different experiences among stakeholders.

According to an evaluation study by Haramaya university (MOE, 2009a), for example, indicated that the CPD structure was absent or in adequately organized in most of the schools. The study further reported in consistencies in implementation, resource limitations, and communication gaps among stake holders.

Although teachers in their attitude towards the profession, lack of readiness to participate actively in the program was found to be more in problems. An assessment made by Mekelle University (MOE, 2006) also suggested that ELIP and CPD trainings resulted in outstanding changes compared to other forms of trainings received by teachers to demonstrate the "student centered" approach in their class rooms.From these two assessments taken by different Universities I understood that there were the limitations of resources, time and communication gaps and lack of continuity. Even though these limitations challenging the activities of CPD, in my point of view it is better to do through coordinating the school teachers on the behalf of

school principal as a change agent to bring continuous CPD provision in school compound with the full commitments.

Here the school principal plays every role which brings new instructional methods by being role model for the school stakeholders.

Research Questions

1. How do teachers and CPD committee members perceive the purpose and importance of school– based teacher professional development?
2. What are the principal key roles in involving teachers in professional development at school?
3. What provisions are in place to support teacher professional development efforts at school level?
4. What are the major challenges and short comings observed in implementing teacher professional development program?

**1.3 Objectives of the Study**

**1.3.1 General Objective of the Study**

The main objective of this research is to study and explore the current roles of principals in involving teachers on professional development and to improve the quality of education in the secondary schools at Sebeta city administration and present alternative suggestions for full-fledged provision and implementation of continuous professional development (CPD)

The objective of this study is to examine the major challenges that affect school based professional development (CPD) programs is to raise the achievement of students in secondary schools of Sebeta city administration as well as to improve the performance of teachers in the class room. It is career long process of improving knowledge, skills and attitudes – centered on the local context and, particularly, class rooms practice. According s to MOE (2009b) all teachers must be actively engaged in:

Their own learning process, working with their colleagues, identifying their own needs and the wide range of activities, formal and informal, that will bring about improvement of their own practice and the practice of others.

One of the most important responsibilities of principals is to ensure the implementation of continuing professional development in the new perspective with its several characteristics.

### 1.3.2 Specific Objective of the Study

The specific objectives will be:

- To investigate the roles of school principals' through strong instructional leadership presupposes the importance of building teachers capacity through teachers' professionals development.
- To forming partnership with the school community describes how principals build, facilitate and maintain working relationships with teachers, colleagues and other educational experts to enhance student learning.
- To improve principals' roles and teachers' subject matter knowledge based on the content of the curriculum and the teaching approaches which require teachers to engage students in the development of higher order thinking skills.
- To identify the school leadership roles on implementation CPD opportunities challenges, and useful experiences.
- To propose solution for the observed problems.

## 1.4 Significance of the Study

The main purpose of this study is to investigate the major roles of school leadership /principals/ in involving teachers on professional development and its challenges encountered in practicing school based continuing professional development. To what extent principals using different opportunities and engaging teachers on their own continuous professional development throughout their careers, and how much principals and teachers working collaboratively with colleagues to improve teaching and learning. In this process the research may suggest some possible ideas for unsuccessful principals' roles in secondary schools at Sebeta city administration. The results of the study may benefit:

1. It may give pertinent and timely information to secondary schools, governmental and non-governmental agencies concerning the existing roles of principals to involve teachers or CPD programs

2.The results can increase the awareness of key officials of federal regional and 'city education bureau' regarding the roles of principals to involve teachers on CPD in comprehensive and sustainable programs that can help teachers develop their capacity in relation to the newly and timely priorities of the country.

3. Findings of this study can have implications for the improvement of quality of education, which is the pressing problem of the education sector in general and the secondary education in particular

4. It provides information, to keep policy makers and decision makers who are involved directing or in directly in the planning, development, management and improvement of the secondary school principals and teachers' professional development.

5. It may initiate intervention programs that may introduce frame work for implementing a system of establishing roles of principals in involving teachers on professional development not only at the secondary levels but also all level of the sector and other ministry of the country

6.It may also serve as a reference for further research in the area of school leadership roles to involve teachers on continuous professional development (CPD) as it is crucial issue in school functioning that improves learning opportunities.

**1.5 Delimitation of the Study**

Although there can be other educational issues which may affect the quality of education, this study focuses on the roles of school leadership to involve teachers on continuous professional development in relation to quality of education. Besides, the researcher believes that it would be better to extend the number of the research participants used in the study. The other underling reason for the selection is that first no similar studies have been conducted so far in Sebeta City Administration, thus the nobility of the research makes it viable. Second, although the city is not marginalized area and is located close to the capital city of the country , Addis Ababa, Sebeta has one of the least performance of the students in, which perhaps demands further investigation.

Third, the city can be a representative as there are some variations among all secondary schools as far as activities in principals' roles to involve teachers on CPD are concerned. Finally the study area is accessible that can facilitate easy communication for investigation hence , the study will only focus on two government general secondary schools. The two have been purposely selected from the center of Sebeta city administration setting due to the low performance of the students' result in National Examinations and their accessibility to the researcher. Furthermore these are the only two government schools available and CPD is implemented.

### 1.6 .Limitation of the study

It is obvious that research work could not be free from limitation, that hinder this study was also constrained with some limitation. One of the limitations was that most of the principals, teachers,

department heads, supervisors and city education office experts were burden by routine office and

none teaching activities and they were not devoted to fill the questionnaires and interviews on time.

### 1.7. Operational Definition of Terms

**Cluster resource supervisor**: - is an educational expert assigned by education office of the city to give professional support.

**Continuous**:- none stopping.

**CPD:**- Continuous Professional Development

**Development**:- stronger than before or good standard.

**Influence**:-the power to affect, change or control, somebody or something.

**Involve** - something to take part in or be concerned with something.

**Principal**:- refers to director of the school.

**Professional**:- connected with a job that needs a high level of training and /or education.

**Role**:- the position or function of somebody or something in a particular situation.

**Secondary school**: a structure of educational system that includes general secondary education (9-10) and preparatory education.

### 1. 8. Organization of the Study

This study was organized in to five major chapters, the first chapter was deal with introduction and statement of the problem, chapter two was deal with review of related literature, chapter three dealt with the research design and methodology. Chapter four was treated presentation and analysis of the data.

Finally, chapter five included summary, conclusion and recommendations of the study

## CHAPTER TWO: -REVIEW OF RELATED LITERATURE

### 2.1. WHAT IS CONTINUOUS PROFESSIONAL DEVELOPMENT?

The idea of continuous professional development emanates from the understanding that reflection on self- practices and collaboration are essential to improve competence and bring quality in education. Teachers and schools are responsible for student learning knowledge does not power from outsiders; it is to develop through collaborative discussions, application and reflection in accordance with local realities (Sparks and Hirsh, 1997).

Scholars defined the practice of teacher's continuous professional development in various ways; but they express the same concept. For example Hayes (2004) defined continuous professional development as, "The activities designed to support teachers in using standards, based instruction and also to help them to develop and interpret standards, based assessment" Tilahun (1990) also designs continuous professional development as whole range of planned activities by which education personnel in active service have opportunities to further their education develop their understanding of educational principles and techniques.

The definitions given by the above scholars have one crucial thing in common; they all agree that continuous professional development activities are mainly concerned with the improvement as schools and professional development of individual teachers and the school community as a whole. We can therefore understand from this that continuous professional development activities are career life endeavors to improve professional competencies and standards. The definitions also carry the message that the process includes renovation of knowledge, skill and attitude so as to elevate one's professional status to the desirable level.

Continuous professional development prepares teachers to manage their future responsibility because it is a future oriented process. It is considered in this research as one of the most important pedagogical activities that is used to improve teachers effectiveness and enhance school improvement with all its constitute parts.

Many writers use continuous professional development interchangeably with staff development (Tilahun, 1990) and (Clyne, 1995). However, (Huberman in Soler, 2001) and AbdalHaff (1998) Scrutinized the differences between the two.

He considered staff development as narrowly focusing on minor in situational missions; lacked integration among enforces, follow-up mechanisms, results were not satisfactory; attempts were just to relieve crises; and reliance was on external the content and method of learning to choose the content and method of learning. Continuous professional development, on the other hand, is concerned with staff collaboration, broadening of pedagogical and subject matter knowledge, strengthening of relationships between schools and research institutions, minimizing the gap between professional requirements and limitations in pre service teacher training, limitations in pre service teacher training and focuses on capacity building up to required standards. It emphasizes on empowerment and responsiveness to local needs and identified development needs rather than prescribed ones.

### 2.1.1. What necessitates continuous professional development?

Change is inevitable and unavoidable. One of the means to cope up with changes is improving oneself through learning, which is a continuous process. Ongoing experimentation on existing knowledge is always useful. In order to cope up with the ever changing environment, however, the need for improving oneself is unquestionable. In this respect, professional development has become increasingly important as a way to ensure that teachers succeed in matching their teaching goals with their students and demands of the community. The future of any country depends on the quality of man power and technical ability. To have a qualified man power with such ability, one time training is not sufficient, it should be given continuously. By the same taken, to have a well fitted and up to date teacher, a continuous developmental training is a must. In this respect, Fullan (1998) noted the following:"If schools are to become responsive, reviewing institutional that they must, the teachers in them must be purposefully engaged in the renewal process."

TESO (2003) noted that the main factors that initiate the needs for teachers continuous professional developments practices are diversification of student culture, rising demand for quality education and work conditions, varying service deliver reform, expectation of curriculum to serve immediate needs from various interested groups, students inadequacy in social skills and self-centeredness of adults. Sharma (2005) on the other hand, pointed out some factors that initiate the need for professional development as: the defects in pre service training and

education, gap in pre service training and real working situation, introduction of new roles of teachers and others. Craft (2004) also listed some reasons as to the need for continuous professional development. To improve the job performance skills of the whole staff or groups of staff. Improve the job performance skills of an individual teacher, extend the experience of an individual teacher for career development or promotion purposes, develop professional knowledge and understanding of an individual teacher, develop an enhanced view of the job and enable teachers to anticipate and prepare for change and clarify the whole school or departments policy

In short, the need for continuous professional development and the reason why many teachers engage in professional development is to be able to do a better job, to be a better teacher and to improve the learning of their students. In this respect, Bell and Gilbert (1996) noted that while these professionals concerns are for most, they will also protect their own series of well-being, self-esteem and ensure that they as teachers are viewed with respect by their students, colleagues and the community. In view of all the above facts, one can clearly understands that continuous development training must be considered as normal characteristics of teachers work throughout their entire career. And the success of this practice needs active participation of all stake holders such as school principals, teachers, student's community representatives and officials of the education sector.

### 2.1.2. Approaches to continuous professional development

In a broader sense, as noted in the web site, www.wikipedia.org, professional development may include formal types of vocational education, typically post-secondary or polytechnic training leading to qualification or credential required to obtain or retain employment. Professional development may also come in the form of pre-service or in-service professional development programs. These programs may be formal, or informal, group or individualized.

Professional development opportunities can range from a single work shop to a semester-long academic course, to services offered by different professional development providers and varying widely with respect to the philosophy, content, and format of the learning experiences. Some examples of approaches to professional development listed by the same web site include:

Case study method, consultation, coaching, and communities of practice, lesson study, mentoring, reflective supervision and technical assistance

Similarly, John Nixon (1989) put CPD approaches by categorizing them in to three groups based on the methods they follow:

| Methods | | |
|---|---|---|
| On-the-job method | Off- the- job method (school- based) | Off- the- job method (external) |
| Instruction | Discussion groups | External courses |
| Demonstration | Staff meeting | Management courses |
| Coaching | Visiting speakers | Visits |
| Counseling | School based courses | Second mentor |
| Job rotation | Team workshops | Cross-school link |
| Observation | Pupil- tracking | Conferences |
| Team teaching | School Conferences | Regional meeting |

Gusky T. and Huberman, M. (1995) on the other hand, listed four major approaches to professional development,Work shop (presentation- fosters acquisition of new skills and knowledge about a topic through direct instruction and participatory activities, Observation /Feedback provides practitioners with data and feedback regarding their performance, Inquiry /research- requires practitioners to reflect up on their daily practices in a systematic, intentional manner, over time and Product/program-development-engages practitioners in such processes as curriculum development, program enhancement, and program improvement.

According to these authors, workshops / presentations may be a first step in the professional development process, particularly if the purpose is to raise awareness among participants regarding new ideas or strategies. A work shop may be a vehicle for introducing practitioners to other approaches to professional development, or it may be a jumping off point for refining skills or for further exploring other concepts. Practitioners may, for instance, want to practice a new skill introduced in the work shop, and choose to follow up with the observation /feedback approach. Or, practitioners may wish to explore a new concept introduced in the work shop through the Inquiry/ research approach. Likewise, workshops or conferences may be held to

discuss needs assessments and to collaboratively plan program or product-development activities.Different literatures reveal that there is no single best approach to professional development rather; it is preferable for multiple approaches to be integrated with one another and address the complex and dynamic characteristics of specific program contents and learner needs. Success rests on finding the optimal combination of approaches for different situations. Fullan (1999) pointed out the importance of the recognition that the educational change process is complex. To deal with such complexity is not to control the change, but to guide it. Also, he provides eight new lessons about guiding change.

- Moral purpose is complex and problematic
- Theories of education and theories of change need each other
- Conflict and diversity are our friends
- Understanding the meaning of operating on the edge of chaos
- Emotional intelligence is anxiety provoking and anxiety containing
- Collaborative cultures are anxiety provoking and anxiety containing
- Attack incoherence connectedness and knowledge creation are critical
- There is no single solution. Craft your own theories and actions by being a critical consumer.

### 2.1.3 Purposes of continuous professional development

Although the purpose of CPD depends on one's instance and on the value the beneficiary assigns to professional development. Multiple purposes of CPD can be observed. According to Nashville state community college (http:www.nscc.edu)

It is concerned with maintaining knowledge and skills. More recently, this would be summarized as maintaining one's competence or competencies. It is about keeping up-to-date.

CPD improves and broadens knowledge and skill; that is, CPD is intended to support future professional development

It develops personal qualities necessary to execute professional and technical duties; such personal qualities as maybe needed to achieve the above two purposes.

As we can see above, the first purpose clearly benefits not only employees and employers, but also contributes to the reputation of the profession as a whole and the professional body as well as public interest. The second purpose relates largely to the individual professional as the

beneficiary. It supports individual professionals in developing and broadening their knowledge and skills, which can then support their career development. The third purpose benefits not only individual professionals, but also affects clients and employers.

Sparks and Hirsh (1997), on the other hand, stresses that professional development should be designed and implemented for one of the following purposes; awareness /exploration/, skill building activities, program improvement, and strategic planning.

The purpose of CPD according to TESO (2003) is to prepare and support teachers and school communities to help students achieve the highest learning standard through improving learning process and school environment. Because the purposes of the whole education systems are the production of good caring citizens who are enterprising problem solvers, endowed with a belief in democratic principles. To meet these long term purposes, the teachers' education system must implement practical and effective continuous professional programs.

### 2.1.4 Principles of continuous professional development

The dynamic evolution of science, technology, culture and school system itself makes it necessary for the basic training of teachers to be complemented by the further training. According to west (1989) the principles of staff development are the following: Staff must see themselves as owners of the program, it must suit all staffs, it must be rooted in the organizations' culture and it should be based on need assessment.

The web site teaching expertise (http://www.teaching expertise.com) looks at the principles of professional development from a different angle. Accordingly, the principles that a professional developments practice should be based are:

Fairness in selecting beneficiaries and giving equal chance for all staff, based up on rigorous and continuous analysis of professional learning needs, be part of a school's overall strategy and self-evaluation, supported by senior leader/managers, subject to review, critically examining all evidence, including any unexpected evidence for unintended out comes, and evaluation of impact.

The principles of professional development which help as a guidance reflect the main characteristics of professional teachers and characteristics of professional teachers and based on the societal requirements. This means they are based on the socio economic and cultural

development of the society. Consequently, MOE (1994) noted that the professional requirements rely on creativity; knowledge and skills, collaboration and cooperation among colleagues and its positive attitude towards the needs of the society.

**2.2. Continuous professional development in Ethiopian context**

As indicated above, CPD is a recent phenomenon worldwide. In Ethiopia, as some literatures indicate it is even a new issue that has not yet got the attention deserved. As revealed in MOE (2005), even though there might have been some efforts to upgrade teacher's professional competence through workshops, seminars and short term training, a dedicated training of CPD for primary school teachers was developed only in 2005. And it was introduced with two components. A two year indication program for new teachers, giving training for those who are already in the system where each teacher is expected to compete a minimum of 60 hours CPD per year.

Many of the ideas of education quality and teacher learning are evident in Ethiopia's current policies and programs, particularly in the overall guide lines for quality teacher development in the teacher education strategic objective (TESO) and the in service continuous professional development (CPD) program, both of which are national policies adopted by all of the regional states (MOE, 2005).

In the same taken, Amare et al (2006) indicate that the government acknowledges the key role that teachers play in education quality and places teachers at the core of its quality improvement strategies.

Never the less, findings at different studies show that the quality of CPD program in Ethiopia is low and it was deservingly criticized for focusing on qualification up grading, inefficient in producing enough number of teachers and for lack of necessary quality. Moreover, CPD in Ethiopia did not equip teachers with the necessary pedagogical skills and sense of professionalism (Bililligh cited in Tilahun 1990). MOE (2005) also recognized:"Lack of teacher's commitment, school initiatives, trainers' capacity problem and lack of supervisory support from the principal were among the various implementation problems while CPD was practiced."Furthermore, TESO (2003) identified the problems of the CPD program in the country

as; poor educational management and planning, and lack of crucial, effective and positive support and supervision combined with mismanagement of scarce resources. In addition, the quality of educational leadership at grass root level and the role of the community in the implementation process have not been satisfactory as desired.

### 2.2.1. The Role of TESO program in relation to continuous professional development

The policy document MOE (1994) indicates that during the earlier two decades education was entangled with complex problems in that it lacked relevance, quality, equity, and accessibility.

In addition, in adequate facilitates, in sufficient training of teachers, overcrowded classes, shortage of books and other teaching materials are mentioned as indicators of low quality of education. On top of these, low participation rate of the relevant age cohort, wastage due to discontinuity of education and relapse to illiteracy are cited as major problems. The document further states that, to overcome these problems, the government of Ethiopia set a new education and training policy. The policy states general and specific objectives of education, an overall strategy and areas of special attention and prioritized action.

Teachers training and over all professional development of teachers and other personnel has been considered among the three areas of special attention and prioritized action. According to the some document, to facilitate implementation of the policy in the area of teacher education, a task force was formed to study the problems.

The study report showed that the Ethiopian teachers' education had multifaceted problems, and this led to a complete teacher education system over hour, hence, the emergence of TESO.

The strategy set for staff development includes introduction of relevant pre- service and in-service teacher training and development of educational and subject matter competence among teachers. To this effect short- term training and learning in higher education and diploma program for teacher certification are being implemented. From the above point, one can understand that TESO is created to improve the overall quality of education based on the new education and training policy. This was to be accomplished through teacher training and over all professional development of teachers and other personnel.

The national frame work for the teacher education system over haul (TESO) document has envisaged five major priority programs. It is an extensive and radical reform of the teacher education system encompassing areas raining from pre- service teacher education to continuing

professional development. Though CPD is not new to Ethiopia, there was no structured provision of CPD for teachers in schools. TESO-CPD strategies aim to put this structure in place (MOE, 2004).

The TESO_CPD strategy has three phases to be accomplished at the school or cluster level: Induction, the proper CPD training and individual CPD. The former two are modular approaches planned for two successive years. Induction is a program for newly deployed teachers having four modules, two per year to be practiced in the actual teaching with mentor.

The proper CPD, on the other hand, is meant for those teachers already in the system or requirement with the objective of licensing.

Besides, TESO (2003) identifies features influencing CPD programs implementation as follows:-

1. Lack of motivation and application, combined with self-interest and lack of training appointees, have created achievement of apathy and cynicism amongst teachers;
2. The geographical feature of many regions and resulting problem of access transport and communication will limit access for many teachers to sustained professional development programs outside their own school;
3. Lack of available City Education Experts, personnel to plan, manage and monitor the program;
4. The quality of knowledge and expertise available in administrative positions;
5. The severely restricted availability of resources to sustain development, including access to electricity and technology, especially in schools of remote areas.

So, from the above facts it looks that by revising TESO in order to improve the quality of education in Ethiopia to large extent through teachers' professional development strategies. It does not only support CPD activities but CPD is became one component of TESO.

### 2.2.2. School-Based Practices of Teachers' Continuous Professional Development

The schools, where teachers work together on a daily basis and share their professional experiences is the obvious place for the most effective staff development to take place (TESO, 2003). In other words, school based practices of teachers' continuous professional development as a new approach where teachers, school principals and others develop their knowledge and skills at the work site, is the best way that change in education can be realized and sustained. It is

where improvement in education starts, i.e., at implementation level. It is also effective in terms of time and cost saving for training experience.

Different examples of CPD activities for teachers can be identified here:Assisting students on their personal needs, participating in curriculum- based activities, the use of ICT to increase knowledge.

Moreover, endeavors to meet national qualification or quality standards, reflection on self-practices, consultation with professional bodies, participation in educational panels, working to implement educational plans by school, departments or others as members of a task force, sharing experience with other school teachers etc. are all CPD activities (Tilahun, 1990). CPD practices can be formally or informally practiced through the exposure of new information and techniques and are varied based on their requirements of time and place. However, the most commonly used practices are briefly discussed below:

**2.2.2.1. Induction**

Induction is a systematic organizational effort to assist personnel to adjust to new assignment (Castetter, 1992). It could be argued that induction is an intended activity to help beginners and / or new staff so as to properly perform their duties. This is because the first year of teaching has always been difficult as almost any serving teaching will testify. Newly hired teachers need to understand how the system is functioning and how they fit in to it. More specifically newly fired teachers face difficulties in understanding their responsibilities due to lack of information about the schools mission and its goals. It can be crucial for new staff to have job description and knowledge of the formal structure of the school (Craft, 2004).

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

The importance of teacher's induction both for the beginner teachers and the schools is that it contributes to avoid unnecessary tension and future malfunction. It is known from studies on

teachers' professional development – that, teachers who have been left to fend for they in the first years of teaching tend to develop a strongly survival- oriented repertoire of actions sometimes called survival kit Reilly 1996).

### 2.2.2.2. Mentoring

According to Bladford (2000) mentoring can be defined as a process (assistance) offered bye experienced staff to other practitioner who needs to acquire professional skill. The experienced practitioner is appointed as a mentor to assist beginning or inexperienced teacher to adapt to the demands of a complex job of teaching. Mentoring recognizes that growth in teaching is a process that takes time. A mentor focuses on learning rather than teaching and engages in co- enquiry to encourage reflection on teaching as a process. This reflective model impropriates more critical element in the mentoring process to move teachers from novice thought to expert status (Berliner, 1994)

A mentor provides a new comer with support, problem solving, guidance and new work of staff who shares resources, insight, practices and materials. Mentors are also expected to establish a supportive supervisory relationship and apply effective counseling skills (Bleach, 1999). Moreover, induction tutors, in their day to day work with newly qualified teachers are expected to respect, encourage, motivate and understand them to take increasing responsibility for their own development.

For mentoring to be successful it should be free from compulsion and external pressures. Mentees are free to choose their mentors. Mentoring activities are fruitful if they help newly qualified teachers to develop; if relationships are cohesive and efforts are collaborative. Group achievements are celebrated more than individual efforts. Mentees have chances to reflect. Mentors have development opportunities (Glover and Law, 1996).

### 2.2.2.3. Peer coaching

Coaching is the process where a person with expertise in the field assists colleagues through structured discussions and activities on how to solve their problems and perform their tasks better than they would do it without this assistance (TTA, 1998). The main purpose of coaching is improving practical skills. It takes place at work place when workers seek advice, explanations or demonstrations. Major coaching opportunities are research participation in study groups.

problem-solving teams, observation on performance of their colleagues, writing journals, participating in improvement endeavors (Kalinauckas in Clyne, 1995).

In class, coaching may take different forms depending on the purposes and goals for coaching, i.e technical coaching- involves the transfer of teaching methods, introduced in workshops, to the class room (Moon et al., 2001). Expert coach utilizes specially trained teachers with expertise using particular methods. They observe, support and provide feedback to the other teachers.

In general coaching requires human interpersonal relationships, collegial atmosphere and collaboration. Skill full, knowledgeable and committed teachers are required to play coaching role. Selecting appropriate coaches is essential. If this process is successfully implemented in schools, the education system will benefit a lot.

### 2.2.2.4. Action research

One of the major CPD activities for teachers is action research. It is an important practice in developing educational profession in educational system.

To appreciate is importance; we have to answer these questions:

- What is action research?
- How it is useful for the development of teaching professional and the educational system?

Different scholars viewed action research from different perspectives. According to Gay and Airasian (2000) action research is a form of collective self reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices as well as their understanding of the practices and the situations in which the practices are carried out.

ICDR (1998) also viewed action research as, "..... a small -scale intervention in the function of the real world and close examination of the effects of such intervention." This entails that it is the process by which the researcher involves in the function of real world in order to understand the function of real world.

What makes action research different from pure research is that the former is directed to increase the quality of practical application. It is international and fractional in nature. It follows phases of problem identification, systematic data collection, reflection, analysis, data driven action and

problem redefinition. It is then improving action through systematic studies (Gay and Airasian, 2000).

According to Mc. Bride (1996) there are three basic reasons why action research is good for teacher's professional development. These are :- enquiry based and allows teachers to investigate their own words; aimed at the improvement of teaching and learning in schools and leads to deliberate and planned action to improve conditions for teaching and learning.

Research is then useful to generate knowledge, to disseminate it, to improve practice and to win public esteem to teachers and their professional. That is why school principals and concerned educational authorities have to undertake exemplary action research, allocate fund, furnish libraries with current education journals and related materials and involve teachers in research activities (Terry cited in Amare et al., 2001).

### 2.3. The role of secondary school principals in involving school teachers in CPD

School principals have multiple roles to play in the school to ensure teaching and learning. In this part, the overall roles of school principals and their specific roles in enhancing teacher professional development are briefly discussed under this section.

The principal's primary responsibility is to promote the learning and the success of all students. Professional development for teachers that is ongoing and focused toward school goals are among the key tasks that principals must perform to be effective instructional leaders in a professional learning community(Lunenburg &Irby, 2006). This will require principal leadership focused directly on learning. School principal can execute this by (1) focusing on learning, (2) encouraging collaboration, (3) using data to improve learning, (4) providing support, and (5) aligning curriculum, instruction, and assessment. Taken together, these five dimensions provide a compelling frame work for accomplishing sustained school- wide success for all children (Fullan, 2010; Lunburg& Carr, 2003;Marzano& Waters, 2010).

The school principal is the chief executive and has the vital role in managing the school. They are responsible for planning, organizing, coordinating, operating, monitoring the staff and students, and managing school building and facilities. On top of that they are responsible for improving the quality of teachers by developing CPD programs. They "... should mobilize people to adapt their practices and beliefs so that every child's learning and growth are optimized"(Donaldson,2006:p.1). They should be committed to developing their schools as a

'professional community'. Principals are the key persons in determining the success of a school. Good principals are focused on instruction and student learning (Sparks,2002).

The principal is expected to work with people-teachers, students, parents, and the community at large. Effective principals help other people to effectively do their respective work. The school principal demonstrates a personal and professional code of ethics.

She/he demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance; serves as a role model and accepts responsibility for school operations. They help to define and allocate tasks and to coordinate the efforts of people under their supervision. With regard to teacher professional development, principals need to ensure that strong professional development programs are in place in their schools.

In Ethiopia; school principals are responsible for the overall operations of their schools. They serve as the educational leader, responsible for managing the policies, regulations and procedures to ensure that the teaching learning process is implemented in a conducive learning environment that meets the objectives of the approved curricula. They are also responsible for the development of staff training programs in developing and achieving educational objectives in accordance with the needs of the school (MOE,2005a) As delineated in the Ministry of Education Directive for Educational Management, Organization, Public participation and Finance issued in 2002, the duties and responsibilities of school principals include: Providing directions and guidance, and assuring that teachers are the necessary instructional materials to carry out their duties, creating suitable conditions that make teachers to participate in decision making process on matters related to the teaching learning process, creating smooth relationship with school community to facilitate teaching-learning process, managing human, financial and material capital at their disposal, and mobilizing community for the betterment of secondary schools, are only a few (MOE,2002c).

The purpose of schools is to prepare students to be future functioning members of society, and the main function of school principals is to make sure that the teaching and learning takes place effectively in schools so that all students achieve to the best of their abilities. The core mission of schools is to improve educational achievements of all learners. At the heart of the school life is the leadership. It is the leadership of a school that ensures that the other aspects of a school are held together and further developed. The school leadership, the school principal in our case, place a decisive role in the activities of the school. A school principal, a school leader, performs

two main functions: providing direction and exercising influence. School principals do not simply impose goals on followers, but they work with their followers to create a shared sense of purpose and direction. The principal is the chief executive of a school.

The principal's role is broad; and his/her role is crucial to the effectiveness of the school. For instance, the principal is responsible for establishing a strong vision that gives direction to the achievement of the overall goals of the school. She/he is also responsible for maintaining proper order and discipline in the school. She/he is in charge of supervising the instruction of student and organizing and managing the school. She/he plays a leadership role in the daily operation of a school. She/he provides leadership by demonstrating care and commitment to academic success and by creating a safe teaching and learning environment. In relation to this, Leithwood et al. (2006) states that successful school leaders have strong positive influences on staff motivation, commitment, and working conditions, leading to enhanced class room practices, which is the core business of schools.As stated above, school principals need to develop staff capacity and capability, for example, through professional development and working in teams to identify and address challenges. Extensive studies conducted by leadership researchers support the view that school leadership is the most important element of an effective teacher professional development (Sergiovanni, 1984; Elmore, 2000; Stoll, 2004).

Effective leadership identifies the types of professional developments required to achieve intended goals and expectations. Educational leaders create clear understanding of the change process and a deep, current, and critical understanding of how teachers' grow and how students learn. Effective leaders engage their staff in professional discourse, drawing on external ideas and research to inform their thinking and actions, and encourage them to reflect on what they are trying to achieve with students and how they are doing it(stoll,2004).The prime responsibility of all school leaders is to sustain learning. School leaders put learning at the center of everything they do. They give due attention to student learning first and then to other things that support the learning of students (Blankstein, 2004). In this regard, effective school leaders are supposed to have a clear vision of effective teaching and learning (Joyce & Showers,1980). They also need to appreciate professional development of their staff and how it can be put into effect as part of an overall strategy for school improvement. School leaders are required to create conducive conditions for teachers to continuously improve their teaching practices through continuous

learning. They are supposed to provide learning opportunities for teachers to develop their knowledge, skills and attitudes that are needed to improve student achievement.

They facilitate opportunities for staff to learn from each other, provide access to specialized knowledge, and model continuous learning in their own practice. Effective school leaders also continuously evaluate the impact of professional learning on the basis of the effect it has on student achievement. Principals play an important role in facilitating teacher professional development that is central to the improvement of the quality of teaching in schools. This is because professional development provides opportunities for teachers to acquire new knowledge, skills, and attitudes that can lead to the changes in behaviors that result in increased student achievement (Seyfarth, 1996). Principals are responsible for the organization and management of individual schools including the budget assigned to the school by the district. In addition, school principals are the primary leaders in schools. Good leaders always lead by example. They should be positive, enthusiastic, have their hands in the day-to-day activities of the school, and listen to what their staff members say.

Effective leaders are available to teachers, staff members, parents, students, and community members. Good leaders stay calm in difficult situations, think before they act, and put the needs of the school before themselves. An effective leader steps up to fill in holes as needed. In Ethiopia, school principals are expected to play a vital role in coordinating professional development activities of teachers. They are key leaders in helping build teacher capacity. Within schools, principals are in unique positions to influence the implementation of the CPD programs because they are the ones who have the greatest direct control over the factors affecting school environment.

As clearly identified in the Ministry of Education Directive (2009, pp. 32- 33), the role of school principals in enhancing teacher professional development include then following: ensuring that learning and student achievement is inclusive and at the center of strategic planning and resource management; creating a Continuous Professional Development management strategy within the institution; ensuring that an effective CPD needs analysis is carried out each year; together with colleagues, identifying issues for consideration as Continuous Professional Development

priorities; ensuring that the institution/department/faculty produces an Annual Continuous Professional Development ; planning and managing the budget; regularly monitoring the effectiveness of the changes to teaching and learning.

Ensuring the quality of engagement of teachers in Continuous Professional Development activities, monitoring and assessing the content of individual professional Portfolios and giving constructive feedback; collaborating with other local institutional leaders to facilitate effective responses to shared Continuous Professional Development issues; collaborating with City Education Office and REB professionals to ensure that national and regional Continuous Professional Development priorities are addressed in institutional Continuous Professional Development planning; taking part in regional and national CPD activities which ensure that their own knowledge and experience is up-to- date; and ensuring that all teachers in schools take part in sixty hours of Continuous Professional Development activities each year;. The above citation highlights the role of secondary school principals in Ethiopian vis-à-vis professional development in schools. The school principal as instructional leader should be well acquainted with his/her role so that effective teaching and learning takes place and student achievements be improved

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### 2.3.1 The central role of principals in involving secondary school teachers in CPD

Research done on school improvement revealed that the most effective principals have a clear vision of how the school could serve its students had lined resources and piratical with the vision, and outside the school, in achieving the goals embedded in the vision (MOE 2012): National professional standard for school principals. The principal is the leading professional in the school. The major role of the principal is providing professional leadership and management for a school. This will promote a secure foundation from which to achieve high standards in all areas of the schools work. Principals must establish a culture that promotes excellence, equality and high expectations of all pupils.

A principal provides vision, leadership and direction for the school and ensures that it is managed and organized to meet its aims and targets.

The principals working with others is responsible for evaluating the schools performance to identify the priorities for continuous improvement and raising standards, ensuring equality of opportunity for all; developing school rules and regulation and practices, ensuring that resources are efficiently and effectively used to achieve the schools aims and objectives and for the day to day management organization and administration of the school. The principal working with and through others secures the commitment of the wider community to the school by developing and maintaining effective partnerships with different stake holders. Principal is responsible and accountable for the development of children and young people so that they can become successful learners, confident creative individuals and active informed citizens. Principals networks and collaborates with a wide range of people to secure the best possible learning out comes and wellbeing of all students she is skilled at establishing and maintaining professional relationships and structures principals able to embrace uncertain, complex and challenging contexts and work with others to seek creative and innovative solutions that support quality out comes for all. Principal is supposed to believe in the power of education to make a difference to the lives of individuals and to society.

As long as s/he is the leading educational professional in school s/he is required to inspire students, staff and members of the community to continuously enhance the learning of all. Principals use their strong foundation of knowledge, skills and abilities to innovate and enhance their schools and City Education Office. They are leaders who empower and influence others. They anticipate and monitor situations in their schools and effectively reshape their environments accordingly. They respond to the needs of their colleagues and students immediately and effectively. For the effectiveness of involving teachers in Continuous Professional Development, principals should play the vital role that makes them different from other teachers through:-

- **School vision and community leadership**

Principals lead the development of the vision of the school. Principals understand, mediate and serve the best interests of community. This resonates through the strategic vision, cultural values, traditional and positive ethos they seek to promote across the school. Principals ensure the success of all students by collaborating with families and stakeholders, who represent diverse

community interests and needs and mobilizing community resources that improve teaching and learning. They are able to build trust across the school community and to create a positive learning atmosphere for students and staff and within the community in which they work.

- **Instructional leadership**

Principals share and distribute responsibilities to provide quality, effectiveness and coherence all components of the instructional system (such as curriculum, instructional materials pedagogy, and student assessment). Principles engage in continuous inquiry about effectiveness of curricular and instructional practices and work collaboratively to make opportunity changes that improve results

Principals have accurate knowledge and understanding of research in to teaching learning and child development and how to apply such research to the needs of the students in the school Principals apply acknowledge and understanding of current developments in education policy, schooling and social and environmental trends and developments to improve educational opportunities in the school principals provide opportunities for all member of the school community to build their capacity and participate in important school decisions.

- **Administrative leader ship**

Principal's mage daily operations and environments through efficiently and effectively aligning resources with vision and goals valuable resources include financial human time. Material, technology, physical plant, and other system components. Principals identify and allocate resources equitably to address the unique academic physical and mental health needs of all students. They manage themselves well and use ethical practices and social skills to deal with conflict effectively. They understand the implications of child safety, health and wellbeing, human resource development

Principals are able to define challenges clearly and seek positive solutions, often in collaboration with others. They know when decisions are required and are able to use the available evidence and information to support, inform and communicate their decision.

**Unit of competences**

| Dom. No | Domains | Competences |
|---|---|---|
| I | School vision and community leader ship | 1. Lead and faculty vision and learning<br>2. Develop and manage school community relations |
| II | Instructional leadership | 3. Lead and manage learning and teaching<br>4. Lead and develop individuals and team |
| III | Administrative leadership | 5. Lead and manage school operations and resources |

## 2.4. The challenges in involving teachers on CPD program

According to Ashebir Mekonnen.(2014) Master thesis on title of " Practices and Challenges of school based continuous professional development in secondary schools of Kemashi Zone'' at Jimma University. Cited that there are different challenges or obstacles in order to achieve the predetermined goals. These challenges need effort and strength of mind to solve the existing problems and to become successful. According to the finding of the MOE (2010), the major challenges identified at the national level to practice CPD program are; lack of trained facilitator, time constraints of teachers, the cluster resource centers were not well organized and transforming CPD activities, teachers are not provided awareness about the background of CPD, lack of CPD books, absence of coordination between the stakeholders , teachers are not motivated by the city education officials to solve the ongoing problems, and less committed of the stakeholders.

According to Falk (2001) lack of uniformity of the CPD format for Portfolio and absence of guide line about what should be included in the format confuses teachers. Similarly, principals and the school based CPD facilitators or mentors are not performing their responsibilities of providing clear feedback for teachers on the portfolio documents. This absence of feedback on the portfolio development compels teachers to repeatedly copy the already existing portfolio documents. Most teachers have no knowledge about the purpose of the portfolio. Thus, teachers see it as time wasting paper work rather than as means of professional development. Many teachers are filling in the format not knowing why and what the outcome of the task could be.

This creates less commitment and resistance against the implementation of the CPD practices. Furthermore, leadership and supervision for professional development is distributed among teachers, principals and other administrators. School based CPD is most effective when there are strong leadership and supervisory assistance.

But, defects in the leaders recognition of the value of high quality professional development discourages and undermines teacher participation and Communication about the benefits of professional development to stake holders(Gray, 2005). Besides limited resources hinder the effective implementation of CPD. Almost all CPD program need a certain amount of monetary and material inputs to run. It does not matter whether it is on-school or off- school site based CPD. Without financial resources, CPD program cannot run.

These programs need financial resources for logistical purposes. These may include transportation, buying of materials to use during and after the training, paying allowances to resource persons and participant and paying for accommodation of participants if the training is an off- school site based CPD program (Mohammed, 2006). Governments need to commit themselves to CPD program budgets and ensure that they are used for the intended purpose. Cost effective ways of running effective CPD programs need to be explored so that the programs do not suffer much due to limited funding. In addition, duration and time span of CPD program is another determining factor for the effective implementation of CPD. Several authors including Penuel, Fish man , Yamaguchi & Gallagher (2007) have pointed out that a common criticism of professional development activities designed for teachers is that they are too short and offer limited follow-up of teachers once they begin to teach. His results in teachers either assimilating teaching strategies into their current repertories with little substantive change or rejecting the suggested changes altogether.

Another scholar, Brown (2004) argues that professional development that is of longer duration and time span is more likely to contain the kinds of learning opportunities necessary for teachers to integrate new knowledge into practice. And also, Little(1992), stated that in most cases teachers are poorly experienced to implement reforms in subject matter teaching that end with the absence of the integration of the contents with students opportunity to learn. Fine (1992) as

cited in Little(1992), further indicate that the magnitude of CPD task frustrate teachers and discourage them dilemmas. Moreover less committed leaders damage the coordination of CPD program. Generally, the main challenges that can hinder teachers from active involvement in the process of school based CPD are lack of skill, lack of budget, lack of interest, becoming too ambitious and looking for immediate return from CPD program, less commitment and teachers' resistance, low level of understanding about the significance of CPD, scarcity of need based trainings, lack of uniformity on how to use the portfolio modules, and absence of consolidated collaborative school system.

## CHAPTER THREE:- RESEARCH DESIGN AND METHODOLOGY

### 3.1 RESEARCH DESIGN

This chapter deals with the research design, source of data, sample population and sampling techniques. Moreover, it deals with instrument of data collection, methods and presentation of data analysis. The main intention of this study as mentioned earlier is to assess the role of secondary school principals in involving secondary school teachers in CPD program. This study used the descriptive survey methods to apply due to the following purposes; to triangulate instruments and to apply both statistical and document analysis.

The research design employed in this study was descriptive survey because it was in which the researcher interacted with the participant, may involve surveys or interviews to collect the necessary information with the belief that this method was suitable to obtain sufficient information on the issue under study from a relatively large number of cases as a particular time and it enabled to answer the basic questions identified. I also agree according to (Cover et al, in ICDR, 1999).

This kind of Descriptive survey methods was assessing the following methodology:

- Describe the nature of the existing condition
- Identify the standards against which existing conditions can be compared
- Determine the relationships that exist between specific events

Hence, it was preferable to use descriptive survey method in light of the objective of this study.

### 3.2 SOURCES OF DATA

The primary data mainly included school principals, supervisors, teachers as well as Education Experts of Sebeta City Administration. And as Secondary source of data treated schools CPD plan, the study report, evaluation and portfolio document system.

### 3.3 SAMPLE AND SAMPLING TECHNIQUES

In Sebeta city administration, there are two governmental and seven private secondary schools. Among those secondary schools two governmental schools were taken for the study purpose because the role of principal in involving secondary schools teacher is more expected in governmental school. Most of the teachers have lack of readiness, lack of commitment to update

their knowledge and they are not dedicated for what they are teaching in case of enhancing the student's performance when compared with other private secondary schools.
In this research the researcher took 100 populations from both secondary schools because these numbers were already existed thus, from sebeta secondary school 41 males, 13 females and totally 54. From Wato secondary school 35 males, 11 females, totally 46. From the two schools 76 males and 24 females.

To increase the reliability of responses and since the total number of teachers in the two schools were relatively small, large numbers of sample population were taken. Hence, the study took 60, (80%) teachers from both secondary school 30 from Sebeta and 30 from Wato secondary schools because the number of teachers which the researcher took enough for the purpose of minimizing the cost of resource. To ensure a fair representation of samples from each school, the total population of 100 and 75 were selected as a sample using simple random sampling technique depending on the population distribution of teachers in each secondary school. According to John W. Best and James V. Kahn (2005);the simple random sampling indicated that the individuals were chosen in such a way that each has an equal and independent chance of being selected.

From the total population 15 of the respondents were department heads, principals, cluster super visors and experts. The study took 15, (20%) involved in interview and focus group discussion. School principals (two from each school) on the basis of purposive sampling techniques to select education office experts, department heads and supervisors as well, purposive sampling techniques was also employed.

**3. 4 Instruments of data collection**

The data collection tools that were used in this study were Questionnaire for teachers from the two selected school, Interview two principals and two vice principals from each school and two education office experts. Department heads and few experienced teacherswere participated in Focus group discussionfrom both Schools.Also, Document analysis on the roles of the principals regarding the CPD.

**Questionnaire**

A self–report questionnaire piloted in two secondary schools was distributed to 40 teachers teaching in the secondary schools located in Sebeta City Administration. Sixty questionnaires were returned which makes the return rate was around 67%, and the result was lack of coordination and commitment of school principals in involving teachers in Continuous Professional Development.

A questionnaire was prepared to collect information from teachers. Both open ended and closed ended questions were included in the questionnaire to create an opportunity for respondents to express their feelings freely. The questionnaire was prepared in English because the respondents were secondary school teachers and is assumed they do understand the language.

The questioner was constructed in four parts: the first part of the questioner was used to obtain relevant personal information about respondents; the second part was designed to secure information about the actual practice of teacher's continuous professional development program. The third part was constructed to obtain information about the assessment and evaluation mechanisms of continuous professional development program in schools. The fourth part was constructed free suggestion about their experience related to the solution for the current challenge.

**Interviews**

Two types of structured interviews guide were prepared. The first for school principal and vice principal and the second was designed to obtain primary information from education experts.

**Focus Group Discussion (FGD)**

FGD was also used to obtain data from the four teachers in each school using basic questions. In order to represent the teachers the researcher used more experienced teachers and few experienced teachers from each selected school. The researcher was prepared unstructured questions and pose for the group discussion.

The researcher was led the discussion and strive to investigate the views and ideas of each discussant by probing them. The focus group discussion focused on the role of principals in involving teachers on CPD program. In the meantime, data was taken on note book.

**Documents Analysis**

Besides questionnaire, interviews and focus group discussion, the researcher used, the document may include schools CPD plan, reporting, evaluation system and teachers portfolio documents. Documentary analysis was used to support the information obtain using questionnaire, focus group discussion and interviews.

### 3.5 Procedures of data collection and analysis

The data collected during the study using questionnaire was tallied and systematically organized through tabulation to facilitate analysis. The interview, focused group discussion and document result compared with the data taken from the open ended questions were qualitatively analyzed. The information, which was gathered using the document inspection, organized and incorporated. The results obtained were analyzed, interpreted and counter checked against the result obtain from primary sources. Moreover, percentages and a series of tables were also used to summarize and clarify the research data.

## CHAPTER FOUR: - PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This chapter presents the description of the sample population, analysis and interpretation of the data based on the information obtained through the questionnaires, Interviews, Focus group discussion and document analysis. It consists of two parts. The first part is concerned with the description of characteristics of the respondents whereas; the second part deals with the analysis and interpretation of the data. The purpose of this data was to explore the Role of Principals in involving Secondary school teachers in Continuous Professional Development in Sebeta City Administration. To this end, the investigator developed data gathering tools that integrate various aspects of Principals in involving Secondary school teachers and challenges of school based CPD. For this purpose, sixty teachers, four principals', one cluster supervisor, two Sebeta City education office experts, and eight department heads with a total of Seventy five respondents were also selected from two secondary schools of Sebeta City Administration.

Schools CPD reports, teachers portfolio, and CPD report documents of the Ministry of Education were also analyzed in this section of the study. The data was distributed and collected through questionnaires from sixty respondents a total of seventy five respondents and the restof fifteen respondents were participated on interview and Focus group discussions. Totally all selected respondents were actively filled the given copies. To this end, a total of 60 copies of questionnaires were distributed, among these 60(100%) were filled in and collected. Four principals, one clusters supervisor, eight department heads and two Sebeta City Education office experts were interviewed and participated on the focus group discussion. Finally, the research analyses were done based on the data obtained from the 75 (100%) of the questionnaires, interview, focus group discussion results and document analysis.

Teachers responded to both open and closed-ended questionnaire items. The closed-ended items across sub-categories were computed and analyzed using tally, percentage, table and systematic analysis. Percentage was utilized for easy presentation of frequency distribution and for comparison of the degree of the prevailing the role of principals in involving secondary school teachers in CPD in Sebeta City Administration. In addition, items across each category were arranged under the rating scale with five points. These five points scale range from very high =

5, high = 4, medium = 3, low = 2 and very low = 1. Besides, data from interviews, focus group discussion and document analysis were triangulated to validate the findings.
Mean scores were calculated from the responses.

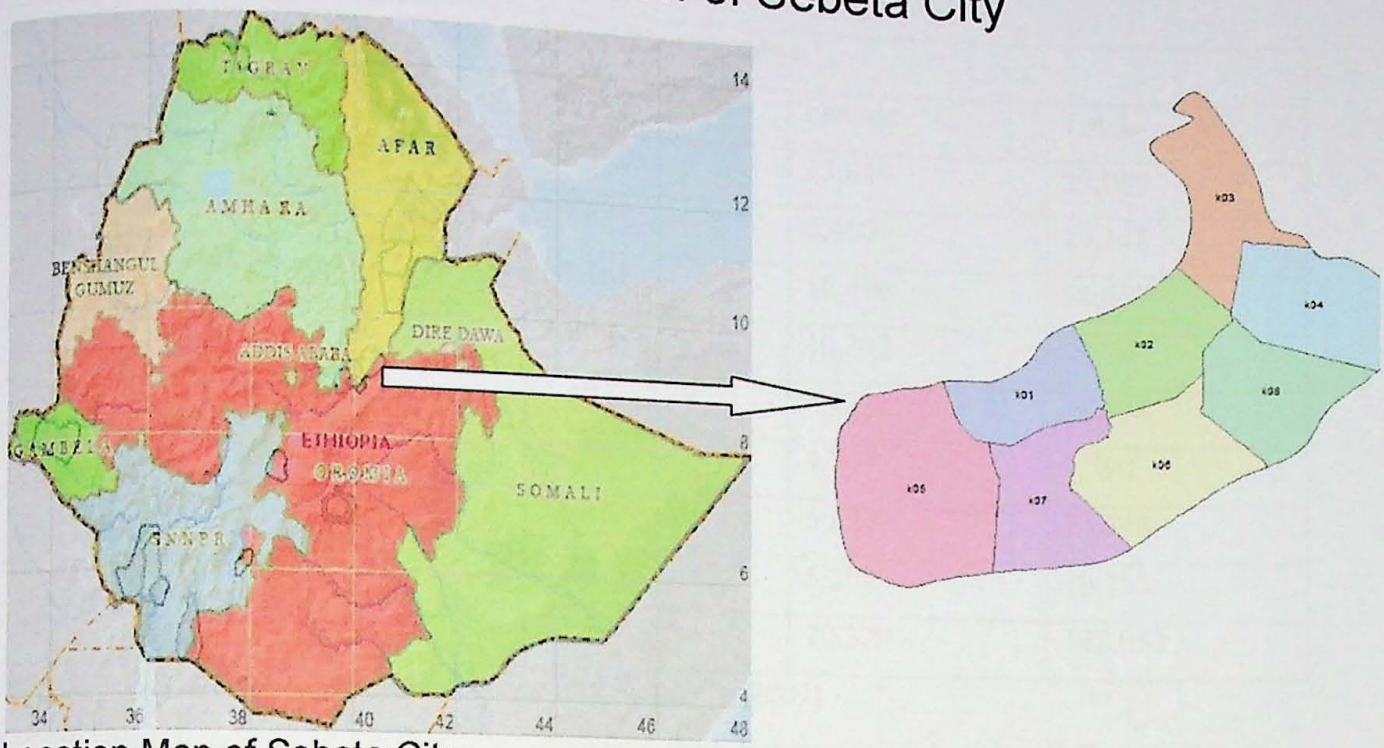
For the purpose of easy analysis and interpretation, the mean values of each item and dimension were interpreted as follows. The principals in involving secondary school teachers the benefits of school CPD with a mean value of 1-2.69 as very low, 2.70-4.04 as low, 4.05-19.47 as medium, 20.48 -31.29 as high achievement of the task, and 32.30-35.7 as very high benefits of the activities. On the other hand, for items related to concerning the actual practice of teachers Continuous Professional Development program which are considered as pre conditions in planning Continuous Professional Development.
Accordingly,1-3.79 = very low, 4.80-11.41 = low, 12.42-28.32= medium, 29.33-33.5 = high and 34.6-22.86 as very high in the magnitude of planning Continuous Professional Development . And also, Fr: Frequency, SD: standard deviation and Total%: 100.

### 4.1. The Study Location and Area

Location:-Sebeta is one of the cities of Oromia Special Zone surrounding Finfine Situated at about 24 km west of Addis Ababa along Jimma road and emerged before the Italian invaded Ethiopia in 1935. It located within an approximate geographical coordinates of 8053" 38.50" N-8059'58.17"N latitude and 38035' 11.91" E - 380 39'33.75" E longitude with regard to relative location, it shares common boundaries with Addis Ababa in the North, North East and East , Burayu town in the North, and rural village of Sebeta Awas Woreda to the South and west.

Area :- total area that is covered with the current base/topographic map of the city is estimated about 99sq.km according to the master plan of the city which was prepared in 1996 E.C Sebeta has about 1762 hectares of a reserved total area from which about 433 hectares of land actually urbanized. In addition to this, according to the reform of 1999, Sebeta city total area is estimated that 17.62squ.km accounting for 0.18% of the zonal area. It is the largest industrial zone in special zone of Oromia Special Zone surrounding Finfine.
The present sebeta city consists of eight major kebeles including Sebeta (01), Alemgena (02),Walate (03), Furi (04), Dimma (05) , Dalati (06),sebeta{07},Alemgena{08}

Fig. 4.1 Geographical location of Sebeta City




Location Map of Sebeta City

Source GIS 2015/16

According to the data obtained from the city office of Finance and Economic Development , the total population of this city for the year 2015 is 148,051(77,680) males & 70,370 females).

The city administration comes up to this figure by considering the newly added kebeles and rapid expansion of the city. According, the base population of the city in 2017 becomes 161,347 using 1994 medium variant growth rates. Whereas, the population of the city will become 156,892 when we adopt 2007 growth rate of Oromia region.

4.1.1 Population of Sebeta city in 2015

| No | Kebele | Population Number | | |
|---|---|---|---|---|
| | | Male | Female | Total |
| 1 | (01) Sebeta | 15,420 | 13,649 | 29,069 |
| 2 | (02) Alemgena | 10,688 | 8,460 | 19,148 |
| 3 | (03) Welate | 18,161 | 16,496 | 34,657 |
| 4 | (04) Furi | 7,999 | 10,242 | 18,241 |
| 5 | (05) Dima | 7,101 | 4,733 | 11,834 |
| 6 | (06) Dalati | 5,087 | 4,703 | 9,790 |
| 7 | (07) Sebeta | 7,723 | 6,824 | 14,548 |
| 8 | (08) Alemgena | 5,501 | 5,262 | 10,763 |
| Total | | 77,680 | 70,370 | 148,051 |

Source :- ( Finance and Economic office and Kebele's, 2007)

On the other hand, as the information gathered from Sebeta City Education Office on October, 2015, shows Sebeta has the following profile with the respect to education.

| Grade | Number | | Total |
|---|---|---|---|
| | Non-Governmental | Governmental | |
| KG | 31 | 8 | 39 |
| Elementary (1-8) | 65 | 12 | 77 |
| High School | 7 | 2 | 9 |
| Preparatory | 3 | 2 | 5 |
| TVET | 1 | 2 | 3 |
| College | - | 1 | 1 |

Source:- (Sebeta City Administration Education office , 2015)

### 4.1.2. Characteristics of the respondents

| Items | Category | Respondents | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Teachers | | Department heads | | Principals | | Cluster supervisors | | Sebeta City Education experts | |
| | | No | % | No | % | No | % | No | % | No | % |
| Gender | M | 47 | 78.2 | 5 | 62.5 | 3 | 75 | 1 | 100 | 1 | 50 |
| | F | 13 | 21.66 | 3 | 37.5 | 1 | 25 | - | | 1 | 50 |
| | Total | 60 | 100 | 8 | 100 | 4 | 100 | 1 | 100 | 2 | 100 |
| Level of Education | Diploma | - | - | - | - | - | - | - | - | - | - |
| | First Degree | 58 | 96.6 | 6 | 75 | 2 | 50 | 1 | 100 | 2 | 100 |
| | Master Degree | 2 | 3.3 | 2 | 25 | 2 | 50 | - | - | - | - |
| | Others | - | - | - | - | - | - | - | | - | - |
| Year of services | 1-5 | 10 | 16.6 | - | - | - | - | - | - | - | - |
| | 6-10 | 7 | 11.6 | - | - | - | - | - | - | - | - |
| | 11-20 | 14 | 23.3 | 4 | 50 | 2 | 50 | - | - | - | - |
| | 21-30 | 17 | 28.3 | 4 | 50 | 2 | 50 | 1 | 100 | 2 | 100 |
| | Above 30 years | 12 | 20 | - | - | - | - | - | - | - | - |

| Field of study | Ethiopian Language and Literature | | English | | Math's | | Natural science | | Social science | | EdPM | | Others | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Total | 14 | | 10 | | 9 | | 17 | | 12 | | 13 | | - | | 75 | |
| Age of Respondents | 20 & below | | 21- 25 | | 26-30 | | 31-35 | | 36-40 | | 41-45 | | 46-50 | | 51& above | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| | - | - | 7 | 4 | 9 | 2 | 8 | 2 | 9 | 5 | 5 | 2 | 8 | 3 | 9 | 2 |

The above table shows the respondents characteristics in terms of gender, age, educational background, field of studyand year of services. Regarding teachers respondents, the male teachers constituted 47(78.2%) while the female teachers hold up 13 (26.66%). Concerning principals male 3(75%) and female 1(25%), cluster supervisor male 1(100%, department heads males 5 (62.5) and females 3(37.5), Sebeta city education office experts male 1(50%) and female 1(50%).

Even though the essential data was mainly obtained from both male and female, the male respondents were greater than the females. Moreover, one can understand that the number of females in the teaching profession is much lower compared to males in Secondary Schools of Sebeta City Administration.

When we come to see the education level of the respondents the above table shows that there is no diploma graduates and 58 (96.6%) teachers were graduated in first degree while 2 (3.3) respondents graduated with master's degree holders. This implies that the qualification standards set by MoE were almost achieved. The standard states that minimum request qualification to teach at Secondary Schools is first degree (MoE, 2006).

Additionally the academic qualification of respondents listed in the above table shows that 2(50%) principals graduated with first degree and other 2(50%) graduated with master's degree. Furthermore, all the Department Heads, cluster supervisors, SebetaCity education office experts hold first degree. Therefore, according to their qualification, they could be the sources of reliable and important information for the study.

According to the year of services of the respondents, 10(16.6%) of teachers respondents had 1-5years of service as teachers.

Few teachers respondents 7(11.6%) were between 6-10 year of service and some of teachers respondents 14 (%23.3)11-20, 17 (28.3% ) 21 – 30 year of experience respectively. And 12(20%) ofteachers respondents were above 30 year services.

Moreover, department heads, principals, supervisors, education experts and facilitators had the work experience of 11-20 and 21- 30 services. This shows that the schools have teachers with more experienced.

However, the majority of school leaders were more experienced, there had being unmotivated, lack of willingness and having negative attitudes towards Continuous Professional Development program.

But, literature supports that the principal's primary responsibilities are to promote the learning and the success of all students. Professional development for teachers that is ongoing and focused toward school goals are among the key tasks that principals must perform to be effective instructional leaders in a professional learning community (Lunenburg & Irby, 2006). Also the table indicated that the respondents were involved from different educational back ground and ages.

Table 1. Information concerning the actual practice in planning CPD program

| N o | Points which should be considered in planning CPD program | Very high | | High | | Low | | Very low | | I don't know | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 5 | | 4 | | 3 | | 2 | | 1 | | | |
| | | No | % | No | % | No | % | No | % | No | % | Mean | SD |
| 1 | Cost effectiveness of the programs | 13 | 21.7 | 21 | 35 | 21 | 35 | 2 | 3.3 | 3 | 5 | 3.65 | 1.35 |
| 2 | Observation of the school environment | 16 | 26.7 | 26 | 43.3 | 13 | 21.7 | 5 | 8.3 | - | - | 3.90 | 1.46 |
| 3. | Assessment of teachers' training need | 21 | 35 | 22 | 36.7 | 9 | 15 | 6 | 10 | 2 | 3.3 | 3.75 | 1.38 |
| 4. | Assessment of students' interest | 9 | 15 | 28 | 46.7 | 16 | 26.7 | 5 | 8.3 | 2 | 3.3 | 3.61 | 1.31 |
| 5. | Availability of resources in involving teachers on CPD program | 11 | 18.3 | 15 | 25 | 20 | 33.3 | 12 | 20 | 2 | 3.3 | 3.34 | 1.18 |
| 6. | Willingness of administrative staff to support teachers | 15 | 25 | 14 | 23.3 | 20 | 33.3 | 9 | 15 | 2 | 3.3 | 3.51 | 1.26 |
| 7. | System of reviewing the training program | 11 | 18.3 | 15 | 25 | 20 | 33.3 | 9 | 15 | 5 | 8.3 | 3.28 | 1.16 |
| | Average | | | | | | | | | | | 3.57 | 1.30 |

In table 1 item 1 above respondents were asked to rate the extent to Cost effectiveness of the programs in information concerning the actual practice of teacher's pre conditions in planning CPD program.

Accordingly, 13(21.7%) and 21 (35%) respondents rated the extent to Cost effectiveness of the programs in information concerning the actual practice of teacher's pre conditions in planning CPD program. very high and high respectively. On the other hand,21(35%), 2(3.3%) and 3(5%)respondents rated that Continuous Professional Development improves Cost effectiveness of the programs is medium, low, and very low respectively.

As we can see from the table the mean score is 3.65, which is in the range of low level of support. From the results, it can be said that the contribution of CPD in improving classroom activities was found to be inadequate. The response of the interview held with school principals, department heads, and cluster supervisors confirmed that the support of CPD to improve the extent to Cost effectiveness of the programs in information concerning the actual practice of teacher's pre conditions in planning CPD program is very low.

As indicated in the above table 1 item 2, the respondents were asked to give their opinion by rating to what extent CPD Observation of the school environment. 16(26.7%), 26(43.3%), 13(21.7%), 5(8.3%) and 0(0%) respondents rated that CPD Observation of the school environment actions as very high, high, low, very low and I don't know respectively.
The mean of the item is 3.90 which are in the range of high level of support. From the data, it can be said that the contribution of CPD on Observation of the school environment is high. Likewise, the interview results from principals, Sebeta education office experts and cluster supervisors and department heads through group discussion confirmed that Observation of the school environment is high of support. Hence, one may say that Observation of the school environment was at high stage in Sebeta City education office.

Regarding table 1 item 3 of, respondents were asked to Assessment of teachers' training need. Accordingly, 21(35%) and 22(36.7%), respondents replied that the importance of CPD in changing teachers knowledge is very high, and high respectively. And also, 9(15%), 6(10%),

2(3.3%) respondents responded that the advantage of CPD in Assessment of teachers' training need is low, very low and I don't know respectively. As stated in the above table the mean of the item is 3.75 which are in the range of high level of support.

This indicates that the importance of Continuous Professional Development in Assessment of teachers' training need is at high level of support at school level.

From the data it can be stated that the importance of CPD actions in Assessment of teachers' training need was adequate and got high attention.

In table 1 item 4 of the same shows that CPD helps enhancing the Assessment of students' interest. Accordingly, 9(15%) 28 and (46.7%) of respondents replied that CPD helps to enhance the quality of learning and teaching is very high and high respectively. On the other hand, 16(26.7%), 5(8.3%) and2 (3.3%)respondents responded that CPD helps to enhance the quality of Assessment of students' interest is, low, very low, I don't know respectively.

As the mean score 3.61 indicates that the importance of CPD enhancing Assessment of students' interest high level of support. This implies that to enhance the Assessment of students' interest CPD is helpful at school level. From this, it can be stated that the important of CPD to enhance the Assessment of students' interest was effective. And also, the information gained from the interview from City education office experts confirmed that the practices of Continuous Professional Development implementation is effective in Sebeta City to improve the quality of education, as well as the academic achievement of students.

In table 1 item 5 of the above respondents were asked to rate the Availability of resources in involving teachers on Continuous Professional Development program. Accordingly, 11(18.3%), 15(25%)of respondents replied that the use of CPD to the Availability of resources in involving teachers on Continuous Professional Development program is very high and high respectively.Additionally,20(33.3%), 12(20%) and 2(3.3%)respondents responded that the use of Continuous Professional Development to the Availability of resources in involving teachers on CPD program is low, very low and I don't know respectively at school level. The mean of the responses is 3.34which are in the scope of low. This implies that the Availability of resources in involving teachers on CPD program is low so, it's not in the expected level. In table 1 item 6, the respondents were asked to answer the importance of CPD that gives Willingness of administrative staff to support teachers. Accordingly, 15(25%), and the majority 14(23.3%) respondents replied that the importance of Continuous Professional Development that gives

Willingness of administrative staff to support teachers is very high and high respectively. On the contrary, 20(33.3%), 9(15%) and 2(3.3%) respondents responded that of CPD that gives Willingness of administrative staff to support teachers is low, very low and I don't know respectively.

As stated in the above table the mean score of the item is 3.51 which is in the range of low level of supporting and involving teachers. So, ones can say that the Willingness of administrative staff to involving teachers in CPD program in the school level is indicated that low result.

Regarding item 7 of table 1, teachers were asked to rate the System of reviewing the training program. Majority number 11(18.3%), 15(%25) and 20(33.3%) of the respondents replied that the importance of CPD that System of reviewing the training programis very high, high and low respectively.

On the other hand, the Significant number 9(15%) and 5(8.3%) respondents responded that the advantage of Continuous Professional Development that System of reviewing the training program is verylow and I don't know respectively. The mean of the item is 3.28, which are in the range of low level of support. This indicates that Continuous Professional Development does not give System of reviewing the training program. Thus, it can be concluded that teachers were not benefited from System of reviewing the training program in their teaching learning process at Secondary Schools of Sebeta City education office. Generally, the data results showed that the benefits of CPD activities to improve the quality of education are at low level.

Department heads discussed on over all teaching and learning process in a program called CPD on monthly basis. They pointed out that such trainings need to be given to all teachers in a sustainable manner to help them update their profession. They noted that:

> *As you know it teachers should be given training without discrimination. But this is not true since senior teachers or principals mostly get the refreshment trainings courses in city and regional levels. However, the majority of teachers do not receive the required capacity from these trainees of trainers(i.e. senior teachers or/and principals)as we needed since they for they themselves are not well- trained to pass on their experiences to teachers in their respective schools.*

The limitations hindering the majority of teachers getting access to such trainings indicated above are time, money among others. According to Fullan (1999), promising professional development about improvement and change, the more complex the change process, the more

unpredictable it is. Teachers to work together in new ways in order to improve schooling for all students. Principals and teachers need time, focus and resource to learn new ways of working together and tackling the complexities of teaching with the limited resources and exposure.

Table: 2 Roles and responsibilities of school principal in involving teachers in CPD program, as Ministry of education stated.

| No | Activities | Very high | | High | | Low | | Very low | | I don't know | | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 5 | | 4 | | 3 | | 2 | | 1 | | | |
| | | No | % | No | % | No | % | No | % | No | % | | |
| 1 | CPD development | 10 | 16.7 | 26 | 43.3 | 12 | 20 | 10 | 16.7 | 2 | 3.3 | 4.01 | 1.52 |
| 2 | Control over the factors which negatively influencing school environment | 9 | 15 | 22 | 36.7 | 14 | 23.3 | 11 | 18.3 | 4 | 6.7 | 3.96 | 1.49 |
| 3 | Identify development need of each teacher | 8 | 13.3 | 21 | 35 | 22 | 36.7 | 8 | 13.3 | 4 | 6.7 | 3.76 | 1.39 |
| 4 | Decides on the appropriate duration and timing for the course | 8 | 13.3 | 24 | 40 | 19 | 31.7 | 7 | 11.7 | 2 | 3.3 | 3.93 | 1.48 |
| 5 | Decides on the formation of the groups and which teachers will be participants | 6 | 10 | 21 | 35 | 22 | 36.7 | 9 | 15 | 2 | 3.3 | 3.88 | 1.45 |
| 6 | Select and appropriate facilitator for the groups | 5 | 8.3 | 20 | 33.3 | 25 | 41.7 | 5 | 8.3 | 5 | 8.3 | 3.54 | 1.28 |
| 7 | Contact a nearby school to act as partners schools | 5 | 8.3 | 17 | 28.3 | 22 | 36.7 | 11 | 18.3 | 5 | 8.3 | 3.76 | 1.39 |
| 8 | Given orientation on the course to the participants | 11 | 18.3 | 19 | 31.7 | 19 | 31.7 | 10 | 16.7 | 1 | 1.7 | 3.58 | 1.30 |
| | Average | | | | | | | | | | | 3.80 | 1.43 |

Table 2 above deals with Activities stated by the ministry of education as roles and responsibilities of school principal in involving teachers in CPD program.

Regarding item 1 of table 2, teacher respondents were asked to give their opinion thatCPD development. Accordingly, large number 10(16.7%), 26(43.3%) and 12(20%) of teachers reacted that CPD development is very high, high, and low respectively. On the other hand, few of teachers 10(16.7%) and 2(3.3%) replied that CPD development is very low and I don't know respectively. The mean score of the item is 4.01 which are in the scope of high level.

From the data results, it can be learned that CPD development in involving secondary school teachers were demonstrated that low level of giving attention according to roles and responsibilities of school principalas statedby the ministry of education in involving teachers in CPD program

In item 2 of table 2, the respondents were asked to rate Control over the factors which negatively influencing school environment. Accordingly, majority number9(15%) and 22(36.7%) of teachers rated is very high, and high respectively. On the other hand, some teachers 14(23.3%), 11(18.3%) and 4(6.7%) replied that school principal in involving teachers on CPD program to Control over the factors which negatively influencing school environment is low, very low and I don't know respectively. The mean of the item is 3.96 which are in the range of low level of activities.

From the data it can be said that school principal in involving teachers in CPD program were insufficiently Control over the factors which negatively influencing school environment.

In item 3 of the same table 2, various responses were given regarding the extent to which the roles and responsibilities of school principal in involving teachers in CPD programidentify development need of each teacher. According to MoE (2009), guide lineschool principal having responsibilities in identify development need of each teacher. Therefore, majority number8(13.3%), 21(35%) and 22(36.7%) of respondents responded that roles and responsibilities of school principal in involving teachers on CPD program to Identify development need of each teacher very high, high and medium respectively. On the contrary, the minority 7(11.7%) ad 2(3.3%) of teachers replied that roles and responsibilities of school principal in involving teachers in CPD programis low and very low respectively. The mean score of this item response is 3.76 which are in the scope of low level.

From this result, it can be learned that roles and responsibilities of school principal to identify development need of each teacher in involving teachers in CPD program is in very low level.

In item 4 of the above table 2, the respondents were asked to rate roles and responsibilities of school principal in involving teachers on CPD program to decide on the appropriate duration and timing for the course. Accordingly, the majority number 8(13.3%) and 24(40 %) of teachers replied that the school principal decides on the appropriate duration and timing for the courseis very high, and high respectively. However, the minority19 (31.7%), 7(11.7%) and 2(3.3%) of teachers responded that the role of school principal is low, very low and I don't know respectively. The mean score of this item is 3.93 which are in the range of low level.

This indicates that school principal has given less attention to decides on the appropriate duration and timing for the course.

Regarding item 5 of table 2, teachers were asked to rate the extent to which school principal on deciding on the formation of the groups and which teachers will be participants. However, 6(10%), 21(35%) and 22(36.7%) of respondents responded that the roles of school principals give feedback is very high, high, and low respectively. On the other hand, 9(15%) and 2(3.3%) of teachers replied that the effort is very low and I don't know respectively. The mean score of the item is 3.88which are in the scope of low level. Generally, the average mean of the above table is 3.80in the range of low level of support. This implies that the role of school principal to deciding on the formation of the groups and which teachers will be participants. The response of the interview held with education office experts, principals and supervisors as well as the department heads participated in focus group discussion confirmed that the roles of school principal on deciding the formation of the groups and which teachers will be participants level is very low.

This is because of lack roles of school principals on deciding on the formation of the groups and which teachers will be not participants.

With item 6 of table 2, respondents were asked to give their opinion on the Select and appropriate facilitator for the groups. Accordingly, some of 5(8.3%), and 20(33.3%) of teachers showed that very high and high. On the other hand, 25(41.7%), and 5(8.3%) of respondents replied their low and very low. However, 5 (8.3%) of teachers replied I don't know. The mean score of this item is 3.54 which are in the scope of high level.

This indicated that the roles of school principals were on selecting and appropriate facilitator for the groups were in the very low level.

Item 7 of table 2 intended the role of school principal toContact a nearby school to act as partners schools. With regard to this, 5(8.3%), and 17(28.3%) of teachers said that very high and high that the absence of commitment of school principal to act as partners in the secondary schools. Moreover, 22(36.7%), and 11(18.3%) of teachers showed that low and very low with the playing their roles and responsibilities.As 5 (8.3%) indicated that teachers said I don't know. The mean score is 3.76 which is very low level. Thus, one can say that the commitment of principals to contact a nearby school to act partner's school were insufficient.

The response of respondents from principals, supervisor and education office experts those interviewed and department heads through focus group discussion about the role of school principal to contact a nearby school to act as partners schools were insufficient.

Moreover, this is one of the challenges to Contact a nearby school to act as partners in the roles of Secondary School principals.

In item 8 of table 2, respondents were asked to give their suggestion for the given orientation on the course to the participants. Accordingly, 11(18.3%), and 19(31.7%) of respondents showed very high and high respectively on given orientation on the course to the participants. And also, 19(31.7%), and 10(16.7%) of teachers showed low and very low on the role of school principal given orientation on the course to the participants.Also,1(1.7%) of teachers replied I don't know. The mean value was 3.58 the role of school principal play the given orientation on the courses to the participants almost represented by low level.

This reveals that the roles and responsibilities of school principalon the given orientation on the courses in involving teachers inContinuous Professional Development programis not as expected level. Lack of adequate knowledge and experience on Continuous Professional Development was one of the problems as reported by teachers. The respondents of the research nevertheless, underlined the need for supervisor, principal or group leaders to have the following qualities to organize and properly lead CPD.

*The promises made by the ministry of education relation to motivation and incentive for the hardworking principals and teachers on Continuous Professional Development program have not been implemented. This situation has led to confusion and luck of direction on the part of principals and teachers. This situation would likely entail negative impact on continuity and sustainability of the CPD activities by principals and teachers. Group leaders, principals and supervisors must have current substantive knowledge on effective teaching and learning methods for students and adults. They must have knowledge about trends in effective professional development and on offering lessons on different subjects as teachers teach various subjects for different class levels. In order make teaching and learning a priority, supervisor and principals must save guard teacher and student time, engage the entire staff in taking responsibility for the professional development, model collegial relationship with teachers and students, and participate actively in the learning community of the school.*

They also stated that there are teachers who don't want to explicitly express their own problems in the teaching and learning process since they believe that if they air it in the staff group discussion; they think they will be disparaged and regarded as slow teachers. Let us look at the following in the connection with this fact:

*Even though we group each other monthly basis to exchange ideas and bring about matters that need the attention and support of those who are well experienced and capable teachers, some of us become reluctant to put forth the challenges and problems that we face in our day- to- day activities. This mainly emanates from two things: Firstly we don't want to be seen that we are incompetent and delicate in our academic endeavors and secondly as we know each other's capacity we don't want to be taught or guided by our colleagues who are equivalent in all their under takings.*

This indicates that the absence of the respect and the proper value towards the leader of the discussion could hamper the very objective of the school based professional development since it needs the cooperative learning from one other no matter what the background of the participants of the discussion.

Teacher with long years of teaching experience particularly those who achieved the highest career structure seem to lose their interest in the activity of the Continuous Professional Development. Because as most respondents fill out on the questioners, were appeared to them that the CPD would initial no significant benefit. The researcher was able to understand that

some of experienced teachers were reluctant to coach the newly recruited teachers who were in their induction period.

In not few cases, teachers held negative position about the program. Results showed that the CPD was too ambitious in terms of what was expected of teachers. Quite many teachers reported experience of stress and overload problem in connection to the sixty hour CPD activities in the academic year. This situation has resulted in low level of understanding of the contents and methods of CPD on the parts of school principals and teachers who are the major target in the program.

The attitude of principals and teachers towards Continuous Professional Development is not as roles and responsibilities of school principal as Ministry of education stated. Principals, cluster supervisor, and Sebeta City Education office experts were not able to help teachers to develop clear understanding on CPD program; hence, teachers viewed the contribution of the principals and trainers as limited. Another dimension of the issue relates to knowledge of the coordinators of the program at school level. Review of teachers' views indicated that city education officers involved in the coordination of the program do not have clear understanding about Continuous Professional Development and its implementation strategies. It appear that this situation has resulted in low level of understanding on the part of the principals and teachers' who are the major targets in the CPD program.

Table. 3 Factors that negativelychallengethe teachersin involving in CPD program.

| No | School related factors | High effect | | Moderate effect | | Least effect | | No effect | | Undecided | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 5 | | 4 | | 3 | | 2 | | 1 | | | |
| | | No | % | No | % | No | % | No | % | No | % | Mean | SD |
| 1 | Absence appropriate resources | 19 | 31.7 | 25 | 41.7 | 14 | 23.3 | 2 | 3.3 | - | - | 3.53 | 1.27 |
| 2 | Unfavorable school environment | 23 | 38.3 | 19 | 31.7 | 13 | 21.7 | 3 | 5 | 2 | 3.3 | 3.35 | 1.19 |
| 3 | Lack of support from school principals | 16 | 26.7 | 20 | 33.3 | 18 | 30 | 6 | 10 | - | - | 3.49 | 1.25 |
| 4 | Lack of time to effectively in involving teachers on the program | 22 | 36.7 | 16 | 26.7 | 18 | 30 | 4 | 6.7 | - | - | 3.48 | 1.25 |
| 5 | Lack of budget in involving teachers on the program | 24 | 40 | 13 | 21.7 | 17 | 28.3 | 4 | 6.7 | 2 | 3.3 | 3.33 | 1.18 |
| 6 | Lack of knowledge in involving teachers on the program | 17 | 28.3 | 17 | 28.3 | 14 | 23.3 | 6 | 10 | 6 | 10 | 3.24 | 1.14 |
| 7 | Willingness of teachers to share experience in involving by themselves through the CPD program | 20 | 33.3 | 19 | 31.7 | 12 | 20 | 5 | 8.3 | 4 | 6.7 | 3.09 | 1.08 |
| 8 | Lack of readiness of teachers to learn further | 21 | 35 | 15 | 25 | 9 | 15 | 8 | 13.3 | 7 | 11.7 | 3.48 | 1.25 |
| | Average | | | | | | | | | | | 3.37 | 1.20 |

In item 1 of table 3, teacher respondents were asked to rate Absence appropriate resources the extent to which principals effort to School related factors which negatively influencing involving teachers in CPD program. Accordingly 19(31.7%), 25(41.7%), and 14(23.3%) of respondents replied that principals effort to role and responsibilities on school related factors is High effect, Moderate effect and Least effect respectively.

On the other hand, the significant number 2(3.3%) teachers responded is No effect and none of teachers undecided on the absence of appropriate resource. The mean score of these responses is 3.53. This indicates that the School related factors which negatively influencing involving teachers in CPD program is in low level at the Secondary Schools of Sebeta City Administration.

Regarding item 2 of the same table, the respondents were asked to give their opinion about un favorable school environment. Accordingly, 23(38.3%), 19(31.7%), 13(21.7%) of teachers replied that unfavorable school environment for teachers is High effect, Moderate effect and Last effect respectively.

Moreover, the insignificant 3(5%), and 2(3.3%) of the respondents responded that unfavorable school environment at school level is no effect and undecided respectively. The mean score of the item is 3.35 which show unfavorable school environment is in no effect level. In item 3 of table 3, the respondents were asked to give their suggestion for Lack of support from school principals.

Accordingly, majority number 16(26.7%), 20(33.3), 18(30%) of respondents replied that the School related factors which negatively influencing involving teachers in CPD program High effect, Moderate effect and Last effect respectively. On the other hand, the significant number 6(10%), no effect and undecided respectively. The mean of the item is 3.49.

In item 4 of the same table, the respondents were asked to give their opinions on Lack of time to effectively in involving teachers on the program. Accordingly, 22(36.7%), and the majority 16 (26.7%) of respondents responded that the School related factors which negatively influencing involving teachers in CPD program is High effect and Moderate effect.

On the other hand, 18(30%), and 4(6.7%), and 0(%) of teachers replied that Last effect, No effect and Undecided respectively. The mean score of the responses is 3.48 which are in the scope of least effect level of participation.

In item 5 of the above table respondents were asked to rate Lack of budget in involving teachers in CPD program. In this respect, majority number of respondents 24(40%), 13(21.7%), and 17(28.3%) responded that Lack of budget in involving teachers in Continuous Professional Development program teachers is High effect, Moderate effect and Last effect respectively. On the contrary, few numbers of respondents 4 (6.7%), and 2(3.3%) responded that Lack of budget in involving teachers in Continuous Professional Development program is no effect and undecided respectively. This implies that principals effort to arrange induction program for newly deployed teachers and to develop self-confidence and to avoid unnecessary tension and future malfunction is low. The mean score of this response is 3.33 which are in the scope of low level of support.

Regarding item 6 of table 3, teachers□ respondents were asked to answer Lack of knowledge in involving teachers in the Continuous Professional Development program.

Accordingly, significant number 17(28.3%), and 17(28.3%), and 14(23.3%) of teachers answered that Lack of knowledge in involving teachers in the CPD program is High effect, Moderate effect and Last effect respectively.

In addition, few of respondents 6(10%), and 6(10%) responded that Lack of knowledge in involving teachers in the Continuous Professional Development program is no effect and undecided respectively.

In the same way the mean score 3.24 inclined in the last effect of evaluating and giving feedback on Continuous Professional Development activities of teachers by principals.

With item 7 of table 3, teachers were asked to rate Willingness of teachers to share experience in involving by themselves through the Continuous Professional Development program. Accordingly, majority numbers 20(33.3%), 19(31.7%), 12(20%) respondents replied that Willingness of teachers to share experience in involving by themselves through the Continuous Professional Development program is High effect, Moderate effect and Last effect respectively. On the other hand, few numbers 5(8.3%), and 4(6.7%) of respondents responded that Willingness of teachers to share experience in involving by themselves through the CPD program is no effect and undecided respectively.

The mean score of the item is 3.09 which show no effect on Willingness of teachers to share experience in involving by themselves through the CPD program.

In the same way, the data obtained through the interviews with super visors, principals and Sebeta City Education experts and through focus group discussion from department heads confirmed that Willingness of teachers to share experience in involving by themselves through the Continuous Professional Development program is one of School related factors which negatively influencing involving teachers in CPD program. The average mean was 3.37.
This implies that the willingness of teachers to share experience in involving by themselves through Continuous Professional Development has been raised as school related factors which negatively influencing involving teachers in CPD program at secondary school indicated high effect level.

Regarding item 8 of table 3, teachers were asked to give their opinion Lack of readiness of teachers to learn further. Accordingly, most of respondents 21(35%), 15(25%), and 9(15%) of respondents replied that the Lack of readiness of teachers to learn further of CPD is High effect, Moderate effect and Last effect respectively. Some of the respondents 8(13.3%), and 7(11.7%) Lack of readiness of teachers to learn further is no effect and undecided respectively.
As we can see from the above table the mean score is 3.48 which are in the scope of high effect of support.
The gap in the knowledge and understanding of school principals and in involving teachers in CPD as noted by teacher, was attributed to problem with the overloaded by non-academic things.
Document analysis carried out in selected secondary schools, for examples, identifying the three top priority areas at school levels.
Further analysis of the problems enabled sorting out of three top problems that meet immediate intervention and resource mobilization in that particular school context. The three priority agenda of the school were; enhancing involvement in student education, improving students interest to perform good result in every subjects and increase teacher awareness on the importance of continuous assessment. It was around this three problems that each subject teacher, departments and principals worked their respective CPD module plan. In order to accomplish the anticipated module plans, procedures and specific actions were devised at all levels. The sixty-hour CPD time were further apportioned into deferent activities in line with three basic priority problems.

The CPD follows a different approach. It aims at up-dating and upgrading principals and teachers in terms of knowledge and adjustment in career structure. Here, schools are expected to identify three priority problems out of which each teacher selects and implements one based on his/her interests and area of study. In other words, a plan for teacher professional development is developed and implemented by each school with active involvement of teachers in groups at department level and at individual teacher level. Interview with principals disclosed that quite in many cases, teachers show low interest to participate in discussions on CPD. A quote from Sebeta secondary school focus group discussions with department heads substantiated the views of two schools principals.

> *Commitment of each teacher is a key to program sustainability. Teacher should be convinced to be committed to their profession. As it is the mandatory to participate in the program, the same is true for principals. I believe that it will sustain. There are many teachers who have been convinced about its importance and usefulness. Step-by-steps, it will become part of the day to day activities of school principals and teachers. It will sustain.*

Lack of clear scheme to motivate school principals and teachers to engage in CPD activities, as noted by teachers as contributed to the fall in principals and teachers motivation. As solution to this problem, participants underlined the importance of establishing procedure to recognize, incentive and reward the efforts of hardworking principals and teachers. Participants of the focus group discussion noted:

Qualitative data captured through open ended question, focus group discussions, interviews and analyses of documents such as portfolios, checklists and minutes were clustered around three thematic areas, namely opportunities, challenges and useful experiences.

Challenges

- Lack of commitment, knowledge and experience on the theoretical underpinnings, involving teachers inconsistencies, lack of uniformity in involving, confusion and redundancy;
- Lack of budget to run the program at the school level;
- Lack of interest, initiative and commitment by school principals and some teachers especially by teachers with long years of teaching experience;
- Becoming too ambitious and looking for immediate return from the CPD program

- The incomparable nature of the sixty-hour time demand and regular work load of school principals and teachers;
- Lack of incentive procedures to recognize school principals and teachers who make at most effort to change themselves and their colleagues;
- Lack of peer coaching, and peer evaluation;
- The approach of CPD is always generic (not specific)

Opportunities

- The new CPD followed bottom-top approach. It is planned, executed, analyzed and evaluated at school level; hence, it opened opportunity to contextualize the program.
- Career development as a motive for executing CPD at school level;
- Continuous Professional Development is considered as an opportunity of self-enhancement, improvisation of quality of education as well as student achievements;
- It empowered school principals and teachers as well.
- CPD make principals and teachers familiar with the new technology and recent approach.

Useful Experience

- Opened window of hope in practicing student-centered approach, developing team sprit, improvement in student learning, reduction of drop out of student and school based disciplinary problems;
- Facilitated easy flow of information and feed-back among school principals, teachers, in departments, cluster schools, and the management at large. The territory that bounded them has become porous;
- Facilitated documentation of better experience and success stories in portfolios and anecdotal records.

Table:4 Tools that used to evaluate CPD program.

| No | Instruments to evaluate the effectiveness of CPD | 5 Usually | | 4 Sometimes | | 3 Rarely | | 2 Not at all | | 1 Undecided | | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No | % | No | % | No | % | No | % | No | % | | |
| 1 | Questionnaires | 9 | 15 | 15 | 25 | 19 | 31.7 | 10 | 16.7 | 7 | 11.7 | 3.15 | 1.10 |
| 2 | Observation | 10 | 16.7 | 24 | 40 | 14 | 23.3 | 7 | 11.7 | 5 | 8.3 | 3.45 | 1.23 |
| 3 | Discussion | 13 | 21.7 | 20 | 33.3 | 4 | 6.7 | 9 | 15 | 4 | 6.7 | 2.98 | 1.04 |
| 4 | Interviews | 5 | 8.3 | 11 | 18.3 | 16 | 26.7 | 19 | 31.7 | 9 | 15 | 2.59 | 0.93 |
| 5 | Systematic follow up | 8 | 13.3 | 16 | 26.7 | 22 | 36.7 | 18 | 30 | 6 | 10 | 3.53 | 1.26 |
| 6 | Analysis of documents | 8 | 13.3 | 23 | 38.3 | 14 | 23.3 | 10 | 16.7 | 5 | 8.3 | 3.31 | 1.17 |
| 7 | Taking portfolio | 10 | 16.7 | 15 | 25 | 18 | 30 | 11 | 18.3 | 6 | 10 | 3.20 | 1.12 |
| | Average | | | | | | | | | | | 3.17 | 1.12 |

In item 1 of table 4, states that theInstruments to evaluate the effectiveness of CPD through Questionnaires. Teachers were asked to respond their opinion about the effectiveness of CPD. Few numbers of 9(15%), and 15(25%) of teachers replied that the effectiveness of CPD is usually and sometimes respectively. However, the majority 19(31.7%) saidthe effectiveness of CPD rarely.

Significant number 10(16.7%), and 7 (11.7%), of teachers replied that about Instruments to evaluate the effectiveness of CPD through Questionnaires wasnot at all and undecided. The mean score of this item response is 3.15 which are in the scope of rarely.

Regarding item 2 of the same table, indicated that the Instruments to evaluate the effectiveness of CPD through observation was 10(16.7%), and 24(40%) respondents showed that usually and sometimes respectively. Additionally, 14(23.3%), 12(15%) and 5(8.3%) of teachers said rarely, not at all and undecided respectively.

The mean score of this item is 3.45

This result shows that the Instruments to evaluate the effectiveness of CPD through observation in secondary schools were indicated in the scope of sometimes.

In item 3 of the above table states that the Instruments to evaluate the effectiveness of CPD through Discussion. Accordingly, the majority number of 13(21.7%), and 20(33.3%) respondents indicated that usually and sometimes respectively.

On the other hand few of respondents 4(6.7%), 9(15%)and 4(6.7%), of teachers indicated their rarely, not at all and undecided respectively.

The mean score of this item is 2.98 which are in the scope of effectiveness of CPD through Discussion indicated that sometimes.

With item 4 of table 4, which was raised the Instruments to evaluate the effectiveness of CPD through Interviews. Accordingly, 5(8.3%), 11(18.3%) and 16(26.7%) of teachers replied that usually, sometimes and rarely respectively. Moreover, 9(11.25%), and 11(13.75%) respondents showed that respectively. Majority number was 19(31.7%) which was indicated that the effectiveness of CPD through Interviews was not at all and 9(15%) undecided respectively.

The mean score of this item response is 2.59indicated in the scope of rarely and not at all.

In item 5 of table 4 were the Instruments to evaluate the effectiveness of CPD through systematic follow up. Accordingly, the significant numbers 8(13.3%), and 16(26.7%) of teachers responded usually and sometimes respectively. And, majority numbers 22(36.7%), and 18(30%) of teachers pointed out rarely and not at all respectively. Moreover, 6(10%) respondents undecided. The mean score of the item is 3.53 which show high level of influence.

This implies that the Instruments to evaluate the effectiveness of CPD through systematic follow up indicated that in the scope of rarely and not at all.

With item 6 of table 4, respondents were asked to give their opinion on the Instruments to evaluate the effectiveness of CPD through document analysis. Accordingly, the majority 8(13.3%), and 23(38.3%) of teachers showed that usually and sometimes respectively. On the other hand, 14(23.3%), 10 (16.7%) and 5(8.3%) of respondents replied rarely, not at all and undecided respectively. The mean score of this item is 3.31 which are in the scope of sometimes.

In item 7 of table 4, respondents were asked to give their suggestion Instruments to evaluate the effectiveness of CPD through taking portfolio. Accordingly, some of 10(16.7%), and 15(25%)

respondents showed usually and sometimes respectively. And also, majority of 18(30%), and 11(18.3%) teachers showed rarely and not at all on the Instruments to evaluate the effectiveness of CPD through taking portfolio. Few of respondents 6(10%) of teachers said that undecided.. This reveals that Instruments to evaluate the effectiveness of CPD through taking portfoliowas rarely threatening the actual implementation of CPD. The mean value was 3.17 which almost represent rarely.

Table 5- Contribution of CPDprogram to achieve school goals.

| No | Items | Options | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 5 | | 4 | | 3 | | 2 | | 1 | | | |
| | | Very high | | High | | Medium | | Low | | Very low | | Mean | SD |
| | | No | % | No | % | No | % | No | % | No | % | | |
| 1 | CPD improves class room activities | 18 | 30 | 22 | 36.7 | 18 | 30 | 1 | 1.7 | 1 | 1.7 | 3.91 | 1.46 |
| 2 | It promotes teachers to evaluate their actions | 20 | 33.3 | 20 | 33.3 | 17 | 28.3 | 2 | 3.3 | 1 | 1.7 | 3.92 | 1.47 |
| 3 | CPD helps to improve teachers knowledge | 22 | 36.7 | 22 | 36.7 | 13 | 21.7 | 2 | 3.3 | 1 | 1.7 | 4.03 | 1.66 |
| 4 | It helps to enhance the quality of learning and teaching | 23 | 38.3 | 21 | 35 | 13 | 21.7 | 3 | 5 | - | - | 4.06 | 1.55 |
| 5 | It helps to apply continuous assessment methods | 19 | 31.7 | 25 | 41.7 | 12 | 20 | 3 | 5 | 1 | 1.7 | 3.97 | 1.50 |
| 6 | CPD helps to give experience sharing through colleague teachers | 28 | 46.7 | 20 | 33.3 | 8 | 13.3 | 3 | 5 | 1 | 1.7 | 3.82 | 1.42 |
| 7 | It helps to give the renewal of a professional teaching license | 20 | 33.3 | 18 | 30 | 17 | 28.3 | 3 | 5 | 2 | 3.3 | 3.89 | 1.43 |
| | Average | | | | | | | | | | | 3.93 | 1.49 |

NB.SD: showed the significance different of responses between the respondents.

In item 1 of table 5, the respondents were asked to rate the extent to which Continuous Professional Development improves classroom activities. Accordingly, 18(30%), and 22(36.7%) respondents rated that CPD improves classroom activities is very high and high respectively. On the other hand, 18(30%), 1 (1.7%), and 1(1.7%) respondents rated that Continuous Professional Development improves classroom activities is medium, low, and very low respectively. As we can see from the table the mean score is 3.91 which is in the range of low level of support. From the results, it can be said that the contribution of Continuous Professional Development in improving classroom activities was found to be inadequate. The response of the interview held with school principals, department heads, and cluster supervisors confirmed that the support of Continuous Professional Development to improve classroom activities as well as the students□ academic achievement is very low.

As indicated in the above table 2 item 2, the respondents were asked to give their opinion by rating to what extent Continuous Professional Development promotes teachers to evaluate their actions. 20(33.3%),20(33.3%),17(28.3%), 2(3.3%), 1(1.7%) respondents rated that CPD promotes teachers to evaluate their actions as very high, high, medium, low and very low respectively. The mean of the item is 3.92 which are in the range of medium level of support. From the data, it can be said that the contribution of Continuous Professional Development activities motivates teachers to evaluate their actions is moderate. Likewise, the interview results from principals, department heads, Continuous Professional Development facilitators, cluster supervisors confirmed that the status of CPD implementation and preparing teachers for evaluating their action is medium level of support. Hence, one may say that the importance of Continuous Professional Development for teachers to evaluate the success of Continuous Professional Development activities was at medium stage in Sebeta City Administration education Office.

Regarding item 3 of table 5, respondents were asked to rate the importance of Continuous Professional Development helps to improve teacher's knowledge. Teachers are attracted to professional development because they believe that it will expand their knowledge and skills, contribute to their growth, and enhance their effectiveness with students (Fullan, 1999). Accordingly, 22(36.7%), 22(36.7%) respondents replied that the importance of CPD helps to improve teachers knowledge is very high, and high respectively.

And also, 13 (21.7%), 2(3.3%), 1(1.7%) respondents responded that the advantage of CPD in changing teachers knowledge is medium, low and very low respectively. As stated in the above table the mean of the item is 4.03 which are in the range of low level of support. This indicates that the importance of Continuous Professional Development in changing teachers' knowledge is at lowlevel of support at school level. From the data it can be stated that the importance of CPD actions in changing teachers' knowledge was inadequate and got little attention.

In item 4 of the same table shows that CPD helps to enhance the quality of learning and teaching. Continuous professional development plays an important role in helping teachers to manage current demands of the on-going and dynamic changes for enhancing the quality of learning and teaching (Fullan, 1995; 2006; Hopkins and Harris, 2000). Accordingly, 23(38.3%), 21(35%)of respondents replied that CPD helps to enhance the quality of learning and teaching is very high and high respectively.

On the other hand, 13(21.7%), 3(5%) and 0(0%) very low respondents responded that CPD helps to enhance the quality of learning and teaching is medium, low, and very low respectively. As the mean score 4.06 indicates that the importance of Continuous Professional Development enhancing the quality of learning and teaching is low level of support. This implies that to enhance the quality of learning and teaching Continuous Professional Development is not helpful at school level.

From this, it can be stated that the important of Continuous Professional Development to enhance the quality of teaching and learning was ineffective. And also, the information gained from the interview from City education office experts confirmed that the practices of Continuous Professional Development to improve classroom activities as well as the students' academic achievement is very low ,because of turnover of experienced teachers.

In item 5 of the above table respondents were asked to rate Continuous Professional Development helps to apply continuous assessment methods. Accordingly, 19(31.7%) and 25(41.7%), of respondents replied that the use of CPD to apply continuous assessment methods is very high and high respectively. Additionally, 12(20%), 3(5%), and 1(1.7%) respondents responded that the use of Continuous Professional Development to apply continuous assessment methods is medium, low and very low respectively at school level. The mean of the responses

is 3.97 which are in the scope of medium. This implies that the use of Continuous Professional Development to practice continuous assessment methods is medium but not in the expected level.

In item 6 of table 5, the respondents were asked to answer the Continuous Professional Development helps to give experience sharing through colleague teachers. Accordingly, 28(46.7%), and the majority 20(33.3%), respondents replied that the importance of CPD that gives experience sharing through colleagues teachers is very high and high respectively. On the contrary, 8(13.3%),3(5%) and 1(1.7%) respondents responded that the use of Continuous Professional Development to give experience sharing through colleagues teachers is medium, low, and very low respectively. As stated in the above table the mean score of the item is 3.50 which is in the range of high level of support. This indicates that Continuous Professional Development is important to give experience and knowledge sharing through colleagues teachers at school level. So, one may say that teachers were regularly involving in discussions to share experiences with colleagues within the school so as to promote professional skills.

Regarding item 7 of table 5, teachers were asked to rate CPD helps to give the renewal of a professional teaching license. The majority number 20(33.3%), 18(30%) and17(28.3%)of the respondents replied that the importance of CPD that gives the renewal of a professional teaching license is very high, high and medium respectively. On the other hand, the minority 3(5%) and 2(3.3%) respondents responded that Continuous Professional Development helps to give the renewal of a professional teaching license is low and very low respectively. The mean of the item is 3.82, which are in the range of low level of support.

This indicates that Continuous Professional Development does not give the renewal of a professional teaching license. Thus, it can be concluded that teachers were not benefited from CPD to promote their profession and to get their license in their teaching learning process at Sebeta City Administration education Office. Generally, the data results showed that the benefits of CPD activities to improve the quality of education are at very high and high level of support.

The participants of the study stated that teachers know more about their job which may be making teaching more interesting as clearly explained here after:

*Continuous Professional Development contribution in our study program improved our attitudes towards teaching to the extent that as a teacher, by now we teachers know more about our work and the needs of our students than before.*

It was also pointed out that the program helped teachers to be effective and capable to solve their immediate problems in the school, discussing things amongst themselves. The department heads believe that:-

*CPD help most teachers to actually attend to their immediate problems and needs because they can easily bring them up during workshops and get them attend to on other hand, they help mostly with identifying experts amongst teachers.*

### 4.2. The Benefits of School Continuous Professional Development to achieve Teachers competency

This section deals with the items related to the benefits of school CPD to achieve school objective. Each item is analyzed based on the data obtained through questionnaires responded by teachers and further backed by the data obtained from interview, focus group discussion and document analysis. Accordingly, the four items were interpreted as indicated in the table above.

### 4.3.The Role of supervisor in involving secondary school teachers in Continuous Professional Development

School supervisors are expected to undertake three sets of tasks including control (in a sense of monitoring complains requirements and providing feedbacks), support, evaluation and liaison at schools to achieve unification and standardization of the school system. They must be able to facilitate both vertical and horizontal communications (work as liaison). They are also expected to promote communications vertically by informing schools with policies and rules and the ministry with the needs and reality in the schools; and horizontally through facilitating interactions, net workings school functions. The realization of these all tasks of school supervisors, however, requires the development and implementation of a generic professional competency standard for the super visors as an integral part of insuring quality learning and teaching at all schools. Therefore, this generic professional competence standard for school supervisor is developed in alignment with the four professional levels which could be achieved up on fulfilling the required professional competence.

Professional requirements of school supervisors have been displayed here for simplicity thematically as vision and values; personal qualities and social and interpersonal skills; knowledge and understanding, and professional practice.

The standards of competence are interconnected and interdependent and they originate from the four themes of professional requirements of school leaders mentioned above. In essence, the whole professional practices of school supervisors are governed by these four themes. Conversely, each of the professional standards for school supervisors are aligned and interconnected with these requirements in one hand and the elements and indicators on the other hand.

Qualitative data from interviews, focus group discussions and documents were analyzed to identify the role of principals in involving secondary school teachers in Continuous Professional Development in Sebeta City Administration and its practice in enhancing quality education. Categories were derived from interviews and discussions. Issues of benefits that emerged from the open-ended items, interviews conducted with principals, cluster supervisor, education officers and focus group discussions with the role of principals in involving teachers in Continuous Professional Development were triangulated for the purpose of comparison.

Teachers' responses to open-ended questions in the self-report questionnaire revealed a number of problems that affected in involving teachers in Continuous Professional Development programs at secondary school level. One of the major challenges reported was the issue of commitment from the side of principals as well as teachers, knowledge and understanding in the incense of CPD program. This point of explain with the reference to teachers, school principals, cluster super visor and trainers each of which are involved in the program in different ways and at various levels.

# CHAPTER FIVE: - SUMMARY, CONCLUSION AND RECOMMENDATIONS

## 5.1. SUMMARY OF FINDINGS

The main objective of this study was to examine the role of principals in involving secondary school teachers in CPD in Sebeta City Administration.

In order to meet this purpose, basic research questions related to the purpose and importance of Continuous Professional Development , the Principals key roles in involving in Continuous Professional Development , provisions to support teachers professional development at school level and the major challenges and short coming observed in implementing Continuous Professional Development were raised.

Therefore, attempt was made to investigate the role of principals in involving secondary school teachers in Continuous Professional Development in Sebeta City Administration.

To search answers for these questions, a descriptive survey method was employed. The data collected from the open and closed ended questionnaires was analyzed and interpreted using different statically tools such as frequency, percentage, mean, and standard deviation. Also the data gathered through interviews, focus group discussions and document analysis were analyzed qualitatively.

On the basis of the analysis and interpretation of the data gathered through all the instruments, the following major findings were indicated.

1. The finding of the study revealed that Teachers understanding of the contribution of Continuous Professional Development to achieve school objectives in secondary school indicated medium level.
2. The study results indicated that Information concerning the actual practice of teacher's pre conditions in planning Continuous Professional Development program was found to be insufficient in Secondary Schools of Sebeta City Administration.
3. The result of Activities stated by the ministry of education as roles and responsibilities of school principal demonstrated that Continuous Professional Development in involving secondary school teachers were low level of giving attention.
4. The finding of the study showed that the School related factors which negatively influencing involving teachers in CPD program was found to be at moderate effect level.
5. Most respondents replied Instruments to evaluate the effectiveness of Continuous Professional Development in involving teachers were indicated in the scope of rarely level.

6. From this study we can understood that the Willingness of teachers to share experience in involving by themselves was shows no effect because of the negative attitude towards Continuous Professional Development program.

7. It was found out that the most common constraints of principals and City Education experts are:

- Lack of coordination and commitment among power actor's teachers, principals, city education officials and local government authorities.
- Lack of awareness of some of the participants about the CPD program.
- Some of the major actors of the program; particularly city education officials, cluster supervisor and principals are busy and reluctant.
- Lack of Leadership and motivation skills coupled with the lack of a good organization of the program.
- The Continuous Professional Development is generic (it is not specific as the nature of various subjects)

## 5.2. CONCLUSIONS

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

- The finding of the study indicated that teachers' understanding of the contribution of CPD, the understanding of CPD that helps to facilitate changes in education, and the understanding of the goals of CPD actions was to be found at medium level. From this, we can conclude that teachers' understanding of the purpose and importance of CPD in each Secondary Schools of Sebeta City Administration were at medium level.

  Generally, teachers did not sufficiently practice in CPD actions and also, they are not effectively and collaboratively solving educational challenges in planning CPD program. Teachers do not well realize their CPD plan, and consequently portfolio documents were not well prepared. Thus, using CPD as an instrument for development of knowledge was given less attention in Secondary Schools of Sebeta City Administration.
- The result of activities stated by the ministry of education as the roles and responsibilities of school principal demonstrated that CPD development in involving secondary school teachers were low level of giving attention. However, among the roles and responsibilities expected from school principals are preparing training or workshops,

organize experience sharing with the nearby schools, arrange induction program for newly deployed teachers, evaluating and giving feedback on CPD activities of teachers. But, the analysis of this study revealed that the school principals failed to meet these responsibilities. Therefore, from the data of the stud it is possible to conclude that teachers were not encouraged by the school principals to accomplish the CPD activities and develop their professional skills in order to bring into the light them with the modern trends in their respective subjects.

- Trained CPD facilitators were not available in all Secondary Schools of Sebeta City Administration to provide continuous professional development support for teachers. Relevant professional trainings of CPD were not adequately conducted. The activities in CPD were not directly connected with teacher's day-to-day life as solving the student's academic failure, to re-licensing career development structure in Secondary Schools of Sebeta City Administration.
- Sebeta City education office experts, cluster supervisors, school principals and other school based CPD implementers were less supportive on the activities of CPD. That is, failure to allocate sufficient budget, absence of preparing local CPD plans, organizing training programs, intra- and inter group discussions, encouraging peer evaluation and timely feedback regarding the practical involvement of CPD program. Therefore, there was absence of commitment and lack of responsibilities among CPD stake holders for its practical involvement.
- Most respondents replied that the importance of CPD that gives experience sharing through colleagues and teachers within the school was found to be at high level but it is insufficient with the nearby schools.
- The study showed that the practice of CPD to alleviate the day today problems, preparation of portfolio, and involving in peer coaching with colleagues and teachers, as well as the role of school principal in involving teachers in CPD were found to be inadequate level.
- The study results indicated that the roles of principal in involving teachers in CPD effectiveness in their profession, and for technical cooperation among teachers, as well as the improvement of subject matter action was found to be insufficient.

- This study indicated that the effort of School principal to prepare experience sharing among colleagues and teachers was low, whereas preparing training, and arranging colleagues and teacher's evaluation was less effective.
- Most respondents believed that lack of selection relevant topics and which can update teachers, inability of preparing training on CPD, lack of organizing induction program, lack of evaluation and giving feedback by the school principals has high negative influence in involving teachers in CPD program.
- The result of this study showed that the main obstacles that operate against the practice and involving teachers of school based CPD were less commitment of school leaders to participate in CPD activities and lack of teachers readiness and motivation on the actions of CPD were identified the serious challenges.
- From the study we can conclude that the principals and teachers were expected to play as the role model and key roles to change school community. However, different challenges like lack of awareness, understanding, negative attitude, being busy due to non-academic tasks, unable to use relevant media of instruction and absence of working in team spirit were hindered the principal to work in involving secondary school teachers in CPD program at Sebeta City Administration.

Moreover, failure to allocate budget and lack of CPD materials, absence of career structure in the actions of CPD was to be found the problems that hinder in involving teachers in CPD. On the other hand, absence of giving feedback from the concerned bodies, lack of commitment of school principal and teachers to practice CPD actions, failure to organize training on CPD programs, and shortage of time for teachers to involve in the actions of CPD was found to be least effect in the practical involvement of teachers in CPD in Secondary Schools of Sebeta City Administration.

## 5.3. RECOMMENDATIONS

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

1. To make school principal's instructional leadership and teachers professionally competent, that is improving classroom activities of teachers, teacher's knowledge and

improving the quality of teaching and learning, various methods of CPD such as in-service training, action research, and induction program for newly deployed teachers is recommended to be implemented.

2. In addition, intra- and inter school group discussion on the action of CPD, mentoring, peer coaching, and peer evaluation are suggested to be practiced in the Secondary Schools of Sebeta Administration. Moreover, the study results confirmed that teachers and principals insufficiently practiced these strategies. Therefore, all CPD stakeholders; Like principals, teachers, supervisors , students as well as Sebeta City education office experts should make great effort to improve the practice of action research, induction program for newly deployed teachers, mentoring, peer coaching and peer evaluation, in-service trainings and workshops, inter and intra school group discussion to apply the role of principal instructional leadership skill in involving teachers in CPD in Secondary Schools of Sebeta City Administration.
3. To enhance the role of school principals in involving secondary school teachers in CPD, it is essential to develop or incentive mechanism for principals through rewarding and may be financial incentives in the form of allowance, or subsiding housing and better training opportunities. Teacher's performance of any practices of school based Continuous Professional Development practical to be allied with their career development so that principals and teachers would not be hesitant in involving teachers in CPD. To this end, the MOE, Regional education Bureau, City education office, School principal and departments are advised to consider attempts to involve in CPD as part of the performance by exchanging the new approach of principals and teachers career structure development criteria and it needs immediate actions in order to solve the problem.

4. The contributions of school principals in involving teachers in Continuous Professional Development program were not sufficient. One of the major factors, as indicated under findings, has been lack of commitment from school principals in involving teachers in CPD activities. Hence, for the Continuous Professional Development program to be successful for cluster super visors, City education office in collaboration with other stakeholders has to organize the necessary workshops on CPD as well as educational leadership and management to school principals and should organize motivation program

by preparing free discussion time with free lunch. The same should be done for City education office experts and cluster supervisors. Also, Continuous Professional Development should be specific with various subjects nature.

5. Principals have to prepare the school CPD plan in involving teachers in the selection of the school CPD priorities. This condition helps teachers to be adapted with the plan and used to include their needs and demands as well as the existing challenges of the schools. These increases mutual responsibility for the school principals in involving teachers and facilitating the CPD activities effectively.

6. It is recommended that the Sebeta City education office experts, cluster supervisors, school principals and senior teachers should practically assist teachers by creating conducive environment for skill development through both short and long term training programs, allocating sufficient budget, by preparing self and peer evaluation opportunities and followed by timely feedback. In addition, by fulfilling CPD materials and increasing the commitment of principals and teachers by giving motivation, in order to in involving teachers in Continuous Professional Development actions sufficiently and to improve the students' academic performance.

7. The study results showed that support from cluster supervisors and school principal for the involving of school based Continuous Professional Development were found to be inadequate. It is strongly recommended that cluster supervisors and school principal should take immediate actions and follow up the school Continuous Professional Development performance, organize teachers to change their attitude on the activities of Continuous Professional Development and maintain experience sharing with the nearby cluster schools and share Continuous Professional Development manuals and materials to all secondary schools for the real implementation of school based Continuous Professional Development, as well as to improve the quality of teaching and learning activities, and to improve students result in Secondary Schools of Sebeta City Administration.

8. The school community: set a regular discussion program on new technological approaches by the coordination of school principals and experienced teachers.

9. All the school principals, supervisors, teachers need to be trained in addressing individual needs. Education office of the city need to facilitate different awareness program onContinuous Professional Development by cooperating with education bureau of the region so that all principals, supervisors, teachers updated by short term training at least twice per a semester in every academic year.
10. The participant of the research have pointed out the roles of school principals in involving teachers in CPD should be :-
    - Assist teachers to properly discharge their duties and responsibilities up to the expectations of students, parents, government and other stakeholders, in general;
    - Motivate and encourage and teachers to use different methods to improve their profession through collaborative and collegial relation-ship and discussions, distance learning, online learning and other related mechanisms;
    - Play a leading role and become exemplary in the continued professional development of teachers;
    - Act fairly and avoid un fair and biased administration, but should rather introduce a transparent and accountable system of school-based professional development of teachers.
    - Engage him /her in the ever changing environment since principals like teachers need to up-date themselves in order to properly carry out their responsibilities;
    - Set in place a mechanism for evaluating, monitoring and appraisal of teachers so as to late them felt they get what they deserve from schools since it is through such system that continuous and fruitful professional development of teachers can be realized

11. Finally, to better address the problems, it can be suggested that further studies need to be conducted in this area with regard to the role of principals in involving secondary school teachers in CPD in Sebeta City Administration.

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