



**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**ENHANCING TEACHERS' PROFESSIONAL DEVELOPMENT: THE
ROLE AND LEVEL OF SUPPORT OF PRIMARY SCHOOL
PRINCIPALS IN IMPROVING TEACHERS' PROFESSIONAL
DEVELOPMENT IN INTERNATIONAL SCHOOLS, ADDIS ABABA,
ETHIOPIA**

BY BEREKET GEZAHEGN GEBREMARIAM

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ADDIS ABABA, ETHIOPIA



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A THESIS

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Department of Educational Planning and Management in partial fulfilment of the
requirements for the degree of Master of Arts

by

Bereket Gezahegn Gebremariam

Addis Ababa University

Addis Ababa, Ethiopia

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DECLARATION

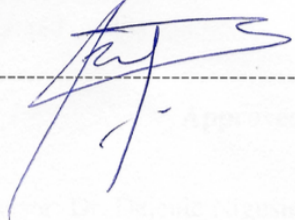
I, the undersigned, declare that the thesis entitled “Enhancing Teachers' Professional Development: The Role and Level of Support Of Primary School Principals in Improving Teachers' Professional Development in International Schools, Addis Ababa, Ethiopia” is my original work and all the materials used have been duly acknowledged.

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

This is to certify that the thesis prepared by Bereket Gezahegn, entitled "Enhancing Teachers' Professional Development: The Role and Level of Support Of Primary School Principals in Improving Teachers' Professional Development in International Schools, Addis Ababa, Ethiopia" is submitted in partial fulfillment of the requirements for the degree of MA in Educational Planning and Management, complies with the regulations of the university and meets the accepted standards for originality and quality.

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Abbreviations and Acronyms:

AIS	-	<i>Andinet International School</i>
AISA	-	<i>Association of International Schools in Africa</i>
CAE	-	<i>Cambridge Academy, Ethiopia</i>
CoP	-	<i>Communities of Practice</i>
FIS	-	<i>Flipper International School</i>
GES	-	<i>German Embassy School</i>
GLAD	-	<i>Guided Language Acquisition Design</i>
IB	-	<i>International Baccalaureate</i>
IBO	-	<i>International Baccalaureate Organization</i>
ICS	-	<i>International Community School</i>
IEYC	-	<i>International Early Years Curriculum</i>
IS	-	<i>Impact and Satisfaction</i>
KIS	-	<i>Kelem International School/The Former Swedish Community School</i>
LHA	-	<i>LionHeart Academy</i>
OPIS	-	<i>One Planet International School</i>
PBL	-	<i>Problem-Based Learning</i>
PD	-	<i>Professional Development</i>
PLC	-	<i>Professional Learning Community</i>
PYP	-	<i>Primary Years Programme</i>
SC	-	<i>Support and Communication</i>
SEN	-	<i>Special Educational Needs</i>
TBO	-	<i>Trust Based Observation</i>

Abstract

In the realm of education, the effective professional development of teachers has emerged as a critical factor in elevating the educational quality and fostering positive student outcomes. This thesis embarks on an exploratory journey to investigate the practices of primary school principals in the noble pursuit of improving teachers' professional development in the unique setting of international schools nestled in the vibrant city of Addis Ababa, Ethiopia. Through the meticulous examination of data collected from 117 teachers, who wholeheartedly embraced the opportunity to share their perspectives through questionnaires, and in-depth interviews conducted with eight principals, this study presents a comprehensive analysis that intricately weaves together the strategies and approaches employed by these eight educational leaders to nurture and amplify the professional growth and development of their teachers. The findings gleaned from this rigorous inquiry illuminate the diverse array of professional development activities offered or led by principals in these international school environments. These activities encompass a wide range of interventions, including workshops, seminars, collaborative lesson planning sessions, peer observations, and technology integration training. Moreover, the study unearths the crucial role played by principals in providing unwavering support and guidance to teachers as they embark on their professional development journeys. The analysis explores into the multifaceted dimensions of principal support, encompassing factors such as mentorship, resource allocation, instructional coaching, and creating a culture of continuous learning and improvement. A core focus of this study revolves around the impact of these principal-led professional development practices on teacher instructional practices. The research findings illuminate the transformative power of well-designed and thoughtfully executed professional development initiatives in bolstering teacher engagement and commitment to their craft. Additionally, the analysis offers insights into the tangible changes witnessed in instructional practices, as teachers embrace innovative pedagogical approaches, integrate technology seamlessly into their lessons, and apply research-based strategies to optimize student learning experiences. As the thesis draws to a close, it presents an overarching assessment of the overall effectiveness of these practices implemented by primary school principals in Addis Ababa's international schools. It synthesizes the collective wisdom distilled from the voices of teachers and principals, bringing forth an understanding of the strengths and limitations of current professional development approaches. By synthesizing these findings, the study seeks to contribute to the existing body of literature on educational leadership in international school contexts, shedding light on the distinctive challenges and opportunities faced by principals in this diverse educational landscape. Ultimately, this comprehensive analysis culminates in a series of practical recommendations meticulously crafted to empower principals in optimizing teachers' professional development and, in turn, catalyzing positive educational transformations. By implementing these evidence-based recommendations, principals can foster an environment that nurtures the growth, expertise, and professional satisfaction of their teachers, resulting in improved student learning outcomes and a brighter future for all stakeholders involved in the international school community in Addis Ababa, Ethiopia.

Chapter 1: Introduction

1.1. Background and Rationale

In the realm of education, the effective professional development of teachers has emerged as a critical factor in elevating the educational quality and fostering positive student outcomes. The practices of primary school principals play a critical role in shaping and improving teachers' professional development. Extensive research has been conducted on the importance of professional development and its impact on teacher effectiveness and student achievement.

Literature supports the notion that professional development programs can significantly enhance teachers' knowledge, skills, and instructional practices. According to Desimone (2009), effective professional development initiatives should be ongoing, sustained, and job-embedded, providing teachers with opportunities to deepen their content knowledge, pedagogical skills, and classroom management strategies. Vescio et al. (2008) emphasize the importance of collaborative professional learning communities, where teachers engage in reflective discussions and share best practices to enhance their instructional approaches.

In the context of international schools, research has highlighted the unique opportunities and challenges associated with teachers' professional development. A study by Harris and Chrispeels (2006) on international schools in Asia found that these schools often have access to abundant resources, well-trained staff members, and a supportive organizational culture, which contribute to effective professional development practices. Similarly, in a study conducted by Elton-Chalcraft et al. (2016) on international schools in the Middle East, it was found that the diverse and multicultural nature of these schools presents unique opportunities for professional growth and intercultural learning.

In the Ethiopian context, there is a growing emphasis on improving the quality of education through effective professional development programs. Studies conducted in Ethiopia have explored various aspects of professional development, including the impact of training programs on teacher motivation (Asfaw, 2015) and the role of instructional coaching in enhancing instructional practices (Mekonnen, 2020). However, there is limited research specifically focusing on the practices of primary school principals in international schools in Addis Ababa.

This research aims to address this gap by investigating the practices of primary school principals in international schools in Addis Ababa, Ethiopia. It seeks to explore the strategies and approaches employed by principals to nurture and amplify the professional growth and development of their teachers. By examining the perspectives of teachers and conducting in-depth interviews with principals, this study aims to provide a comprehensive analysis of the professional development activities offered and the support provided by principals in these international school environments.

The findings of this research can contribute to the existing body of literature on educational leadership and professional development in international school contexts. Additionally, the insights obtained from studying the practices of primary school principals in international schools can serve as a valuable reference for other private and government schools in Ethiopia. By disseminating the effective strategies and approaches identified, this research can inform educational policymakers, school administrators, and teachers in improving professional development practices and instructional quality across diverse educational settings.

Overall, this study seeks to empower principals in optimizing teachers' professional development, thereby catalyzing positive educational transformations, and improving student learning outcomes.

By exploring the experiences and outcomes associated with professional development initiatives in international schools in Addis Ababa, Ethiopia, this research aims to provide practical recommendations that can be implemented to enhance professional development practices, not only in international schools but also in other educational institutions throughout the country.

1.2.Statement of the Problem

Elevating the quality of education hinges on the continuous professional development of teachers, a vital aspect often overlooked in many international schools in Addis Ababa, Ethiopia. The study investigates the particulars of primary school principals' practices concerning teachers' professional development, aiming to shed light on existing gaps and challenges within this context.

The research underscores a notable gap in the existing literature, specifically regarding the practices of primary school principals in international schools in Ethiopia. While studies conducted in other countries showcase the positive correlation between effective professional development programs and enhanced teacher performance, the translation of these international best practices into the educational landscape of Addis Ababa's international schools remains ambiguous.

Over the course of my career, I've witnessed a substantial allocation of resources towards Teachers' Professional Development in Addis Ababa's international schools. These institutions are expected to not only possess robust professional development programs but also invest significantly in them. These expectations emanate from teachers, accrediting bodies, parents, and other stakeholders. Some international schools leverage their commitment to professional development as a strategic marketing tool, emphasizing their dedication to fostering a vibrant learning community.

However, a lingering question persists: does the considerable energy, resources, and attention dedicated to professional development truly manifest in improved teaching practices within the classrooms? My curiosity extends to the role of primary school principals in supporting teachers on their professional development journey. This study examines the nuanced dynamics of this relationship, focusing on the level of support and the actual impact of such support on the professional growth of educators.

Moreover, an additional layer of complexity arises from the lack of research on how the policies and practices of the Ethiopian Ministry of Education align with the professional development initiatives of primary school principals in international schools. This study seeks to bridge this gap by not only identifying existing challenges and gaps but also proposing viable solutions. By investigating the practices of primary school principals in Addis Ababa's international schools, the aim is to create a comprehensive understanding of the intricate interplay between global best practices, local policies, and the day-to-day realities of teachers' professional development in this unique educational landscape.

1.3. Basic Questions of the Study:

The study aimed to address the following four basic questions:

1. What specific practices do primary school principals in international schools in Addis Ababa employ to enhance Teachers' Professional Development?
2. To what extent do principals in international schools provide support and facilitate the implementation of professional development initiatives for teachers?

3. What are the expectations and perceptions of teachers regarding the support provided by primary school principals in their professional development in international schools?

1.4. Research Objectives

This study focused on the actual practice of principals in improving Teachers' Professional Development. The objective of the study was to find out which of the roles of principals were actually being exercised and/or translated into action to improve Teachers' Professional Development. The objectives of the study were as follows:

1. To explore the current professional development practices employed by primary school principals in international schools in Addis Ababa.
2. To assess the level of support provided by primary school principals and explore the strategies employed to facilitate the successful implementation of professional development initiatives for teachers.
3. To explore the expectations and perceptions of teachers regarding the support and involvement of primary school principals in their professional development.

1.5. Significance of the Study

This study was conducted to understand and highlight the actual/tangible practices of primary school principals in improving teachers' professional development. The study aimed to benefit primary school principals, teachers, and other stakeholders in making research-based decisions for organizational development. It sought to shed light on the different approaches used by international school principals to assess teachers' needs for professional development. Thus, the

study aimed to provide a vision for efficient leadership practices in school management that create favorable environments for teachers to access better professional development programs.

The proposed study on the practices of primary school principals in improving teachers' professional development in international schools in Addis Ababa, Ethiopia, was significant for several reasons.

Firstly, the study aimed to contribute to the existing body of knowledge on professional development in the education sector, specifically within the context of international schools in Addis Ababa. It sought to provide insights into the specific practices employed by primary school principals to enhance teachers' professional development. These insights could inform the development of policies and programs aimed at improving the quality of education in international schools.

Secondly, the study aimed to benefit primary school principals by providing them with information on effective strategies for improving teachers' professional development. The findings of the study could help principals identify gaps in their current practices and make informed decisions about enhancing professional development opportunities for their staff.

Thirdly, the study aimed to benefit teachers by providing them with insights into the practices used by primary school principals to improve their professional development. Teachers would be able to identify the most effective practices for enhancing their professional growth and use this information to advocate for additional professional development opportunities.

Fourthly, the study aimed to benefit policymakers and other stakeholders in the education sector. The findings could inform the development of policies and programs aimed at enhancing the quality of education in international schools in Addis Ababa, Ethiopia, and similar contexts.

Finally, the study had the potential to contribute to the wider international education community. The findings could inform the development of best practices for professional development in international schools, benefiting educators and students in other parts of the world.

In summary, the conducted study was significant as it contributed to the existing body of knowledge on professional development in the education sector, benefits school principals and teachers, informed policymakers, and stakeholders, and contributes to the wider international education community.

Chapter 2: Literature Review

2.1. Definition and Importance of Professional Development

a. Understanding the concept of professional development

Professional development is a continuous process that aims to enhance the knowledge, skills, and instructional practices of educators. Darling-Hammond, Wei, Andree, Richardson, and Orphanos (2009) define professional development as "activities that develop an individual's skills, knowledge, expertise, and other characteristics as a teacher" (p. 2). It encompasses a wide range of opportunities such as workshops, conferences, mentoring, collaborative planning, and reflective practices that enable teachers to stay updated with current research and best practices. It is essential for teachers to engage in professional development to continually improve their teaching methods and meet the evolving needs of their students.

b. The impact of professional development on teacher effectiveness and student achievement

Research consistently demonstrates the positive impact of effective professional development on teacher effectiveness and student achievement. Studies conducted by Darling-Hammond et al. (2017) and Yoon, Duncan, Wen-Yu Lee, Scarloss, and Shapley (2007) show that high-quality professional development programs lead to improved instructional practices, increased teacher confidence, and enhanced student outcomes. Effective professional development provides teachers with the knowledge, skills, and strategies necessary to address the diverse learning needs of students, resulting in improved academic performance and overall educational success. Additionally, Hattie (2009) highlights that professional development has a significant effect on student achievement, emphasizing its importance in fostering positive learning outcomes.

2.2.The Role of Principals in Teachers' Professional Development

Principals play a crucial role in facilitating and supporting teachers' professional development. Fullan (2001) emphasizes that principals should act as instructional leaders, providing guidance, resources, and a supportive environment for teachers' growth. They should create a culture of continuous learning and collaboration within the school community. Principals have the responsibility of aligning professional development initiatives with the school's vision, goals, and student needs to ensure their effectiveness (Harris, 2003). They should actively engage in the professional development process, providing feedback, coaching, and mentoring to teachers, and fostering a culture of professional inquiry and reflective practice (Louis, Leithwood, Wahlstrom, & Anderson, 2010). Additionally, principals should allocate resources, time, and opportunities for professional development to support the ongoing growth of their teaching staff (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

a. The responsibilities of primary school principals in supporting teacher growth

Research indicates that primary school principals have several responsibilities in supporting teacher growth. Hallinger and Murphy (1985) suggest that principals should engage in instructional leadership, focusing on curriculum development, instructional strategies, and assessment practices. They should provide constructive feedback, coaching, and mentoring to teachers, facilitating their professional growth. Principals also have a responsibility to foster a culture of professional development within the school by promoting collaboration, facilitating peer learning communities, and providing opportunities for professional dialogue (Leithwood et al., 2004). Furthermore, principals should allocate resources and create a supportive environment that values and supports teachers' ongoing professional learning (Louis et al., 2010).

b. Effective leadership practices for enhancing professional development

Effective leadership practices are essential for enhancing professional development. Leithwood et al. (2004) argue that transformational leadership, which involves inspiring and motivating teachers, establishing a shared vision, and providing intellectual stimulation, positively influences teachers' professional growth. Transformational leaders empower teachers to take ownership of their professional development and encourage innovative and reflective practices. Distributed leadership, where leadership responsibilities are shared among staff, also contributes to a collaborative professional development culture (Harris, 2003). By involving teachers in decision-making processes, encouraging their input, and fostering a sense of collective responsibility, principals create an environment that values and supports professional learning. Furthermore, principals should foster a culture of trust, support risk-taking, and create opportunities for peer collaboration (Darling-Hammond et al., 2009). Effective leadership practices create a positive and conducive environment for teachers' professional development.

2.3. Best Practices in Teachers' Professional Development

Research has identified several best practices in teachers' professional development. Darling-Hammond et al. (2009) emphasize the importance of sustained and job-embedded professional development that is connected to teachers' daily practice. Effective professional development programs involve active learning, modeling, and practice, as well as opportunities for feedback and reflection (Garet et al., 2001). Collaborative professional learning communities, where teachers engage in ongoing discussions, share expertise, and collaborate on instructional improvement, have been found to enhance teacher growth (Vescio, Ross, & Adams, 2008). Professional development should be personalized and address teachers' individual needs and interests, taking into account their prior knowledge and experiences (Wei et al., 2009).

Additionally, professional development should be aligned with standards and instructional goals, providing teachers with the necessary knowledge and skills to implement effective teaching strategies and improve student learning outcomes (Desimone, 2009).

a. Characteristics of effective professional development programs

Effective professional development programs share specific characteristics. Desimone (2009) suggests that professional development should be content-focused, aligning with standards and instructional goals. It should provide ongoing support and follow-up to ensure that teachers can implement new strategies effectively. Coherence is another critical characteristic of effective professional development, meaning that the program should be logically connected and integrated into teachers' existing knowledge and practices. Sustainable professional development that occurs over an extended period is more likely to lead to meaningful changes in instructional practices (Wei et al., 2009). Effective programs also provide opportunities for active learning and collaboration, allowing teachers to engage in hands-on experiences, practice new skills, and share insights with colleagues (Garet et al., 2001).

b. Models and Approaches for facilitating teacher growth

Various models and approaches have been used to facilitate teacher growth. One example is the Communities of Practice (CoP) model, which involves teachers collaborating, sharing expertise, and engaging in reflective dialogue (Wenger et al., 2002). CoPs provide a supportive environment where teachers can discuss challenges, exchange ideas, and learn from one another. Another approach is job-embedded professional development, where teachers receive support and coaching within the context of their classrooms (Fishman et al., 2013). This approach allows teachers to apply new strategies in their everyday teaching practice while receiving guidance and feedback from experienced mentors. Additionally, mentoring and coaching programs have been shown to

be effective in supporting teachers' professional growth (Ingersoll & Strong, 2011). Through mentoring relationships, experienced teachers can provide guidance, support, and constructive feedback to novices or less experienced colleagues, fostering their professional development.

2.4.Challenges and Opportunities in International School Contexts

In the context of international schools in Addis Ababa, Ethiopia, there exist distinctive challenges and opportunities concerning the professional development of teachers.

Among the challenges faced by these international schools are the complexities arising from cultural diversity. These schools typically enroll students from various cultural backgrounds, necessitating professional development for teachers to acquire the skills and strategies essential for effectively addressing the diverse needs of learners. Additionally, language barriers may be encountered, with international schools often catering to non-native English speakers. To address this, teachers may require specialized professional development to support language acquisition and cultivate appropriate instructional practices.

Another challenge is the transient nature of staff. International schools frequently experience a high turnover of teachers due to the nature of expatriate assignments. This presents difficulties in maintaining continuity in professional development efforts and underscores the ongoing need to onboard new teachers consistently.

However, amidst these challenges, international schools also present unique opportunities for professional development. Teachers in these settings benefit from exposure to diverse perspectives as they collaborate with colleagues from various cultural and educational backgrounds. This exposure fosters professional growth through the exchange of ideas, the sharing of best practices, and learning from different pedagogical approaches.

Moreover, international schools often emphasize a global curriculum and international-mindedness, offering teachers opportunities to engage in professional development that enhances their understanding of global issues. This emphasis promotes cultural competence and facilitates the development of cross-cultural teaching strategies.

Furthermore, international schools provide access to international networks, conferences, and collaborations. This affords teachers the chance to engage in professional development at a global level, enabling them to learn from international experts in their field and stay abreast of the latest advancements in education.

a. Unique challenges faced by international school principals

International school principals navigate a spectrum of specific challenges when it comes to facilitating the professional development of their teaching staff. The intricate nature of these challenges underscores the multifaceted responsibilities inherent in their role.

One paramount challenge involves the effective management of a diverse teaching staff. International schools, by their very nature, boast a multicultural and multinational teaching faculty. Principals are thus tasked with the complex responsibility of understanding and accommodating the diverse professional learning needs and expectations of their teachers. This includes recognizing the unique cultural perspectives, teaching approaches, and educational experiences that each member of the staff brings to the table.

Moreover, international school principals must skillfully navigate the intricate balance between local and international educational contexts. This requires them to adeptly address the tension arising from the need to meet the expectations and adhere to the regulations of the local educational environment while simultaneously aligning with international standards and best practices. This

delicate equilibrium demands nuanced decision-making to ensure the effective integration of global educational principles within the local educational landscape.

In addition to these challenges, principals may encounter constraints related to limited access to local professional development resources. In some instances, international schools may face hurdles in finding relevant and context-specific training opportunities for their teachers. This necessitates innovative solutions, strategic partnerships, and a commitment to providing alternative avenues for professional growth.

In the dynamic landscape of international education, the role of the principal extends beyond conventional administrative duties. It involves creating an inclusive and collaborative environment that fosters the continuous professional development of a diverse teaching staff. The comprehensive understanding of cultural nuances, the delicate balance between local and international contexts, and the strategic management of resources collectively contribute to the success of international school principals in navigating these challenges and shaping a thriving educational community.

b. Opportunities for professional development in international school settings

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2.5.Gaps in Existing Literature

Identifying gaps in the current research on principal-led professional development in international schools:

While there is a significant body of research on professional development and the role of principals in supporting teacher growth, there is a limited focus on principal-led professional development in international school contexts, particularly in Addis Ababa, Ethiopia. This literature gap highlights the need for further research to explore the specific practices, challenges, and strategies employed by primary school principals in international schools in Addis Ababa to enhance teachers' professional development. Future studies could investigate the effectiveness of different professional development models, the impact of cultural and contextual factors on professional development practices, and the specific strategies employed by principals to address the unique challenges of international school settings. This knowledge would provide valuable insights and inform the development of effective professional development programs tailored to the needs of teachers in international schools in Addis Ababa, Ethiopia.

Chapter 3: Research Methodology

3.1. Research Design

This study embarked on a thorough examination of the strategies utilized by primary school principals to improve teachers' professional development within the context of eight selected international schools situated in Addis Ababa, Ethiopia. The primary focus was on unraveling the diverse array of practices and strategies implemented by these educational leaders, with the overarching goal of enhancing teachers' knowledge, skills, and competencies.

To attain a profound understanding of the subject matter, a mixed-methods approach, specifically Embedded Design, was employed, integrating semi-structured interviews, surveys, and document analysis. This multifaceted methodology facilitated a holistic exploration of practices, allowing for the triangulation of data from multiple sources to enhance the validity and reliability of the findings. Interviews provided a platform for primary school principals to articulate their insights and experiences, shedding light on their strategies for nurturing teachers' professional growth. Surveys, on the other hand, captured the perspectives of teachers, offering valuable insights into their experiences with professional development practices. Document analysis supplemented this by extracting information from existing records, reports, and policies related to professional development initiatives within the selected schools.

Convenience sampling was employed given the comprehensive nature of the study, selecting primary school principals and teachers with a relatively higher experience and exposure in teachers' professional development. This strategy ensured that participants could provide rich and in-depth insights into the topic, considering the diversity of the international schools in Addis Ababa.

Data collected underwent rigorous analysis, incorporating both qualitative and quantitative methods. Thematic coding and content analysis were used for qualitative data, identifying recurring patterns and themes. Quantitative analysis techniques were applied to survey data to generate statistical summaries, exploring potential correlations and trends.

Acknowledging its limitations, this study focused on eight specific international schools, potentially limiting generalizability. The emphasis on primary school principals and teachers' perspectives may have overlooked contributions from other stakeholders. Inherent biases and limitations in data collection methods, sampling techniques, and analysis processes were also acknowledged.

Despite these limitations, the study aimed to offer a comprehensive exploration of practices employed by primary school principals in enhancing teachers' professional development in international schools in Addis Ababa. The findings have the potential to inform educational leaders, policymakers, and stakeholders, providing insights and recommendations to optimize professional development practices and enhance student learning outcomes.

All in all, The research methodology employed for this study utilized an Embedded design, incorporating both quantitative and qualitative data collection and analysis methods. The quantitative aspect involved gathering data through a survey questionnaire, while the qualitative component utilized semi-structured interviews and document analysis. This comprehensive design aimed to achieve an in-depth understanding of the practices employed by primary school principals in enhancing teachers' professional development in international schools.

3.2.Population

This study focused on 223 primary school teachers and 8 principals within the conveniently selected eight international schools of Addis Ababa, Ethiopia. Addis Ababa, a cosmopolitan hub, has seen a surge in international schools, serving a diverse student body from various cultural backgrounds. These schools follow various curricula, emphasizing not only rigorous academic standards but also intercultural understanding and global citizenship.

The study's target group comprised primary school teachers and principals in leadership roles in these international schools. These principals play a crucial role in shaping the vision, goals, and policies of their schools while supporting the professional development of their teaching staff.

Primary school principals in international schools faced unique challenges, such as navigating cultural diversity among teachers and aligning professional development with international curricula while complying with local regulations.

Understanding the practices of these principals was crucial for enhancing professional development opportunities for teachers and improving overall education quality in international schools in Addis Ababa. This investigation provided insights into effective practices to foster continuous growth and excellence in this educational context.

3.3.Sample Selection

Convenience sampling served as the method for selecting the study's sample, with a deliberate focus on eight distinguished international schools in Addis Ababa, Ethiopia. These schools were chosen for their convenience and perceived excellence in international education, coupled with their significant teacher and student populations in the Addis Ababa region. Within each primary school, a thoughtful selection process involved choosing willing teachers and primary school

principals, prioritizing those with longer tenures compared to their counterparts within the same school. This approach aimed to capture a diverse and experienced perspective on teachers' professional development in the context of international schools in Addis Ababa.

The selected international schools for this study were as follows:

- 1) Andinet International School (AIS)
- 2) Cambridge Academy Ethiopia (CAE)
- 3) Flipper International School (FIS)
- 4) German Embassy School (GES)
- 5) The International Community School (ICS)
- 6) Kelem International School (KIS)/The Former Swedish Community School
- 7) LionHeart Academy (LHA)
- 8) One Planet International School (OPIS)

Participants were chosen using a convenience sampling approach, considering their relevant experience and knowledge in teachers' professional development. The selection also factored in the participants' availability and willingness to take part in the study.

School Distribution and Sample Size:

Table 1: Sample Size

Category	Total No. of Teachers in the primary section of schools	Sample Size	%
Andinet International School (AIS)	60	21	17.9%
Cambridge Academy Ethiopia (CAE)	25	5	4.3%
Flipper International School (FIS)	45	23	19.7%
German Embassy School (GES)	11	8	6.8%
International Community School (ICS)	35	15	12.8%
Kelem International School (KIS)	22	22	18.8%
LionHeart Academy (LHA)	8	8	6.8%
One Planet International School (OPIS)	17	15	12.8%
Total	223	117	52.47%

The above table provides information about the distribution of teachers in primary schools across different international schools in Addis Ababa, Ethiopia.

Among the schools listed, Andinet International School (AIS) has the highest total number of teachers at the primary level, with 60 teachers. This is followed by Flipper International School (FIS) with 45 teachers, the International Community School (ICS) with 35 teachers, and Kelem International School (KIS) with 22 teachers. The remaining schools have smaller numbers of teachers, ranging from 11 to 25.

When considering the percentages, it is observed that the largest proportion of teachers, accounting for 17.9%, work at Andinet International School (AIS). Flipper International School (FIS) and Kelem International School (KIS) have the next highest percentages, with 19.7% and 18.8% respectively. The International Community School (ICS) and One Planet International School (OPIS) each contribute 12.8% of the total teachers.

The data discloses that the surveyed international schools in Addis Ababa, comprising eight schools conveniently chosen, account for approximately 52.47% of the total primary school teachers in the region. Notably, the survey encompassed all 223 teachers employed in these eight schools, with 117 teachers willingly participating and responding to the questionnaire.

The data reveals that the majority of teachers have been teaching at the primary school level for 10 or more years, accounting for 53.0% of the respondents. Teachers with 7-9 years of experience represent 24.8%, while those with 4-6 years make up 12.0% of the sample.

3.4.Data Collection

The data collection methods for this study included survey questionnaires, semi-structured interviews, and document analysis. Survey questionnaires were administered to all of the teachers in the selected schools to gather quantitative data regarding the practices employed by primary

school principals in enhancing teachers' professional development. Semi-structured interviews were conducted with the selected primary school principals to gather qualitative data on their practices in improving teachers' professional development. Document analysis was employed to examine the professional development plans of the international schools.

Survey questionnaires: The survey questionnaires were distributed to the selected primary school teachers (223) within the participating international schools; and received from 117 within two months. These questionnaires aimed to collect information on the teachers' professional development experiences, including the support they received from their principals. The survey consisted of closed-ended and open-ended questions and was administered either online or in paper form.

Semi-structured interviews: In-depth semi-structured interviews were conducted with primary school principals to gain their perspectives on the practices implemented by primary school principals in improving teachers' professional development. The interviews were conducted either face-to-face or online, allowing the participants to express their opinions freely. The interview questions were open-ended to facilitate detailed exploration and comprehensive insights.

Document analysis: A comprehensive review of policies, procedures, and other relevant documents related to teachers' professional development in the selected international schools was conducted. This document analysis involved examining teacher training plans, performance evaluation reports, and school policies specifically associated with professional development.

3.5.Data Analysis

The collected data was analyzed using rigorous and appropriate techniques, encompassing both quantitative and qualitative analysis.

Quantitative analysis: The quantitative data collected from the survey questionnaires were subjected to descriptive statistical analysis, involving the computation of frequencies, percentages, means, and standard deviations. This analysis provided a clear overview and statistical representation of the practices employed by primary school principals in improving teachers' professional development. It facilitated the identification of trends, patterns, and correlations within the data.

Qualitative analysis: The qualitative data obtained from the semi-structured interviews and document analysis underwent thematic analysis. This analytical process involved identifying recurring themes, concepts, and patterns within the data, facilitating a comprehensive exploration of the practices, challenges, and opportunities associated with primary school principals' efforts to enhance teachers' professional development.

Data triangulation: To ensure the validity, reliability, and comprehensiveness of the findings, data triangulation was employed. The convergence or divergence of insights obtained from different data sources was explored, enhancing the overall robustness of the research findings.

By employing a comprehensive mixed-method research design and employing rigorous data collection and analysis techniques, this study aimed to contribute a detailed understanding of the practices employed by primary school principals in improving teachers' professional development within international schools in Addis Ababa, Ethiopia. The research findings serve as a valuable

resource for educational practitioners, policymakers, and researchers seeking to enhance the professional growth and development of teachers within the international school context.

3.6. Instrument Validity and Reliability

Table 2: Validity of Instrument

Factor	Initial Communalities	Extraction Communalities	Cronbach's Alpha
Variable 1: Support and Communication	1.000	0.629	0.812
Variable 2: Teacher Satisfaction	1.000	0.614	0.754
Variable 3: Professional Development Impact	1.000	0.744	0.872
Variable 4: Principal's Value and Priority	1.000	0.779	0.816
Variable 5: Frequency of Opportunities	1.000	0.454	0.616

The above table presents validity and reliability measures, and Cronbach's alpha coefficients for the factors identified in the study on the practices of primary school principals in improving teachers' professional development in international schools in Addis Ababa, Ethiopia. The above data is analyzed as follows:

1. **Initial Communalities:** These values signify the proportion of each variable's variance initially explained by common factors. With all initial communalities set at 1.000, it implies that, at the outset, each variable accounted for its entire variance independently.

2. **Extraction Communalities:** This aspect reflects the portion of each variable's variance explained by common factors after extraction. Higher extraction communalities, approaching 1, indicate a more effective representation by the common factors. Variable 3 (Professional Development Impact) stands out with the highest extraction communality (0.744), followed closely by Variable 4 (Principal's Value and Priority) at 0.779.
3. **Cronbach's Alpha:** This metric assesses the internal consistency reliability of the items within each variable. A higher Cronbach's Alpha suggests greater reliability. All variables exhibit Cronbach's Alpha values above 0.6, indicating acceptable internal consistency. Notably, Variable 3 (Professional Development Impact) boasts the highest Cronbach's Alpha (0.872), highlighting strong internal consistency among its constituent items.

Validity and Reliability Considerations:

To fortify the validity and reliability of the instrument, the researcher implemented comprehensive strategies:

1. **Content Validity:** Rigorous efforts were likely invested in ensuring that each item within the variables accurately measured the intended constructs. This process involved an exhaustive review of existing literature, consultations with field experts, and pilot testing.
2. **Construct Validity:** The utilization of factor analysis, as evident in the Extraction Communalities, suggests a meticulous approach to measure distinct constructs. The researcher employed techniques to confirm that the items effectively loaded onto their intended factors.
3. **Criterion-Related Validity:** The instrument have been systematically compared against established measures or criteria to validate its effectiveness.

4. **Reliability:** The healthy Cronbach's Alpha values signify a commendable level of internal consistency reliability. Pilot testing and iterative refinement, based on initial results, have been integral to this process.

In summary, the researcher demonstrated a thoughtful approach to establishing both content and construct validity, while the reliability results affirm the internal consistency of the items within each variable. This comprehensive approach enhances the credibility and robustness of the research instrument.

3.6.1. Ethical Considerations

Informed consent: Before data collection, informed consent was obtained from all participants, including primary school principals and teachers. They were provided with detailed information about the purpose of the study, their rights as participants, and the confidentiality of their responses. Participation in the study was voluntary, and participants had the freedom to withdraw at any time.

Confidentiality: All data collected was treated with strict confidentiality. Participant names or any identifying information were not disclosed in the research reports or publications. The data was stored securely and accessible only to the researcher.

Data protection: The research complied with relevant data protection regulations and guidelines to ensure the privacy and security of participants' personal information.

This study carefully addressed validity, reliability, and ethical considerations, ensuring the generation of robust and trustworthy findings. Informed consent was obtained from all participants

prior to conducting interviews and surveys, where they were briefed on the study's purpose, their rights, and the confidentiality of their responses. The researcher took measures to guarantee the anonymity of participants in the reporting of the findings.

Chapter 4: Findings of the Study

4.1. Characteristics of Respondents

This study is specifically conducted within the context of international schools in Addis Ababa, Ethiopia. Understanding the demographic and professional profiles of the respondents is essential for gaining insights into the diverse perspectives and experiences shaping the educational landscape in these schools.

The research included a population of 231 individuals (223 teachers and 8 principals) drawn from eight specifically chosen international schools, recognized for their exceptional reputation in delivering high-quality international education. Of the 223 teachers, 117 willingly participated in the distributed questionnaire. The selection method utilized a convenience sampling technique, focusing on schools distinguished for their excellence in international education and substantial teacher and student populations in Addis Ababa.

To provide a comprehensive understanding of the respondents' characteristics, data was collected on various demographic and professional variables. These variables include gender, age, educational attainment, and teaching experience. Analyzing these characteristics offered valuable insights into the composition of the sample and provide a context for interpreting the study's findings.

This study seeks to explore the practices implemented by primary school principals in international schools to enhance teachers' professional development. By considering the characteristics of the respondents, the research aims to capture the perspectives of a diverse group of teachers and principals, contributing to a comprehensive understanding of the professional development practices in international schools in Addis Ababa, Ethiopia.

Table 3: Demographic Data

Gender	Teachers		Principals	
	N	%	N	%
Male	47	40.2%	3	37.5%
Female	70	59.8%	5	62.5%
Age	N	%	N	%
25-34	51	43.6%	-	0%
35-44	44	37.6%	4	50%
45-54	18	15.4%	2	25%
55 or older	4	3.4%	2	25%
Educational Attainment	N	%	N	%
High School Diploma	1	0.9%	-	0%
Bachelor's Degree	61	52.1%	2	25%
Master's Degree	55	47.0%	5	62.5%
Doctorate Degree			1	12.5%
Teaching Experience	N	%	N	%
Less than 1 year	2	1.7%	1	12.5%
1-3 years	10	8.5%	2	25%
4-6 years	14	12.0%	1	12.5%
7-9 years	29	24.8%	2	25%
10 or more years	62	53.0%	2	25%

The above table provides demographic information about the respondents in the study on the practices of primary school principals in improving teachers' professional development in international schools in Addis Ababa, Ethiopia. Here is an analysis of the table:

Gender:

- 40.2% of the teacher respondents identified as male, while 59.8% identified as female. This indicates a slightly higher representation of female teachers in the study.
- Based on the provided data, among the respondents who identified their gender, 62.5% are female, and 37.5% are male.

Age:

- The majority of teacher respondents fall within the age group of 25-34, accounting for 43.6% of the sample. The next largest age group is 35-44, representing 37.6% of the respondents. There is a smaller representation of teachers in the age groups of 45-54 (15.4%) and 55 or older (3.4%).
- The age distribution of the principal respondents reads as; 50% of the respondents are in the age range of 35-44 years old, 25% are between 45-54 years old, and another 25% are 55 years old or older.

Educational Attainment:

- The teacher respondents' educational attainment shows that 0.9% have a high school diploma, 52.1% have a bachelor's degree, and 47.0% have a master's degree. The majority of the teachers have completed at least a bachelor's degree, with a significant proportion holding a master's degree.
- Out of the total eight principal respondents, 25% have completed a Bachelor's Degree, 62.5% have completed a Master's Degree, and 12.5% have completed a Doctorate Degree.

Work Experience:

- Regarding teaching experience, the highest percentage of teachers (53.0%) have been teaching at the primary school level for 10 or more years. Teachers with 7-9 years of experience represent 24.8% of the sample. Teachers with 4-6 years of experience account for 12.0%, while those with 1-3 years represent 8.5%. A small percentage of respondents (1.7%) have less than 1 year of teaching experience.
- Among the eight principal respondents, the years of experience in leading at the primary school level vary. One respondent (12.5%) has less than 1 year of experience, two respondents (25%) have 1-3 years of experience, one respondent (12.5%) has 4-6 years of experience, two respondents (25%) have 7-9 years of experience, and two respondents (25%) have 10 or more years of experience in primary school leadership.

It's important to note that the above analyzed data is based on the respondents who participated in the study, which represents a sample size of 117 out of the total population of 223 teachers and 8 principals in the eight selected international schools.

4.2. Types of Professional Development Activities Offered

a. Overview of the professional development opportunities provided by principals:

The analysis of the types of professional development activities attended by teachers in international schools in Addis Ababa aligns with relevant theories and literature, shedding light on the significance of ongoing learning and the impact of various professional development modalities.

The findings regarding the significant number of teachers (39.3%) attending more than 30 hours of professional development in the past year support the concept of lifelong learning. This concept emphasizes the continuous development of knowledge and skills throughout one's professional career (Field, 2015). The high participation in professional development activities indicates a commitment among teachers to continuously update their practices and enhance their teaching abilities.

The preference for comprehensive professional development experiences combining workshops, online courses, conferences, and in-house training is in line with the theory of integrated professional development. Integrated professional development emphasizes the need for diverse modes of learning to maximize the impact on teacher practice and student outcomes (Darling-Hammond et al., 2017). Teachers' choice of varied professional development activities suggests that they recognize the benefits of multiple perspectives and learning opportunities in acquiring new knowledge and skills.

The positive impact of specific professional development opportunities mentioned in the open-ended responses can be supported by relevant literature. For instance, attending workshops on specific subjects such as reading, writing, and concept-based inquiry aligns with the concept of content-focused professional development. Research indicates that content-focused professional development, which directly addresses teachers' subject matter knowledge and pedagogical strategies, leads to improved instructional practices and student achievement (Desimone, 2009). Therefore, teachers' positive experiences with these workshops suggest that they are effective in enhancing their teaching practices.

Moreover, the recognition of the value of conferences and workshops led by principals corresponds to the literature on instructional leadership. Effective instructional leaders play a crucial role in shaping professional development experiences and creating a supportive learning culture in schools (Leithwood & Riehl, 2003). The positive perception of workshops facilitated by principals suggests that their involvement in professional development contributes to teachers' growth and effectiveness.

The desired changes identified by the principals in the education sector further contribute to the understanding of their practices. From the data gathered through the interview, one respondent Principal expressed a desire for mixed-age groupings to provide teachers with diverse teaching and learning experiences, while another Principal highlighted the need for regional stability and professional support to address teacher turnover and create a supportive environment for educators.

The acknowledgment of the importance of inclusive practices, differentiated instruction, and special education needs training were also frequently mentioned and highlighted by both principals and teachers. Research emphasizes the need for teachers to acquire knowledge and skills to effectively support students with diverse learning needs in inclusive classrooms (Forlin, 2018). The positive impact reported by teachers who participated in such training indicates the significance of equipping educators with inclusive pedagogical strategies. The below data provides in-depth insight into the professional development experiences of the 117 teachers in the selected eight international schools.

Professional Development in the Past Year:

Table 4: Teachers' Professional Development Experience

Hours of professional development attended	N	%
None	3	2.6%
1 – 10 hours	25	21.4%
11 – 20 hours	29	24.8%
21 – 30 hours	14	12.0%
More than 30 hours	46	39.3%
Types of professional development attended		
Conferences, In-house training	4	3.4%
In-house training	1	0.9%
Online courses, Conferences	7	6.0%
Online courses, Conferences, In-house training	6	5.1%
Online courses, In-house training	5	4.3%
Workshops, Conferences	4	3.4%
Workshops, Conferences, In-house training	4	3.4%
Workshops, In-house training	5	4.3%
Workshops, Online courses	3	2.6%
Workshops, Online courses, Conferences	5	4.3%
Workshops, Online courses, Conferences, In-house training	14	12.0%
Workshops, Online courses, In-house training	10	8.5%

In the past year, a significant number of teachers (39.3%) attended more than 30 hours of professional development. The next largest group attended 11-20 hours (24.8%), followed by 1-10 hours (21.4%). A smaller proportion attended 21-30 hours (12.0%), and a few reported attending no professional development (2.6%).

Overall, the data provides valuable insights into the demographics and professional development experiences of primary school teachers in international schools in Addis Ababa. The findings suggest that while teachers have diverse educational backgrounds and experience levels, professional development opportunities are being utilized by a substantial number of teachers. The study further explored the specific practices employed by primary school principals in improving teachers' professional development and examine their effectiveness in enhancing teaching quality and student outcomes in the context of international schools in Addis Ababa.

Types of Professional Development:

Among the respondents, the most common type of professional development attended was "Workshops, Online courses, Conferences, In-house training," selected by 41.9% of the participants. This indicates a preference for comprehensive professional development experiences that encompass various modalities and formats.

Other combinations of professional development options were also selected by the respondents. For instance, "Online courses, Conferences" and "Workshops, Online courses, In-house training" were chosen by 6.0% and 5.1% of the participants, respectively. These findings suggest that teachers value a combination of online courses and conferences as a means of professional growth.

Additionally, options such as "Workshops, In-house training" (4.3%) and "Workshops, Online courses" (2.6%) were selected by a smaller percentage of respondents, indicating a preference for more focused development opportunities within specific areas of interest.

The data reveals that a significant portion of teachers (12.0%) participated in professional development experiences that involved "Workshops, Online courses, Conferences, In-house

training." This finding suggests a recognition of the importance of a well-rounded approach to professional growth that combines multiple avenues for learning and development.

Overall, the data indicates that teachers in international schools in Addis Ababa have engaged in a variety of professional development opportunities. The findings highlight the importance of offering a diverse range of development options to cater to the unique needs and preferences of teachers, ultimately enhancing their professional growth and effectiveness in the classroom.

One teacher respondent through the questionnaire mentioned attending workshops on Reading, Writing, and Story, as well as participating in PYP (Primary Years Programme) and PLC (Professional Learning Community) sessions, finding them valuable. Another respondent highlighted the benefits of an online course on self-regulation, which deepened their understanding of student behavior and emphasized the importance of self-regulation.

Responding to an open-ended question on the distributed questionnaire, a teacher shared a positive experience attending a national art educators conference, while another teacher praised workshops led by the principal for their pragmatic and well-organized approach. The Concept-Based Inquiry workshop was highlighted by another respondent, which provided practical insights and included visits to classrooms practicing concept-based inquiry. The GLAD (Guided Language Acquisition Design) training consistently received positive feedback from teachers, finding it helpful for immediate teaching.

Mind-map training and Trust-Based Observation (TBO) model were mentioned by several teachers, contributing to the development of their teaching practices. The topics of child psychology and mindset were also found valuable for teaching practice. Play-based learning and the Flipped classroom approach were recognized by teachers, and a differentiated instruction

workshop provided practical strategies to meet diverse student needs. A Finnish Curriculum-based professional development opportunity positively influenced teaching approaches according to teacher respondents.

Professional development opportunities on phonics, IEYC (International Early Years Curriculum), and the Finnish curriculum were valued by a teacher. Another participant highlighted practical training on inclusion, differentiation, and child behavior, which significantly improved teaching practices. Training on classroom management, measurement, and evaluation transformed the perspective of one teacher and led to improved teaching and learning practices.

A virtues and behavioral management workshop were regarded as one of the best experiences that significantly contributed to teachers' professional development. Adaptive teaching courses and online conferences were found valuable, providing insights into adapting teaching methods to learners' needs. Several respondents mentioned the importance of Special Educational Needs (SEN) training in improving their ability to support students with diverse learning needs.

The responses revealed a diverse range of perspectives. Approximately 18% of the respondents emphasized the importance of focusing on both academic and social-emotional development. This finding aligns with the theory of comprehensive professional development proposed by Darling-Hammond et al. (2009), which emphasizes the need for teachers to receive support in addressing the holistic needs of their students.

About 9% of respondents stressed the significance of self-regulation for teachers. This aligns with the research on self-efficacy and professional growth, which suggests that teachers who possess self-regulatory skills are more likely to engage in continuous learning and adapt their instructional practices to meet student needs (Bandura, 1997).

Approximately 10% of the participants highlighted the adoption of student-centered teaching strategies as an area for professional development. This finding aligns with constructivist theories of learning, which emphasize the importance of engaging students in active and meaningful learning experiences (Piaget, 1952; Vygotsky, 1978). Teachers who receive professional development focused on student-centered approaches are more likely to create inclusive and engaging learning environments.

The responses from teachers highlighted the positive impact of various professional development opportunities on their teaching practices and professional growth. While specific numbers or percentiles were not provided to quantify the extent of this impact, the responses indicated that these opportunities played a valuable role in enhancing their skills and abilities.

In summary, the experiences on the types of professional development activities attended by teachers in international schools in Addis Ababa is aligned with theories and literature on lifelong learning, integrated professional development, content-focused professional development, instructional leadership, and inclusive education. The alignment of the findings with these theories and literature provides a theoretical basis for understanding the preferences and experiences of teachers regarding professional development, highlighting the importance of continuous learning and the impact of various professional development modalities on teachers' growth and effectiveness in the classroom.

The Implication of the Demographic Data:

The demographic data reveals a diverse and experienced group of teachers and principals in Addis Ababa's international schools, emphasizing a higher representation of female teachers, prevalence

of advanced degrees, and a significant cohort of experienced educators. These factors collectively shape the context for effective professional development strategies.

Teachers demonstrate a commitment to lifelong learning, with over 39% participating in more than 30 hours of professional development annually. Diverse activities, including workshops and online courses, align with integrated professional development theories, emphasizing varied learning experiences. Positive responses to content-focused workshops and those facilitated by principals indicate their effectiveness and highlight the importance of instructional leadership.

Moreover, the emphasis on inclusive practices, differentiated instruction, and special education training signifies a recognition of the need to equip educators for diverse learning needs, aligning with contemporary educational priorities.

In conclusion, the data reflects a dynamic professional development landscape that aligns with best practices, contributing to enhanced teaching practices and student outcomes in international schools in Addis Ababa.

4.3. Level of Principal Support for Teachers' Professional Development

Perceptions of teachers regarding the support received from principals:

The majority of the teachers (59.8%) indicated that their principals value and prioritize their professional development to a great extent. This finding aligns with the concept of transformational leadership proposed by Bass and Avolio (1994), which emphasizes the importance of leaders who inspire and support their subordinates' growth and development. According to the literature, principals who prioritize professional development foster a positive

work environment and contribute to higher teacher job satisfaction and commitment (Leithwood et al., 2008).

Approximately 28.2% of teachers responded that their principals value and prioritize their professional development to some extent. This moderate level of support can be explained by the transactional leadership theory (Bass, 1985), which suggests that some leaders may focus more on maintaining the status quo and meeting organizational expectations rather than actively promoting professional growth. These principals may prioritize professional development as a means to achieve organizational goals rather than as a way to empower individual teachers.

A smaller proportion of teachers held a neutral stance (11.1%), neither strongly agreeing nor disagreeing with the extent to which their principals' value and prioritize their professional development. This finding aligns with the work of Bryk and Schneider (2002), who argue that the neutral stance may indicate a lack of clarity or inconsistency in leadership practices. When principals do not consistently prioritize professional development, teachers may perceive mixed messages regarding its importance, leading to a neutral response.

Only a negligible percentage (0.9%) of teachers reported that their principals do not value or prioritize their professional development at all. This finding is consistent with previous studies on the impact of unsupportive leadership on teacher morale and professional growth (Harris et al., 2014). According to these studies, when principals fail to prioritize professional development, teachers may feel undervalued and experience reduced motivation, ultimately impacting their job satisfaction and effectiveness in the classroom.

During an interview with a principal, they mention integrating professional development into the school's operations as crucial. One principal highlighted establishing strong partnership and

collaboration with different associations and institutions such as AISA (The Association of International Schools in Africa) supports the school's improvement plans in the professional development of their faculty and entire staff. By making professional development an integral part of the school's culture and routines, teachers are more likely to engage in continuous learning and growth. Based on the Principal's view integration can involve creating dedicated time and space for professional development activities and incorporating them into the regular schedule.

Furthermore, the following data further reveal the extent of principals' support to teachers.

Primary School Principal Support and Communication:

Table 5: Support and Communication

Primary School Principals Support and Communication:					
Items	N	Min.	Max.	Mean	Std. Dev.
How much support do you receive from your primary school principal in identifying and attending professional development opportunities?	117	1.00	5.00	4.2051	.90533
To what extent do you feel that your primary school principal values and prioritizes your professional development?	117	1.00	4.00	3.4701	.72603
How often do you receive one-on-one mentoring or coaching from your primary school principal for professional development purposes?	117	1.00	5.00	2.9060	1.09058
To what extent do you feel that your primary school principal takes your feedback and suggestions into account when planning your professional development?	117	1.00	44.00	3.4103	3.89773
How frequently does your primary school principal provide opportunities for professional development?	117	1.00	5.00	3.9744	.96008
How well does your primary school principal communicate with you regarding professional development opportunities?	117	1.00	5.00	3.9915	1.02969
Valid N (listwise)	117				

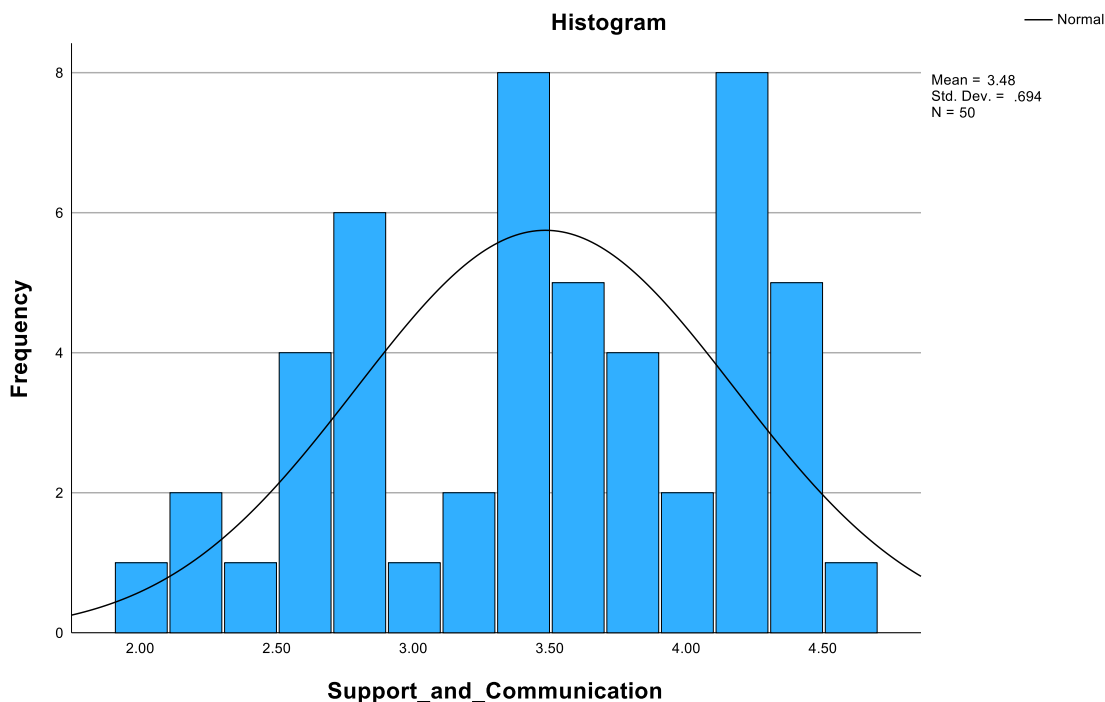
Figure 1: Support and Communication

Table No. 6 presents data about the respondents' perceptions of their primary school principal's support and communication regarding professional development. It provides insights into the level of support received in identifying and attending professional development opportunities, the value placed on professional development by the principal, the frequency of one-on-one mentoring or coaching, consideration of feedback and suggestions, provision of professional development opportunities, and communication effectiveness. Analyzing this combined table helps understand the respondents' perspectives on the principal's involvement and engagement in facilitating their professional growth and development.

Evaluating the Level of Support Provided by Primary School Principals in Identifying and Attending Professional Development Opportunities:

On average, teachers reported receiving a high level of support from their primary school principals in identifying and attending professional development opportunities, as indicated by a mean score of 4.2051 (SD = 0.90533) on a scale ranging from 1 to 5. This suggests that principals are actively involved in facilitating teachers' access to professional development resources.

For this same variable, the skewness value of -1.058 suggests a moderately negatively skewed distribution. This indicates that there is a higher frequency of responses toward the higher end of the scale, indicating substantial support from the principal. The kurtosis value of 0.721 indicates a distribution that is slightly peaked compared to a normal distribution.

The majority of respondents, comprising 46.2%, expressed receiving very supportive assistance from their primary school principals in identifying and attending professional development opportunities. This indicates that a significant proportion of teachers feel that their principals actively contribute to their professional growth by providing guidance and support in identifying relevant development opportunities.

An additional 34.2% of participants indicated that they receive somewhat supportive assistance from their primary school principals. This suggests that while there is a level of support, there may be room for improvement or additional engagement from principals to further enhance the support provided.

A smaller percentage of respondents, accounting for 14.5%, held a neutral stance regarding the support received. This implies that they neither strongly agree nor disagree with the level of support from their principals in identifying and attending professional development opportunities.

Comparatively, a smaller proportion of participants expressed feeling unsupportive in this regard. Approximately 4.3% reported being somewhat unsupportive, and only 0.9% stated being very unsupportive. These figures indicate a generally positive perception among the teachers regarding the support they receive from their primary school principals.

Allocating dedicated time for professional development is another essential aspect highlighted by one of the principals. Acknowledging that time is a valuable resource, the principal suggests ensuring that teachers have dedicated time for engaging in professional development activities. This might involve scheduling regular professional development sessions, providing substitute teachers to cover classes, or arranging for collaborative planning time.

To support and increase teacher training in general, the principal suggested providing certificates upon completion of specific training levels as a form of recognition and motivation. They also mentioned the potential benefits of offering incentives to further motivate teachers in their professional development journey.

Another principal emphasizes the importance of professional development for teachers in international schools, recognizing its positive impact on teaching skills and student learning outcomes. However, the principal acknowledges that challenges related to limited time and resources can hinder the effectiveness of professional development programs. To address these challenges, the principal suggests several strategies. Customization and contextualization of

professional development programs are also key factors in overcoming challenges. Recognizing that each school and its teachers have unique needs and contexts, the principal advocates for tailoring professional development initiatives to address these specific requirements. By aligning the content and focus of the programs with the school's goals and priorities, the effectiveness of professional development can be maximized.

Overall, the data indicates a positive sentiment among teachers in international schools in Addis Ababa regarding the level of support received from their primary school principals in identifying and attending professional development opportunities. The majority of teachers expressed feeling very supportive assistance from their principals, indicating that principals actively contribute to their professional growth. However, there may still be opportunities to further enhance the support provided to ensure that all teachers receive the necessary guidance and assistance in their professional development journey.

The Perception of Value and Prioritization of Teachers' Professional Development by Primary School Principals:

In terms of the perceived value and prioritization of professional development by principals, teachers reported a moderately positive perception with a mean score of 3.4701 (SD = 0.72603) on a scale ranging from 1 to 4. This indicates that teachers generally feel their professional development is valued, but there may be room for improvement in terms of prioritization.

The skewness value of -1.132 indicates a moderately negatively skewed distribution. This suggests that there is a higher frequency of responses toward the higher end of the scale, indicating that teachers perceive a high level of value and prioritization of their professional development by the

principal. The kurtosis value of 0.354 suggests a distribution that is close to a normal distribution, with a slightly less peaked shape.

Most of respondents, accounting for 59.8%, expressed that their primary school principals value and prioritize their professional development to a great extent. This indicates that a significant portion of teachers feels supported and recognized for their growth and improvement in their respective schools. During the interview, a principal discussed various aspects related to professional development programs and their implementation in their school. They highlighted a successful professional development program that focused on teaching methodologies and active learning. The program aimed to shift the focus from teacher-centered instruction to student-centered methods, encouraging active participation and engagement from students. The principal emphasized the importance of creating a conducive learning environment where students are free to ask questions and interact with their peers.

Around 28.2% of the participants indicated that their principals value and prioritize their professional development to some extent. This suggests that while there is a level of acknowledgment, there may be room for improvement in terms of providing more substantial support and emphasis on professional growth. A principal discussed various topics related to education, professional development, and school management. In terms of education, they emphasize the importance of quality schools and community involvement in the education system. They also highlighted the challenges faced when implementing different curriculums and express a desire for better education opportunities in the country. Additionally, the respondent principal supports the Minister of Education for free and advocates for improving education opportunities.

A smaller proportion of respondents (11.1%) held a neutral stance, suggesting that they neither strongly agree nor disagree with the extent to which their primary school principal values and prioritizes their professional development.

It is worth noting that only a negligible percentage (0.9%) of the participants indicated that their primary school principals do not value or prioritize their professional development at all. Although this percentage is low, it is still essential to address any instances where professional development support may be lacking.

The data indicates a positive perception among teachers in international schools in Addis Ababa, as the majority feel that their primary school principals value and prioritize their professional development to a great extent. This finding highlights the significance of effective leadership in fostering a culture of continuous learning and growth among teachers, which can ultimately contribute to improved teaching practices and student outcomes.

A Principal raised concerns regarding the growing demands on teachers and stressed the need for sufficient support and resources. They emphasized the significance of collaborative planning and professional learning communities as effective strategies to share best practices and alleviate the workload pressures on educators. The principal also highlighted the importance of mentoring and coaching programs in providing support specifically to new teachers as they navigate their professional journeys. During an interview, another Principal emphasized the promotion of critical thinking and creativity among students and showcased the importance of adaptability and continuous learning in the face of evolving educational needs.

Another Principal highlighted the role of administrators in implementing and supporting professional development initiatives. Administrators play a crucial role in identifying the needs

and aspirations of teachers, selecting appropriate programs, securing necessary resources, and creating a supportive environment for professional growth. By taking an active role in facilitating and promoting professional development, administrators can help ensure its successful integration into the school community.

A diverse range of perspectives emerged regarding the areas of professional development considered most important for primary school teachers. The responses highlighted various aspects of teaching and learning, emphasizing the need for a holistic approach to teacher growth. Below is a comprehensive breakdown of the findings:

Academic and Social-Emotional Development: Approximately 18% of the respondents acknowledged the significance of focusing on both academic and social-emotional development. These teachers recognized the need to nurture students' cognitive abilities alongside their emotional well-being, aiming for a balanced educational experience.

Self-Regulation and Self-Evaluation: About 9% of the participants stressed the importance of self-regulation for teachers, emphasizing the need for self-evaluation and self-counseling. These individuals recognized the value of introspection and personal growth in fostering effective teaching practices.

Student-Centered Approaches: Roughly 10% of the respondents highlighted the adoption of student-centered teaching strategies as a vital area of professional development. These teachers advocated for differentiated instruction and the implementation of student-centered approaches to create engaging and inclusive learning environments.

Pedagogical Practices: Approximately 13% of the participants expressed the need for professional development in pedagogical practices. They emphasized the importance of acquiring

effective teaching methodologies, including differentiated instruction, to cater to diverse student needs.

Classroom Management: An overwhelming 20% of the respondents stressed the significance of classroom management skills. These teachers acknowledged the importance of creating positive learning environments, emphasizing behavior management techniques, and establishing clear expectations for student conduct.

Communication and Collaboration: Around 12% of the participants highlighted the need for teachers to develop strong communication skills and foster effective collaboration with colleagues, students, and parents. They recognized that effective communication enhances instructional delivery and promotes a supportive learning community.

Special Needs and Inclusion: Approximately 7% of the respondents emphasized the importance of professional development in special needs education and inclusive practices. These teachers recognized the need to enhance their understanding of diverse learning needs and create inclusive classrooms.

Technology Integration: Roughly 5% of the participants mentioned the importance of incorporating technology into teaching and learning. They recognized the need to develop skills in technology integration to enhance instructional delivery and engage students in the digital age.

Child Psychology and Development: Approximately 9% of the respondents stressed the significance of understanding child psychology and developmental stages. These teachers recognized the importance of applying this knowledge to tailor instructional strategies and provide appropriate support to students.

Continuous Learning and Adaptability: About 8% of the participants highlighted the need for continuous professional growth and adaptability. They emphasized the importance of staying updated with the latest research, innovative teaching practices, and emerging educational trends.

Curriculum Alignment: Approximately 4% of the respondents mentioned the importance of aligning teaching practices with the school's curriculum. These teachers recognized the value of ensuring coherence and relevance in their instructional delivery.

Assessments and Evaluation: Roughly 5% of the participants emphasized the need for professional development in assessment strategies. They recognized the importance of implementing effective assessment practices to gauge student learning and inform instructional decision-making.

Classroom Engagement and Hands-on Activities: About 6% of the respondents expressed the need for training in creating engaging and interactive learning experiences. These teachers highlighted the importance of incorporating hands-on activities and promoting active student engagement.

Well-being and Self-care: Approximately 3% of the participants mentioned the importance of teachers' well-being and self-care. They recognized that prioritizing self-care enables teachers to maintain a healthy work-life balance and sustain their enthusiasm for teaching.

Leadership and Teamwork: Roughly 2% of the respondents emphasized the significance of developing leadership skills and fostering teamwork. These teachers recognized the importance of collaborative efforts and effective leadership in creating a positive and supportive school culture.

This comprehensive breakdown offers insights into the diverse perspectives on the most important areas of professional development for primary school teachers in Addis Ababa. It is important to note that the percentages provided are approximations based on the analysis of the given responses, reflecting the distribution of opinions among the participants.

During an interview, one of the principals highlighted the success of a program called Responsive Classroom, which focused on creating a safe and engaging learning environment. They emphasized the positive feedback from teachers and the practical application of professional development in daily teaching practices. The principal also expressed a desire for mixed-age groupings to provide students with diverse learning experiences.

Besides, the interviewed principals highlighted several effective practices in promoting professional development among teachers. Collaboration and data-driven decision-making emerged as prominent themes, with a Principal respondent emphasizing the importance of creating a safe and inclusive classroom environment through a collaborative approach. Another Principal stressed the significance of ongoing professional development and peer coaching to enhance teaching effectiveness. One of the Principals focused on leveraging technology for personalized learning experiences, emphasizing the need for equitable access to technology and proper training for teachers. Another emphasized the integration of social-emotional learning in professional development programs, recognizing its impact on teacher-student relationships.

Frequency of One-on-One Mentoring or Coaching for Professional Development by

Primary School Principals:

Teachers reported receiving one-on-one mentoring or coaching from their principals for professional development purposes at a moderate level, as indicated by a mean score of 2.9060

(SD = 1.09058) on a scale ranging from 1 to 5. This suggests that there may be opportunities to increase the frequency and effectiveness of individualized support provided by principals.

Besides, the skewness value of -0.054 indicates a nearly symmetric distribution. The kurtosis value of -0.867 suggests a distribution that is slightly flatter and less peaked than a normal distribution, but still within an acceptable range.

The majority of respondents, comprising 29.1%, indicated that they often receive one-on-one mentoring or coaching from their primary school principals for professional development. This suggests that a significant proportion of teachers have regular opportunities to engage in individualized mentoring or coaching sessions with their principals, which can be highly beneficial for their professional growth and development.

An additional 27.4% of participants reported receiving one-on-one mentoring or coaching occasionally, indicating that they have some opportunities for personalized support from their principals, although not frequently.

A similar percentage of respondents, accounting for 28.2%, stated that they receive one-on-one mentoring or coaching rarely. This suggests that while some teachers receive occasional or regular support, a significant portion of the teachers have limited access to personalized mentoring or coaching sessions.

A smaller percentage of participants, comprising 10.3%, reported that they almost never receive one-on-one mentoring or coaching from their primary school principals. This indicates that a subset of teachers rarely have opportunities for individualized support from their principals for their professional development.

Additionally, there were 5.1% of participants indicated receiving one-on-one mentoring or coaching very often, suggesting that they have frequent and consistent support from their principals for their professional growth.

Overall, the data highlights the varying levels of access to one-on-one mentoring or coaching for professional development among teachers in international schools in Addis Ababa. While a considerable portion of teachers reported receiving regular or occasional support, there is still a significant number of teachers who have limited access to such opportunities. It is important for primary school principals to consider providing more individualized support to teachers, as personalized mentoring or coaching can greatly contribute to their professional growth and improvement.

Inclusion of Teacher Feedback and Suggestions in Planning Professional Development by Primary School Principals:

The extent to which principals incorporate teachers' feedback and suggestions when planning professional development shows some variability, with a mean score of 3.4103 (SD = 3.89773) on a scale ranging from 1 to 44. This wide range suggests that some principals may actively involve teachers in the planning process, while others may have room for improvement in soliciting and considering teachers' input.

For this specific variable, the skewness value of 9.880 indicates a highly positively skewed distribution. This suggests that there is a higher frequency of responses toward the lower end of the scale, indicating a perception of limited consideration of feedback and suggestions by the

principal. The kurtosis value of 103.698 indicates an extremely peaked distribution, indicating substantial outlier(s) or a highly non-normal distribution.

The majority of respondents, comprising 40.2%, expressed feeling that their primary school principals take their feedback and suggestions into account to a great extent when planning their professional development. This indicates that a significant proportion of teachers believe that their principals actively consider their input and incorporate it into the planning process, indicating a collaborative and inclusive approach to professional development. A principal emphasized the importance of including teacher opinions in identifying training needs and creating a conducive learning environment. They believed that teachers, being the ones in the classrooms, possess valuable insights into what works best for the students. The principal suggested the implementation of peer observations and mentorships as strategies to support teacher development and facilitate knowledge sharing among colleagues.

An additional 30.8% of participants indicated that their primary school principals take their feedback and suggestions into account to some extent. This suggests that while there is a level of consideration, there may be room for further improvement in terms of incorporating teacher feedback into the planning of professional development opportunities. One principal acknowledged the need to involve teaching assistants, learning assistants, and attendant staff in the training programs to ensure their active participation and support. To assess the effectiveness of the professional development program, the school conducted evaluations through classroom observations and obtained feedback from teachers. These evaluations provided insights into the impact of the program on student engagement.

A smaller percentage of respondents, accounting for 22.2%, held a neutral stance regarding the extent to which their primary school principals take their feedback and suggestions into account. This implies that they neither strongly agree nor disagree with the level of consideration given to their input in the planning process.

Comparatively, a smaller proportion of participants, comprising 6.0%, reported feeling that their primary school principals do not take their feedback and suggestions into account at all when planning professional development. Additionally, there was a single response (0.9%) that was not categorized.

One of the respondent principals touches upon participatory decision-making, involving teachers in decision-making processes, professional development opportunities, and the role of school principals in working with faculty members. They also mention the appointment of a Director of Learning and Development and the significance of recognizing and empowering staff members who have performed well. Regarding the preferred trainer facilitation style, the principal expressed a preference for facilitators who engage teachers actively rather than relying solely on slide-heavy presentations. They believed that a facilitator-style trainer would encourage participation and interaction among the teachers.

Overall, the data indicate a positive perception among teachers in international schools in Addis Ababa regarding the level of consideration given to their feedback and suggestions by their primary school principals when planning professional development. The majority of teachers expressed feeling that their input is taken into account, with a significant percentage stating this to be to a great extent. This indicates a collaborative and supportive approach to professional

development planning, which can contribute to more meaningful and relevant opportunities for teacher growth and improvement.

The Frequency of Professional Development Offered by Primary School Principals:

Principals were reported to provide opportunities for professional development at a relatively high frequency, with a mean score of 3.9744 (SD = 0.96008) on a scale ranging from 1 to 5. This indicates that there are regular opportunities for teachers to engage in professional growth activities facilitated by their principals.

The most common frequency reported by the respondents is quarterly, with 41.9% indicating that their primary school principals provide professional development opportunities on a quarterly basis. This suggests that a significant number of principals recognize the importance of regular professional development and strive to offer such opportunities to their teachers at least once every three months. During the interview, a principal mentioned on holding two-three weeks' worth programs per year, led by the professional development department. The programs involve need assessment, inviting experts and trainers, and the participation of capable staff members, teachers, and administrators. The respondent principal also discusses the measurement of professional development effectiveness through performance evaluations, feedback, and classroom observations. They highlight the application of professional development learning in lesson plans and daily teaching practices, as well as the challenges faced in scheduling and financial considerations. Additionally, they mention collaboration with fieldwork education to enhance teachers' practical skills.

Monthly professional development opportunities were reported by 32.5% of the participants, indicating that a substantial portion of primary school principals in these international schools prioritize more frequent development sessions for their teachers. This suggests an understanding of the need for continuous growth and support throughout the academic year.

A smaller percentage of respondents, 18.8%, stated that their primary school principals provide professional development opportunities twice a year. This frequency indicates a semi-annual approach, which may be sufficient for certain schools or contexts but could potentially be improved to offer more regular opportunities for growth.

Less common frequencies reported include annually (4.3%) and rarely (2.6%). These frequencies suggest that a minority of primary school principals provide professional development opportunities on an infrequent basis, which may hinder the professional growth and progress of teachers in those particular schools.

A Principal describe their distributed leadership model, involving the leadership team and team leaders, and mention data-driven decision making. Furthermore, they talk about specific practices and behavior guidelines, such as morning meetings, quiet time, and interactive modeling, which promote a shift from punishment to learning and social justice. The respondent principal addresses the challenges of being a primary school teacher, including balancing multiple subjects and responsibilities, as well as the issue of teacher turnover and regional insecurity. They express a desire for changes in the education sector, particularly mixed age groupings for students and finding a balance between seriousness and fun in education.

Overall, the data indicate that the majority of primary school principals in international schools in Addis Ababa, Ethiopia, provide opportunities for professional development regularly. The most common frequencies reported are quarterly and monthly, reflecting a commitment to continuous improvement and support for their teaching staff. However, there is still a smaller proportion of principals who offer professional development less frequently, indicating potential areas for improvement to ensure consistent opportunities for growth and development among teachers.

The Efficacy of Communication by Primary School Principals Regarding Professional Development Opportunities:

Teachers perceived their principals' communication regarding professional development opportunities as generally effective, with a mean score of 3.9915 (SD = 1.02969) on a scale ranging from 1 to 5. This suggests that principals are maintaining good communication channels to keep teachers informed about available professional development opportunities.

The majority of respondents, comprising 38.5%, expressed feeling that their primary school principals communicate with them very well regarding professional development opportunities. This indicates that a significant proportion of teachers believe that their principals effectively communicate and provide information about available professional development opportunities. Regarding professional development, a respondent principal emphasizes the significance of communication and involvement with teachers for the growth of the school. They mention the implementation of teacher assessments and weekly meetings for professional development. Furthermore, the respondent principal points out that data is not yet used for annual increments in salary. They also mention the positive impact of communication training on the school during a difficult time.

An additional 34.2% of participants indicated feeling that their primary school principals communicate with them somewhat well regarding professional development opportunities. This suggests that while there is a level of effective communication, there may be room for improvement in terms of providing clearer and more detailed information about available opportunities.

A smaller percentage of respondents, accounting for 17.1%, held a neutral stance regarding the communication received from their primary school principals. This implies that they neither strongly agree nor disagree with the level of communication regarding professional development opportunities.

Comparatively, a smaller proportion of participants, comprising 8.5%, expressed feeling that their primary school principals communicate somewhat poorly, and an even smaller percentage (1.7%) reported feeling that the communication is poor.

The data indicates a generally positive perception among teachers in international schools in Addis Ababa regarding the communication received from their primary school principals regarding professional development opportunities. The majority of teachers expressed feeling that their principals communicate with them very well or somewhat well. This suggests that principals are actively engaged in sharing information and ensuring that teachers are aware of available professional development opportunities. However, there may still be opportunities to enhance communication by providing clearer and more detailed information to address the needs and concerns of teachers who expressed a neutral stance or felt that the communication was somewhat poor.

A small percentage of respondents, approximately 5%, expressed contentment with the current support provided by their principal and recommended that they continue their current practices. These respondents recognized the efforts made by their principals and believed that their existing strategies were effective.

Around 2% of the respondents highlighted the importance of aligning professional development goals with personal growth goals. They emphasized the need for a robust professional growth process, including more frequent meetings, to ensure ongoing progress in personal development.

Some respondents, approximately 2%, pointed out that the responsibility for identifying and promoting professional development should lie with the director of teaching and learning, rather than solely with the principal. They argued that the absence of the director during the survey period affected the applicability of the questions.

Similarly, another 2% of the respondents believed that the principal's primary role is not professional development, as it falls under the purview of the director of learning. These respondents noted that the absence of the director during the school year influenced their responses.

A common suggestion, voiced by approximately 2% of the respondents, was the importance of allocating dedicated time for teachers to engage in effective lesson planning. These respondents recognized that crafting lessons is an art that requires sufficient time and attention.

Some respondents, constituting around 1% of the total, recommended that the principal advocate for more accessible and inclusive workshops provided by organizations like the International Baccalaureate Organization (IBO). They believed that such workshops could enhance teachers' professional growth.

Approximately 1% of the respondents emphasized the significance of the principal providing necessary resources to support professional development. These resources could include teaching materials, equipment, and other aids required for implementing new techniques and strategies.

Another suggestion from approximately 1% of the respondents was for the principal to conduct a “mini-research” to identify gaps in teachers' skills and knowledge. This research would allow the principal to offer targeted training to address those areas for improvement.

Some respondents, also around 1%, mentioned that the principal could support teachers by providing materials needed to apply the techniques learned during training sessions. This practical support would enable teachers to implement new strategies effectively.

Approximately 1% of the respondents recommended that the principal invite skilled trainers to share their expertise with teachers. Additionally, they suggested that the principal should prepare teaching aids and equipment to facilitate the implementation of acquired training.

The importance of fostering teamwork and collaboration among teachers was highlighted by around 1% of the respondents. They believed that the principal should actively promote a collaborative environment that encourages sharing of ideas and expertise among the teaching staff.

Another suggestion, expressed by approximately 1% of the teacher respondents, was for the principal to empower teachers to support instructional leadership. This could be achieved through mentoring, coaching, and leading professional learning workshops, enabling teachers to take on leadership roles.

Approximately 1% of the respondents suggested that the principal should focus on professional development training and delegate responsibilities to enhance professionalism among the teaching

staff. This delegation would help distribute the workload and promote a sense of ownership among teachers.

Respecting and understanding the vital role of teachers was stressed by around 1% of the respondents. They believed that the principal should show appreciation for the teachers as the backbone of the school, creating a positive and supportive environment.

Similarly, around 1% of the respondents recommended that the principal encourage teachers to engage in research activities and publish their findings. This would not only contribute to the knowledge base but also promote individual professional growth.

The suggestions provided by the respondents demonstrate a diversity of opinions and priorities regarding the role of principals in supporting the professional development of teachers. Implementing these recommendations would require careful consideration of the unique needs and context of each school, enabling principals to foster a culture of continuous learning and growth among their teaching staff.

Overall, the data under Principals Support and Communication highlight teachers generally perceive a positive level of support and communication from their primary school principals in relation to professional development. However, there may be areas for improvement, such as increasing the frequency of individualized mentoring/coaching and ensuring consistent incorporation of teachers' feedback in planning.

4.4. Influence of Professional Development on Instructional Practices

Examining the Impact of professional development on Teachers' instructional practices:

During the interviews with the principals, a number of effective practices for promoting teachers' professional development were identified. Collaboration and data-driven decision-making emerged as key themes, with one principal emphasizing the importance of creating a safe and inclusive classroom environment through collaborative approaches. Another principal highlighted the value of ongoing professional development and peer coaching in enhancing teaching effectiveness. The integration of technology for personalized learning experiences was also highlighted by one principal, who stressed the need for equitable access to technology and proper training for teachers. Additionally, the integration of social-emotional learning in professional development programs was recognized by another principal, acknowledging its impact on fostering positive teacher-student relationships.

The level of practical support received from primary school principals was generally perceived as satisfactory by the majority of teachers. This finding is consistent with the literature that emphasizes the crucial role of school leadership in supporting teachers' professional development efforts (Leithwood et al., 2008). Principals who provide guidance, resources, and opportunities for collaboration create a supportive environment that facilitates the application of professional development learnings in the classroom.

However, some teachers expressed dissatisfaction or held a neutral stance regarding the level of practical support received. This highlights the importance of addressing the concerns of these teachers and strengthening the support mechanisms provided by school leaders. Research suggests that effective instructional leadership involves not only providing support but also creating a

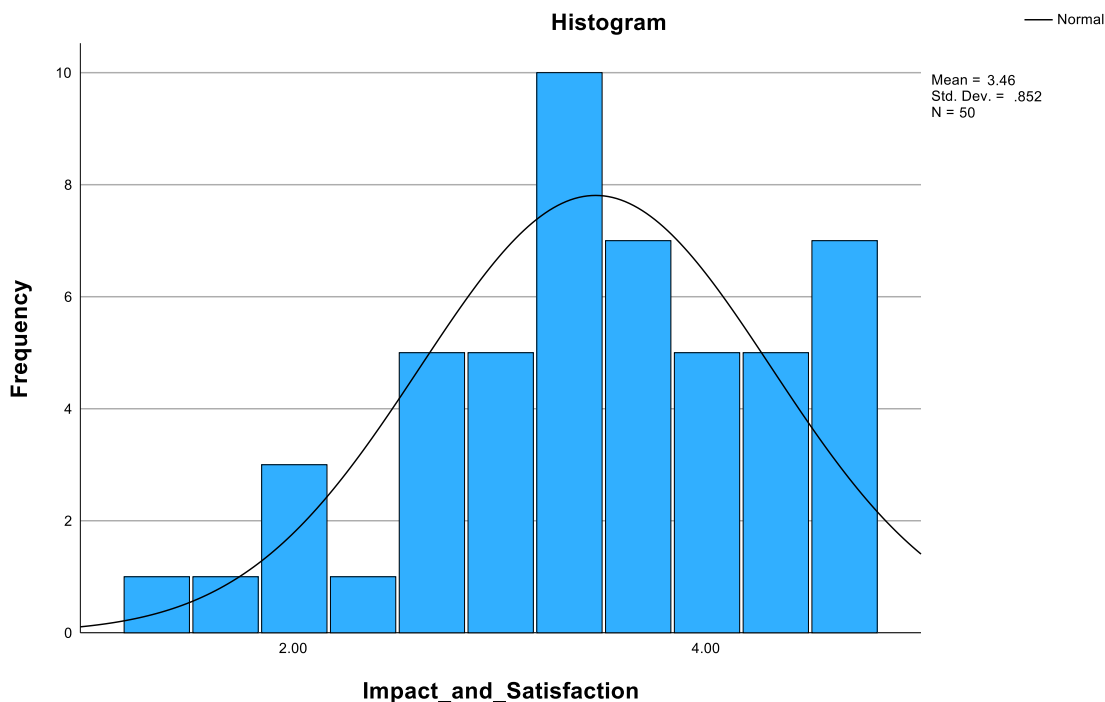
culture of continuous improvement and fostering a shared vision of professional growth (Hallinger & Heck, 2010).

Impact and Satisfaction of Professional Development:

The below table provides an overview of teachers' perspectives on the impact of professional development, the level of practical support received from their primary school principal, and their satisfaction with the opportunities for professional development.

Table 6: Impact and Satisfaction

Impact and Satisfaction					
Items	N	Min.	Max.	Mean	Std. Dev.
To what extent do you feel that your professional development has improved your teaching approach?	117	1.00	4.00	3.3248	.79686
How satisfied are you with the opportunities provided to you for professional development in your current role as a teacher?	117	1.00	5.00	4.1111	.94484
How satisfied are you with the level of practical support you receive from your primary school principal in applying what you learned from professional development activities in your classroom?	117	2.00	5.00	3.8632	.92760
Valid N (listwise)	117				

Figure 2: Impact and Satisfaction

Impact of Professional Development on Teaching Approaches:

The provided data focuses on teachers' perceptions regarding the extent to which their professional development has improved their teaching approach in international schools in Addis Ababa, Ethiopia.

Regarding the measure "To what extent do you feel that your professional development has improved your teaching approach?", the mean score of 3.3248 suggests that, on average, teachers perceive a moderate level of improvement in their teaching approach as a result of participating in professional development activities. The standard deviation of 0.79686 indicates that there is some variability in teachers' perceptions, with some reporting higher levels of improvement than others.

For this measure, the skewness value of 0.224 indicates a slightly positively skewed distribution, but the magnitude is small, suggesting that the distribution is relatively symmetrical. The kurtosis value of 0.220 suggests a near-normal distribution, as it is close to zero.

The majority of respondents, accounting for 50.4%, expressed feeling that their professional development has improved their teaching approach to a great extent. This indicates that a significant proportion of teachers believe that the professional development opportunities they have engaged in have had a substantial positive impact on their teaching practices.

An additional 34.2% of participants indicated that their professional development has improved their teaching approach to some extent. This suggests that while there is a perceived positive impact, there may be room for further improvement or additional growth in their teaching practices.

A smaller percentage of respondents, comprising 12.8%, held a neutral stance regarding the extent to which their professional development has improved their teaching approach. This implies that they neither strongly agree nor disagree with the impact of professional development on their teaching practices.

Comparatively, a very small percentage of participants, only 2.6%, reported feeling that their professional development has not improved their teaching approach at all. This indicates that the majority of teachers perceive a positive connection between their professional development experiences and the enhancement of their teaching practices.

The data indicates a predominantly positive perception among teachers in international schools in Addis Ababa regarding the impact of professional development on their teaching approach. The

majority of teachers expressed feeling that their professional development has improved their teaching approach, with a significant percentage stating this impact to be to a great extent. This highlights the importance and effectiveness of providing teachers with relevant and impactful professional development opportunities to enhance their teaching practices and ultimately contribute to improved student outcomes. During the interview, a principal emphasized the importance of creating a safe and engaging learning environment and highlights the significance of practical application in professional development sessions. They also discuss the challenges faced by primary school teachers and advocate for changes that support student well-being and engagement in the education system.

Out of the 117 international primary school respondents in Addis Ababa, several themes emerged from their responses regarding how they applied something they learned in a professional development activity to their teaching practice.

The most frequently mentioned application was related to instructional strategies and approaches. Respondents emphasized the importance of student-centered teaching, where they made efforts to model, listen, and respond to their students' learning needs on time. They also highlighted the value of displaying students' work, creating connections with the real world, and incorporating observation and reflection into their teaching practices. Approximately 16% of the respondents mentioned these strategies.

Collaboration and sharing among colleagues were also prominent themes. Around 14% of the respondents mentioned working together with fellow teachers to develop and share workshops, strategies, and resources. They emphasized the positive impact of collaboration on their teaching practice, even after leaving the school.

Around 9% of the respondents mentioned incorporating specific techniques or methods they learned in professional development activities. Examples included using mind maps, hand signals, play-based learning, differentiated instruction, station teaching, and the Montessori approach. They described how these techniques helped them engage students, enhance their understanding, and cater to diverse learning needs.

Several respondents (approximately 8%) mentioned the application of professional development related to planning, reflection, and feedback. They emphasized the importance of setting clear, measurable learning goals, developing coherent lesson plans, and selecting appropriate instructional strategies and resources.

Another notable theme (approximately 7% of respondents) revolved around the integration of cross-curricular and interdisciplinary approaches. Respondents mentioned incorporating concepts from different subjects, such as history and art or reading and science, to create meaningful connections and foster students' problem-solving skills.

Approximately 5% of the respondents mentioned the application of training related to special needs education. They discussed how they modified lessons, provided differentiated tasks, and created inclusive environments to support students with diverse learning needs.

A few respondents (around 4%) mentioned the application of training related to student motivation, confidence-building, and creating a positive classroom environment. They emphasized the importance of nurturing students' desire to learn, boosting their confidence, and providing a supportive and inspiring atmosphere.

Some respondents (approximately 3%) mentioned the application of training related to specific curriculum frameworks, such as the Finnish curriculum or problem-based learning (PBL). They

described how they integrated these frameworks into their teaching practices, fostering critical thinking, collaboration, and student engagement.

Overall, the qualitative analysis of the open-ended questionnaire responses highlights the diverse ways in which teachers in international primary schools in Addis Ababa applied their professional development learning to their teaching practice. The themes that emerged include instructional strategies, collaboration, specific techniques and methods, planning and reflection, cross-curricular approaches, special needs education, student motivation, and curriculum frameworks. These findings demonstrate the commitment of principals and teachers to continuously improve the teaching practice and enhance the learning experiences of their students.

Numerous studies have highlighted the positive impact of professional development on instructional practices. For instance, Darling-Hammond and Richardson (2009) emphasize the importance of high-quality professional development in improving teaching effectiveness and student outcomes. They argue that effective professional development programs provide teachers with opportunities to deepen their content knowledge, develop pedagogical skills, and foster reflective practices.

Satisfaction with Practical Support from Primary School Principal in Applying

Professional Development Learning in the Classroom:

The provided data focuses on teachers' satisfaction levels with the level of practical support they receive from their primary school principals in applying what they have learned from professional development activities in their classrooms in international schools in Addis Ababa, Ethiopia.

Examining the measure "How satisfied are you with the opportunities provided to you for professional development?", the high mean score of 4.1111 indicates that teachers generally express a high level of satisfaction with the opportunities available to them for professional growth and development. The relatively small standard deviation of 0.94484 suggests that there is a relatively narrow range of satisfaction levels among teachers in this aspect, indicating a consistent positive perception of the provided opportunities.

Besides, the skewness value of 0.224 indicates a slightly positively skewed distribution, similar to the previous measure. The kurtosis value of 0.417 suggests a distribution that is slightly more peaked than a normal distribution, but still within an acceptable range.

The majority of respondents, comprising 38.5%, expressed feeling satisfied with the level of practical support they receive from their primary school principals. This indicates that a significant proportion of teachers are content with the assistance and guidance provided by their principals in applying the knowledge and skills acquired through professional development activities in their classrooms.

An additional 28.2% of participants indicated feeling very satisfied with the level of practical support they receive. This suggests that a substantial number of teachers perceive their principals' support to be highly effective in facilitating the application of their professional development learnings in their teaching practice.

A smaller percentage of respondents, accounting for 24.8%, held a neutral stance regarding their satisfaction level with the level of practical support received. This implies that they neither strongly

agree nor disagree with the support provided by their principals in applying what they have learned in their classrooms.

Comparatively, a smaller proportion of participants, comprising 8.5%, expressed feeling unsatisfied with the level of practical support received from their primary school principals. It is important to address the concerns of these teachers to ensure that they receive the necessary support to effectively implement their professional development learnings. One of the principals highlighted the significance of professional development in international schools and the need to address challenges related to time and resources. By integrating professional development into school operations, customizing programs, allocating time, and providing administrative support, schools can foster a culture of continuous learning and empower teachers to enhance their skills and improve student outcomes.

Challenges faced during the implementation of professional development programs were also discussed. The principal mentioned teacher resistance as one of the main challenges, but they expressed that over time, they were able to overcome this resistance. Additionally, involving teaching assistants, learning assistants, and attendant staff posed another challenge that needed to be addressed.

Overall, the data indicates a generally positive perception among teachers in international schools in Addis Ababa regarding the level of practical support provided by their primary school principals in applying what they have learned from professional development activities in their classrooms. The majority of teachers expressed satisfaction or very satisfaction with the level of support, suggesting that principals are actively engaged in facilitating the application of professional

development knowledge and skills. However, there is still room for improvement to address the needs and concerns of teachers who expressed dissatisfaction or held a neutral stance.

Satisfaction with Professional Development Opportunities in Current Teaching Role:

Analyzing the measure "How satisfied are you with the level of practical support you receive from your primary school principal in applying what you learned from professional development activities in your classroom?", the mean score of 3.8632 reflects a moderately high level of satisfaction among teachers. This suggests that teachers feel supported by their primary school principals in applying the knowledge and skills gained from professional development activities in their day-to-day classroom practices. The standard deviation of 0.92760 indicates some variability in satisfaction levels, with some teachers reporting higher levels of support than others.

The skewness value of 0.224 indicates a slightly positively skewed distribution, consistent with the previous measures. However, the kurtosis value of -0.728 suggests a distribution that is less peaked and slightly platykurtic compared to a normal distribution.

The majority of respondents, comprising 41.0%, expressed being very satisfied with the opportunities provided for professional development. This indicates that a significant proportion of teachers in these schools feel content and fulfilled with the professional growth opportunities available to them.

An additional 37.6% of participants indicated that they are somewhat satisfied with the opportunities provided. This suggests that while there is a level of satisfaction, there may still be room for improvement or additional enhancements to further meet their professional development needs and expectations.

A smaller percentage of respondents, accounting for 13.7%, neither expressed satisfaction nor dissatisfaction with the opportunities provided. This could imply that they may be neutral or have mixed feelings about the professional development opportunities offered in their current roles.

Comparatively, a smaller proportion of participants expressed dissatisfaction with the opportunities provided. Approximately 6.8% reported being somewhat dissatisfied, and only 0.9% stated being very dissatisfied. These figures indicate a generally positive perception among the teachers regarding the professional development opportunities available to them.

Overall, the data indicates a predominantly positive sentiment among teachers in international schools in Addis Ababa regarding the opportunities provided for their professional development. The majority of teachers expressed satisfaction, with a notable percentage being very satisfied. This indicates that the current offerings contribute to their growth and development as professionals. However, there may still be scope for continuous improvement to ensure that the professional development opportunities align with the specific needs and aspirations of individual teachers.

Approximately 12% of the respondents expressed difficulties in obtaining timely responses and support from the Office of Learning department. They highlighted the need for improved communication channels and more efficient feedback mechanisms to address their queries and concerns.

Around 10% of the participants mentioned the lack of budget allocation for their projects and plans. They emphasized the prioritization of other school initiatives, such as the International Baccalaureate (IB) program and responsive classroom approaches, over individual professional development needs. These teachers called for a more balanced distribution of resources.

Roughly 9% of the respondents cited the abundance of options available on the internet for professional development, making it challenging to discern the quality and effectiveness of various training programs. They expressed the need for clearer guidance in selecting suitable online resources.

Approximately 8% of the participants identified limited access to the Internet as a significant obstacle to their professional development. They stressed the importance of reliable internet connectivity to leverage online training opportunities.

Around 7% of the respondents highlighted the difficulty of applying certain professional development concepts in their classrooms due to various reasons, such as the lack of necessary tech skills or limited access to required resources. They emphasized the need for practical training and support in implementing new approaches.

Approximately 6% of the participants expressed concerns about the lack of teaching and learning facilities, which affected the overall quality of the educational experience. They emphasized the need for adequate resources to enhance teaching methods and improve student engagement.

About 5% of the respondents mentioned challenges related to curriculum alignment. They noted that some professional development programs did not align with their specific subject areas, causing a disconnect between the training and their teaching responsibilities.

Roughly 5% of the participants cited time constraints as a significant challenge in engaging in professional development. They mentioned heavy workloads and insufficient time allocated for training, which hindered their ability to fully participate and implement learned strategies.

Approximately 4% of the respondents expressed concerns about the lack of support for teachers working with students with special education needs. They emphasized the need for teaching assistants and one-on-one support to effectively address the diverse learning requirements of these students.

Around 3% of the participants highlighted issues related to communication and collaboration among colleagues and administrative staff. They emphasized the importance of effective communication channels and collaborative efforts to enhance professional development opportunities.

Consequently, the collected qualitative data revealed a range of challenges and obstacles faced by primary school teachers in Addis Ababa regarding their professional development. These include limited budget allocation, lack of timely support, difficulties in accessing suitable training resources, constraints related to technology, curriculum alignment, time availability, and inadequate support for students with special needs. Addressing these challenges requires improved communication, resource allocation, tailored training programs, and greater collaboration among stakeholders to create a conducive environment for teachers' ongoing professional growth.

The themes identified in the open-ended responses further support the notion that professional development contributes to the implementation of effective instructional strategies. Respondents mentioned the application of student-centered teaching, collaboration, and the integration of specific techniques and methods learned through professional development activities. These findings align with the constructivist theory of learning, which emphasizes learner-centered approaches, active engagement, and collaboration (Vygotsky, 1978; Piaget, 1985).

Regarding the opportunities provided for professional development, the majority of teachers expressed satisfaction, with a notable percentage being very satisfied. These findings align with the literature that emphasizes the importance of offering high-quality professional development opportunities to meet the diverse needs of teachers (Guskey & Yoon, 2009). Effective professional development programs are characterized by their relevance, alignment with teachers' needs, and opportunities for active learning and collaboration (Desimone, 2009).

However, a small percentage of teachers expressed dissatisfaction or held a neutral stance regarding the opportunities provided for professional development. This highlights the need for continuous improvement to ensure that professional development offerings align with the specific needs and aspirations of individual teachers. Research suggests that personalized professional development, tailored to teachers' unique contexts and goals, leads to greater engagement and effectiveness (Hawley & Valli, 1999).

The challenges and obstacles identified in the open-ended responses provide valuable insights into the areas that need attention and improvement. For example, teachers mentioned difficulties in obtaining timely support, budget constraints, challenges in accessing suitable training resources, time constraints, and limited support for students with special needs. These findings resonate with the literature on the barriers to effective professional development, such as lack of resources, time, and support (Fishman et al., 2013; Guskey, 2000).

During the discussions, the principals shared several challenges they faced in implementing professional development initiatives. One principal emphasized the importance of adaptability and continuous learning to address the ever-evolving educational needs. Another principal expressed concerns about the increasing demands placed on teachers and advocated for providing adequate

support and resources to help them cope. The difficulty of finding time for classroom observations, which are crucial for trust-based observation systems, was acknowledged by a respondent principal. Additionally, a principal highlighted the specific challenges faced by primary school teachers who have to balance multiple subjects and responsibilities as generalists, as well as the issue of high teacher turnover.

Addressing these challenges requires collaborative efforts among school leaders, policymakers, and teachers themselves. The literature suggests the importance of creating supportive policies, allocating adequate resources, and fostering a culture of continuous professional learning within schools (Harris & Jones, 2010; Fullan, 2007).

In conclusion, the skewness values close to zero indicate that the distributions for all three measures are approximately symmetric. The kurtosis values ranging from -0.728 to 0.417 suggest that the distributions are generally within a normal range, although the measure related to the practical support from the principal has a slightly flatter distribution. Furthermore, the descriptive statistics highlight the positive perceptions and satisfaction levels of teachers regarding their professional development experiences and the support they receive from primary school principals. Teachers generally perceive a moderate level of improvement in their teaching approach due to professional development, express a high level of satisfaction with the provided opportunities for professional growth, and report a moderately high level of satisfaction with the practical support received from their principals.

These findings emphasize the importance of effective professional development programs and the role of supportive principals in enhancing teachers' professional growth and their ability to apply acquired knowledge and skills in the classroom. The results suggest that the efforts made by

primary school principals in international schools in Addis Ababa to promote teachers' professional development are positively perceived by teachers, contributing to their overall satisfaction and professional growth.

Chapter 5: Discussion

5.1. Discussion and Interpretation of Findings

The integration and interpretation of the findings from both the quantitative and qualitative data shed light on the practices of primary school principals in improving teachers' professional development in international schools in Addis Ababa. This section synthesizes the key findings and interprets them in relation to the research questions.

The quantitative findings reveal that a significant number of teachers (39.3%) attended more than 30 hours of professional development in the past year, indicating a commitment to lifelong learning. This finding aligns with the concept of lifelong learning, which emphasizes the continuous development of knowledge and skills throughout one's professional career (Field, 2015). The high participation in professional development activities indicates that teachers in international schools in Addis Ababa recognize the importance of continuous learning and are actively seeking opportunities to enhance their teaching abilities.

The qualitative findings provide further insights into the types of professional development activities attended by teachers. The preference for comprehensive professional development experiences that combine workshops, online courses, conferences, and in-house training reflects the theory of integrated professional development. Integrated professional development emphasizes the need for diverse modes of learning to maximize the impact on teacher practice and student outcomes (Darling-Hammond et al., 2017). The teachers' choice of varied professional development activities suggests that they recognize the benefits of multiple perspectives and learning opportunities in acquiring new knowledge and skills.

The open-ended responses highlight the positive impact of specific professional development opportunities mentioned by teachers. For example, attending workshops on specific subjects such as reading, writing, and concept-based inquiry aligns with the concept of content-focused professional development. Research indicates that content-focused professional development, which directly addresses teachers' subject matter knowledge and pedagogical strategies, leads to improved instructional practices and student achievement (Desimone, 2009). Therefore, teachers' positive experiences with these workshops suggest that they are effective in enhancing their teaching practices.

Moreover, the recognition of the value of conferences and workshops led by principals corresponds to the literature on instructional leadership. Effective instructional leaders play a crucial role in shaping professional development experiences and creating a supportive learning culture in schools (Leithwood & Riehl, 2003). The positive perception of workshops facilitated by principals suggests that their involvement in professional development contributes to teachers' growth and effectiveness.

Furthermore, the acknowledgment of the importance of inclusive practices, differentiated instruction, and special education needs training aligns with the literature on inclusive education. Research emphasizes the need for teachers to acquire knowledge and skills to effectively support students with diverse learning needs in inclusive classrooms (Forlin, 2018). The positive impact reported by teachers who participated in such training indicates the significance of equipping educators with inclusive pedagogical strategies.

Overall, the integration and interpretation of the findings align with relevant theories and literature, providing a theoretical basis for understanding the preferences and experiences of teachers

regarding professional development. The findings highlight the importance of continuous learning, the impact of various professional development modalities, and the role of instructional leadership and inclusive education in enhancing teachers' professional development in international school settings.

5.2. Theoretical Implications

The theoretical implications of the findings are twofold: linking the findings to existing educational leadership and professional development theories and contributing to the understanding of effective practices in international school settings.

First, the findings can be linked to existing educational leadership theories, particularly transformational and transactional leadership. The positive perception among teachers regarding the extent to which their primary school principals value and prioritize their professional development aligns with the concept of transformational leadership proposed by Bass and Avolio (1994). Transformational leaders inspire and support their subordinates' growth and development, which in turn fosters a positive work environment and higher teacher job satisfaction and commitment (Leithwood et al., 2008). On the other hand, the moderate level of support reported by some teachers can be explained by the transactional leadership theory, which suggests that some leaders may prioritize professional development to meet organizational goals rather than as a means to empower individual teachers (Bass, 1985).

Second, the findings contribute to the understanding of effective practices in international school settings. The preference for comprehensive professional development experiences aligns with the theory of integrated professional development, which emphasizes the need for diverse modes of learning. This finding suggests that international school contexts can benefit from providing a

variety of professional development opportunities that cater to the diverse needs and preferences of teachers. Additionally, the recognition of the value of specific professional development opportunities, such as content-focused workshops and inclusive education training, supports the existing literature on the effectiveness of these approaches in enhancing teaching practices.

5.3. Practical Implications for Principals

The findings have practical implications for principals in international schools in Addis Ababa, providing recommendations to enhance teachers' professional development and strategies for creating a supportive professional learning community.

Based on the findings, principals are recommended to prioritize and value teachers' professional development to a greater extent. This can be achieved through fostering a positive and supportive work environment, allocating resources for professional development activities, and actively engaging in instructional leadership practices. Principals' involvement in professional development activities, such as facilitating workshops and conferences, can contribute to teachers' growth and effectiveness.

Furthermore, principals are encouraged to create a supportive professional learning community within their schools. This can be done by promoting collaboration among teachers, facilitating opportunities for peer learning and mentoring, and providing platforms for sharing best practices. A supportive professional learning community fosters a culture of continuous improvement and enhances teachers' engagement and effectiveness in their professional development journey.

Chapter 6: Summary, Conclusion, and Recommendations

6.1. Summary of Findings

In this study, the researcher conducted a comprehensive investigation into the practices of primary school principals in improving teachers' professional development in international schools in Addis Ababa, Ethiopia. The study aimed to identify effective strategies, explore their implications for teachers' growth, and understand their impact on student learning outcomes. The findings provide valuable insights into various aspects of professional development and shed light on key findings and implications.

Through in-depth interviews, surveys, and analysis of relevant literature, several noteworthy findings emerged. Firstly, the study revealed that principals in international schools in Addis Ababa place a high priority on professional development as a means to enhance teaching quality and promote student achievement. They recognize the importance of ongoing learning for teachers and actively engage in various activities, such as workshops, conferences, seminars, and collaborative learning communities, to provide teachers with opportunities for continuous growth.

Secondly, the research uncovered the crucial role of principals in creating a culture of professional learning within their schools. Principals establish supportive environments where teachers feel valued, encouraged, and empowered to engage in professional development activities. They foster collaboration among teachers, encouraging peer learning and the sharing of best practices. This collaborative culture enhances professional growth and contributes to improved teaching practices and student outcomes.

Moreover, the study found that teachers perceive professional development as a valuable opportunity to enhance their instructional strategies, expand their subject knowledge, and improve

their classroom management skills. They reported positive impacts on their teaching practices, such as increased student engagement, improved assessment practices, and enhanced differentiation strategies. These findings underscore the significance of providing relevant and meaningful professional development opportunities for teachers to enhance their instructional effectiveness.

Additionally, the research identified challenges and barriers faced by principals and teachers in implementing effective professional development. Time constraints, limited resources, and a lack of sustained and meaningful collaboration opportunities were among the significant obstacles encountered. These findings emphasize the importance of addressing these challenges to ensure the success and sustainability of professional development initiatives.

6.1.1. Contributions to the Field

This study makes significant contributions to the field of principal-led professional development in international schools, both in Addis Ababa, Ethiopia, and beyond. Firstly, it advances knowledge by providing a comprehensive understanding of the practices employed by principals in international schools in Addis Ababa to enhance teachers' professional growth. By examining the specific strategies, activities, and approaches used by principals, this research offers valuable insights into effective practices that can be replicated and adapted in similar educational contexts.

Furthermore, this study addresses the gap in the literature on effective professional development practices specifically in Addis Ababa, Ethiopia. By focusing on the international school setting, it expands the knowledge base on professional development in diverse educational contexts within the country. The findings provide valuable guidance for school leaders, policymakers, and

practitioners seeking to improve professional development programs and policies in Addis Ababa and similar contexts.

Additionally, this study contributes to the broader field of international education and professional development by highlighting the importance of principal leadership in facilitating meaningful and impactful professional development experiences. It underscores the need for a supportive school culture, collaborative structures, and strategic resource allocation to foster effective professional development practices in international school settings.

6.2.Conclusion

In concluding this study on the practices of primary school principals in enhancing teachers' professional development in Addis Ababa international schools, it is evident that strategic actions can significantly impact the educational landscape. The comprehensive exploration of practices, findings, contributions, limitations, and recommendations provides a roadmap for educators, leaders, and policymakers seeking to elevate the quality of education in international settings.

The findings underscore the important role of principals in fostering a culture of continuous learning, where professional development is not merely a formality but a dynamic catalyst for improved teaching practices and student outcomes. Principals play a central role in creating environments that value collaboration, acknowledge challenges, and actively support teachers' professional growth.

Contributing significantly to the field, this study emphasizes the need for tailored professional development programs aligned with school goals. The insights extend beyond Addis Ababa, offering valuable lessons for international education contexts globally. By recognizing the importance of principal leadership, collaborative structures, and a supportive school culture, this research lays the foundation for enhancing professional development initiatives.

Acknowledging limitations, particularly the study's focus on primary schools in Addis Ababa, opens avenues for future research. Exploring diverse regions, educational levels, and involving multiple stakeholders would enrich the understanding of professional development practices in Ethiopia. Additionally, longitudinal studies tracking long-term effects would contribute to sustainability insights.

6.2.1. Limitations and Suggestions for Future Research

While this study provides valuable insights into principal-led professional development in international schools in Addis Ababa, Ethiopia, it is essential to acknowledge its limitations. Firstly, the research was conducted exclusively in primary schools in international settings in Addis Ababa, which may limit the generalizability of the findings to other educational levels or different contexts within Ethiopia. Future research should explore the practices of principals and teachers in various regions and educational levels of Ethiopia to gain a more comprehensive understanding of professional development practices across the country.

Secondly, this study relied on self-report measures to gather data on teachers' professional development activities and their perceived impact. Future research could employ additional methods, such as classroom observations or student achievement data, to provide a more comprehensive and objective assessment of the impact of principals-led professional development on teaching practices and student outcomes.

Furthermore, this study focused primarily on the perspectives of principals and teachers. Including the perspectives of other stakeholders, such as students, parents, and policymakers, could provide a more holistic understanding of the impact and effectiveness of professional development initiatives.

To further advance the field, future research endeavors should investigate the long-term effects of professional development on teacher practice and student outcomes. Longitudinal studies that track teachers' professional growth and student achievement over an extended period would provide valuable insights into the sustainability and long-term impact of professional development initiatives.

Additionally, comparative studies across different international school settings in Ethiopia and other countries would contribute to a broader understanding of effective professional development practices in diverse educational contexts.

In conclusion, this study has shed light on the practices of primary school principals in improving teachers' professional development in international schools in Addis Ababa, Ethiopia. The findings emphasize the importance of principal leadership, collaborative structures, and a supportive school culture in facilitating effective professional development experiences. By addressing the limitations and suggestions for future research, scholars and practitioners can further enhance their understanding of professional development practices and their impact on teacher and student outcomes in diverse educational contexts, both within Ethiopia and beyond.

6.3. Recommendations to Enhance Principals' Practices for Teacher Professional Development Improvement

The professional development of teachers is paramount for elevating the quality of education in primary schools, particularly as Addis Ababa experiences the proliferation of international schools.

In light of the research findings, the researcher suggests that primary school principals in Addis Ababa adopt the following action strategies to effectively support the professional growth of teachers:

1. Address Specific Areas of Professional Development:

- Consider the diverse perspectives and needs of teachers.
- Design programs covering key areas like academic and social-emotional development, pedagogical practices, technology integration, and continuous learning.
- Ensure the incorporation of specific topics such as self-regulation, student-centered approaches, and well-being.

2. Tailor-made Professional Development Programs:

- Customize programs to address the unique needs and contexts of individual schools and teachers.
- Align program content and focus with the school's goals and priorities to maximize effectiveness.
- Provide relevant training and support to enhance teaching practices and student learning outcomes.

3. Increase the Frequency of One-on-One Mentoring or Coaching:

- Provide more individualized support through increased one-on-one mentoring or coaching sessions.
- Recognize the significant impact of personalized mentoring or coaching on teachers' professional growth and improvement.

4. Incorporate Teacher Feedback in Professional Development Planning:

- Actively involve teachers in decision-making processes related to professional development planning.

- Identify training needs collaboratively and create a conducive learning environment.
- Implement strategies like peer observations and mentorships to facilitate knowledge sharing among colleagues.

5. Strengthen Practical Support:

- Provide practical support to teachers, including instructional resources, materials, and access to technology.
- Enable teachers to effectively implement new strategies and techniques learned during professional development.

6. Advocate for Continuous Learning:

- Foster a culture of continuous learning among teachers by encouraging ongoing professional development.
- Promote self-reflection, goal-setting, and provide opportunities for further education or advanced certifications.

7. Enhance Support for Professional Development:

- Integrate professional development into the school's operations by allocating dedicated time and space.
- Ensure a regular schedule for professional development activities, offering guidance and resources to facilitate continuous learning and growth.

8. Provide Support and Resources:

- Recognize and address challenges faced by teachers by allocating dedicated time for professional development.

- Schedule regular professional development sessions and provide substitute teachers to cover classes.
- Consider offering incentives, such as certificates or other forms of recognition, to motivate and reward teachers for their participation and achievements.

9. Foster Collaboration and Sharing of Best Practices:

- Encourage collaboration through professional learning communities, collaborative planning time, and mentoring or coaching programs.
- Create a supportive environment where teachers can learn from each other and share their expertise.

10. Emphasize the Role of Administrators:

- Recognize the crucial role of principals in implementing and supporting professional development initiatives.
- Actively facilitate and promote professional development, contributing to its successful integration into the school community.

11. Offer More Frequent Professional Development Opportunities:

- Strive for more regular opportunities for growth and development among teachers, ensuring consistent support throughout the academic year.
- Increase the frequency of professional development opportunities beyond commonly reported quarterly or monthly frequencies.

12. Enhance Communication About Professional Development Opportunities:

- Provide clearer and more detailed communication about professional development opportunities.

- Ensure teachers are aware of available resources and can actively participate in programs that align with their interests and needs.

13. Implement Recommendations from Teachers and Address Their Concerns:

- Actively listen to teachers' suggestions and concerns regarding professional development.
- Make efforts to implement their recommendations, fostering a collaborative approach that enhances motivation and ownership.

14. Emphasize Collaboration and Data-Driven Decision-Making:

- Encourage collaborative practices and data-driven decision-making in professional development.
- Promote a culture of collaboration and utilize data to inform instructional practices, helping teachers improve their effectiveness.

15. Support Curriculum Alignment:

- Ensure professional development opportunities align with the school's curriculum goals and objectives.
- Enhance pedagogical practices to deliver quality instruction aligned with curriculum standards.

16. Address Challenges Faced by Primary School Teachers:

- Actively address challenges such as managing diverse classrooms, addressing individual student needs, and adapting to changing educational trends.
- Provide targeted professional development opportunities that address these challenges, supporting teachers in overcoming obstacles and improving instructional practices.

Primary school principals in Addis Ababa can foster a supportive environment for continuous professional development among teachers by strategically implementing these recommendations. This investment in teachers' growth is important for enhancing the quality of education in international schools, resulting in improved student outcomes and ensuring a brighter future for the next generation. Principals, through prioritizing professional development, showcase their commitment to the professional growth of their teaching staff and the overall success of their schools.

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Appendices

A. The questionnaire used for the teachers' survey:

*Addis Ababa
University
(Since 1950)*



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

SURVEY QUESTIONNAIRE

**Title of Research: Practices of Primary School Principals in Improving Teachers'
Professional Development in International Schools in Addis Ababa, Ethiopia**

Dear Teacher,

This is to invite you to participate in a research study being conducted by Bereket Gezahegn. The purpose of this survey is to gather information about your experiences with professional development and the practical support you receive from your primary school principal in improving your professional development.

The survey consists of two parts: ten (10) multiple-choice questions and five (5) open-ended questions, which provide an opportunity for you to share your detailed responses in your own words. Your participation in this survey is completely voluntary, and all responses will be kept confidential.

I value your insights and experiences, as they are critical to the success of this research study. Please answer the questions to the best of your ability and provide as much detail as possible in your responses. If you have any questions, please feel free to contact Bereket Gezahegn at +251-911-25 90 55. Thank you for your participation!

DEMOGRAPHY:

A. What is your gender?

- Male Female

B. How old are you?

- Under 2 25-34 35-44 45-54 55 or older

C. What is your highest level of education completed?

- High School Diploma Bachelor's Degree
 Master's Degree Doctorate Degree

D. How many years have you been teaching at the primary school level?

- Less than 1 year 1-3 years 4-6 years
 7-9 years 10 or more years

E. In the past year, how many hours of professional development have you attended?

- None 1-10 hours 11-20 hours
 21-30 hours More than 30 hours

PART ONE: Multiple-choice questions instruction:

- Please read each question carefully and select the answer that best represents your opinion or experience.
 - Choose only one response for each question.
 - Your responses will be kept confidential.
1. What types of professional development have you attended in the past year? (Select all that apply)

A. Workshops	C. Conferences
B. Online courses	D. In-house training
E. Other (please specify) _____	
 2. To what extent do you feel that your primary school principal values and prioritizes your professional development?

A. To a great extent	C. Neutral
B. To some extent.	D. Not at all
 3. How satisfied are you with the opportunities provided to you for professional development in your current role as a teacher?

A. Very satisfied	C. Neither satisfied nor dissatisfied
B. Somewhat satisfied	D. Somewhat dissatisfied
E. Very dissatisfied	
 4. How frequently does your primary school principal provide opportunities for professional development?

A. Monthly	B. Quarterly	<input type="checkbox"/> C. Twice a year	D. Annually	E. Rarely
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 5. How much support do you receive from your primary school principal in identifying and attending professional development opportunities?

- A. Very supportive
B. Somewhat supportive
E. Very unsupportive
- C. Neutral
D. Somewhat unsupportive
6. To what extent do you feel that your professional development has improved your teaching approach?
- A. To a great extent
B. To some extent.
- C. Neutral
D. Not at all
7. To what extent do you feel that your primary school principal takes your feedback and suggestions into account when planning your professional development?
- A. To a great extent
B. To some extent.
- C. Neutral
D. Not at all
8. How satisfied are you with the level of practical support you receive from your primary school principal in applying what you learned from professional development activities in your classroom?
- A. Very satisfied
B. Satisfied
- C. Neutral
D. Unsatisfied
E. Very unsatisfied
9. How well does your primary school principal communicate with you regarding professional development opportunities?
- A. Poorly
B. Somewhat poorly
- C. Neutral
D. Somewhat well
E. Very well
10. How often do you receive one-on-one mentoring or coaching from your primary school principal for professional development purposes?
- A. Almost never
C. Occasionally

B. Rarely

D. Often

E. Very often

PART TWO: Open-ended Questions instructions:

- Please read each question carefully and provide your response in the space provided.
- Please answer each question to the best of your ability, using complete sentences or paragraphs as necessary.
- There is no word limit for your responses.
- Your responses will be kept confidential.

11. Can you describe a professional development opportunity that you found particularly valuable for your teaching practice?

12. In your opinion, what areas of professional development are most important for primary school teachers to focus on?

13. Have you ever experienced any challenges or obstacles when it comes to your professional development? If so, what were they and how were they addressed?

14. Can you share an example of how you have applied something you learned in a professional development activity to your teaching practice?

15. In your opinion, what do you think your primary school principal could do to better support your professional development as a teacher?

Thank you for taking the time to complete this survey!

(Use this page if you need more space to respond to the open-ended questions)

B. Interview guide for principal interviews:



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

INTERVIEW QUESTIONS

Interview Questions for Primary Principals: Practices of Primary School Principals in Improving Teachers' Professional Development in International Schools in Addis Ababa, Ethiopia

Introduction: Thank you for agreeing to participate in this interview. The purpose of this interview is to gain your perspective on the practices of primary school principals in improving teachers' professional development in international schools in Addis Ababa, Ethiopia. The information you provide will be kept confidential and will only be used for research purposes. Please feel free to share your opinions and experiences openly and honestly.

1. Can you describe a successful professional development program that you have implemented in your school?
2. What methods do you use to assess the effectiveness of professional development opportunities for your teachers?
3. How are professional development programs determined and implemented in your school?
4. Can you describe a time when you implemented a successful professional development program that positively impacted the teaching practices of primary school teachers in your school?

5. How do you ensure that teachers have opportunities to apply what they have learned during professional development activities in their daily teaching practices?
6. What experiences have you had in the implementation of professional development programs for primary school teachers, and how have you navigated them?
7. In your opinion, what are the most effective ways to support and encourage teacher professional development?
8. How do you ensure that professional development opportunities align with the school's overall mission and objectives?
9. In your opinion, what role do you believe primary school principals should play in the professional development of their teachers?
10. Finally, what advice would you give to other primary school principals looking to improve the professional development of their teachers?

Note: The questions could be modified and adjusted to fit the specific context of the school environment. The interviewer may also ask follow-up questions to gather more information.