

**PRACTICES AND CHALLENGES OF SECONDARY SCHOOL
PRINCIPALS IN LEADING TEACHERS' CONTINUOUS
PROFESSIONAL DEVELOPMENT IN BALE ZONE**

MA THESIS

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**Practices and Challenges of Secondary School Principals in Leading
Teachers' Continuous Professional Development in Bale Zone**

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Management,
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MASTER OF ARTS IN SCHOOL LEADERSHIP**

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DEDICATION

I dedicated this thesis to my Wife, W/r. Beletech Kasaye, and my son, Israelawe Mebratu.

STATEMENT OF THE AUTHOR

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

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LIST OF ACRONYMS

CPD	Continuous Professional Development
EC	Ethiopian Calendar
EMIS	Management Information System
ESDP	Education Sector for Development Program
ETP	Education and Training Policy
FDRE	Federal Democratic Republic of Ethiopia
GEQIP	General Education Quality Improvement Package
MoE	Ministry of Education
OECD	Organization for Economic Co-Operation and Development
REB	Region Education Bureau
SPSS	Statistical Package for Social Science
TESO	Teacher Education System Overhaul
TTA	Teacher Training Agency
USAID	United States Agency for International Development
WEO	Woreda Education Office

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**PRACTICES AND CHALLENGES OF SECONDARY SCHOOL PRINCIPALS IN
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BALE ZONE**

**Mebratu Mulugeta
ABSTRACT**

The General Education Quality Improvement Package (GEQIP) document of the Ministry of Education (2003) shows that, the ongoing teachers' CPD program is still in pain from the low attention and commitment of secondary school principals, teachers and other concerned bodies. The purpose of this study was to investigate Practices and Challenges of Secondary School Principals in leading teachers' Continuous Professional Development in Bale Zone. In this study, descriptive survey research design was used with both quantitative and qualitative approaches. Among 59 government secondary schools in the Zone, five secondary were taken as a sample by simple random sampling technique. From 230 sample teachers were selected by using available sampling technique. On the other hand, school leaders (17) were selected by purposive sampling technique. The instruments of data collection were questionnaires, interview, and document analysis. The data were analyzed, both quantitatively and qualitatively. The quantitative data was analyzed by descriptive statistics of mean, frequency, percentage and combined mean to compare the means of two groups, teachers and school leaders. From the result of data analysis, special attention was not given in the area of practice of teachers (CPD) like, analyzing, planning, doing according to plan and evaluating its result. There are also different challenges that face school principals in the process of leading of CPD. In summary, as the finding of the study revealed secondary school principals of Bale zone were not effective in leading teachers' continuous professional development. Therefore, it is recommended that, secondary school principal should be committed with great responsibility for themselves and to encourage teachers to understand the purpose of teachers (CPD) and motivate teachers' in the implementation.

Key Terms: *Challenges, Continuous professional Development, principals, purposive sampling.*

1. INTRODUCTION

This part covers the background of the study, statement of the problem, objectives of the study, Significance of the study, limitation of the study, delimitation of the study, organization of the study and operational definition of key terms.

1.1. Background of the Study

The world is at the continuous moment of change in all aspects of life. Changes in the education system of a nation and global requirements demanded staff development in their profession. Hailu (2013) states that, while the world is evolving rapidly today, teachers like most other professional groups, must know the fact that their initial training will not fit them throughout the rest of their lives; they need to up-date and improve their own knowledge and techniques throughout their lifetime. As a result there has been an increase in focus on (CPD) for teachers worldwide.

The importance of Continuous teacher's professional development for the provision of quality education has come in the heart of many scholars. Several studies, like Desalegn (2010), reveal this fact that they correlate the issue of quality education with quality of teachers. Teachers are always under new and challenging situations since schools are within the dynamic and changing social system.

Ayalew Shibeshi,(2009).argues “even if fully qualified and ideally competent staff were available, time would gradually erode competence that as condition changes, the competencies become obsolete” and learning are two faces of a coin that it is unthinkable to separate them. This resulted in the emergence of new approach called teacher continuous professional development .Teachers professional development has given high priority in maintaining and advancing professional competence.

Teacher Continuous professional development is, therefore, vital for quality education and, teacher development is a never ending cycle of teacher learning that begins with initial teacher training and continuous for as long as a teacher remains in the profession. Hence teaching is a valued profession and it helps teachers to improve students' learning (Lange, 2000).Furthermore, the school leaders such as, principals, vice principals, and department heads are the main motivators in creating shared vision for the curriculum in

the school and in providing inspirational curriculum leadership. The instructional activity of leaders determines the success of the school and provision of quality education. Hence, Teacher CPD is very important for teachers to become effective and competent in their profession throughout the world as well as in Ethiopia. According to the national strategy of Ministry of Education of Ethiopia (MoE, 2009) Teacher CPD Program is intended to all school teachers, leaders and supervisors in all regions of Ethiopia. To satisfy the need for skilled and educated manpower, countries should put effort in both quantitative and qualitative dimensions.

From (ESDP,2003) Teacher Continuous professional development is put into practice to enable teachers update themselves with new outlooks, approaches and policy directions. Therefore, one of the possible reasons could be expected school leaders to contribute their effort is to improve problem with effective implementation of teacher CPD, giving support for the real implementation of CPD from supervisors, facilitators, and other concerned bodies.

The General Education Quality Improvement Package (GEQIP) document of the Ministry of Education also shows that the ongoing Teachers' CPD program is still in pain from the lack of the need assessment of teachers training and lack of standardized training program (MoE, 2008). Importantly, teacher continuous professional development is an essential issue in order to implement accurately the package of Quality education Improvement Program in all Ethiopian secondary education as a basic part of today's curriculum.

On the other hand school leaders have a responsibility to give attention for the issue of continuous professional development at school level /school environment. From real point of view .when there is an improvement in the process of teachers' continuous professional development at school level it bringing up continuous improvement on teacher academic performance, mastering their subject area, class room management, relationship with their colleagues and students. At national level dealing with this issue, teachers continuous professional development seen as a best strategy to set a solution for those basic problem both academic and non-academic issues related with teachers, supervisors, principals and the whole teaching and learning process.

1.2. Statement of the Problem

The Ethiopian education and training policy gives due emphasis to teacher professional development as one area of special attention and action priority (MoE,1994). While discussing the previous teacher education practice in Ethiopia, the TESO document (MoE, 2003) indicated that, many teachers at different levels of the education system received only the minimum of initial training. Teachers are expected to continuously develop and improve their skills, techniques, and knowledge in order to best utilize new curricula and support continuous education reform initiatives. Teachers Continuous professional development can be provided in various ways such as; Pre-service training and orientation for new staff, in-service training provided by programs to current staff, Training seminars and resource provided by external organizations, mentoring programs, and discussion (sparks and Hirish,2001).

MoE (2003) having stressed the importance of teachers' (CPD) decided to provide as on the job training programs such as workshops, symposiums or seminars shall be extensively given as part of CPD to improve the quality of teachers. To improve their effectiveness, the Education and Training Policy (ETP) set high standards for teachers and described a new approach to education. At the spirit of this new approach was to the promotion of more active learning, problem solving, and student centered teaching methods by applying teachers CPD. Due to this, currently schools are running their own teachers (CPD) programs.

As the nationally designed modules are already completed, schools are now in charge of designing, implementing and evaluating the teachers (CPD) programs which are tailored to their particular needs. As a result, a national staff development guideline that focuses on national priorities which includes the topics derived from the needs analyses, formats, patterns and modes of provision were prepared. From local studies (2010) reveals that, due to the expansion of education and large class sizes, teachers still relied largely on teacher centered methods and (CPD) activities are very poor. Teacher Continuous professional development helps teachers to improve their teaching activities and also students' academic performance.

Because of this susceptible issue the policy clearly indicated that emphasis should be given to up grading and updating both in pre- service and in-service teachers to achieve pupils result (MoE, 2009).To achieve the expected out comes, there must be motivated and competent teachers, improved instructional situation and well-designed curriculum.

Teacher Continuous professional development plays an important role in helping teachers to manage current demands of ongoing changes to enhance quality learning and teaching (Fullan, 2006) and (Hopkins and Harris, 2000). According to Gizaw (2006), teachers (CPD) has little effect on teachers' classroom practice, utilization of participatory approach of teaching, improved professional knowledge and skills. Another research conducted by Belay (2012) in Benishangul-Gumuz Regional State in Metekel Zone Secondary Schools States that, teachers did not understand why Teacher CPD is offers, lower commitment of teachers and principals are the major problems in the study area. The relevant and quality education can be provided for the pupils by involving well qualified teachers at all levels of education (MoE,2009).

In light of the above pressing and sensitive issues thus, this study will be emphasized on the assessing what are the practices done and chaleenges school principals are faced in leading teachers (CPD) in school compound. The researcher initiated to fill the gap and conduct in depth exploration of the problem with reference to Secondary Schools in Bale Zone, oromia Regional State. From real situation, presently teachers' continuous professional development is not run properly in most of Ethiopian secondary school ,especially in Bale secondary school. This problem is emanated from different direction such as , school prncipals are no devoted themselves for doing and supporting the program (CPD) as well as, there is a problem of wrong attitude from both teachers' and school principals' .

Due to this gap, teachers Continuous professional development plays an important role in helping teachers to manage current demands of ongoing changes to enhance quality learning and teaching (Fullan, 2006) and (Hopkins and Harris, 2000). In line with this, Mohanty (2010),states that, in education system there are different kinds of variables that have their own contributions for development. Of all, the most important is the teacher who needs effective professional developments in all activities.

1.3. Research Questions

This study was designed to answer the following basic questions:

1. What are the major practices of secondary school principals in leading teachers' continuous professional development program in Bale Zone?
2. What are the major challenges of secondary school principal in leading teachers' Continuous professional development in Bale Zone?

1.4. Objectives of the Study

1.4.1. General Objective

The general objectives of this study was to investigate, the practices and challenges of secondary school principals in leading teachers' continuous professional development in Bale zone.

1.4.2. Specific Objectives

The specific objectives of this study was to:

1. Assess the practices of secondary school principals in leading teachers' continuous professional development in secondary school of Bale zone.
2. Identify the major challenges face secondary school principals in managing teachers' continuous professional development in Bale zone.

1.5. Significance of the Study

This research may have enormous importance for government policy makers, for school principals, school supervisors, students, parents and for other researchers. Government policy makers and other government body may use the findings of this research to regulate their action based on empirical findings. It may provide important information to the national and local policy makers and program designers for further revise and develop appropriate programs.

The findings of this study may help school leaders to see their gap and work for the improvement of teaching and learning process. Supervisors may use the study findings in order to support teachers and school leaders in improving the teaching and learning process. It may help stakeholders to identify the strengths and weaknesses of teacher CPD program to take remedial measures against the challenges that secondary schools faced in implementing CPD program. It may lead to change the (CPD) strategy on

teachers' experiences, attitudes and expectations. It may help as literature on teachers' continuous professional development. When school teachers are constructed with efficient subject knowledge due continuous professional development; they can become effective and give sufficient knowledge for their students. It is also expect that the study will contribute to the improvement of quality education by initiating responsible parties in school improvement program which ultimately would end with the maximum learners' achievement. In addition to this, it help the researcher to develop his career or profession continuously. Finally, other interested researchers in this area may use this research as a bench mark for referencing and comparing their results.

1.6. Delimitations of the Study

Issac and Michael, (2005) defined delimitation as " arbitrarily narrowing the scope of the study and focusing only on selected aspects of the problem, certain areas of interest, a limited range of subjects and level of sophistication involved" As previously stated in the introduction, the purpose of this study was to assess the contribution of school leaders in teacher professional development programs in secondary schools of Bale zone. In Bale zone, there are 59 governmental secondary school. Of the 59 government secondary schools, only five secondary school were considered in this study .

This means the study did not include all secondary schools found in Bale Zone because, of time and other constraints. The respondent population covered within the context of the study included; teachers and school leaders (principals, supervisors and vice principals). In this study, however, it was delimited to all those planned systematic activities undertaken by principals to assist their teachers to personally and professionally grow, and thus help the school to prosper. Regarding tool of data collection, it is delimited to questionnaires, interview and document analysis .

1.7. Limitation of the Study

It is obvious that research work cannot be totally free from limitation. To this end, some of the limiting factors include time constraint, uncooperativeness of respondents in filling the questionnaires and returning on time. In addition, the limitation of this study could be the fact that the findings cannot be generalized for all schools in the zone, because the study focused only on (grade 9-10) secondary schools excluding the preparatory and

primary schools. The main focus of this study was only on practice and challenges of secondary school principal rather than other issues, like factors hindering teachers' continuous professional development.

1.8. Definition of Operational Terms

The meanings of terms may vary depending on the context in which they are used. In this study the following terms were defined depend up on the context of the study.

Challenges of CPD: Problems that school based CPD stake holders, especially principals are face in the implementation of CPD.

Continuing Professional development: is a programme that is delivered at school level to improve teachers knowledge, competence, skills, attitude in the level they are teaching starting from they join teaching until they leave in the profession (MoE, 2004).

CPD activities: Planned school based CPD actions to be performed face in the implementation of CPD activities.

Mentoring: A continuous staff development activity usually done by an experienced teacher.

Practice: The process of carry out teachers' continuous professional development activities like; Analyzing ,Planning, Doing and Evaluating.

Portfolio: Is set of recorded materials that show what an individual teacher has done.

School principals :are bodies in the school occupying various roles and functions.

1.9. Organization of the Study

The study was organized in to five chapters. Chapter one; deals with introduction and this consists of background of the study, statement of the problem, objective of the study, research questions, significance of the study, limitation, delimitation of the study, definition of key terms , and organization of the study.

Chapter two; deals with review of literature which have a direct relationship with the main issues of this study. In chapter three; research design and methodology was presented. In chapter four; analyses and interpretation of data was broadly discussed.

In chapter five;summary,conclusion,and recommendations were presented.Lastly, references,appendix and other technical activities were included in the process of organizing this study.

2. REVIEW OF RELATED LITERATURE

2.1. The concept of Teachers' Continuous Professional Development

The concept of teachers' continuous professional development emanates from the understanding that reflection on self practices and collaboration are essential to improve competence and bring quality in education. Different scholars define teacher CPD in different ways. But, they express similar ideas. The term teachers continuing professional development refers to all the activities in which teacher hold during the course of a career which is designed to enhance their work (Day and Sachs,2004).

Teacher Continuous professional development refers to any professional development activities involved in with a view to enhancing their knowledge and skills that will enable them to consider their attitudes and approaches to the education of children with a view to improve their quality of teaching and learning. Bubb and Early (2004), further explain that teacher CPD is an ongoing process building upon initial teacher training and induction, including development and training chances throughout career. In the frame Work document of MoE, (2009), CDP is defined as anything that makes me a better teacher, targeting at the improvement of teachers performance.

Moreover, the recent meaning of CPD states that CPD means any activity that increases the skills, knowledge and understanding of teachers, and their effectiveness in school. As a result, in today's rapidly changing work environment, keeping pace with changes and Developments in practice and to satisfy professional development requirements; it is mandatory to up-date professional qualities for school achievement. For that reason, school based continuous professional growth is the process by which a teacher maintains the quality and relevance of the professional services that he or she delivers.

2.2. Teachers' Continuous Professional Development in Ethiopia

Recognizing the poor quality of education and shocked by the low results in the national learning assessment of grades eight, ten and twelve. Due to this the Government of Ethiopia launched GEQIP program to improve the quality of education in all primary and

secondary schools. GEQIP is a nation-wide reform program to improve learning achievement of students. Teachers Continuous professional development (CPD) for teachers is one aspect of educational reform programs (Reimers,2003).The Government of Ethiopia is preparing primary and secondary school teachers in teacher training institutes/colleges and universities. As initial training is not sufficient to meet current needs, the government introduced CPD as of 2005. Teacher CPD is a recent phenomenon worldwide and so is in Ethiopia. Some literatures on Teacher CPD in Ethiopia indicate that,it is even a new issue that has not yet got the attention it should deserve. The Ministry of Education stated that, even though there might have been some efforts to upgrade teacher's professional competence through workshops, seminars and short- term trainings, a dedicated training of CPD for primary school teachers was developed only in 2005" (MoE, 2005b).

The aim of CPD in Ethiopia is to improve the performance of teachers in the classroom in order to raise student achievement and learning MoE (2009). This implies improved student learning is the ultimate goal of teachers CPD in Ethiopia and is a career- long process of improving knowledge, skills and attitudes, centered on the local context and particularly classroom practice" (MoE, 2005). As outlined in the CPD Guideline of the Ministry of Education (2004), the objectives of Teacher CPD are to: help teachers understand the need for continuing improvement and develop their attitudes to arrange positively with CPD opportunities.

Teachers' have the opportunity to develop and improve their professional skills and knowledge in a systematic way; have a basic understanding of current national issues and priorities; encourage teachers to remain competent and up-to-date in their own levels of specialty and expertise through compulsory on-going program of staff development opportunities designed to meet the needs of both school and individual teachers; and consider CPD as an integral part of their evaluation, licensing and career development.

Teachers' continuous professional development program in Ethiopia has two key aims. One of the key aims is to support staff in upgrading their qualifications. The second key aim is to update staff to keep themselves abreast of current developments and

innovations. It focuses on subject knowledge and pedagogy and improves classroom practice. Conversely, upgrading is the process by which teachers can choose to participate in additional study outside their regular work as a teacher at appropriate times in their career, e.g. convert a certificate to a diploma, a diploma to a first degree, or a first degree to a master's degree.

2.3. Role of secondary School Principals for Teachers' CPD

School principals have multiple roles to play in the school to ensure teaching and learning. In this part, the overall roles of school principals and their specific roles in enhancing teacher professional development are briefly discussed in the section of this chapter. The principal's primary responsibility is to promote the learning and the success of all students. The school principal is the chief executive and has the vital role in managing the school. They are responsible for planning, organizing, coordinating, operating, monitoring the staff and students, and managing school building and facilities. On top of that they are responsible for improving the quality of teachers by developing teachers CPD programs.

They should mobilize people to adapt their practices and beliefs so that every child's learning and growths are optimized" (Donaldson, 2006). They should be committed to developing their schools as a 'professional community. The principal is expected to work with people – teachers, students, parents, and the community at large. In Ethiopia, school principals are responsible for the overall operations of their schools. They serve as the educational leader, responsible for managing the policies, regulations, and procedures to ensure that the teaching learning process is implemented in conducive learning environment that meets the objectives of the approved curricula.

They are also responsible for the development of staff training programs in developing and achieving educational objectives in accordance with the needs of the school (MoE, 2005a). As delineated in the Ministry of Education Directive for Educational Management, Organization, Public Participation and Finance issued in 2002, the duties and responsibilities of school principals include: providing directions and guidance, and assuring that teachers have the necessary instructional materials to carry out their duties,

creating suitable conditions that make teachers to participate in decision making process on matters related to the teaching learning process, creating smooth relationship with school community to facilitate teaching-learning process, managing human, financial and material capital at their disposal, and mobilizing community for the betterment of secondary schools, are only a few (MoE,2002c).The prime responsibility of all school leaders is to sustain learning. School leaders put learning at the center of everything they do.

They give due attention to student learning first and then to other things that support the learning of students (Blankstein,2004). They also need to appreciate teachers' professional development of their staff and how it can be put into effect as part of an overall strategy for school improvement. The above citation highlights the role of secondary school principals in Ethiopian vis- à-vis professional development in schools. The school principal as instructional leader should be well acquainted with his/her role so that effective teaching and learning takes place and student achievements be improved.

2.4. Secondary school Principals in Creating Learning Community

A learning community is a group of people sharing and critically interrogating their practice in an ongoing, reflective, collaborative, inclusive, learning-oriented, growth-promoting way (Mitchell & Sackney,2000); operating as a collective enterprise (Stylen & van Niekerk 2011). School principals are responsible for creating a learning community in their school. Speck and Knipe (2001) stated that, the principal should establish a collaborative culture in which there is professional networking where teachers learn from each other and they must be learners themselves.

In creating a learning organization, Leithwood (2008) identified three practices common to most successful leaders: (a) setting directions, (b) redesigning the organization, and (c) developing people. In setting directions the principal identifies and articulates vision, fosters the acceptance of group goals, and creating high performance expectations. An effective professional learning community has the capacity to promote and sustain the learning of all professionals in the school to of enhancing pupil learning (Bolam, 2005).

2.5. The Nature and Purpose of Teachers' CPD

Teaching is complex and challenging work which requires highly specialized skills and knowledge to bring about significant change in student learning. The main objective of education is improving the learning outcomes of all students, regardless of their socio-economic background or geographic location (Department of Education and Training, 2005). In recognition of the correlation between effective teaching and student achievement, Guskey (2002) stated that, enhancing the skills and knowledge of teachers should be a key priority in the education systems of countries.

Teachers need not only in-depth knowledge of the subject areas they teach, but they also need to know how students learn that content and an understanding of classroom environments that optimize learning. They need access to continuous high quality professional learning opportunities to develop and enhance the necessary skills and understandings. Like the members of other professions, teachers need to be continuous learners who see their own learning as being fundamental to membership of the profession rather than something that is subsidiary or optional (Smith, 2002).

Those CPD activities undertaken in the workplace are more important than those undertaken outside the workplace. Teacher Professional development activities can be formal or informal; and internal or external to a school or classroom. They may be delivered by and with colleagues or recognized experts, online, face to face, and/or occur through conversation, observation, reading, reflecting, or action-based research and inquiry. In this regard, the main purpose of professional development is to equip teachers with the necessary knowledge, skills, and attitudes that enable them to provide quality instruction which ultimately improves student performance.

In a nutshell, the ultimate purpose of CPD for teachers is to effect changes in classroom practice which have a positive impact, directly or indirectly, on the learning of students. Beside this, teachers continuous professional development is an integral part of quality education package which emphasized on constructing teachers with teaching skill, attitude and academic performance, to master their subject knowledge and academic qualification through their career development .

2.6. The CPD Cycles

The CPD Cycle is a carefully planned response to identified development need (MoE 2009). The circular model represents the CPD cycle with a “ray” for each phase of the cycle: According to the new CPD framework and toolkit documents (MoE, 2009b), the CPD is a developmental program that moves in a cyclical path anchored at four stages namely: Analyze→ Plan→ Do→ Evaluate. The aim of the new CPD is “to improve the performance of teachers in the classroom in order to raise student achievement and learning. It is a career-long process to improve knowledge, skills and attitudes centered on the local context particularly classroom practice” (MoE, 2009).

Fig 1.The CPD Cycle



Source: CPD for Primary and Secondary Teachers, Leaders and Supervisors in Ethiopia MoE, 2009: page 19

2.6.1. CPD Cycle – Analyze

All CPD programmer will have similar characteristics. The Programme will be carried out in order to address the learning or development need of an individual, groups of individuals or an identified need of an institution. The need will have been identified by a process of needs analysis or review.

2.6.2. The CPD Cycle – Plan

Once the development need has been identified, a Programme, specifically designed to meet that need, can be prepared.

2.6.3. The CPD Cycle – Do

Participating in CPD can involve formal and informal sessions. It is essential that these sessions are linked together to form a coherent Programme. The methods and activities chosen should be appropriate to the needs identified. Some CPD methods which have successfully been used to facilitate professional development.

2.6.4. The CPD Cycle – Evaluate

Reviewing and evaluating the effectiveness of CPD is an essential part of the cycle. Ultimately CPD is carried out to help students to become better learners, so it is important to judge whether each CPD programme is effective in doing that. The CPD Action Plans, whether institutional or individual, should identify desired outcomes for each priority. These outcomes become the focus for review and evaluation. From above CPD-cycle ones can say that the aim of the new CPD is to improve the performance of teachers in the classroom in order to raise student achievement and learning by assessing individual and school needs.

It is a career-long process to improve knowledge, skills and attitudes of teaches. Teachers operate effectively at all stages of the teaching and learning cycle, including planning for learning and assessment, developing learning programs, teaching , assessing, providing feedback on student learning and reporting to parents / caregivers Teachers model effective learning. They identify their own learning needs and analyze, evaluate and expand their professional learning both collegially and individually.

2.7. Leadership and Teachers’ Continuous Professional Development

Effective leadership in educational activities is important to successfully achieve school objectives. Leadership is the process that influences the behavior and daily activities of others’ effort towards the achievement of goals in a given situation.CPD is any professional development activity for school staff which adds to their professional knowledge, enhances their professional skills, and enables pupils to learn more effectively.

2.8. Planning of Teachers' continuous professional Development

2.8.1. Institution planning

Each institution should develop Annual CPD Plans. This is done by prioritizing the issues identified by the analysis process. Three main priorities are recommended for each academic year. It is more effective to concentrate on fewer priorities and cover them well. Once the priorities are selected, the Annual CPD Plan should be completed. This document should describe each priority, identify the desired outcomes, say who is responsible for leading it, and how long it will take. A Programme for each priority should then be written, which details events and timings.

2.8.2. Individual planning

Individual CPD Plans should also be developed annually. Some priorities for individuals will come from their institution's priorities. Some will be issues identified by the individuals themselves. An individual teacher's Annual CPD Action Plan should be kept in their Teacher's Professional Portfolio, and used as a guide to the type of information and evidence Collected during the year.

2.9. Challenges Affecting principals in Leading Teachers' CPD

The challenges of teachers' professional development comes from different direction according to yitayew (2013) challenges of teachers' professional development refers to "difficulties, complexities, barriers or hard situations against the expected outcomes of teachers' growth". The major challenges to be dealt with for the purpose of this study are teacher related barriers, leadership, supervisory challenges and the school system.

2.9.1. Teachers' Associated Challenges'

Little (1992) stated that, in most cases teachers are poorly experienced to implement reforms in subject matter teaching that end with the absence of the integration of the content with students' opportunities to learn and systematic use of pedagogical skills. Moreover, the complexity and ambiguity of the school based CPD program itself undermines ambitious educational reforms. Professional development as the typical means of improving instruction is poorly targeted at what teachers need most to know.

It is common for the content of professional development to be too general and to fail to connect with specific instructional strategies that meet the needs of particular students. Teachers' continuous professional development should focus on what students are to learn and how to address the different problems students may have in learning that material. CPD books are not sufficiently prepared by the languages of work. Teachers are not provided awareness about the background of CPD. Teachers and other responsible partners are not well oriented how to implement CPD in collaboration with other pillars of quality education.

Thus, the school based CPD program is not being realized in collaboration with other education quality improvement programs Day (1999) as cited in Yitayew (2013). The challenges that become obstacle teachers from active involvement in the process of school based CPD are lack of skill, less commitment and teachers' resistance, low level of understanding about the significance of CPD, scarcity of need based trainings, lack uniformity on how to use the portfolio modules, and absence of consolidated collaborative school system.

2.9.2. Leadership Associated Challenges'

The leadership and supervisory factors to be treated here are the challenges related to the CPD activities executed by principals; schools' CPD facilitators; head teachers; and Woreda, zone, regional and national education superintendents. In most school systems relentless efforts are being made to improve teachers' professional development although challenges are unavoidable events. According to the findings of the Ministry of Education, MOE (2010b), the major challenges identified at the national level are lack of trained facilitators, high turnovers of more experienced and trained leaders or facilitators and stakeholders extra work load, particularly of teachers. Teachers are not motivated by the Woredas to alleviate the on-going problems.

The evaluation of school based CPD was usually the responsibility of CPD leaders who often feel that they have limited experience of evaluation approaches. Most CPD leaders in the previous studies feel that they are generally not equipped with the skills and tools to adequately perform the evaluation role. If the role is not taken by the head teacher, it is

most often of a deputy or a member of the senior staff. Head teachers and CPD leaders themselves express a need for preparation for the role of CPD leader. It is suggested that this training needed to come from experienced CPD leaders (Day, 2005).

2.9.3. School System Associated Challenges'

in schools where staff development opportunities are poorly conceptualized; insensitive to the concerns of individual teachers; and make little effort to relate learning experiences to workplace conditions, they make little impact upon teachers or their pupils Day (1999) as cited in Yitayew (2013)

2.10. School principals Influence on Teachers' CPD

The leadership of school principals in the area of teacher professional development is critical to the creation and success of a school learning community. A learning community is a community in which all members acquire new ideas and accept responsibility for making the organization work (Hiatt-Michael, 2001). A learning community consists of "school staff members taking collective responsibility for a shared educational purpose, and collaborating with one another to achieve that purpose" (Newman, 2004). In a learning community, teachers collaborate and make shared decisions (Lockwood, 2005). They work together to improve classroom instruction. Teachers consider themselves active learners and participate in professional development to refine their knowledge and teaching strategies. School principals play a major role in developing a "professional community" of teachers who guide one another in improving instruction.

The main focus of the school principal in this regard is developing and maintaining effective educational programs and promoting the improvement of teaching and learning within their schools. Principals are expected to strive to create an organizational climate which fosters student and teacher growth. The principal provides leadership, direction, and co-ordination within the school. Hence, school principal leadership plays a key to the success of teacher professional development. According to Bredeson and Johansson (2000), there are four areas where principals have opportunities to positively affect teacher learning in schools. These include: 1) the principal as an instructional leader and

learner²) the creation of a learning environment,³) direct involvement in the design, delivery, and content of professional development, and 4) the assessment of professional development outcomes.

2.10.1. Serving as instructional leaders and learners

The role of a principal as an instructional leader is encouraging a collaborative atmosphere for teachers to play a central role in the effectiveness or improvement of a school culture. According to King (2001), “instructional leadership is anything leaders do to improve teaching and learning by gathering evidence of student achievement that demonstrates improvement.” As an instructional leader, the school principal has four key roles to play fostering CPD for teachers. These include: i, Stewardsii.Models, iii, Experts and iv,Instructional leaders(Bredeson &Johansson, 2000).

Stewards: Principals are stewards of their schools. They lead the change that is needed improve the school. They are responsible for moving the school forward toward academic excellence. Principals, as stewards, communicate the importance of PD, as an integral part of school improvement to all stakeholders of their schools.

Models: Principals are the primary leaders in schools. Good leaders always lead by example, especially in education. Principals serve as role models for continual learning and motivate and inspire others to pursue learning opportunities and further their own knowledge. The best example of leadership is leadership by example (Goe, Bell, & Litle, 2008).

Experts: Principals are required to spend more time establishing the appropriate preconditions for improving teaching and learning. In order for principals to be able to do this, they should be experts in a variety of areas. The principal as an expert must possess ‘specialized knowledge and skills in such areas as cognition and learning theory, models of teaching, human growth and development’ (Bredeson & Johansson, 2000). Expert knowledge is important, but it is not enough. Principals need to put their professional knowledge into actions to create, support, and improve the learning environment for everyone in their schools. In general, successful school leadership is anchored in professional expertise in teaching, learning, and schooling. What principals know and can

do establishes their credibility as educational leaders.

Instructional leader: Instructional leadership is a key responsibility for school principals. Principals as instructional leaders influence teacher professional development. The principal should use a variety of activities to encourage and celebrate learning. These include school mottos, symbols and other visual displays, media announcements, awards ceremonies, first day of school rituals, celebrations for individual and group accomplishment, and personal expressions of congratulations through daily interactions with students and teachers (Goe, Bell, & Litle, 2008).

2.10.2. Creating a learning environment

One of the main roles of the principal is to develop and maintain a conducive atmosphere in his/her school to gain the desired objectives. Effective principals ensure that their schools allow both adults and children to put learning at the center of their daily activities. School principals are instrumental in creating a school environment where teachers always participate in professional development programs and improve their professional practice. Bredeson and Johansson (2000) identified three roles that principals can play to create a learning environment so that teacher professional development flourishes. In this regard, the principal should act as communicator, supporter, and manager.

Communicator: the need for effective communication within schools is essential. Communication is the transmission of ideas, information, opinions, attitudes, and feeling through one or more media that produce some response. As head of a school, the principal plays a central role in communicating with stakeholders. As a communicator, the principal can create a strong and a collective view among teachers on the effectiveness of professional development in student learning, through his/her daily interactions with teachers as the principal is in a unique position to impart messages through communication with the teachers daily.

Supporter: A principal, as a supporter in creating a learning environment, is the single most important element in a school system in extending valuable support in various ways; financially by allocating budget and by creating favorable conditions for

professional development of teachers. Teachers also look to the school leaders as a source of professional knowledge and expertise. Teachers view their principals as helpers, supporters, and source of information and resources for professional development (Payne, & Wolfson, 2000). Besides, principals are the key instructional supervisors who make more unscheduled observations and provide immediate feedback (The Wallace Foundation 2012). Leadership support makes schools better places of learning for children and youth making it critical to attend to the growth of adults as well as children (Johnson & onwuegbuzie, 2004, Donaldson, 2006,).

Manager: A principal's role as a manager is to establish and maintain a healthy learning environment in the school. Towards this purpose, a principal should have effective management skills which include the appointment of teachers who wish to learn within the profession, coordination of professional development activities, making decisions on school resources and priorities, time management, identification of new resources, and training of the teachers and visiting classrooms and evaluations.

2.11. Major Activities in Teachers' CPD

2.11.1. Induction

Newly hired teachers need to understand how the system is functioning and how they fit into it. Induction is a form of well-organized professional assistance provided for beginner teachers and new staff to contribute for the proper accomplishment of their job. Newly deployed teachers need to understand how the school system is functioning and how to suit to it. The induction, therefore, would serve the purpose of building a firm foundation for the future professional and career development of individual teachers (Bubb and Earely, 2007). Therefore, an induction program can help teachers to tackle the problems they face and to cope with reality-shock they experience. Specially, an induction program is useful for new qualified teachers. Hence, the school management bodies need to give an induction program for teachers and follow its practice and solve the problems that create difficulty in their work.

2.11.2. Peer coaching

The main purpose of coaching is improving practical skills. It takes place at workplace when workers seek advice, explanations or demonstrations. Major coaching opportunities are research, participation in study groups, problem-solving teams, and observation on performance of their colleagues, writing journals, participating in improvement activities. In general coaching requires human interpersonal relationships, collegial atmosphere and collaboration. Skillful, knowledgeable and committed teachers are required to play coaching role. Selecting appropriate coaches is essential. If this process is successfully implemented in schools, the education system will benefit a lot.

2.11.3. Mentoring

According to Bladford (2000), mentoring can be defined as process assistance offered by experienced staff to other practitioner who needs to acquire professional skill. The experienced practitioner is appointed as a mentor to assist beginning or inexperienced teacher to adapt to the load of a complex job of teaching. A mentor provides a new comer with support, problem solving, guidance and network of staff who shares resources, insight, practices and materials. Mentoring is to support and encourage people to manage their own learning in order that they may maximize their potential, develop their skills, improve their performance and become the person they want to be.

2.11.4. Action research

It is an important practice in developing educational profession in educational system. Action research advances the professionalization of teachers by helping them develop and confirm their knowledge (Hopkins, 2002). Action research, it leads to purposeful and planned action to improve conditions for teaching and learning. According to Gay and Airrasian (2009), action research is a form of collective self-rationality and justice of their own social or education practices as well as their understanding of the practices and the situations in which the practices are carried out.

2.11.5. Classroom practices of CPD

Teacher Continuous Professional Development, activities have its own role in implementing the actual teaching and learning process in the classroom. It promotes the application of student centered methods in the classroom to make learning more

effective. Continuous professional development also improves teaching skills such as self-evaluation, conducting action research, lesson planning, and successful classroom management using variety of teaching techniques, creating teachers' collaboration in team work exercise continuous assessment practices, and considering gender issues (Desalegn, 2010). According to Gallimore and James, (2002) teachers CPD has the power of influencing the implementation of teaching learning practices in the classroom.

2.12. Resources Support for Teacher Continuous Professional Development

Resource support is a major activity that is done by stakeholder in the process of implementing teachers continuous professional development at school level, to encourage and provide sufficient resource effectively. Most of the time lack of different resource, both human and material resources are a major challenge that hinder the on going process of teachers continuous professional development.

In most cases especially teachers complain the problems of resources to carry out the program. As Villegas-Reimers (2003) state that, teachers as they are professional learners in CPD should get the necessary assistance from the concerned bodies ranging from school community up to higher officials.

Research shows that teacher development activities are most effective when carried out collaboratively in an atmosphere of mutual encouragement. There are a wide variety of resources which can be used to support CPD activities and School CPD Modules. They come under two main headings, human and support materials.

3. RESEARCH DESIGN AND METHODOLOGY

This chapter includes a specific description of the study area, research design, sources of data, Population, samples and sampling techniques, instruments of data collections, methods of data analysis, research design, procedure of the study, and Ethical consideration.

3.1. Description of the Study Area

This study was conducted in selected secondary school of Bale zone. Bale zone is found in south East of Ethiopia. Its capital town is Robe, which is situated at 430 km from capital city of Ethiopia, Addis Ababa. Bale zone comprises of 18 (eighteen) woredas and have three administration towns. In those woreda there are 59 secondary school, 9-10. Out of 59 secondary school, five secondary schools were selected from each five woreda. Those school included under this study were Mena secondary school from Delo Mena Woreda, welabu secondary school from Meddawalabu woreda, Jara secondary school from Jara woreda, Negade secondary school from Goba town, and Hawo secondary school from Harena Bulluk woreda.

3.2. Research Design

Research design is a plan, and procedures for research that, span the decisions from broad assumptions to detailed methods of data collection and analysis (Cohen, 2007). In this study a descriptive survey research design was employed with the intention to get the general picture of the current status of the contribution of school leaders in the implementation of teacher continuous professional development (CPD) in secondary schools of Bale Zone.

In line with this idea, Abiyi (2009) suggested that, descriptive survey research design is used to gather data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared or determining the relationships that exist between specific events. In this study, the researcher was used mixed research method both quantitative and qualitative techniques to analysis data collected from respondents.

3.3. Sources of Data

In this study, both primary and secondary data sources were employed to obtain reliable information about the contribution of school leaders in the implementation of teachers CPD.

3.3.1. Primary sources of data

Primary sources refers to, individuals or organization from which information is organized directly as a result of the particular problem under study (Kothari, 2004). The primary sources in this study were secondary school teachers, school leaders (principals, vice principals, and secondary school supervisors).

3.3.2. Secondary sources of data

The secondary sources of this study were, school annual CPD plan, CPD evaluation document, implementation document, guidelines, training record, teachers annual CPD and CPD evaluation documents are the essential ones .Written documents were used as major sources of data for this study and it was much related to my research question in order to give clear and tangible answer for this study.

3.4. Populations, Samples and Sampling Techniques

3.4.1. Target population

Bluma, (2012) defined a target population as, all the members of a real or hypothetical set of people, events, or objects to which researchers wish to generalize the results of their research. Bale zone has 18 woredas which have been located in different geographical locations. From 18 (eighteen) woredas ,five Woredas were selected for this study .At the same time, each Five selected woredas were differ in their secondary school numbers.

The target schools were defined as being located in five different Woredas found in Bale Zone, such as Delo mena woreda which have 3 secondary school, Jara woreda which have 3 secondary school, weddawalabu woreda which 3 three secondary school ,Goba town which have 3 secondary school and Harana Bulluk woreda which have three secondary school. From each five specific woreda ,one secondary school selected. Those secondary schools included in this study were; Mena secondary school ,Meddawalabu secondary school, Negade secondary school, Jara secondary school and Hawo secondary school.

3.4.2. Samples and sampling techniques

From the sample Woredas, sample secondary schools were selected by simple random sampling. Simple random sampling gives equal chance without bias for each school. so that, one secondary school from each sample woreda was selected by Simple random. Because simple random sampling gives equal chance for each words with out bias .

From this point of view Mena secondary school from Delo Mena Woreda, Meddawalabu secondary school from Meddawalabu woreda, Jara secondary school from Jara woreda, Negade secondary school from Goba Town and Hawo secondary school from Harena Buluk woreda were selected to manage this study easily. Then from sample schools, sample teachers were selected by available sampling. Available sampling help researcher to get simply teachers becose teachers assigned at school level.

However, Secondary school leaders; principals, vice principals, and secondary school supervisors were selected by using purposive sampling technique, due to researcher wants to invite respondent who fit the criteria and have direct relationship with the issue. According to Henning (2004), purposive sampling involves selecting people who fit the criteria of desirable participants based on their experience or knowledge. In other words, it is a sampling technique where the researcher consciously decides who to include in the sample. Furthermore, the following table depicts the sample woredas, the sample secondary schools, total population, sample respondents in the sample secondary schools and the sampling techniques.

Table1: Sample size and sampling techniques

No	Schools	Teachers			School leaders								
		Pop	Sam	%	School principals			Supervisors			Vice principals		
		Pop	Sam	%	Pop	Sam	%	Pop	Sam	%	Pop	Sam	%
1	DeloMena	52	52	100	1	1	100	1	1	100	2	2	100
2	Walabu	28	28	100	1	1	100	1	1	100	1	1	100
3	Negade	70	70	100	1	1	100	1	1	100	2	2	100
4	Jara	66	66	100	1	1	100	1	1	100	1	1	100
5	Hawo	14	14	100	1	1	100	1	1	100	1	1	100
	Total	230	230	100	5	5	100	5	5	100	7	7	100
	Sampling techniques	Available sampling			Purposive Sampling			Purposive Sampling			Purposive Sampling		

3.5. Instruments of Data Collection

The relevant data required for the study was collected through questionnaires, interview and documents analysis.

3.5.1. Questionnaire

Two sets of questionnaires (close ended and open-ended) were prepared to collect information from respondent school leaders and teachers. Questionnaires were prepared in English language because the researcher believes that, the respondent could understand English language. The questionnaires contained four parts. The first part contains the cover page with short introduction of research purpose. The second part deals with respondents' demographic characteristics which comprised sex, age, academic qualification, experience and pedagogical backgrounds to be answered by the respondents from the given options. The third part contains rating scale type questionnaires which related contribution of school leaders for teacher CPD. The last part contains open-ended questions those help to collect further data and create an opportunities for respondents to express their opinion freely.

3.5.1. Pilot test

Pilot study was conducted at Angetu secondary school with 18 teachers and 3 school leaders. The pilot test was conducted to secure the validity and reliability of the instruments with the objective of checking whether or not the items included in the instrument can enable the researcher to gather relevant information. Based on the pilot test, the reliability coefficient of the instrument was statistically calculated.

Based on the pilot test, the reliability coefficient of the instrument was statistically calculated. According to Daniel M, (2006), Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core means to assure the quality of the data. The participants of the pilot test was also taken as first hand informed about how to evaluate and give feedback on the relevance of the contents, item length, clarity of items and layout of the questionnaire.

Based on the reflections, the instruments were improved before they were administered to the main participants of the study. Accordingly, the calculated means was interpreted

as follow: 1-1.49 strongly disagrees, 1.50-2.49 disagree, 2.50-3.49 fairly agree, 3.50-4.49 agree and above 4.5 strongly agree (Bluma, 2012). The internal consistency reliability estimated was calculated using Cronbach's Coefficient of Alpha for the questionnaires. Supporting this, George and Mallery (2003) and Cohen, (2007) also suggest that, the Cronbach's Alpha result >0.9 excellent, >0.8 good, >0.7 acceptable, $\alpha < 0.6$ questionable, and <0.5 poor.

Table2: Reliability test results with Cronbach's Alpha

No	Variables	No. of item	Cronbachs Alpha
1	Practice of School Principals in teachers CPD Analyses Cycle	6	0.795
2	Practice of school Principals in planning teachers CPD	10	0.895
3	Practices of school Principals in teachers CPD do cycle	6	0.795
4	Practices of school principals in teachers CPD evaluation	5	0.891
5	challenges that school principals are faced in the implementation of CPD	8	0.856
	Average reliability result		0.846

3.5.2. Interview guide

In addition to questionnaires, semi- interview was held with the other instrument of collecting data for this study. Interview was used to gather in-depth qualitative data from secondary school leaders (principals, vice principals and supervisors). Accordingly, the total population of school leaders participates on interview were 17 in their numbers. Principals, vice principals, and supervisors 5, 7, and 5 respectively.

Employing interview is quite important, because interview have great potential to release more in-depth information, provide opportunity to observe non verbal behavior of respondents; gives opportunities for clearing up misunderstandings, as well as it can be adjusted to meet many diverse situations Abiyi,(2009). The interview questions were prepared in English for school leaders (principals ,vice principals and supervisors).

To manage this research easily and simply interview was conducted at work place, at school level and responses from respondent were be recorded in a written

3.5.3. Document analysis

Teacher continuous professional development documents and records were explored to present background information plainly and are important of data which are very vital to study on the contribution of school leaders in the implementation of teacher CPD in teaching and learning process. Making document analysis has a strong relationship with this study stated under the title of research question. Data available from school CPD plan documents, CPD implementation and evaluation documents of school were analyzed by researcher to collect further data. Teachers CPD documents have a direct relationship with teachers continuous professional development is either the program is implemented properly or not at school level.

3.6. Procedures of the Study

The researcher conducted a diverse literature review and prepared a specific review of the literature relevant to the research problem. Then, he prepared questionnaires' for teachers and for school leaders (principals, vice principals, and supervisors) based up on the research question under the guidance of his Advisor and Co-Advisor.

In addition to questionnaires, interview was prepared for school leaders regarding to those basic research question. Both questionnaires and interview was conducted by the same language, English language. The instruments had been pilot tested before they are administered to the respondents. Piloting is a key stage in instruments development, because it allows the evaluation of the instrument before the main study is conducted (Parahoo, 2006).

To collect the fact data, firstly the researcher made face to face contacts with school leaders and teachers to establish support, introduce the purpose of the study, and secure cooperation for collecting the data for interview in particular. After this, the researcher secure in formation with regard to names, list of other back ground information of teachers from principals of respective schools. Then distribute the questionnaires for all representative of sample and conduct interview with school leaders and also assess documents while waiting for the return questionnaires paper. After questionnaires was completed the researcher was collected questionnaires paper from all respondents.

The researcher was organized respondent opinion according to a given scale in distributed research question and explains the result of the finding.

3.7. Methods of Data Analysis

Data obtained from the closed-ended questionnaires were analyzed through descriptive statistics like frequency, mean, standard deviation and percentage to indicate the distribution of data, to summarize general nature of data, for each variables values included in the study. The data gathered from respondent teachers through open-ended questions, interview held with school leaders (principals, vice principals, and supervisors) were analyzed qualitatively by narrating in words and incorporated in the interpretation. The researcher was cross checked, and analyzed

data collected from different document sources in order discrete categories regarding the contribution of school leaders in the implementation of teacher CPD. These techniques was applied by using, statistical package for social science (SPSS) for windows version 20. Based on the analysis of data, interpretation was made to reach certain findings. Finally summary, conclusions, and possible recommendation were forwarded by researcher.

3.8. Ethical Considerations

Based on the principles, the researcher first secured permission from the school management by producing letter of cooperation, requesting permission from the school principals. Participants were also informed about the purpose of the study and reinforced with them that they would be protected from any harm and discomfort by treating all data confidentially.

In planning a research work involving human participants, is important to consider the ethical guidelines was designed to protect the participants (Best and Khan, 2009). Participation in the study would be voluntary and honestly assured. Participants were informed that all data were treated as confidential and only the research would have access to the data collected. Consent was given to participate with the return of the questionnaire. Ethics as applied to research and other related undertakings generally refer to considerations to Protect and respect the rights and welfare of participants and other parties associated with this activity (Reynolds, 2002).

4. RESULT AND DISCUSSION

Overall, the chapter comprises of two major parts. The first part presents the characteristics of respondents in terms of sex, age, academic qualifications and service year. The second part deals with the results of findings from the data which were gathered through the questionnaire, interview, and document analysis. The demographic data were gathered to facilitate description of the sample and to allow for determination of its representativeness of the total population.

This chapter deals with analysis of data and interpretation of findings. The points included in the chapter are; characteristics of respondents, the practice of secondary school principal in leading teachers continuous professional development in Bale Zone which includes ; Analysing , Planning, Doing , and Evaluating practice. On the other hand a major challenges that face secondary school principal in leading teachers' continuous professional development was widely discussed. The data were presented in tables that are accompanied by textual discussions.

In this study data were gathered through questionnaires, interview, and document analysis. The necessary data involved in the study were obtained from teachers, school leaders (principals, supervisors, vice principals) and document analysis. The questionnaires were distributed to 230 teachers and out of them, 223 (96.95%) were returned. At the same time, questionnaires were distributed to 17 school leaders; principals, vice principals, and supervisor and all of them filled the questionnaires and returned them. Finally, the data obtained from the open and close ended items of the questionnaire, interview and document analysis were presented and analyzed qualitatively to substantiate the data collected through the questionnaires. Thus, this chapter presents the analysis and interpretation of data.

4.1. Backgrounds of Respondents

The demographic questions were designed to elicit information about participants' sex, age, highest educational qualification attained, and teaching experience. The results in the table below highlight the demographic characteristics of the respondents who participated in the study.

Table 3: Characteristics of Respondent

No	Variables	Characteristics	Respondents			
			Teachers		School leaders	
			f	%	f	%
1	Sex	Male	165	74	17	100
		Female	58	26	00	00
2	Age	5 -10	105	47.1	10	58.8
		11-15	26	11.7	6	35.3
		16-20	56	25.1	1	5.9
		Above 20	36	16.1	00	00
		BA/BSc/BED	209	93.7	15	88.2
3	Qualification	MA/MSc	14	6.3	2	11.8
		Others	00	00	00	00
		5 -10	78	35	4	23.5
4	Service years	11-15	45	20.2	5	29.4
		16-20	88	39.5	7	41.2
		Above 20	12	5.4	1	5.9
		Total	223	100	17	100

Key : f= frequency, % =percentage

4.2. Practices and challenge of secondary School principal in Leading Teachers' CPD

4.2.1. Practices of secondary school principals in leading teachers' CPD analyses cycle

This section assessed the practice Practices of secondary school principals in leading teachers' CPD at analyses cycle .The respondents were also asked to put their opinion on the Practices of secondary school principals in leading teachers' CPD at analyses cycle.

Table 4: Practices of School principals in analysis cycle of teachers' CPD

No	Items	Scale	Teachers		\bar{X}_1	School Leaders		\bar{X}_2	\bar{X}_3
			f	%		f	%		
1	School principals participate on regular group meeting	SA	14	6.3	2.34	4	23.5	3.23	2.79
		A	39	17.5		5	29.4		
		UD	16	7.2		2	11.8		
		DA	95	42.6		3	17.6		
		SD	59	26.5		3	17.6		
2	School principals identify introduction of new initiatives about teachers'CPD	SA	20	8.9	2.39	5	29.4	3.18	2.79
		A	30	13.5		3	17.6		
		UD	22	9.9		2	11.8		
		DA	99	44.4		4	23.5		
		SD	52	23.3		3	17.6		
3	School principals make annual teachers CPD review.	SA	14	6.3	2.29	4	23.5	3.47	2.88
		A	22	13.5		7	41.2		
		UD	36	14.9		1	5.9		
		DA	94	42.2		3	17.6		
		SD	57	25.5		2	11.8		
4	School principals conduct meeting with mentors	SA	23	10.3	2.46	3	17.6	3.12	2.79
		A	30	13.5		6	35.3		
		UD	25	11.2		2	11.8		
		DA	94	42.2		2	11.8		
		SD	51	22.6		4	23.5		
5	School principals emphasize on need identification of institution	SA	18	8.1	2.46	4	23.5	3.41	2.94
		A	42	18.8		6	35.3		
		UD	15	6.7		2	11.8		
		DA	99	44.4		3	17.6		
		SD	49	21.9		2	11.8		
6	School principals have been identifying need by a process of need analyses	SA	25	11.2	2.47	4	23.5	3.29	2.88
		A	35	15.7		5	29.4		
		UD	17	7.6		3	17.6		
		DA	89	39.9		2	11.8		
		SD	57	25.6		3	17.6		

Key : \bar{X}_1 =indicates the mean of the teachers, \bar{X}_2 = indicates the mean of the leaders, \bar{X}_3 =combined mean f= Frequency, % = percentage, A= Agree, SA= Strongly agree, UD = Undecided ,DA = Disagree, SD = strongly disagree df =238 and N=240

As depicted in Table 4a item 1, the majority 95 (42.6%) of teachers disagreed that, school principals were able to participate on regular group meeting of teachers CPD and the mean score of teachers for this item was ,2.34 (disagree) which shows, low performance of school principals in participating on group regular meeting. For the same item in

Table,4 (29.4%) of school principals agreed that, school principals were able to participate on regular group meeting and their mean score was, 3.23 (fairl agree) which shows medium performance of school principals in participating on group regular meeting of teachers CPD. Additionally, the combained mean for two groups was 2.79 (fairly agree) which indicated medium performance of secondary school principals participate on group regular meeting.

But, the result from document analysis supported the teachers' opinion that ,the majority of sampled schools principals 4 (80%), were do not participate on teachers' group regular meeting. This implies that, school leaders of secondary schools of Bale Zone were unable to participate on regular group meeting teachers' CPD.Supporting this idea, Cheng ,(2005) explained that, an effective school leader is highly expected to have a responsibility to participate and communicate with their staff members such activity of teachers CPD like,regular group meeting and in learning community.

As shown in Table 4 item 2, majority 99 (44.4%) of teachers disagreed that, school principals were identify introduction of new initiative for teachers continuous professional development and their mean score was 2.39 (Disagree) which shows, low performance of school principals in identifying introduction of new initiative. For the same item, 5 (29.4%) of the school leaders agreed that, the school principals were actively identify introduction of new initiative and their mean score was 3.18 (fairly agree) which shows medium performance of school principals in providing introduction of new initiative. Additionally, the combained mean of two groups was 2.79 (fairly agre) which shows medium performance of school principals to identify new initiative fof teachers CPD.

In connection to this ,one of the interviewed supervisor said:

“ In my view, identifying new initiative is very important because it is an indicator of how we are successful in our activity, however most of the time, school leaders were not identify new initiative continuously and follow it.”

Therefore, from the result, secondary school principals of Bale zone were not effective in identifying new initiative of teachers' continuous professional development at school level. As shown in Table 4 item 3, 94 (42.2%) of teachers disagreed that, secondary School principals were well in order to make teachers CPD annual review to improve the implementation of teachers continuous professional development ,and their mean score was 2.29 (Disagree) which shows, low performance of school principals in making annual review of continuous teachers professional development.

For the same item, 7 (41.2%) of the school leaders were agreed that the school principals performed well teachers CPD in annual review for improving the implementation of teachers continuous professional development and their mean score was 3.47 (fairly agree) which shows medium performance of school leaders in making annual review of teachers CPD. Additionally, the result of cobained mean of two groups fail at 2.88 (fairly agree) tha indicated medium performance of secondary school principals in Bale Zone identifying new initiatives.

Regarding this, supervisor of one secondary school said that:

“Even though there is scarcity of time, the school leaders are unable to make Annual school review properly for the teaching and learning process and this might be indicate, most of them are not skilled in making annual review of teachers continuous professional development.”

From the result, it is possible to conclude that, secondary school leaders of study area were not sufficiently in making annual review of teachers CPD ,and this was a best indicators ,there was lack of concentration of school principals in making annual review of teachers CPD .

As indicated in Table 4 item 4 above, 94 (42.2%) of teachers disagreed that, school principals were conduct meeting with mentors in order to check ,how teachers CPD is going on and their mean score was 2.46 (disagree) which shows low performance of school leaders in making conduct meeting with mentors. For the same item, 6 (35.3%) of

the school leaders were agreed that, the school principals were able to conduct meeting with mentors and their mean score is 3.12(fairly agree) which shows medium achievement of school leaders in conducting different meeting with their mentors.

At the same time, the result of combined mean score was 2.79 (fairly agree) which shows that, the medium performance of school principals in making conduct with mentors regulary. Therefore, from the result, it was necessary to made judgement that, secondary school principals of study area were not accomplishing their task or duties accurately as planned or designed program. Regarding this idea, literature revealed that, school leaders , mentors or facilitators are must have a permanent program to analyses and recommend about teachers CPD on haw it is implemented (MoE, 2006).

As depicted in Table 4 item 5, 99 (44.4%) of teachers disagreed that, school principals were active in identifying institutional need to do teachers CPD and their mean score was 2.46 (disagree) which shows low performance of school principals in identifying institutional need which was apart of priority issue in the school. For the same item, 6 (35.5%) of the school leaders agreed that, the school leaders were active in identify institutional need during planning and their mean score is 3.41 (fairly agree) which shows, medium performance of school leaders in identifying institutional need.

Additionally, the result of combined mean of two groups was indicated that, the medium performance of school principals in idetifying inistitutional need in Bale secondary school. Moreover, MoE (2009), affirmed that, school leaders have an obligation to conduct needs analysis in every year with the help of staff in order to find out and prioritize for CPD activity. Therefore, it is possible to conclude that school principals of secondary schools of study area were not active in identifies individual and institutional need correctly.

With regard to item 6 of Table 4, 89 (39.9%) of teachers disagreed that, school principals have been made identifying need by the process of need analysis and their mean score was 2.47 (disagree) which shows low performance of school principals in making need analysis by the a process of need analyses before planning. But, for the same item, 5

(29.4%) of the school leaders agreed that, the school leaders made need analyses by the process of need analysis before planning on teachers continuous professional development (CPD) and, their mean score is 3.29 (fairly agree) which shows medium performance of school leaders.

In relation to this, the result of combined mean of two groups failed at 2.88 (fairly agree) which shows that there was an unsatisfactory situation regarding this item. The result of document analysis made by researcher also indicated that, there is no specified documents showing that a process of need analyses before planning in all sampled secondary schools of Bale Zone. Therefore, the result indicated that, secondary school principals of Bale zone were not undergoing need identification process and this leads to schools principals difficulties in identifying their strength and to identify priorities of their school.

Regarding this, one of the interviewed supervisors reflected that ;

“School leaders are not going through the right procedure in identifying priority areas on need analysis on the basis of teachers CPD guideline and framework but most of them do activities without identifying need analysis.”

Therefore, the result indicated that, the emphasis that school leaders of secondary schools of Bale zone gave to prioritize areas on need before planning on teachers continuous professional development activities was not satisfactory and this might affect the preparation of real and applicable teachers CPD and school plan. Supporting this idea, Hopkins in (Harris, 2005) explained that, competing priorities are some of the factors that prevent improvement in teaching and learning from process.

To the whole, regarding to the practice of secondary school principals in leading teachers' CPD at analyzing level, teachers gave his justification in terms of, there is no satisfactory way of Secondary school principals in the process of analyzing teachers' CPD under the study area in Bale secondary school.

4.2.2. Practices of secondary school principals in leading teachers' CPD planning cycle

Table 5: Practices of school principals in planning teachers' CPD

No	Items	Scale	Teachers		\bar{x}_1	School Leaders		\bar{x}_2	\bar{x}_3
			f	%		f	%		
1	School principals are able to state clear vision in their plan regarding to teacher CPD	SA	18	8.1	2.29	5	29.4	3.71	3.00
		A	26	11.7		6	35.3		
		UD	23	10.3		3	17.6		
		DA	102	45.7		1	5.9		
		SD	44	19.7		2	11.8		
2	School principals work with stake holders while planning teachers CPD	SA	37	30.6	2.47	5	29.4	3.47	2.97
		A	18	14.9		6	35.3		
		UD	11	4.9		2	11.8		
		DA	106	47.5		1	5.9		
		SD	51	22.9		2	11.8		
3	School principals identify priorities areas in planning about teachers CPD.	SA	26	11.7	2.41	6	35.5	3.80	3.11
		A	20	8.9		5	29.4		
		UD	17	7.6		3	17.6		
		DA	117	52.5		2	11.8		
		SD	43	19.3		1	5.9		
4	School principals set direction toward achieving the program of teachers CPD	SA	15	6.7	2.49	4	23.5	3.47	2.97
		A	34	15.2		7	41.2		
		UD	30	13.5		2	11.8		
		DA	111	49.8		1	5.9		
		SD	33	14.8		1	5.9		
5	School principals facilitate provision of CPD material in planning	SA	24	10.8	2.43	5	29.4	3.64	3.03
		A	39	17.5		7	41.2		
		UD	10	4.5		1	5.9		
		DA	86	38.6		2	11.8		
		SD	64	28.7		2	11.8		
6	School principals promote teacher training which enable teacher to get sufficient knowledge	SA	17	7.6	2.48	5	29.4	3.32	2.9
		A	35	15.7		6	35.3		
		UD	21	9.41		2	11.8		
		DA	115	51.6		3	17.6		
		SD	37	16.6		1	5.9		
7	School principals develop favorable environment for teachers CPD.	SA	26	11.2	2.44	6	35.3	3.94	3.19
		A	27	12.1		7	41.2		
		UD	14	6.3		2	11.8		
		DA	109	48.8		1	5.9		
		SD	47	21.1		1	5.9		
8	School principals ensure that teachers teach according to the problem study under CPD	SA	18	8.1	2.48	5	29.4	3.71	3.1
		A	46	20.6		7	41.2		
		UD	17	7.6		2	11.8		
		DA	88	39.5		1	5.9		
		SD	54	24.2		2	11.8		

With regard to item 1 of Table 5 the majority, 102 (45.7%) of teachers disagreed that school principals stated clear vision in their plan about the teachers' CPD for teachers and their mean score was 2.29 (disagree) which shows low performance of school principals to state clear vision in their plan regarding to teachers CPD. But, for the same item, 6 (35.3 %) of the school leaders agreed that, School principals stated clear vision regarding teachers' continuous professional development with mean score value of 3.71 (agree) which indicated high performance of school leaders in taking the action.

From document analysis, the researcher do not saw CPD plan which indicated school principals were able to state clear vision about teachers' continuous professional development. Therefore, the result indicated that, school principals of the study area were not able state clear vision regarding teachers CPD at their school level.

With regard to item 2 of Table 5 ,the majority, 106 (47.5 %) of teachers disagreed that, School principals were working with stakeholders while planning teachers CPD and their mean score was 2.47 (disagree) which shows low performance of school principals in participating with stakeholders during planning teachers continuous professional development. For the same item 2 Table 5, 6 (35.3%) of the school leaders agreed that, School principals were working with stakeholders while planning teachers CPD and their mean score was 3.47 (fairly agree) which indicated moderate performance school principals in doing with stakeholders during planning.

In line with this ,one of the interviewed Vice principle of one sample school said that ;
 ‘‘Frankly speaking, leaders of our school do not invite all of while palnning teachers continuous professional development in the school and assure that as much as it is impossible we are getting support and the school leaders are do not doing their best in this side.’’

As Birman (2000), stated the benefit of collective participation, or participation of teachers from the same department, subject, or grade lies in the contribution to a shared professional culture and will more likely result in active learning opportunities. Therefore, the result indicated that, school principals of Bale Zone secondary schools were not

doing with stakeholders while in planning teachers CPD. Supporting this idea, literature revealed that doing with stakeholders; teachers, WEO, supervisor is increased the integration of organizational values and beliefs of the school (MoE, 2011).

With regard to item 3 of Table 5, 117 (52.5%) of teachers disagreed that, school principals were identify priorities areas in planning about teachers CPD ,and their mean score was 2.41 (disagree) which shows low performance of school principals in identify priorities areas in planning teachers CPD. For the same item, 5 (29.4%) of the school leaders agreed that, the school principals were identify priorities areas in planning about teachers CPD and their mean score was 3.80 (agree) which indicated high performance of school leaders in accomplishing the task. Additionally, the resulte of combained mean of two groups was 3.11(fairly agree) which indicated a moderate performance of school principals in identifying priorities area in the process of planning teachers CPD.

As clearly identified in the Ministry of Education Directive (2009), ensuring that an effective CPD Priority areas is carried out each year; together with colleagues, identifying institution/department/faculty produces an annual CPD. The CPD plan can be prepared individually or institutionally with details of events and timings within the CPD module (MoE, 2009).Therefore, in planning CPD in schools, it is worth considering the professional development of individual teacher.

Therefore, as the result revealed, secondary school Principals of study area were not sufficiently identify priorities areas in planning about teachers CPD, and this may affect the teaching learning process which has a direct relation with planning of the teachers CPD.Supporting this idea, Sergiovanni also (cited in Temesgen,2011) explained that,effective school leaders are active in identifying priority areas in planning of teachers CPD and the purpose of identifying priority areas of teachers CPD in order to construct and aware about the major purpose of teachers CPD and they manage effectively in a changing educational environment.

In item 4 of Table 5, 111 (49.8%) of teachers disagreed that, school principals were set a direction toward achieving the program of teachers' CPD to made significant effort to enhance professional development of teachers and their mean score was 2.49 (disagree) which shows low performance of school principals in setting direction toward achieving teachers continuous professional development. But, for the same item, 7 (41.2%) of the school leaders were agreed that, the school principals made significant effort in setting direction toward achieving teachers CPD in order to enhance professional development of teachers, and their mean score was 3.47 (fairly agree) which indicated, medium performance of school leaders in setting clear direction toward achieving teachers continuous professional development.

From the result of interviewed of one supervisor from one sample school said:

“ Majority of school leaders were do not set direction as a best mechanism to accomplish the program of teachers continuous professional development as scheduled in annual plan or individual plan of the school.”

Supporting this idea, Temesgen (2011), explained that, a school system is one of the public institutions having its own specific set of direction, goals and objectives to be achieved. Such tasks are given to school leaders and nowadays, the success of a school to accomplish its goals depends largely on the ability of the leaders, especially by setting a direction of leading organization. As the result revealed that, secondary school leaders of Bale Zone did not make set direction for teachers toward achieving the program of teachers' continuous professional development.

As can be witnessed from item 5 of Table 5, 86 (38.6%) of teachers disagreed that, school principals were facilitate the provision of CPD material for teachers in order to prepare CPD plan individually or institutionally and their mean score was 2.43 (disagree) which shows low performance of school leaders in facilitating CPD material during planning. But, for the same item, 7 (41.2%) of the school leaders agreed that, the school Principals were providing sufficient CPD material for teachers at expected time and their mean score was 3.64 (agree) which indicated High performance of school principals in

providing different CPD material. Additionally, the result of combined mean 3.03 (fairly agree) which indicate medium performance of secondary school principals in providing sufficient teachers' CPD resource.

In relation to this item the interviewed with supervisors of one schools said that:

“Shortage of different CPD materials are the main issue, which is a source of grievance from the side of teachers ,because most of school principals were did not provide sufficient CPD material on time at need quantity and quality during planning.”

Due to this, most of the time school teachers do not prepare their teachers CPD plan. The implementation of CPD program is heavily relied on the resources, especially stationery, manuals and guidelines which are crucial in order to assist the schools and their staff to understand the way the program is practiced and to gain a new insight on how to identify and prioritize the CPD needs according to their immediate importance and thereby to follow-up its implementation. As indicated in MoE (2009), it is identified that, there is insufficient or no resource to undertake CPD activities in the selected study schools. Therefore, from the result one can conclude that, secondary school principals of Bale zone were not sufficiently providing teachers CPD material at excepted time, quality and quantity. This might in turn affect the professional development of teachers and may also affect the skill of teacher to prepare their CPD plan.

As illustrated in item 6 of Table 5, 115 (51.6%) of teachers disagree that, school principals were promote teachers training which enable them to get sufficient knowledge about teachers CPD individually or commonly and their mean score was 2.48 (disagree) which shows low performance of school principals to promote teachers training which enables teachers to get sufficient knowledge regarding to teachers CPD. But, for the same item, 6 (35.3%) of the school leaders agreed that, the school principals were promote teachers training about teachers CPD and their mean score was 3.32 (fairly agree) which indicated moderate performance of school principals in promoting teachers training which enables teachers to get sufficient knowledge. Additionally, the result of combined mean was 2.9 (fairly agree) which indicated that medium performance of secondary school principals in applying the item.

Thus, as the finding of the study revealed, school leaders' accomplishment seems to be fair, but it might not be enough, since success in leading teachers CPD or teaching and learning process might not be reached. According to Pat (2007), CPD is concerned with the development of teachers' professional capability through in-service training. This type of support for teachers aims at improving teachers as well as their institutions to help raise educational achievement.

In item 7 of Table 5, 109 (48.87%) of teachers' disagree that, School principals were developed favorable school environment for teachers such as school clubs, bureau, computers, stationeries and their mean score was 2.44 (disagree) which shows low performance of school principals in creating favorable school environment that encouraged teachers to participate in teachers continuous professional development (CPD) activities.

But, for the same item, 7 (41.2%) of the school leaders agreed that, school principals were created favorable school environment which encourage teachers participation in activities such as CPD analysis, CPD evaluation and planning, and their mean score was 3.94 (agree) which indicated high performance of school principals to under take this activity. More over the result of combined mean of two groups was 3.19 (fairly agree) which shows that, secondary school principals in the study area were not much effective in creating favourable school environment for the success of teachers continuous professional development.

According to , interviewed with one school principal said that:

“There are no sufficient facilities that encourages teachers to do CPD in the school. teachers not encouraged in a consistency manner to take part and do not take a part in creating favorable environment for teachers CPD.”

Literature revealed that, favorable school environment is playing a great role to foster teachers' participation in learning-teaching and other co-curricular activities (Hopkins and Harris, 2002). Therefore, as one could understand from the result, school principals

of study area were did not contribute expected effort and potential for teachers in order to create favorable working condition for teachers CPD.

With regard to item 8 of Table 5 , 88 (39.5%) of teachers disagreed that, school principals were ensure that ,teachers teach according to the problem under CPD study and their mean was 2.48 (disagree) which shows that low performance of school leaders in ensuring that,teachers teaches according to the problem under teachers CPD study. For the same item, 7 (41.2%) of the school leaders agreed that ,the school principals wwere ensure that,teachers teach according the problem under teachers CPD study and their mean score was 3.71 (agree) which indicate high performance of school leaders in its accomplishment.

In connection to this ,one of the interviewed Supervisor said:

“Most teachers’ teach without knowing those problems seen in the process of teaching learning as well as, they do not take consideration about those problem needs improvement under their subject matter or study.”

Thus, as the finding of the study revealed that, school principals were not ensure that, teachers’ teach according to the problem under teachers CPD study. Supporting this idea, literature revealed that, teachers need to have an adequate academic and professional knowledge and also they are required to apply appropriate teaching methods that help in teaching large and diversified classroom (MoE, 2007).

4.2.3. Practices of secondary school principals in do cycle of teachers’ CPD

This section assessed practices of school principals in the process of CPD do cycle .The respondents were asked to put their opinion a bout the practices of school principals in doing CPD cycle. From this point of view, the following major activities ; school leaders motivate teachers for doing teachers CPD, school principals actively participate on curriculum meeting, demonstration of lesson of CPD, conduct observation of lesson to give feedback for teachers’, visiting school and teachers see example of good practice ,and assigned both mentors for new deployed teachers were a major items included under practice of school principals in doing teachers’ CPD. were a major item filled by two groups ; school leaders and teachers.

Table 6: Practices of secondary school principals in do cycle of teachers' CPD

No	Items	Scale	Teachers		\bar{x}_1	School Leaders		\bar{x}_2	\bar{x}_3
			f	%		f	%		
1	School principals motivate teachers' for doing teachers CPD continuously	SA	18	8.1	2.4	5	29.4	3.76	3.1
		A	32	14.3		7	41.2		
		UD	25	11.2		2	11.8		
		DA	102	45.7		2	11.8		
		SD	46	20.6		1	5.9		
2	School principals actively participate on Curriculum meetings	SA	14	6.3	2.4	4	23.5	3.71	3.1
		A	38	17.0		7	41.2		
		UD	24	10.8		3	17.6		
		DA	115	51.6		2	11.8		
		SD	32	14.3		2	11.8		
3	School principals Demonstration lessons of teachers' CPD	SA	19	8.5	2.42	6	35.3	3.65	3.03
		A	33	14.7		5	29.4		
		UD	13	5.8		2	11.8		
		DA	117	52.5		2	11.8		
		SD	41	18.3		2	11.8		
4	School principals conduct observation of lessons to give feedback for teachers'	SA	18	8.1	2.49	4	23.5	3.41	2.95
		A	42	18.8		6	35.3		
		UD	17	7.6		2	11.8		
		DA	102	45.7		3	17.6		
		SD	44	19.7		2	11.8		
5	School principals Visiting schools and teachers' to see examples of good practice	SA	24	10.8	2.41	7	41.2	3.76	3.08
		A	31	13.9		5	29.4		
		UD	13	5.8		2	11.8		
		DA	99	44.4		1	5.9		
		SD	56	25.1		1	5.9		
6	School principals assigned mentor for new deployed teachers'	SA	15	6.72	2.48	5	29.4	3.59	3.02
		A	51	22.9		7	41.2		
		UD	14	6.3		0	00		
		DA	90	40.4		3	17.6		
		SD	53	23.8		2	11.8		

With regard to item 1 of Table 6, 102 (45.7 %) of teachers disagreed that, school principals were motivated teachers for doing teachers CPD and ,their mean score was 2.43 (agree) which shows low performance of school principals in motivating teachers to do teachers CPD continuously. But, for the same item, 7 (41.2%) of the school leaders agreed that, the school principals were motivated teachers' to do teachers' CPD continuously and their mean score was 3.76 (agree) which indicated high performance of school principals in accomplishing the tasks. On the other hand the value of combined mean of two groups was 3.1 (fairly agree) which was indicated a moderate performance of school principal in applying item into practice.

In relation to this, Leithwood,(2006) states that, successful school principals have strong positive influences on staff motivation, commitment, and working conditions, leading to enhanced classroom practices,which is the core business of schools. From above discussion researcher was justified that, majority of school principals in the study area were not motivate their teachers to conduct individual or school teachers CPD continuously.

As indicated in item 2 of Table ,115 (51.6%) of teachers disagreed that, school principals were actively participate in curriculum meeting as scheduled or programmed in the school and their mean score was 2.49 (disagree) which shows low performance of school principals to participate on curriculum meeting and encourage their teacher. For the same item,7 (41.2%) of the school leaders agreed that, the school principals were actively participate on curriculum meeting of teachers CPD and their mean score was 3.71 (agree) which indicate high performance of school bprincipals in participating on curriculum meeting. Additionally, combained mean of two groups was 3.1 (fairly agree) which indicated medium performance of school leaders to participate on group curriculum meeting.

From an interviewed result, Supervisors of one school said that:

“Most of the time school leaders did not attend curriculum meeting of teachers CPD due to work over load,and low attention. At the same time,many school leaders are not understand about the porpose and objectives of curriculum meeting in teachers continuous professional development.”

Regarding this idea,MoE (2006) revealed that, the school principals should communicate regularly with the teachers, and should receive both positive and negative feedback at regular intervals. Therefore, as the finding of the study revealed, secondary school leaders of study area were not sufficiently attend curriculum meeting with their teachers and using feedback from teachers. As indicated in item 3 of Table 6,117 (52.5) of teachers’ disagreed that, school principals were demonstrate teachers’ CPD lesson and their mean score was 2.42 (disagree) which shows low performance of school principals

in demonstrating lesson of teachers' CPD. But, for the same item, 6 (35.3%) of the school leaders agreed that, the school principals were demonstrate lesson for teacher and mean score for this item was 3.65 (agree) which indicated high performance of school principals in demonstrating lesson for teachers. On the other hand the result of combined mena of two groups was failed at 3.03 (fairly agree) which mean that, secondary school of principals under the study area were not accomplish their task sufficiently.

Demonstrating lesson of teachers CPD help teachers ensure highest professional qualification and professional growth. It is directed towards providing teachers with the skills to teach and assess for deep understanding and to develop students' met cognitive skills Desalegn (2010). Therefore, as the finding of the study revealed, secondary school leaders of the study area were not actively demonstrating lesson for their teachers regularly.

As indicated in item 4 of Table 6, 102 (45.7%) of teachers disagreed that, school principals were conducted observation of lesson to give feedback for teachers and their mean score was 2.49 (disagree) which shows low performance of school principals in observing lesson and give feedback for their teachers'.

But for the same item, 6 (35.3%) of the school leaders agreed that, the school principals were conducted observation of lesson to give feedback for their teachers' and their mean score was 3.41 (agree) which indicated, medium performance of school principals in accomplishing the item. Newly deployed teachers need to understand how the school system is functioning and how to suit to it. Mentor is must be assigned for new teachers as transitional CPD in order to adapt or transform to the lifelong process (Gray, 2005).

In connection to this ,interviewed with one vice principal said that:

“According to my train of thought, School principlas as well as majority of our school teachers' were not conduct lesson of observation to give feedback one for each other, from this point of views this issue is remain un changed for a long period of time ”

As the finding of the study revealed, secondary school principals of Bale zone were not conduct observation of lesson to give feedback for their teachers. Regarding this idea literature revealed that, school principals have responsibility to conduct observation of lesson constantly as a planned way and give feedback for teachers continuously (Hopkins,2001).

As indicated in item 5 of Table 6, 99(44.4%) of teachers disagreed that, school principals were visited school and teachers to see example of good practice and their mean score was 2.41 (disagree) which shows low performance of school principals in visiting school and teachers in order to see good practice. For the same item,7 (41.2%) of the school leaders agreed that, the school principals visit school and teachers to see best practice and their mean score was 3.76 (agree) which indicate high performance of school leaders. On the other hand the result of combined mean of two groups was 3.08 (fairly agree) that indicated a moderate performance of school principals in visiting school and teachers'to see good practices.

From the finding obtained, researcher justified that, secondary school principals of Bale zone were not visiting school and teachers to see good practice or examples. Regarding this idea literature revealed that, it is essential for the school leaders to visit school and teachers to see good practice of teachers CPD to ensure that teachers are sharing experience as a good practice one from each other's and capacitating with good knowledge (MoE, 2006).

As indicated in item 6 of Table 6,90 (40.4 %) of teachers disagreed that,school principals were assigned mentors for new deployed teachers in the process of doing teachers CPD ,and their mean score was 2.48 (disagree) which shows poor performance of school principals in assigning mentors for new deployed teachers as guidance and consular. But, for the same item, 7 (41.2%) of the school leaders agreed that, the school principals were assigned mentors for new deployed teachers in order to new teachers

familiarize with their school compound and their mean score was 3.59 (agree) which indicate high performance of school leaders in accomplishing the item.

From the result of document analysis, 3 (60%) of the sampled schools there was no any document that indicate ,the assignment of experienced teachers for new deployed teachers and most of new deployed teachers were try to do things a lonely without mentors support.

Depend up on the finding of the study researcher justified that, secondary school principals of Bale zone were not familiarized with the practice of assigning teachers as mentor and mentee. Literature revealed that as school leaders have a responsibility to assign mentor for new deployed teachers according to their subject matters in order to accomplish those tasks and activities planned under teachers CPD (MoE, 2011).

4.2.4. Practices of secondary school principals in teachers' CPD evaluation

This section assessed practices of school leader during teachers CPD evaluation. The respondents were also asked to put their opinion on the practices of school leaders in evaluating teachers CPD.

School principals Develop processes for the systematic collection and analysis of data on teachers' CPD in the school,celebrate success at the end of CPD evaluation, take measure whether desired outcomes have been achieved or not and teachers have been evaluated through CPD evaluation by school principals are a basic item filled by respondent of two groups; teachers and school leaders .The following tables indicate responces given from respondat according to the given item and rating scale.

Table 7: Practices of secondary school principals in Evaluating teachers ' CPD

N o	Items	Scale	Teachers		\bar{x}_1	School Leaders		\bar{x}_2	\bar{x}_3
			f	%		f	%		
1	School principals	SA	12	5.4	2.36	4	23.5	3.71	3.03
	Develop systematic	A	37	16.6		6	35.3		
	collection of data on	UD	22	9.9		3	17.6		
	teachers' CPD in	DA	102	45.7		4	23.5		
	your school.	SD	50	22.4		2	11.8		
2	School principal	SA	19	8.5	2.42	4	23.5	3.41	2.91
	Provide resources to	A	31	13.9		5	29.4		
	support teachers'	UD	20	8.9		3	17.6		
	choices in CPD	DA	108	48.4		3	17.6		
	delivery	SD	45	20.2		2	11.8		
3	School principals	SA	32	14.3	2.42	3	17.6	3.12	2.77
	celebrate success at	A	20	9.0		6	35.3		
	the end of CPD	UD	14	6.3		2	11.8		
	evaluation	DA	105	47.1		3	17.6		
		SD	48	21.5		3	17.6		
4	School principals	SA	23	10.3	2.45	4	23.5	3.41	2.93
	take measure whether	A	31	13.9		7	41.2		
	desired Outcomes	UD	19	8.5					
	have been achieved or	DA	101	45.3		4	23.5		
	not.	SD	49	22.0		2	11.8		
5	Teacher's have been	SA	21	9.41	2.33	3	17.6	3.23	2.78
	evaluated through	A	29	13.0		7	41.2		
	CPD evaluation by	UD	14	6.3		1	5.9		
	school principals .	DA	99	44.4		3	17.6		
		SD	60	26.9		3	17.6		

In reaction to item 1, of Table 7, 102 (45.7%) of teachers' disagreed that, school principals were develop systematic collection of data on teachers CPD, and their mean score was 2.36 (disagree) which shows low performance of school leaders in the process of systematic collection of data about teachers' CPD.

But, for the same item, 6 (35.3%) of the school leaders were agreed that, the school principals were develop a process of systematic collection and analysis of data encourage teachers to understand how data is collected and their mean score was 3.71 (agree) which indicated high performance of school principals. Beside this, the combined mean of two groups was 3.03 (fairly agree) which indicate a moderate performance of school principals in implementing the item.

In this regard, principals are required to develop processes for the systematic collection and analysis of data on professional development in the school to decide where they are in the process of teacher learning and the effectiveness of professional development activities so far conducted (Bredson & Johanasson, 2000).

In line with this, one of the interviewed vice principals of sample school said:

“Most school principals do not give attention for systematic way of data collection to evaluate teachers’, rather they are simply try to evaluate without sufficient information, this makes the evaluation process of teachers continuous professional un effective and questionable.”

In this regard, school principals are required to develop processes for the systematic collection and analysis of information on teachers’ professional development in the school to decide where they are in the process of teacher learning and the effectiveness of professional development activities so far conducted (Bredson & Johanasson, 2000). From the finding obtained, one can conclude that school leaders of secondary schools of the study area were not familiarized with systematic collection and analysis of data to evaluate how planned outcomes are achieved or not.

In reaction to item 2, of Table 7, 108 (48.4%) of teachers disagreed that, the school principals provided resource to use data to support teachers choice in CPD delivery to develop the skill of teachers’ in evaluating teachers CPD and their mean score was 2.42 (disagree) which shows low performance of school principals in providing resource in order to support teachers choice in CPD delivery.

For the same item, 5 (29.4%) of the school leaders were agreed that, the school principals were provide resource to use data to support teachers choice in teachers CPD delivery and their mean score was 3.41 (agree) which indicate moderate performance of school leaders in providing expertise and resource for teachers CPD. Additionally, the combined mean of two groups was 2.91 (fairly agree) that indicate a moderate performance of school principals in doing the item.

Relation to this ,interviewed with one supervisors of sampled school said that;
 “School principals believe that, providing both human and material resource is very essential to make delivery of teachers CPD. But, the availability of CPD material is not widely seen.”

Regarding this idea, literature revealed that, one of the key responsibilities of school principals is to provide supplementary materials for use in the school and it is important for schools to provide the time and support that teachers need to develop these supplementary materials for teaching and learning process. (MoE,2007).

In reaction to item 3, of Table 7, 105 (47.1%) of teachers disagreed that, the school principals were celebrate success at the end of CPD evaluation, how the program was effective and achieved,and their mean score was 2.42 (disagree) which shows low performance of school principals in celebrating success at the end of CPD evaluation to identify results either its effective or not. For the same item 6 (35.3 %) of the school leaders agreed that, the school principals celebrate success at the end of CPD evaluation and their mean score is 3.12 (fairlyagree) which indicate high performance of school leaders. Additionally, the combined value of two groups was 2.77 (fairly agree) which shows a medium performance of school principals to celebrate teachers CPD at the end of evaluation.

In reaction to item 4, of Table 7,101(45.3%) teachers disagreed that, school principals take measures whether desired outcome have been achieved or not and their mean score was 2.45 (disagree) which indicate low performance of school principals to take measure whether desired outcome have been achieved or not. Forthe same item 7 (41.2) of, school leaders agreed that, school principals were make measures whether desired outcome have been achieved or not as planned and their average mean score was 3.41 (agree) which indicated shows moderate performance of school principals in measuring whether the desired outcome of teachers CPD is achieved or not.

According to (Guskey,2000),organizational level outcomes and support are important parts of CPD evaluation since they would have an impact up on motivation on the one

hand, and sustainability of change on the other. Issues such as alignment of the Programme to organizational policies, organizational support for the Programme (especially from leadership), organizational resources provided to the Programme (including crucially time), organizational barriers to the successful completion of the Programme, and general organizational effectiveness and culture are all important aspects in this regard. From finding one can conclude that, secondary school principals of the study area were not take measure whether desired outcome is achieved or not.

In reaction to item 5, of Table 7, 99 (44.4%) of teachers disagreed that, school principals were evaluated teachers through CPD evaluation by school principals to give make decision how teachers are accomplish certain activities given under CPD given from school principals and their mean score was 2.33 (disagree) which shows, low performance of school principals in evaluating teachers through CPD evaluation.

For the same item, 7 (41.2%) of the school leaders agreed that, teachers have been evaluated through CPD evaluation by school principal and their mean score was 3.23 (fairly agree) which indicate medium performance of school leaders. Additionally, the result of combined mean indicate medium performance of school principals in the process of evaluating teachers through CPD evaluation .

Evaluation at its best will provide just an overview of whether CPD itself has been successful and should also have strong positive learning benefits to teachers in the school (Knight 2002). On the other hand, Smith (2002) suggested that, evaluation should play an integral role in school based CPD, and will become part of a cycle, while it provides feedback on the success of the process, it can also help to determine further CPD needs. From above finding, researchers justified that, school principals were not evaluated their teacher teacher by using certain criteria stated under How teachers were evaluated through CPD.

4.3. Major Challenges that School Principals are Faced in Leading Teachers' Continuous Professional Development

This section assessed major challenges that school principals are faced, in leading teachers' continuous professional development. The respondents were also asked to put their opinion on about major challenges that school principals are facing in leading teachers' continuous professional development.

Table 8: Major challenges faced school principals in leading teachers' CPD

No	Items	Scale	Teachers		\bar{x}_1	School Leaders		\bar{x}_2	\bar{x}_3
			f	%		f	%		
1	Lack of managerial skills of school principals	SA	28	12.6	3.33	3	17.6	3.18	3.23
		A	103	46.2		5	29.4		
		UD	30	13.5		2	11.8		
		DA	38	17.0		4	23.5		
		SD	24	10.8		3	17.6		
2	Lack of resources for teachers'CPD	SA	56	25.1	3.67	4	23.5	3.41	3.54
		A	93	41.7		6	35.6		
		UD	36	16.1		2	11.8		
		DA	20	9.0		3	17.6		
		SD	18	8.1		2	11.8		
3	Wrong Perception of teachers' toward CPD	SA	64	28.7	3.79	4	23.5	3.41	3.6
		A	91	40.8		7	41.2		
		UD	38	17.0		1	5.9		
		DA	19	8.5		2	11.8		
		SD	11	4.9		3	17.6		
4	Low commitment of school principals	SA	40	17.9	3.52	4	23.5	3.51	3.51
		A	90	40.4		6	35.6		
		UD	54	24.2		3	17.6		
		DA	25	11.2		2	11.8		
		SD	14	6.3		2	11.8		
5	Low commitment of teachers'	SA	39	17.5	3.53	4	23.5	3.47	3.5
		A	96	43.0		6	25.6		
		UD	48	21.5		3	17.6		
		DA	26	11.7		2	11.8		
		SD	14	6.3		2	11.8		
6	Lack of coordination among school leaders and teachers'	SA	41	18.4	3.54	5	29.4	3.76	3.65
		A	82	36.8		7	41.2		
		UD	56	25.1		2	11.8		
		DA	26	11.7		2	11.8		
		SD	18	8.1		1	5.9		
7	Lack of participation of stakeholders,	SA	34	15.2	3.53	4	23.5	3.64	3.58
		A	109	48.9		7	41.2		
		UD	37	16.6		3	17.6		
		DA	28	12.6		2	11.8		
		SD	15	6.7		1	5.9		
8	Lack of conducive school environment	SA	42	18.8	3.54	4	23.5	3.35	3.5
		A	93	41.7		5	29.4		
		UD	46	20.6		3	17.6		
		DA	28	12.6		3	17.6		
		SD	14	6.3		2	11.8		

In reaction to item 1 of Table 8, 103 (46.2%) of teachers and 5 (29.4 %) of School leaders agreed that, lack of managerial skill of school principals were challenges for school principals and their mean score was 3.33 and 3.18 respectively. Additionally, the result of combined mean for two groups teachers' and school leaders was 3.23 (fairly agree) which indicated managerial skill was an essential challenge that face school principals in leading continuous professional development. School principals must be capacitated with managerial skill in order to accomplish different tasks and taking different roles to perform their jobs well. In order that school principals discharge their roles effectively, they should have the required competencies, MoE (2013).

In reaction to item 2 of Table 8, 93 (41.7 %) of teachers' and 6 (35.6%) of school leaders were agreed that, lack of resources for teachers CPD, human and material resources are the major challenges that faces school principals repeatedly and their mean score was 3.67 and 3.41 respectively. In addition to this, the result of combined was for this item was 3.54 (agree) for two groups. This implies that, both teachers' and school leader were agreed lack of resource was a main challenges that face school principals in leading continuous professional development. According document analysis made by researcher, lack of CPD resource were widely seen in most of secondary school (5) under this study area.

Falk,(2001) stated; lack of uniformity of resource both human and the CPD formats for the portfolio, and absence of guide line about what should be included in the format confuses teachers. On the other hand, expertise leadership, supervisory challenges factors to be treated here are the challenges related to the CPD activities executed by principals; schools' CPD facilitators; head teachers; and Woreda, zone, regional and national education superintendents. In most school systems relentless efforts are being made to improve teachers' professional development although challenges are unavoidable events.

In reaction to item 3 of Table 8, 91 (40.8%) of teachers and 7 (41.2%) of school leaders were agreed that, wrong perception of teachers toward teachers CPD was challenge for school principals and their mean score was 3.79 and 3.41 respectively. Additionally, the combined mean of two groups was 3.6 (agree) which was indicated wrong perception

of secondary school teachers' toward teachers' CPD was a major challenges that faces secondary school in leading teachers' CPD.

According to the interviewed with one school principal said:

“From real situation the wrong perception of teachers toward teachers continuous professional development that hinder Quality education program is strong challenges that seen still toady in most of Bale secondary school.”

The above view is supported by several researchers affirmed that change in curriculum without corresponding change in the attitude of teachers who are implementers and assessors of curriculum would not bring meaningful educational innovation (Omar 2011;Duze,2011). From the finding obtained, one can conclude that, secondary schools leaders of school under this study were faced wrong perception of teachers regarding teachers continuous professional development.

In reaction to item 4 of Table 8, 90 (40.4 %) of teachers and 6 (35.3%) of school leaders were agreed that, lack of commitment of school principals for teachers CPD was challenge for school principals and their mean score was 3.52 and 3.51 respectively. Additionally, the combained mean of two groups was 3.51 (agree) which shows that there is no difference between the opinions of teachers and school leaders in rating the item.

In relation to this, Leithwood (2006) ,states that successful school principals have strong positive influences on staff motivation, commitment, and working conditions, leading to enhanced classroom practices, which is the core business of schools. In support of commitment, studies widely declared that low commitment of teacher results in poor professional performance. From this point of it is possible to made justification , low commitment of teachers' toward teachers continuous professional development was also another challenge that face school principals in leading teachers' CPD

In reaction to item ,5 of Table 8, 96 (43%) of teachers' and 6 (35.6%) of school leaders agreed that, low commitment of teachers' was challenge for school principals in leading teachers CPD and their mean score was 3.53 and 3.47 respectively. At the same time the result of combined mean for two groups was 3.5 (agree) which shows that, there is no difference between two groups opinion ,teachers and school leaders. The result of document analysis also indicated that many secondary school teachers' were do not prepared their individual annual CPD plan. So that, low commitment of secondary school teachers' was another challenges that face principals in the school.

In reaction to item, 6 of Table 8, 82 (36.8%) of teachers and 7 (41.2%) of school leaders were agree that, lack of coordination among teachers and school principals itself was essential challenge that affect the program of teachers continuous professional development was challenge for school principals and their mean score was 3.46 and 3.76 respectively. Additionally,the combined mean of two groups was 3.65 (agree) which shows that , there is no difference between the opinions of teachers and school leaders in rating the item.

Cordingley (2003, 2005a) and Ross , (2009) stated that ,Collaboration is thought to have advantages over individual work, with sustained collaboration over the duration of around 3 months appearing to lead to greater teacher confidence, improved self-efficacy (with teachers feeling that they are able to make a difference to pupils' learning), an openness to new ideas and changing practice, greater enthusiasm for collaborative working, including an increased willingness to be observed,and providing an opportunity for reassurance when teachers are faced with problems and issues of concern. In addition to this one of the advantages of collaboration is that it increases the capacity for reflection which is argued to be a critical point to teachers' professional learning experience. (Hargreaves, 2005).

In reaction to item ,7 of Table 8 , the majority, 109 (48.9%) of teachers and 7(41.2 %) of school leaders agreed that, lack of stakeholders participation (fasilatators and WEO) was challenge for school principals in leading the program and their mean score was 3.5 and 3.64 respectively. More over the result of combained mean of two group was failed at 3.58 (agree) which indicate the problem was too savior for the program.Individuals or group/stakeholders in the school are responsible body to equally participate in the implementation of school based CPD program.

The result of document analysis also indicated that, there is no a written or documented evidence that,shows either stakeholders were participate in different teachers continuous professional development practice; analyzing, planning,doing,and evaluating. From this angles,the absence of stakeholders participation was an essential challenge that face school leaders at different time in school under the study.

In reaction to item 8 of Table 8, 93 (41.7 %) of teachers' and 5 (29.4) of school leaders were a greed that,lack of conducive school environment was a main challenge that hinder during the implementation of teachers continuous professional development and their mean score was 3.54 and 3.35 respectively.Additionally, the combained mean was 3.5 (faily agree) which shows that, lack of condusive school environment was affect secondary school principals in leading teachers continuous professional development in the study area.

In other words, teaching- learning takes place when favorable learning environments are provided in which teachers are responsible for their own learning (Bransford, Brown, & Cocking, 2003). Un Conducive school environment is play agreat role in hindering teachers continuous professional development which affect mostly the process of teaching leraning process.From quantitative data obtained,attitudinal problems of teachers and school leaders are challenges related with teachers' skill, lack of active participation of school of stakeholders, lack of clear governing rules and regulation in the written forms and turnover of teachers and school leaders were some of the challenges for the school leaders in implementing teacher's continuous professional development.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This final part of the study deals with summary of major findings ,conclusions, and recommendations forwarded on the basis of major findings.

5.1. Summary

The main objective of this study was, to investigate the prtices and challenges of secondary school principals in leading teachers continuous professional development in Bale zone.

To achieve this aim, the following research questions were raised:

1. What are the major practices of secondary school principals in leading teachers' continuous professional development program in Bale Zone?
2. What are the major challenges of secondary school principals faced in leading teachers' Continuous professional development in Bale Zone?

To answer the above research questions, 5 secondary schools of Bale Zone were selected as sample schools by, simple random sampling techniques. 230 (100 %) sample teachers and 17 (100%) school leaders; principals, vise principals and supervisors were selected by using available and purposive sampling techniques to fill questionnaires respectively. However, 7 teachers have not returned the questionnaires and this reduced the rate of return of teachers' (respondents) to 223 teachers.

In addition to these, in order to get appropriate data from the research area, the study put into practiced semi structured interview, questionnaires having open ended items and document analysis.The collected data was analyzed by using percentage and mean and combained mean predominantly in the study. The results of the data were presented using tables. After the completion of data analysis, interpretation the following major findings were drawn.

According to an analysis of the data, on practice and challenges of secondary school principals in leading teachers' continuous professional development under the study area showed that, school principals were played minimum role as rated by teachers and on some items by school leaders themselves.

The finding revealed that, majority of school principals did not make their effort in the area of teachers' continuous professional development. Those basic activities practiced and applied by school principals such as, analyzing teachers CPD, planning, doing and evaluating was not satisfactory and it was indicated poor performance of school principals under practicing those activities of teachers CPD.

It can be concluded from the result that, high attention was not given for teachers, CPD program by the school principals, this might be attributed to their poor management, skills and knowledge about teachers' continuous professional development. Teacher participation in CPD activities in the secondary schools was below the minimum of the Ministry of Education policy requirement, which is 60 hours a year due to, low commitment of teachers and school principals.

Concerning challenges of teachers' continuous professional development, school principals were faced different challenges when they are implementing the program. According to the result of this study indicated, major challenges faced school principals were; managerial skill, lack of teachers continuous professional development resources for CPD implementation, teachers perception toward CPD, low commitment of school principals, lack of teachers commitment, lack of coordination among teachers and principals, lack of participation of stake holders and lack of conducive school environment were a major challenges faced school principals in the study area.

To the whole, the implementation of teachers' continuous professional development in Bale Zone secondary schools were not satisfactory and below minimum requirement, which needs great effort and commitment of school principals to improve those major problems and issue according to the findings of this study.

5.2. Conclusion

Conclusions were drawn on the bases of findings of the data analysis and data interpretation gets from the study. From this perspective, the following critical conclusion were given by researcher.

The General Education Quality Improvement Package (GEQIP) document of the Ministry of Education shows that, the ongoing of teachers CPD program is still in pain from the low attention and commitment of secondary school principals, teachers and other concerned bodies. The same same is true in Bale Zone secondary school.

Concerning the practice of the school leaders in the implementation of teachers continuous professional development, the finding obtained from quantitative and qualitative data revealed that, school principals were not implemented teachers' continuous professional development activities like; teachers' CPD analyses practice, planning regarding to teachers CPD, doing teachers CPD according to planned in the school and evaluating its outcome continuously as the main task of the school.

As the finding of the study revealed that major challenges faced most of school principals repeatedly from different angles were; Lack of managerial skills, Lack of teachers continuous professional development resource, wrong Perception of teachers towards school based continuous professional development CPD, Low commitment of leader, Lack of commitment of teachers, Lack of participation of stake holders ,and Lack of conducive environment in the school compound were an essential challenge that faced school principals in leading teachers continuous professional development in Bale zone. Relevant professional trainings were not satisfactorily conducted.

Teachers were confused with the overall continuous professional development practices. Generally one can conclude that continuous professional development was not contributed for updating and upgrading teachers' profession as well as Students' learning achievement was unsatisfactory so that ambition to attain quality education was in effective in secondary schools of Bale Zone, oromia regional state .

5.3. Recommendations

On the bases of findings obtained and conclusion drawn, the following recommendations were forwarded. Therefore, the researcher recommends that school leaders should;

- School principals should have a mandatory role to practice efficiently in teachers' continuous professional development activities like; Analyzing, Planning, Doing, and Evaluating. In this regard, Bredeson and Johansson, (2000) identified three roles that school leaders can play to create a learning environment so that teacher professional development flourishes. In this regard, the principal should act as communicator, supporter, and manager.
- School principals should be influence ,encourage, to participate and understand the purpose of teachers CPD, develop skill of teachers in the program on participatory nature for more improvement. Empirical studies by Youngs and King (2002), and Printy (2008) found that, school leadership is an important factor that influences teachers' participation in professional development activities.
- School Principals should be used participative leadership approach of stakeholders during analyses, planning, doing and evaluating teachers CPD and its result or outcomes of the plan. As Villegas-Reimers ,(2003) state shows that, teacher development activities are most effective when carried out collaboratively in an atmosphere of mutual support and encouragement.
- School principals have to promote teachers professional development through CPD program which incorporates training, experience sharing with other teachers, coaching, action research and mentoring.
- School principals should provide sufficient CPD resource in terms of human and materials is important step to improve teachers' continuous professional development process. The CPD material provided by school leaders in terms of both human and material; modules, guides of CPD and toolkit provided by the institution give formal opportunities for collaborative working, mentoring, coaching, experience sharing, team planning, peer observation and team teaching which will have a significant and lasting impact on teacher improvement and student achievement (MoE, 2008)..
- They should show a strong commitment to teachers' continuous learning by giving them opportunities to develop personally and professionally building a collaborative learning

culture, embracing a collective vision, and forming a committed team dedicated to achieving school objective.

- School principals should be committed to developing their schools as professional learning communities by involving every staff member of the school.
- They should also allocate adequate time for teachers to develop new skills, explore their integration into their existing teaching practices especially teachers continuous professional development and make the necessary preparation and implement it accordingly.
- They should be appreciate professional development of their staff and how it can be put into effect as part of an overall strategy for school improvement.
- School principals should develop the skill of identifying the main priority area of school that is need solution and more improvement.
- It is recommended that the regional, zone and Woreda education officers should have to give great consideration in allocation of budget, permanent worker or follower, sufficiently distributing continuous professional development materials, giving frequent training, sustainable follow up and encouragement.
- It is recommended that the regional, zone and Woreda education officers solve the problem of principals trained in educational leadership and management is seriously recommended in all secondary schools of Bale Zone to overcome the problem of principals to provide proper continuous professional support for teachers.
- CPD program needs budget to accomplish its purpose. Thus, the woreda and regional education bureaus should have to provide the relevant school budget timely. Furthermore, to solve budget deficit or delay, the government, non-government institutions and the community at large should work actively together with the schools to bring more resources and help schools to generate their income.
- Great emphasis and support should be given by the Ministry of Education in transforming the CPD program implementation at grass root levels by providing various CPD manuals that are relevant in conducting diversified CPD workshops for varieties of needs.
- Finally, it can be suggested that further studies need to be conducted in this area with regard to practice and challenges of school principals in leading teachers continuous professional development.

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APPENDICES

Appendix I: Questionnaires Filled by Teachers and School Leaders

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
INTRODUCTION

Dear participant: The purpose of this questionnaire is to collect data on "Practices and Challenges of Secondary School Principals in Leading Teachers' Continuous Professional Development in Bale Zone." The success of this study to a great relies on your genuine responses.

Thus, you are kindly requested to be honest in your response to all items provided in this questionnaire. In responding to the questionnaire, please note the following important points:

- 1) All the questions raised here are of equal important to attain the objectives of the study. Failure to complete any of them will negatively affect the overall study results.
- 2) You are not required to write your name.
- 3) All your responses will be kept confidential and used only for academic purpose.
- 4) Make a tick mark (√) in the boxes or blank spaces given for questions with options, and write your own opinion for open ended questions.

The researcher is grateful to your cooperation in advance!.

Part I: General Information about the Respondents

Name of school _____

Woreda _____

1. 1. Age: A)25 and below B) 26-35 C) 36-45 D) 46&above

1.2. Educational Background: A) Diploma B) BA/BSc/BED C/ MA/MSc

1.3. Total years of service: A) 5 &below B) 6-10 C/11-15

D/ 16 -20 E/Above 20

1.4. Sex: A) Male:_____ B) Female:_____

You are kindly requested to show your level of fillings by making a tick (√) ; ranging 1 to 5; 1=Strongly Disagree, 2= Disagree, 3= Undecided, 4 = Agree 5= Strongly Agree

RQ1:Items related to the practices of school principals in leading teachers' continuous professional Development are indicated in the table.

RQ 1	Practice of school principals in Teachers CPD Analyse cycle	1	2	3	4	5
1.1	School principals participate on Regular group meeting					
1.2	School principals identify Introduction of new initiative					
1.3	School principals make Annual School Review					
1.4	School principals conduct Meeting with mentor or CPD facilitators					
1.5	School principals emphasized on need of an individual or an identified need of an institution					
1.6	School principals have been identified need by a process of needs analysis or review					
	Practice of School principals in planning teachers CPD cycle	1	2	3	4	5
1.7	School principals are able to state clear vision regarding to teachers CPD					
1.8	School principals work with stakeholders of CPD while planning on Teachers CPD					
1.9	School principals give clear orientation about the purpose of CPD for teachers					
1.10	School principals identify priority areas in planning about teachers CPD.					
1.11	School leaders set directions towards achieving the program of teachers CPD					
1.12	School principals make significant effort to enhance professional development of teachers					
1.13	School principals facilitate provision of CPD materials for teachers					
1.14	School V principals promote teachers' training which enable them to have sufficient knowledge about teachers CPD					
1.15	School principals develop favorable environment for teachers CPD					
1.16	School principals ensure that teachers teach according to the problem study under CPD.					
	Practice of school principals in do teachers'CPD	1	2	3	4	5
1.17	School I principals motivate teachers for doing Teachers CPD continuously					
1.18	School I principals actively participate in Curriculum meetings					
1.19	School principals make Demonstration lessons of teachers' CPD					
1.20	School principals conduct Observation of lessons and give feedback for teachers'					
1.21	School principals Visiting schools and teachers to see examples of good practice					
1.22	School principals assigned mentor for new deployed teachers'					
	Practices of school principals in the evaluation of teachers' CPD	1	2	2	4	5
1.23	School principals Develop systematic processes for the collection and analysis of data on professional development of teachers' in your school.					
1.24	School principals Provide expertise and resources to use data to support teachers' choices in CPD design, delivery and content.					
1.25	School principals celebrate success of teachers CPD					

1.26	School principals take Measure whether desired outcomes have been achieved or not						
1.27	Teachers have been evaluated through CPD evaluation by school principals						

1.28 List if any /other practices of school leaders in the implementation of teachers continuous professional Development. _____

RQ2: Items related to the major challenges that school principals are faced in leading teachers continuous professional development in your school.

You are kindly requested to show your level of fillings by making a tick(√) ; ranging 1 to 5; 1=Strongly Disagree, 2= Disagree , 3= Undecided, 4 = Agree 5= Strongly Agree

S.N	Item	1	2	3	4	5
3.1	Lack of managerial skills of principals					
3.2	Lack of teachers continuous professional development resource					
3.3	Wrong Perception towards school based continuous professional development(CPD)					
3.4	Low commitment of principals					
3.5	Lack of commitment of teachers					
3.6	Lack of coordination among princiupals and teachers					
3.7	Lack of participation of stake holders					
3.8	Lack of conducive environment in the school					

3.9. Please, list out if there are any other challenges that encounter school principals leading teachers CPD _____

10. Please, list out strategies by which the challenges can be resolved

Appendix II: Interview Guide

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Thank you for taking time to participate in this post graduate study. This study will be investigated " Practices and Challenges of Secondary School Principals in Leading Teachers' Continuous Professional Development in Bale Zone. " .

All data collected in this interview will be used for the purpose of completion of graduate studies at Haramaya University and so that, all your responses will be kept confidential and used only for academic purpose.

Do you have further question regarding the objective or procedure of the interview?

Please you can terminate the interview at any time that you wish.

Part one: General information and personal data

Woreda -----School _____

1.1. Age: A)25 and below B) 26-35 C) 36-45 D) 46&above

1.2. Educational Background: A) Diploma B) BA/BSc/BED C/ MA/MSc

1.3. Total years of service: A) 5 &below B) 6-10 C/11-15

D/ 16 -20 E/Above 20

1.4. Sex: A) Male:_____ B) Female:_____

Part two: please, openly reflect your idea of the questions raised below.

1. *How do you evaluate the capability of school Principals in setting directions in teachers' CPD practice to achieve teachers Continuous professional Development goals?*

2. *From your personal thought, what are the major practices that are conducted by school principals in the implementation of teachers' continuous professional development at your school level?*

3. *What do you think about the major practice of school principals in implementing teachers CPD program meaningfully in the school you assigned?*

4. *According to your view, what are the best opportunities created for school principals in the process of implementing teachers' continuous professional development?*_____

5. *How do you observe the opportunities created for school leaders to accomplish teacher Continuous professional development sufficiently in your school?*

6. *From your personal experience what are the major challenges that are in habited /faced school principals in the implementation of teacher's continuous professional development at school level?*

7. *How do you see the performance of school principals to overcome those challenges in implementing Teacherscontinuous professional development in your school?*

Appendix III: Document Analysis

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE DEPARTMENT OF

EDUCATIONAL PLANNING AND MANAGEMENT

The document review checklist was conducted based on the following school CPD documents.

Woreda -----Name of school _____

No	Items	Availability	
		Yes	No
1.	School Annual CPD plan		
2.	Teachers' CPD plan		
3.	CPD Evaluation documents		
4.	CPD plan implementation		
5.	CPD resource/module, guide line and toolkit/		
6.	Training records on CPD and teachers' training program		
7.	Teacher CPD plan implementation monitoring tools		
8.	Teachers regular attendance format on CPD programs		