

**PRACTICES AND CHALLENGES OF SCHOOL
LEADERSHIP IN FOSTERING TEACHERS' CONTINUOUS
PROFESSIONAL DEVELOPMENT IN GOVERNMENT
SECONDERY SCHOOLS OF EAST HARARGHE ZONE,
OROMIA REGIONAL STATE**

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**Practices and Challenges of School Leadership in Fostering
Teachers' Continuous Professional Development in Government
Secondary School of East Hararghe Zone, Oromia Regional State**

**A Thesis Submitted to the Department of Educational Planning
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MASTER OF ART IN SCHOOL LEADERSHIP**

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I declare that this thesis is the result of my own work and all materials used had been fully acknowledged. This submitted for partial fulfillment of the requirements of M.A. in school leadership master degree at Haramaya University and made available at the University's library under the rule of the library. I confidently declare that this thesis has not been submitted to any other institution anywhere for the award of any academic degree.

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ABBREVIATIONS AND ACRONYMS

CPD	Continuous Professional Development
CPDC	Continuous Professional Development Coordinator
CSA	Central Statistical Agency
ETP	Education and Training Policy
GEQIP	General Education and Quality Improvement Package
MoE	Ministry of Education
NGO	Non Governmental Organization
OECD	Organization for Economic Cooperation and Development
PD	Professional Development
PTA	Parent Teacher Association
REB	Regional Education Bureau
TDP	Teacher Development Program
TEI	Teacher Education Institutions
TESO	Teacher Education System Overhaul

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Abstract

The purpose of this study was to assess the practices and challenges of school leadership in fostering teachers' continuous professional development in government secondary schools of East Hararghe Zone, Oromia Regional State. To this effect, descriptive survey research design that involved the use of both quantitative and qualitative approaches in data gathering and analysis was employed. Data were gathered from both primary and secondary sources. Primary sources were 129 teachers, 77 continuous professional development coordinators (18 school leadership, 52 department heads and 7 supervisors) and 7 vice woredas/Town heads educational officers. Stratified sampling technique was employed to proportionally select teachers from 13 secondary schools, while available sampling technique was employed to select continuous professional development coordinators and vice woredas/Town education officers. To collect primary data, questionnaire with closed and open-ended questions and interviews and were employed. Interview and document review were conducted to triangulate the information obtained through questionnaire. The quantitative data were first edited, organized, tabulated, and then analyzed using frequency, percentage, mean and t-test while qualitative data from interview were thematized and narrated to support the quantitative analysis. The findings indicated that continuous professional development program was not implemented successfully due to the lack of commitment of school leadership, lack of continuous training for teachers and school leadership, and lack of incentives and career structure. Additionally, failed to allocate sufficient resources and budget for continuous professional development training, absence of organizing experience sharing, absence of certification after completion of continuous professional development, lack of stakeholders' support and follow up activities also were identified by this research. Hence, it was concluded that continuous professional development is not properly implemented as stipulated in the policy document and thus, it seems that continuous professional development program could not contribute to teachers' professional development. On the basis of these major findings the following recommendations were made. To implement the continuous professional development program effectively, school leadership should be follow up the teachers' continuous professional development performance; prepare conducive environment for training; apply certification and career level for teachers, applying experience sharing and allocating sufficient resources to effectively achieve the intended goals of the continuous professional development program. It was also recommended that, woredas education office should work in collaboration with zone and regional Education Bureau, community and other concerned bodies to solve the problem.

1.

INTRODUCTION

The introduction part contains background of the study, statement of the problem, research questions, objective of the study, significance of the study, delimitation of the study, limitation of the study and definition key of terms.

1.1. Background of the Study

Leadership plays vital role in any organization, including a school. So, success of any organization, be it a business, an industry or education, is highly dependent upon its leadership. Leadership is a process whereby an individual influences a group of individuals to achieve a common goal (Northouse's, 2007). Another author suggests that leadership century a person and the ability that he/she has to be able to lead as a leader just as much as what he/she does (Johnson, 2008).

The school, as an organization, is highly reliant on the leadership of the school, who is the head of the school. Research confirms that the success and effectiveness of a school rests, among others, on the quality of leadership that the principal provides within the school (West-Burnham, 2001). The leadership is responsible for the overall functions of the school. The school leadership works with teachers, students, PTA and other stakeholders to bring a definite effect on school improvement, which leads to better student outcomes.

Effective leadership is vital to the success of student outcomes. The principal, as a leader, can improve student achievements through influencing the motivation and capacity of teachers. The principal, in essence, can affect the quality of individual teacher instruction and enhance students' achievement by improving teacher quality, which refers to several key characteristics of effective teachers including: education, licensure, credentials, commitment, successful experience, retention, and an active interest in self-motivated professional development (Clark & Bates, 2003). Specifically, teacher quality refers to the pedagogical and content knowledge of teachers, their certification, and experiences (Darling-Hammond, 2000; and Stronge, Tucker, & Hindman, 2004) and their commitment to their profession development.

In fact, professional development program can be effective if it is on-going, job-embedded, and connected to school improvement goals (Hirsh, 2009). It should be

continuous in nature and the contents appropriate to the needs of participants. In this regard, school leadership is required to identify teachers' needs and facilitate appropriate programs to meet the needs of their teachers (Heaney, 2004; Lee, 2005; and Penuel, Fishman, Yamaguchi, Gallagher, 2007). Research by Amey (2005) affirmed that identifying and facilitating professional learning needs of teachers and other members of the school is considered as the primary goal of school leadership.

The school leadership is required to support teacher learning in his/her school since teachers are the ones who motivate the classroom and make student learning effective. Leadership, together with teacher, should identify teacher CPD needs and create an environment that supports collaboration among teachers and provides time for teachers' professional development (Ash & Persall, 2000). They should provide their teachers with the support and motivation they need to be effective teachers. If schools are to benefit from teacher professional development, it is essential that school leadership must understand its benefits and provide all necessary supports that inspire teachers to actively participate in CPD activities.

Continuous professional development is the best strategy to strengthen teachers' performance levels; and it is the only way practicing teachers to enhance their performance and raise student achievement (Mizell, 2010). That is why the need for continuing development of knowledge and skills is currently receiving global attention and has become a major policy priority within education systems of countries in the world (Banks & Symth, 2010). It should be noted that continuous professional development is not just an educational fad, but rather it is a strategy used to improve the education system of a country. It is considered as an essential mechanism for broadening teachers' content knowledge and developing their teaching practices which leads to better instruction and improved student learning. Mizell (2010) warns that if teachers do not participate in professional development activities, they cannot improve their skills and consequently student learning suffers.

In Ethiopia, government sees continuing professional development of educators as a key component for improving teaching and learning and has defined it as "either formal training courses, such as full-time or part-time training, or experience sharing meetings

with other teachers/supervisors, or action research or study groups or mentoring, or similar activities” (MoE, 2010b). The concept of teacher professional development as used in this study refers to all planned systematic activities undertaken by teachers to widen their knowledge, skills, and understanding of their work in line with goals of schools and the interests and needs of teachers to personally and professionally grow, and thus help the school to flourish.

In general, the practice of school leadership in supporting professional development activities of teachers appears to be crucial to the success of the professional growth of teachers (Berube, Gaston, & Stepan, 2004). In other words, if the teacher PD program is to be effectively implemented, the role of the school leadership is of paramount importance. This is because principals can foster effective teacher professional development programs through influencing teachers to actively participate in the programs. They can play a crucial role in energizing and motivating the staff, in affirming and encouraging their efforts, in fostering a lively process of communication, and in establishing a continuing process of consultation.

Therefore, the researcher of this study was assessing how and to what extent schools leadership in the secondary schools of East Hararghe zone discharge their roles in fostering teacher professional development in their respective schools. In addition, the MoE give more attention to the implementation of continuous professional program, currently and timely very important. This is the very reason that motivated the researcher to conduct the study in secondary schools of East Hararghe zone.

1.2. Statement of the Problem

International experiences tell us different countries in their attempt to introduce CPD with the aim of improving students' learning. Teachers' education institutions might have little impact on teachers' knowledge and skills development during pre-service training; for this reason, many countries have developed in-service profession of development strategies to cope with these challenges (Khan and Begum, 2012).

At present, CPD in Ethiopia is given considerable attention by the government. The program has been implemented since 2005 and many studies have been conducted. For example, Mehreteab (2015) the Principals' roles in fostering teachers' continuous professional development in government secondary schools of Addis Ababa, AAU, Ethiopia; Gazahegn (2014) on Challenges of CPD implementation in Shaka Zone; Tesfaye (2014) the current status of continuous professional development program implementation and its challenges in government secondary schools of Dire Dawa city administration; Daniel, Desalegn and Girma (2013) on an investigation of practices, opportunities and challenges of CPD in Addis Ababa; Ewnetu and Firdisa (2010) on teachers' perceptions of CPD in Jimma Zone in some selected schools have come up with different findings.

Several researchers have conducted studies showing that the program has not received the attention it deserves nor has been understood sufficiently by teachers, school leadership and other stakeholders. For example, the study conducted by Koye, Yesewzer and Yonas (2015) in Harari regional state was that the major challenges of teachers' CPD include; resistance from secondary schools, lack of commitment of mentors to support teachers, unfunctionality of Cluster Resource Centers, lack of commitment of supervisors and principals to do their CPD and become models for their teachers, lack of ownership of CPD to follow up regularly and assess its status. In support of this, Daniel, Desalegn and Girma (2013) in their investigation into the practices, opportunities and challenges of CPD in Addis Ababa reported that “. . . knowledge and understanding on the essence of CPD program was one of the major problems. They further stated that “. . . lack of readiness to participate actively in the

program was found to be an overarching problem.” There appears to be lack of understanding and awareness among teachers about the potential benefits of CPD.

MoE (2009) National CPD framework, there were six major challenges identified; failure to synchronize the career structure and the CPD values and activities, CPD facilitators’ high turnover; time constraints on teachers as well as their school leaders, CPD program's lagging behind its time and the tendency of rushing to cover the course, total absence or inadequacy of the minimum resources required to run CPD, and lack of systematic collaboration and coordination between Education Bureaus, TEIs and NGOs.

Currently, schools are running their own CPD programs. As the nationally designed modules are already completed, schools are now in charge of designing, implementing and evaluating the CPD programs which are tailored to their particular needs. To support this, MoE has also developed a CPD framework and toolkit that could guide the teachers’ CPD program and distributed them to all the schools. However, different government reports are showing that the performance of the schools so far in this regard is not satisfactory (MoE, 2004a; and Haramaya University, 2007). The CPD programs in the schools are not achieving the desired objectives of helping the professional development of the school teachers and consequently improving students’ achievement.

In addition, report by Oromia Education Bureau (2012), like other Ethiopian regional areas and schools, teachers and principals in Oromia region were trying to go through their CPD activities, but it was challenging to teachers and school leaders. Similarly, East Hararghe Zone Education Bureau report (2013) indicated also teachers have faced lack of interest and have no positive attitude to take CPD as a means for their professional development and rising students’ achievement.

To solve this problem, the role of school leader in supporting the implementation of CPD is paramount importance. The school leadership is an important factor in the effective implementation of CPD in schools. They are the ones who can play a significant role in fostering professional development of teachers. It is widely believed that a good school leadership is the key to a successful school. This is because good

practice in CPD often occurs within schools when good quality leadership helps bring individual CPD objectives into harmony with the objectives of the school as a whole (Bolitho & Padwad, 2013). As school leaders, leaders play a major role in initiating activities and support the CPD program. The experience in teaching and school leadership, the researcher wanted to know the practices and challenges of secondary school leadership discharged their role in fostering CPD, which is currently a national and global policy issue. The researcher also wanted principals to lead their schools to greater success and achievement.

However, the practices and challenge of school leadership in fostering CPD implementation still a problem in secondary schools of East Hararghe zone. Since poor school leadership in fostering teachers' CPD has great impact on students' achievement; therefore this study is targeted to fill the gap of the practice school leadership in fostering CPD secondary school of East Hararghe zone, Oromia regional specifically and in Ethiopia in general.

1.3. Basic Research Questions

From the above problem, the researcher proposed the following basic research questions:-

1. What is the current status of teachers' CPD practices in secondary schools of East Hararghe zone?
2. To what extent does school leadership support teachers' CPD in secondary school of East Hararghe zone?
3. What are the major problems that affect school leadership in fostering teachers' CPD in secondary school of East Hararghe zone?
4. How does school leadership improve teachers' CPD in secondary school of East Hararghe zone?

1.4. Objectives of the Study

The study was conducted with the following general and specific objectives.

1.4.1. General objective

The purpose of this study was to assess the practices and challenges of school leadership in fostering teachers' CPD in government secondary schools of East Hararghe zone, Oromia regional state.

1.4.2. Specific objectives

Specifically the objectives of the study were intended to:

1. Investigate the current status of CPD practices in secondary schools of East Hararghe Zone, Oromia Regional State.
2. Identify the extent to which school leadership support CPD in secondary school of East Hararghe Zone.
3. Identify major problems that affect school leadership in fostering CPD in secondary school of East Hararghe Zone.
4. Find out how school does leadership can improve CPD in secondary school East Hararghe Zone.

1.5. Significance of the Study

The result of the study would be the following contributions to the zonal and woredas education office to take necessary measures related to leading CPD program in secondary schools of the study area by giving necessary support to alleviate challenges encounter the program. The researcher's finding would also help the management of the schools to discover their roles in enhancing teacher professional development so that they would be able to evaluate the fruits of continuous professional development in their respective schools. This would help them develop better motivation techniques which would result in improved employee performance and student achievement. Finally, the researcher believes that this study helps provide information or hint for other researcher who would participate on similar title. The research finding also benefiting his beneficiaries by providing soft copy to woredas education office.

1.6. Delimitations of the Study

In order to make the study more manageable and feasible, the study was be delimited to the practice and challenges of school leadership in fostering CPD in secondary schools of East Hararghe Zone of Oromia regional state. East Haraghe Zone has 20 woredas, 3

administrative towns (Aweday, Haramaya and Deder) and 55 secondary schools in 2015/16. Among thus woredas the researcher selected 6 woredas, 1 administrative town (namely Melka Belo, Deder, Karamile, Kurfachele, Babile, Goro Miti and Aweday administrative town), and 13 secondary school namely (Harewacha, Kobo, Jaja, Baroda, Bika, Kara Mekela, Kurfa Chele, Dawe, Bisidimo, Wayu, Burka Meta, Goro Muti and Aweday administrative town) by using simple random sampling methods.

The target populations of this study were secondary school teachers, school leaderships, department heads, supervisors and vice woredas education officers. Regarding the problem, it is difficult to study all problems which are stated in statement of the problem. Hence, in order to make the research manageable, the study was delimited to assessing the major variables related to practice of school leadership in fostering teachers' CPD activities, challenges of CPD, teachers' attitudes towards CPD, teacher participation in CPD activities and the current status of teachers' continuous professional development.

1.7. Limitations of the Study

It is obvious that research work could not be free from limitation, that matter this study was also constrained with some limitations. One of the limitations was that most of the teachers, CPD coordinators and Vice Woredas/Town Education Offices experts were burdened by teaching activities, routine office and they were not devoted to fill the questionnaires and interviews on time.

1.8. Definitions of Key Terms

Challenges refer to the difficulties to implement Continuous professional development.

Continuous professional development all learning activities teachers undertake formally so as to maintain update and develop their knowledge, skills and attitudes in response to the educational needs of students and the general public.

East Hararghe Zone refers to one of 19 Zone in Oromia Regional state and located in eastern part of Ethiopia which encompasses 20 woredas and 3 administrative towns.

Government secondary school is a school established and administered by the government of Ethiopia and includes grades 9 through grade 10 (MoE, 2004).

School Leadership is a process whereby the school principal influences his/her teachers to participate in professional development activities to improve their classroom instruction.

Teachers' CPD refers to all planned systematic activities undertaken by teachers to widen their knowledge, skills, and understanding of their work in line with goals of schools and the interests and needs of teachers to personally and professionally grow, and thus help the school to flourish.

Woreda a division or area marked off, development for administrative purpose, with defined authority responsibility, having the summated population size about 100,000 and mandated of regional constitution (House of Federation Proclamation No 7/1992).

Zone a division or area marked off, development for administrative purpose, with defined authority responsibility, having the summated population size about 1,500,000 and mandated of regional constitution (House of Federation Proclamation No 7/1992).

2. REVIEW OF RELATED LITERATURE

In this section of the research presents relevant literatures related to the general concepts and objectives of continuous professional development, characteristics of effective professional development and the purposes of continuous professional development in different countries. Moreover, the major activities in continuous professional development, continuous professional development frame work in Ethiopia, leadership and teacher professional development and the practice of school

leadership in fostering teachers' continuous professional development explained. Finally, factors influencing implementation of teachers' continuous professional development briefly presented.

2.1. Concept of Continuous Professional Development

No one denies the importance of teachers in improving student achievement. However, they are important only if they continuously develop professionally through various means as their initial training is insufficient to meet current demands of the society (Villalón, 2004). The knowledge and skills of teachers have to be renewed at an ever faster rate, so the initial training has to be seen as only a first stage in a continuous process. Hussien (2011), continuous professional development is an unbroken chain of activities which involves training being offered to all teachers, systematic exercise of newly learned activities and proffering the feedback, yielding the time limits and providing the support by giving follow up.

In fact, continuous professional development is not exclusive for education. It is related to all professional fields that acquire well educated workers. The CPD process involves: setting CPD objectives, undertaking CPD activities, and evaluating the CPD activities. Professional development is an umbrella term that includes all of the activities that people do to make them better at their respective job. As some authors, for example, Palarm, Jones, and Gilchrist (2001) suggest that there is no universally agreed definition of CPD since it varies from different educational traditions and contexts. This implies there are a number of definitions for teacher professional development.

Ministry of Education for example defined CPD as "... a program delivered at school level to improve teachers' knowledge, competence, skill, and attitude in the level they are teaching, starting from joining the profession until they leave the profession" (MoE, 2004a). On the other hand, Dejozka, cited in Afework (2007) defined Teachers' continuous professional development as a personal process designed to improve the personal and professional growth of teachers, supervisors and administrators.

Continuous professional development can also be defined as all informal learning experiences in a school and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which contribute to

the quality of education in the classroom. It is the process by which teachers alone and with others, review, renew and extend their commitment as change agents to the moral purposes of teaching and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives (Hailu, 2013).

As evidenced from the above definitions, CPD includes all formal and informal learning activities that enable teachers, supervisors and administrators to improve their classroom practice by enhancing their knowledge, skill and attitudes. Thus, CPD is a process that subsumes all activities which boost professional career growth of teachers (Rogan & Grayson, 2004; Teclé, 2006). It helps teachers to extend their personal education, develop their professional competence, and improve their understanding of education principles, techniques, and policies with the ultimate goal of improving student learning outcomes.

2.2. Objectives of Continuous Professional Development

The primary objective of schools needs to be offering quality education to students. To achieve such goals improving classroom performance of teachers by improving their academic, professional and personal status is of high importance. In this regard CPD is expected to play a great role. Continuous professional development program for teachers should aim at forming a better and more effective teacher capable of adapting to different school or classroom situations. At the same time, the end result of the change should be improved learning outcomes for the learners. Clarke and Hollingsworth (2002) stress that the most immediate and significant outcome of any successful CPD is a positive impact in changing teachers' knowledge and practice, which in turn should lead to improved learner performance.

According to the active learning-based curriculum that was introduced in Addis Ababa in 1994, improve teachers' subject-matter knowledge based on the content of the curriculum and the teaching approaches which require teachers to engage students in the development of higher-order thinking skills, help teachers develop more positive attitudes, more cooperative approaches to their work at the school level, and strengthen

professional identity, introduce the idea of reflective practice and action research through which teachers studied their practice to improve it, promotes teachers to recognize their work as a professional by providing new opportunities for growth, exploration, learning and development Villegas-Riemers, 2003 in (Desalegne, 2010).

In order to acquire the objective, CPD needs to be conducted in school settings and linked to school wide efforts. Teachers work with each other, observing each other, planning lessons together, team teaching and undertaking action research together. These processes need to be frequent and regular within the school (MoE, 2009). Therefore, all teachers must be actively engaged in: (a) their own learning process, (b) working with their colleagues, (c) identifying their own needs and (d) the wide range of activities, formal and informal that will bring about improvement of their own practice and the practice of others (Koye *et al.*, 2015).

In summary, the objectives of CPD are to enhance human potential so that every person can achieve a higher standard of attainment, success, and excellence (Irene, 2004). This concept implies that so long as people make a crucial difference in the school operation, their CPD will be a vital concern. It follows then, that if schools are to succeed in their many goals principals are crucial in bringing success to student learning and improved school, performance. School personnel must continuously expand their knowledge and skills, be aware of new challenges, and be encouraged to solve problems, especially student achievement problems, collectively. CPD is widely seen as holding the most promise in addressing these issues.

2.3. Purposes of CPD in Different Countries

Continuous Professional Development has become a major policy priority within education systems worldwide. The wealth or poor country of world might implement teachers' CPD in different ways and contexts. But, the objectives, significances and goals similarly targets at encouraging teachers competence in order to add to high student achievement (Levin, 2004).

From European Commission (EACEA) Eurydice, 2013 report, continuing professional development is a professional duty for teachers in the majority of European countries. It has gained considerable importance over the years. It is now considered a professional

duty in 28 education systems. Usually this duty is mentioned in legislation or regulations, but in some countries, it is stipulated in teacher employment contracts or collective agreements. It is also important to note that specific CPD linked to the introduction of new education reforms and organized by the relevant authorities is, in general, mandatory even in those countries where CPD is not a professional duty for teachers.

For instance, in Scotland the executed changes in teaching profession are committed to develop and support teachers. Teachers' CPD was made a condition of service and every teacher is expected to have a commitment to the program, to agree individual CPD plans once a year with his or her immediate mentor and to maintain a personal record (portfolio) of CPD undertaken. CPD was portrayed as an essential opportunity for staff development, which should be available to every teacher (Levin, 2004).

The writer further explained that, the purpose of teachers' professional development in South Africa is to have teachers who are reflective practitioners and who can make informed professional choices. In this case, teachers are prepared to be empowered professionals. This notion targets at active and participatory learning teachers' CPD model in which all teachers participate and being facilitated with support materials in the context of teacher knowledge and realities of classrooms (Levin, 2004).

Similarly Daniel and Geoff (2008), described in the USA, teachers are more likely to select CPD related to enriching the experiences of classroom management. They were also more likely to participate in studies relating to teaching assignment and programs addressing the needs of diversified students. The quality of the USA teachers, the criteria used to assess the quality of the teaching force was teacher preparation and qualifications. Because, more capable successful teachers feel more concern about their impact upon pupils much further through their teaching career than the less able teachers. In the same way, as Bolam (2000), teachers pass through a number of developmental stages as they progress from beginner to expert practitioner in most European countries is to provide multi-purpose services in schools identified that there are stages to be considered in the process of CPD, as concern for self (primary survival

as a teacher); concern for the task (which focuses on actual performance) and concern for impact (relating to positive influence upon pupils).

As Bolam (2000), pointed out, Australia has legal registration and periodic renewal of registration for teachers to achieve improved learning outcomes. Re-registration is based upon the acceptability of teachers' qualification and fitness to teach. Despite not being compulsory, CPD is already a fundamental part of the professional lives of many Australian teachers. The experiences of Japanese school based CPD have the potential benefit for effective teacher professional development established in schools. A priority in school based professional development in Japan has been the improvement of the quality of lessons. To this end, at various educational administrative levels, study meetings or conferences are held on a regular basis.

The above studies in some countries of the world indicate that the countries which conduct CPD program were effective in their achieving educational objectives. Many countries in the world believed that CPD can help professional development of teachers and this is one of the vital issues for overall successful achievement of educational goals.

2.4. Characteristics of Effective Professional Development

Teaching by itself a novelist profession, anyone who passes through this professional development play a significant role for overall socio economic of the nation. So that the most effective forms of professional development seem to be those that focus on clearly articulated priorities, providing on-going school based support to classroom teachers, deal with subject matter content as well as suitable instructional strategies and classroom management techniques and create opportunities for teachers to observe, experience and try out new teaching methods MoE, 2010a (OECD, 2005) the characteristics of effective professional development include: Programs conducted in school settings and linked to school wide efforts, teachers participating as helpers to each other and as planners, with administrators, of in-service activities, emphasis on self-instruction and with differentiated training opportunities, teachers in active roles, choosing goals and activities for themselves, emphasis on demonstration, supervised

trials and feedback, training that is concrete and on-going over time, ongoing assistance and support available upon request.

MoE (2009) stated that the Characteristics of effective professional development include programs conducted in school settings and linked to school wide efforts, teachers participating as helpers to each other and as planners, with administrators, of in-service activities; emphasis on self-instruction and with differentiated training opportunities; teachers in active roles, choosing goals and activities for themselves; emphasis on demonstration, supervised trials and feedback and ongoing assistance and support available upon request. From these qualities, it is possible to summarize that effective CPD programs are dynamic and integrated. The programs address the needs of individual teachers and the support needed for teachers to undertake activities. They also regard teachers as do individually or collegially overtime in their working place and give fair balance for content and pedagogy (cited in Desalegn, 2010).

2.5. Major Activities in CPD

The major activity in CPD includes induction, peer coaching, mentoring and action research.

2.5.1. Induction

Newly deployed teachers need to understand how the school system is functioning and how to suit to it. Induction is provided for new teachers as transitional CPD in order to adapt or transform to the lifelong process (Gray, 2005). More specifically, newly deployed teachers face difficulties in understanding their responsibilities due to lack of information about the school's mission and its goals. It can be crucial for new staff to have job description and knowledge of the formal structure of the school (Craft, 2004). According to David (2006), unless teachers get sufficient information about their roles, responsibilities and other related issues, they will frustrate and may leave their profession.

Schools should avoid placing newly qualified teachers to perform complex tasks. They should establish guidance and provide assistance to ensure that they can demonstrate their proficiency in their teaching. According to Steyn and VanNiekerk (2002) new staff members are assisted through induction to adjust effectively to their work environment

with the minimum trouble and as quickly as possible. Induction is therefore, familiarization process of all staff who is taking up a post in a new school or a new responsibility in the same school.

2.5.2. Peer coaching

The main purpose of coaching is improving practical skills. Heneman, Metzler, Roosevelt, and Donohue (1996), Coaching is an important form of on-the-job training and development. Coaching as the process of ensuring that employee development occurs in the day-to-day supervisor-subordinate relationship. In class, coaching may take different forms depending on the purposes and goals for coaching, i.e. technical coaching – involves the transfer of teaching methods, introduced in workshops, to the classroom (Moon and Elzabet, 2001). Expert coach utilizes specially trained teachers with expertise using particular methods. They observe, support and provide feedback to the other teachers. In general coaching requires human interpersonal relationships, collegial atmosphere and collaboration. Skillful, knowledgeable and committed teachers are required to play coaching role. Selecting appropriate coaching is essential. If this process is successfully implemented in schools, the education system will benefit a lot.

2.5.3. Mentoring

Mentoring can be defined as process assistance offered by experienced staff to other practitioner who needs to acquire professional skill (Bladford, 2000). 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.

According to the document prepared by Ministry of Education: Mentoring is a process by which experienced teachers give support, motivation and any other help when necessary to someone less experienced. It is also a method that helps Newly Deployed Teachers (NDTs) to set goals and strive for their success by having the necessary knowledge, skills and attitudes. A mentor is therefore an experienced practitioner who provides professional guidance and support (MoE, 2010b). For mentoring to be successful, it should be free from compulsion and external pressures. Mentees are free to choose their mentors. Mentoring activities are fruitful if they help newly qualified teachers to develop; if relationships are cohesive and efforts are collaborative.

2.5.4. Action research

Action research is a practical approach to professional inquiry in any social situation. One of the major CPD activities for teachers is 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 often begins, in teacher practices, as school based studies that are part of a pre-service teacher education program and continue as part of school based teacher professional development program. Also improve the existing situation and provide potential to impact school change. It creates computations among teachers. It is a purposeful collaboration of teachers activity being accomplished individually, students among colleagues and stakeholders searching for solutions to problems rising in the schools (Eileen, 2005).

2.6. CPD Framework in Ethiopia

In Ethiopia modern Education had to be started at the beginning of the 20th century and officially commenced in 1908 with the opening of Menilk II school in Addis Ababa, (Ayalew,2008).The introduction of modern education in Ethiopia, therefore, has brought an increasing demand for better and improved system of education. There are various ways to ensure the improved system of education. One of the mechanisms is teachers' continuous professional development. Therefore, teachers' professional competency is the vital one to produce educated and skilled man power.

Continuous professional development is a recent activity in the world, as well as in Ethiopia. The policy document, MoE, 1994 (in Ashebir, 2014) indicate that the former education system knotted with complex problems and low quality of education. To ensure the quality of education the Federal Democratic Republic of Ethiopia Government (FDREG) formed a new education and training policy. The policy consists of specific and general objectives of education, areas of special concentration, prioritized actions and overall plan. From prioritized actions one focuses on teacher training and professional development of teachers.

Continuous professional development can be placed into two categories (MoE, 2009b). These are updating and upgrading of teachers in CPD. Updating, is a continuous

process in which every professional teacher participates during their career as a teacher. It focuses on subject knowledge and pedagogy to improve classroom practice. upgrading, is the process by which teachers can choose to participate in additional study outside their regular work as teachers at appropriate times in their career, e.g., convert certificate to diploma to a diploma of the first degree or first degree to master's degree. The Government also 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. Continuing professional development for teachers is one aspect of educational reform programs (Reimers, 2003).

For effective implementation of the CPD program, the following principles were identified to be followed by the conserved bodies: This are an initial CPD program phase which will take the first 2 or 3 years, for all teachers, All staff development plans, implemented training activities and outcomes, will be documented, The courses to be delivered should be related to the levels at which teachers are in terms of activities, All teachers will keep a portfolio of their participation in CPD program, The renewal of professional teaching license will require the completion of the equivalent of a stated minimum number of semester hours of CPD credits over the period stated, etc (MoE, 2007a).

2.7. Leadership and Teacher Professional Development

The international experiences tell us that well-structured and properly designed professional development programs can influence teachers' classroom practices and help to improve students' achievements. High ranking countries in international exams (such as Program for International Student Assessment, PISA) are known to have strong teacher professional development systems that contribute to their rank (Darling-Hammond & Lieberman, 2012). The major features of the professional development programs of these countries include: building ample time for professional learning and team work into teachers' work hours; providing ongoing professional development activities that are rooted in teachers' contexts and focused on the content to be taught; arranging extensive opportunities for both formal and informal in-service development which includes both school-based activities and off-site courses;

implementation of well supported induction programs for new teachers; and having school governance structures that involve teachers in decisions about curriculum, instruction, assessment, and professional development.

The school leadership is responsible to manage schools for better educational performance and should focus on monitoring school activities; identifying weaknesses, managing conflicts, overcoming difficulties and correcting defects in the teaching-learning process (Cheng, 2003). 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. It subsumes all formal and informal learning activities that enable teachers to improve their classroom instruction and ultimately student achievement.

2.7.1. Concept of leadership

Leadership is a vital role in any organization, including a school. However, there is no single universal definition of the term leadership. A number of authors define it differently based on their own perspective. For example, Yukl (2008) define leadership as it is the behavior of an individual directing the activities of a group toward a shared vision. Hannagan (2002) defined leadership as “the process of motivating other people to act in particular ways in order to achieve specific goals”.

Despite varied definitions of leadership, a central working definition may help us to have a common understanding. Leithwood, Harris, and Hopkins (2008) noted that at the core of most definitions of leadership are two functions; these are providing direction and exercising influence. Moreover, leaders mobilize and work with others in order to achieve the common goals. To this end, leadership is an influence process in supporting others to work enthusiastically at the aim of shared goals or objectives. Leadership is a broader concept where authority to lead does not reside only in one person, but can be distributed among different people within and beyond the school. Therefore, school leadership can encompass people occupying various roles and functions such as

principals, deputy and assistant principals, leadership teams, school governing boards and school level staff involved in leadership tasks (Pont, Nusche & Mooorman , 2008). Leadership is, thus, the process that influences the behavior and daily activities of others' effort towards the achievement of goals in a given situation. Leadership requires at least a leader and a follower. It involves influence between a leader and his/her followers to achieve a common goal. In this regard, influence is the essence of leadership (Yukl, 2006). It is about a relationship between the leader and others. Leadership is just one of the many assets a successful manager must possess. It creates and maintains a sense of vision, culture, and interpersonal relationships.

Moreover, School leadership is a core ingredient for the organizational performance of schools. It is evident that there exist different stakeholders in a school. A school leadership is an important figure who has the power to influence others in the school. He /She are supposed to have the capacity and skills of managing the staff members and available resources to academic achievements. As Bush, 2007 (cited in Pont et al., 2008) depending on country contexts, the term school leadership is often used interchangeably with school management and school administration. But, Glover & Law (2008) argues that leadership and management functions can be separated out fairly clearly according to context: for him strategic development is a key function of leadership for change, while day-to-day problem solving is clearly a management function. He sees 'institutionalizing a leadership-centered culture' as essential because it motivates, identifying staff needs and empowers people.

2.7.2. Role of leadership in teachers' CPD

School leadership need to develop staff capacity and capability, for example, through professional development and working in teams to identify and address challenges. Extensive studies conducted by leadership researchers support the view that school leadership is the most important element of an effective teacher professional development (Stoll, 2006). Effective leadership identifies the types of professional developments required to achieve intended goals and expectations. School leadership creates clear understanding of the change process and a deep, current, and critical understanding of how teachers' grow and how students learn. Effective leaders engage

their staff in professional discourse, drawing on external ideas and research to inform their thinking and actions, and encourage them to reflect on what they are trying to achieve with students and how they are doing it in Stoll, 2006 (Mihreteab, 2015).

The school leadership also the chief executive and has the vital role in managing the school. They are responsible for planning, organizing, coordinating, operating, monitoring the staff and students, and managing school building and facilities. On top of that they are responsible for improving the quality of teachers by developing CPD programs. They "... should mobilize people to adapt their practices and beliefs so that every child's learning and growths are optimized" (Donaldson, 2006). School leaderships have to be active in coaching teachers and be catalyst to make the implementation process fruitful. It is also indicated that, principals are responsible to arrange inter-school visit programs, prepare intra-group discussion forums at school level, encourage teachers to exercise and try out peer evaluation, observe and visit CPD activities, arrange training programs and provide constructive feedback (Mintesinot , 2008).

According to MoE (2005) the school leaderships have the following responsibilities in implementing proper CPD programs: These are; decide the appropriate duration and timing for the course, decide on the formation of the groups and which teachers will be participants, Select appropriate facilitator for the group and gives orientation about the course, Contacts a nearby school to act as partner school (to share experience), and give orientation on the course to the participants, who are then able to begin the course.

2.8. Practice of Secondary School Leadership in Fostering Teachers' CPD

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

framework for accomplishing sustained school-wide success for all children (Lunenburg & Carr, 2003; Fullan, 2010; Marzano & Waters, 2010). The school leadership is the chief executive and has the vital role in managing the school. They are responsible for planning, organizing, coordinating, operating, monitoring the staff and students, and managing school building and facilities. On top of that they are responsible for improving the quality of teachers by developing CPD programs.

In Ethiopia, school leadership is expected to play a vital role in fostering professional development activities of teachers. They are key leaders in helping build teacher capacity. Within schools, School leadership is in unique positions to influence the implementation of the CPD programs because they are the ones who have the greatest direct control over the factors affecting school environment.

As clearly identified in the Ministry of Education Directive (2009) the practice of school leadership in enhancing teacher professional development include the following: ensuring that learning and student achievement is inclusive and at the center of strategic planning and resource management; creating a continuous professional development management strategy within the institution; ensuring that an effective continuous professional development needs analysis is carried out each year; together with colleagues, identifying issues for consideration as CPD priorities; ensuring that the institution/department/faculty produces an Annual CPD; Planning and managing the budget; regularly monitoring the effectiveness of the changes to teaching and learning; ensuring the quality of engagement of teachers in continuous professional development activities, monitoring and assessing the content of individual Professional Portfolios and giving constructive feedback.

Additionally, the school leadership collaborating with other local institutional leaders to facilitate effective responses to shared continuous professional development issues; collaborating with woreda, zone and REB professionals to ensure that national and regional professional development priorities are addressed in institutional CPD planning; taking part in regional and national continuous professional development activities which ensure that their own knowledge and experience is up-to-date; and ensuring that

all teachers in schools take part in sixty hours of continuous professional development activities each year (MoE, 2009).

2.9. Factors Influencing Implementation of Teachers' CPD

Researchers have underscored a number of factors that may influence the implementation of teacher professional development programs. For the purpose of this study, the following major factors are treated:

1. **Commitment of Teachers:** Teachers' commitment towards professional development is required for their successful professional growth (Blackmore, 2000). A study by Gumus and Kemal (2013) found out that teachers who believed that they could make a positive difference in students' learning and achievement participate in more professional development activities.

2. **Limited resources:** Almost all CPD program need a certain amount of monetary and material inputs to run. It does not matter whether it is on-school or off-school site based CPD. Without financial resources, CPD program cannot run. These programs need financial resources for logistical purposes. These may include transportation, buying of materials to use during and after the training, paying allowances to resource persons and participants and paying for accommodation of participants if the training is an off-school site based CPD program (Mohammed, 2006). Governments need to commit themselves to CPD program budgets and ensure that they are used for the intended purpose. Cost effective ways of running effective CPD programs need to be explored so that the programs do not suffer much due to limited funding.

3. **Effective Leadership:** Effective school leadership is important in identifying teachers' needs and facilitating suitable training to meet teachers' needs (Heaney, 2004; Lee, 2005; Penuel et al. 2007). Facilitating learning programs for all members of an organization is viewed as the primary goal of leadership (Amey, 2005; Notman& Henry, 2009). The school leadership role is "grounded in shared ideals where the leaders serve as the head follower by modeling, teaching, and helping others to become better followers" (McKerrow, Dunn, Killian, 2003). Through a supportive and encouraging leadership style, principals can offer individualized support and concern about teachers' professional needs (Heaney, 2004; Lee, 2005).

4. The Particular School Context: Several researches confirm that there are certain variables in the school context which may either improve or hinder the professional learning of teachers. For instance, school culture and teacher collaboration can influence teacher development and commitment and thereby affect professional development effectiveness (Yu, Leadwood, & Jantzi, 2000). A collegial culture creates an ownership of teachers' own professional learning and involves more effective teaching (Dymoke & Harrison 2006)). Frost (2008) indicates that teachers can play a meaningful role in creating and sharing professional knowledge. To create a conducive learning environment for professional development such professional knowledge needs to be generated and accumulated through collaboration between teachers and leaders (Frost, 2008; Day, 2009).

5. Feedback on Teachers' Development: The importance of feedback to teachers and monitoring their professional development is supported by other researchers (Notman & Henry, 2009). Teachers need to know whether they are making any progress when implementing new teaching initiatives. Hence, school leadership should provide teachers with the necessary constructive feedback to teachers' on time.

3. RESEARCH DESIGN AND METHODOLOGY

In this section, the researcher presents relevant methodological aspects of the research, which includes description of the study site, research design and sources of data. The section also consists population, sample size and sampling technique, data gathering instruments, procedures of data collection, methods of data analysis and ethical considerations.

3.1. Description of the Research Site

Basically this study was to prove the way of the solution to practices and challenges of school leadership in fostering teachers' CPD in government secondary school of East Hararghe Zone. East Hararghe Zone is one of 20 Zones of Oromia Regional State. It is located in the Eastern part of the state of Oromia; Harar is the capital town of the zone and lies 525 km from Addis Ababa. The zone covers 17,935.40 km². People were predominantly involved in cash crop agriculture production especially "*Khat*", coffee and in some area livestock husbandry. The total population of the East Hararghe was approximately 2,723,850. From this, 90.62 percent living in rural areas and 8.27 percent living in the urban areas and 1.11 percent are pastoralists. The major ethnic groups were Oromo (96.43%) and Amhara (2.26%) and all other ethnic groups made up 1.31% of population Central Statistical Agency (CSA, 2007).

3.2. Research Design

Descriptive survey research design was employed to study the practices and challenges of school leadership in fostering teachers' CPD in government secondary school of East Hararghe Zone, Oromia Regional State. In this study, mixed research methods of data collection and analysis were used. Hence, descriptive survey design was preferred as it enables to make investigations, narration of events, and drawing of conclusions based on the information obtained from relatively large and representative samples of the target population size (Aron and Coups, 2008). Descriptive survey research design was important to collect detailed descriptions of existing phenomena with the intent of employing the data to justify current conditions and practice or to make more intelligent plans for improving social, economic, or educational conditions and process.

3.3. Sources of Data

The researcher collected data for this study from primary and secondary sources.

3.3.1. Primary sources of data

The primary sources of data were be obtained from school leadership, supervisors, department heads, teachers, and vice woredas education officers through questionnaires and interviews.

3.3.2. Secondary sources of data

The secondary sources of data were be collected from the different documents such as CPD practice reports from schools, teachers' portfolios, schools monitoring and evaluation result, minutes of supervisors and schools on CPD, statistically records at woredas and Zone education Bureau.

3.4. Population, Sample Size and Sampling Techniques

This study was conducted in East Hararghe Zone, which is one of the 20 Zones in the Oromia Regional State. In East Hararghe Zone, until 2015/16, there are 55 government secondary schools, 986 secondary school teachers , 75 school principals (both main and vice principals of the schools), and 20 woredas and 3 administrative town. This study would be conducted on 6 woredas, 1 administrative town and 13 secondary school selected by using simple random lottery technique because of the researcher would be given equal and independent chance being selected for the sample.

The target population of this study were be secondary school teachers (202) out of this selected 133 which was 104 Male and 29 Female respondents by using stratified random sampling based on sex group and final using simple random sampling technique. Finally, 18 (100%) principal and vice principal, 52(100%) department heads, 7(100%) supervisor and 7(100%) vice woredas/Town education officers selected by using availably sampling technique because the researcher believes that they can provide the best information to achieve the objectives of the study.

Table 1: Population, Sample size and Sampling Techniques

N o	Woredas	Selected sec. school	Teachers							Department Heads			Principal		Supervisors		Vice woredas education officers		
			Population			Sample size				%	M	F	T	Pop ulat ion	Sam ple size	Pop ulat ion	Sam ple size	populati on	Sample size
			M	F	T	M	F	T											
1	M e l k a	Jaja	13	5	18	9	3	12	61	4	-	4	1	1	1	1	1	1	1
		Balo	Harewacha	17	5	22	11	3	14	61	4	-	4	2	1				
2	Deder	K. mekela	10	1	11	7	1	8	61	3	1	4	1	1	1	1	1	1	1
			Kobo	16	3	19	10	2	12	61	3	1	4	2	1				
3	G o r o	B u r q a	8	2	10	5	1	6	61	4	-	4	1	1	1	1	1	1	1
		Muti	Meta																
		Goro Muti	10	3	13	6	2	8	61	3	1	4	1	1					
4	K a r a	Bika	7	3	10	5	2	7	61	4	-	4	1	1	1	1	1	1	1
		Mile	Beroda	17	3	20	11	2	13	61	3	1	4	2	1				
5	Babile	Bisidimo	10	4	14	6	3	9	61	4	-	4	1	1	1	1	1	1	1
			Wayu	7	2	9	5	1	6	61	4	-	4	1	1				
6	K u r f a	Kurfa	12	6	18	8	4	12	61	4	-	4	2	1	1	1	1	1	1
		Chele	Dawe	9	3	12	6	2	8	61	4	-	4	1	1				
7	Aweday	Aweday	22	4	26	15	3	18	61	4	-	4	2	2	1	1	1	1	1
			Total	158	45	202	104	29	133	61	48	4	52	18	18	7	7	7	7

Sampling Simple

technique r a n d o m Stratified random sampling
 sampling

Available sampling technique

3.5. Data Gathering Instruments

The researcher used the following tools in order to collect the relevant data. These were questionnaire, interview and document review.

3.5.1. Questionnaire

The researcher used questionnaire because it is the most appropriate tool to obtain qualitative as well as quantitative information relative to other methods. In addition, questionnaires would be chosen to make respondents feel free and forward their view independently as well as for its simplicity and minimized cost. The questionnaire would be prepared and distributed for teachers and CPD coordinators (principals, department heads and supervisors). The questionnaires would be focused on, the support of school leadership in fostering of teachers' continuous professional development activities, attitudes towards the program, the current status of teachers' continuous professional development, how school leaders can improve teachers' continuous professional development and challenges that affect continuous professional development implementation.

Questionnaire were be closed ended item that were be developed based on the research objectives. The questionnaire had two parts in it. The first part is about the general information (demographic data) of the respondents and had four question items for both groups of respondents with answers to select from. These include sex, age, qualification, and work experience of the respondents. The second part of the questionnaires would have four sections containing 43 items which would be prepared in the likert scales ranging from very high to very low. At the end of each category, an open ended question would be included to provide respondents free responses.

Accordingly, based on the pilot study the Cronbach's coefficient alpha measures for current status of CPD activities, extent of school leadership supporting the implementation of teachers' CPD, attitudes towards Continuous Professional Development and factors affecting the implementation of Teachers' CPD were found to be 0.824, 0.832, 0.871 and 0.917, respectively. The overall Cronbach's coefficient alpha measure for the instrument was found to be 0.861. To check the content validity, senior

colleagues were invited to provide their comments. According to their comments, from 48 total items 5 items were removed and 43 items were distributed for respondents.

3.5.2. Interview guide

The purpose of interviewing is to find out what is in or on someone else's mind. Interview help the researcher to access the perspective of the person being interviewed (Patton, 2002). For this study, semi-structured interview questions were prepared to conduct one-on-one interviews with 6 woredas and 1 administrative town vice education officers to solicit information which would corroborate the data collected through questionnaires. The interview question items consisted of a list of open-ended questions - focusing on the concept of CPD, the current status of CPD, participation of teachers in CPD programs, the practice of school leadership in fostering/promoting the program and major factors affecting the program. The open-ended nature of the questions is expected to provide opportunities for both the interviewer and interviewee to discuss the issues in more detail.

3.5.3. Document Review

Document review is a way of collecting data by reviewing existing documents. It involves collecting and analyzing data from written documents. The documents used for this study included CPD practice reports from schools, teachers' portfolios, schools monitoring and evaluating result, minutes of supervisors and schools on CPD, statistically records at woredas and Zone education Bureau. In reviewing the documents, the researcher prepared a checklist and carefully assessed the documents based on the objective of the study. All the instruments requested information from participants about CPD and the practice of school leadership in fostering teachers' professional development programs in the sample secondary schools.

3.6. Procedures of data Collection

Data-collection procedures refer to how and when the data are collected. The procedures used to collect data can influence research validity. The researcher conducted a diverse literature review and prepared a specific review of the literature relevant to the research problem. The researcher then prepared two sets of questionnaires- one for teachers and one set for CPD coordinators (school leadership,

department heads and supervisor) - based on the literature review. In addition, one set of interview questions would be prepared, for vice woredas/town education officers. In order to check the reliability of the items in questionnaire, pilot testing of the questionnaires was carried out in Harewo Secondary School, which was not included in sampled schools. The draft questionnaires were distributed to 2 school Principals, 3 department heads and 15 teachers who were selected purposively. After the questionnaire was filled and returned the reliability of items was measured by using Crobach's alpha method by the help of SPSS version 20. Accordingly, based on the pilot study the overall Cronbach's coefficient alpha measures for the instrument was found to be 0.861. According to Sekaran and Bougie, 2010 the reliability coefficient greater than 0.65 alpha coefficients is reliable. So, this assured that the major data gathering tool was adequate and reliable to collect relevant information from the respondents concerning CPD program implementation in the study area.

3.7. Methods of Data Analysis

The analysis and interpretation of the study was based on the nature of data collected. The quantitative data would be coded, i.e., the edited raw data were converted into numbers and then tabulated to count the number of samples falling into various categories and then they would be transformed into Statistical Packages for Social Sciences (SPSS), version 20 and would be made ready for analysis.

Data analysis and interpretation was carried out by using different descriptive statistics; percentage is utilized to analyze and determine different characteristics of respondents like sex, age, service year, qualification, etc. Frequency and mean used as to analyze, teachers practice activities, the practices of leadership in fostering CPD activities, the current status of teachers' CPD and challenges that affect teachers' continuous professional development implementation. The researcher used independent samples t-test to make sure whether there was a significant statistical difference in the distribution of preferences between two groups of respondents (teachers and CPD coordinators) in terms of a given items.

Corresponding quantitative values were given as 5 for highest degree of agreement and 1 for the lowest degree of agreement. The cutoff point at intervals of length is $4/5=0.8$

because there are 5 categories and the range of the data is 4 (i.e., $5-1=4$). Therefore, the mean scores 1.00-1.80 considered as very low, 1.81-2.60 as low, 2.61-3.40 as medium, 3.41-4.20 as high and 4.21-5.00 as very high for items scaled from very low to very high.

The qualitative data was analyzed and interpreted through explanation and conceptualization by using narrative analysis to supplement the qualitative data. The qualitative data obtained through interview schedules and open-ended questionnaires were analyzed using narration or descriptions. Data would be analyzed through data reduction, display, conclusion creation, and triangulation to identify trends resulting in development of conclusions.

3.8 Ethical Consideration

Ethical considerations play a role in all research studies, and all researchers must be aware of and attend to the ethical considerations related to their studies. 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 would also inform 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. The researcher assured respondents that the files and documents which may contain sensitive information would be keep confidential.

In general, the researcher obtained informed consent from both the schools and individual respondents by informing them the purpose of the study and told them that participation was voluntary. In other words, before starting collecting data the researcher assured participants that the information they would supply be safe-guarded and would not be disclosed to the public in a way that it can identify them. That means any information they would provide be keep strictly confidential and would be used for research purposes only. Analysis would be done using pseudo names or codes for security reasons. Confidentiality was always an important consideration when collecting data for evaluation.

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter is concerned with data presentation, analysis and interpretation. It is divided into two parts where the first part deals with characteristics of respondents while the second part presents analysis of data obtained from teachers, CPD coordinators and vice woredas/town head education officers on practices and challenges of school leadership in fostering teachers' CPD in government secondary schools of east Hararghe zone, Oromia regional state.

The primary objective of this study was to investigate the practice and challenges school leadership in fostering teachers' continuous professional development in government secondary school of east Hararghe zone, Oromia regional state. In an attempt to achieve this goal, questionnaires, interview schedules, and document reviews were used as research instruments to collect the necessary data. The data were collected from teachers, CPD coordinators (principals, supervisors and department heads) and vice woredas/Town head education officers. To this end, a total of 210 questionnaires 133 for teachers, 77 CPD coordinators (18 for principals, 52 for department heads and 7 supervisors) were distributed to the selected respondents.

Of the distributed questionnaires, 129(97%) from teachers and 77(100%) from CPD coordinators were returned. The response rates of the questionnaires were 97% for teachers

and 100% for CPD coordinators. In addition, using semi structured interviews; data were collected from seven vice woredas/Town head education officers.

4.1 Characteristics of the Respondents

The summary of information about the respondents' sex, age, educational qualification and years of experiences are presented for better understanding of their background. The data collected on the characteristics of the respondents are presented in the table 2 below.

Table .2 Characteristics of Respondents

No	Variable	Category	Respondents											
			Teachers		Principal s		Supervis ors		Departme nt heads		Vice Woredas edu. offices		Total	
			N	%	N	%	N	%	N	%	N	%	N	%
1	Sex	Male	101	78.3	17	94.4	7	100	48	92.3	7	100	180	84.5
		Female	28	21.7	1	5.6	-	-	4	7.7	-	-	33	18.3
		Total	129	100	18	100	7	100	52	100	7	100	213	100
2	Age	21-25	38	29.4	-	-	-	-	2	3.8	-	-	40	18.7
		26-30	36	27.9	2	11.1	1	14.2	20	38.4	1	14.2	60	28.1
		31-35	22	17	7	38.8	1	14.2	14	26.9	3	42.8	47	22
		36-40	17	13.1	5	27.7	3	42.8	8	15	2	28.5	35	16.4
		41-45	12	9.3	4	22.2	2	28.5	6	11.5	1	14.2	25	11.7
		46 above	4	3.1	-	-	-	-	2	3.8	-	-	6	2.8
3	Educ ation level	Diploma	6	4.6	-	-	-	-	-	-	-	-	6	4.6
		BA/BSc/ MA/MSc	120	93	15	83.3	5	71.4	50	96.2	7	100	6	2.8
		others	3	2.3	3	16.7	2	28.5	2	3.8	-	-	197	92.4
			-	-	-	-	-	-	-	-	-	-	10	4.6
4	Expe rienc e	1-5	39	30.2	-	-	-	-	2	3.8	-	-	41	19.2
		6-10	42	32.5	3	16.6	2	28.5	28	53.8	1	14.2	76	35.6
		11-15	22	17	11	61.1	3	42.8	10	19.2	3	42.8	49	23
		16-20	16	12.4	4	22.2	2	28.5	9	17.3	2	28.5	33	15.4
		>= 21	10	7.7	-	-	-	-	3	5.7	1	14.2	14	6.5

Item 1, in table 2 above shows the respondents characteristics in terms of sex. Regarding teachers respondents, the male teachers constituted 101(78.3%) while the female teachers hold up 28(21.7%). Concerning CPD coordinators male 72(93.5%) and

5(6.4%) were female. 7(100%) male vice woredas/Town education officers. This shows that the essential data was mainly obtained from male 173(83.9%) respondents. Moreover, one can understand that the number of females in the teaching profession, leadership and different positions are much lower compared to males in Secondary Schools of east Hararghe zone, Oromia regional State

The age distribution of the respondents is presented in item 2 of the same table. As can be seen from the table, more than half 74(57.3%) of the teacher respondents were within the age group 20-30 years, followed by 22(17%) within 31–35 years, 17(13%) within 36-40years, 13(10%) within 41-45 years and 4(3%) were 46 years and above. The data implied that majority of teacher respondents were in the age range of 21 - 30 years old, thus, belonging to the young age group. Generally, the teaching force was relatively young and expected to be energetic having a positive contribution for the schools if properly utilized and are able to participate in CPD activities to keep themselves abreast of current innovations and development so that they can improve their instruction.

Pertaining to age distribution of CPD coordinators (school leadership, supervisors and department heads) and vice woredas education officers in the sample, their ages were almost 43(51.1%) distributed among the age groups: 31– 40. There were no principals, supervisors and vice woredas education office respondents whose age were 46 years and over. The great majority 69 (82%) of the school principal, supervisors and vice woredas education officers respondents were below 40 years of age. This means the CPD coordinators were young adults and were expected to be energetic to carry out their roles more effectively. They could also be in a better position to help teachers to improve their professional growth by organizing workshops, conferences, meetings, school visitations and supervising classes allocating resources, assessing the area of needs of teachers before embarking to plan CPD.

As observed from item 3, in table 2 above show the education level, 120(93 %) of the teachers have first degree and, 6(4.6 %) had Diploma and 3(2.3%) had second degree. Regarding vice Woreda education officers all of them have first degree. While

15(83.3%)principals, 5(71.4%) supervisors and 50(96.2%) department heads have first degree and 3(16.7%) principals, 2(28.5%) supervisors and 2(3.8%) department heads hold masters degree. This implies that the qualification standards set by MoE were almost achieved. The standard states that minimum request qualification to teach at Secondary Schools is first degree (MoE, 2006).

According to the standard for secondary school leadership and supervisors need to have masters' degree (MoE, 2001 E.C.). However, as shown in Table 2 above, the majority 15(83.3%) of the principals and 5(71.4%) supervisors have not fulfilled the academic qualifications required for a secondary school leadership. In fact, during the data collection the researcher came to learn that the majority of the principals and supervisors were doing their masters degree in school leadership in summer program. Concerning work experience of the respondents, 39(30.2%), 42(32.5%),22(17%), 16(12.4%) and 10(7.7%) of teachers were within interval of 1-5, 6-10, 11-15,16-20 and above 21 years of experience respectively. The data on the experience of teachers provided evidence that there were experienced and less experienced teachers. The experienced teachers, department heads and school leadership have good opportunity to share experience from their senior teachers. Almost all CPD coordinators (School leadership, supervisor, vice woredas education officers and department heads) had work experience of above 6 years to provide relevant information regarding CPD. Therefore, one can recognized that the majority of the teachers and CPD coordinators had relatively better work experience. This implies that they can provide relevant and adequate information about the research problem.

4.2 The current status CPD activities

Table 3- The current status CPD activities

No	Items	Respondents	M	SD	T	P
1	Organized portfolio by recording all teachers' CPD documents.	Teachers	2.46	1.016	0.212	0.832
		CPDC	2.43	0.802	0.225	0.822
2	Involving in the selection of the school teachers' CPD priorities	Teachers	3.07	1.017	0.715	0.475
		CPDC	2.97	0.760	0.768	0.443

3	The school CPD priorities are clearly identified by principal/vice principals	Teachers	2.83	0.902	-3.742	0.001
		CPDC	3.34	1.008	-3.638	0.002
4	In-school workshops/seminars	Teachers	1.91	0.734	-0.985	0.326
		CPDC	2.01	0.769	-0.973	0.332
5	Visits to other schools to share experiences	Teachers	2.09	0.964	1.671	0.067
		CPDC	1.84	0.670	1.995	0.055
6	The status of action research work in your school.	Teachers	2.29	0.814	-0.186	0.853
		CPDC	2.27	0.821	-0.186	0.853
7	The status of mentoring activities in yours school.	Teachers	2.84	0.922	-0.894	0.372
		CPDC	2.96	0.865	-0.909	0.365
8	The status of stakeholder participation in teachers' CPD plan.	Teachers	3.09	1.011	-0.360	0.719
		CPDC	3.14	0.869	-0.374	0.709
9	The existence of certification after completion of teachers' CPD.	Teachers	2.14	0.747	1.235	0.218
		CPDC	2.00	0.843	1.198	0.233

Note: F=Frequency M=Mean SD=Standard deviation P=sig. (2-tailed) Df=204

X²=Chi-square: mean scores 1.00-1.80 very low, 1.81-2.60 as low, 2.61-3.40 as medium, 3.41-4.20 as high and 4.21-5.00 as very high CPDC=CPD coordinators

As expressed in table 3 items 1, 4 to 6 and 9 teachers and CPD coordinators respondents rated almost similarly and the mean scores of teachers' ranging from 1.96-2.46 and that of CPD coordinators ranging from 1.84-2.43 and both mean scores of the respondents felled to low scales. From the data it could be said that teachers' and CPD coordinators preparation of CPD portfolio by recording all relevant documents, in-school workshops/seminars and visits to other schools to share experiences received low level support. The status of action research work in their school and existence of certification after completion of teachers' CPD were also found to be insufficient. In supporting this, the document analysis it made confirmed that teachers did not prepare CPD portfolio by recording all useful actions of CPD. Moreover, the teachers were not actively involved in action research and certification after completion of CPD not implemented by principals and other concerned body in sample school.

Interviews held with Woredas head Education Officers support the above quantitative findings of the study. One of the interviewed officers has the following to say:

There was some attempt made in participating of teachers in the selection of the school CPD priorities program. The school leadership does not have as such

strong follow up and encouragement particular to CPD priorities. From the data it can be stated that the attempt of teachers' involvement in the selection of the school CPD priorities was medium and got some attention.

In order to check whether or not there is difference between teachers and school leaders in their response, t-test analysis was conducted. The p-values of items 1, 4 to 6 and 9 are greater than 0.05. This indicates that there is no statistically significant difference between the mean scores of two groups of respondents. This might be because of the two groups of respondents' having almost similar attitude toward the current status of CPD activities.

Items 2, 3, 7, and 8 in the same table both respondents rated almost similarly. The means scores of teachers' ranging from 2.83-3.09 and 2.96-3.34 for CPD coordinators, which are in the scope medium level support. This proves that involving in the selection of the school teachers' CPD priorities, the school CPD priorities are clearly identified by principal/vice principals, the status of mentoring activities in their school and the status of stakeholder participation in teachers' CPD plan to some extent did not practice in the sampled schools.

In order to check whether or not there is difference between teachers and CPD coordinators in their response; t-test analysis was conducted. The p-values of items 2, 7 and 8 range from 0.365-0.719 are greater than 0.05. This indicates that there was no statistically significant difference between the mean scores of two groups of respondents. This might be because of the two groups of respondents' having almost similar attitude towards involving in the selection of the school teachers' CPD priorities, status of mentoring activities and the participation of stakeholder in CPD activities. On the other hand, p-values of items 3 were less than 0.05; i.e., 0.001-0.002 for both respondents respectively. This shows that there was statistically significant difference of mean scores between two groups of respondents. From this data analysis, someone can understand that the two groups of respondents have different perception in the selection of CPD priorities by principals.

The researcher observation from school minutes and CPD documents show that possible to say the selection of the school CPD priorities by making copy the last year CPD annual reports and mentoring activities of experienced teachers for newly deployed teachers are not practically implemented. Mostly nominated for reporting purposes. This shows that the mentoring activities are not accomplished as the expected level. Moreover, the involvement of stakeholder participation in teachers' CPD plans was not expected level. So, without involvement of stakeholders in planning of the program it may be difficult to succeed in the intended goals and the ideas left on the paper.

In the interview session, the researcher asked the vice Woredas/town education officers explain how they evaluated the current status of CPD implementation in the secondary schools in their woredas/town administrative. They stated:

In the secondary schools the implementation status of CPD program is not implemented as they wanted. That means the school leaders and teachers ignored the CPD issues. They are focusing on other teaching and learning issues. They forget the principle that without updating teachers it is impossible to bring the desired changes in the school (W2, W3, W, 4 and W7).

The other participant reflected:

The CPD program was designed to update teachers' skills and knowledge which result in the improvement of students' achievement. But, the students' achievement was not improved. The students' scores in National examination sometimes increase and the other-times decrease below the average. The students always complain due to lack of teachers' teaching skills and lack of moral in work place. These all indicates the CPD training did not attain its objectives. Therefore, the current status of CPD activities was not effectively implementation in the sampled schools. W1, W5 and W6.

4.3. Support of school leadership in the implementation of CPD

Systematic support and follow up strategies should be designed to implement CPD program effectively. It is obvious that enhancing teachers' professional development is one of the most important tasks carried out in school by school leadership. Hence, teachers CPD must be on going and systematic and supported by the school leadership. The school leadership therefore is responsible for helping teachers to grow and develop in their understanding of teaching and class room life in improving basic teaching skills and in expanding their knowledge. This part of analysis examined whether school leadership effectively support teachers' professional development activities in order to help teachers develop in their profession.

Table 4- Responses of respondents on the school leadership support the implementation of teachers' CPD program

No	The school leadership	Responses	M	SD	t	P
1	Supports a variety of learning opportunities for teachers.	Teachers	3.12	0.981	-1.748	0.082
		CPDC	3.45	0.839	-1.818	0.071
2	Has given the necessary professional development trainings on the new teachers' CPD approach for teachers.	Teachers	2.54	0.984	-1.920	0.056
		CPDC	2.90	0.867	-1.982	0.051
3	Has designed monitoring and evaluation strategies to support teachers' CPD program implementation.	Teachers	3.01	0.964	-1.205	0.230
		CPDC	3.47	0.875	-1.239	0.217
4	Has an annual plan for teachers' continuing professional development.	Teachers	3.38	0.861	-.219	0.827
		CPDC	3.56	1.045	-.214	0.831
5	Aligns professional development with school goals	Teachers	3.31	0.808	-1.387	0.167
		CPDC	3.47	0.754	-1.412	0.160
6	Empowers teachers as decision makers.	Teachers	3.37	0.961	-1.110	0.268
		CPDC	3.52	0.852	-1.144	0.254
7	Encouraged teachers to participate in teachers' CPD training Continuously	Teachers	2.56	1.050	-.811	0.418
		CPDC	2.78	0.995	-.822	0.412
8	Has received the necessary materials and support from the Woreda/town to implement teachers' CPD training in the school	Teachers	2.27	0.827	1.401	0.163
		CPDC	2.12	0.648	1.489	0.138
9	Followed up teachers' CPD activities by principal/vice-principals Continuously	Teachers	2.47	0.969	-2.918	0.004
		CPDC	2.86	0.869	-2.999	0.003
10	Necessary budget was allocated for teachers' CPD trainings in the school	Teachers	2.34	0.940	2.115	0.056
		CPDC	2.06	0.848	2.171	0.051
11	Feedback is given for teachers at the end of	Teachers	2.42	0.826	-.305	0.761

each training sessions	CPDC	2.61	0.804	-.307	0.759
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Note: M=Mean SD=Standard deviation P=sig. (2-tailed) t= t-value Df= 204 The mean scores 1.00-1.80 very low, 1.81-2.60 as low, 2.61-3.40 as medium, 3.41-4.20 as high and 4.21-5.00 as very high. CPDC=CPD coordinators

As shown in table 4 items 1 to 7, 9 and 11 teachers responded differently when compared with CPD coordinators; i.e., the teachers mean scores of items ranging from 2.42-3.38 and these mean scores fell in between low and medium scales. The mean scores of items 2, 7, 9 and 11 lay in the low scale. This proves that there were not given necessary professional development trainings on the new teachers' CPD approach, not encouraged teachers to participate in teachers' CPD training continuously, there were no follow up teachers' CPD activities by principal/vice-principals continuously and feedback were not given for teachers at the end of each training sessions. However, the mean scores of items 1, 3 to 6 fell in medium scale. This utters that teachers faced difficulty to decide whether or not the listed items implemented effectively. From this, it is possible to conclude that the Supports a variety of learning opportunities for teachers, designed monitoring and evaluation strategies for the school to support CPD program implementation, the annual plan for teachers' CPD, aligns professional development with school goals and empowers teachers as decision makers of principals/vice principals to support the implementation of CPD to some extent did not support in the sampled schools.

On the other hand, items 2, 7, 9 and 11 of table 4 show that CPD coordinators reacted differently with teachers; i.e., the mean scores of items ranging from 2.61-2.90 and these mean scores lay in medium scale. This shows that the respondents not reached to decision and the listed items determined to be not effectively put into practice.

The mean scores of items 1, 3 to 6 ranging from 3.45-3.56 for CPD coordinators and these mean scores fell in high scale. This describes that there were Supports a variety of learning opportunities for teachers, designed monitoring and evaluation strategies and

aligns professional development with school goals. It also shows that empowers teachers as decision makers' high level by CPD coordinators.

In order to check if there was difference between teachers and CPD coordinators in their reply, independent samples "t" test analysis was conducted. The p-values of items 1 to 7 and 11 ranges from 0.51-0.418 are greater than 0.05. This indicates that there was no statistically significant difference between the mean scores of two groups of respondents. This might be because of the two groups of respondents' have almost similar beliefs on the extent of school leadership support the implementation CPD. On the other hand, p-value of items 9 is less than 0.05; i.e., 0.004 and 0.003 for teacher and CPD coordinators. This shows that there was statistically significant difference of mean scores between two groups of respondents. From this data analysis, someone can understand that the two groups of respondents have different beliefs on followed up teachers' CPD activities by principal/vice-principals continuously.

As indicated in table 4 item 8 and 10 both respondents rated almost similarly. The mean score of teachers were 2.27 and 2.34 and that of CPD coordinators were 2.12 and 2.06 respectively. Both mean and total mean score of respondents felled in the low scale. This indicates that the school were not received the necessary materials and support from the Woreda/administrative town to implement teachers' CPD training and necessary budget was not allocated for teachers' CPD trainings in the school. From the document analysis, the researcher observed that same sampled schools have received few training materials that were prepared by MoE. And few numbers of teachers prepared CPD modules and portfolios but it was not checked and approved by the school principal and concerned bodies.

In order to check if there was difference between teachers and CPD coordinators in their reply, independent samples "t" test analysis was conducted. The p-values of items 8 and 10 ranges from 0.163-0.056 for teachers and 0.138-0.051 for CPD coordinators are greater than 0.05. This indicates that there was no statistically significant difference between the mean scores of two groups of respondents. This might be because of the

two groups of respondents' have almost similar beliefs on received the necessary materials and budget was allocated for teachers' CPD trainings in the school

In open ended question, the majority of teacher respondents responded by supporting the closed ended questions by saying that CPD training was not given in the regular way and nobody pay attention on the issues of CPD training; school leaders of course they have awareness about CPD but the problem was emanated from absence of coordination in the school for CPD training. The school leaders have also did not give supports a variety of learning opportunities for teachers.

In addition to this, the interview was conducted with the vice Woreda/Town education officer to check whether or not they gave any support in implementation of CPD and replied:

Checklists are prepared to check the practices of CPD training in this year (2016/17); to speak frankly they did not give attention for CPD training in the schools. They start to run when zone education bureau asks them to give reports about CPD training. They have not led the training in the regular way. They did not design systematic way of supporting and following up activities. These happened due to we have no sufficient time and overloaded in another teaching and learning process. W1, W4, W5 and W6.

Additionally replied:

It also tried to prepare short trainings on the issues of CPD trainings but they did not get budget because the budget was not allocated for CPD trainings at all; to tell the truth including woredas education officers nobody give attention about CPD; the concerned bodies like Zone/Woredas/Town TDP coordinators and supervisors were coming to the school but they did not focus on the issues of CPD training; the school leaders also did not want to give support and follow up rather than asking they to give report when they were asked to write it for Woreda/Town education officers. W2, W3 and W7.

4.4. Attitudes towards Continuous Professional Development

Teacher professional development would not hit its target without a positive attitude of implementers. In support of the above ideas 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 (Duze, 2011). This implies that the attitude of teachers and school leaders towards CPD is of paramount importance during the process of CPD programs.

Table 5 Summary of respondents' view on attitudes towards CPD

N o	Item	Responses	M	SD	t	p
1	Necessary to enhance students learning.	Teachers	3.80	.878	0.565	0.573
		CPDC	3.73	.868	0.567	0.572
2	Necessary for career progression	Teachers	3.55	.857	-1.487	0.139
		CPDC	3.73	.772	-1.527	0.129
3	Threatening to teachers.	Teachers	3.53	.857	-0.934	0.351
		CPDC	3.65	.839	-0.939	0.349
4	Helpful to enhance teachers' competence.	Teachers	3.79	.890	-1.166	0.245
		CPDC	3.92	.656	-1.303	0.194
5	Essential as it makes me feel more confident in my job.	Teachers	3.39	.990	-2.590	0.010
		CPDC	3.77	.759	-2.767	0.006
6	Useful for both the school & teachers.	Teachers	4.02	.739	0.149	0.881
		CPDC	4.00	.688	0.152	0.879
7	CPD plays an important role in improving my professional growth	Teachers	4.18	.775	-0.158	0.874
		CPDC	4.19	.629	-0.167	0.868

Note: M=Mean SD=Standard division P=sig. (2-tailed) t= t-values Df= 204

t= t-value: mean scores 1.00-1.80 very low, 1.81-2.60 as low, 2.61-3.40

as medium and 3.41-4.20 as high and 4.21-5.00 as very high. CPDC=CPD coordinators

The examination of the attitudes of respondents toward CPD included 7 items in the instrument. Among the seven items treated in the above table, items 1 to 4, 6 and 7: necessary to enhance students learning, necessary for career progression, threatening to teachers and helpful to enhance teachers' competence rated high. Additionally, useful for both the school & teachers and CPD plays an important role in improving my professional growth were rated the highest by teacher respondents. They indicate that teachers highly agree with the statements. On the other hand, teachers rated item 5 essential as it makes me feel more confident in my job the medium level. Average Mean score was 3.39. This indicating that teachers neither support nor opposed, just responded medium, with the statement.

Pertaining to CPD coordinators ratings, among the seven items treated in the above table, items 1 to 7 the highest rated by CPD coordinators. A careful look at the data revealed that respondents tended to positively agree with all seven of the items, with the mean scores above 3.39.

As indicated from table 5 that both respondents were rated more positive. The CPD coordinators respondents gave their ratings to all seven as high and the teacher respondents rated six of the seven items as rated high; they rated the remaining one items as medium. This showed that both teachers and CPD coordinators were accepted that CPD is necessary to enhance students learning, improving their teaching method, schools would have got a good opportunity to run the program effectively. In this regard positive attitudes together with an appropriate support system may lead to a better implementation of the program.

In order to check if there was difference between teachers and CPD coordinators in their reply, independent samples "t" test analysis was conducted. The p-values of items 1 to 4, 6 and 7 range from 0.129-0.881 are greater than 0.05. This indicates that there was no statistically significant difference between the mean scores of two groups of respondents. This might be because of the two groups of respondents' having almost similar attitude towards CPD. On the other hand, p-values of items 5 is less than 0.05;

i.e., 0.010 and 0.006 for teacher and CPD coordinators. This shows that there was statistically significant difference of mean scores between two groups of respondents. From this data analysis, someone can understand that the two groups of respondents have different beliefs on the CPD make me feel more confident in my job.

Interviews were conducted with vice Woredas/Town education officers how they judged the attitudes of teachers, school leaders and supervisors towards CPD program, and replied:

The attitude of most school leaders and supervisors seems positive when they talk in meeting with them; they talk that they will implement each and every issue of CPD in the school. When they come to teachers most teachers tired of CPD training. They perceive it adds value for their professional development (W₁, W₂, W₃, W₄, W₅, W₆ and W₇).

4.5. Factors affecting the implementation of Teachers' CPD

There are encouraging and discouraging factors which affect the implementation of CPD program positively and negatively respectively. This study focuses on the discouraging factors which hinder the effective implementation of CPD program. Steyn (2011) identified a number of aspects that may influence the effective implementation of CPD, such as; an emphasis on teachers' learning, the commitment of teachers, ineffective leadership, the particular school context, and feedback given on CPD practices; i.e. teachers need to know whether they are making any progress when implementing new CPD initiatives. Table 6 below shows a summary of respondents' responses on the factors that affect effective implementation of CPD.

Table 6. Responses of respondents on the factors affecting the implementation of CPD program

No	Item	Responses	M	SD	t	P
1	The extant of insufficient resources	Teachers	3.73	.817	-1.639	0.103
		CPDC	3.92	.823	-1.635	0.104
2	The extant of irrelevant / unrealistic content	Teachers	3.36	.821	-0.135	0.893
		CPDC	3.38	.771	-.137	0.891
3	School not supportive of CPD	Teachers	3.34	.988	3.403	0.001
		CPDC	2.90	.754	3.640	0.000
4	Lack of quality learning activities	Teachers	3.74	.948	-1.999	0.047
		CPDC	3.97	.561	-2.259	0.025
5	Professional burnout (a feeling of tiredness or exhaustion)	Teachers	3.92	.797	0.235	0.815
		Principals	3.90	.754	0.238	0.812
6	Job constraints (pressure of work/teacher workload)	Teachers	3.31	.846	-1.877	0.062
		CPDC	3.55	.911	-1.842	0.067
7	lack of qualified trainers	Teachers	4.18	.707	0.896	0.371
		CPDC	4.16	.727	0.890	0.375
8	Unsuitable school environment	Teachers	2.93	1.032	0.055	0.957
		CPDC	2.92	1.048	0.054	0.957
9	Less commitment of Leaders	Teachers	3.84	.795	5.328	0.001
		CPDC	3.18	.970	5.070	0.000
10	Lack of arranging training on CPD programs	Teachers	3.94	.737	0.865	0.388
		CPDC	3.84	.779	0.853	0.395
11	Absence of motivation for teachers by the concerned bodies on the actions of CPD	Teachers	4.06	.596	-2.878	0.004
		CPDC	4.31	.613	-2.858	0.005
12	Absence of commitment of teachers to implement the CPD program	Teachers	4.08	.692	1.403	0.162
		CPDC	3.92	.885	1.319	0.189
13	Lack of awareness of teachers on CPD activities	Teachers	2.07	.850	.964	0.336
		CPDC	1.96	.658	1.027	0.306
14	Absence of career structure with the actions of CPD	Teachers	4.51	.561	-0.268	0.789
		CPDC	4.53	.502	-0.276	0.783
15	Lack of a systematic follow up	Teachers	4.05	.732	1.804	0.073
		CPDC	3.88	.512	1.968	0.050
16	Negative attitude of principals/vice-principals towards CPD	Teachers	2.30	.844	1.406	0.161
		CPDC	2.13	.864	1.398	0.164

Note: M=Mean SD=Standard deviation P=sig. (2-tailed) Df=204 t= t-value: mean scores 1.00-1.80 very low, 1.81-2.60 as low, 2.61-3.40 as medium, 3.41-4.20 as high and 4.21-5.00 as very high. CPDC=CPD coordinators

Respondents were asked to rate 16 possible barriers to teacher participation in CPD. As indicated in table 6 teachers and CPD coordinators they ranked items 2, 3 and 8 as rated medium level. This shows that both respondents approved that the extant of irrelevant content, school not supportive of CPD and unsuitable school environment were medium factors that affected the implementation of CPD program. The mean score range 3.50, 3.34 and 2.93 for teachers and 3.52, 2.90 and 2.92 for CPD coordinators respectively.

In order to check if there was difference between teachers and CPD coordinators in their reply, calculated t- test was conducted. The p-values of items 2 and 8 range from 0.893-0.957 for teachers and 0.891-0.957 for CPD coordinators are greater than 0.05. This indicates that there was no statistically significant difference between the mean scores of two groups of respondents. On the other hand, the p-values of items 3 is less than 0.05; i.e., 0.001 for both respondents. This shows that there was statistically significant difference of mean scores between two groups of respondents. This might be because of the two groups of respondents' have different beliefs on the supportive of school in CPD implementation.

As indicated in table 6 item 13 and 16 both respondents rated similarly. The mean score of teachers were 2.07 and 2.30 and that of CPD coordinators were 1.96 and 2.13 respectively. Both mean and total mean score of respondents felled in the low scale. This indicates that the teachers' and CPD coordinators have awareness about teachers' CPD activities. Moreover, the t- test at 0.05 significance level in item 13 and 16 shows that 0.336-0.161 for teacher and 0.306-0.164 for CPD coordinators. From this we understood that there is no statistically significance difference among the response of the responders toward the awareness of teachers' CPD.

In items 1, 4, 5, 7, 10 and 12 and 15 both respondents also rated high. This indicates that the extant of insufficient resources, lack of quality learning activities, Professional

burnout, lack of qualified trainers and lack of arranging training on CPD programs. Additionally, absence of motivation for teachers by the concerned bodies on the actions of CPD, absence of commitment of teachers to implement the CPD program and lack of a systematic follow up were highly affected the implementation of CPD program in the sampled schools.

In order to check if there was difference between teachers and CPD coordinators in their reply, calculated t- test was conducted. The p-values of items 1, 5, 7, 10, 12 and 15 were greater than 0.05. This indicates that there were no statistically significant differences between the mean scores of two groups of respondents. This might be because of the two groups of respondents' have almost similar beliefs on the barriers of CPD implementation. But, the p-value of items 4 was less than 0.047 and 0.025 for teachers and CPD coordinators respectively. This might be because of the two groups of respondents' have almost different beliefs on the factors affecting the implementation of CPD.

Furthermore, both respondents they rated item 14 as very high 4.51 and 4.53 for teachers and CPD coordinators. This utters that absence of career structure with the actions of CPD activities was the serious factors which influenced the implementation of CPD program. Moreover, the t-test at 0.05 significance level shows that there was no statistically significance difference among the response of the responders toward the absence of career structure. This indicate that both respondents similar belief towards career structure.

On the other hand, there was a slight difference of the respondents in the ranking for items 6, 9 and 11; i.e., the mean scores of teachers' were determined to be 3.31, 3.84 and 4.06 mean scores fell in medium and high scale respectively. This depicts that Job constraints (pressure of work/teacher workload) medium influence and less commitment of leaders and absence of motivation for teachers by concerned bodies were highly influenced the effective implementation of CPD program.

While, mean scores of CPD coordinators of items 6, 9 and 11 were 3.55, 3.18, and 4.31 mean scores lay in the high, medium and very high scale respectively. This expresses that CPD coordinators agreed that Job constraints (pressure of work/teacher workload) highly influence the implantation of CPD, less commitment of Leaders and absence of motivation for teachers by concerned bodies were medium affected the effective implementation of CPD program in the sampled schools.

In order to check whether or not there is difference between teachers and CPD coordinators in their response; t-test analysis was conducted. The p-values of items 6 greater than 0.05 i.e., 0.062 for teachers and 0.067 CPD coordinators. This indicates that there was no statistically significant difference between the mean scores of two groups of respondents. This could be because of the two groups of respondents had almost similar ideas on job constraints. Nevertheless, as depicted in items 9 and 11 the p-values are 0.000 and these p-values were less than 0.05. This describes that there was statistically significant difference of mean scores between two groups of respondents. From this data analysis, someone can understand that the two groups of respondents have different perceptions towards commitment of leaders.

The qualitative data analysis also showed that there were a number of factors that affect teacher participation in CPD activities. For instance, one of the teacher respondents on the open-ended questionnaire regarding incentives pointed out:

I make an effort to improve myself through professional development, but CPD program in my opinion will not be effective without reward. To get more results CPD should be supplied with current research and rewards for the teachers.

Similarly, during interview session with vice woredas/Town education officer also point out:

Teachers' interest, commitment and career structure are the major constraint to participation in CPD activities. CPD is program that requires sufficient resources in general financial and materials resources in particular. The promises made by the ministry of education in relation to certifying Teachers and career structure

through the CPD program have not been implemented. This situation has led to confusion and lack of direction on the part of teachers. This situation would likely entail negative impact on continuity and sustainability of the CPD activities by teachers.

As can be seen from the above quantitative and qualitative data, one can understand that CPD program was challenged by a series challenges. As indicated above, some these factors are related with school and school level factors while others seem beyond the capacity of the schools. In such a situation, it might be difficult to expect CPD program to bring about the envisaged teachers professional capacity.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter contains three subsections. The first subsection deals with the summary of the major findings, the second subsection presents conclusions which were drawn from the summary of the major findings and the third one introduces alternative solutions which were recommended to ease the problems encountered during CPD program implementation.

5.1 Summary of the Major Findings

In this study the descriptive survey design and mixed (quantitative and qualitative) methods were employed. Interview, documents analysis and questionnaires were used as data collecting instruments.

This study aimed at investigating the practice and challenges school leadership in fostering teachers CPD in government secondary school of east Hararghe Zone, Oromia regional state. It is also attempted to attain the following specific objectives: Investigating the current status of CPD practices in secondary schools, identify the extent to which school leadership support CPD, identify major problems that affect school leadership in fostering CPD and find out how school does leadership improves CPD in secondary school East Hararghe Zone. In order to achieve the major and specific objectives the following basic/research questions were raised and answered in this study.

1. What is the current status of teachers' CPD practices in secondary schools of East Hararghe zone?
2. To what extent does school leadership support teachers' CPD in secondary school of East Hararghe zone?
3. What are the major problems that affect school leadership in fostering teachers' CPD in secondary school of East Hararghe zone?
4. How can school leadership improve teachers' CPD in secondary school of East

Hararghe zone?

5.1.1. The Current Status Teachers' CPD Activities

- From the data it could be said that preparation of CPD portfolio by recording all relevant documents, in-school workshops/seminars, and visits to other schools to share experiences, mentoring activities of experienced teachers for newly deployed teachers and existence of certification after completion of teachers' CPD was found to be insufficient by teachers and CPD coordinators.
- Most responses of the interview questions held that indicated that there was ineffective implementation of CPD program in the sampled schools.
- From document analysis it was confirmed that teachers did not prepare CPD portfolio by recording all useful actions of CPD and most teachers organized their portfolio by copying from each other since there were no experience exchange and sustainable training in sample school.

5.1.2. Support of school leadership in the implementation of CPD Program

- Both respondents proved that the school did not receive the necessary materials and support from the Woreda/administrative town to implement teachers' CPD training and necessary budget was not allocated for teachers' CPD trainings in the school.
- The majority of the teacher respondents rated that there were no professional development trainings on the new teachers' CPD approach for teachers.
- The school leadership and concerned body were no supporting and guiding in the preparation of portfolio and the feedback was not given at the end of each training session.
- Giving the training materials for teachers and following up activities of principals/vice principals during the CPD training did not practice in the sampled schools.
- The CPD training was not given in the regular way and nobody pay attention on the issues of CPD training. They also indicated that there was no coordination in the school for CPD training. The school leaders have no check list to give support and guidance for teachers.
- Woreda/Town education officers did not lead the training in the regular way and did not design systematic way of supporting and following up activities.

5.1.3. Attitudes towards Continuous Professional Development

- Positive attitude towards CPD program is an important ingredient of appropriate CPD environment.
- Both teachers and CPD coordinators accepted that CPD improved students' achievements by creating awareness about the current situation and improving their teaching method, schools would have got a good opportunity to run the program effectively. In this regard positive attitudes together with an appropriate support system may lead to a better implementation of the program.
- The interviews were also indicated that the attitude of most school leaders and teachers seems positive when they talk in meeting with Woredas; they talk that they understand or believe that it adds value for their professional development.

5.1.4. Factors Affecting the Implementation of Teachers' CPD

- Both respondents agreed that all the variables had influence on successes and failure of CPD program in sampled secondary schools.
- The proposed challenges on the process of CPD implementation were, the extant of insufficient resources, lack of quality learning activities, Professional burnout, lack of qualified trainers, lack of arranging training on CPD programs and absence of motivation for teachers by the concerned bodies on the actions of CPD. Moreover, job constraints or pressure of work/teacher workload, less committeemen of teachers and leaders to implement the CPD program and lack of a systematic follow up were highly affected the implementation of CPD program in the sampled schools.
- Moreover, irrelevant / unrealistic content, school not supportive of CPD and unsuitable school environment were medium influence on the implementation of CPD.
- Absence of career structure with the actions of CPD activities was the most serious factors which influenced the implementation of CPD program.
- Interview conducted with vice woredas/Town education officers pointed out that lack of interest, lack commitment, shortage of financial and materials resources are the negative impact on the CPD activities.
- Others vice woredas/Town education officers noted that promises made by the ministry of education in relation to certifying teachers and career structure through the

CPD program have not been implemented. This situation has led to confusion and lack of direction on the part of teachers. This situation would likely entail negative impact on continuity and sustainability of the CPD activities by teachers.

5.2. Conclusions

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

- The findings revealed those teachers' and school leaderships' preparations of CPD portfolio by recording all relevant documents, in-school workshops/seminars and visits to other schools to share experiences insufficient. Moreover, mentoring activities of experienced teachers for newly deployed teachers and existence of certification after completion of teachers' CPD were not implemented in sample secondary school.
- The findings indicated that the majority of the respondents (teachers) reacted that there were no school leaders support and follow up activities on the CPD program, absence of continuous training, absence of organize experience sharing with the nearby schools, feedback is not given for teachers at the end of each training and absence of encouraged teacher to participate in CPD. Therefore, the researcher concluded that the school leadership in secondary school of east Hararghe zone did not play their role in promoting/fostering teacher professional development as they were expected.
- Most of the research participants agreed that CPD program is important as it focuses on core issue teacher professional development and improving the quality of teaching and learning. Therefore, the researcher concluded that the teachers perceive CPD program positively.
- MoE, Zone and Woredas education officer experts and cluster supervisors were less supportive on the activities of CPD. That is, absence of career structure, failure to allocate sufficient resources and budget, absence of organizing training programs, absence of encouraging peer evaluation, failure of certification after completion of

CPD and timely feedback regarding the practical implementation of school based CPD. Therefore, there was absence of commitment and lack of responsibilities among CPD stake holders for its real implementation.

In general, the CPD program was not effectively implemented in the sampled schools and school leadership was not fostering the program in governmental secondary school of east Hararghe zone.

5.3. Recommendations

Based on the found, the researcher recommended the following comment.

- To achieve the intended goal it needs active participations of stakeholders especially, teachers and school leadership because they are the key element to accomplish the intended quality of education through CPD. Therefore, to run the CPD effectively 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.
- Woreda education offices and Secondary Schools should develop a project proposal in order to get the supports from NGOs and government organization that are functioning around. The neighboring University especially Haramaya University should strictly follow up and supervise that; every school has provided appropriate support for the program.
- The study showed that the roles of school leadership in fostering the implementation of teachers' CPD were found to be inadequate. It is strongly recommended that school leadership, together with the concerned body, should take immediate actions and follow up the teachers' CPD performance and organize teachers training on the activities of CPD. Moreover, supports a variety of learning opportunities for teachers, followed up teachers' CPD activities, maintain experience sharing with the nearby cluster schools and in school workshops/seminars and as well as to improve the quality of teaching and learning activities.
- The school leadership should be visionary and be able to create strategic direction, plan for the school and then facilitate and monitor the implementation of such plan and effectively manage all the school resources in support of student learning.
- The study provided evidence that the current status of CPD programs were not being practiced as might have been expected to be in the secondary schools of east Hararghe zone. The reasons provided by the study participants were that lack of readiness and commitment to participate in the program. Therefore, school leadership should change

themselves before they try to change teachers and play their role in promoting teacher professional development as they were expected.

- Hence respondents have positive attitudes towards the program, the MoE and education bureau should to revisit its promotion procedures as the current system is frustrating and demotivate teachers. So, strengthen CPD program after completion of one program, education bureau should directly connect to the career structure of teachers, certified teachers after completion of CPD and create additional ways of motivating teachers based on the results of the participant. To enhance CPD practices, it is essential to develop on incentive mechanism for principals, teachers, CPD facilitators and mentors. Teachers' performance of any practices of teachers' CPD need to be allied with their career development so that teachers would not be hesitant to implement CPD.
- MoE, regional education Bureau, Zone education department, and Woredas education officers are advised to consider attempts to implement teachers' CPD as part of the performance of teachers' career structure development criteria and it needs immediate actions in order to solve the problem.
- Teachers should have to commit themselves for the implementation of what they learn from CPD program training. For this reason, CPD program implementers should consider raising the allowances for meals and accommodation that are given to teachers during CPD training so that teachers are motivated to participate fully in the implementation of the program.
- Finally, to better address the problems, it can be suggested that further studies need to be conducted in this area with regard to the practices and challenges of school leadership in fostering teachers' CPD implementation in government secondary Schools of Hararghe zone, Oromia regional state.

6.

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APPENDIX 1
HARAMAYA UNIVERSITY
Postgraduate Program Directorate
College of Education and Behavioral Studies
Department of Educational Planning and Management

Questionnaire filled by: *Teachers*

Dear Teacher, I am currently working on my MA thesis entitled “*The Practices and challenges of school leadership in fostering Teachers’ Continuous Professional Development Government Secondary Schools of East Hararge Zone, Oromia Regional state*”. The success of this study is, to a great extent, contingent upon your genuine responses. Hence, you are kindly requested to be honest in your responses to all items provided in this questionnaire. I appreciate your time and effort in answering this questionnaire. I honestly; assure you that your information will be kept strictly confidential and used for academic purposes only

Instructions:

- You do not need to write your name on this questionnaire.
- Please answer all questions by ticking (√) one box for each statement or by writing Your answers in the space provided.
- Please, answer ALL the questions as freely and as honestly as possible.
- All answers will be treated CONFIDENTIALLY

Thank you in advance for your co-operation

Part I: Background Information

- 1. Sex:** Male Female
- 2. Age:** 21 – 25 years 31 – 35 years 41 – 45 years
 26 – 30 years 36 – 40 years 46 years and above
- 3. Highest Educational Level:**
- Diploma Bachelor Degree Master Degree Others, please specify ___
- 4. Teaching Experience:**

1 – 5 years 6 – 10 years 11 – 15 years 16 – 20 years above 21 years

Part II: Issues Related to Continuous Professional Development (CPD) practices

Instruction: Please tick (✓) one box to indicate the extent to which you agree or disagree with each of the following statements.

(The numbers indicate: 5=very high 4= high 3= Medium 2= Low 1=Very Low)

2.1. The current status CPD activities: Please tick all that apply.

(The numbers indicate: 5=very high 4= high 3= Medium 2= Low 1=Very Low)

No	CPD is:	Scale				
		1	2	3	4	5
1	The organized portfolio by recording all teachers' CPD documents.					
2	Involving in the selection of the school teachers' CPD priorities					
3	The school CPD priorities are clearly identified by principal/vice principals					
4	In-school workshops/seminars					
5	Visits to other schools to share experiences					
6	The status of action research work in your school.					
7	The status of mentoring activities in yours school.					
8	The status of stakeholder participation in teachers' CPD plan.					
9	The existence of certification after completion of teachers' CPD.					

Other(s) please specify:

2.2. The extent of school leadership support the implementation of teachers' CPD

(The numbers indicate: 5=very high 4= high 3= Medium 2= Low 1=Very Low)

No	The leadership	Scale				
		1	2	3	4	5
1	Supports a variety of learning opportunities for teachers.					
2	Has given the necessary professional development trainings on the new teachers' CPD approach for teachers.					
3	Has designed evaluation strategies to support teachers' CPD program implementation.					
4	Has an annual plan for teachers' continuing professional development.					

5	Aligns professional development with school goals.					
6	Empowers teachers as decision makers.					
7	Encouraged teachers to participate in teachers' CPD training Continuously.					
8	Received the necessary materials and support from the Woreda/town to implement teachers' CPD training in the school.					
9	Followed up teachers' CPD activities.					
10	Necessary budget was allocated for teachers' CPD trainings in the school.					
11	Feedback is given for teachers at the end of each training sessions.					

Other(s) please specify: _____

2.3. Attitudes towards Continuous Professional Development (CPD)

(The numbers indicate: 5=very high 4= high 3= Medium 2= Low 1=Very Low)

No	CPD is:	Scale				
		1	2	3	4	5
1	Necessary to enhance students learning.					
2	Necessary for career progression					
3	Threatening to teachers.					
4	Helpful to enhance teachers' competence.					
5	Essential as it makes me feel more confident in my job.					
6	Useful for both the school & teachers.					
7	plays an important role in improving my professional growth					

Other(s) please specify:

Part III: Issues Related to Leadership

2.4. Factors affecting the implementation of Teachers' CPD:

(The numbers indicate: 5=very high 4= high 3= Medium 2= Low 1=Very Low)

No	Barriers /challenges is:-	Scale				
		1	2	3	4	5
1	The extant of Insufficient resources					
2	Irrelevant / unrealistic content					

3	School not supportive of CPD					
4	Lack of quality learning activities					
5	Professional burnout (a feeling of tiredness or exhaustion)					
6	Job constraints (pressure of work/teacher workload)					
7	lack of qualified trainers					
8	Unsuitable school environment					
9	Less commitment of Leaders					
10	Lack of arranging training on CPD programs					
11	Absence of motivation for teachers by the concerned bodies on the actions of CPD					
12	Absence of commitment of teachers to implement the CPD program					
13	Lack of awareness of teachers on CPD activities					
14	Absence of career structure with the actions of CPD					
15	Lack of a systematic follow up					
16	Negative attitude of principals/vice-principals towards CPD					

Other(s) please specify:

Appendix 2

Haramaya University

Postgraduate Program Directorate

College of Education and Behavioral Studies

Department of Educational Planning and Management

Questionnaire filled by: CPD coordinators (School Principals, , vice Principals, department heads and supervisors)

Dear Teacher, I am currently working on my MA thesis entitled “*The Practices and challenges of school leadership in fostering Teachers’ Continuous Professional Development Government Secondary Schools of East Hararge Zone, Oromia Regional state*”. The success of this study is, to a great extent, contingent upon your genuine responses. Hence, you are kindly requested to be honest in your responses to all items provided in this questionnaire. I appreciate your time and effort in answering this questionnaire. I honestly; assure you that your information will be kept strictly confidential and used for academic purposes only

Instructions:

- You do not need to write your name on this questionnaire.
- Please answer all questions by ticking (✓) one box for each statement or by writing Your answers in the space provided.
- Please, answer ALL the questions as freely and as honestly as possible.
- All answers will be treated CONFIDENTIALLY

Thank you in advance for your co-operation

Part I: Background Information

1. Sex: Male Female

2. Age: 21 – 25 years 31 – 35years 41 – 45 years
 26 – 30 years 36 – 40 years 46 years and above

3. Highest Educational Level:

Diploma Bachelor Degree Master Degree Others, please specify _____

4. Teaching Experience:

1 – 5years 6 – 10 years 11 – 15 years 16 – 20 years above 21 years

Part II: Issues Related to Continuous Professional Development (CPD) practices

Instruction: Please tick (✓) one box to indicate the extent to which you agree or disagree with each of the following statements. (*The numbers indicate:* 5=very high 4= high 3= Medium 2= Low 1=Very Low)

2.1. The current status CPD activities: Please tick all that apply.

(*The numbers indicate:* 5=very high 4= high 3= Medium 2= Low 1=Very Low)

No	CPD is:	Scale				
		1	2	3	4	5
1	The organized portfolio by recording all teachers' CPD documents.					
2	Involving in the selection of the school teachers' CPD priorities					
3	The school CPD priorities are clearly identified by principal/vice principals					
4	In-school workshops/seminars					
5	Visits to other schools to share experiences					
6	The status of action research work in your school.					
7	The status of mentoring activities in yours school.					
8	The status of stakeholder participation in teachers' CPD plan.					
9	The existence of certification after completion of teachers' CPD.					

Other(s) please specify:

2.2. The extent of school leadership supporting the implementation of teachers' CPD

(The numbers indicate: 5=very high 4= high 3= Medium 2= Low 1=Very Low)

No	School leader/s	Scale				
		1	2	3	4	5
1	Supports a variety of learning opportunities for teachers.					
2	Has given the necessary professional development trainings on the new teachers' CPD approach for teachers.					
3	Has designed evaluation strategies to support teachers' CPD program implementation.					
4	Has an annual plan for teachers' continuing professional development.					
5	Aligns professional development with school goals.					
6	Empowers teachers as decision makers.					
7	Encouraged teachers to participate in teachers' CPD training Continuously.					
8	Received the necessary materials and support from the Woreda/town to implement teachers' CPD training in the school.					
9	Followed up teachers' CPD activities.					
10	Necessary budget was allocated for teachers' CPD trainings in the school.					
11	Feedback is given for teachers at the end of each training sessions.					

Other(s) please specify:

2.3. Attitudes towards Continuous Professional Development (CPD)

(The numbers indicate: 5=very high 4= high 3= Medium 2= Low 1=Very Low)

No	CPD is:	Scale				
		1	2	3	4	5
1	Necessary to enhance students learning.					
2	Necessary for career progression					
3	Threatening to teachers.					
4	Helpful to enhance teachers' competence.					
5	Essential as it makes me feel more confident in my job.					
6	Useful for both the school & teachers.					
7	plays an important role in improving my professional growth					

Other(s) please specify:

Part III: Issues Related to Leadership

2.4. Factors affecting the implementation of Teachers' CPD:

(The numbers indicate: 5=very high 4= high 3= Medium 2= Low 1=Very Low)

No	Barriers /challenges is:-	Scale				
		1	2	3	4	5
1	The extant of Insufficient resources					
2	Irrelevant / unrealistic content					
3	School not supportive of CPD					
4	Lack of quality learning activities					
5	Professional burnout (a feeling of tiredness or exhaustion)					
6	Job constraints (pressure of work/teacher workload)					
7	lack of qualified trainers					
8	Unsuitable school environment					
9	Less commitment of Leaders					
10	Lack of arranging training on CPD programs					
11	Absence of motivation for teachers by the concerned bodies on the actions of CPD					
12	Absence of commitment of teachers to implement the CPD program					
13	Lack of awareness of teachers on CPD activities					
14	Absence of career structure with the actions of CPD					
15	Lack of a systematic follow up					
16	Negative attitude of principals/vice-principals towards CPD					

Other(s) please specify:

Appendix 3
Haramaya University
Postgraduate Program Directorate
College of Education and Behavioral Studies
Department of Educational Planning and Management

Interview questions for Vice Woredas Education Office

Research Topic: *“Practices and challenges of school leadership in Fostering Teachers’ Continuous Professional Development Government Secondary Schools of East Hararge Zone, Oromia Regional state”.*

Name of Woredas _____ Sex: ____ Age: ____ service years: _____

1. How do you understand the concept teachers’ CPD in your Woredas secondary schools?

2. What is the current status of teachers’ CPD implementation in secondary schools in your Woredas/Town?

3. What is the attitude of teachers, school leadership and supervisors towards teachers’ CPD?

4. What are the major factors that affecting of teachers’ CPD implementation in secondary schools in your woredas/town?

5. How do teachers decide their school teachers' CPD priorities?

6. What kind of support do you provide to school leadership to enable them carryout their duties and responsibilities?
